

Strategic Plan: Year Two End-of-Year Report

June 14, 2016

COMMUNICATIONS

TUCSON UNIFIED
SCHOOL DISTRICT
STRATEGIC PLAN END OF YEAR REPORT
2015-2016

COMMUNICATIONS

Strategic Priority 1: Strategic Plan Presentation and Communication – TUSD will communicate the major initiatives of the Strategic Plan.
Year 2 Goal: Communicate aspects of the plan to increase staff understanding.
Progress/Completion: 100% fulfilled and on-going
By June 2016, the Communications team will meet with 100% of campus and district leaders to develop internal communication plans relative to their respective areas of responsibility.
<p>In year two, the communications team worked with 100% of school principals and department leaders to create a communications plan that is specific to their needs. The communications team met with principals twice (Dec. 3, 2015 and March 3, 2016) and departments on (Dec. 16, 2015 and April 3, 2016) to conduct workshops at pre-planned professional development meetings. At each session, a large portion of the communications team attended to offer assistance with their area of expertise (web management, video, photography, graphic design, social media, media relations, writing, newsletters etc). The team first showed examples of a communication plan and explained why it's important, followed by an exercise in identifying audience, tools for communication, goals and guiding principles. The exercise included a worksheet with the Unitary Status Plan and the Strategic Plan to ensure those communications goals would be met by every school and department throughout the year. At the second meeting, the team returned to help finalize plans and began collecting them.</p>
Evidence:
Appendix 1-1 Communications Plan worksheet Collected plans → Go to www.TUSD1.org/plans
Strategic Priority 2: Internal Communication – TUSD's internal communications enhance the coordination of departments and services in support of students and staff.
Year 2 Goal: Create a "grapevine" telephone or email inquiry system for staff.
Progress/Completion: 100% and ongoing

By June 2016, one central email box will be created and publicized.

In Spring of 2016, the answers@TUSD1.org email address was created and publicized internally to staff. The email address was advertised on the intranet, Internet, newsletter and via posters provided to every school site and department. The communications team aims for a 24 hour turnaround as much as possible to avoid keeping employees waiting.

Questions often involve benefits, stipends for teachers, purchasing and finance. FAQ's are being developed to address common questions.

At the suggestion of the Governing Board, the Answers email was advertised to the community and parents beginning in the April 25th newsletter to parents. The communications team will continue to advertise the available resource.

Evidence:

Appendix 2-1 Answers email poster/shareable

Strategic Priority 3: TUSD Brand – TUSD and stakeholders will develop and launch a unified TUSD Brand.

Year 2 Goal: Stakeholders made aware of district's goals.

Progress/Completion: 77% on participation goal; 99 % on awareness goal (Total of 88% for both goals)

By June 2016, one survey will be created and conducted. The goal is to obtain over 70% staff participation with 70% showing awareness of District accomplishments.

On May 10, 2016 the communications department sent out a short survey (approximately 5 minutes long) to employees to gauge awareness of district goals achieved from the Strategic Plan. Reminders were sent May 12, May 18, and May 24 to employees who had not yet taken the survey.

While the goal of 70% was not attained in all areas, timing was certainly an issue. The month of May is a challenging one for all district employees. In the future the team will look at another month that might work better for more of our staff. Statistically, the sample size was sufficient to gain knowledge about the staff understanding of these major initiatives to inform our work going forward. For example, the results regarding the Family Resource Centers shows we have a lot of work to do in that area. We'll work with the director and staff to take our marketing (internal and external) to the next level in 16-17.

Evidence:

Appendix 3-1 Survey Results

Strategic Priority 4: Responsive Communication – TUSD will respond to the community's diverse information needs with culturally responsive communications.

Year 2 Goal: Begin implementation of communication plan to diverse groups.

Progress/Completion: 100% and ongoing

Assess needs of 100% of district departments and identify communication channels for 100% of departments.

At the beginning of the 15-16 school year, the communications Director and Coordinator visited with principals and department leaders at the back to school kick off meeting at Santa Rita HS to deliver posters for their sites and offices. The goal of the poster was to remind them how we could help them communicate important messages, spread good news and invite the Superintendent and Board to their important events.

To build on the year one goal of communicating with diverse groups, the communications team assigned each team member a department to begin building relationships, work on communications plans and assess their needs. The communications department will build on this assessment in the 16-17 school year as it has with the School Community Services department for 14-15 and 15-16. The quick email exchange happens once per week as needed to ensure directors in student equity are informed about district level information that should be shared with their staff and the community at large. In turn, the equity directors send back information about news within their departments and school communities to ensure the team is helping to spread the good news.

The team also launched the #Classof2020 project in 15-16 which will highlight and follow the just promoted 8th graders as they head off to high school. They will be the first class to experience the results of the 5 year Strategic Plan.

Evidence:

Appendix 4-1 Department Zone list, Appendix 4-2 Communications Poster

More→ Go to <http://TUSD1.org/classof2020>

Strategic Priority 5: Community Engagement via Information – TUSD will develop a community engagement strategy to strengthen advocacy for TUSD.

Year 2 Goal: Create a family-focused culture that engages parents and students by creating champion teams designated to spread messages.

Progress/Completion: 100+% and ongoing

By June 2016, a minimum of ten #TeamTUSD groups will be identified and featured.

By June 2016, 15 #TeamTUSD teams have been featured on TUSD1.org, the district newsletter and on social media. Another five groups have been identified and photographed for distribution over the summer months. The department has produced portable “love” campaign signs that can fit into suitcases as well so some sets are headed across the country and around the world this summer. The campaign will kick off again in the fall to begin featuring new teams.

Evidence:

Appendix 5-1 TeamTUSD example

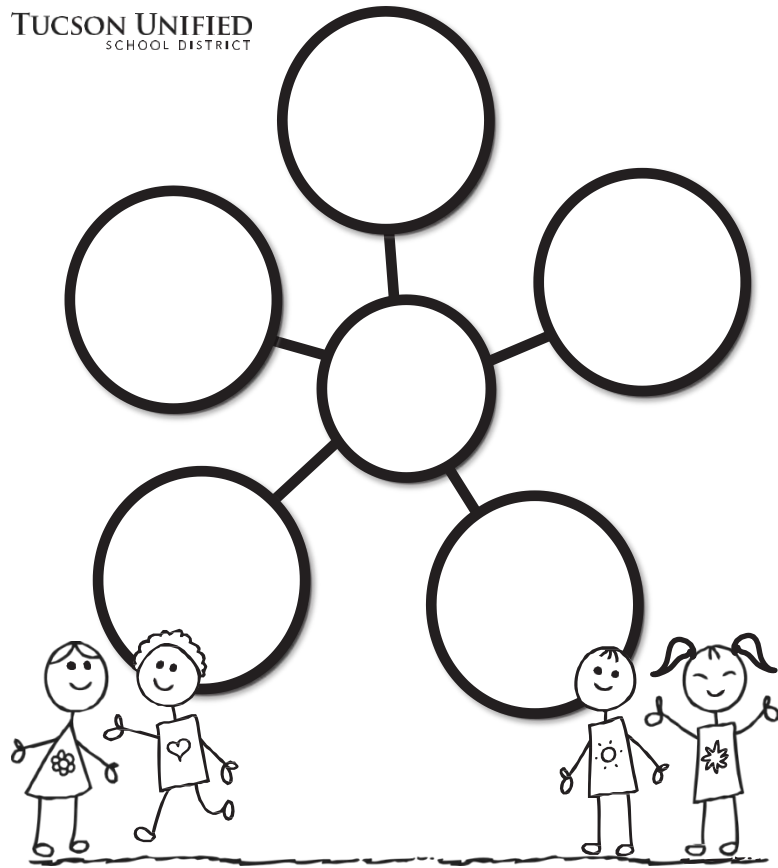
More→ Go to www.TUSD1.org/TeamTUSD to see the articles on all 15 teams

Priority #1: Strategic Plan Presentation & Communication	100%
Priority #2: Internal Communication	100%
Priority #3: TUSD Brand	88%
Priority #4: Responsive Communication	100%
Priority #5: Community Engagement Via Information	100%
Total	97.6%

Appendix

Appendix 1-1 Communications Plan worksheet

TUCSON UNIFIED
SCHOOL DISTRICT



Developing the Plan

USP

Strategic Plan

Appendix 2-1 Answers Poster/campaign

PERPLEXED

or just plain STUMPED?

Have you simply run out of places to look and people to ask?

This is Pete.

Pete has questions.

Pete needs ANSWERS.
He has searched the intranet
but is having trouble finding them.

Pete is perplexed.

Pete is smart.
He emailed answers@TUSD1.org.

Now Pete is informed.

Be like Pete.



**ANSWERS
HERE**

WE CAN HELP
Simply email us.

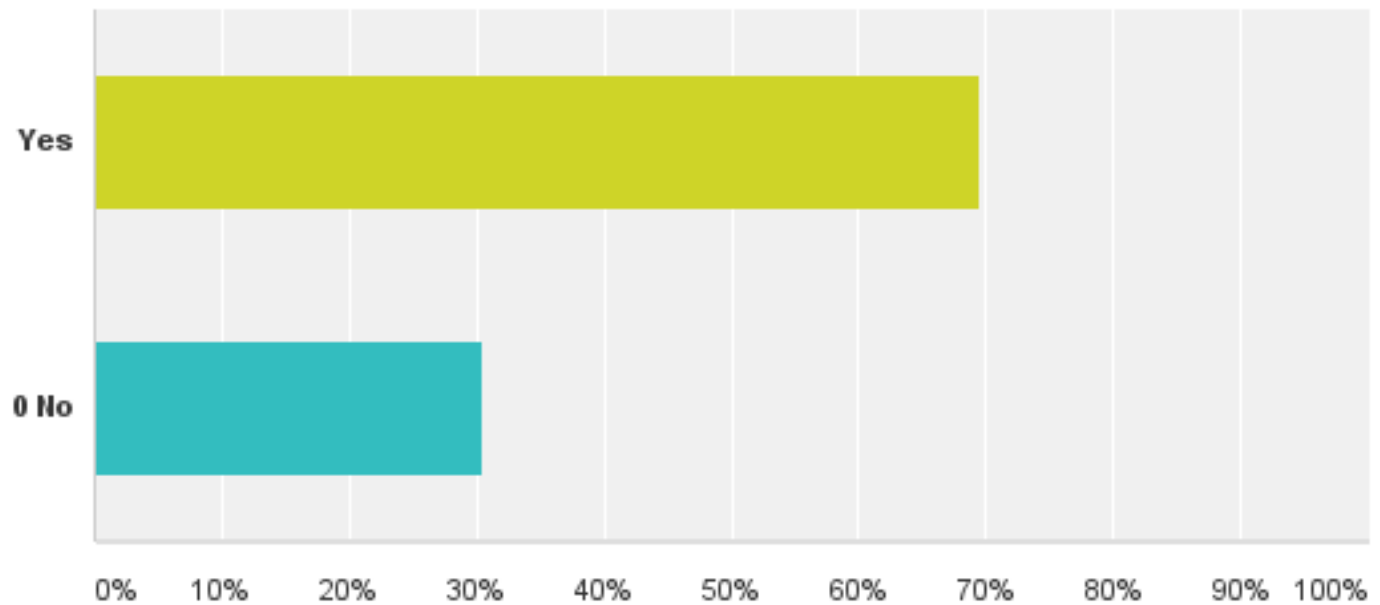
ANSWERS@TUSD1.org

While most questions are answered within 24 hours, please be patient.
It may take up to 72 hours for us to get the information to properly direct you.

Appendix 3-1 Survey Results

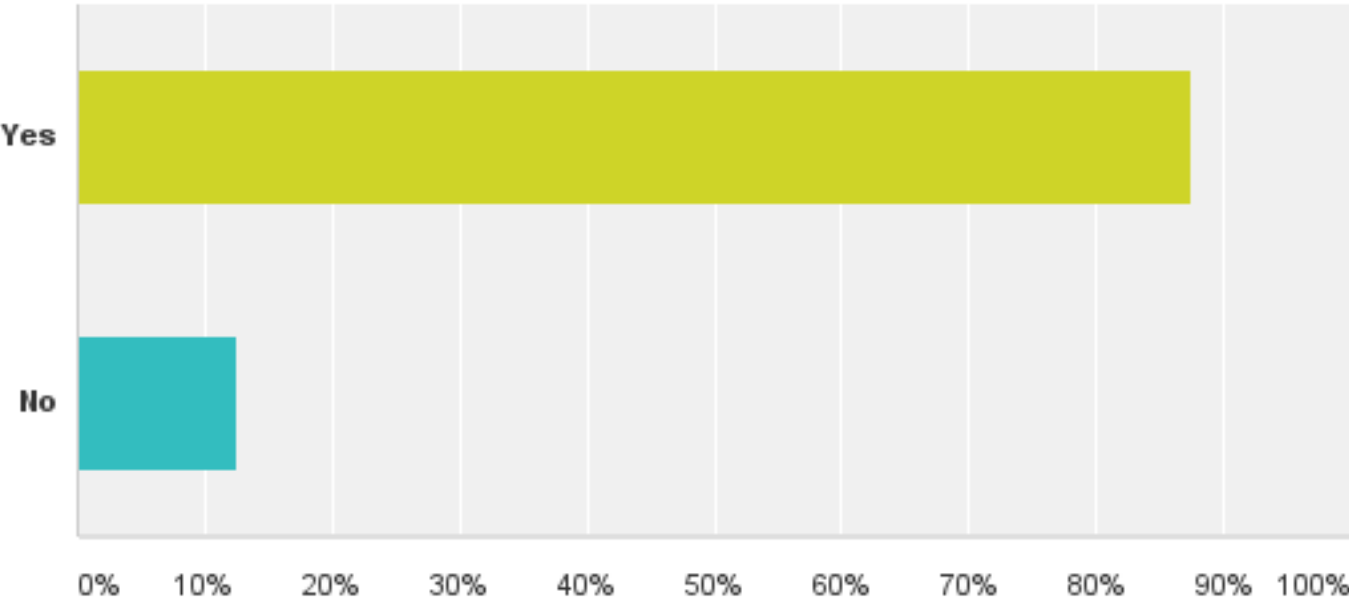
Q1 Are you aware that the District has implemented a Five-Year Strategic Plan?

Answered: 4,029 Skipped: 0



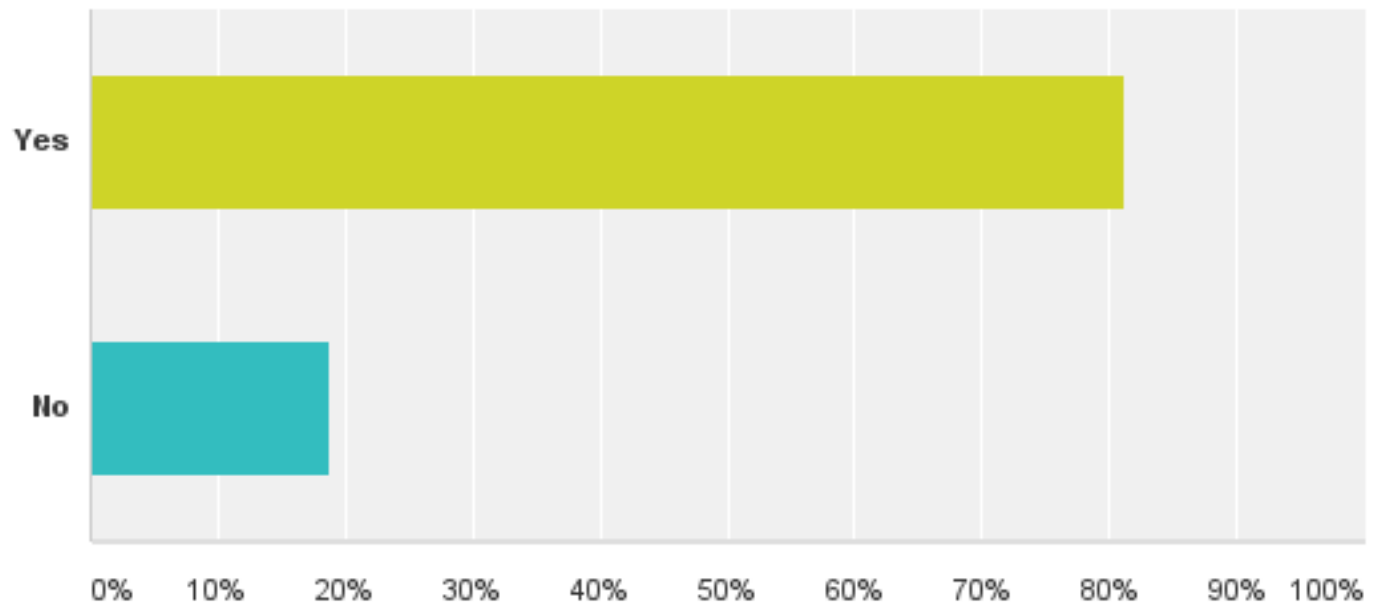
Q2 Are you aware that the District distributes a weekly email Superintendent newsletter? (If not, then go here to sign up!)

Answered: 4,029 Skipped: 0



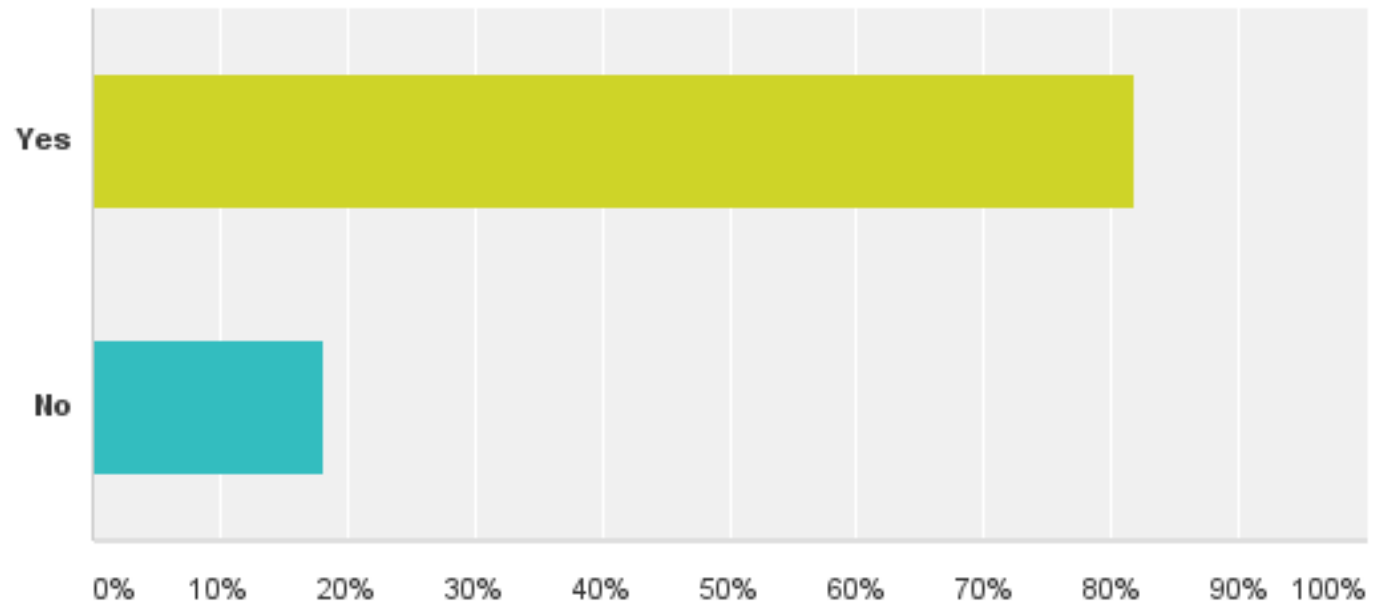
Q3 Are you aware that the District has a Facebook page? (If not, go here to like the page!)

