TUSD

Tucson Unified School District

TUSD STRATEGIC PLAN 2014-2019

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- **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.
- **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.
- **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.
- **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.

Diversity

- **Strategic Priority #1: Reflective Curriculum** – TUSD will have classroom curricula, instruction, and professional development that integrate diversity and high expectations for all students.
- **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.
- **Strategic Priority #3: World Language Options** – TUSD will increase and support its foreign language options for all students.
- **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.
- **Strategic Priority #5: Community Engagement** – Strengthen and increase its community engagement (e.g. families, businesses, non-profits, higher education, and faith based organizations) 5 year vision: A system where children and families have what they need to be successful.

Facilities
- **Strategic Priority #1: Green Planning** – TUSD will consider and integrate green planning concepts into capital improvements, resource management and community involvement.
- **Strategic Priority #2: Establish/Communicate clear vision for facilities (community)** – TUSD will develop and implement a long-range Master Facilities Plan that supports and enhances student learning and achievement, and community partnerships.
- **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.
- **Strategic Priority #4: Technology Plan-specific use –** Create a purposeful, pedagogically aligned technology plan that provides instructional support, curriculum standardization, and baseline resources including physical resources and professional development.
- **Strategic Priority #5: Safety and Security** – Our goal is to 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.

Finance
- **Strategic Priority #1: System and Process Creation and/or Refinement** – TUSD will streamline systems and processes so that dollars/resources are maximized.
- **Strategic Priority #2: Maximize Existing Revenue and Resources** – TUSD will develop a plan to leverage district resources to support the district's 5 year strategic plan.
- **Strategic Priority #3: School Finance Education and Transparency** – TUSD will effectively communicate to and educate all stakeholders on the finances of the district.
- **Strategic Priority #4: Legislative Advocacy** – TUSD will collaborate with legislature to develop strong relationships that promote advocacy for 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.

<u>Communication</u>
- **Strategic Priority #1: Strategic Plan Presentation and Communication** – TUSD will communicate the major initiatives of the Strategic Plan.
- **Strategic Priority #2: Internal Communication** – TUSD's internal communications will enhance the coordination of departments and services in support of students and staff.
- **Strategic Priority #3: TUSD Brand** – TUSD and stakeholders will develop and launch a unified TUSD Brand.
- **Strategic Priority #4: Responsive Communication** – TUSD will respond to the community's diverse information needs with culturally responsive communications.
- **Strategic Priority #5: Community Engagement via Information** – TUSD will develop a community engagement strategy to strengthen advocacy to TUSD.

CURRICULUM

Strategic Planning Sub-Committee **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.					
Specific	**Measurable**	**Attainable**	**Realistic "do-able"**	**Time-bound and Tracked**	**Describe Possible Evidence**
Year 1 Goal: Design an easily accessible and usable scope and sequence with an evaluation rubric for yearly analysis and improvement					
a. A scope and sequence for all core content areas that is vertically and horizontally aligned to standards, knowledge and skills that are easily accessible and usable (electronic/ fluid/ secure). b. An evaluation process and rubric for yearly analysis and improvement.	▪ Electronic system with standards, knowledge and skills by course and grade K-12. ▪ Electronic database system for teacher sharing of lessons and assessments for community use. (This is just the structure, not the lessons) ▪ Rubric for evaluation of the shared lessons and curriculum ▪ Process outline for use of rubric and evaluation of the curriculum with identified staff and community.	Content expert teams from each grade level will develop vertical and horizontal alignment of standards, knowledge and skills by content.	Using job-a-like meetings during PD to allow educators to use professional development time and/or paying a stipend for work will accomplish the goal by the deadline.	By June 30, 2015.	Equity in level of content and rigor across the district, and consistency that will lower the impact on mobile students.
Year 2 Goal: 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

a. Develop Mid-year and end-of-course common assessments for all core content areas. b. Data analysis of mid-year and end-of-course assessments (first step in the curriculum evaluation process). c. Curriculum materials lists that include culturally relevant materials, along with processes for review, purchasing, and access. d. Lesson exemplars for key standards with real world relevance that includes culturally relevant and culturally responsive content and integrated curriculum. e. Professional Development aligned to the assessments, materials, lesson delivery (Instruction) and creation of materials. f. Rubric or crosswalk of Danielson Model for curriculum administration and implementation. g. Professional Development on norming and documenting of	▪ Assessments designed and developed ▪ Supplementary texts and central versus site based curriculum resources–leveled by DRA/Math/Science/ Tech/Art strands) ▪ An electronic database of lesson plans will be accessible to all teachers. The lessons will have a common format, with multiple modalities of learning and foundational skills noted in order to achieve mastery. ▪ A calendar of differentiated PD that supports delivery of assessments, implementation of lessons, and use of the electronic systems to upload developed lessons for district use. ▪ Data will be available in multiple formats. ▪ PD for	The how will be determined by each of the committees relating to the specific task, i.e., Assessment, Data, and Instruction, etc.	Teams of committees defined in the 'attainable column' given knowledge of time frame from Board approval, and financial support will reach the end mark.	By June 30, 2016.	▪ Evidence of consistent student learning will be demonstrated across the district through Accountability & Research data, classroom assessment data, cohesive lessons, PD that is aligned to curriculum, teacher and administrator evaluations tied to district evaluation tool. ▪ Rise in district-wide student achievement.

curriculum administration and implementation.	administrators to evaluate the implementation of the curriculum will be communicated and normed in ILA.				
Year 3 Goal: Design a curriculum that includes authentic assessments for content areas that are embedded within the curriculum with exemplar lessons that are aligned to 75% of the standards					
a. Quarterly assessments for all content areas that is authentic and embedded within the curriculum. b. Integrated Lesson exemplars for a minimum of 75% of standards that include multiple instructional modalities and delivery methodologies. c. Professional Development calendar aligned to the quarterly assessments with a focus on evaluation, materials, lesson delivery (Instruction) and creation of materials. d. Data analysis tools, aligned with the MTSS system, for teacher use on quarterly assessments. e. Refine a rubric or crosswalk to the Danielson Model for observable	▪ Completed curriculum resources (alignments & assessments) in all specific areas ▪ Supported by: ▪ Accountability & Research ▪ Technology, ▪ Instructional, ▪ Professional Development ▪ Published and utilized crosswalk indicating linkages of curriculum implementation and teacher evaluation - normed and used by teachers and administrators	Each curriculum department will complete tasks to meet goal components.	Each curriculum department, knowing the timeline, will provide support to teachers and administrators for development and implementation of quarterly assessments.	By June 30, 2017.	▪ Increased district-wide student achievement according to Accountability & Research data. ▪ Student academic growth in spite of mobility. ▪ Danielson evaluation tool will show increase in Proficient and Distinguished teachers. ▪ MTSS tool will demonstrate increased quarterly student learning. ▪ Access to and use of culturally responsive lessons/units to satisfy USP in all schools.

documentation of curriculum implementation. Professional Development will provide norming and guidance on documentation of curriculum implementation.					
Year 4 Goal: Design a curriculum with materials aligned by quarter to include culturally relevant materials and fully implemented data analysis tools for analysis of lessons and performance					
a. Curriculum materials/ resource lists aligned by quarter that allow flexibility and include culturally relevant materials. b. Integrated Lesson/unit exemplars for a minimum of 100% of standards that include multiple instructional modalities and delivery methodologies, including exemplars of differentiation and integration across horizontal content. c. Professional Development calendar to support effective use of quarterly assessments and norming of evaluation materials, lesson delivery (Instruction).	▪ Complete published online materials/ resource lists and lesson exemplars. ▪ Published P.D. calendar aligned to Teacher Evaluation tool and quarterly curriculum assessments. ▪ Data analysis tools used district wide with fidelity and tied to MTSS system.	How to be determined by support of each department's completed task.	Each department, knowing the timeline, will provide support through evidenced completion of each task.	By June 30, 2018.	▪ Ease of teacher access to documents through online portal as demonstrated in classroom observations. ▪ Increased student learning as evidenced through cohesive lessons, assessments, data, and evaluations.

d. Fully implemented data analysis tools, aligned with the MTSS system for teacher use on quarterly assessments.					

Year 5 Goal: Provide an aligned, articulated, clearly communicated, well administered curriculum that is horizontally and vertically aligned by foundational standards, knowledge, and skills in all content areas

Provide an aligned, articulated, clearly communicated, well administered curriculum that is horizontally and vertically aligned by foundational standards, knowledge, and skills in all content areas.	Observable consistent implementation of the PK-12 curriculum delivered routinely in 100% of classrooms of teachers who have been in the district three or more years. The implementation of the curriculum will result in improved student achievement and the closing of achievement gaps.	Over five years, an iterative process for the development, understanding, and implementation of the curriculum, which will be vertically and horizontally aligned with a clear and consistent scope and sequence in core content areas.	The development of resources and tools with an ongoing process for the analysis of quality curriculum will yield the desired outcome.	By August 2018, the curriculum will be implemented. It will be reviewed and revisited through a 3-5 year process of implementation, review and development, professional development, and materials acquisition.	Units of study that: ▪ Cultivate student interest and engagement through cultural relevancy and real-world application; ▪ Contain challenging tasks/lessons that integrate multiple disciplines, key academic vocabulary and authentic performance assessments; ▪ Differentiate and scaffold tasks for diverse learner needs; and ▪ Tightly align with ongoing assessments

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.

Specific	Measurable	Attainable	Realistic "do-able"	Time-bound and Tracked	Describe Possible Evidence
Year 1 Goal: Ensure all third year teachers and beyond meet the needs of every learner by delivering culturally responsive curriculum that engages students and are proficient in providing ongoing communication and feedback on performance					
Teachers will deliver a	By May of 2015:	▪ Collaboration	This is already a	2014-15.	▪ Formal teacher

culturally responsive curriculum through instruction that is rigorous, and meets the needs of every learner by: ▪ Engaging students in learning ▪ Communication and feedback to students.	95% of teachers who have been in the district three or more years will be proficient, as measured through the district evaluation system.	through PLC. ▪ Training through professional development (site, district level, and other sources). ▪ Meetings with instructional staff for remediation and refinement (principal, coach, etc.)	district initiative with resources in place based on previous and ongoing training.		evaluation: See critical attributes of Danielson 3A and 3C (proficient). ▪ Daily classroom walkthrough data ▪ Grade level PLC meeting minutes ▪ Professional Development sign-in sheets ▪ ATI quarterly benchmark data ▪ Summative State Assessment data
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 are proficient in using effective questioning and discussion techniques in their lessons					
Teachers will deliver a culturally responsive curriculum through instruction that is rigorous, and meets the needs of every learner by: ▪ Engaging students in learning ▪ Communication and feedback to students. ▪ Use of Questioning and discussion techniques	By May 2016: 96% of teachers who have been in the district three or more years will be proficient, as measured through the district evaluation system	▪ Collaboration through PLC. ▪ Training through professional development (site, district level, and other sources). ▪ Meetings with instructional staff for remediation and refinement (principal, coach, etc.)	This is already a district initiative with resources in place based on previous and ongoing training.	2015-16.	▪ Formal teacher evaluation: See critical attributes of Danielson 3A, 3B and 3C (proficient). ▪ Daily classroom walkthrough data. ▪ Grade level PLC meeting minutes. ▪ Professional Development sign-in sheets. ▪ ATI quarterly benchmark data. ▪ Summative State Assessment data.
Year 3 Goal: Ensure all third year teachers and beyond meet the needs of every learner by delivering culturally responsive curriculum that engages students and are proficient in effectively measuring student progress through the use of aligned and common formative assessments of learning					

