



# PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Summer Board Planning Session - 3:00 PM

Thursday, July 24, 2025

In-Person at District Office

<https://us02web.zoom.us/j/87838605782?pwd=GI2ZwbQcBocjjZeJsyCEAnoeJKSbYj.1>

Password: 324553

This is a planning session only. There will be no action taken. There is limited seating for the public. No comments will be allowed as this is a work session only. You may complete the public comment form (English/Spanish) located on the School Board tab of our website and your comment will be shared with the board at the next regularly scheduled meeting.

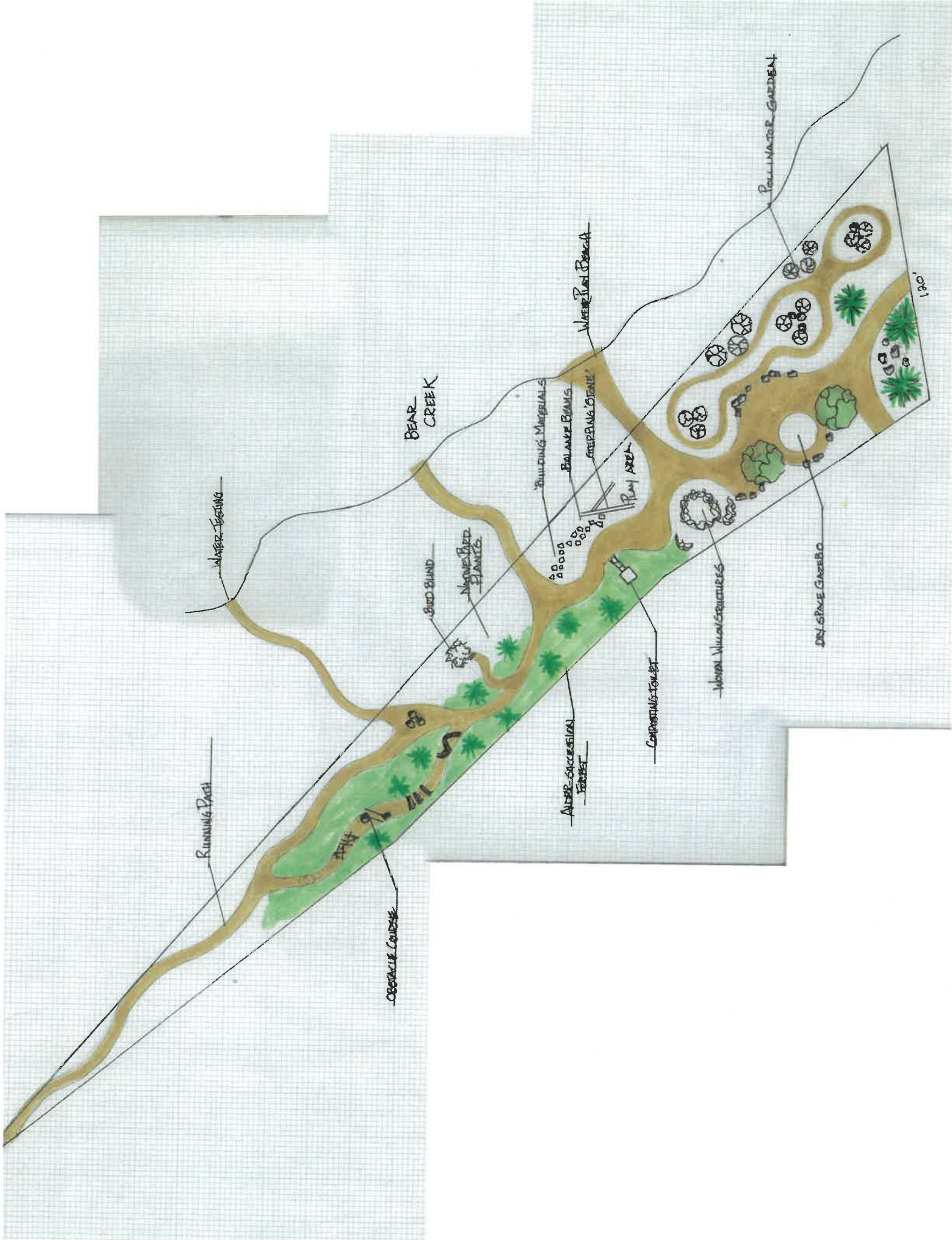
**Agenda Español**

**Minutas Español**

## AGENDA

- A. **Call to Order - 3:00 p.m.**
- B. **Our Community Forestry Presentation (20 minutes)**
- C. **Board/Supt. Evaluation Planning (20 minutes)**
- D. **Discuss Colver Road Property (10 minutes)**
- E. **Review Committee Assignments - (10 minutes)**
- F. **Discussion about District Auditor - (10 minutes)**
- G. **Review Board Guiding Principles - (10 minutes)**
- H. **Overview of Board Self-Evaluation, Supt. Evaluation, Operating Agreements, and District Strategic Plan - (40 minutes)**
- I. **Adjournment - 5:00 p.m.**

Phoenix-Talent School District #4 is an Equal Opportunity Employer and, in accordance with Federal and State Legislation, does not discriminate on the basis of race, sex, religion, age, national origin, or marital status, physical or mental disability in employment practices or education programs. **If you need special accommodations for language interpretation or because of a disability**, please contact the District Office Executive Assistant two days prior to meeting at 541-535-1511 Voice/TD.





# PHOENIX-TALENT SCHOOLS

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## BOARD GUIDING PRINCIPLES

2024/2025

- The Board is committed to fostering a diverse and inclusive school environment in which all of our students, families, and staff members feel valued, respected, and welcomed.
- The Board condemns all acts of discrimination towards individuals or groups, and in turn will celebrate diversity by fostering an environment that treats all people with dignity and respect while supporting efforts that sustain equity within the field of education. We are committed to include diverse people, ideas, cultures and traditions in all areas of our work.
- The Board shall make decisions based on factors that assure the best possible learning environment for all students with emphasis on minimum class sizes, varied curriculum and student achievement for all.
- The Board shall encourage and support the Superintendent and Staff in continuing the efficient operation of the school district and strive, individually and collectively, to recognize the outstanding efforts and growth of all staff on a regular basis.