Answered: 4,029 Skipped: 0



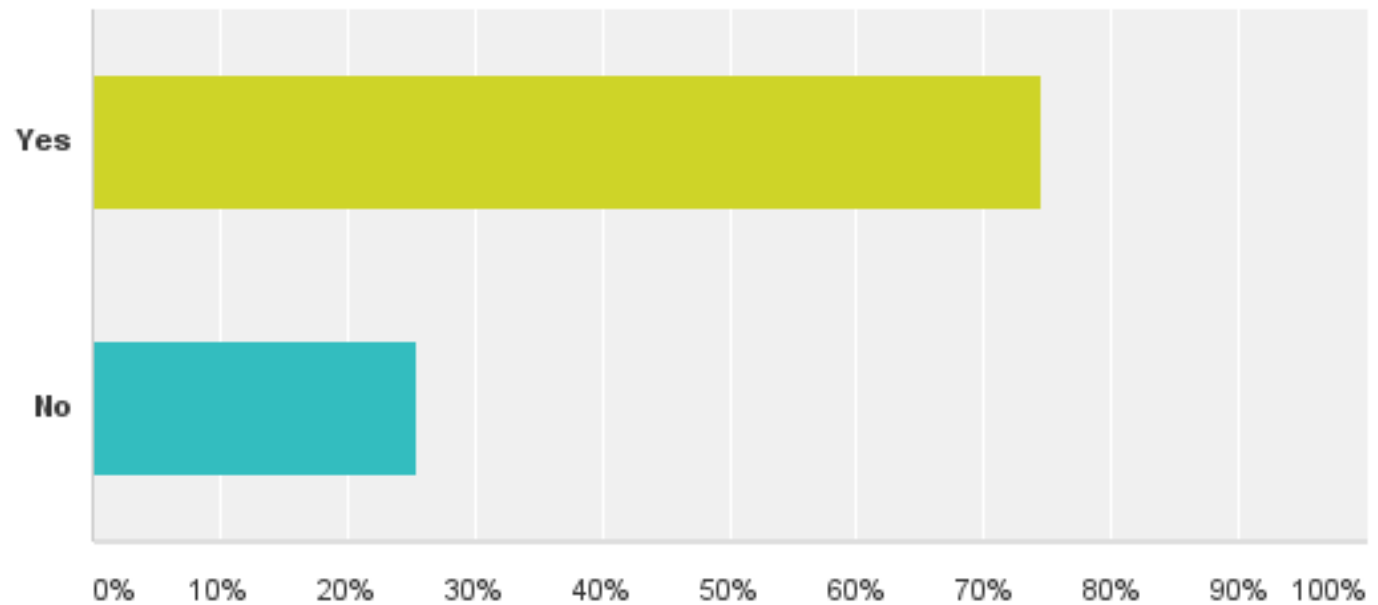
Q4 Are you aware that Tucson Unified has instituted a District-wide curriculum?

Answered: 4,029 Skipped: 0



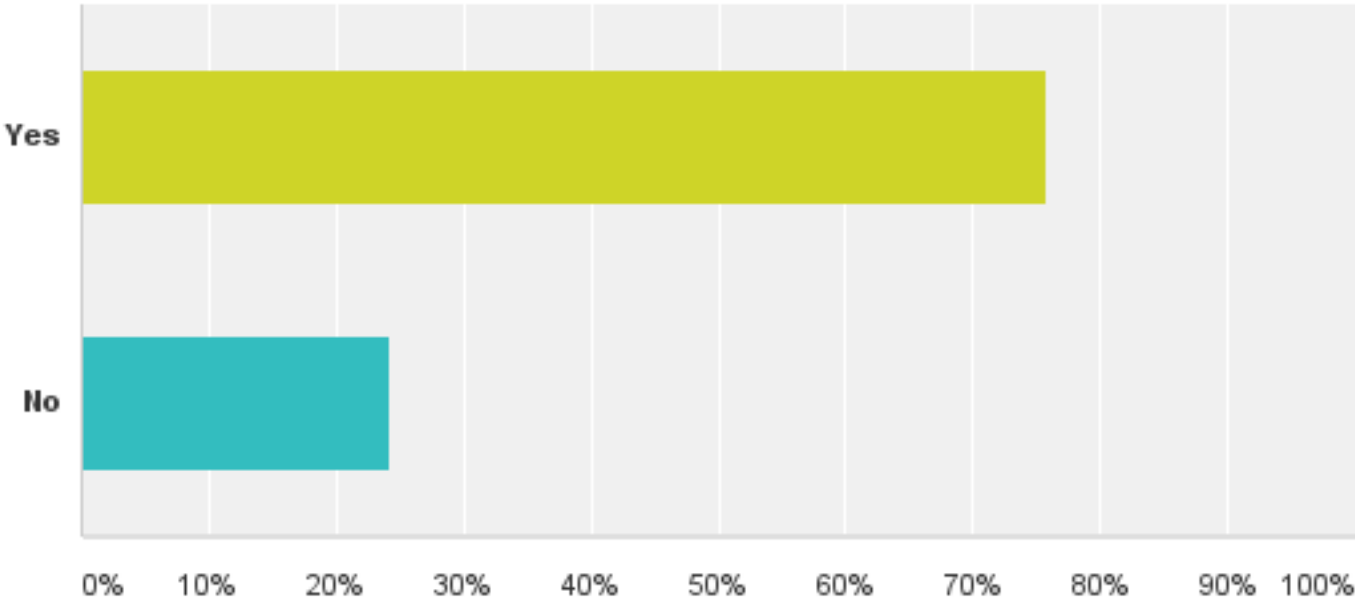
Q5 Are you aware that the District has installed solar panels at more than 40 schools?

Answered: 4,029 Skipped: 0



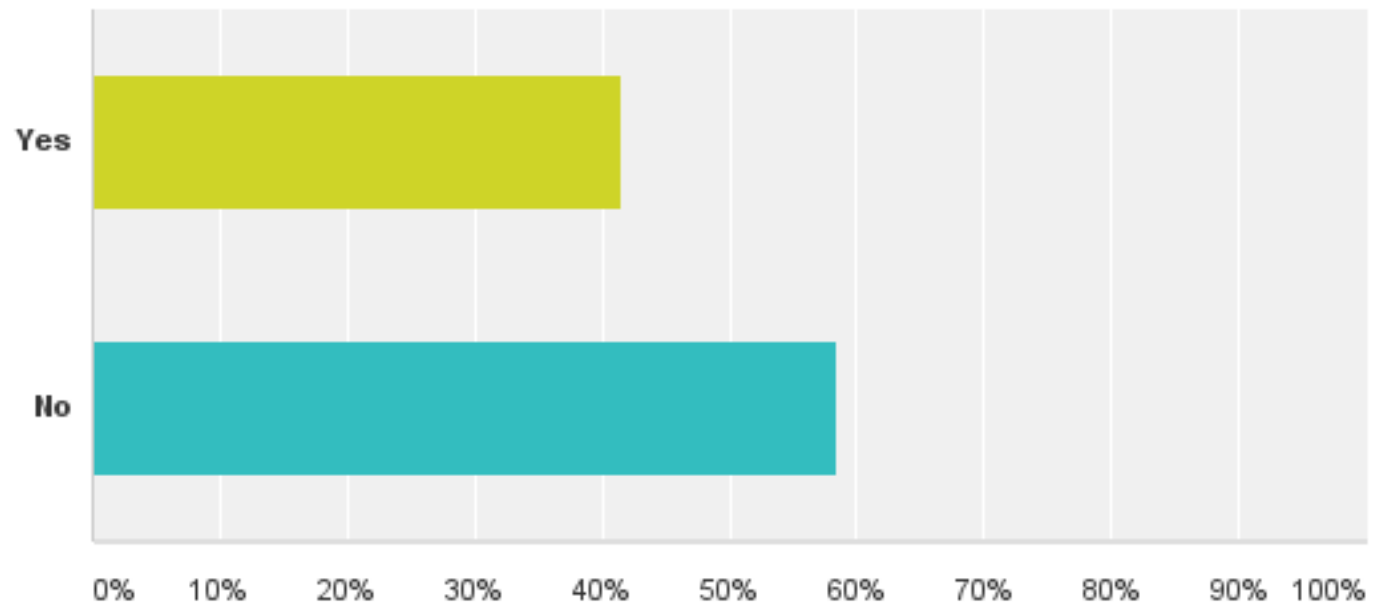
Q6 Are you aware that the District installed a new finance and budgeting system (ERP/iVisions)?

Answered: 4,029 Skipped: 0



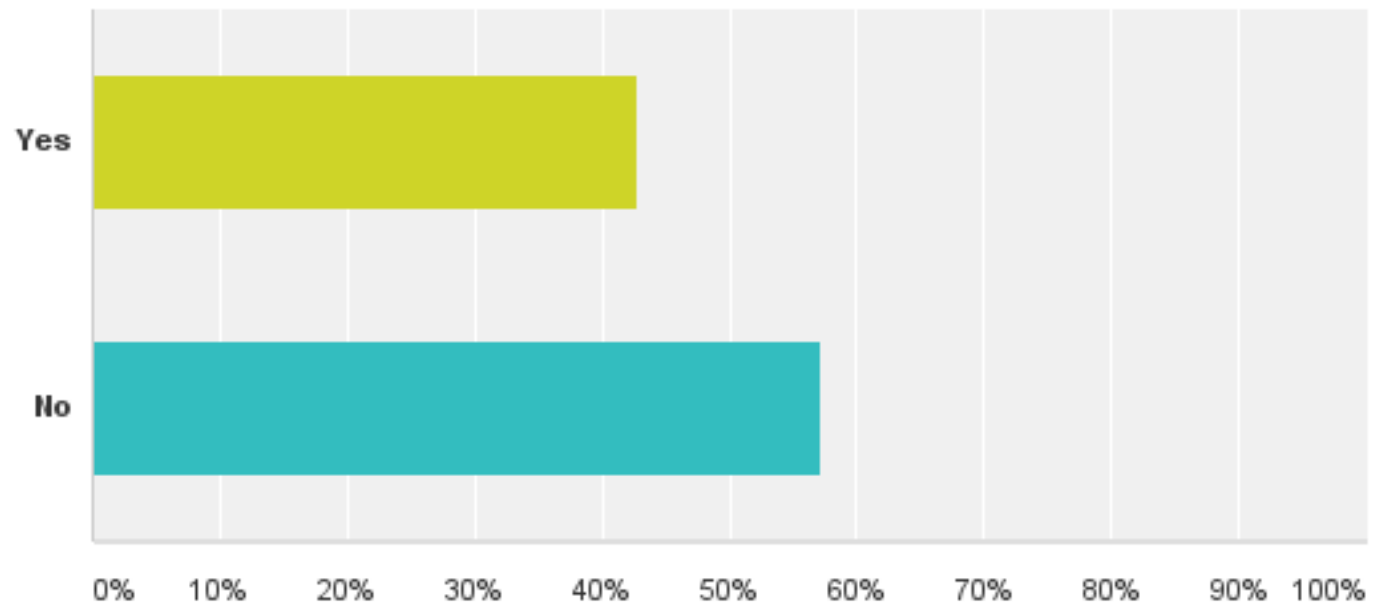
Q7 Are you aware that the District has opened a Family Resources Center on the Palo Verde High Magnet School campus?

Answered: 4,029 Skipped: 0



Q8 Are you aware that the District has opened a Family Resource Center at the Wakefield site?

Answered: 4,029 Skipped: 0



Appendix 4-1 Department Zones

COMMUNICATIONS DEPARTMENT ZONES

Stefanie Boe	Mary Canty	Donna Goble
School Safety	Language Acquisition	Guidance and Counseling
Employee Relations	CTE (with another staff member)	Dropout Prevention
Workers' Comp	Transportation	Grants/Title I
School Improvement	Refugees	Health Services
Induction/Mentoring	Rentals	Interscholastics
	Asian Pacific American Student Services	Regional Science Center

Vanessa Hernandez	Sally Jacunski	Brent Pantaleo
Technology Services	Magnet	Elementary/K8 Leadership
Operations	Advanced Learning Experiences	Family & Community Outreach
Finance	GATE	Family Resource Centers
Legal	Food Services	African American Student Services
Risk Management	Fine Arts	Native American Student Services
Community Schools & Preschools		

Susan Pequet	Jes Ruvalcaba	Cathy Thwing

School Community Services	Student Finance	Benefits
Human Resources	Mexican American Student Services	Curriculum Development
Secondary Leadership	CTE (working with Mary on this one)	Desegregation
Purchasing	Teaching and Learning	Governing Board
Print Shop	Educational Materials Center	Planning Services
		Exceptional Education

Michelle Valenzuela
Assessment and Program Evaluation
Multicultural Curriculum/Culturally Relevant Pedagogy
PD (Curriculum Deployment)
Payroll
Curriculum & Instruction

Appendix 4-2 Communications Poster



Do you have
NEWS
or an **EVENT**
you'd like to
promote?



SPREAD THE WORD
about your school!

*The TUSD Communications
Department can help!*



Send us:

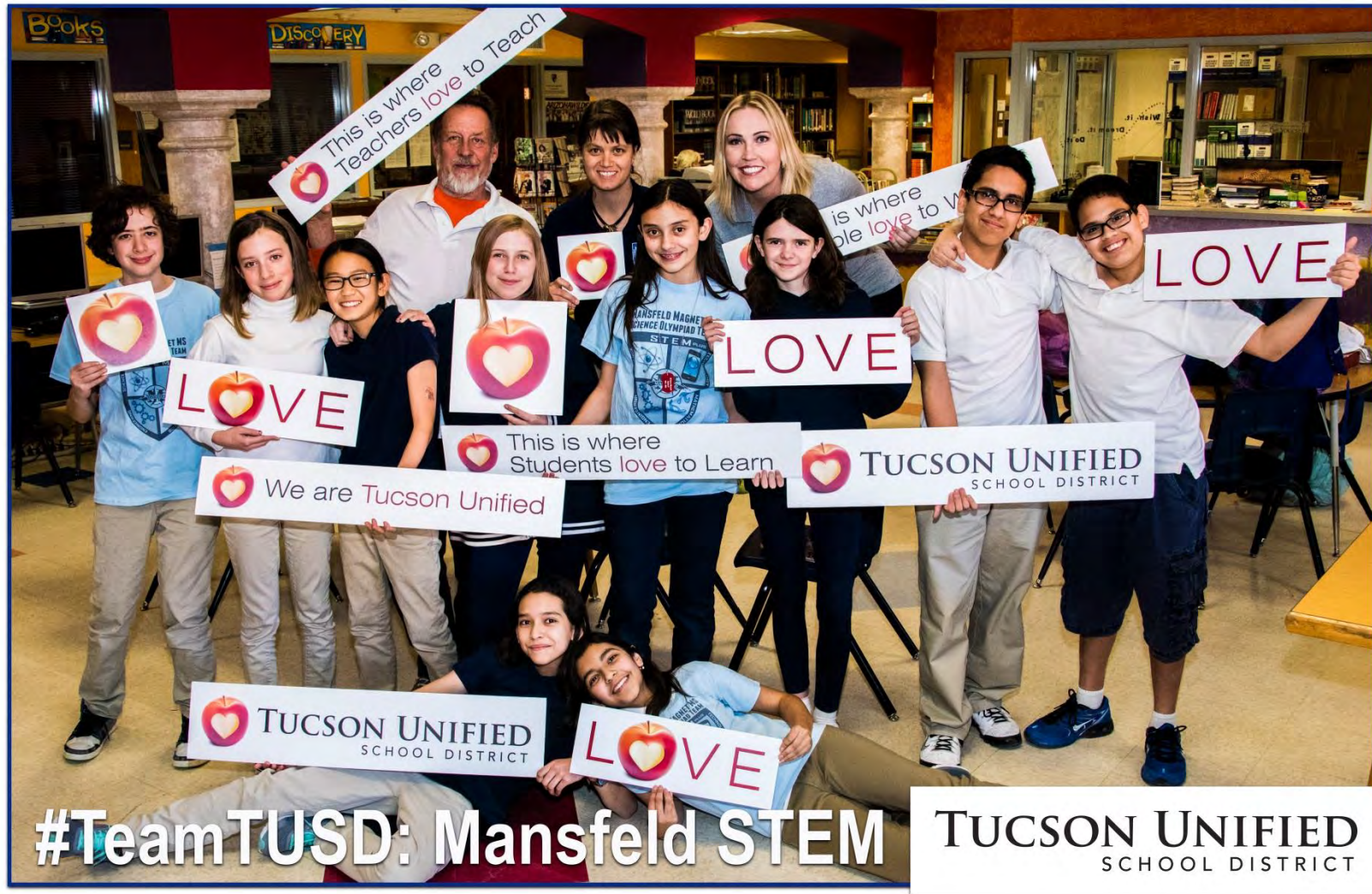
- **Information about events or stories** we can pitch to local media
- Ideas for **articles for the TUSD website**
- **Suggestions** for superintendent recognition of students, staff, schools at board meetings
- **Ideas** for the superintendent's weekly newsletter
- Suggestions for **items for Facebook, Twitter or Instagram**
- **Photos** from your events—assemblies, spirit week, neat projects—*anything you are excited about!*



It's EASY!
Simply email us at
media@tusd1.org
or by calling **225-6101**

Also, don't forget to invite
the **superintendent and board members** to your events!

Appendix 5-1 #TeamTUSD Example



#TeamTUSD: Mansfeld STEM

TUCSON UNIFIED
SCHOOL DISTRICT

CURRICULUM

TUCSON UNIFIED
SCHOOL DISTRICT
STRATEGIC PLAN END OF YEAR REPORT
2015-2016

CURRICULUM

Strategic Priority 1: Curriculum – TUSD will design an aligned, articulated and well administered curriculum that supports academically high standards of learning for all children, integrates college- and career-ready skills, incorporates fine and performing arts and is culturally relevant for our diverse student population. It will be reviewed and revisited regularly to meet the changing demands of our students and community.

Year 2 Goal A: Design a curriculum that includes common interim and end-year assessments and aligns resources that are culturally responsive to the diverse interests and needs of the students

Goal B: Expectations for each quarter for grade level proficiency

By June 30, 2016.

2015-16.

▪ Quarter 1: Students in grades 2-10 should score between 20-40% of the test correct for ELA and Math assessments.