Teachers will deliver a culturally responsive curriculum through instruction that is rigorous, and meets the needs of every learner by: ▪ Engaging students in learning ▪ Communication and feedback to students. ▪ Use of Questioning and discussion techniques ▪ Use of assessments for learning	97% of teachers who have been in the district three or more years will be proficient, as measured through the district evaluation system.	▪ Collaboration through PLC. ▪ Training through professional development (site, district level, and other sources). ▪ Meetings with instructional staff for remediation and refinement (principal, coach, etc.)	This is already a district initiative with resources in place based on previous and ongoing training.	2016-17.	▪ Formal teacher evaluation: See critical attributes of Danielson 3A, 3B, 3C, and 3D (proficient). ▪ Daily classroom walkthrough data. ▪ Grade level PLC meeting minutes. ▪ Professional Development sign-in sheets. ▪ ATI quarterly benchmark data. ▪ Summative State Assessment data.
Year 4 Goal: Ensure all third year teachers and beyond meet the needs of every learner by delivering culturally responsive curriculum that engages students and are proficient in demonstrating flexibility and responsiveness to individual needs of each student					
Teachers will deliver a culturally responsive curriculum through instruction that is rigorous, and meets the needs of every learner by: ▪ Engaging students in learning ▪ Communication and feedback to students. ▪ Use of Questioning and discussion techniques ▪ Use of assessments for learning ▪ Demonstrating flexibility and responsiveness	By May of 2018: 98% of teachers who have been in the district three or more years will be proficient, as measured through the district evaluation system.	▪ Collaboration through PLC. ▪ Training through professional development (site, district level, and other sources). ▪ Meetings with instructional staff for remediation and refinement (principal, coach, etc.)	This is already a district initiative with resources in place based on previous and ongoing training.	2017-18.	▪ Formal teacher evaluation: See critical attributes of Danielson 3A, 3B, 3C, 3D and 3E (proficient). ▪ Daily classroom walkthrough data. ▪ Grade level PLC meeting minutes. ▪ Professional Development sign-in sheets. ▪ ATI quarterly benchmark data. ▪ Summative State Assessment data.
Year 5 Goal: Ensure all third-year teachers and beyond meet the needs of every learner by delivering culturally responsive curriculum that					

engages students by are proficient in providing ongoing communication and feedback on performance, using effective questioning and discussion techniques, effectively measuring progress through the use of aligned and common formative assessments for learning, and demonstrating flexibility and responsiveness to individual needs of students

| Teachers will deliver a culturally responsive curriculum through instruction that is engaging, rigorous, and meets the needs of every learner by:
▪ Engaging students in learning
▪ Communication and feedback to students.
▪ Use of Questioning and discussion techniques
▪ Use of assessments for learning
▪ Demonstrating flexibility and responsiveness | By May of 2019: 100% of teachers who have been in the district three or more years will be proficient, as measured through the district evaluation system. | ▪ Collaboration through PLC.
▪ Training through professional development (site, district level, and other sources).
▪ Meetings with instructional staff for remediation and refinement (principal, coach, etc.) | This is already a district initiative with resources in place based on previous and ongoing training. | 2018-19. | ▪ Formal teacher evaluation: See critical attributes of Danielson 3A, 3B, 3C, 3D and 3E (proficient).
▪ Daily classroom walkthrough data.
▪ Grade level PLC meeting minutes.
▪ Professional Development sign-in sheets.
▪ ATI quarterly benchmark data.
▪ Summative State Assessment data. |

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.

Specific	Measurable	Attainable	Realistic "do-able"	Time-bound and Tracked	Describe Possible Evidence
Year 1 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					
Provide purposeful centralized professional development to designated support personnel based on curriculum and instruction, with decentralized execution at	Designated support personnel will attend bi-weekly professional development, facilitate given professional development at their	Teachers, designated support staff and administrators will receive a curricular pre-needs assessment. ▪ Designated support personnel will attend bi-weekly	Develop a professional development facilitator evaluation rubric to qualify current facilitators.	▪ By August 2015, all designated professional development facilitators are deemed proficient on the professional development	▪ Increase in centralized professional development aligned to curriculum Attendance records will reflect compliance with mandatory

the site level (Ex: designated person attends professional development on ELA the first year and math the second year).	site, and provide evidence of implementation at the follow up bi-weekly meeting.	professional development for curricular training, implementation and follow up.		facilitator evaluation rubric. ▪ Attendance sheets for bi-weekly professional development.	trainings by designated personnel. ▪ List of currently qualified professional development facilitators. ▪ Post-needs assessment reflects that the trainings met curricular needs of the designated personnel and their sites.
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					
▪ Provide purposeful centralized professional development to designated support personnel based on curriculum and instruction, with decentralized execution at the site level (Ex: designated person attends professional development on ELA the first year and math on the second year). ▪ Begin decentralized professional development based on site needs.	▪ Designated support personnel will attend bi-weekly professional development, facilitate given professional development at their site, and provide evidence of implementation at the follow up bi-weekly meeting. ▪ Professionals (certified, classified and administrative) facilitating professional development will be deemed proficient on	▪ Designated support personnel will attend bi-weekly professional development for curricular training, implementation and follow up. ▪ Increase in training opportunities provided for any other professionals who would like to deliver professional development at site or district level to enable proficiency on the professional development facilitator evaluation	Develop a trainer of trainers for professional development course.	By August 2016, all professional development facilitators, in any capacity, have taken the trainer of trainers for professional development and/or are deemed proficient on a professional development facilitator evaluation rubric Attendance sheets for bi-weekly professional development.	▪ Attendance records will reflect compliance with mandatory trainings by designated personnel. ▪ Attendance records will reflect completion of training for those professionals who desire to become professional development facilitators at the site or district level. ▪ Increase in the number of qualified professional development facilitators.

	the professional development facilitator evaluation rubric.	rubric.			
Year 3 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 decentralized based on differentiated site needs					
▪ Provide purposeful centralized professional development based on curriculum and instruction as needed. ▪ Begin and/or continue quality decentralized professional development based on differentiated site needs.	▪ Designated support personnel will attend bi-weekly professional development, facilitate given professional development at their site, and provide evidence of implementation at the follow up bi-weekly meeting. ▪ Compare the number of professionals qualified to deliver professional development in the month of August 2017 as compared to the previous two years ▪ Initiate a professional development evaluation rubric	▪ Designated support personnel will attend bi-weekly professional development for curricular training, implementation and follow up. ▪ Continue trainer of trainer opportunities.	Develop a professional development evaluation rubric that measures quality, alignment and applicability.	By August 2017, all professional development will be assessed with a professional development evaluation rubric Attendance sheets for bi-weekly professional development.	▪ Increase in site level professional development based on specific site need. ▪ Increase in quality, alignment and applicability of professional development. ▪ Increase in the number of qualified professional development facilitators.
Year 4 Goal: Ensure all designated support personnel attend bi-weekly professional development to work collaboratively with site based staff to provide differentiated purposeful professional development at the site level					
▪ Provide purposeful	▪ Compare the levels	▪ Designated support	Develop a tracking	By August 2018, there	▪ Professional

centralized professional development based on curriculum and instruction as needed. ▪ Continue quality decentralized professional development based on differentiated site needs.	of quality, alignment and applicability of professional development offerings to the previous year. ▪ Designated support personnel will attend bi-weekly professional development, facilitate given professional development at their site, and provide evidence of implementation at the follow up bi-weekly meeting. ▪ Initiate a tracking measure to begin the ongoing process for the analysis of quality professional development.	personnel will attend bi-weekly professional development for curricular training, implementation and follow up. ▪ Continue trainer of trainer opportunities Increase in the number of differentiated quality site based professional development opportunities.	measure as an ongoing process for the analysis of quality professional development.	will be an increase in differentiated site professional developments that meet high quality according to a professional development evaluation rubric.	development assessment rubrics. ▪ Increase in the number of qualified professional development facilitators.
Year 5 Goal: Ensure all designated support personnel attend bi-weekly professional development to work collaboratively with site based staff to provide purposeful professional development that differentiates learning for all staff					
Provide purposeful district, site and individual professional development that is collaborative, differentiated, and focused on providing teachers, support personnel and	All professional development will include an evaluation instrument to measure alignment, quality, and applicability and results will be compared to previous	Over five years, an evaluation process measuring curricular alignment and student impact of the professional development will be put in place to improve the overall	Application and analysis of a tracking measure for ongoing analysis of quality professional development.	By August 2018, professional development will be purposeful, collaborative, differentiated and focused on the effective implementation of the	Professional development that incorporates best practices for: College and career preparedness, strategies technology and arts integration, differentiation for

| administrators with the knowledge and skills necessary to effectively implement the quality curriculum for the successful accessibility of every child. | year. | quality and responsiveness to individual professional needs over time. | | curriculum leading to increased student achievement. | diverse student, teacher and administrator needs, culturally responsive teaching strategies, cohesive communities of practice and student achievement. |

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.

Specific	Measurable	Attainable	Realistic "do-able"	Time-bound and Tracked	Describe Possible Evidence
Year 1 Goal: Collect and analyze English Language Arts and Mathematics Data and provide staff development on how to appropriately use the data to drive instructional decisions					
100% of all school sites will collect and analyze ELA and Math data.	▪ Assessments: State Assessments, Interim Assessments, DIBELS, Stanford 10, and AZELLA ▪ District level data collection and reporting will generate reports that verify school site compliance.	▪ Train administrators in how, what, and when to collect data ▪ Train district personal in how to roll out five-year plan to all stakeholders	Administrators and site based curriculum and instruction personnel will work together.	Pre-Test, Quarterly, Post Test throughout the 2014-15 SY with a beginning goal of August 2014.	▪ Data Notebooks for administrators ▪ Data Analysis graph/template identifying data needs for differentiation instruction.
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					
100% of all school sites will collect and analyze ELA, Math, and Writing data using data notebooks and other tools.	Data reports will be obtained through the use of the Data Dashboard system verifying both student performance and compliance with assessment	Train administrators site based curriculum and instruction personnel on the Data Dashboard for student academic performance	Administrators and site based curriculum and instruction personnel will work with site based educators to familiarize them with the Data Dashboard	Pre-Test, Quarterly, Post Test throughout the 2015-16 SY with a beginning goal of August 2015.	Data Notebooks with Data Dashboard system assessments and reports.

					requirements
Year 3 Goal: Collect and analyze English Language Arts, Mathematics, Writing, and Science data and provide staff development on how to appropriately use the data to drive instructional decisions					
100% of all school sites will collect and analyze ELA, Math, Writing, and Science data to guide instruction.	Data dashboard system for a systematic tracking and use of data on a routine basis through district-generated quarterly and annual reports.	Administrators, site based curriculum and instruction personnel, and classroom teachers will utilize the Data Dashboard system.	School sites will implement a consistent plan of systematically tracking and analyzing student data to submit at the district level.	Pre-Test, Quarterly, Post Test throughout the 2016-17 SY with a beginning goal of August 2016.	The use and implementation of Data Dashboard System. Data Analysis graph/ template/reports identifying data needs for differentiation instruction. Qualitative and quantitative measures, such as data walls, data talks, data notebooks.
Year 4 Goal: Collect and analyze all subject area data and provide staff development on how to appropriately use the data to drive instructional decisions					
100% of all school sites will consistently and routinely collect and analyze All subject area data to guide instruction.	A robust data tracking system to monitor data on a quarterly and annual basis that will be available for all stakeholders.	▪ Students are trained on how to access and analyze their own achievement data using the data dashboard. ▪ And school sites will share data tracking systems with their larger communities.	Collaboration among district departments to analyze data and the development of systems for data dashboards through a systematic tracking to promote and improve teaching and learning across the district.	Pre-Test, Quarterly, Post Test throughout the 2017-18 SY with a beginning goal of August 2017.	100% of the school sites implementing the Data Dashboard System with both qualitative and quantitative measurable evidence shared with all stakeholders.
Year 5 Goal: Consistently and routinely collect and analyze data using data notebooks and other tools, provide staff development on how to appropriately use the data to drive instructional decisions, and collaborate with departments through data dashboards to promote and improve teaching and learning across the district.					
▪ 100% of all school sites will consistently and	▪ Data dashboard system for a	▪ Data Notebooks with Data Dashboard	Collaboration among district departments	August 2018.	▪ 100% of all school sites will continuously

routinely collect and analyze data using data notebooks. ▪ Continuous professional development on implementation, data analysis, quarterly and annual reports utilizing the Data Dashboard system. ▪ Collaboration among district departments to analyze data and the development of systems for data dashboards through a systematic tracking to promote and improve teaching and learning across the district.	systematic tracking and use of data on a routinely basis through district generated quarterly and annual reports. ▪ Data Analysis graph/template/ reports identifying data needs for differentiation instruction. (qualitative and quantitative measures) ▪ A robust data tracking system will be in place to support the consistent use of data. Data will be monitored through the completion of district quarterly and annual reports that will be made available to all stakeholders.	system assessments and reports. ▪ Trained district facilitators in Data Analysis ▪ Assigned district department members to analyze data and generate quarterly and annual reports.	to analyze data and the development of systems for data dashboards will allow for the systematic tracking and use of data to improve teaching and learning across the district.		collect and analyze data. ▪ Continuous Student Academic progress ▪ Continuous growth in teaching practices. ▪ The use and implementation of Data Dashboard System.

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.

