

TUSD

Superintendent's Goals 2014-15

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					
<p>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).</p> <p>b. An evaluation process and rubric for yearly analysis and improvement.</p>	<ul style="list-style-type: none"> ▪ 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. 	<p>Content expert teams from each grade level will develop vertical and horizontal alignment of standards, knowledge and skills by content.</p>	<p>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.</p>	<p>By June 30, 2015.</p>	<p>Equity in level of content and rigor across the district, and consistency that will lower the impact on mobile students.</p>

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 culturally responsive curriculum through instruction that is rigorous, and meets the needs of every learner by: <ul style="list-style-type: none"> ▪ Engaging students in learning ▪ Communication and feedback to students. 	By May of 2015: 95% of teachers who have been in the district 3 or more years will be proficient, as measured through the district evaluation system.	<ul style="list-style-type: none"> ▪ 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.	2014-15.	<ul style="list-style-type: none"> ▪ Formal teacher 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

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	Designated support personnel will attend bi-weekly professional development, facilitate given professional	Teachers, designated support staff and administrators will receive a curricular pre-needs assessment. <ul style="list-style-type: none"> ▪ Designated support personnel will attend 	Develop a professional development facilitator evaluation rubric to qualify current facilitators.	<ul style="list-style-type: none"> ▪ By August 2015, all designated professional development facilitators are deemed proficient on the professional 	<ul style="list-style-type: none"> ▪ Increase in centralized professional development aligned to curriculum Attendance records will reflect compliance

decentralized execution at the site level (Ex: designated person attends professional development on ELA the first year and math the second year).	development at their site, and provide evidence of implementation at the follow up bi-weekly meeting.	bi-weekly professional development for curricular training, implementation and follow up.		development facilitator evaluation rubric. ▪ Attendance sheets for bi-weekly professional development.	with mandatory 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.
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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
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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.	<ul style="list-style-type: none"> Assessments: State Assessments, Interim Assessments, DIBELS, Stanford 10, and AZELLA District level data collection and reporting will generate reports that verify school site compliance. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Data Notebooks for administrators Data Analysis graph/template identifying data needs for differentiation instruction.
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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
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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

<p>Implement a standardized measurement system that is aligned to an articulated, clearly communicated, well administered curriculum that effectively measures student growth and mastery learning for every student.</p> <p>a. Central administration will develop common, district designed quarterly assessments based on district's curriculum guide.</p> <p>b. Train site-based staff on analyzing and using data to determine student growth, areas of weakness, and mastery learning.</p>	<ul style="list-style-type: none"> ▪ Teachers will administer a quarterly interim assessment focused on identified quarterly skills/concepts in the district's curriculum guide (scope and sequence.) 	<ul style="list-style-type: none"> ▪ Staff will have received district's curriculum guide, including critical skills/concepts via professional development. 	<ul style="list-style-type: none"> ▪ By May 2015 will have administered quarterly assessments. 	<p>2014 – 15 SY.</p>	<ul style="list-style-type: none"> ▪ Site and district administrators will 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.
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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.	<ul style="list-style-type: none"> ▪ 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.

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.

Specific	Measurable	Attainable	Realistic “do-able”	Time-bound and Tracked	Describe Possible Evidence
Year 1 Goal: Gather and analyze current staff data by level					
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.	Identify schools and departments with staff less than 5% of ethnic representation of site.	Examine current human resources recruitment process and develop recommendations.	Develop and present an annual progress report by January 2015. Develop and share recommendation to the Governing Board by June 2015.	Gather and analyze staff diversity skills (state endorsements of bilingual and Exceptional Ed).	Final report and analysis with approach documented to execute for recruiting for the 2015-16 school year.

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	▪ TUSD feeder	▪ Identify and	▪ Select pilot schools	End of Year 1.	Community feedback

patterns will be established and documented at the district Level, indicating language options K-12 for pilot schools.	patterns for language options will be documented and approved by Board.	document feeder patterns K-12, indicating language options for pilot schools.	located on the West, East, and central parts of town.		on school feeder patterns and foreign language options.
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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
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Year 1 Goal: Educate stakeholders about the current Advanced Learning Experience/accelerated course offerings

<ul style="list-style-type: none"> ▪ Educate internal and external stakeholders about the current Advanced Learning Experience/accelerated course offerings throughout the district. 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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. 	<p>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.</p>	<p>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.</p>	<p>Students, parents, teachers and administrators will be able to effectively communicate what and where the Advanced Learning Experience/accelerated course offerings are in TUSD.</p>
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	the local community and the school district. Human Resources will monitor and report the progress of meeting this measurable standard.				
Strategic Priority 5: Community Engagement – Strengthen and increase its community engagement (e.g. families, businesses, non-profits, higher education, and faith based organizations) Five-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 and maintain partnerships that enhance the well being of students and families, increase resources vital to the district, and oversee community engagement activities.	<ul style="list-style-type: none"> ▪ Number of community based and governmental agency partnerships ▪ New resources brought into the district ▪ Number of volunteers in schools ▪ Track new revenue brought into district both cash and in kind 	Progress in community engagement will be reported to the district, Governing Board and community.	TUSD will be guided by the USP Family Engagement plan.	Year 1.	<ul style="list-style-type: none"> ▪ Donations ▪ Number of volunteer hours ▪ Number of families served ▪ Plan for following years 2-5 implementation training plan for staff

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.