The score is in the Falls Far Below/ Approaches range

▪ Quarter 2: Students in grades 2-10 should score between 30-50% of the test correct for ELA and Math assessments. The score is in the Approaches/Meets range

▪ Quarter 3: Students in grades 2-10 should score between 40-60% of the test correct for ELA and Math assessments. The score is in the Meets/Exceeds range

(*This is will be the district aggregate with all test-takers per quarter.)

Progress/Completion:

Strategic Priority 1: Curriculum - Year 2 Goal A was 100% successfully met.

Tucson Unified Schools' guaranteed viable curriculum is multicultural and culturally responsively infused to address the needs and interest of our students. Curriculum version 2.1 reflects the multicultural book purchases by aligning select book titles to the identified targeted standards in the quarterly maps.

Strategic Priority 1: Curriculum – Year 2 Goal B was 100% successfully met.

Evidence:

Goal A:

TUSD CURRICULUM MAP—ENGLISH LANGUAGE ARTS

Grade 3, Quarter 3A		Unit Title: Human Systems
Unifying Concept: Building Communities		
ENDURING UNDERSTANDINGS: Communities are made up of the people, animals, and plants that live in them. Systems operate in human and natural communities.		
ESSENTIAL QUESTIONS: What makes a sustainable community? How are human and natural systems connected?		
SELECTED READINGS OF COMPLEX TEXTS		STANDARDS
EXTENDED TEXT(S):		Constant: 3.RL.1a; 2; 3; 10 3.RI.1; 2; 10 3.RF.4 3.W.5; 6; 7; 8; 10 3.SL.1a-d; 2; 3; 4; 6 3.L.1a, b; 2a, e, f, g; 3a; 4a-d; 6 Target: • Reading - Literature 3.RL.4; 5; 9 3.RI.3; 4; 8 • Writing - Informative/Explanatory Focus 3.W.2a-d; 3a-d; 4 • Language 3.L.1 c, d, i, j; 2b, c Complementary: 3.RL.6; 7 3.RI.4a; 5; 6; 7; 9; 10a 3.RF.3a-d 3.W.1a-d; 4a 3.SL.5a-c
Harcourt Reading Selections	Additional Literature Options	
<i>Boom Town</i> by Sonia Levitin	<i>The Country Mouse and the City Mouse</i> by Numerous Authors	
<i>Cocoa Ice</i> by Diana Appelbaum	<i>Dogzilla</i> by Dav Pilkey	
<i>If You Make a Million</i> by David M. Schwartz	<i>Uncle Jed's Barbershop</i> by Margaree King Mitchell	
	<i>Roxaboxen</i> by Alice McLerran	
	<i>On the Town: A Community Adventure</i>, by Judith Caseley	
	<i>Mr. Peabody's Apples</i> by Madonna	
	<i>Boxes for Katje</i> by Camdace Fleming	
	<i>The Forgiveness Garden</i> by Lauren Thompson	
	<i>All the World</i> by Liz Scanlon	
	<i>The Firekeeper's Son</i> by Linda Sue Park	
	<i>With Books and Bricks How Booker T. Washington Built a School</i> by Suzanne Slade	
SHORT CONNECTED TEXTS & MEDIA (5-9):		
Harcourt Reading Selections	Additional Literature Options	
<i>Historical Note</i> by Sonia Levitin p. 214	<i>Five-Minute Film Festival: Developing Global Citizens</i>	
<i>Our Nations Oldest City: St. Augustine Florida</i> p. 216	<i>Informational Series: Communities at Work</i>	

Goal B:

Percent of Students in TUSD, Grades 2 - 11 who scored 'Proficient' or 'Highly Proficient' on the SchoolCity Quarterly Benchmark Assessments in ELA and Math 2015-16			
	Quarter 1	Quarter 2	Quarter 3
Math Grades 2 - 11	N=32,904 36%	N=32,483 42%	N=31,158 47%
ELA Grades 2 - 10	N=29,447 43%	N=29,034 45%	N=27,941 47%

Strategic Priority 2: Instruction – TUSD will ensure that teachers deliver challenging and engaging instruction that is driven by a high-quality curriculum and based on meeting the individual needs of every child.

Year 2 Goal: Ensure all third-year teachers and beyond meet the needs of every learner by delivering culturally responsive curriculum that engages students and ensure those teachers are proficient in using effective questioning and discussion techniques in their lessons

By May 2016:

96% of teachers who have been in the district three or more years will score proficient on 3b: Questioning and Discussion Techniques while maintaining proficiency in 3a and 3c, as measured through the district evaluation system

Progress/Completion:

Strategic Priority 2: Instruction – Year 2 Goal was 97% successfully met with 93.2% of teachers with 3 or more years of experiences scoring proficient or distinguished on the Danielson Rubric.

Evidence:

Danielson Component	Number of Teachers 3 years or more	Level of Performance
3a. Communicating with Students	6	Unsatisfactory
	56	Basic
	990	Proficient
	980	Distinguished
3b. Using Questioning and Discussion Techniques	21	Unsatisfactory
	116	Basic
	1402	Proficient
	492	Distinguished

3c. Engaging Students in Learning	12	Unsatisfactory
	79	Basic
	1129	Proficient
	812	Distinguished

3b Using Questioning and Discussion Techniques	
Level of Performance	Percentage of Teachers
Unsatisfactory	1%
Basic	5.8%
Proficient	69%
Distinguished	24.2%
Proficient & Distinguished	93.2%

Strategic Priority 3: Professional Development – TUSD will provide purposeful professional development that is collaborative and focused on providing teachers and administrators with the knowledge and skills necessary to implement: best practices for college- and career-preparedness, differentiation for diverse student needs, culturally responsive teaching strategies and cohesive communities of practice.

Year 2 Goal: Ensure all designated support personnel attend bi-weekly professional development to develop the capacity to provide purposeful professional development at the site level that is focused on implementing an aligned curriculum and decentralized based on individual site capacity

By August 2016, 100% of CIPDA staff; 100% of Curriculum Service Providers; and 50% of all site principals will score “meet” on the Framework for Facilitating Professional Development.

Progress/Completion:

Strategic Priority 3: Professional Development – Year 2 Goal was 96% successfully met.

During the 2015-2016 school year, CIPDA staff, Curriculum Service Providers, and all site principals were introduced to the District Framework and Rubric for Facilitating Professional Development. They completed a self-assessment of their facilitation of professional development using the Rubric for Facilitating Professional Development. The results are listed below. Of the CIPDA Staff, 85% scored as Meeting the Standard/Proficient or Exemplifying the Standard. All Professional Development Academic Trainers scored at “meeting or exemplifies.” Of the remaining 15% of CIPDA staff, one was a Specialist new to the position, three were Research Project Managers, and one was a Research and Data Intervention Specialist. Some of these positions may not typically provide year-round PD. Of the Curriculum Service Providers who self-assessed, 100% achieved “meet” or “exemplify” on the facilitator rubric. Well over 50% of the principals and assistant principals who completed the self-assessment achieved a score of “meet” or “exemplify.” The Office of Professional Development is creating professional learning opportunities to address the needs of facilitators as

based on the District Framework and Rubric. The first training will occur during the Summer 2016 and continue into the 2016-17SY. Continued observation and feedback is planned for 2016-17.

Evidence:

POSITION	TOTAL NUMBER COMPLETING THE SELF-ASSESSMENT using the DISTRICT FRAMEWORK FOR FACILITATING PD RUBRIC	MEETING THE STANDARD/PROFICIENT or EXEMPLIFYING THE STANDARD	PARTIALLY MEETING THE STANDARD
CIPDA Professional Development Academic Trainer	10	10/10 100%	N/A
Other CIPDA Staff Members	24	19/24 79%	5/24 21%
Curriculum Service Providers	18	17/18 94%	1/18 6%
Teacher Mentors	12	12/12 100%	N/A
Site Principals and Assistant Principals	109	100/109 92%	9/109 8%

Strategic Priority 4: Data – TUSD will use a range of student and classroom data routinely to check for understanding of concepts taught, monitor progress of student learning and drive instructional decisions to facilitate improved student learning.

Year 2 Goal: Collect and analyze English Language Arts, Mathematics, and Writing Data using data notebooks and other tools and provide staff development on how to appropriately use the data to drive instructional decisions

By May 2016, quarterly assessment in ELA and Math will be analyzed quarterly via PLCs in which to make informed instructional decision for students and teachers.

Student data collected via the MTSS process will be analyzed monthly via MTSS process and PLCs to develop appropriate course of interventions for identified student(s).

Progress/Completion:

Strategic Priority 4 – Data was 100% successfully met

Professional Learning Communities (PLCs) were implemented in all schools for SY 2015-16. Schools and PLCs utilize the PLC continuum to assess where they are in the PLC process. The PLCs continually answer the four questions: 1) What is it we want our students to learn? 2) How will we know that each student has learned it? 3) How will we respond when some students do not learn it? 4) How can we extend and enrich the learning for students who have demonstrated proficiency?

Data is the focus of PLCs. Some schools are further along on the continuum such as our UVa schools.. Our UVa schools and several others ground the PLC with data. Data is reviewed and instruction is adjusted to meet the needs of the students. Re-teaching and enrichment lessons are developed from the analysis of the data. Short cycle assessments or common formative assessments (CFAs) are developed and implemented within the UVa schools (see priority 5).

Site MTSS teams meet on a bi-weekly basis to review students in need of academic and/or behavioral support and/or interventions. Learning Supports Coordinators (LSCs) facilitated the MTSS process and documented the meetings. The narrowing of LSC functions for SY 2015-16 specifically to implement MTSS assisted with academic and behavioral successes for our students.

Evidence:

(See next page)

PERCENTAGES PROFESSIONAL LEARNING COMMUNITIES RUBRIC-- ILA May 5, 2016, AM Elem. & K8 Schools

ELEMENTS	LEARNING	LITERAL	REFINEMENT	INTERNALIZED
<p>Collaborative Culture Educators work together in collaborative teams to achieve student learning</p> <p align="center">No Response- 1%</p>	<p>Teams meet regularly (weekly/biweekly/monthly) during the school day.</p> <p align="center">9%</p>	<p>Collaborative teams develop written norms and establish learning goals that clarify expectations and commitments.</p> <p align="center">29%</p>	<p>Teams focus on prearranged topics that impact student learning and make revisions to goals to improve team effectiveness.</p> <p align="center">40%</p>	<p>Teams honor their collective commitments to each other and our students in order to maximize learning.</p> <p align="center">21%</p>
<p>Guaranteed Curriculum Educators establish what we want our students to learn</p>	<p>Educators use district developed curriculum guide resources.</p> <p align="center">10%</p>	<p>Educators work together to define the essential learning and establish pacing.</p> <p align="center">33%</p>	<p>Educators build shared knowledge of current content standards, unpack high-stakes assessments to clarify essential learning, and adjust instruction based on formative assessments.</p> <p align="center">52%</p>	<p>Educators continually refine essential learning and guarantee a viable instructional program for all students.</p> <p align="center">5%</p>
<p>Common Assessment Educators determine if each student has learned what we want them to learn</p>	<p>Educators use benchmark assessments several times throughout the year.</p> <p align="center">17%</p>	<p>Educators analyze student work and assessments and discuss common criteria.</p> <p align="center">46%</p>	<p>Educators consistently apply common criteria to assess student work and discuss formative instructional practices.</p> <p align="center">28%</p>	<p>Educators consistently utilize formative instructional practices, including common assessments, to gather evidence of student learning.</p> <p align="center">10%</p>
<p>Ensuring Learning Educators respond when some students have not learned it</p> <p align="center">No Response- 1%</p>	<p>Educators use school/district classes, established "pull out" or afterschool programs, and curriculum resources when students are identified for intervention.</p> <p align="center">9%</p>	<p>Educators provide students with additional time and support that does not remove students from new direct instruction when they experience difficulty.</p> <p align="center">50%</p>	<p>Educators develop and utilize a timely, directive, and systemic plan for students when they experience difficulty.</p> <p align="center">34%</p>	<p>Educators coordinate a flexible, supportive, and proactive system of intervention for students who experience difficulty.</p> <p align="center">5%</p>
<p>Enriching Learning Educators extend and enrich the learning for students who have demonstrated mastery</p> <p align="center">No Response- 1%</p>	<p>Educators use school/district classes, established "pull out" or afterschool programs, and curriculum resources for identified students.</p> <p align="center">19%</p>	<p>Educators provide time and support for enrichment during the school day for those who have moved beyond the essential learning.</p> <p align="center">50%</p>	<p>Educators develop and utilize a timely, directive and systemic plan for students who have moved beyond the essential learning.</p> <p align="center">21%</p>	<p>Educators coordinate a flexible, supportive, and proactive system of intervention for students who have moved beyond the essential learning.</p> <p align="center">9%</p>

From Rich Smith "Progress Monitor Our PLCs" 2015 Solution Tree

PERCENTAGES PROFESSIONAL LEARNING COMMUNITIES RUBRIC-- ILA May 5, 2016, Middle & High Schools



ELEMENTS	LEARNING	LITERAL	REFINEMENT	INTERNALIZED
Collaborative Culture Educators work together in collaborative teams to achieve student learning	Teams meet regularly (weekly/biweekly/monthly) during the school day.	Collaborative teams develop written norms and establish learning goals that clarify expectations and commitments. 35%	Teams focus on prearranged topics that impact student learning and make revisions to goals to improve team effectiveness. 50%	Teams honor their collective commitments to each other and our students in order to maximize learning. 15%
Guaranteed Curriculum Educators establish what we want our students to learn	Educators use district developed curriculum guide resources. 10%	Educators work together to define the essential learning and establish pacing. 35%	Educators build shared knowledge of current content standards, unpack high-stakes assessments to clarify essential learning, and adjust instruction based on formative assessments. 50%	Educators continually refine essential learning and guarantee a viable instructional program for all students. 5%
Common Assessment Educators determine if each student has learned what we want them to learn	Educators use benchmark assessments several times throughout the year. 25%	Educators analyze student work and assessments and discuss common criteria. 45%	Educators consistently apply common criteria to assess student work and discuss formative instructional practices. 20%	Educators consistently utilize formative instructional practices, including common assessments, to gather evidence of student learning. 10%
Ensuring Learning Educators respond when some students have not learned it	Educators use school/district classes, established "pull out" or afterschool programs, and curriculum resources when students are identified for intervention. 15%	Educators provide students with additional time and support that does not remove students from new direct instruction when they experience difficulty. 50%	Educators develop and utilize a timely, directive, and systemic plan for students when they experience difficulty. 30%	Educators coordinate a flexible, supportive, and proactive system of intervention for students who experience difficulty. 5%
Enriching Learning Educators extend and enrich the learning for students who have demonstrated mastery	Educators use school/district classes, established "pull out" or afterschool programs, and curriculum resources for identified students. 10%	Educators provide time and support for enrichment during the school day for those who have moved beyond the essential learning. 75%	Educators develop and utilize a timely, directive and systemic plan for students who have moved beyond the essential learning. 10%	Educators coordinate a flexible, supportive, and proactive system of intervention for students who have moved beyond the essential learning. 5%

From Rich Smith "Progress Monitor Our PLCs" 2015 Solution Tree

Description of MTSS functions	Number of hours spent on each function
MTSS Bi-weekly Meetings / Data Analysis	7077.87 hours
Documenting Support	1779.5 hours
Consulting and Supporting Teachers / Consulting with Related Service Providers	3890.75 hours
Direct academic / behavioral support with students	4100.5 hours
Student Observation and Data Gathering	1887.2 hours
Professional Development for staff	1148.45 hours
Coordinating MTSS and Social Service Coordination	1803.9 hours
TOTAL	21,688.17 hours

Strategic Priority 5: Assessment – TUSD will develop and administer common ongoing assessments that are aligned to and embedded in the aligned and articulated curriculum. These assessments will provide for a deep analysis of student mastery of concepts and skills and will assist in identifying gaps in student learning. TUSD will also support teachers with the development of more frequent assessments that help to inform daily instruction.

Year 2 Goal: Implement a standardized measurement system with common bi-weekly assessments aligned to the curriculum and provide professional development on conducting teacher-student data discussions

By May 2016, a minimum of 6 bi-weekly or tri-weekly formative assessments aligned to the TUSD curriculum will be developed and implemented in ELA and Math by the six UVA schools using the INSPECT item bank with School City.

Progress/Completion:

Strategic Priority 5: Assessment -- Year 2 Goal A was 100% successfully met.

- A. For the 6 UVA schools, CFA's were used consistently during PLC time. In Semester 2, CFA's were administered about every 3 weeks (or about 6 CFA's) and assessed the standards recently taught. Teachers used the INSPECT item bank in SchoolCity in addition to creating their own assessments and administering them with paper and pencil.
- B. CFA's are also gaining traction throughout the district. Sixty four principals responded to a survey on CFA usage where 83% agreed that CFA's were used at their school to monitor learning. A number of principals commented that although certain grades levels were collaborating with CFA's, it had not yet become a school-wide practice. Also, 60% of surveyed principals agreed that those teachers who used CFA's consistently administered them every 2 or 3 weeks to monitor learning in 2015-16.

Strategic Priority 5: Assessment -- Year 2 Goal B was 100% successfully met.