Specific	Measurable	Attainable	Realistic "do-able"	Time-bound and Tracked	Describe Possible Evidence
Year 1 Goal: Implement a standardized measurement system with common quarterly assessments based on curriculum guides and train staff to analyze and use data to determine student growth, areas of weakness and mastery learning					
Implement a standardized measurement system that	▪ Teachers will administer a quarterly	▪ Staff will have received district's	▪ By May 2015 will have administered	2014 – 15 SY.	▪ Site and district administrators will

is aligned to an articulated, clearly communicated, well administered curriculum that effectively measures student growth and mastery learning for every student. a. Central administration will develop common, district designed quarterly assessments based on district's curriculum guide. b. Train site-based staff on analyzing and using data to determine student growth, areas of weakness, and mastery learning.	interim assessment focused on identified quarterly skills/concepts in the district's curriculum guide (scope and sequence.)	curriculum guide, including critical skills/concepts via professional development.	quarterly assessments.		have 4 sets of student data gleaned from quarterly assessments. ▪ Attendance records from site and district PD focused on training for staff on using data in data chats.
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					
Implement a standardized measurement system that is aligned to an articulated, clearly communicated, well administered curriculum and effectively measures student growth and mastery learning for every student. a. Develop grade/department level bi-weekly assessments.	▪ Teachers within a grade/ department team will develop and implement a common formative, bi-weekly assessment, such as a "Fast Five Quiz" that will be aligned to the district's curriculum guide. ▪ Teachers and students (whole group) will conduct	▪ Teachers within a department/ grade level will have created bi-weekly formative assessments. ▪ Teachers will conduct teacher-student data chats.	▪ By May 2016, teachers will have administered quarterly assessments. ▪ By May 2016, teachers will have conducted bi-weekly assessments aligned to quarterly assessments and district's curriculum guide.	2015-16 SY.	▪ Sites will have a portfolio showcasing the bi-weekly common assessments used that are aligned to the district's curriculum guide. ▪ Attendance sheets from continued PD focused on conducting teacher to student data chats.

b. Provide PD on conducting teacher-student data chats.	data chats that focus on student growth and performance.		▪ By May 2016, teachers will have held 1st and 2nd semester data chats focused on student performance on the district quarterly assessment.		
Year 3 Goal: TUSD will implement a standardized measurement system with common weekly assessments aligned to the curriculum and provide professional development the effective use of formative data					
Implement a standardized measurement system that is aligned to an articulated, clearly communicated, well administered curriculum and effectively measures student growth and mastery learning for every student. a. Teachers will review and revise bi-weekly formative assessments. b. Develop grade/department level weekly assessments.	▪ Teachers will revise previous assessments and implement common weekly assessments that reflect the district's curriculum guide and strategic priorities. ▪ Continue holding data chats with teachers and students.	▪ Teachers within a department/grade level will have created bi-weekly formative assessments. ▪ Teachers will have reviewed and revised bi-weekly formative assessments. ▪ Teachers will have continued to conduct teach-student data chats	▪ By May 2017, teachers will have administered quarterly assessments. ▪ By May 2017, teachers will have conducted weekly assessments aligned to quarterly assessments and district's curriculum guide. ▪ By May 2017, teachers will have held first and second semester data chats focused on students' performance on the district quarterly assessment.	2016-17 SY.	▪ Sites will have a portfolio showcasing the bi-weekly common assessments used that are aligned to the district's curriculum guide. ▪ Teachers will be able to provide weekly, teacher-designed assessments. ▪ Attendance sheets from continued PD focused on conducting teacher to student data chats.
Year 4 Goal: TUSD will implement a standardized measurement system with common weekly assessments aligned to the curriculum, provide professional development the effective use of formative data, and introduce multi-faceted systems of assessment that include project-based learning, student developed assessments, and student portfolios.					
Implement a standardized	Teachers are	▪ Teachers will	▪ By May 2018,	2017-18 SY.	▪ Teachers will be able

measurement system that is aligned to an articulated, clearly communicated, well administered curriculum and effectively measures student growth and mastery learning for every student. a. Teachers and sites will continue administering weekly and quarterly formative assessments. b. Teachers will continue to use the data gleaned from formative assessments to conduct data chats with students.	conducting multi-faceted systems of assessment that include project-based learning, student developed assessments, portfolios, etc.	administer weekly and quarterly assessments. ▪ Teachers (within a grade level/ department) will have designed multi-faceted systems of assessments, such as portfolios, projects, and student designed assessments.	teachers will have administered weekly and quarterly assessments. ▪ By May 2018, teachers will have produced and implemented a series of assessments that reflect varied modes of assessments.		to provide exemplars of varied assessments implemented in the classroom. ▪ Teachers will continue to provide weekly formative assessments that are aligned to the district's curriculum guide. ▪ Teachers can document continued data chats with students.

Year 5 Goal: TUSD will implement a standardized measurement system with common weekly assessments aligned to the curriculum, provide professional development the effective use of formative data, and provide support for the use of multi-faceted systems of assessment that include project-based learning, student developed assessments, and student portfolios.

Implement a standardized measurement system that is aligned to an articulated, clearly communicated, well administered curriculum and effectively measures student growth and mastery learning for every student.	Teachers and administrators are implementing district interim and teacher developed formative assessments that are aligned to the district curriculum and responsively use the data to monitor student learning and instructional effectiveness.	Over five years, district and site based professional development will include the support for a unified understanding and agreement to implement common district and teacher based assessments and the appropriate and consistent analysis and use of	The continued refinement and development of interim and short cycle assessments that authentically measure student learning and align with the district's curriculum will support the implementation of a district-wide assessment system.	By August 2018, assessments will meet the criteria of alignment and effectiveness for mastery learning. Assessments will be reviewed and analyzed annually in tandem with the curriculum development.	Assessment system will provide for: ▪ The authentic measurement of student learning through multiple data points; ▪ A deep analysis of student mastery of concepts and skills; ▪ The identification of gaps in student learning to support target intervention.

		data across all schools.			

DIVERSITY

Strategic Planning Sub-Committee **Diversity**					
Strategic Priority 1: Reflective Curriculum – TUSD will have classroom curricula, instruction, and professional development that integrate diversity and high expectations for all students.					
Specific	**Measurable**	**Attainable**	**Realistic "do-able"**	**Time-bound and Tracked**	**Describe Possible Evidence**
Year 1 Goal: Establish and maintain ELA and Social Studies Courses for HS					
ELA and Social Studies Courses for HS.	Review/Report of newly developed curriculum with diversity rubric. Rubric will highlight where diversity has been woven and embraced in the curriculum.	Scope and Sequence for each course with associated PD for Certificated Staff.	HS grades (9-12) ELA and Social Studies.	One year; By end of Year 1.	▪ Report of newly developed curriculum. Associated Scope and Sequence. ▪ Report of PD taken by Staff and campus. ▪ Report of diversity rubric for each course/grade level.
Year 2 Goal: Establish and maintain ELA and Social Studies Courses for K-8					
ELA and Social Studies Courses K-8.	Review/Report of newly developed curriculum with diversity rubric. Rubric will highlight where diversity has been woven and	Scope and Sequence for each course with associated PD for Certificated Staff.	K-8 ELA and Social Studies curriculum.	One year; By end of Year 2.	▪ Report of newly developed curriculum. Associated Scope and Sequence. ▪ Report of PD taken by Staff and campus. ▪ Report of diversity

					rubric for each course/grade level.
	embraced in the curriculum.				

Year 3 Goal: Establish and maintain Math and Science Courses for HS

Math and Science for HS.	Review / Report of newly developed curriculum with diversity rubric. Rubric will highlight where diversity has been woven and embraced in the curriculum.	Scope and Sequence for each course with associated PD for Certificated Staff.	HS grades (9-12) Math and Science.	One year; By end of Year 3.	▪ Report of newly developed curriculum. Associated Scope and Sequence. ▪ Report of PD taken by Staff and campus. ▪ Report of diversity rubric for each course/grade level.

Year 4 Goal: Establish and maintain Math and Science Courses for K-8

Math and Science for K-8.	Review/Report of newly developed curriculum with diversity rubric. Rubric will highlight where diversity has been woven and embraced in the curriculum.	Scope and Sequence for each course with associated PD for Certificated Staff.	K-8 Math and Science.	One year; By end of Year 4.	▪ Report of newly developed curriculum. Associated Scope and Sequence. ▪ Report of PD taken by Staff and campus. ▪ Report of diversity rubric for each course/grade level.

Year 5 Goal: Ensure diversity is woven into ELA, Social Studies, Math and Science curriculum for all High Schools and K-8's across the district

Diversity to be embraced and woven into ELA, Social Studies, Math and Science curriculum for all High Schools and K-8's across the district.	1. District Curriculum Audit 2. PD Curriculum Training 3. Weekly walk-thorough with rubric's	New curriculum is developed with diversity as part of the framework and the PD is aligned with the new curriculum.	Five-year plan should include: ▪ ELA ▪ SS ▪ Math ▪ Science	Five years.	1. Curriculum Audit 2. PD Training across district (certified staff) 3. Identification/ documented Best Practices of instruction 4. Evidence of curriculum updates

| | | | | | from observation of best practices. |

<table>
<tr><td colspan="6">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.</td></tr>
<tr><td>Specific</td><td>Measurable</td><td>Attainable</td><td>Realistic "do-able"</td><td>Time-bound and Tracked</td><td>Describe Possible Evidence</td></tr>
<tr><td colspan="6">Year 1 Goal: Gather and analyze current staff data by level</td></tr>
<tr><td>Gather and analyze current staff data by level (i.e. administration, teachers, classified) and compare to student ethnicity and language skills and ascertain areas of disproportionality prior to June 2014.</td><td>Identify schools and departments with staff less than 5% of ethnic representation of site.</td><td>Examine current human resources recruitment process and develop recommendations.</td><td>Develop and present an annual progress report by January 2015. Develop and share recommendation to the Governing Board by June 2015.</td><td>Gather and analyze staff diversity skills (state endorsements of bilingual and Exceptional Ed).</td><td>Final report and analysis.</td></tr>
<tr><td colspan="6">Year 2 Goal: Identify higher level institutions with high ethnic diversity and target and begin recruitment</td></tr>
<tr><td>TUSD will focus recruitment efforts on schools identified that represent staff less than 5% of ethnic representation.</td><td>Identify higher level institutions with high ethnic diversity and target and begin recruitment.</td><td>Identify at least ten minority certified staff members interested in administration positions and recommend them to the Leadership Prep Academy.</td><td>Develop and present an annual progress report by January 2016. Develop and share recommendation to the Governing Board by June 2016.</td><td>Progress reports will be generated twice a year.</td><td>List of higher level institutions and the number of minority recommendations to the Leadership Prep Academy.</td></tr>
<tr><td colspan="6">Year 3 Goal: Monitor and review human resources hiring practices</td></tr>
<tr><td>Conduct an analysis of hiring practices focused on increasing the applicant pool of minority candidates.</td><td>Monitor and review human resources hiring practices by looking at the number of positions available, the number of minority applicants per available positions, and the</td><td>Analyze the results of the positions available and make recommendations for the district's recruitment efforts of minority applicants.</td><td>Recommendations will be reviewed by HR and integrated into their hiring practices.</td><td>An analysis of this process will be conducted annually, and be presented to the board at the end of the school year.</td><td>Increase of minority applicants per positions available.</td></tr>
</table>

number of minority candidates hired for these positions.					

Year 4 Goal: TUSD will establish a Future Educators of America in its high schools and partner with the University of Arizona's School of Education.

TUSD will establish a Future Educators of America program in its high schools.	Memorandum of Understanding with University of Arizona to develop at least a three year commitment for high school students working towards the teacher education program.	TUSD will actively recruit students to participate in the Future Educators of America program.	Students participating in the Future Educators of America program will visit the University of Arizona School of Education.	Analysis of Future Educators of America program in TUSD will be conducted.	List of students participating in Future Educators of America program.

Year 5 Goal: Ensure that all employees participate in Diversity Training

All district employees (e.g. Admin, Staff, and Teachers) will participate in diversity training.	The professional development department will offer diversity training throughout the school year.	Professional development catalog of diversity training.	Over the course of the Five-Year Strategic Plan, all district employees will have participated in diversity training.	Professional development participation will be reviewed twice a year.	Professional development documentation.

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

Specific	Measurable	Attainable	Realistic "do-able"	Time-bound and Tracked	Describe Possible Evidence
Year 1 Goal: School feeder patterns will be established and documented at the District Level, indicating language options K-12 for pilot schools					
▪ TUSD school feeder patterns will be established and documented at the district level, indicating language options K-12 for pilot	▪ TUSD feeder patterns for language options will be documented and approved by Board.	▪ Identify and document feeder patterns K-12, indicating language options for pilot schools.	▪ Select pilot schools located on the West, East, and central parts of town.	End of Year 1.	Community feedback on school feeder patterns and foreign language options.

schools.					

Year 2 Goal: Pilot elementary schools will establish an after- school foreign language program that follows its feeder pattern

Specific	Measurable	Attainable	Realistic "do-able"	Time-bound and Tracked	Describe Possible Evidence
Pilot elementary schools will implement after-school language program with identified foreign language(s).	Participation in after-school foreign language program.	Assign an after-school foreign language program coordinator/teacher.	Tie after-school foreign language program to USP Extra-curricular plan.	End of Year 2.	List of students and volunteers participating in TUSD foreign language after-school pilot program.

Year 3 Goal: Pilot middle schools will establish an after-school foreign language program that follows its feeder pattern

Specific	Measurable	Attainable	Realistic "do-able"	Time-bound and Tracked	Describe Possible Evidence
Pilot middle schools will implement after-school foreign language program with identified foreign language(s).	Participation in after-school foreign language program.	Assign an after-school foreign language program coordinator/ teacher.	Tie after-school foreign language program to USP Extra-curricular plan.	End of Year 3.	List of students and volunteers participating in TUSD foreign language after-school pilot program.