- The Board shall make balanced decisions and policies mindful of the best interest of all members of the school district including the students, parents/guardians, educators and the citizens of the community.
- The Board shall evaluate, periodically, all programs and attempt to continue, modify or restore as many disciplines as practical to provide a broad-based education for all students.
- The Board shall increase and monitor educational opportunities for student success through appropriate curriculum with classroom flexibility on an individual basis, when warranted and resources are available.
- The Board shall be knowledgeable about District activities and functions and shall encourage and support students, staff and community by attending and participating in District activities and functions when and as often as possible. In addition, the board is committed to various forms of community engagement opportunities, including listening sessions and attending school/community events.
- The Board shall encourage appropriate communication pathways with students, parents/guardians, community members, and District staff, while maintaining the highest code of ethics and professional behavior.
- The Board shall encourage the conservative use of all resources, both natural and man-made. Strategic decisions should be made with consideration for longevity, fiscal responsibility, and sustainability.
- The Board shall continue to affirm our commitment to the community using bond resources to build a premium education environment in our region.

Revised 10-21-21



# PHOENIX-TALENT SCHOOLS

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## SCHOOL BOARD OPERATING AGREEMENT

### PURPOSE:

For the purpose of enhancing teamwork among members of the board and between the board and the administration. The board will represent the needs and interests of all the students in the district by committing to the following:

### BOARD ROLES & RESPONSIBILITIES

1. Focus on governance: policy-making, strategic planning and evaluation (curriculum, district performance and superintendent).
2. Uphold the legal, compliance and confidentiality requirements on all matters arising from board meetings and executive session.
3. Recognize the role of the chair to speak for and about the board to the press and public groups. Recognize the role of the chair to convene meetings, execute documents as appropriate, and develop the agenda with the vice chair and superintendent.
4. The board and superintendent will participate annually in establishing goals and objectives for themselves and the district.
5. The board will act as ambassadors to the schools, the community and the district.