Evidence:

A. Submitted Evidence of CFA's include:

- Examples of CFA's that were created electronically in SchoolCity
- Examples of CFA's that were create on paper/pencil
- Calendars of CFA administration dates and standards assessed that were aligned to the curriculum pacing guide
- Steps for analysis of student work from CFA's
- Action plans for students who did not master the content in the CFA's

ATALINA HIGH SCHOOL CFA REPORT- 2015-16

MATH-Geometry				
CFA	MONTH	ELA/MATH STANDARDS	CONTENT STANDARD	DATA SOURCE
#1	Quarter 1	G.CO.1 and 4	G.CO.1 and 4	Self-created
#2	Quarter 1	G.CO. 3,4, 5	G.CO. 3,4, 5	Self-created
#3	Quarter 2	G.SRT.1a and b	G.SRT.1a and b	Self-created
#4	Quarter 3	G.CO.7, 8 and 10	G.CO.7, 8 and 10	School City
#5	Quarter 3	G.SRT.3,4, and 5	G.SRT.3,4, and 5	School City
#6	Quarter 4	G.CO.11	G.CO.11	School City
MATH-Algebra II				
#1	Quarter 1	F.BF.3 and F.IF.4	F.BF.3 and F.IF.4	Self-created
#2	Quarter 3	S.CP.2,3, and 5	S.CP.2,3, and 5	Self-created
ENGLISH				
#1	September 10	9-10 RL.1, RL.2		School City
#2	September 24	9-10 RL.1, RL.5		Self-written
#3	October 7	RL.1, RL.2, RL.6, SL.6		Self-written
#4	November	RL and RI 1,2,3; W1,4; L4,5		School City
#5	December	RL and RI 1,2,3; W 1,4; L4,5		School City
#6	January	RL 1.1, RL 1.2,RL.3; W1a,b		Self-created
#7	February	RL1.4, RL1.6, RL.7, RL.9		Self-created
#8	April	RL1,2,3,5,6; W1,7,8; L5		Self-created
SOCIAL STUDIES				
#1	August	RH.1: cite specific evidence to support analysis. Identify primary vs. secondary		Self-created
#2	October	RH.3: Cause and effect: Did earlier events cause later events?		Self-created
#3	November	RH.3: Provide an accurate summary of key events		Self-created
#4	February	RH.7: Read and interpret graphs, charts, etc.		Self-created
#5	March	RH.3: Cause and effect: Did earlier events cause later events		Self-created
#6	April	WH.1: Introduce claims, acknowledge and distinguish claims from opposing claims		Self-created
SCIENCE				
#1	September	9-10.RST.1,2,4,5		Self-created
#2	October	9-10. RST. 2,3,4,5		Self-created
#3	December	9-10.RST. 2,3,4,5		Self-created
#4	February	9-10.RST. 3,6,7,9		Self-created
#5	March	9-10.RST. 5,7,8,9		Self-created
#6	April	9-10.RST. 1,7,8,9		Self-created
PE				
#1	August	RI 2,3,5,6: Reading for claim and evidence		Self-created
#2	October	RI 2,3,5,6: Claim, Evidence and Interpretation		Self-created
#3	December	RI 4 and Tier II vocabulary words		Self-created
#4	February	RI.1, 4, 8 and W.1, 4, 9: writing for claim and evidence		Self-created
#5	March	RI.1, 4, 8 and W.1, 4, 5, 9: Writing for claim evidence and interpretation		Self-created
#6	April	W.2, 4, 5, 9: Writing an argumentative essay		Self-created
ELD				
#1	September	V-LS-1: LI-11	Grammar Calendar/Scope and Sequence from Language Acquisition	Language Acquisition
#2	November	V-LS-1:LI-11	Grammar Calendar/Scope and Sequence from Language Acquisition	Language Acquisition
#3	February	V-LS-1: LI-21- ELD II and III V-LS-1:E-12- ELD I	Grammar Calendar/Scope and Sequence from Language Acquisition	Language Acquisition
#4	March	V-LS-1: (V)E-17- ELD I V-LS-1: (V)LI-26- ELD II V-LS-1: (V) LI-26- ELD III	Grammar Calendar/Scope and Sequence from Language Acquisition	Language Acquisition
#5	April	V-LS-1: (V) E-17- ELD I V-LS-1: (ADJ) LI-8	Grammar Calendar/Scope and Sequence from Language Acquisition	Language Acquisition
#6	April	V-LS-1: (ADV) E-3- ELD I V-LS-1: (ADV) LI-5- ELD II and III	Grammar Calendar/Scope and Sequence from Language Acquisition	Language Acquisition

B. 2015-16 Districtwide Principal Feedback on Common Formative Assessment Usage at their School (N=64)

	Teachers in my school use Common Formative Assessments to monitor student learning this year	Teachers in my school administer Common Formative Assessments every 2 to 3 weeks this year.
Strongly Agree	22%	11%
Agree	61%	49%
Disagree	14%	35%
Strongly Disagree	3%	5%

Priority #1: Curriculum	100%
Priority #2: Instruction	97%
Priority #3: Professional Development	96%
Priority #4: Data	100%
Priority #5: Assessment	100%
Total	98.6%

DIVERSITY

TUCSON UNIFIED SCHOOL DISTRICT

STRATEGIC PLAN END OF YEAR REPORT 2015-2016

DIVERSITY

Strategic Priority 1: Reflective Curriculum – TUSD will have classroom curricula, instruction and professional development that integrate diversity and high expectations for all students.

Year 2 Goal: Establish and maintain ELA and Social Studies Courses for K-8.

Completion update: 100% Completed

- ✓ Completed revised K-12 Social Studies curriculum maps
- ✓ Completed revised K-12 Social Studies Scope and Sequences
- ✓ Completed revised ELA K-12 curriculum maps
- ✓ Completed revised ELA K-12 Scope and Sequences

Evidence:
Completed Culturally Relevant Professional Development Sessions
 PD 1 Agenda 8-29-2016
 PD 2 Agenda 9-19-2016
 PD 3 Agenda 10-24-2016
 PD 4 Agenda 11-21-2016

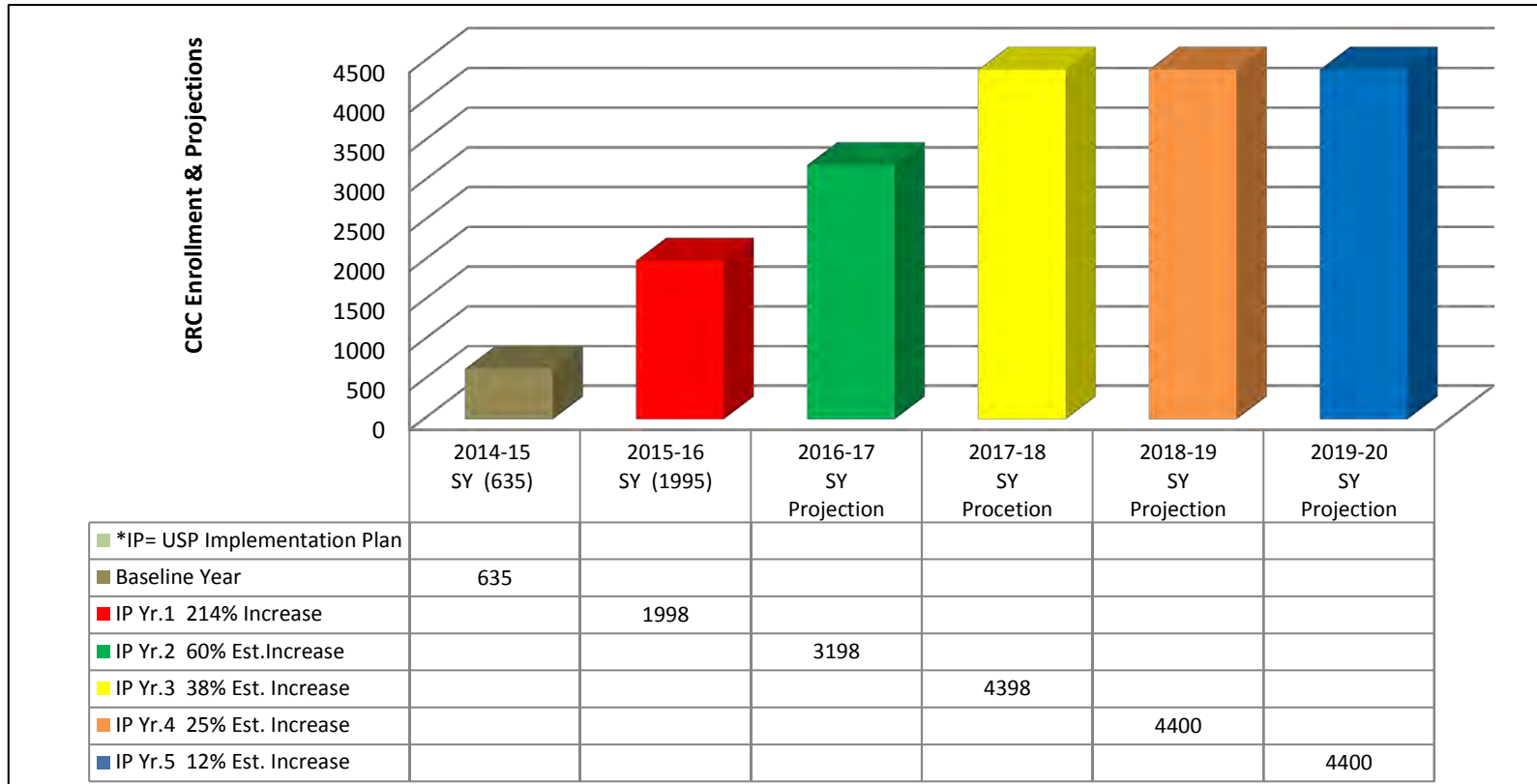
Evidence:
Curriculum Documents
[CRC ELA Curriculum Map Grade 8](#)
 Social Studies Scope and Sequence Grade 6
[Social Studies Scope and Sequence Grade 7](#)
 Social Studies Scope and Sequence Grade 8
 All curriculum located at:
<http://www.tusd1.org/resources/curriculum/index.asp>

Tucson Unified Schools' guaranteed, viable curriculum is multicultural and designed to address the needs and interest of our students. Curriculum version 2.1 and 3.0 reflects the multicultural resources that provide various perspectives for student engagement. Teacher resources have been infused with culturally responsive resources, multicultural perspectives, reflective questions and assignments.

Culturally Relevant courses have been expanded to include additional literary options for students and teachers. Student enrollment during Fall 2015 in high school Culturally Relevant classes expanded to 1,476 high students. Enrollment in culturally relevant courses is expected increase to more than 4,400 students by 2019. See data tables below.

Fall 2015 CRC Data		
	Students Enrolled	Number of Schools with Sections
High School Data	1456	9
Middle School Data	471	10

TUSD Students in Culturally Relevant Courses



Strategic Priority 2: Recruitment and Retention of Diversity – TUSD will actively recruit, hire, train and work to retain teachers, administrators and staff who reflect its student population.

Year 2 Goal: Identify higher level institutions with high ethnic diversity and target and begin recruitment

Progress/Completion: 100% Completed

Strategic Priority 2: Diversity – Year 2 Goal was met.

The District works to identify significant disparities between the percent of African American or Latino certificated staff and administrators at an individual school and compares the district-wide percentages for schools at the comparable grade level. The Human Resources Department is responsible for collecting data on staff ethnicities and will report by site and grade level the diversity of the administrative, teacher and total staff.

In the 2014-15 school year there were 3 out of 89 school that had less than a 5% diversity makeup in the staff on campus.

In the 2015-16 school year 88 out of 89 schools met the goal of having a diverse staff.

Administrators only make up 2.2% of the entire district staff. The district increased the number of African American and Hispanic Administrators from previous years.

School Year	White	Af.Am.	Hisp.	Asian/P.I.	Nat. Am.
SY 2013-14	68%	3%	26%	2%	1%
SY 2014-15	67%	3%	27%	2%	1%
SY 2015-16	66%	3%	28%	2%	1%

Progress/Completion: 100% Completed
Strategic Priority 2: Diversity – Year 2 Goal was met.

Identify and target higher level institutions with high ethnic diversity and begin recruitment.

The District HR staff reviewed previous recruiting trips and committed to improving the results of those efforts. As a result of the analysis to enhance its targeted demographics, the District partnered with the National Council on Teacher Quality (NCTQ) and gathered valuable information on student teacher preparation programs across the country. The NCTQ developed nineteen standards that scrutinize the most fundamental aspects of teacher preparation programs by their particular state.

The District also considered the College and University Diversity Index as published in the U.S. News and World Report. The reports provided comparison data on college or university systems. Using this data, the District strategically reevaluated its recruitment trips and determined which programs provided the best source of diverse student teacher applicants and quality programs. Four Historically Black Colleges and five Hispanic Serving Institutions were included in the total of 17 college campus recruitment trips.

- Increased the number of recruitment trips to higher level institutions with a high ethnic student teacher population from 6 to 17.

Progress/Completion: 100% Completed
Strategic Priority 2: Diversity – Year 2 Goal was met.

Identify at least ten minority certified staff members interested in administration positions and recommend to the Leadership Prep Academy.

Ethnicity/Number of Participants

African American: 3

Anglo: 8

Hispanic: 14

Total Participants = 25	Ethnic Breakdown:	Gender Breakdown:
<ul style="list-style-type: none"> • Anglo Female = 5 • Anglo Male = 3 • African-American Female = 1 • African-American Male = 2 • Hispanic Female = 10 • Hispanic Male = 4 	<ul style="list-style-type: none"> • Total Minority = 68% • Anglo = 32% • Hispanic = 56% • African-American = 12% 	<ul style="list-style-type: none"> • Male = 9 • Female = 16

Evidence:

REPORTS:

Administrative Ethnicity Summary (USP Report)

List of higher level institutions and Recruiting program (Recruitment Travel)

List of participants of the Leadership Prep Academy (participant list)



LPA Participants SY 2015-2016.pdf



Principals and AP totals.pdf



Recruitment Trips 2015-2016.pdf

Strategic Priority 3: World Language Options – TUSD will increase and support its foreign language options for all students.

Year 2 Goal: Pilot elementary schools will implement afterschool language programs with identified foreign language(s) completed by June 30, 2016

Progress/Completion: 80% Completed
Three of the five elementary school sites that were selected to offer foreign language options have 100% implementation of its identified foreign language and culture programs.

Evidence:

- Korean- Fruchthendler ES has 100% implementation of its identified foreign language and culture program for ALL students at all grades since August 1, 2015.
- Spanish- Roberts/Naylor K-8 has 100% implementation of its identified foreign language and culture program for ALL students at all grades since January 4, 2016.
- Chinese –Soleng-Tom ES has 100% implementation of its identified foreign language and culture program for ALL students at all grades January 18, 2016.
- Arabic- John B. Wright ES will have 100% implementation of its identified foreign language and culture program for ALL students at all grades in its 2016-17 school year schedule with its newly hired Arabic instructor.
- Arabic - Morgan-Maxwell K-8 does not yet have a foreign language and culture program in place; no enhancement instructor has yet been hired, though the instructor at Wright ES is considering adjusting schedule to work there as well.

Strategic Priority 4: Advanced Learning Opportunities – TUSD will ensure equitable access to advanced learning opportunities (e.g. honors, AP, IB, GATE, and college prep programs) for all students.

Year 2 Goal: Establish entry pathway expectations into the Advanced Learning Experiences

Progress/Completion: 100% Completed

Several strategies were proposed for the 2015-2016 school year with the focus of creating entry pathway expectations into ALE. The

progress of five particular strategies have been reviewed each quarter:

District Wide GATE Testing at 1st and 5th Grade

As a strategy to increase the number of students identified for GATE services, TUSD has created a process to assess every student in the 1st and 5th grade in addition to the regular GATE assessments provided to those students whose parents request evaluation. This district wide testing helped to identify more students in need of GATE services. In order to help accommodate this need and reduce the number of students on the GATE “wait list” TUSD is creating additional ways to service these students. Self Contained GATE satellite programs are being developed for 2016-2017 at Wheeler Elementary and Roberts/Naylor K-8 to ensure elementary students on the wait list for Self Contained GATE can be provided services. Additionally a “Pre-GATE” kindergarten program is being developed to help act as a pathway for students to get into GATE programs once they move into first grade.

Area Wide UHS Testing in 7th Grade

TUSD has already established district wide testing at the 7th grade for screening students for potential admission to University High School. However, for students not currently attending a TUSD middle school those students tested in the 8th grade. In order to help create consistency of process this pathway was altered and now all students test for University High admissions in the 7th grade. The last exam for this was successfully held on June 3rd.

AP potential Report Training

College board provides a report based on the results of the PSAT which all TUSD students take in the 10th grade. This report can be used to recruit students who have the potential to be successful in AP classes. This year, all High Schools within TUSD were invited to training on how to access and use the AP potential report. In addition, a copy of the report for each individual site was provided to the principal with the direction to ensure 100% of students who showed the potential for success would be recruited for AP courses.

Expansion of AVID to Additional sites

AVID was expanded to 4 additional sites for the 2015-2016 school year including Catalina, Doolen, Pistor, and Utterback. AVID supports student achievement including a focus on ensuring students “at the middle” are enrolled in ALE courses. The new sites were supported throughout the year with trainings, coordinator meetings, and campus walkthroughs. For the 2016-2017 school year another new site will be adopted as well: Magee Middle School.

AP support through Tutoring, Test Prep, Mentoring, and Bootcamp

Each high school in TUSD was provided an AP mentor, two AP tutors, and the ability to have each AP teacher provide test preparation sessions for their students. In addition to the AP Bootcamp which was expanded from 3 to 5 schools this summer, these supports help ensure students find success with Advanced Placement courses and the AP test at the end of the course.

Evidence:

The TUSD ALE Supplement defines 42 goals. 33 of these goals were either met this year or show consistent positive progress such as:

- 50% of the students in Middle School SC GATE are Latino when 48.9% of Middle School Students are Latino.
- 8.4% of K-8 Honors students are African American when 7% of K-8 students are African American.
- The percentage of minority students in HS AP classes has been growing for 3 years.

See the attached spreadsheet for all 42 goals and the enrollment progress made. This chart was created as part of the Annual Report for SY 2015-16 and shows TUSD has meet its ethnic diversity goals (Blue Highlight) or positive progress (Green Highlight) in ALE programs in a Majority of areas.



ALE 40th day
Enrollment based on /

Additionally, the Tucson Unified School District was one of 425 school districts in the U.S. and Canada honored by the College Board with placement on the 6th Annual AP District Honor Roll for increasing access to AP course work while simultaneously maintaining or increasing the percentage of students earning scores of 3 or higher on AP Exams.

This award is based on three years of AP data, from SY 2013 to SY 2015, looking across 34 AP Exams. Criteria used were:

- Increase participation/access to AP by at least 4 percent in large districts, at least 6 percent in medium districts, and at least 11 percent in small districts;
- Increase or maintain the percentage of exams taken by black/African American, Hispanic/Latino, and American Indian/Alaska Native students; and
- Improve or maintain performance levels when comparing the 2015 percentage of students scoring a 3 or higher to the 2013 percentage.

TUSD was further recognized as being able to achieve these results with an AP student population in which 30 percent or more of the students are underrepresented minority students (black/African American, Hispanic/Latino, American Indian/Alaska Native). Reaching these goals indicates that the ALE pathways in place for TUSD are working to promote higher achievement for students.

Strategic Priority 5: Community Engagement – Strengthen and increase its community engagement (e.g. families, businesses, nonprofits, higher education, and faith-based organizations) 5 year vision: A system where children and families have what they need to be successful.

Year 2 Goal: Establish and maintain four Family Engagement Centers

Progress/Completion: 100% Completed

- The Family Resource Centers are critical components in the work toward the realization of increased student achievement and family support. The Family Resource Centers provide families with easy access to supports through a one-stop center where families can learn about community resources and develop skills and strategies to enhance students' academic and social achievement.
- The District currently has four Centers located in high-need areas across the district as identified demographically through the Planning Department. The first center, located at the former Wakefield Middle School site which sits in a predominantly Mexican-American neighborhood, was opened in April, 2015. The District opened the following three Centers in the 2015-16 school year. The Palo Verde Family Resource Center, located in an area with a high concentration of African American families, opened on January 21, 2016. The Catalina Family Resource Center, located in an area home to a high concentration of refugee families, opened on May 13, 2016 and the Southwest Family Resource Center, located near the Tohono O'odham Reservation, opened on May 23, 2016.
- The Family Resource Centers are designed to facilitate classes, workshops, and meetings providing academic, parenting, health and wellness, and other supports to TUSD families.
- Each Family Resource Center offers a computer lab, child care room, classrooms and a clothing bank. A lobby area and reception desk at each location are stationed at the entry to the centers where families are required to sign in for tracking purposes. Each center is staffed with a School Community Liaison which welcomes guests at the reception desk, directs them as needed, handles phone inquiries, and provides information about TUSD departments and services as well as a custodian/monitor to help with security and safety.