Year 4 Goal: Add foreign language course(s) to high school within feeder pattern of foreign language after-school program

Specific	Measurable	Attainable	Realistic "do-able"	Time-bound and Tracked	Describe Possible Evidence
Add identified foreign language course based on after-school feeder pattern foreign language program.	Enrollment of foreign language class.	Recruit and hire foreign language teacher(s).	Ensure funding to support high school foreign language program.	End of Year 4.	Student enrollment of foreign language class(es).

Year 5 Goal: Add additional elementary and middle schools to the foreign language after-school program

Specific	Measurable	Attainable	Realistic "do-able"	Time-bound and Tracked	Describe Possible Evidence
Add additional elementary and middle schools, within feeder pattern, to the after-school foreign language program.	Participation in after-school foreign language program.	Assign an after-school foreign language program coordinator/ teacher to added schools participating in program.	Tie after-school foreign language program to USP Extra-curricular plan.	End of Year 5.	List of students and volunteers participating in added schools.

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.

Specific	Measurable	Attainable	Realistic "do-able"	Time-bound and Tracked	Describe Possible Evidence
Year 1 Goal: Educate stakeholders about the current Advanced Learning Experience/accelerated course offerings					

▪ Educate internal and external stakeholders about the current Advanced Learning Experience/accelerated course offerings throughout the district.	▪ Documented increase in the number of parents attending informational sessions related to ALEs. ▪ Issue brief and concise electronic and hard copy surveys to measure the knowledge of the target audience. The surveys will be sent out in the fall and once again at the end of the 2014-15 SY to gauge the increased volume of awareness. ▪ Begin to hire a workforce in the area of Advanced Learning Experiences that reflect the make up of the local community and the school district. Human Resources will monitor and report the progress of meeting this measurable standard.	▪ Percent increase in the number of students and parents inquiring about ALE placement. ▪ Hire and/or identify highly qualified ALE educators that will provide a rigorous and challenging curriculum for the standards. ▪ District must train teachers and provide the necessary resources to ensure that all ALEs are viable, competitive and provide an enriching experience for all learners.	Based on annual audits that will monitor and guide the success of this initiative, the goal is attainable within the identified timeline. The results from the previously referenced survey will be reviewed and analyzed on a bi-annual basis.	The bi-annual survey data will guide the work and ensure full implementation by the end of the 2018-19 SY. This ongoing protocol will serve as a catalyst to educate and inform all stakeholders about the ALE programs offered at TUSD schools.	Students, parents, teachers and administrators will be able to effectively communicate what and where the Advanced Learning Experience/ accelerated course offerings are in TUSD.
Year 2 Goal: Establish entry pathway expectations into the Advanced Learning Experiences					
TUSD will establish entry pathway expectations into	▪ Create, utilize and monitor a self-	▪ Internal stakeholders at the	▪ This goal can and will be achieved	▪ Annual and year-to-year comparison	▪ Semi-annual reports will reflect overall

the Advanced Learning Experiences (ALE)/ accelerated courses to ensure a systemic approach for identifying students and increasing enrollment without bias.	selection process that will document student interest compared to the actual student enrollment in the previously identified courses. The aforementioned document should be maintained for review during end of the year audits. ▪ Monitor the enrollment data semi-annually in order to ensure that positive gains are being made for all sub-groups and both genders. This practice will assists in increasing the overall enrollment in ALEs while simultaneously narrowing the achievement and enrollment gap between student groups.	high school level (e.g., assistant principal for curriculum, counselors, and teachers) will work collaboratively using PSAT scores, SAT/ACT scores, the AP Potential Report from the College Board, and progress monitoring data to identify students of all races and gender that would be successful candidates for ALE courses. ▪ All parents of the students on the AP Potential list will be contacted in writing and via the ParentLink phone service to invite them to an informational forum related to ALE courses. ▪ Ensure the Assistant Superintendent of Student Services and ALE Department representative(s) engage in ongoing dialogue and data analysis of sub-group	through school site representatives following the district's protocol in reference to using data and establishing meaningful relationships with students to identify learners from all sub-groups that are ready to accept a rigorous and challenging curriculum.	reports will be vetted through internal and external stakeholders (e.g., Strategic Planning Committee members for Diversity, etc.) The findings will be shared with central office and school site administrators in order to make adjustments and provide appropriate PD and interventions where necessary.	increases in ALE courses, specifically annual increases in the number of African-American and Hispanic-American students enrolled in the aforementioned courses.

		enrollment with student equity as a goal.			
Year 3 Goal: Create a highly qualified and viable workforce to implement Advanced Learning Opportunities/accelerated course work					
By 2018-19, TUSD will create a highly qualified and viable workforce to implement Advanced Learning Opportunities/ accelerated course work in order to increase advanced coursework opportunities for all students.	1. For each year, the number of teachers certified to teach advanced course work will increase. 2. For each year, the number of African American, Latino, Asian, and Native American teachers who teach advanced courses work will increase. 3. For each year, the number of teachers who participate in specialized professional development in a specific content area to implement accelerated coursework will increase.	Identification of the potential viable workforce can occur two ways: a. Teacher self-identification b. Principal/supervisor identification i. Based on formal and informal observations ii. Based on professional development/ advanced coursework	Based on professional development opportunities, curriculum development, and annual audits, the goal is attainable with the identified timeline.	An annual audit of increased teacher recruitment, curriculum development, and number of student opportunities to participate in advance course- work will insure full implementation by the end of 2018-19.	1. The number of teachers certified to teach advanced coursework will increase year to year. 2. The number of African American, Latino, Asian and Native American teachers who teach advanced course work will increase year to year. 3. The number of teachers participating in specialized professional development in specific content areas will increase year to year.
Year 4 Goal: Develop and implement a Parent University program to educate, provide outreach, and support parents					
Develop and implement a Parent University program to educate, provide outreach, and support parents in learning about advanced	For each year, the number of parents participating in programs and outreach will increase.	▪ To attain this goal the following needs to be considered: ▪ Create an engaging curriculum for parents	TUSD would have to determine parent interest via survey.	Parent satisfaction and specific feedback about Parent University will be measured after each event. Participation in	▪ Bi-annual audit (Fall and Winter) ▪ Post survey responses ▪ Track the progress of students whose

learning opportunities and college and career readiness.		▪ Create print and on-line materials for parents to access (ParentLink etc.) ▪ Train all school counselors to support parent recruitment ▪ Offer parents a "Diploma" or other incentive for participation ▪ Choose venues for the classes that are accessible (bus line, regional locations) ▪ Provide babysitting and translators at each event ▪ Designate specific people who will be points of contact for parents ▪ Work with Family Centers to provide outreach information and recruitment ▪ Offer guest speakers (University recruiters, Teachers, Programs)		Parent University will be measured bi-annually.	parents participate. Compare student progress to those students whose parents don't participate.
Year 5 Goal: All TUSD Schools K-12 provide age-appropriate Advanced Learning Experiences/accelerated courses					
All TUSD schools will provide age-appropriate Advanced Learning Experiences/accelerated courses (e.g., Honors,	Semi-annual reports will provide valuable disaggregated data on race, ethnicity and gender. The	Hire and/or identify highly qualified ALE educators that will provide a rigorous and challenging	Based on annual audits that will monitor and guide the success of this initiative, the goal is	The evidence from the semi-annual and annual reports and audits respectively will guide the work	All TUSD schools will offer age-appropriate ALEs for all learners.

GATE, AP, IB, College Prep, etc.) opportunities for all learners by the end of the 2018-19 SY.	aforementioned information will be used to measure the academic success of the students and the respective programs. This will also allow teachers and educators to intervene and also identify additional students for the second semester. Annual audits will be conducted to compare current year's enrollment data with the previous year's enrollment data. Schools with a 20% or more gap compared to the district's average will be identified as priority schools to target in an effort to ensure equal access and equity.	curriculum for the learners. The district must train teachers and provide the necessary resources to ensure that all ALEs are viable, competitive and provide a true enriching experience for the identified learners.	attainable within the identified timeline.	and ensure full implementation by the end of the 2018-19 SY.	

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

Specific	Measurable	Attainable	Realistic "do-able"	Time-bound and Tracked	Describe Possible Evidence
Year 1 Goal: Create and maintain community partnerships that enhance the well being of students and families					
TUSD, through its Director of Family Engagement, will create	▪ Number of community based and governmental agency	Progress in community engagement will be	TUSD will be guided by the USP Family Engagement plan.	Year 1.	▪ Donations ▪ Number of volunteer hours

and maintain partnerships that enhance the well being of students and families, increase resources vital to the district, and oversee community engagement activities.	partnerships ▪ New resources brought into the district ▪ Number of volunteers in schools ▪ Track new revenue brought into district both cash and in kind	reported to the district, Governing Board and community.			▪ Number of families served ▪ Plan for following years 2-5 implementation training plan for staff
Year 2 Goal: Establish and maintain four Family Engagement Centers					
By the end of Year 2, The District will have established four Family Engagement Centers which will provide: parent trainings provided by community based organizations, parent trainings developed by the district, computer lab and training, child care for trainings, a consistent yearly calendar of resources and trainings, events to explain District offerings, available staff to welcome every visitor, access to clothing and school supplies, social and health services provided by community partnerships, i.e. dental clinics, immunizations etc.	▪ Number of users ▪ Number of events Number of common Trainings calendar ▪ Number of volunteer hours ▪ Software ▪ Clothing bank utilization	All Center staff well trained in customer service and family engagement best practice.	Survey developed and utilized to assess trainings, resources, and customer service.	Look at USP for deadline. Year 2.	▪ Increase in utilization of Centers by ethnicity and in the aggregate ▪ Increase in satisfaction surveys ▪ Increase in number of CBO's providing services
Year 3 Goal: Ensure that every school has a designated person to be the liaison between the site and the Family Engagement Centers					
District will establish	▪ Increase in student	Listing of liaisons	Role of liaison clearly	Year 3.	▪ Job description

community liaison support positions housed in the schools which will be supervised and trained by the Family Engagement Coordinator to link schools and families with basic needs supports and district resources.	attendance ▪ Increased attendance of parents at events ▪ Quality Survey results that show positive increases in parent and student satisfaction with their school ▪ Increase in student academic achievement	easily available.	defined.		▪ Training schedule ▪ Referrals received ▪ Referrals made
Year 4 Goal: Ensure School Site Councils seek to mirror the ethnic and racial diversity of their school and include community members					
By the end of Year 4, School Site Councils will seek to mirror the ethnic and racial diversity of their school and will include representation from parents, business, community, neighborhood associations, and faith based organizations.	▪ District Policy ▪ PD for Principals and School Council members in how to recruit, roles and responsibilities of school council members, decision making protocols.	School Site Councils are actively engaged in school site decision making.	School Site Council handbooks including membership requirements, make up of the Council, voting mechanisms, and scope of responsibility.	Year 4.	▪ Annual training agenda and attendance ▪ Minutes of meetings ▪ Reports made to District Parent Council
Year 5: Host and sponsor a culminating event that celebrates parent and community involvement					
District will host a community event with a report card reflection of the past five years; hosting a courageous conversation about diversity and equity. Including major parent involvement in the	▪ Broad spectrum of speakers versed in diversity issues ▪ Peer engagement opportunities	TUSD will honestly and openly discuss issues of diversity.	It becomes standard practice to invite the community in to set goals for the district.	Year 5.	▪ Numbers and diversity of planning committee ▪ Attendees reflect the diversity of our community ▪ Process for next five year vision articulated

planning and delivery of the event. Speakers to include experts in the fields of equity, accountability, and diversity. Families will have opportunities to share their experiences. This will also be an opportunity to set a new vision for the next five years.					

FACILITIES

Strategic Planning Sub-Committee **Facilities**					
Strategic Priority 1: Green Planning – TUSD will consider and integrate green planning concepts into capital improvements, resource management and community involvement.					
Specific	**Measurable**	**Attainable**	**Realistic "do-able"**	**Time-bound and Tracked**	**Describe Possible Evidence**
Year 1 Goal: Develop green energy audits					
Develop a green energy initiative audit.	Matrix developed in 6 months and completion of annual audit.	Assign responsibilities to staff to specific matrix. Create an Advisory Committee to oversee process.	Matrix and committee membership.	▪ Fiscal Year 1 and following annual audits.	Completed audit.
Year 2 Goal: Reduce utility consumption					
Reduce utility usage by 5% with continual	5% reduction based on 2013 baseline.	Measure and compare utility	Use software package that tracks kilowatt usage and	Goal to be obtained by end of 2015-16	Usage reduction.

improvement.		usage.	energy cost savings.	FY.	

