



Shonto Governing Board of Education, Inc.

Policy Statement

SUBJECT: DISTRICT PAY FOR PERFORMANCE PLAN

POLICY NUMBER: DJEJA

CANCELS POLICY NO.: N/A

DATE OF ORIGINAL POLICY: 11/3/08

EFFECTIVE DATE: 12/6/13

DATE OF NEXT REVIEW: 12/2016

DATED: 12/6/13

I. PHILOSOPHY STATEMENT:

The State of Arizona created the Classroom Site Fund in 2000 partially as an incentive to recruit and retain classroom teachers. The distribution is divided into three parts: 20% which may be used for teacher raises, 40% which may be used for staff development or initiatives to improve student achievement, and 40% for teacher performance pay. This policy addresses the latter component. The State of Arizona now requires that there be an approved board policy which guides the development of each building Prop 301 plan. Therefore, the Shonto Governing Board of Education establishes the following policy.

II. POLICY STATEMENT:

It is the policy of the Shonto Governing Board of Education, Inc. that all Prop 301 plans submitted by the K-8 School and High School shall comply with all fourteen elements that insure that our plans are comprehensive and also address meaningful activities to improve student achievement.

III. EXCEPTIONS TO POLICY:

None

IV. AMPLIFYING INSTRUCTIONS AND GUIDELINES:

A. FOURTEEN ELEMENTS TO BE INCLUDED IN THE PROP 301 PLANS SUBMITTED TO THE STATE OF AZ

In order to ensure that the Prop 301 Plans developed by staff and administration are complete, the following components shall be:

1. Briefly summarize the district performance and school performance(s). Include evidence of your findings. Suggested evidence might include: national performance assessments, AIMS, district performance assessments, building performance assessments, classroom formative and summative assessments.
2. Provide evidence of measures of academic progress included in the plan that supports the Arizona Academic Standards. Suggested evidence might include: summative assessments, criterion-referenced tests, performance assessments, school-wide assessments, formative and summative assessments.
3. Are there any other measures of academic progress used within the Pay for Performance Plan? For example: report cards, progress reports, formative and summative assessments.
4. Briefly discuss dropout and/or graduation rates if they are used in the district



Shonto Governing Board of Education, Inc.

Policy Statement

- performance plan. If they are not used, provide a rationale as to why they are not.
5. Briefly discuss attendance rates within the district/school if they are used in the district performance plan. If they are not used, provide a rationale as to why they are not.
 6. Does the district plan include rates of school quality by parents? Suggested evidence would be district or school-wide parent surveys and a plan for survey analysis. If they are not used, provide a rationale as to why they are not.
 7. Does the district plan include rates of school quality by students? Suggested evidence would be district or school-wide student surveys and a plan for survey analysis. If they are not used, provide a rationale as to why they are not.
 8. In the development of the plan, were teachers and administrators included in the process? If so, provide a brief summary of their role.
 9. Was the approval of the plan based on an affirmative vote of at least 70% of the teachers eligible to participate in the performance plan? If so, provide evidence of this. If not, provide a rationale as to why this was not included.
 10. Summarize the appeals process for teachers who have been denied performance based compensation. If there is not an appeals process, provide a rationale as to why there is not one.
 11. Does the district plan include a method to evaluate its effectiveness? If so, provide details of it. If not, provide a rationale as to why there is not an evaluation of the district plan.
 12. Provide a summary of the professional development programs that are aligned with the elements of the district performance based compensation system.
 13. Provide documentation to show how classroom site fund dollars are allocated.
 14. Explain how the performance plan is tied directly to the classroom performance of individual teachers.

B. ESTABLISHING AN EXTRA CURRICULAR ACTIVITY CLUB

It is fully expected that any Prop 301 plan include goals which are directly connected to improving student achievement or directly involved in developing the support systems that affect student achievement, such as parental involvement, improved teacher attendance, participation in activities which connect teachers and students, or similar program activities. All goals should be measureable. To the extent possible, all goals should require individuals to provide comparable levels in input to receive the compensation the plan provides.

C. CONNECTION OF THE DISTRICT STAFF DEVELOPMENT PLAN AND THE PROP 301 PLAN

It is the expectation of the Governing Board that to the extent possible, the activities identified as performance plan goals should be assisted by the kinds of training and in-service staff are receiving .

D. APPEAL PROCESS

Staff members who feel that they are not being given a fair review regarding the



Shonto Governing Board of Education, Inc.

Policy Statement

personal compensation they may receive may appeal the Prop 301 Committee ruling to the Building Principal, and if unsuccessful at that level, to the Superintendent. The Board shall not become involved in disputes regarding Prop 301 compensation.

E. BOARD ADOPTION OF THE PROP 301 PLANS

Effective 2009 and henceforth, all Prop 301 plans must be reviewed at the Regular Board Meetings in November of each year to allow for Board review and requests for modifications in order that the plans be approved no later than the December meeting.

V. DELEGATION OF AUTHORITY:

Principals are expected to thoroughly understand this policy and communicate it to their Prop 301 committee members.

VI. REPORTS:

None

VII. FORMS:

The attached rubric addressing the 14 elements of a comprehensive Prop 301 plan shall be used to review and analyze the quality of the building plans.

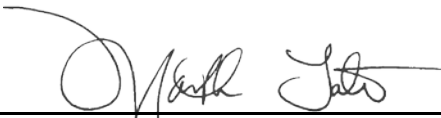
VIII. REVIEW DATE:

This policy shall expire within three years from its approval date.

IX. SIGNATURE BLOCK:

Submitted by: Lemual B. Adson Date: 12/6/13
Superintendent

Approved: December 6, 2013

Established: 
Martha Tate, President,
Shonto Governing Board of Education, Inc.