Evidence:Wakefield June 2016
Calendar.pdfSouthwest June
2016 Calendar.pdfCatalina June 2016
Calendar.pdfPalo Verde June
2016 Calendar.pdf

Center Location	Open House	# of Open House Guests	2015-16 # of classes offered	2015-16 # of visitors
Wakefield FRC	April 29, 2015	72	415	5347
Palo Verde FRC	January 21, 2016	70	101	> 400
Catalina FRC	May 13, 2016	38	NA	NA
Southwest FRC	May 23, 2016	71	NA	NA

Priority #1: Reflective Curriculum	100%
Priority #2: Recruitment & Retention of Diversity	100%
Priority #3: World Language Options	80%
Priority #4: Advanced Learning Opportunities	100%
Priority #5: Community Engagement	100%
Total	96%

FACILITIES

TUCSON UNIFIED SCHOOL DISTRICT

STRATEGIC PLAN END OF YEAR REPORT 2015-2016

FACILITIES

Strategic Priority 1: Green Planning – TUSD will consider and integrate green planning concepts into capital improvements, resource management and community involvement.

Year 2 Goal: Reduce utility consumption by 3% based on 2013 baseline.

Progress/Completion: 100%

Means to Reduce Consumption:

- Improved Preventative Maintenance Program
- Improved Mechanical Operation From Energy Performance Contracts (EPC)
- Professional Development Training for staff (10 sites completed - goal is 20-30 per year)
- Tucson Electric Power Energy Patrols (20 sites participating)

Site Energy Audit – Behavior Modification

- Audit from Year 1 sent to all school August 2015
- One-on-One training for 40 sites completed to explain the audit and tailor it to the school
- Each school provided with their energy cost and usage
- Audits completed Dec 2015

Energy Performance Contracts

- | | |
|--------------------------------|--------------|
| • Honeywell Building Solutions | \$10,472,203 |
| • MidState Mechanical, Inc | \$ 8,908,885 |
| • Ameresco, Inc | \$ 4,475,841 |
| • Climatec BTG | \$ 5,380,392 |

Evidence:

Appendix 1-1 Month-to-Month Comparison – Energy Use

- Appendix 1-2 Total Energy Use Reduction**
- Appendix 1-3 Month-to-Month Comparison – Water/Irrigation**
- Appendix 1-4 Water/Irrigation Use Reduction**
- Appendix 1-5 Utility Usage Reduction**
- Appendix 1-6 Utility Cost History**
- Appendix 1-7 Awards**

Strategic Priority 2: Long-Range Facilities Plan – TUSD will develop and implement a long-range Master Facilities Plan that supports and enhances student learning and achievement and community partnerships.

Year 2 Goal: Develop a Master Plan for the strategic use of facilities

Progress/Completion: 100%

Process:

- Discover: Interviews, surveys, Town Halls
- Develop: Objectives, options, prioritize, scenarios, draft plan
- Refine P: Open houses, community FG, Surveys
- Deliver: Focus groups, surveys, communication plan

Final Plan Milestones:

- Assessments and Planning Sept-Dec 2015
- Communication Plan developed Oct 2015
- Update to Governing Board Jan 2016
- Cost estimates completed Feb 2015
- Focus groups Feb & Mar 2016
- Community surveys Feb & Apr 2016
- Community outreach Feb 2016
- Town Halls/Open Houses Apr 2016
- Draft presented to Governing Board Apr 5, 2016
- Final plan presented to Governing Board Jun 14, 2016

Evidence:

- Appendix 2-1 Table of Contents, Facilities Master Plan**
- Draft Facilities Master Plan (see Apr 5 Board Minutes for full Draft FMP)**
- Final Facilities Master Plan (see Jun 14 Board minutes for full Final FMP)**

Strategic Priority 3: Preventative Maintenance – TUSD will provide facilities that are clean, safe and energy efficient for students and employees through routine and preventive maintenance and repair.

Year 2 Goal: Put an effective automated work order system in place.

Progress/Completion: 100%

New Work Order System Implemented

- Accruent FAMIS software purchased May 2015
- Implementation Kickoff October 2015
- Data gathering completed December 2015
- Configuration & Testing completed early February 2016
- Production system implemented February 22, 2016

Training

- Jan 25-Feb 19 Operations (Maintenance Staff) – 4 hours
- Feb 22-Mar 1 HS Engineers / AP Operations – 3 hours
- Feb 22-Mar 1 Schools (Office Managers) – 1 hour (20 sessions available)

Benefits

- Easy to navigate and user friendly.
- Simple/fast work order creation
- No number change between request and work order
- Auto notifications to the technician and the requestor
- Real-time updates

Evidence:

- **Appendix 3-1 Log-in Screen for FAMIS Production System**
- **Appendix 3-2 Training Schedule**

Strategic Priority 4: Technology Plan – TUSD will create a purposeful, technology plan that provides instructional support, curriculum alignment, and baseline resources including physical resources and professional development.

Year 2 Goal: Curriculum Management System (CMS)

Progress/Completion: 100 %

- CMS supported Strategic Priority No.4 for Curriculum – The Curriculum Management System (CMS) provided the centralized platform for principals, teachers, support staff and departments an easy to use and accessible repository of the District’s K-12 curriculum and supporting content.
- CMS was utilized throughout the year within PLC structure.
- Additional PD opportunities on “ How to access and use the CMS” in addition to the PLC was provided by:
 - Over 63% of teachers earned PD credit “How to access & navigate TUSD Curriculum”
 - Over 50% of Teacher Technology Liaisons (TTL’s) trained teachers on how to access & utilize the CMS for lesson planning.

Evidence:

- **Appendix 4-1 ILA January agenda**

Appendix 4-2 TNL PD report “How to access Curriculum Resources”
Appendix 4-3 Sample Teacher Technology Liaisons data entry

Strategic Priority 5: Safety and Security – TUSD will ensure every school in the district offers a physically inviting and nurturing environment that optimizes teaching and learning and actively protects its members from physical and emotional harm.

Year 2 Goal: Provide training to staff for emergency planning.

Progress/Completion: 100%

Emergency Planning – school evacuation plan, reunification process, and basic emergency drills:

- Goal: 75% (or 65 schools)
- Trained: 100% (87 schools)
- Number of Staff Trained: 2751

Annual Training for Monitors and Site Security Agents (over and above because of their enhanced roles)

- Number of Monitors Trained: 162
- Food Services workers trained: 140
- Additional Training for First Responder Schools (10 schools)
- All 10 sites trained

Total Staff Trained: 3053

Evidence:

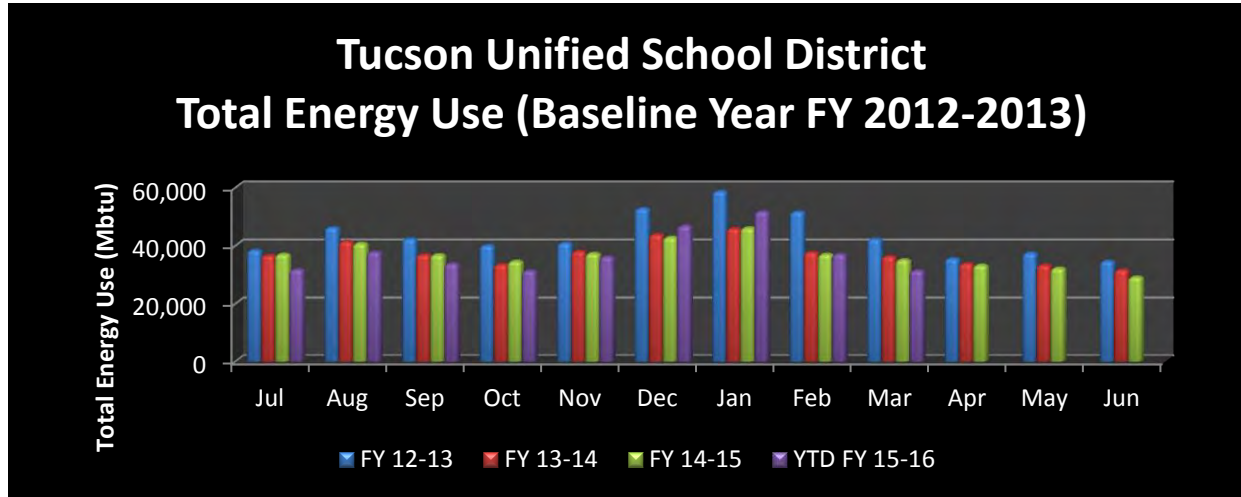
Appendix 5-1 School Plans and FEMA Certificates Status Report

Appendix 5-2 End of Year Training Status Report for 2015-16

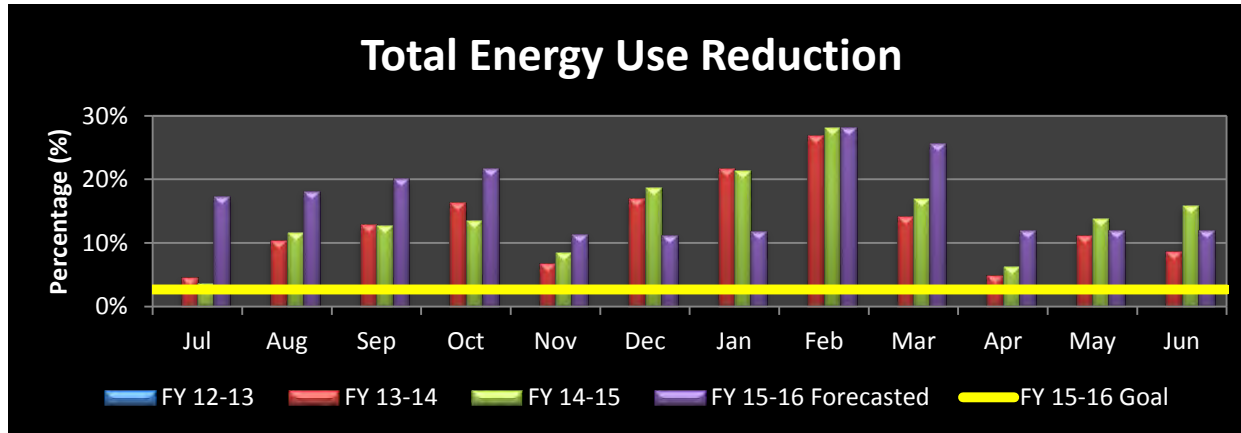
Priority #1: Green Planning	100%
Priority #2 Long-Range Facilities Plan	100%
Priority #3 Preventative Maintenance	100%
Priority #4: Technology Plan	100%
Priority #5: Safety and Security	100%
Total	100%

APPENDICES

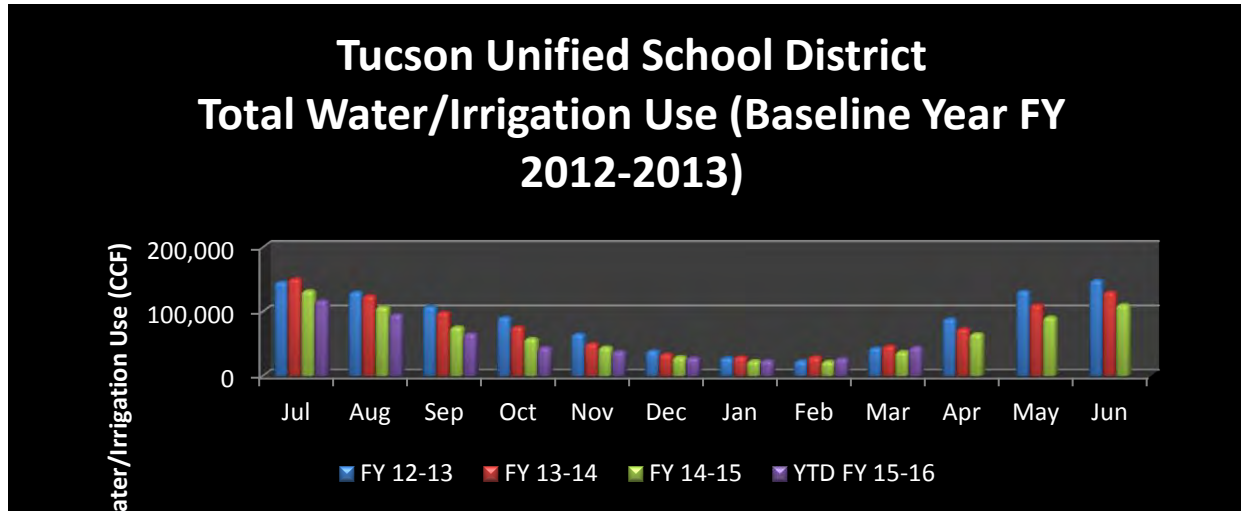
Appendix 1-1 Month-to-Month Comparison – Energy Use



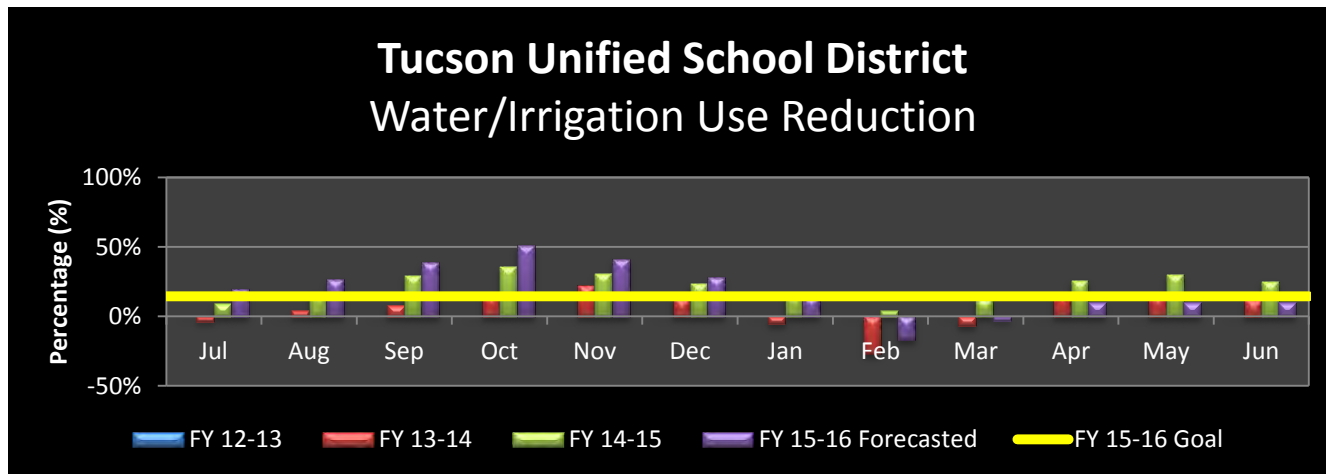
Appendix 1-2 Total Energy Use Reduction



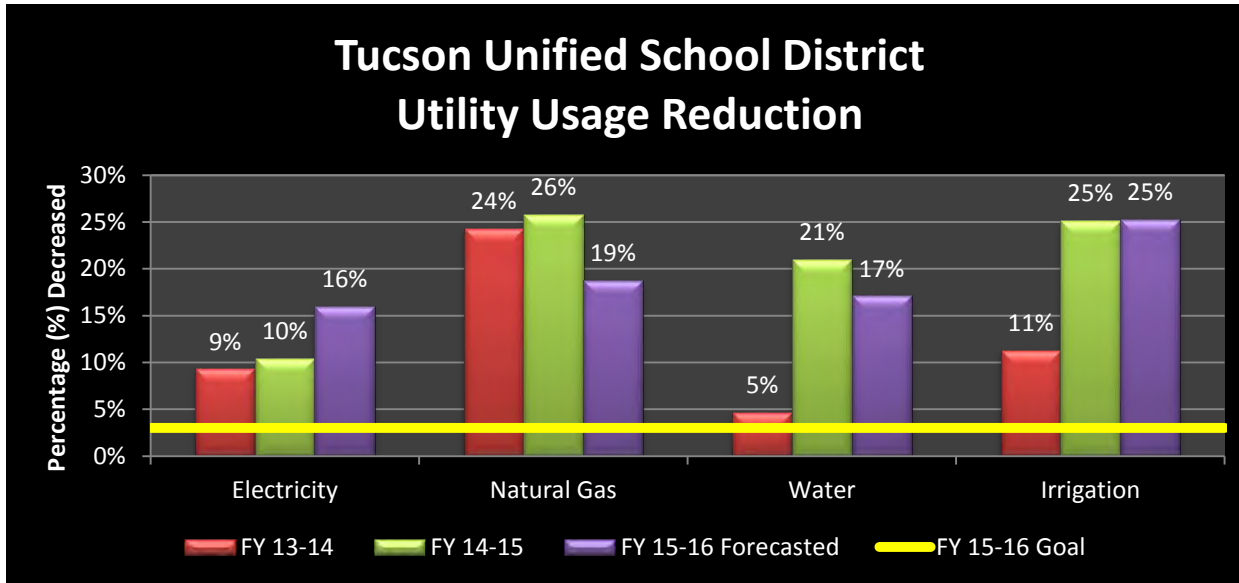
Appendix 1-3 Month-to-Month Comparison - Water/Irrigation



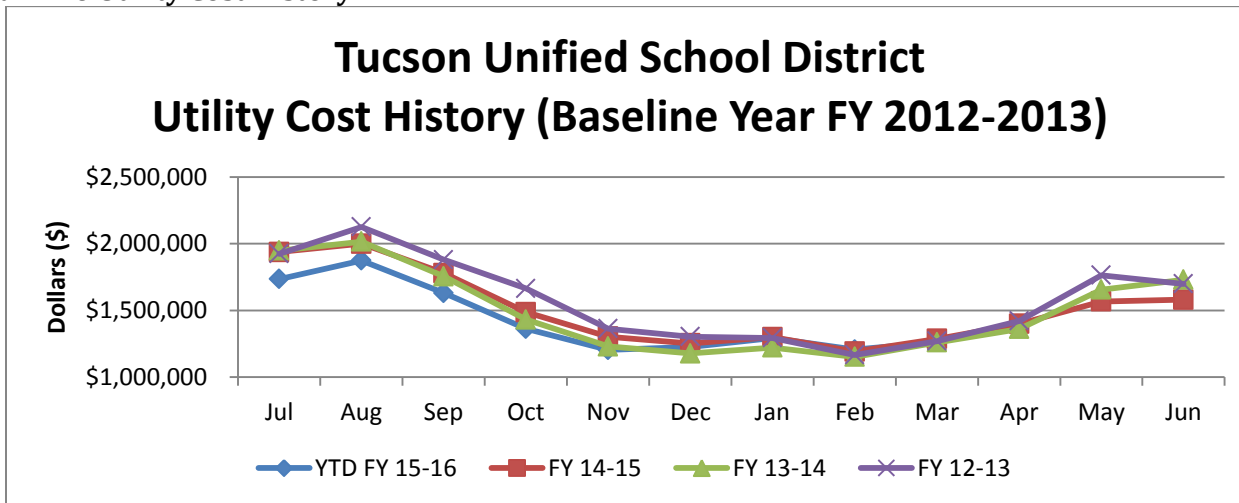
Appendix 1-4 Water/Irrigation Use Reduction



Appendix 1-5 Utility Usage Reduction



Appendix 1-6 Utility Cost History



Appendix 1-7 Awards




EPA GREEN POWER PARTNERSHIP LEADERSHIP AWARD
September 2015
February 2016



Tucson Electric Power BrightEE Award
March 2016

Appendix 2-1 Table of Contents, Facilities Master Plan

<p>District Facilities Master Plan 2016-23 Tucson Unified School District #1</p>	
<p>Tucson Unified is where Students love to Learn Teachers love to Teach and People love to Work We are Team TUSD</p> 	
<p>FINAL June 2016</p>	
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4.4 Implementation Process	Page 4.0-5
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<p>APPENDIX B DEMOGRAPHIC AND ENROLLMENT ANALYSIS</p>	
<p>APPENDIX C FUNDING DATA</p>	
<p>APPENDIX D FACILITIES ASSESSMENT DOCUMENTATION</p>	
<p>APPENDIX E SUMMARY REPORTS OF PUBLIC PROCESS</p>	
<p>ii Page</p>	

Appendix 3-1 Log-in Screen for FAMIS Production System

The screenshot shows a web browser window with the address bar displaying <https://tusd.famis.com/360LoginScreen.asp>. The browser's menu bar includes File, Edit, View, Favorites, Tools, and Help. The page title is "Login Page".