Year 3 Goal: Certify facilities for energy efficiency

Certify schools and facilities for energy and resource efficiency. (Energy Star, LEED, Water Smart, Green Ribbon, etc.)	Obtain certified acknowledgement for ten schools.	Energy Manager and staff shall develop training and support for organizational culture aimed at certification.	Certifications for 10 schools, with one or more energy efficiency designations/certifications, will be evidence of this goal's attainment.	Goal to be obtained by end of 2016-17 FY.	Certifications and Awards.

Year 4 Goal: Implement energy management and control system

Implement an Energy Management and Control System (EMCS). This is contingent upon bond approval by voters.	All schools managed under EMCS with bond approval. Without bond approval, savings from energy management processes will fund as many schools as possible to this end.	With the use of Energy Performance Contract Savings, district funding, bond and available utility company rebates and incentives.	Will need to obtain external funding for this to come to fruition. Once implemented, said implementation can be evaluated for its percent of completeness.	Goal to be obtained by the end of 2018-19 FY.	Installed EMCS's.

Year 5 Goal: Green and sustainable programs

Implement Green Environmental Sustainable Institutionalized Programs and Practices.	75% of school implementation.	Use of internet based stored and real time data systems data.	Document practices that should pervade the district and their level of implementation and follow-through evidenced by audits.	Goal to be obtained by the end of 2018-19 FY.	Continued reduced utility usage, certifications and award acknowledge, integrated curriculum, and school to work programs.

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.					
Specific	**Measurable**	**Attainable**	**Realistic "do-able"**	**Time-bound and Tracked**	**Describe Possible Evidence**

Year 1 Goal: Facilities Audit

Conduct a facilities and preventative	List of required components (hours	▪ Fund outside provider ($350,000)	Reports citing the state of physical plants, HVAC,	Completed by June 30, 2015.	Completed audit to use as benchmark-

maintenance audit to assess the current spaces, uses (educational and community), costs and condition of the facilities and to prepare educational specifications in order to develop a suitability assessment of each facility to support the educational and community partnership goals of the district.	open, usage, costs, gaps that need funding).	to conduct the audit if internal capacity cannot address this goal. ▪ Managed by TUSD.	electrical, and other key systems as well as their state of repair.		impact on student learning is contingent upon reaching five-year goal.
Communication Plan to outline the Master Facility Plan approach and to develop community support and partnerships and to prepare for a successful bond election.	▪ Done by June 30, 2015 ▪ Public communication and outreach well under way.	Determine in-house and external, advisory group of stakeholders and experts to guide a coalition to assist with the bond.	Community informed plan that will cite needs and costs based on curricular-instructional (technology) based ends.	Plan June 30, 2015 and Phase 1 (bond) 6/30/2016. Establish a group to write a one-page white paper. Encourage adopt-a-school.	
Year 2 Goal: Plan for the strategic use of facilities					
Develop a Master Facility Plan for the strategic use of facilities including costs (facility improvements) and benefits (savings and external funding – leasing such as reciprocal trade).	Done by June 30, 2016 Includes clear components to be completed in future years to reach Year 5 goal.	▪ Determine in-house and external, advisory group of stakeholders and experts to guide a coalition to assist with the bond. ▪ Need to have a successful Bond in November 2016.	Based on bond outcome, the plan will move forward with a bond oversight committee.	June 30, 2016: ▪ Include sources of funding. ▪ Assess ways to move each school to optimum size. ▪ Assess partnerships and community utilization to increase funding and support learning.	Report showing the plan.
Year 3 Goal: 15% completion of the plan					

Based on the First year assessment and Strategic Plan Year 2, implement 15% of the Master Facility Plan by June 30, 2017. A refocus will have to occur if TUSD doesn't get the bond, and years 3-5 will focus on a reworked bond package and implementing preventative maintenance within district means.	15% completion.	15% completion of the plan as determined by the bond oversight committee.	▪ Pending bonds approval by voters.	Done by June 30, 2017.	Publish a report.

Year 4 Goal: 30% completion of the Master Facility Plan

Based on the first year assessment and the 2nd year strategic plan, implement 30% of the Master Facility Plan by June 30, 2018.	30% completion.	30% completion of the plan as determined by the bond oversight committee.	Pending bonds approval by voters.	Done by June 30, 2018.	Publish a report.

Year 5 Goal: Optimize the district's facilities to support student learning

Optimize the district's facilities to support student learning and provide for multi-use to foster community participation and partnerships.	All schools at about 80% student and/or community utilization and are optimally sized to support student learning by minimizing the costs of facilities and maximizing funds into classrooms.	Bond; proactive leasing agent; implement Strategic Plan.	Pending bonds approval by voters. Can gauge leasing of facilities with open space based on lease agreements.	By the end of the bond June 30, 2025.	Publish a report.

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.

Specific	Measurable	Attainable	Realistic "do-able"	Time-bound and Tracked	Describe Possible Evidence
Year 1 Goal: Effective automated work order system					
Put an effective automated work order system in place.	Percentage of work is validated through reporting.	Antiquated current system will be replaced by new automated system.	System is affordable with current climate and budget.	Validated reporting goals which will show evidence the system is an improved system. ▪ Year 1: 80% ▪ Year 2: 90% ▪ Year 5: 97%	Publish a report.
Year 2 Goal: Improve customer service					
Help Facilities provide improved customer service by creating a Scorecard system to track maintenance for improvement.	Creation of scorecard, assesses, then utilizes for 20% improvement. This scorecard needs to evaluate the customer service at sites and departments with regard to routine and emergency resolution as well as Zone Team work.	A scorecard system has been used by others with great success. Department collaboration will encourage the development, and create positive marketing of not only what is accomplished, but a reminder of good habits.	This will put us in front of the sites and departments that will need to evaluate our performance. Small changes in the organizational structure will provide teams to share in the process.	There will be many evaluation periods of this SMART Goal with 20% improvement in three years. Develop, assess or reevaluate the card and the use of the card. Ending with Survey results that show improved communication, responsiveness, and work quality.	Customer service report.
Year 3 Goal: Facilities organization structure					
Change the Facilities organization to accommodate Preventative Maintenance and Customer Service needs.	Create model for success. Evidence of Org Chart change will be in the development of specific areas that address High Level Preventative	Outcome of the new Zone Organizational System for maintenance.	TUSD Operations will have to move to re-organization with the advent of aged facilities, reduced available revenues, retirements and attrition of staffs, and allocation of resources.	Evaluation period, Model trial, and changes to adjust to problem recognition will provide the challenges for this SMART Goal.	Publish the new organization chart.

	Maintenance, Low Level PM, Asset Management, Customer Service, Emergency Services, Project Services and Centralized Coordination.				
Year 4 Goal: Modeling solutions					
Evaluation period, Model trial, and changes to adjust to problem recognition will provide the challenges for this SMART Goal.	Reduction in equipment and building failures. Audit and Review by contractors and by the Arizona SFB will provide indications the program is on the right track.	Developing a program that will be cost-effective in achieving; 1. Extend the life of building components, 2. Keep equipment functioning as designed, 3. Prevent minor problems from becoming major problems.	The challenges here are the resources and capital on long term preventative maintenance issues. Bonds, SFB dollars, and Grants will be needed to achieve big projects.	Utilize the Facility Condition Index (FCI) and a Life Cycle Index to determine percentage of properties that are meeting goals. Annual Survey of these indexes will be required.	Audit report.
Year 5 Goal: Improve preventive maintenance.					
Help Facilities provide improved Preventative Maintenance by developing an audit and evaluation process that will create a Life Cycle index associated with property condition and use.	The objective is to establish what budget will be needed in the future; reducing capital expenses by 10%.	Cost Replacement Value (CRV) or Capital Replacement Value for equipment and buildings (long-term). This will be a physical form—a live document.	The idea is to separate upcoming expenses into a revolving and renewing process so that not all expenses are due and payable in the same year or proximity, giving TUSD room for adjustment if needed.	There will be many evaluation periods of this SMART Goal. Develop the index, assess or reevaluate the index; ending with a reduction of capital expenses by 10% in five years.	Audit report.
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.					
Specific	**Measurable**	**Attainable**	**Realistic "do-able"**	**Time-bound and**	**Describe Possible**

				Tracked	Evidence
Year 1 Goal: Training for technological equipment					
Teachers will have training opportunities for each component of standard technology (equipment, applications, etc.)	Teachers will have training opportunities for each component of standard technology (equipment, applications, etc.)	Teachers will have training opportunities for each component of standard technology (equipment, applications, etc.)	Resources and training for standard equipment and applications will be developed. Completion of online or on-site training will be tracked in the True North Logic PD system.	Training for teachers will be a continual process but training can be available and conducted in the 2014-15 SY.	Review of courses completed by teachers will be conducted four times throughout the school year.
Year 2 Goal: Curriculum Management System					
Create a Curriculum Management system that aligns and maps to the district curriculum.	Teachers can successfully access standardized coursework in their content area.	TUSD will partner with ADE in their process to offer a Content Management System.	The Content Management system is being evaluated and will be ready for access after 2014-15 SY.	The Content Management system will be available for the 2015-16 SY.	Multiple resources will be available through the Content Management system.
Year 3 Goal: Student Information System					
Implement a new Student Information System (SIS), Learning Management System (LMS), Database Warehouse, and Evidence Based Accountability (EBAS) system.	Students and staff can access the resources and data they need in each of the systems.	Conduct the appropriate process to assess and procure and, if necessary, develop the systems necessary to support building the core systems and data structure needed.	These systems can be implemented within a three year period.	The systems will be implemented and in use by the end of the 2016-17 SY.	Systems are implemented and in operation. Students, staff, and stakeholders will be utilizing the core systems for teaching and learning, analysis, or operations.
Year 4 Goal: Technology Condition Index					
Every campus will meet or exceed the minimum technology standards measured by the Technology Conditions Index (TCI), scoring a 4 out of 5 or better.	Every campus will meet or exceed the minimum technology standards measured by the Technology Conditions Index (TCI), scoring a 4 out	Inventory campus technology, determine equipment needed, and then develop a 4 year plan to purchase and deploy the	Provided appropriate funding for equipment and labor, the goal can be accomplished.	Equipment will be purchased and deployed for each campus by the end of the 2017-18 SY.	Students and staff have access to standard technology in each campus and classroom.

of 5 or better.	equipment.				

Year 5 Goal: Mi-Fi for students

Specific	Measurable	Attainable	Realistic "do-able"	Time-bound and Tracked	Describe Possible Evidence
Secondary students will have mi-fi hotspots and computing devices available for checkout.	Devices and access will be available to students based on school population and need.	Secure funding to purchase devices, Mi-Fi hotspots, and prepaid access time.	Provided funding, devices and access can be available to students.	Provided funding, resources can be available by the end of the 2018-19 SY.	Students can access courses in the Learning Management System and online resources anytime, anywhere.

Strategic Priority 5: Safety and Security – TUSD's 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.

Specific	Measurable	Attainable	Realistic "do-able"	Time-bound and Tracked	Describe Possible Evidence
Year 1 Goal: Address vandalism and other forms of damage					
Reduce costs due to damage, vandalism, theft and lawsuits (non-desegregation lawsuit).	Compare the property damage & loss costs at the end of year 2014-15 to the previous five years.	Establish a standard for physical security at each school, by December 2015, and use the standard to assess and prioritize our risks while providing training to staff 2014-15 SY. Institute a 21st Century playground system in place of older playground setups (replace wood chips and sand with foam matting minimum).	Use the assessment to identify the top 20% of schools showing the most critical needs.	Priorities will be identified by 2016 with full implementation and measurement by 2017.	Publish a report
Year 2 Goal: Provide training to staff for emergency planning					
Develop and provide training to 75% of teachers and administrators on school	Conduct a needs assessment. Train two schools a month. Use data collected	The development will need to include a multidisciplinary team approach.	The district has in place policy, procedures, plans and individuals responsible for emergency	Development of training will take place 2014-15 SY. This will be done by	Publish a report.

preparedness and emergency planning by December of 2018-19 SY and include annual training for school monitors and site security guards as recommended in audit.	from training rosters to determine training effectiveness by utilizing evaluation instruments of practice drill and table top exercise assessments.	Development of training syllabus and lesson plans will occur at start of 2014-15. Identification of methods training will follow.	procedures, the goal will build on these strengths for improvement in our responses to these incidents.	prioritizing emergency functions that are highest frequency and risk to be able to deliver the first tier of training. Implementation and the delivery of training in the first tier of training will take place in 2014-15 SY. In 2015-16 and subsequent years the additional training modules will be developed based on the evaluation of the process that will identify new and ongoing needs.	
Year 3 Goal: Improve the badging system					
Meet TUSD efficiency audit recommendations in the area of badging for June 2015 and fingerprinting by June 2016.	100 percent of our employees will be transitioned into our new badging and fingerprinting system. 1. Move badging to School Safety department. 2. Purchase module for transitioning to photos and electronic fingerprinting and relocate all	With capital budget availability, establish a new badging system that ties into the new district personnel software that includes digital fingerprinting. Use personnel photos that are taken from processing yearbooks or class photos. Establish board policy for mandatory	Transition existing system, duties, and responsibilities from Human Resources to School Safety.	July 1, 2014: Take over current responsibility from Human Resources department. Purchase of New Module for system compatible with new ERP established by June 2015. Rollout new system immediately following for 2015-16 SY.	Publish a report.

	fingerprinting to the School Safety department.	badging. Establish or use existing system to ensure all employees are badged and fingerprinted.			
Year 4 Goal: Safety and security guidelines					
Develop and implement district Safety and Security Standards & Guidelines to actively protect all members from harm and property from loss by June 2018.	Establish a baseline of standard and guidelines that is developed to safeguard members and property to actively protect its members from harm and loss of property. Year one create standards and guidelines. Year 2-5 roll out trainings and utilize products to measure effectiveness and tweak as needed.	Requires buy-in for the need of the minimum standards and the guidelines from district leadership.	Optimizes teaching and learning and actively protects its members from physical and emotional harm.	June 2018.	Publish a report.
Year 5 Goal: Prevent criminal activities					
Better prevent crime and reduce its impact by participating in the early planning and environmental design stages of new construction/building upgrades with an aim at optimizing teaching and learning.	Enhance the teaching and learning environment by use of current design.	Facility plans for updated buildings will include security measures as recommended for student, staff and community safety.	Updated facilities will incorporate in construction the recommendations for safety and teaching optimization.	By 2019.	Publish a report.