### HOW WE OPERATE & MAKE DECISIONS

1. Make decisions as a whole board only at properly called meetings.
2. Support decisions of the majority. Once a decision is made, members will support the decision of the majority.
3. Board members can make a request for an item to be placed on a meeting agenda by contacting the Chair.
4. Start and end meetings on time.
5. Notify the school administration before visiting a school in the role of school board member.

### HOW WE COMMUNICATE

1. Communicate directly with the superintendent when information is needed or a question arises. Specific questions concerning information contained in the board packet may be addressed to the person providing the information.
2. If a constituent emails the board as a group, the chair will respond.
3. Be mindful that you represent the board in public and that no individual board member has the authority to speak for the board.
4. Board members will communicate with one another should an issue or problem develop between them.



## **2023-27 PHOENIX-TALENT SCHOOLS JOURNEY TO EXCELLENCE FOR EVERYONE**

### ***Our Vision:***

Together, we shall meet the challenges of preparing responsible, creative, life-long learners.

### ***Our Path:***

Phoenix-Talent Schools' four-year plan provides a roadmap that includes *four goals* to guide our work through 2027. To achieve our goals, *focus areas* for success identify practices that reflect our beliefs and shall be incorporated into our daily work.

# 2023-2027

## PHOENIX-TALENT SCHOOLS

### GOALS and STRATEGIC OBJECTIVES

By the year 2027 our students will:

#### *Attend School Regularly*

*Eighty-five percent of students will attend 90% or more of each school year.*

We will:

- Engage students and families.
- Incentivize and celebrate good and improved attendance.
- Provide personalized early outreach.
- Develop programmatic responses to barriers.
- Maintain strong attendance data teams at each school as part of the MTSS system.
- Communicate with families the importance of attending school regularly.
- Implement clearly articulated attendance policies and expectations at each school.
- Connect families and students with community resources to support a high level of attendance.
- Ensure that each child is actively engaged in each school and is connected to an adult in the school.

#### *Be Successful in English Language Arts and Mathematics*

*Forty-five percent of students in 3<sup>rd</sup> Grade will meet state grade-level expectations in Language Arts and thirty-five percent of students in 8<sup>th</sup> grade will meet state grade-level Mathematics expectations district-wide.*

We will:

- We will implement grade-level or content-specific Professional Learning Communities (PLCs) rooted in continuous improvement cycles and informed by data-based decisions.
- We will develop strong reading foundations grounded in the Science of Reading.
- We will implement Board-adopted curricula with precision and integrity guided by curricular pacing guides.



### WE BELIEVE:

That diversity enriches the community; each person has a right to be treated with respect and dignity.

Everyone can learn. Learning is the result of a team effort between community, school, family and student.

Our schools provide a safe environment where healthy values, minds and bodies can grow and learn.

It is our responsibility to provide multiple opportunities to succeed.

Our educational program shall provide a core set of knowledge and skills that cultivates personal excellence for success.

In ensuring, all graduates are life-long learners who are respectful, confident and prepared for college, career and citizenship.

- We will provide ongoing, embedded professional development in language arts and mathematics through instructional coaching for every teacher.
- We will strengthen our Multi-Tiered Systems of Support (MTSS) to ensure that all students receive the instruction and interventions that they need.
- We will enhance student engagement and growth by using high-leverage instructional practices and Universal Design for Learning.
- We will partner with families to build capacity and strengthen the home-to-school connection through literacy and math-centered family engagement opportunities.



## ***On-Track by Grade 10***

***Every student at the completion of ninth grade will have six or more credits.***

**We will:**

- Connect teachers, leaders, and staff to appropriate strategies, professional development, and resources for facilitating academic and socio-emotional growth of high school students.
- Utilize MTSS to help students stay on track.
- Facilitate and ensure a smooth and successful transition from 8th grade to high school.
- Interact with families and build upon relationships to determine how best to engage each individual student in classes, activities, and their future.
- Determine appropriate supports for the success of each student.