The main content area has a blue background. At the top left, the logo for "TUCSON UNIFIED SCHOOL DISTRICT" is displayed in a white box, with "Production" written below it. Below the logo is a large blue button with the text "Sign In" in white.

Underneath the "Sign In" button are two input fields: "User Name:" and "Password:". Below these fields is a smaller blue button with the text "SIGN IN" in white.

At the bottom left of the main content area, there are links for "View Mobile" and "Privacy Policy", followed by a checkbox labeled "Change User Information".

On the right side of the page, there is a white box with a black border containing the following text:

Welcome to Famis, Facilities' Work Order System
THIS SYSTEM IS NOW LIVE
This is NOT a test system. To access test, go to:
<https://st-tusd.accruenttest.net/>
For help with FAMIS, please call the Facilities Customer Service Desk at 225-4640

At the bottom of the page, there is a footer. On the left is the "famis" logo, which consists of an orange location pin icon and the word "famis" in blue lowercase letters. On the right is the copyright notice: "Copyright © 2000-2016 Accruent, LLC all rights reserved."

Appendix 3-2 Training Schedule

CMMS Training Plan

On-site training will be provided by Accruent for the CMMS implementation team the 2nd week in January and will also act as the “train the trainer” course. The next group of users to get training will be the “super users” which will consist of shop supervisors as well as a select group of current CMMS users. 188 Facilities employees will need to be trained in groups of 29 (7 trainings to accommodate every user). Technician’s receiving tablets will need separate training on use of tablets. All Operations personnel trainings will take place in the LIRC lab. On-site training will be provided to each school/site and upon completion of training, they will be loaded into True North Logic and will receive new log in and password once proper credentials are verified.

On-site training from Famis for CMMS implementation team

Dates: Jan 11 – 13

Location: LIRC Lab

Training for Super Users

Dates: Jan 14 – 18

Location: LIRC Lab

Training for Facilities Shop Supervisors

Dates: Jan 18 – Jan 22

Location: LIRC Lab

Training for the rest of the Operations users

Dates: Jan 25 – Feb 19

Location: LIRC Lab

Roll out to school staff

Dates: Feb 22 – Mar 1

Location: School site

Training Materials need to be developed.

Appendix 4-1 ILA January Agenda Item

**Instructional Leadership Academy
Professional Development
TUCSON UNIFIED SCHOOL DISTRICT**

Thursday, January 28, 2016
Group A: 8:00 AM – 11:30 PM & Group B: 12:30 PM – 4:00 PM
Duffy Student Service Center
5145 E 5th Street
Governing Board/PD

AGENDA

	Present	Time
1. WELCOME	Dr. Sanchez	15 min
2. Budget Worksheets	Renee Weatherless	25 min
3. Quarter 3 Curriculum K-5 Math Library K-5 ELA MPR 6-12 Math Computer Lab 6-12 ELA Room 100	Dr. Clarice Clash & Company	120 min
4. ILA Conference Registration	MaryCarmen Cruz	10 minutes
5. Title I Survey	Dr. Kristina Allen	10 min
6. Closure	Dr. Sanchez	

Appendix 4-2 TNL PD report “How to access Curriculum Resources”

Earn 1 hr of PD credit while helping us achieve an important Strategic Plan goal

One of the important strategic goals for this year is to ensure that all teachers know how to access Tucson Unified curriculum through this webpage. Help us track our completion of that goal by answering some brief questions through True North Logic. You'll also receive one hour professional development credit! All teachers are required to participate, and it will only take a few moments of your time. Take the True North Logic course, "[How to Access TUSD Curriculum.](#)" Thank you!


K-12 Curriculum

[Course Approval Process | E-Guide](#) (in PDF)

[2015-2016 Curriculum Updates](#) (in PDF)

Curriculum Materials by Subject Area:

- [English Language Arts - Grades K-5](#)
- [English Language Arts - Grades 6-12](#)
- [English Language Development \(ELD\) - Grades K-5](#)
- [English Language Development \(ELD\) - Grades 6-12](#)
- [Family Life Curriculum - Grades 4 -12](#)
- [Fine Arts - Grades K-12](#)
- [Math - Grades K-12](#)
- [Science - Grades K-12](#)
- [Social Studies - Grades K-12](#)



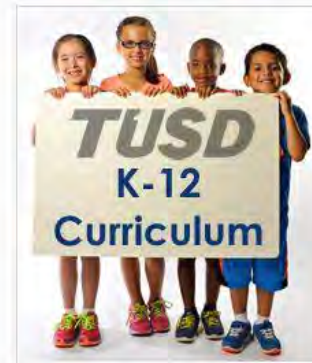
← Back to Course List

#12620 How to Access TUSD Curriculum
This Professional Development shows learners how to access TUSD Curriculum
Views 77

**In True North Logic,
click here to launch class**

Opportunity Details
12620 How to Access TUSD Curriculum
Course Provider:

From True North Logic, click the link to the course below "Opportunity Details" to launch the course.



From here, teachers were able to access the online course: How to Access TUSD Curriculum



Date of Report: 06/02/2016 09:29:05 AM MST
 Ad-Hoc Report - Roster
 Registration Status equals Completed
 Course # contains '12620'

[Printer-friendly display](#)
[Download CSV](#)
[Start a new Ad-Hoc Query](#)

1 2 3 4 5 6 Next

Viewing records 1 - 250 of 1420 records

Roster				Section Courses		Roster People			
Last Name	First Name	Registration Status	Completed On:	Course #	Course Title	Employee ID	Primary Email Address	Primary Site	
1. Potts	Emily	Completed	May 9, 2016	12620	How to Access TUSD Curriculum	034556	Emily.Potts@tusd1.org	Erickson Elementary School 1215	
2. Ruiz	Brandi	Completed	May 9, 2016	12620	How to Access TUSD Curriculum	011047	brandi.ruiz@tusd1.org	Lynn/Urquides Elementary School 1287	
3. Escarcega	Irene	Completed	May 9, 2016	12620	How to Access TUSD Curriculum	006196	irene.escarcega@tusd1.org	Hollinger K-8 School 1233	
4. Castro	Charlotte	Completed	May 9, 2016	12620	How to Access TUSD Curriculum	004745	charlotte.castro@tusd1.org	White Elementary School 1449	
5. Lee	Frances	Completed	May 9, 2016	12620	How to Access TUSD Curriculum	033694	Frances.Lee@tusd1.org	Erickson Elementary School 1215	
6. Urquijo	Manuel	Completed	May 9, 2016	12620	How to Access TUSD Curriculum	031373	Manuel.Urquijo@tusd1.org	Hollinger K-8 School 1233	
7. Molina	Joseph	Completed	May 9, 2016	12620	How to Access TUSD Curriculum	029042	Joseph.Molina@tusd1.org	White Elementary School 1449	
8. Hubble	Paul	Completed	May 9, 2016	12620	How to Access TUSD Curriculum	014954	paul.hubble@tusd1.org	Bloom Elementary School 1128	
9. Espinoza	Katherine	Completed	May 10, 2016	12620	How to Access TUSD Curriculum	012190	katherine.espinoza@tusd1.org	Blenman Elementary School 1125	
10. Robles	Ana-Alicia	Completed	May 9, 2016	12620	How to Access TUSD Curriculum	007584	AnaAlicia.Robles@tusd1.org	Hollinger K-8 School 1233	
11. Rustici	Kristina	Completed	May 9, 2016	12620	How to Access TUSD Curriculum	009041	kristina.rustici@tusd1.org	Bloom Elementary School 1128	
12. Green	Baily	Completed	May 9, 2016	12620	How to Access TUSD Curriculum	033061	Baily.Green@tusd1.org	Wright Elementary School 1461	
13. Casillas	Sandra	Completed	May 9, 2016	12620	How to Access TUSD Curriculum	034626	Sandra.Casillas@tusd1.org	Hollinger K-8 School 1233	
14. Morales	Melissa	Completed	May 9, 2016	12620	How to Access TUSD Curriculum	025277	melissa.morales@tusd1.org	Erickson Elementary School 1215	
15. Altamirano	Deborah	Completed	May 9, 2016	12620	How to Access TUSD Curriculum	001732	deborah.altamirano@tusd1.org	Holladay Magnet ES 1239	
16. Moeykens	Margaret	Completed	March 18, 2016	12620	How to Access TUSD Curriculum	013262	margaret.moeykens@tusd1.org	Henry Elementary School 1238	
17. Katz	Nedra	Completed	March 18, 2016	12620	How to Access TUSD Curriculum	400253	Nedra.Katz@tusd1.org	Booth/Fickett Magnet 1510	
18. Valdez	Maria	Completed	March 18, 2016	12620	How to Access TUSD Curriculum	003000	maria.valdez@tusd1.org	Magee Middle School 1515	

Appendix 4-3 Sample Teacher Technology Data Entry

2360	Kaur, Ade	Grijalva	Talavera	Curriculum guides
2361	Kaur, Ade	Grijalva	Kaur	Curriculum guides
2362	Falk, Amanda	Valencia	8th grade math	Curriculum guides
2363	Silva, Aide	Manzo	Andrea Guerrero, Amlicar Velazquez, Debbie Linarez	Curriculum guides
2364	Silva, Aide	Manzo	Self, Second Grade Long Term Sub	Curriculum guides
2365	Silva, Aide	Manzo	Aide, 3rd grade Team: Oswald and A. Contreras	Curriculum guides
2366	Roan, Dawn	Dietz	Mrs. Bellman	Curriculum guides
2367	Leon, Jill	Soleng Tom	Jill Leon	Curriculum guides
2368	Navarrette, Edward	Valencia	Robert Lindsay	Curriculum guides
2369	Navarrette, Edward	Valencia	Robert Lindsay	Curriculum guides
2370	Barrett, Denilya	Grijalva	Randel Carpenter, Kelly Moonen, Sandra Siquieros	Curriculum guides
2371	Rutherford, Mona	THMS	all CTE staff	Curriculum guides
2372	Mooney, Lisa	Sahuaro High School	Matthew Barany	Curriculum guides
2373	Navarrette, Edward	Valencia	Robert Lindsay	Curriculum guides
2374	Castro, Michelle	Borton Magnet School	k-1 team	Curriculum guides
2375	Castro, Michelle	Borton Magnet School	k-1 team	Curriculum guides
2376	Castro, Michelle	Borton Magnet School	k-1 team	Curriculum guides
2377	Whiteaker, Rebecca	Lynn Urquides	Gomez	Curriculum guides
2378	Castro, Michelle	Borton Magnet School	k-1 team	Curriculum guides
2379	Sherman, Katie	Steele Elementary	Katie Sherman - email to teachers regarding curriculum feedback	Curriculum guides
2380	Rutherford, Mona	THMS	Christy Friske	Curriculum guides
2381	Rutherford, Mona	THMS	Delisa Perez and Melisa Pippen	Curriculum guides
2382	Whiteaker, Rebecca	Lynn Urquides	Delbridge	Curriculum guides
2383	Whiteaker, Rebecca	Lynn Urquides	Maize	Curriculum guides
2384	Ryan, Chris	Magee	Scott Cleaves	Curriculum guides
2385	Whiteaker, Rebecca	Lynn Urquides	Stone	Curriculum guides
2386	Rutherford, Mona	THMS	Santiago Galaz	Curriculum guides
2387	Mayersohn, Jeniffer	McCorkle	NTN Teachers	Curriculum guides
2388	Freitas, Mary	Johnson Primary	Johnson Staff	Curriculum guides
2389	Rutherford, Mona	THMS	Donald Dalton	Curriculum guides

Appendix 5-1 School Plans and FEMA Certificates Status Report

**Emergency Management School Plans and FEMA Certificates Status Report:
As of 5/5/2016**

KEY for FEMA: Located at the end of report. Officer ID: E6 San Martin / E7 Greg Bortoni

1	School	Officer ID	Plan sent	Trained (sign in)	number Train	FEMA Trained
2	Banks	E6	E-mailed 09/30/15	1/14/2015	17	P: Sean Wilken (All)
3	Blenman	E6	E-mailed 09/23/15	9/23/2015	22	P: Cathryn Desalvo (100/200)
4	Bloom	E7	E-mailed 2/12/16	4/27/2016	28	
5	Bonillas	E7	E-mailed 01/06/16	3/2/2016	22	
6	Booth-Fickett	E7	E-mailed 01/04/16	1/6/2016	59	
7	Borman	E7	E-mailed 4/25/16	5/4/2016	29	
8	Borton	E6	E-mailed 1/12/16	2/17/2016	27	P:Denice Contreras (All)
9	Brichta	E6	E-mailed 10/30/15	1/20/2016	44	
10	Carrillo	E6	E-mailed 2/3/16	2/3/2016	29	P: Lori Conner(100/200)
11	Catalina	E6	E-mailed 10/22/15	11/10/2015	38	
12	Cavett	E6	E-mailed 1/19/16	1/20/2016	15	P: Elsa Corral-Aguirre (All)
13	Cholla	E6	E-mailed 08/18/15	9/30/2015	88	
14	Collier	E7	E-mailed 08/20/15	8/26/2015 & 2/29/16	24	
15	Cragin	E6	E-mailed 2/29/16	4/6/2016	23	
16	Davidson	E7	E-mailed 11/30/15	12/17/2015	22	P: Jason Weaver (100)
17	Davis	E6	E-mailed 02/17/16	3/2/2016	25	
18	Dietz	E7	E-mailed 09/15/15	10/21/2015	33	
19	Dodge	E6	E-mailed 1/4/16	1/13/2016	22	
20	Doolen	E6	E-mailed 3/1/16	3/2/2016	33	
21	Drachman	E6	E-mailed 2/16/16	2/17/2016	20	P: Jesus Celaya (all) MC: Charlene
22	Dunham	E7	E-mailed 10/23/15	11/18/2015	14	OM: Pamela Herman (all)
23	Erickson	E7	E-mailed 10/23/15	1/13/2016	24	AP: Mary Kolsrud
24	Ford	E7	E-mailed 2/1/16	3/2/2016	22	P: Diana Johnston (all)
25	Fruchthender	E7	E-mailed 10/23/15	#####	21	
26	Gale	E7	E-mailed 09/24/15	#####	22	P:Jennifer Figueroa (100)
27	Gridley	E7	E-mailed 12/15/15	2/10/2016	34	
28	Grijalva	E6	E-mailed 12/7/2015	12/2/2015 & 1/6/16	41	P: Timothy Grivois-Shah (100/200)
29	Henry	E7	E-mailed 10/23/15	1/14/2016	24	
30	Holladay	E6	E-mailed 1/26/16	1/27/2016	25	
31	Hollinger	E6	E-mailed 10/05/15	#####	30	
32	Howell	E6	E-mailed 11/10/15	12/2/2015	31	P: Jaquetta Alexander(All) P: Cheri Larochelle (All)
33	Hudlow	E7	E-mailed 2/1/16	3/16/2016	19	

1

**Emergency Management School Plans and FEMA Certificates Status Report:
As of 5/5/2016**

KEY for FEMA: Located at the end of report. Officer ID: E6 San Martin / E7 Greg Bortoni

34	Hughes	E6	E-mailed 3/16/16	3/30/2016	18	
35	Johnson	E6	E-mailed 10/06/15	#####	15	
36	Kellond	E7	E-mailed 2/12/16	4/20/2016	18	P: Deanna Harris (100)
37	Lawrence	E6	E-mailed 10/06/15	10/21/2015	19	
38	Lineweaver	E7	E-mailed 2/1/16	3/9/2016	30	P: Lisa Mccorkle (All)
39	Lynn/Urquides	E6	E-mailed 09/29/15	9/30/2015	28	AP: Mark Pizano (All) P: Marisa
40	Magee	E7	E-mailed 09/09/15	9/23/2015	29	P: Daniel Erickson (All)
41	Maldonado	E6	E-mailed 09/28/15	#####	26	
42	Mansfeld	E6	E-mailed 1/1/16	2/3/2016	46	
43	Manzo	E6	E-mailed 2/10/16	1/14/2016	25	
44	Marshall	E7	E-mailed 2/1/16	3/30/2016	19	
45	Maxwell	E6	E-mailed 10/05/15	10/9/2015	42	
46	McCorkle	E6	E-mailed 08/31/15	12/2/2015	42	
47	Meredith	E7	E-mailed 1/4/16	1/5/2016	34	
	Miles	E6	E-mailed 2/18/16	3/16/2016	27	OM: Josephine Almazan (All) P: Robin Weldon (100/700)Retiring
48						
49	Miller	E6	E-mailed 11/3/15	11/19/2015	28	
50	Mission View	E6	E-mailed 10/05/15	4/20/2016	15	
	Myers/ Ganoung	E7	E-mailed 10/26/15	1/27/2016	24	P: Olga Gomez (100/200)
51						
52	Naylor	E7	E-mailed 2/1/16	4/6/2016	30	
53	Ochoa	E6	E-mailed 3/15/16	4/14/2016	22	
54	Oyama	E6	E-mailed 09/03/15	9/9/2015	30	
55	Palo Verde	E6	E-mailed 9/1/2015	4/6/2016	52	P: Eric Brock (All) AP: Jennifer Miller (All) AP: Kevin Amidan (ALL)
56	Pistor	E6	E-mailed 09/02/15	9/2/2015	51	P: Angela Wichers (all)
57	Project More	E6	E-mailed 3/17/16	4/5/2016	14	
58	Pueblo	E6	E-mailed 08/31/15	9/23/2015	75	
59	Pueblo Gardens	E6	E-mailed 1/27/16	4/27/2016	19	
60	Pincon	E7	E-mailed 4/4/16	4/6/2016	55	
61	Robins	E6	E-mailed 2/9/16	3/16/2016	42	
62	Robison	E6	E-mailed 12/1/15	12/9/2015	26	P: Julie Laird (All)
63	Rose	E6	E-mailed 10/01/15	10/21/2015	35	
64	Roskruge	E6	E-mailed 01/07/16	1/27/2016	49	
65						
66	Sabino	E6	E-mailed	4/13/2016	42	
67	Safford	E6	E-mailed	1/6/2016	55	
68	Sahuaro	E7	E-mailed 09/01/15	4/27/2016	48	AP:Richard Lundstrom (100)