FINANCE

Strategic Planning Sub-Committee **Finance**					
Strategic Priority 1: System and Process Creation and/or Refinement – TUSD will streamline systems and processes so that dollars/resources are maximized.					
Specific	**Measurable**	**Attainable**	**Realistic "do-able"**	**Time-bound and Tracked**	**Describe Possible Evidence**
Year 1 Goal: Implement a Phased System Installation for a TUSD district-wide Enterprise Resource Planning (ERP) System					
Implement a Phased System Installation for a TUSD district-wide Enterprise Resource Planning (ERP) System by July, 2015.	Obtain funding approval for ERP system; complete Requirements document and Benefits Analysis (ROI); Release RFQ/RFP; select Vendor(s); develop Project Mgmt. Plan (PMP).	Through business process assessment: define & prioritize CORE business process; Select a district Program Manager (PM) and Deployment Lead (DL).	The Objectives can be achieved through budget management, phased system implementations, PM and Change Management (Auditor Report).	RFQ/RFP released to Vendor by July 2014; Choice System/SW Vendor by August 2014; Assign Program Manager and Deployment Lead by September 2014.	CFO approval; Monthly Design Reviews; Biweekly business process status reports; Monthly system/ metrics reviews Efficiency and Cost Savings.
Year 2 Goal: Implement Change Management Strategies with integrated processes to increase communications and collaboration					
Promote a Culture of Communications and Collaboration through support, training and integration of Key Operational and	Train, Audit, Develop a support and training Plan to ensure processes and operational changes are understood and	Define an Employee Continuous Learning (ECL) Requirements Model and Training materials to ensure administrators and	The Objectives can be achieved through Leadership engagement, business process modelling	Change Management (CM) Plans, Training Materials and Schedules due by January 2015. Implementation for	Increased Student, Parent, Teacher and Community communication exchanges; improvements in

Processes across the district, focused on financial and human resource functions.	managed; develop Training plans to ensure clear learning requirements for audits, new systems and redesigned processes are adhered to.	teachers complete the required training to enhance business knowledge and information systems skills.	(BPM)/redesign, training and Leaders supporting required prioritization and elimination of waste/duplication.	CM and Training will be phased per the Program deployment schedules. Add AUDIT Role: key to ensuring accountability and compliance.	quality of engagements based on forums, FAQs, articles in student publications. Create audit position
Year 3 Goal: Develop and deploy a Strategic Alignment Roadmap					
Develop and deploy a Strategic Alignment Roadmap which defines integration, intersections and alignment with the District's Key Strategic Initiatives and the ERP Systems' Functionality (within selected modules) by October 2014.	Quarterly Reviews of the Program schedule and deployment plans with the CFO and district Strategic Planning Committee. Key Process Reviews: Review Key Process redesign (such as: Deseg Funding, distribution, financial planning & accountability).	The program goals, accomplishments and milestones will be signed off by CFO and Project Leads monthly. Key process owners must be identified and accountable for their process assessments and change management plans. Include specific systems (ex: SIS, other systems)	This objective will require partnerships, teaming and shared accountability for defining CORE integrated business processes from Finance, HR and the Strategic Sub-committees.	Deployment of the Integrated Strategic Alignment Roadmap for the district will be critical to ensure improved visibility, efficiencies and effectiveness across all Strategic Priorities in the Five-Year Plan by Q2 2015.	Define and prioritize the CORE business processes from Finance, HR and key district operational processes; map the system capability/ functionality to the business processes to ensure seamless integration for automated solutions.
Year 4 Goal: Schedule and deploy Key Redesigned Business Processes for continuous improvement and associated ERP modules as defined in the TUSD ERP-Systems Program Schedule and Deployment Plan					
Schedule and deploy continuous improvement Key Redesigned Business Processes and associated ERP modules as defined in the TUSD ERP-Systems Program Schedule and Deployment Plan.	Create a model for Metrics deliverables that contains critical success factors and measures for the Program phased deployments; monthly Ops review will contain a status of all Program	This will be accomplished through the Deployment Teams' Process Readiness Reviews (PRR), User Acceptance Testing (UAT) and Monthly Implementation/ OPS Reviews.	The capabilities/ functionality of the ERP system integration with redesign of the district's business processes across the organizations are critical to ensure a successful	Phase 1 deployment by Q4 2015; Phase 2 deployment by Q3 2016.	Key processes are redesigned; improved financial management is realized with the ability to shift more funding to classrooms; real time reporting and analytics; over $5M is estimated costs saving

	Metrics; ex: cycle time reduction in reporting & decision making processes; quality of Student information through the District's Information Reporting Center.		deployment. An integrated and accountable team from each key Business Process Owner group is critical.		realized over five-year period. ▪ (Validate and insert the current savings estimate.)
Year 5 Goal: Fully-implement Strategic priorities and Enterprise Resource Planning Systems					
Strategic priorities and Enterprise Resource Planning Systems fully implemented by Q1 2018.	Business Management /metrics and Decision Support system will provide real-time student and financial insights through robust reporting and analytics.	Innovative process management; strategic investments in Skills development; Growth strategies in advanced educational environments; Fiscal accountability.	Educational institutions must be accountable to deliver World Class learning environments that meet and exceed the needs of our students in order for them to contribute and compete in a Global marketplace.	Phased 3 deployments of a fully integrated Advanced Educational environment & ERP-System Strategies and Technology Roadmap by Q1 2018.	A platform for innovative curriculum, real-time information availability, research and analysis deployed by Q4 2016; TUSD ERP-System fully implemented by Q1 2018.
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.					
Specific	**Measurable**	**Attainable**	**Realistic "do-able"**	**Time-bound and Tracked**	**Describe Possible Evidence**
Year 1 Goal: Align the Strategic Plan to allow for effective and efficient funding and resource allocations based on priorities					
Be prepared to update the strategic plan to ensure priorities and goals complement each other and allow for effective allocation of funding and resources. Should a goal or strategic priority	▪ Create a list of efficiency questions or adopt an existing tool that assesses the value and impact of funding a given initiative. ▪ Research strategic	Create Strategic Planning committee with representatives from the 5 priority committees as well as leadership team (who has knowledge of resources) to revise	Creation of a rubric to ascertain funding allocation for items defined within the strategic plan to ensure such have measures of accountability and	Work on revisions August-October 2014.	Collaboration from all Strategic Planning subcommittees to develop comprehensive and united plan.

adjust, funding should adjust in turn.	planning method publications. Identify criteria that need to be met in functional strategic plan. One criterion will be: Do priorities and goals function together to optimize student learning?	overall plan to ensure priorities are aligned with one another and ensure priorities result in raising student achievement.	means to determine return on investment.		
Year 2 Goal: Utilize fiscal resources that support TUSD Strategic Plan (contingent on available resources)					
Conduct internal audit or inventory process to identify resources and assets currently in place. Determine what resources and assets support implementation of 5YSP Priorities.	Completion of internal audit and compilation of resources and assets.	Create or purchase an automated tracking system or database to inventory district property, assets, and resources (including non-object resources such as human, volunteer, etc.). Assign team to identify resources and assets that support and do not support the 5YSP. Create a process for illuminating or re-designing non-essential assets and resources, and create a process for determining how to secure resources and assets that are essential to implementing 5YSP.	This is realistic but will take personnel and additional training. TUSD will need to purchase an electronic inventory system that will work across all schools and departments and integrate with purchasing and/or fixed assets procedures.	Identify and purchase system by January 2015. Installation and training spring of 2015- fall 2015. Completed inventory by January 2016. Some resources and assets for parts of 5YSP can be assessed prior to January 2016 so plan can move forward. There are some spreadsheet inventories (e.g. electronic equipment) completed for each school and department, these could be assessed and utilized sooner than January 2016.	

Year 3 Goal: Evaluate existing assets/resources and make recommendation for a bond and/or override election					
Utilize information in Goal 1 and 2 to determine and follow up with the disposal, addition, refurbishing or resources and assets. This process will assist in making a decision to recommend a bond and/or override election.	Provide a detailed listing of proposed capital and M&O funding needs.	Will need to ensure community support to ensure election is successful.	List will have to be maintained and updated for accuracy as well as audited externally to ensure the list's integrity and usability. Clean reports showing the district has maximized existing resources will show goal's attainment or progress thereto.	Propose election in November 2018.	Successful passage of election.
Year 4 Goal: Determine and utilize how much 5 year strategic plan's strategic priority implementation will cost beyond existing revenue thresholds					
As part of district internal audit, identify and estimate cost of resources (internal and contracted and/or voluntary) needed to meet Five-Year Strategic Plan priorities. Prioritize expenditures. Develop short-term expenditure plan to meet Year 1, 2, and 3 of Strategic Plan. Develop long term expenditure plan to realize full implementation of Five-Year Strategic Plan.	Conduct annual review of implementation of strategic plan priorities and cost of implementation. Answer: To what extent were priorities implemented? What was the cost of implementation? Were expenditures effective and efficient at realizing priorities? Did student achievement improve?	▪ Audit conducted October-November 2014. ▪ Year 1, 2, and 3 expenditure plans created by January 2014. ▪ Plans vetted by representation of strategic planning committee/leadership team/GB.	▪ Commitment from members of strategic planning committee and district leadership teams needs to be on-going. ▪ Bi-annual reviews of work on financial use and alignment to plan need to be conducted. ▪ Override considered if costs exceed district funding through resource allocation processes and program elimination processes.	Ongoing: Expenditure plans must be created, evaluated, realigned on an annual or bi-annual basis.	▪ Original audit to create baseline data on estimated cost of implementing Five-Year Strategic Plan. ▪ Prioritize spending to meet first, second, and third year implementation of aligned strategic plan. Ongoing audit to measure implementation of priority, increase in student achievement, etc.

Year 5 Goal: Identify what to keep, eliminate, and/or add

Identify underutilized assets and resources (facilities audit) and create an efficient plan to: a. Redesign or reutilize assets and resources to support Strategic Plan priorities b. Eliminate/sell resources and assets that do not support 5YSP priorities c. Align capital (including human capital) to support Strategic Plan priorities efficiently and effectively.	Completion of asset/ resource listing	Adoption of inventory database/tracking system and purchase and implementation of new financial system will allow committee or department to determine district resources and assets. A committee will then need to determine if resources support 5YSP and if not, how to re-vamp them or to eliminate them if no longer assisting the district (e.g. various departments, human capital, outdated materials – we are using texts from 2000 and earlier, etc.) ▪ Track financial data ▪ Track resources, assets, materials (easily & effectively) to reduce time and human capital. ▪ Identify underutilized property and assets and revamp for use or sell them.	List will have to be maintained and updated for accuracy as well as audited externally to ensure the list's integrity and usability	▪ See timeline for purchase or creation of inventory or database tracking system. ▪ Ongoing process. All budgeting and purchasing allocations and decisions should be filtered through lens of Strategic Plan (e.g. do we need to hire new.)	Identified criteria will be met.
Strategic Priority 3: School Finance Education and Transparency – TUSD will effectively communicate to and educate all stakeholders on the finances of the district.					