## ***High School Graduation***

***Ninety-six percent of all students will graduate on time with a regular or modified diploma within four years of starting high school.***

**We will:**

- Engage students through interest-driven programs that are created based on student interests and regional needs with an emphasis on individual post-secondary goals.
- Provide personalized learning that ensures students are engaged in and own their learning process.
- Root ourselves in culturally-responsive practices.
- Strengthen the advisory program through comprehensive school counseling practices including MTSS and restorative processes.
- Ensure that every high school student is known by name, strength, and need.
- Create multiple pathways for meeting graduation requirements including flexible credit earning options.
- Provide every student with community experiences prior to graduating from high school.



## ***Strategic Outcomes***

- Decrease disparities in student achievement with all sub groups making appropriate academic growth and progress.
- All students, staff, and community members will feel safe, respected, valued, and included in our schools.
- Provide opportunities for families to engage in 2-way communication experiences.
- Ensure families are engaged and not overwhelmed with the expectation to participate in their child's K-12 education.
- Our students will develop proficient academic and social skills to allow them to access current and future opportunities.
- Our students will be prepared for college and/or careers.
- We will provide equitable opportunities for all students.



## ***Strategies for Success***

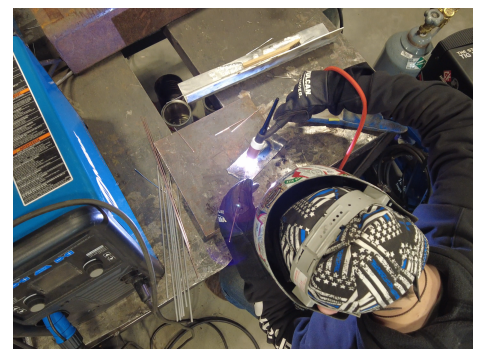
### **We will:**

- Offer extended learning opportunities.
- Maximize students' physical and mental health.
- Support and expand CTE opportunities.
- Maximize magnet programs.
- Support/enhance fine and performing arts programs.
- Break down barriers that prevent families from engaging in school decision-making and conversations.
- Develop a cohesive and coordinated calendar of parent/family meetings.
- Develop a PTS District compact for community partners.
- Use a broad range of data sources to identify areas of inequity.



## ***Implementation of the strategies by:***

- Offering expanded summer school programs
- Offering continued after school programs
- Hiring a school nurse (district-wide)
- Maintaining our partnership with La Clinica (SBHCs)
- Hiring and retaining graduation coaches
- Hiring and retaining additional school counselors
- Hiring and retaining school psychologists
- Offering additional CTE Pathways (early learning, health care, cosmetology, etc.)
- Hiring and retaining college advisors
- Continuing to partner with Project Youth +
- Maintaining and expanding our School Resource Officer program
- Hiring and retaining additional primary grades instructional assistants



- Hiring and retaining music staff and purchase necessary instruments
- Hosting improved and focused parent/family meetings
- Investing in bilingual staff members
- Providing training to support staff members' skill sets in the areas of Special Education, Diversity, and other key areas
- Continuing to support and expand Phoenix-Talent Rising Academy
- Making physical plant improvements to support belonging/safety
- Creating a guiding compact for district/community partnerships



## ***Equity, Diversity, and Inclusion***

*We are committed to an environment that requires the removal of barriers and the promotion of inclusive practices so that all students fully benefit. We are focused on several strategic priorities related to a continuous culture of equity:*

- Narrow the Opportunity Gaps
- Use Disaggregated Data to Inform Decision-Making
- Address Systemic Inequities
- Elevate Student, Staff & Community Voice
- Diversify our Workforce
- Focus on Professional Learning
- Represent Diverse Perspectives in Curriculum

## ***Focus on Professional Development***

<p><b><i>Staff/Student Engaged Learning</i></b></p> <p>High Leverage Instructional Practices Professional Learning Communities Student Engagement</p>	<p><b><i>Culture of Equity</i></b></p> <p>Equitable Grading Practices Multiple Pathways to Proficiency Foundations of Equity &amp; Cultural Responsiveness Responding to Bias &amp; Hate</p>
<p><b><i>Systems of Support</i></b></p> <p>Multi-Tiered Systems of Support</p> <ul style="list-style-type: none"> <li>*Academics</li> <li>*Behavior/SEL</li> <li>*Attendance</li> </ul>	<p><b><i>Community Engagement</i></b></p> <p>Family Engagement Best Practices Authentically Engage our Community Partners</p>