2

**Emergency Management School Plans and FEMA Certificates Status Report-
As of 5/5/2016**

KEY for FEMA: Located at the end of report. Officer ID: E6 Sam Martin / E7

69	Santa Rita	E6	E-mailed 09/30/15 and 2/5/16	2/8/2016	41	
70	Schumaker	E7	E-mailed 12/9/15	12/10/2015	20	
71	Secrist	E7	E-mailed 10/23/15	12/2/2015	23	
72	Sewell	E6	E-mailed 12/7/15	1/13/2016	21	P: Robert Jewell
73	Soleng Tom	E7	E-mailed 10/23/15	1/13/2016	23	
74	Steele	E7	E-mailed 09/23/15	9/30/2015	19	P: Lisa Thomas (All)
75	TAP	E6	E-mailed 4/6/16	4/15/2016	21	P: Anne Dudley (100)
76	Tolson	E6	E-mailed 08/31/15	9/2/2015	19	P: Ryan Wilson (All)
77	Tucson	E6	E-mailed 09/10/15	3/9/2016	143	
78	Tully	E6	E-mailed 12/1/15	12/16/2015	27	P: Marg Morse (All)
79	University	E6	E-mailed 10/06/15	8/26/2015	37	
80	Utterback	E6	E-mailed 11/4/15	12/9/2015	44	T: Carlos Wong
81	Vail	E7	E-mailed 11/30/15	5/4/2016	24	P: Theresa Leal- Homes (100)
82	Valencia	E6	E-mailed 10/5/15	10/21/2015	40	
83	Van Buskirk	E6	E-mailed 2/29/16	5/4/2016	21	
84						
85	Vesey	E6	E-mailed 09/30/15	10/21/2015	31	
86	Warren	E6	E-mailed 10/01/15	11/4/2015	29	LC: Jodie Hekter (100/200 doesn't need 700)
87	Wheeler	E7	E-mailed 12/10/15 to new Principal	1/6/2016	21	
88	White	E6	E-mailed 09/09/15	#####	38	
89	Whitmore	E7	E-mailed 2/1/16	4/13/2016	23	
90	Wright	E7	E-mailed 12/2/15	2/3/2016	29	
91			KEY:			
92	P: Principal	AP: Assistant	OM: Office	T: Teacher		
93	LC: Learning	MC: Magnet Coordinator		D: Designee		
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Appendix 5-2 End of Year Training Status Report for 2015-16

End of Year Training Status Report for 2015-2016

There are 87 School Sites:

1. All schools have received a copy of their plans and evacuations site maps
2. Plan approval signed signature pages are on file in the emergency management office
3. All schools have been trained
4. Officer assigned to each school can be found on the School plans and FEMA certificates report

Other site plan's completed:

1. Duffy Center
2. School Safety Building

Training completed:

1. Signature sign in sheets are on file in the emergency management office
 - A. Staff trained: 2,751
 - B. Monitors trained: 162
 - C. Food Service workers trained: 140

Total number of staff trained: 3,053

FEMA Certificates:

There are six schools that have at least 2 people who have done all the training required by FEMA:

1. Drachman
2. Lynn-Urquides
3. Miles
4. Palo Verde
5. Pistor
6. Tap

There are three FEMA courses required:

Staff members who have completed all 3 courses: 25
Staff members who have completed the 100 course: 12
Staff members who have completed the 200 course: 4
Staff members who have completed the 700 course: 2

1. Certificates are on file in the emergency management office
2. Individual names are located on the School plans and FEMA certificates report

End of Year Training Status Report for 2015-2016

Schools that requested a second training session:

1. Collier: 8/26/15 & 2/29/16
2. Grijalva: 12/2/15 & 1/6/16
3. Rose: 10/21/15 & 1/27/16

Emergency Drills Completed:

10 SRO School Drills Completed:

1. Tucson Police and Fire departments along with School Safety and Traffic Officers attended these drills
2. Evaluations are on file in the emergency management office and a copy was e-mailed to each site
 1. Booth-Fickett – 1/27/16
 2. Catalina – 1/20/16
 3. Cholla – 11/2/15
 4. Gale – 2/2/16
 5. Grijalva – 2/1/16
 6. Palo Verde – 4/26/16
 7. Pueblo – 10/27/15
 8. Santa Rita – 2/11/16
 9. Tucson High – 9/18/15 and 2/22/16
 10. Utterback – 12/15/15

Schools that have asked for an evaluation on lock down procedures:

1. Evaluations are on file in the emergency management office and copy of report e-mail to each site
 1. Borton – 3/17/16
 2. Camillo – 2/19/16
 3. Collier – 3/15/16
 4. Howell – 12/4/16 and 4/13/16
 5. Lynn-Urquides – 1/12/16
 6. Myers – 12/17/15
 7. Project More – 4/14/16
 8. Rose – 11/24/15
 9. Sewell – 3/4/16 and 5/10/16
 10. Vesey – 11/20/15
 11. Warren – 11/10/16
 12. Wheeler – 3/2/16
 13. White – 3/9/16
 14. Whitmore – 5/3/16

FINANCE

TUCSON UNIFIED SCHOOL DISTRICT

STRATEGIC PLAN END OF YEAR REPORT 2015-2016

FINANCE

Strategic Priority 1: System and Process Creation and/or Refinement – TUSD will streamline systems and processes so that dollars/resources are maximized.

Year 2 Goal: Implement Change Management Strategies with integrated processes to increase communications and collaboration.

Progress/Completion: 100% Complete

Evidence: 100% of personnel will be trained on new ERP and HR and Finance functions following CM processes by June 30, 2016

Systems Integrated with ERP (Visions):

- Time Clocks Plus
- Applitrack
- Subfinder/Aesop
- InTouch
- Horizon

ERP & Integrated Systems replaced 5 outdated systems, eliminated 13+ Finance Forms / 16+ Human Resources Forms, and many time consuming manual processes.

ERP (Visions) Training: (Appendix 1.1)

Visions Core Product training – 80 sessions

iVisions DAC training – 32 sessions

Additional Consulting and Process Review – 31 sessions

Monthly Status calls – 6 calls

Training also provided for Time Clocks Plus, Applitrack, Subfinder, InTouch, and Horizon **(Appendix 1.2, 1.3, 1.4, 1.5)**

District Training and Support

Open Labs

Monthly training meetings for Office Managers & Administrative Assistants

One-on One training as needed to Principals, Office Managers and New Users

Office STARS Training

District Operating Guide (D.O.G.) **(Appendix 1.6)**
iVisions Users are not given access until training is completed.

Appendix 1.1

Strategic Priority 2: Maximize Existing Revenue and Resources – TUSD will develop a plan to leverage district resources to support the district’s Five-Year Strategic Plan.

Year 2 Goal: Utilize fiscal resources that support TUSD Strategic Plan (contingent on available resources).

Progress/Completion: 100% Complete

Evidence: Ensure implementation of asset management system by June 30, 2016

Visions Asset Management Software installed (Appendix 2.1)

- Last physical inventory taken Fall 2014
- Asset management training is provided to sites yearly as part of Office STARS **(Appendix 2.2)**
- Tyler Technologies facilitated 9 Visions trainings to Asset Management staff **(Appendix 2.3)**
- Process development and Data Upload in progress
- Asset Management Enhancement - Barcoding project (Hayes System)
 - ✓ Sites will be able to manage inventory at their sites
 - ✓ UPS style Sign In/Sign Out tracking from dock to site
 - ✓ Allows for use of scanner when taking inventory
 - ✓ Allows for more detailed tracking – room and employee level

Strategic Priority 3: School Finance Education and Transparency – TUSD will effectively Communicate to and educate all stakeholders on the finances of the district.

Year 2 Goal: Enable end-users to produce accurate and timely reports with the new ERP system.

Progress/Completion: 100% Complete

Evidence: Roll out 100% of training to ensure end-users can produce reports in a timely manner by June 30, 2016

Systems Report Training

- Onsite DAC Training Sessions (501 iVisions Site users, 93 Core Visions Product Users trained (Central offices HR, Finance, Payroll, Food Service, Operations)
- Monthly Office Manager Meetings (March-May) (165 attendees each month) **(Appendix 3.1)**
- One-on-One Training as needed to Principals, Office Managers and New Users **(Appendix 3.2)**
- Principal meetings (ILA) (89 Principals)
- BLT/ILT meetings (61 Trained)
- Open Labs (175 Trained) **(Appendix 3.3)**
- Memos (sent to 12 SLT members, 38 Directors, 88 Principals, 50 Assistant Principals, 91 Office Managers, 39 Department Assistants, 9 High School Finance Managers)
- Intranet Instructions
- Office STARS Training (407 attendees)
- District Operating Guide (D.O.G.)

Systems Reports and Grid exports available to end-users

Visions - Budget Report, Purchase Order Balance Report, Position Control, Employee Information

Time Clocks Plus - Leave Request Report, Overtime Report, Missed Punch Report

Applitrack - Applicant Status Report

Subfinder/Aesop - Teacher Absence Report, Available Substitutes Report

In Touch - On-line Sales Reporting (Set up for sponsors and coaches for items such as yearbook sales, participation fee & tax credit payments for a particular activity)

Horizon - POS Accountability & Cashier Report, Federal & State Claim Report, Free & Reduced Report, Meal Planner/Nutrition Analysis Report, Inventory /Warehouse/Distribution Routes Report, Special Diet Information

Strategic Priority 4: Legislative Advocacy – TUSD will collaborate with legislature to develop strong relationships that promote advocacy for education.

Year 2 Goal: TUSD will develop an outreach committee to address funding in public education that will speak to various organizations regarding education funding and expenditures.

Progress/Completion: 100% Complete

Evidence: Create no less than 4 opportunities to gather TUSD stakeholders to obtain information on legislative initiatives by June 30, 2016.

District Sponsored events

- 10/29/15- Governor’s Classrooms First Council Meeting at Duffy Community Center **(Appendix 4.1)**
- 11/16/15- Your Voice Legislative Advocacy - Info Session at Tucson High School **(Appendix 4.2)**
- 11/19/15- Diane Douglas- “We Heard You Tour” at Catalina High School **(Appendix 4.3)**
- 11/20/15- ABEC (AZ Business & Education Coalition) Meeting at Santa Rita High School **(Appendix 4.4)**
- 04/19/16 – Governing Board Meeting Legislative Update – Review of Bills impacting K-12 Education

Strategic Priority 5: External Funding to Support Strategic Priorities – TUSD will actively seek and identify external funding to leverage resources which enhance student achievement.

Year 2 Goal: TUSD will create a comprehensive four-year plan for the addition of site-based fund development programs that will support district initiatives and student achievement.

Progress/Completion: 100% Complete and Ongoing

Evidence: Train 80% of site council facilitators on using & increasing tax credit revenue by 5% across the district.

Training and Support: (Appendix 5.1)

- *May 17, 2016 “How to increase and promote your Tax Credit Program” for Site Council Facilitators, PTO/PTA Representatives, Parent Booster Representative, and Site Principals to help:
 - ✓ Schools define goals of extracurricular activities/programs offered for their students
 - ✓ Schools understand tax credit requirements and how these funds can achieve their goals
 - ✓ Schools identify other types of funding sources and learn how they can supplement tax credit funds
- Banners given to schools to advertise Tax Credits contributions
- Facebook campaign - Tax Credit Tuesday
- Annual training will be provided at the Mandatory Site Council Facilitator Training

*Training attended by 89 site representatives and others participated via livestream video. Video & Quiz are available for ongoing training via the TUSD Professional Learning Portal for new Facilitators and is required for those that did not attend May training. **(Appendix 5.2, 5.3)**

Increasing Tax Credit Revenues:

FY14-15 Tax Credit Revenues \$2,752,000

FY15-16 Tax Credit Revenues \$3,039,095 (as of 5/31/2016)

Total Increase = \$287,095 – 10.4%

Additional Year 2 Goal: Decrease Student Enrollment Loss

Progress/Completion: 100% Complete

Evidence: Based on the average of the student loss of the 2012-13 SY to the start of the 2013-14 SY and of the average student loss of the 2013-14 SY to the start of the 2014-15 SY, the district will either maintain or lose no more students than the average

SY13-14 Enrollment decreased by 3.2% compared to SY12-13 (-1,531 ADM)

SY14-15 Enrollment decreased by 1.8% compared to SY13-14 (-850 ADM)

SY15-16 Enrollment decreased by 1.2% compared to SY14-15 (-575 ADM)

Priority #1: System & Process Creation/Refinement	100%
Priority #2: Maximize Existing Revenue & Resources	100%
Priority #3: School Finance Education & Transparency	100%
Priority #4: Legislative Advocacy	100%
Priority #5: External Funding to Support Strategic Priorities	100%
Total	100%

APPENDICES

Appendix 1.1 iVisions Training Schedule

Tyler Training and Support		
Core Visions Product Training	September 2014-June 2015	80 Sessions
iVisions DAC Training	March-August 2015	32 Sessions
Additional Consulting and Process Reviews	July 2015-April 2016	31 Session
Monthly Status Calls	November 2015-March 2016	6 Calls

Appendix 1.2 Time Clocks Plus Training Schedule

Training Week 1 (TS Computer Lab 1010 Basement)					
	Monday January 4, 2016	Tuesday January 5, 2016	Wednesday January 6, 2016	Thursday January 7, 2016	Friday January 8, 2016
8:00-10:00	Session 1 (20 Seats)	Session 4 (20 Seats)	Session 7 (20 Seats)	Session 10 (20 Seats)	Session 14 (20 Seats)
10:00-12:00	Session 2 (20 Seats)	Session 5 (20 Seats)	Session 8 (20 Seats)	Session 11 (20 Seats)	Session 14 (20 Seats)
1:00-3:00	Session 3 (20 Seats)	Session 6 (20 Seats)	Session 9 (20 Seats)	Session 12 (20 Seats)	Session 15 (20 Seats)
Training Week 2 (Duffy Computer Lab)					
	Monday January 11, 2016	Tuesday January 12, 2016	Wednesday January 13, 2016	Thursday January 14, 2016	Friday January 15, 2016
8:00-10:00	Session 16 (15 Seats)	Session 19 (15 Seats)	Session 22 (15 Seats)	Session 25 (15 Seats)	Session 27 (15 Seats)
10:00-12:00	Session 17 (15 Seats)	Session 20 (15 Seats)	Session 23 (15 Seats)	Session 26 (15 Seats)	Session 28 (15 Seats)
1:00-3:00	Session 18 (15 Seats)	Session 21 (15 Seats)	Session 24 (15 Seats)		

Appendix 1.3 AppliTrack Training Schedule

HR Staff Training	
August 2014	6 sessions
September 2014	2 sessions
February 2015	1 session
Open Training	
September 2014	9 sessions
January 2015	2 sessions
July 2015	2 sessions
August 2015	4 sessions
September 2015	8 sessions
January 2016	3 sessions
ILA Training	
September 2014	2 sessions
December 2014	2 sessions

Appendix 1.4 Subfinder Training Schedule

Subfinder/Aesop Training		
Initial Subfinder Training	March 2015	5 Sessions
Sub Office Staff Aesop Training	April 2016	4 Sessions
Site Office Manager Training	April 2016	3 Sessions

Appendix 1.5 InTouch Training Schedule

Tuesday, April 05, 2016	
▲	<p>Time 12:00 PM – 3:00 PM</p> <p>Subject InTouch lab</p> <p>Location Palo Verde High Magnet School, 1302 S Ave Vega, Tucson, AZ 85710, United States sign-up in True North Logic</p>
Wednesday, April 06, 2016	
▲	<p>Time All Day</p> <p>Subject InTouch User Conference</p> <p>Location Flowing Wells Unified School District, 1556 W Prince Rd, Tucson, AZ 85705, United States</p>
▲	<p>Time 2:30 PM – 4:00 PM</p> <p>Subject Support Staff</p> <p>Location Duffy Family & Community Center, 655 N Magnolia Ave, Tucson, AZ 85711, United States</p>
Thursday, April 07, 2016	
▲	<p>Time 12:00 PM – 3:00 PM</p> <p>Subject InTouch lab</p> <p>Location Pueblo Communication Arts Magnet High School, 3500 S 12th Ave, Tucson, AZ 85713, United States sign-up in True North Logic</p>
Friday, April 08, 2016	
▲	<p>Time 12:00 PM – 3:00 PM</p> <p>Subject InTouch lab</p> <p>Location Tucson High Magnet School, 400 N 2nd Ave, Tucson, AZ 85705, United States sign-up in True North Logic</p>
Wednesday, April 13, 2016	
▲	<p>Time 2:30 PM – 4:00 PM</p> <p>Subject Support Staff</p> <p>Location Duffy Family & Community Center, 655 N Magnolia Ave, Tucson, AZ 85711, United States</p>
Thursday, April 14, 2016	
▲	<p>Time 12:00 PM – 3:00 PM</p> <p>Subject InTouch lab</p> <p>Location Pueblo Communication Arts Magnet High School, 3500 S 12th Ave, Tucson, AZ 85713, United States sign-up in True North Logic</p>

Tuesday, April 19, 2016	
▲	<p>Time 12:00 PM – 3:00 PM</p> <p>Subject InTouch lab</p> <p>Location Tucson High Magnet School, 400 N 2nd Ave, Tucson, AZ 85705, United States sign-up in True North Logic</p>
Wednesday, April 20, 2016	
▲	<p>Time 2:30 PM – 4:00 PM</p> <p>Subject Support Staff</p> <p>Location Duffy Family & Community Center, 655 N Magnolia Ave, Tucson, AZ 85711, United States</p>
Thursday, April 28, 2016	
▲	<p>Time 12:00 PM – 3:00 PM</p> <p>Subject InTouch lab</p> <p>Location Pueblo Communication Arts Magnet High School, 3500 S 12th Ave, Tucson, AZ 85713, United States sign-up in True North Logic</p>
Tuesday, May 03, 2016	
▲	<p>Time 12:00 PM – 3:00 PM</p> <p>Subject InTouch lab</p> <p>Location Tucson High Magnet School, 400 N 2nd Ave, Tucson, AZ 85705, United States sign-up in True North Logic</p>
Wednesday, May 04, 2016	
▲	<p>Time 2:30 PM – 4:00 PM</p> <p>Subject Support Staff</p> <p>Location Duffy Family & Community Center, 655 N Magnolia Ave, Tucson, AZ 85711, United States</p>
Wednesday, May 11, 2016	
▲	<p>Time 2:30 PM – 4:00 PM</p> <p>Subject Support Staff</p> <p>Location Duffy Family & Community Center, 655 N Magnolia Ave, Tucson, AZ 85711, United States</p>
Thursday, May 12, 2016	
▲	<p>Time 12:00 PM – 3:00 PM</p> <p>Subject InTouch lab</p> <p>Location Palo Verde High Magnet School, 1302 S Ave Vega, Tucson, AZ 85710, United States sign-up in True North Logic</p>
Wednesday, May 18, 2016	
▲	<p>Time 2:30 PM – 4:00 PM</p> <p>Subject Support Staff</p> <p>Location Duffy Family & Community Center, 655 N Magnolia Ave, Tucson, AZ 85711, United States</p>

Appendix 1.6 District Operating Guide (D.O.G.) Table of Contents

The screenshot shows a web browser window with a purple header bar. The browser's address bar shows the page number '1 / 125' and a zoom level of '100%'. The browser's menu bar includes 'File', 'Edit', 'View', 'Window', and 'Help'. The toolbar contains various icons for navigation and editing. The main content area is divided into two columns. The left column is a 'Bookmarks' sidebar with a tree view of the document's structure. The right column is the main content area, which features the 'TUCSON UNIFIED SCHOOL DISTRICT' logo at the top, followed by a horizontal line and a blue link labeled 'TABLE OF CONTENTS'. Below this link is a list of twelve items, each with a Roman numeral and a corresponding title.