Specific	Measurable	Attainable	Realistic "do-able"	Time-bound and Tracked	Describe Possible Evidence
Year 1 Goal: TUSD will provide accurate and timely reports with the new ERP system.					
Create templates and models for the system to allow the finance staff to produce financial reporting that helps the board and the district administration to make sound decision.	Reports that can produce financial data quickly.	Templates and models are attainable	ERP reports will address this item at the end of year 1.	Procure system by July 1, 2015 and implement fully by July 1, 2016.	Templates and models can be generated and produced centrally and in individual departments and schools.
Year 2 Goal: Enable end users to produce accurate and timely reports with the new ERP system					
The ability for end users to produce accurate and timely reports with the new system.	95% of time financial data that is needed can be produced within 5 minutes.	If report cannot be produced someone can be reached to help within 15-20 minutes.	Training modules for end users to prepare for ERP integration (goal1)	Immediately begin to develop a training schedule to be completed on or before January 5, 2015.	Through satisfactory survey results received from various stakeholders in a controlled sample population pre and post surveys.
Year 3 Goal: Increase the capacity of the district to disseminate financial briefings and updates to stakeholders at the district and site level					
Increase the capacity of the district to disseminate financial briefings and updates to stakeholders at the district and site Level	95% of surveyed stakeholders will report receipt of information.	Using multiple platforms such as social media, mailed letters, and email to communicate with stakeholders through different channels.	Through the development of different levels of dissemination.	Immediately begin implementation through staff development with completion on or before January 5, 2015.	Through the collection of satisfactory survey results received from various stakeholders relative to the goal.
Year 4 Goal: Provide data that is easily understood by all stakeholders					
Ensure the data provided is easily understood by the recipient**.**	Less than 5% of the recipients will contact the district for clarification of the information received.	If the recipient requires further clarification, someone will be available to clarify the information within 24 hours.	This can be accomplished upon completion of goal 2 by ensuring employees are knowledgeable of the ERP system.	Implementation by July 1, 2016 or upon full system integration.	Through the collection of satisfactory survey results received from various stakeholders relative to the goal.

Year 5 Goal: Become the leading Southern Arizona school district for analyzing, utilizing and providing data effectively

TUSD will become the leading school district for Southern Arizona by the ability to produce accurate real-time financial reports upon request.	Less than 10% of the stakeholders need further clarification and the ERP successfully produces accurate real-time reports within fifteen minutes of initiation.	This goal will be attained when the end user submits the data and the ERP produces accurate information 90% of the time. This goal will be attained when the end user submits the data and the ERP produces accurate information 90% of the time.	This is accomplished by successful completion of goals 1-4. Purchasing, implementing an effective ERP system, and by properly training the end user.	By January 1, 2017 to ensure all necessary adjustments have been made to accomplish this goal.	By January 1, 2017 to ensure all necessary adjustments have been made to accomplish this goal.

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

Specific	Measurable	Attainable	Realistic "do-able"	Time-bound and Tracked	Describe Possible Evidence
Year 1 Goal: TUSD will increase awareness in public education funding and issues.					
Identify strong advocates, businesses and school districts that will increase awareness in public education funding	▪ No. of advocacy groups ▪ Provide reports/info ▪ Arizona public education funding	Create and maintain district database of advocates and areas of interest and support Issue public relation campaign	▪ Grant office maintains database. ▪ Work with finance and procurement. ▪ Work with communications.	▪ Before and during legislative sessions, communicate yearly rankings.	▪ TUSD issues report every three months. ▪ TUSD issues press release every month – paper, radio, TV.
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.					
Recruit and develop a committee of diverse perspectives from within the district. This committee will be composed of district personnel, school site personnel, parents (Organizations will	Monitor frequency of committee appearances to organizations and message delivered.	▪ Establish meetings ▪ Provide agendas and minutes of meetings ▪ Generate talking points information ▪ Monthly /Quarterly.	Committee creation and membership upkeep and recruitment.	▪ Develop committee members Oct 2014. ▪ Budget Training December 2014. ▪ Meeting with legislature members March 2015.	▪ Documentations of meeting developed/attended. ▪ Frequency of meeting and message delivered. ▪ Positive v. Negative funding/spending related stories in

include state and local government officials and business groups).					media 2:1 by 2016-17. ▪ Legislative Action – Goals (AZ to 45th in per pupil spending by 2016-17 – AZ 42th in per pupil spending by 2019-20).
Year 3 Goal: TUSD will ensure district transparency by disseminating information on how district is utilizing funding and resources.					
▪ Initiate media stories/information on how district using funding. Proactive v. Reactive information on budget/allocations/ spending – provide evidence of where the dollars go. ▪ Have district personnel or designees address the issues of funding, need and spending through various media; radio, television and print. Specifically address those outlets that may challenge public education funding and use of funds.	▪ Frequency of appearances. ▪ Length of interviews/story/ location in news cycle or placement in news agenda.	▪ Establish availability and set scheduled appointment and appearance. ▪ Press releases and follow-up interviews/ appearances.	District generated online or print publications citing district's work in the area of good financial stewardship	▪ Yearly analysis of appearances. ▪ Type of format appearance/ information was disseminated. ▪ Message analysis critique.	▪ Maintain file or library of audio/video appearance. ▪ Chart number of appearances, frequency and format of message regarding TUSD budget and spending.
Year 4 Goal: Utilize and participate in a leadership outreach team among Southern Arizona school districts to speak to legislative funding issues as a united voice to legislature					
▪ Participate in support of specific issues of funding and financing needs and clarify how funding is allocated and spent. ▪ Committee should	Monitor frequency of meetings and message through agendas and meeting minutes in addition to how often	▪ Establish meeting dates and times – calendar ▪ Provide agendas and minutes of meetings ▪ Generate talking	Outcomes that show the committee's impact at the state and local level.	▪ Develop committee members January 2017. ▪ Develop and come to consensus on common areas of need	▪ Documentations of meeting developed/ attended. ▪ Frequency of meeting and message delivered.

include: Superintendents, CFOs and selected Site Leadership.	committee appears before various organizations to discuss message. Group's primary focus is to deal directly with legislature but should also focus on gathering support among community leaders.	points information ▪ Monthly /Quarterly		to be addressed and develop talking points to address challenges to district's Summer/Fall 2017. ▪ Meet with legislators and legislative committee members September-April 2017.	▪ Legislative Action – Goals (AZ to 45th in per pupil spending by 2016-17 – AZ 42th in per pupil spending by 2019-20).
Year 5 Goal: Become the leading school district for Southern Arizona promoting Legislative Advocacy for Education					
TUSD will become the leading school district for southern Arizona promoting Legislative Advocacy for Education.	TUSD will be recognized as the leader in promoting advocacy for education by peer districts, media, community leaders, organizations (ASA, ASBA, AASBO, etc.)	Outreach committee will have a strong presence at community/ state events promoting advocacy for education and develop a yearly legislative agenda to be shared with all stakeholders. Conduct town hall meetings.	Visibility of TUSD advocacy voice and group at the legislative level and local voter level.	Outreach committee will be fully active calendar year 2018 and attend meetings, forums, press release conferences, etc.	▪ Newspaper, videos, flyers ▪ Create a log of appearances, recognitions.
Strategic Priority 5: External Funding to Support Strategic Priorities – TUSD will actively seek and identify external funding to leverage resources which enhance student achievement.					
Specific	**Measurable**	**Attainable**	**Realistic "do-able"**	**Time-bound and Tracked**	**Describe Possible Evidence**
Year 1 Goal: TUSD will create a multi-tiered financial needs assessment that identifies external funds and resources to support student achievement.					
Provide professional training for sites regarding how to match funding needs with funders and how to put	List of prioritized funding needs to include but not be limited to classroom needs, campus needs,	Establish groups at each site as well as at each level or function in the district to identify and prioritize	▪ School level: group to identify and prioritize needs will be a subcommittee of Site Council, with	Multi-tiered groups will be organized by October 2014; groups will have identified funding needs by	External funds will have been secured that support and enhance student achievement.

together annual fund campaigns to support the schools' funding needs. (A well-run Annual Fund Campaign provides the foundation in networks and relationships needed to build the more advanced development efforts to be added in Years 2, 3, and 4: Business Sponsorship, Special Events, and Grant Writing.) Research other district needs that require higher levels of community, capital investment and plan a program to communicate needs.	district needs, salary considerations, and benefit considerations.	needs that lead to identifying external funding.	representation from admin, faculty, and parent groups. All groups raising funds must have representation on the sub-committee, and the leader of the group raising funds must be the one to appoint the appropriate representative. ▪ District level: A committee that has representation from all sites + departments + district admin + the grants office to meet three times annually. Once at the beginning of each school year to receive training, mid-year to assess progress and answer questions, end of year to submit reports and discuss.	December. 2014; first round of potential funders will be identified by February 2015; grant applications will be created and submitted by June 30, 2015.	Feedback will be gathered from teachers and students who benefit from the application of funds so that impact can be determined and documentation can be provided to funders.
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.					
▪ Over the summer, assess the year-end reports provided by sites and	Compare the number of site-based development	5% increase of secured external funding over previous school year.	Site Councils sub-committees handling the identification and	The success of site-based initiatives will be assessed by the	▪ More funds will be secured to enhance student achievement.

departments and design additional professional development to deliver in the fall, based on needs identified in the report assessments. • Deliver training on how to develop business sponsorship programs, and address the issues identified in report assessment.	initiatives and their net and the number of federal/state grant applications with the net from initiatives/ grants SY 2013-14.		prioritization of needs will track the success of various funding initiatives. Grants office will continue to track submitted and secured grants from federal and state agencies.	Site Council sub-committee as the end of each school year draws to a close and the sub-committee will produce an annual report to deliver to Site Council and the district level funding committee. Grants submitted and secured by the TUSD Grants office will be monitored through quarterly and annual reports.	▪ More data will be collected to assess and document impact on student achievement.
Year 3 Goal: TUSD will expand the comprehensive grants plan to include foundations.					
▪ Over the summer, assess the year-end reports provided by sites and departments and design additional professional development to deliver in the fall, based on needs identified in the report assessments. ▪ Deliver training on how to develop special events, and address the issues identified in report assessment.	Compare the number of submitted grants to foundations as compared to the two previous years.	5% increase in foundation funding to support student achievement and district initiatives.	Foundation funding will be included in grant tracking system.	Foundation funds secured will be represented in the quarterly and annual reports.	More funds will be secured to enhance student achievement.
Year 4 Goal: TUSD will establish teams representing multi-tiered groups that will meet to design and develop funding applications for identified needs and initiatives.					
▪ Over the summer, assess the year-end reports	Compare the number of multi-tiered teams	5% increase in the frequency of team	Create a tracking system for multi-	Process will be implemented in	District-wide teams representing schools,

provided by sites and departments and design additional professional development to deliver in the fall, based on needs identified in the report assessments. ▪ Deliver training on how to develop grant writing, and address the issues identified in report assessment.	who met and designed funding applications as compared to previous two years.	meetings to design and develop funding applications.	tiered teams to inform grants office of intent to apply for funds (share point site or website form).	September 2017 and completed/refined by June 2018.	departments and the district will create and submit applications to external funding sources that support and enhance district initiatives and student achievement resulting in sustainable programs.
Year 5 Goal: TUSD will assess, refine and enhance the multi-tiered comprehensive external funding plan.					
Identify federal, state and foundation/private funding sources as well as develop opportunities for giving through sponsorships, district alumni and volunteers that support identified needs both at the district level and school level resulting in increased student achievement, well maintained facilities, and strong communication districtwide.	District department personnel will have identified program needs and developed clear plans so funding sources can be identified to support these needs which are tied to district initiatives; school faculty will work with department chairs and leadership to identify school and classroom level needs necessary to support academic success so grants and partnerships office as well as school site-based councils can	5% increase in the number of grant applications submitted to support district initiatives.	Include a comprehensive multi-tiered external funding plan on the Grants & Partnerships website for all TUSD employees to access.	Fall 2018 Grants & Partnerships Dept. will meet collaboratively with Departments to assess and refine the external funding comprehensive plan and other grant documents to support the grant application development process to ensure effectiveness and efficiency.	Schools and departments will apply for more funds from varied sources as well as engage more community partners (alumni, volunteers, project sponsors) to support district initiatives resulting in an increase in student achievement.

	identify and secure needed resources.				