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.

Specific	Measurable	Attainable	Realistic “do-able”	Time-bound and Tracked	Describe Possible Evidence
Year 1 Goal: Facilities Audit					
Conduct a facilities and preventative 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.	List of required components (hours open, usage, costs, gaps that need funding).	<ul style="list-style-type: none"> ▪ Fund outside provider (\$350,000) to conduct the audit if internal capacity cannot address this goal. ▪ Managed by TUSD. 	Reports citing the state of physical plants, HVAC, electrical, and other key systems as well as their state of repair.	Completed by June 30, 2015.	Completed audit to use as benchmark-impact on student learning is contingent upon reaching five-year goal.

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.
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.					
Specific	Measurable	Attainable	Realistic “do-able”	Time-bound and Tracked	Describe Possible 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.
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.					
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	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

		our risks while providing training to staff 2014-15 SY. Institute a 21 st Century playground system in place of older playground setups (replace wood chips and sand with foam matting minimum).			
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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.

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 adjust, funding should adjust in turn.	<ul style="list-style-type: none"> ▪ Create a list of efficiency questions or adopt an existing tool that assesses the value and impact of funding a given initiative. ▪ Research Strategic Planning method publications. Identify criteria that need to be met in functional Strategic Plan. One 	Create Strategic Planning committee with representatives from the 5 priority committees as well as leadership team (who has knowledge of resources) to revise overall plan to ensure priorities are aligned with one another and ensure priorities result in raising student	Creation of a rubric to ascertain funding allocation for items defined within the Strategic Plan to ensure such have measures of accountability and means to determine return on investment.	Work on revisions August-October 2014.	Collaboration from all Strategic Planning subcommittees to develop comprehensive and united plan.

	<p>critterion will be: Do priorities and goals function together to optimize student learning?</p>	<p>achievement.</p>			
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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
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Year 1 Goal: TUSD will provide accurate and timely reports with the new ERP system.

<p>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.</p>	<p>Reports that can produce financial data quickly.</p>	<p>Templates and models are attainable</p>	<p>ERP reports will address this item at the end of year 1.</p>	<p>Procure system by July 1, 2015 and implement fully by July 1, 2016.</p>	<p>Templates and models can be generated and produced centrally and in individual departments and schools.</p>
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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
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Year 1 Goal: TUSD will increase awareness in public education funding and issues.

<p>Identify strong advocates, businesses and school districts that will increase awareness in public education funding</p>	<ul style="list-style-type: none"> ▪ No. of advocacy groups ▪ Provide reports/info ▪ Arizona public education funding 	<p>Create and maintain district database of advocates and areas of interest and support Issue public relation campaign</p>	<ul style="list-style-type: none"> ▪ Grant office maintains database. ▪ Work with finance and procurement. ▪ Work with communications. 	<ul style="list-style-type: none"> ▪ Before and during legislative sessions, communicate yearly rankings. 	<p>TUSD issues report every three months.</p> <ul style="list-style-type: none"> ▪ TUSD issues press release every month – paper, radio, TV.
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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
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Year 1 Goal: TUSD will create a multi-tiered financial needs assessment that identifies external funds and resources to support student achievement.

<p>Provide professional training for sites regarding how to match funding needs with funders and how to put 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.</p>	<p>List of prioritized funding needs to include but not be limited to classroom needs, campus needs, district needs, salary considerations, and benefit considerations.</p>	<p>Establish groups at each site as well as at each level or function in the district to identify and prioritize needs that lead to identifying external funding.</p>	<ul style="list-style-type: none"> ▪ School level: group to identify and prioritize needs will be a subcommittee of Site Council, with 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. 	<p>Multi-tiered groups will be organized by October 2014; groups will have identified funding needs by December, 2014; first round of potential funders will be identified by February 2015; grant applications will be created and submitted by June 30, 2015.</p>	<p>External funds will have been secured that support and enhance student achievement. 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.</p>
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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
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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.	Improved internal understanding of district activities.
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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
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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 must be developed and consistently maintained.	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.
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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
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Year 1 Goal: Invite stakeholders to share opinions

Survey stakeholders about their preferred mode of receiving messages and assess the effectiveness of current	Review survey results.	▪ Survey teachers about their preferred branding messages and the responses they receive from	Survey feedback and use plans for use of feedback for Year 2.	2014-15 SY.	▪ Examined/organized all site/district communications and compared to results from student
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styles and formats of communication from sites and central office in alignment with the survey responses.		stakeholders. ▪ Identify model site communications and locations with high levels of parent/community involvement.			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.
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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
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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.
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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
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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	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
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	of for displays.				and students as advocates for TUSD.
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