Please fill out the following form.

Tools Sign Comment Highlight Existing Fields

Bookmarks

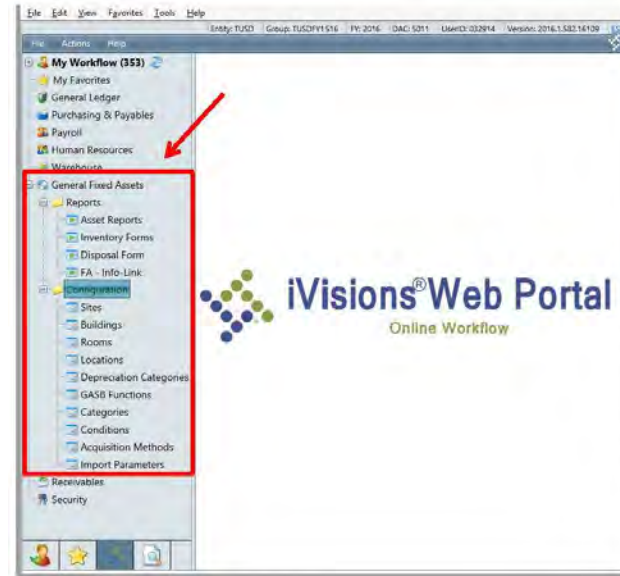
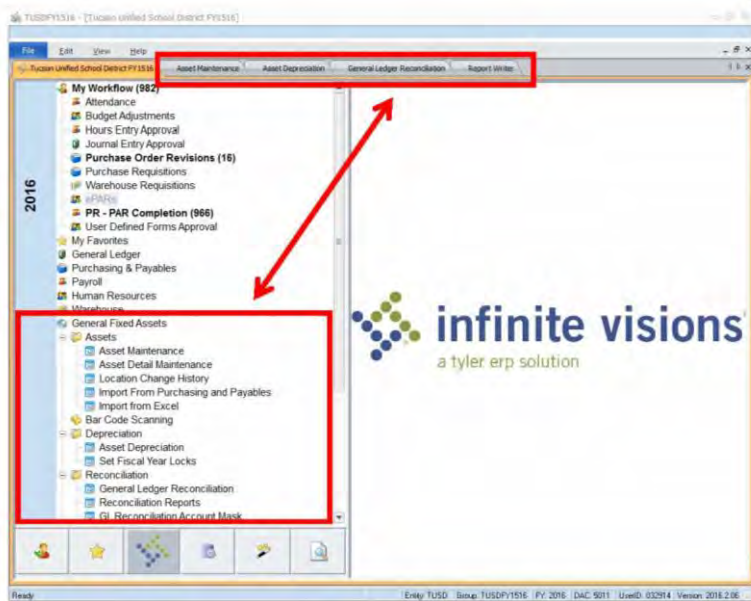
- TABLE OF CONTENTS
 - I. Introduction
 - II. Department Roles
 - III. Systems Applications
 - IV. Information & Processes (How To's)
 - V. Flow Charts
 - VI. Templates
 - VII. Check Lists
 - VIII. Tips & Tricks
 - IX. Organizational Charts
 - X. Contact Lists
 - XI. School Directories
 - XII. Glossary / Acronyms

TUCSON UNIFIED
SCHOOL DISTRICT

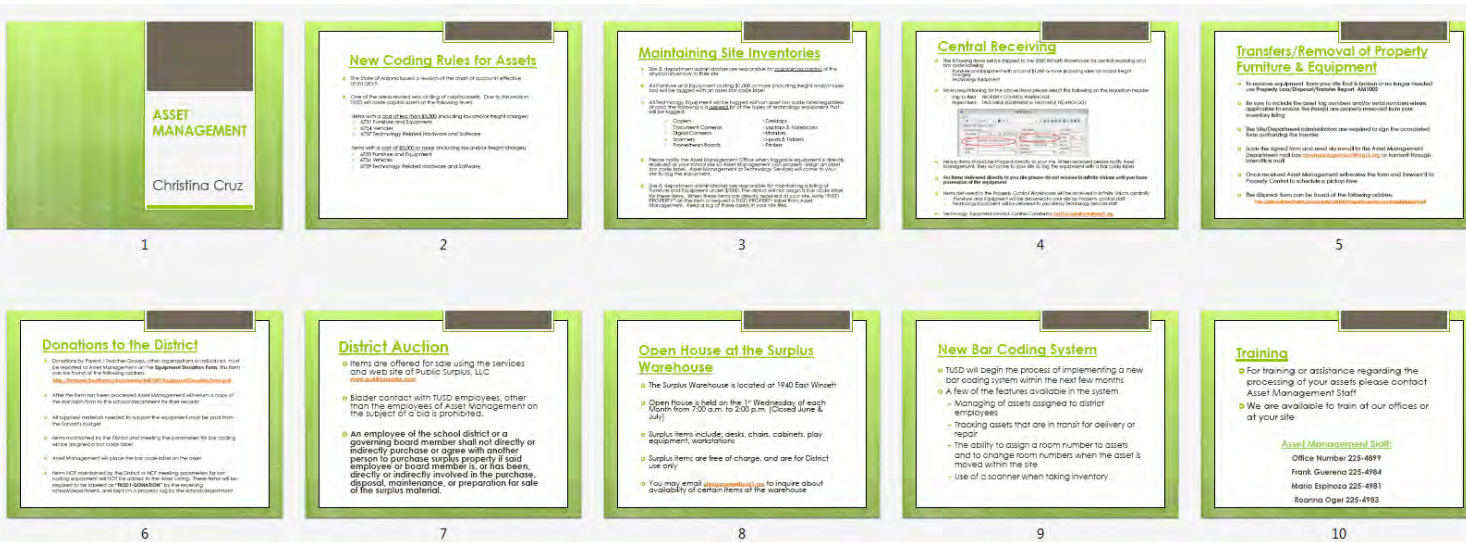
[TABLE OF CONTENTS](#)

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- IX. Organizational Charts
- X. Contact Lists
- XI. School Directory
- XII. Glossary / Acronyms

Appendix 2.1 Visions Asset Management System



Appendix 2.2 Asset Management Office Stars PowerPoint



Appendix 3.2 Magnet Budget Meetings Summary

Recently, the Finance Department and the Magnet Department were asked to check in with each campus to review 2015-16 Magnet budgets. Attendees were encouraged to ask questions and received clarification on any pending questions / issues involving their magnet budget.

Highlights:

- 1) By February 11th (next Thursday), all Magnet budget adjustments (modifications) for your school must be in the system to Richard Foster for approval. With budget adjustments (modifications), you are allowed to move any unspent monies to where you expect to spend them (as long as the expenditure benefits your Magnet goals) for the remaining 15-16 year.
- 2) After you have submitted your budget modifications, email the Magnet Department (Victoria Callison and Adelle McNiece) with any changes that should be incorporated into your 2015-16 MSP. Please cc your Director. These amendments should follow the attached formatting so that we can properly revise your plan to reflect updates since the plans were last filed with the courts. Please submit these changes immediately after you have submitted your budget modifications. A sample is attached (Magnet School Plan AMMENDMENTS).

The agenda for these meetings included the following topics:

- ✓ How to find and read Deseg Budget Reports.
Go to General Ledger → Reports → General Ledger Report Writer. Remember that in order to view these, you must highlight the Deseg line, then go to Actions → Print Selected Report. Select the date range and "Budget Adjustments," then click OK. This report reports totals by USP Activity.
- ✓ How to filter budget strings.
Go to General Ledger → Transaction Inquiry → Account Detail. To view your Magnet budget, change the budget string to read: ????.????.?????????.80202.???? Filtering this string will also work in other ways. For example, if you want to view your magnet supplies, you would change the budget string to read: ????.????.6611.?????.80202.????
- ✓ How to view positions.
Go to Human Resources → Employees → Employee Positions and Pay. Click "Show Funding" and then "Apply." All positions including supplemental assignments will be listed. You may choose to collapse any unfilled positions. A budget adjustment may be completed to move this money into any other line. See below for further tips on budget adjustments.
- ✓ How to use your supplemental funding allocation (if applicable)

2/8/2016

Many magnet campuses were provided with a supplemental funding allocation in mid-November. The allocations may be moved to a different budget line as long as doing so is in alignment with your magnet. If so, please submit budget adjustments (modifications) in iVisions, and fill in the required information in the attached table.

- ✓ How to facilitate the process for budget mods/ePARS
 - Check to make sure the correct budget line exists in your DAC for your debit. If a line is needed, please contact your budget analyst immediately so that they can create the line BEFORE you start your budget adjustment
 - All budget adjustment requests that take money from M & O and move it into capital will require that the money be first moved into the contingency fund. Then, money can be moved from contingency capital into the correct line. Please check to see if you have the contingency lines in your budget BEFORE you start your budget adjustment.
 - Ask for encumbered \$ to be released where necessary. For example, if you filled a position mid-year, alert your budget analyst so that they can un-encumber the appropriate salary and benefits.
 - If any pre-encumbrances need to be un-encumbered due to late placements or over-budgeting of Added-Duty work, contact your budget analyst.
 - Before moving funds, please ensure that employees have been compensated for their participation in Added-Duty activities such as PD, PLCs, and recruitment. If any payments are outstanding, please contact your budget analyst for guidance.
 - It is important to retain funding for any planned future Added-Duty and Off-Contract pay.
 - Note that ePAR position requests do not require separate budget adjustments. Your budget analyst can process that budget adjustment together within the ePAR position request, but the school needs to specify where the money would be coming from.
 - The school needs to create budget adjustments (modifications) when moving monies to have budget available for purchased items (i.e., the creation of a requisition/PO is required).
 - When making budget adjustments (modifications) that collapse unfilled positions, make sure to write an explanation in the "Notes" section (especially if you want to retain budgeting for that position during the 2016/17 school year).
 - If you need to find a budget line, use the Chart of Accounts found at <http://intranet/financedept/chart.asp>.
- ✓ To ensure expediency, always cc at least one other staff member from Finance when making any request [Nancy Mueller, Pam Wolfe, Ben Martinez, Suzanne Miller, Amy Emmendorfer].
- ✓ If you need help with using iVisions, please contact your budget analyst.
- ✓ Clarification was provided on how to amend Magnet School Plans to accurately reflect budget expenditures. The Magnet Department also provided clarification on 2016-17 plans.

2/8/2016

Appendix 3.3 Open Lab Flyer



Need help navigating the iVisions Purchasing & Financial modules?

If you have completed the iVisions DAC training but still need assistance to better understand the Purchasing & Financial part of iVisions for things like how to enter a requisition or revision, receive product, solve a budgeting problem, or EPARs, then these labs are for you!

We've made it easy to attend by scheduling them in conjunction with the Office Manager Training in April & May at the Duffy Family & Community Center, 5145 E. 5th Street. Staff from Purchasing, Human Resources, Budget, and Student Finance will be holding three open labs to help you get started. *This is hands on training so please bring the things you are currently working on and need to input.*

WEDNESDAY, MAY 4, 2016: 1-4 pm
WEDNESDAY, MAY 11, 2016: 1-4 pm
WEDNESDAY, MAY 18, 2016: 1-4 pm

While this is a walk-in opportunity, there is limited availability for each session so to ensure your seat, please sign up for the class you plan on attending using the Professional Learning Portal (course # 12711).

If you have any questions, please contact the Purchasing Department at 225-6080.

Appendix 4.1 Governor's Classrooms First Council Meeting Agenda



CLASSROOMS FIRST INITIATIVE COUNCIL

October 29, 2015

2:30 p.m.

Duffy Family Community Center
Governing Board Room
5145 E. Fifth St., Tucson, AZ 85711

1. Welcome
2. Approval of October 8, 2015 Minutes
3. Public Comments
4. Next Meeting: November 19, 2015
5. Adjourn

COUNCIL MEMBERSHIP

Governor Doug Ducey
Co-Chair

Jim Swanson
Co-Chair
President/CEO Kitchell

Alicia Alvarez
Principal
Leona Group, LLC.

Susan Chan
Charter Operator
Kingman Academy

Annie Gilbert
Director of School Operations & Finance
Ball Charter Schools

Greg Miller
President
State Board of Education

Brian Capistran
School Superintendent
Glendale Union School District

Janna Day
President
State Board for Charter Schools

Kenneth Hicks
Chief Financial Officer
Peoria Unified School District

Dawn Wallace
Education Policy Advisor
Governor's Office

Tim Carter
County School Superintendent
Yavapai County

Diane Douglas
Superintendent of Public Instruction
Arizona Department of Education

Beth Maloney
Teacher
Dysart Unified School District

Appendix 4.2 11/16/15-Your Voice Legislative Advocacy Info Session at Tucson High School

<https://www.youtube.com/watch?v=mnM8jyxKdiA>

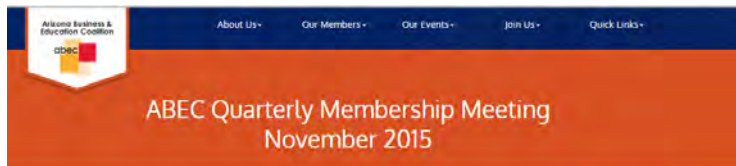


Appendix 4.3 11/19/15-Diane Douglas-"We Heard You Tour" at Catalina High School

<https://www.youtube.com/watch?v=01vzyh-iw4A>



Appendix 4.4 11/20/15- ABEC (AZ Business & Education Coalition) Meeting at Santa Rita High School



Share:

Name: ABEC Quarterly Membership Meeting November 2015

Date: November 20, 2015

Time: 10:00 AM - 1:30 PM MST

[Register Now](#)

Event Description:
ABEC Quarterly Membership Meeting

Back to Calendar

Location:
Tucson Unified School District
Santa Rita High School
3951 S. Pantano Rd
Tucson, AZ 85730

OUTSIDE OF TUCSON: I-10 to KOLOB Exit, go north on KOLOB to Golf Links, right on Golf Links to Pantano, right on Pantano to Escalante, High School is on your left.
If you take Broadway you will have to go through the downtown area.

IN TUCSON (if you so choose): East on Broadway to Swan Road, right on Swan Road to Golf Links (left) (east) on Golf Links to Pantano, right on Pantano to Escalante, High School is on your left.

[View a Map](#)

Date/Time Information:
Friday, November 20, 2015
10:00am to 1:30pm

Contact Information:
Karen KeltnerBach Before the meeting
dtt: 602-264-4399; Day of the meeting: 602-228-1589
[Send an Email](#)

Fees/Admission:
Open to all current ABEC members at no charge.
You must be registered for this meeting.
Contact Karen at kkel@abec.org to register your organization if you have any special requirements.

Appendix 5.1 Tax Credit Training Flyer

HOW TO INCREASE AND PROMOTE YOUR TAX CREDIT PROGRAM AND OTHER FUNDING SOURCES

At a time when school funding is limited, it is essential to understand how to maximize all of your funding resources. Join us at this workshop to gain valuable knowledge and tools that will help:

- ⇒ Schools define goals of extracurricular activities/programs offered for their students
- ⇒ Schools understand tax credit requirements and how these funds can achieve their goals
- ⇒ Schools identify other types of funding sources and learn how they can supplement tax credit funds



Workshop Training Schedule:

Date: Tuesday, May 17, 2016

3:00pm-5:00pm

for Site Council Facilitators and Principals

5:30pm-7:30pm

for PTO/PTA Representatives & Parent
Booster Representatives

Location: Duffy Community Center MPR
655 N Magnolia Ave, Tucson, AZ 85711

Please RSVP via email to
sarah.tarin@tUSD1.org or call
520-225-6493

About Heinfeld, Meech & Co.

Heinfeld, Meech & Co., P.C., CPAs and Business Consultants, has been providing accounting and auditing services to Arizona school districts for over 28 years. We are frequent speakers at events sponsored by the Arizona Association of School Business Officials, ASBO International, American Institute of CPAs, and Association of Government Accountants.

Learning Objectives

This workshop will provide attendees with an understanding of how to maximize outside funding sources while complying with policies and procedures for TUSD and the state of Arizona.

Questions? Contact TUSD Student Finance
Manager: Julie Versluis: 520-225-6123 or
Julie.Versluis@tUSD1.org

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SCHOOL DISTRICT


H&M UNIVERSITY®

Appendix 5.2 TUSD Professional Learning Portal Tax Credit Class


truenorthlogic Moodle English - United States (en_us) ▾

Tax Credit Program: Maximize Tax Credit Dollars

Home ▶ Tax Credit Program: Maximize Tax Credit Dollars: T...

Navigation 

- Home
 - Dashboard
 - Site pages
 - Current course
 - Tax Credit Program: Maximize Tax Credit Dollars: T...**
 - Participants
 - Badges
 - PLEASE READ INSRTUCTIONS BEFORE BEGINNING THIS MODULE
 - Tax Credit Program: Maximize Tax Credit Dollars
 - My courses


Administration 

- Course administration
 - Grades


General

First view the [Tax Credit Program: Maximize Tax Credit Dollars](#) below under Topic #1. Then you must take the quiz under Topic #2 in order to complete this module. Your score must be 100% in order to successfully complete this course.

PLEASE READ INSRTUCTIONS BEFORE BEGINNING THIS MODULE

 [Tax Credit Program: Maximize Tax Credit Dollars](#)

Tax Credit Program: Maximize Tax Credit Dollars

 [Tax Credit Program: Maximize Tax Credit Dollars Quiz](#)

Appendix 5.3 TUSD Tax Credit Training Livestream Video

<http://livestream.com/tucsonunifiedlive/events/5411304>

Tucson Unified
S.T.E.A.M. Schools
Choice
Award-Winning
Educate
Heritage
Career Readiness
Responsibility
Technology
Communication
Graduate
Caring
Diversity
S.T.E.M.
Elementary
K-8
High Magnet
Middle
Achieve
Family
Inspire
Kids
Early Childhood
Character
Hope
College