COMMUNICATIONS

Strategic Planning Sub-Committee **Communication**					
Strategic Priority 1: Strategic Plan Presentation and Communication – TUSD will communicate the major initiatives of the Strategic Plan.					
Specific	**Measurable**	**Attainable**	**Realistic "do-able"**	**Time-bound and Tracked**	**Describe Possible Evidence**
Year 1 Goal: Inform teachers and administrators about initiatives in the Strategic Plan					
Periodic "blast" that highlights our initiatives such as, that says "Did you know about our green initiatives?" on the internet and social media.	Assess the number of readers.	Regular web presence.	Resources are in place now.	Beginning of 2014-15 SY.	Positive response from staff and better internal understanding of district activities.
Year 2 Goal: Staff understanding of and communication about the Plan increases					
Imbed communication strategies about the strategic plan in professional development related to appropriate aspects of the strategic plan, for example teachers should be able to speak to curriculum work and finance personnel should be able to speak to ERP work.	Percent of TUSD Team Members who understand their role in moving the strategic plan forward and how their work ties to the district's overall vision, mission, and goals cited within the strategic plan.	Increase in the number of individuals who understand their part in moving the strategic plan, forward.	Track the percent increase annually who understand how their work relates to the attainment of plan.	Beginning of 2015-16 SY.	
Year 3 Goal: Teachers and administrators will share the plan with parents and students					
School sites will have	The number of	Increase the number of	Survey questions	Beginning of 2016-17	Parents and students

Specific	Measurable	Attainable	Realistic "do-able"	Time-bound and Tracked	Describe Possible Evidence
clearly posted district vision, mission, and goals as such relate to the strategic plan.	school sites that have this posted as compared to previous years.	parents and students who are aware of district vision, mission, and goals.	relating to parent/student knowledge of district vision, mission, and goals.	SY.	will be able to effectively communicate clear district vision, mission, and goals.
Year 4 Goal: Teachers and administrators, students, and parents will communicate the plan to community members					
Invite community members to engage in activities to support the plan, such as school events, goal attainment and recognition and volunteer opportunities.	The number of school site engagement activities related to the strategic plan.	Increase in number of school site community engagement activities.	Track attendance of school site activities.	Beginning of 2017-18 SY.	Teachers/ administrators, parents, and students will involve community in communicating the strategic plan and reaching our goals.
Year 5 Goal: Communication with employees, students, parents and community					
Communicate the successes of the strategic plan in each of the five key areas: Curriculum, Diversity, Facilities, Finance and Communication.	Participants report a clear improvement in all areas.	Attain assessment through communications campaign, and contests or surveys.	Implement outlying tools that are reasonable and inexpensive for day to day usage.	2018-19 SY.	The community understands TUSD's school improvement and student achievement status.
Strategic Priority 2: Internal Communication – TUSD's internal communications will enhance the coordination of departments and services in support of students and staff.					
Specific	**Measurable**	**Attainable**	**Realistic "do-able"**	**Time-bound and Tracked**	**Describe Possible Evidence**
Year 1 Goal: Internal communication with staff					
Communication presentations with "how-to" tips and media protocol.	District, departmental, and campus updates accessible and consistently updated with real-time information.	Elementary/K-8 and Secondary Leadership will coordinate to send unified newsletter. Communication forums from supervisors to those they supervise	Modification to an existing structure and incorporation of technology-based solutions.	2014-15 SY.	Greater use of technology-based solutions via Share Point or other web-based solutions.

		must be developed and consistently maintained.			

Year 2 Goal: Create a "grapevine" telephone or email inquiry system for staff

Staff members call or write in with their questions or concerns and receive a response in 24 hours.	Track numbers and responses. Themes are discerned.	Created and implemented with assistance from technology services and communications.	Support personnel.	2015-16.	Information can be easily found by all.

Year 3 Goal: Identify and mobilize a district-level crisis management team to facilitate parent engagement during emergency situations

Clear, timely, easily understood information from district will be communicated to the public.	Messaging to parents before media does. Reduce negative reporting and number of incidents where news outlets are first to break the news.	Establish district-level crisis response teams.	District-level staff responsible to report to sites during crises.	2016-17.	Parent trust is improved and negative media is lessened by having a district-level team handle all aspects of emergencies.

Year 4 Goal: Create a messaging system that conveys district-wide information to faculty and staff on a real-time basis

Communicate to staff about programs, changes and news in a timely fashion.	Programming apps/software available to all.	Created by technology services with Communications dept. input.	Review ParentLink capabilities and web-based solutions.	2017-18	Staff feels informed in a timely manner, are important and share accurate information.

Year 5 Goal: Ensure understanding of programs and initiatives

Make sure principals and staff have an abundant understanding of district programs and initiatives.	School Quality Survey (staff portion).	Increase percentage of 'Agree' and 'Strongly Agree' in communication category.	Presentations through the principal meetings and shared through appropriate principal-staff forums.	2018-19.	A cohesive messaging structure unifies K-12 leadership updates and staff information needs.

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

Specific	Measurable	Attainable	Realistic "do-able"	Time-bound and Tracked	Describe Possible Evidence
Year 1 Goal: Invite stakeholders to share opinions					
Survey stakeholders	Review survey results.	▪ Survey teachers	Survey feedback and	2014-15 SY.	▪ Examined/organized

about their preferred mode of receiving messages and assess the effectiveness of current styles and formats of communication from sites and central office in alignment with the survey responses.		about their preferred branding messages and the responses they receive from stakeholders. ▪ Identify model site communications and locations with high levels of parent/community involvement.	use plans for use of feedback for Year 2.		all site/district communications and compared to results from student achievement, accomplished site goals, and parent/ community involvement. ▪ Central office communications are attached to all site communications that emphasize site and central partnerships and support.
Year 2 Goal: Stakeholders made aware of district's goals					
All stakeholders will demonstrate an awareness of TUSD's goals, and successes as communicated through an advertising campaign, district channels and external sources.	▪ Analyze all site/TUSD communication for fine-tuning of site success and partnership message with central office. ▪ Conduct survey on recognition of TUSD messages as communicated through external and internal sources.	▪ Central office – Asst. Superintendents, Directors appear at all sites and community meetings each semester to put a face on TUSD leadership and site support. ▪ Refine communications at all K-12 sites to strengthen message of site/central partnership and support.		By end of school year.	Responses from parents and all stakeholders will demonstrate an awareness of TUSD's brand, goals, and successes.
Year 3 Goal: Expand information and outreach channels					
Expand information and	Assess the increasing	Consistent messaging	Internet based as	This goal will be	▪ This goal will

outreach channels that are available to families, media, and community organizations, and all age groups with and without enrolled students. Increase use of TUSD signage on campuses.	variety of formats to convey information to all TUSD stakeholders.	across platforms.	well as print based media to reach families in multiple languages and available at multiple locations through the district (family engagement centers, social media, and online or via the TUSD web page).	reached in Year 3 and refined on an annual basis.	produce evidence by the cross generational responses to TUSD/site goals and achievements. Written responses to electronic and written surveys will help TUSD sharpen its focus on community educational priorities. ▪ Increased student enrollment across TUSD ▪ Positive teacher response and participation in school and district initiatives resulting in improved student achievement. ▪ Evaluate voter responses to city, county, and state candidates and educational issues.
Year 4 Goal: Use of advertising campaign					
There is strengthened and positive involvement in TUSD and site initiatives and a community-wide awareness of TUSD's value as communicated through an advertising campaign and other external and internal	Participation by a cross-section of stakeholders by increased number and percentage.	Assess, re-evaluate, and re-design all styles of communication to better target audiences and maintain/improve responses/interest at site and district	Internet based as well as print based media to reach families in multiple languages and available at multiple locations through the district (family engagement centers,	This goal will be reached by the end of Year 4 and evaluated on an annual basis.	▪ This goal will produce evidence by the cross generational responses to TUSD/Site goals and achievements. Written responses to electronic and written surveys will help

channels.		levels.	social media, and online or via the TUSD web page and TUSD app).		TUSD sharpen its focus on community educational priorities. ▪ Increased student enrollment across TUSD. ▪ Positive teacher response and participation in school and district initiatives resulting in improved student achievement.
Year 5 Goal: Establishing a positive image of the district					
The community views the TUSD brand as one that is innovative, educational, and results-driven and results in the willingness to enroll their children, support a bond or override, or advocate on behalf of the district.	▪ Student retention ▪ Teacher/staff retention ▪ Favorable support from taxpayers/voters	▪ Data-driven reporting system ▪ Dashboard with key indicators	Reports gauging measurable aspects of this goal.	Annual monitoring over five years.	▪ Increased student enrollment ▪ Lower employee turnover ▪ Override/bond passed
Strategic Priority 4: Responsive Communication – TUSD will respond to the community's diverse information needs with culturally responsive communications.					
Specific	**Measurable**	**Attainable**	**Realistic "do-able"**	**Time-bound and Tracked**	**Describe Possible Evidence**
Year 1 Goal: To determine the best avenues for communicating and interacting with diverse groups					
Meet with Student Services to learn more about how best to reach TUSD's diverse population groups.	3-5 approaches for improving the delivery of messages (forums, gatherings, churches and social service agencies).	Increased the number of participants and delivery points.	Communications will be developed and translated into dominant languages.	Annual monitoring and surveys.	Better participation in schools.
Year 2 Goal: Begin implementation of communication plan					
Determine and employ	Communication	▪ List of	Implementation of	By May 2015, 50% of	▪ Communication list

effective channels that will be used to begin immediate implementation of communication plan.	channels will be implemented beginning July 2015.	communication needs by all stakeholders is identified. ▪ Information channels are established.	communication and channels begins.	needed communication is provided through the preferred channels. Do evaluation at the end of the year to find effectiveness of implementation and possible alterations in communication needs.	is developed ▪ Effective channels of preferred communication list is developed ▪ Survey to evaluate implementation plan and possible changes
Year 3 Goal: Address needs and establish communication channels					
Ensure that all recommended communication needs and effective channels have been established Ensure all internet and social media tools are in place for internal and external communications.	Make use of all free media and social media options.	Communication is provided to stakeholders.	Communication provided in different languages using preferred channels.	▪ Communication needs are addressed by the end of the school year 2016-17 ▪ Evaluation at the end of the year to find effectiveness of implementation and possible changes in communication needs.	▪ List of communication needs ▪ Written communication items are translated into required languages ▪ Evaluation Survey ▪ Survey results
Year 4 Goal: Updating channels of communication					
Communication needs and effective channels are updated to reflect survey results and a four-year evaluation of strategic priorities is conducted.	Stakeholders participate in evaluation to provide feedback for improvement/updating on communication needs and channels.	Stakeholders complete evaluation survey.	Survey is also translated into required languages.	Results from evaluation are collected by December 2017 to update Strategic Priority.	▪ Four-year evaluation ▪ Evaluation results
Year 5 Goal: Meeting stakeholder needs					
Gather feedback from all stakeholders including all languages and cultures to ensure that TUSD's responsiveness to their	Annual survey/poll of all stakeholder groups.	Ensure effective communication mechanisms exist to reach all stakeholders	Mechanisms in place and survey results.	When the majority of respondents provide positive feedback by 2018-19 SY.	All TUSD stakeholders are heard and receive timely, complete information about the district in the

| needs is being met in all areas. | | regardless of language. | | | language they need. |

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

Specific	Measurable	Attainable	Realistic "do-able"	Time-bound and Tracked	Describe Possible Evidence
Year 1 Goal: Create a family–focused culture that engages teachers and administrators as advocates for TUSD					
Number of teachers and administrators who understand the district's vision. Make use of public venues for displaying TUSD images and messages.	Number of teachers and administrators who understand the district's vision as compared to previous years and number of sites we're making use of for displays.	Increase the number of teachers and administrators who understand the district's vision.	Employ the thousands of TUSD staff members to support internal and external communications.	By the beginning of 2015-16 SY.	We will have an established network of teachers and administrators who will communicate TUSD messages and will engage parents and students as advocates for TUSD.
Year 2 Goal: Create a family-focused culture that engages parents and students by creating champion teams designated to spread messages					
Number of school sites with designated champion teams.	Number of school sites with designated champion teams compared to previous year.	Increase the number of champion teams within TUSD.	System to track number of champion teams within TUSD.	By the beginning of 2016-17 SY.	We will have an established network of teachers, administrators, parents and students who will communicate TUSD messages and will engage volunteers as advocates for TUSD.
Year 3 Goal: Create a family-focused culture that engages volunteers and community members by using champion teams for community outreach					
Number of schools sites whose champion teams engage in community outreach.	Number of schools sites whose champion teams engage in community outreach as compared to previous year.	Increase the number of volunteers and community members participating in TUSD.	System to track number of champion teams within TUSD.	By the beginning of 2017-18 SY.	We will have an established network of teachers, administrators, parents and students who will

					communicate TUSD messages and will engage community members as advocates for TUSD.
Year 4 Goal: Create a family-focused culture that engages high-level community members by using champion teams to create events					
Number of school sites with champion teams who engage high-level community members.	Number of school sites with champion teams who engage high-level community members as compared to previous two years.	Increase the number of high-level community members as advocates.	System to track number of champion teams within TUSD.	By the beginning of 2018-19 SY.	We will have an established network of teachers, administrators, parents and students who will communicate TUSD message and will engage high-level community members (business and political) as advocates for TUSD.
Year 5 Goal: Create a family-focused culture to engage students, parents, teachers, volunteers, administration, and community partners to strengthen advocacy for TUSD					
The number of volunteer and community partners.	Number of individuals recruited as compared to previous two years.	Increase by in number of volunteers and community partners.	System to track number of volunteers and community partners at school sites and district.	Completed by the beginning of 2019-20 SY.	We will have an established network of champions who will communicate our message and engage additional advocates for TUSD.