# TUCSON UNIFIED
## SCHOOL DISTRICT

# Strategic Plan: Year Two
# End-of-Year Report

# June 14, 2016

# TUCSON UNIFIED
## SCHOOL DISTRICT

# Communications

Superintendent's Goals

Strategic Plan: Year 2

June 14, 2016

# Year-2 Goals

**Priority 1: Strategic Plan Communication**

**Priority 2: Internal Communications**

**Priority 3: TUSD Brand**

**Priority 4: Responsive Communication**

**Priority 5: Community Engagement**

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# Priority 1: Strategic Plan Communication

TUSD team members understand their role in moving the Strategic Plan forward and how their work ties to the District's overall vision, mission, and goals.

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# Year 2 Goal:
# Department and Site
# Communication Plans

**Evidence:** *By June 2016, the Communications team will meet with 100% of campus and district leaders to develop internal communication plans relative to their respective areas of responsibility.*

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# Building a Plan

## Principals:

Dec. 3. 2015 & March 3, 2016

## Departments:

Dec. 16, 2015 & April 3, 2016



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# Priority 2: Internal Communication

TUSD's internal communications enhance
the coordination of departments and
services in support of students and staff

# Year 2 Goal:
# Create an inquiry system for staff

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

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# Answers Email Campaign

Launched for employees:
Spring 2016

Expanded to community:
April 2016

# Priority 3: Tucson Unified Brand

TUSD and stakeholders will develop and launch a unified TUSD Brand.

# Year 2 Goal:
# Stakeholders made aware
# of district goals

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

# Staff Survey

- Strategic Plan awareness overall: 70%
  - Communications: 79%
  - Curriculum: 82%
  - Facilities: 74%
  - Finance: 76%
  - Diversity: 42%

- Sent on May 10, 2016
- 4,032 out of 7,511 responded (54%)

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# Priority 4: Responsive Communication

Begin implementation of communication plan to diverse groups.

# Year 2 Goal:
# Culturally Responsive Communication

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

# Share Your News Campaign

Launched for
sites/departments: July 2015

June 2016: Department Zones
added to School Zones

- Parentlink (voice/email)
- Social Media
- Website
- Newsletter
- One to one
- Flyers
- Site Council
- Student Council
- PTO/PTSO
- Parent Groups
- Alumni Groups
- Videos
- Family Nights
- Professional Development
- SCPC (School-Community Partnership Council)
- And many more…

Meet the students

Add video here
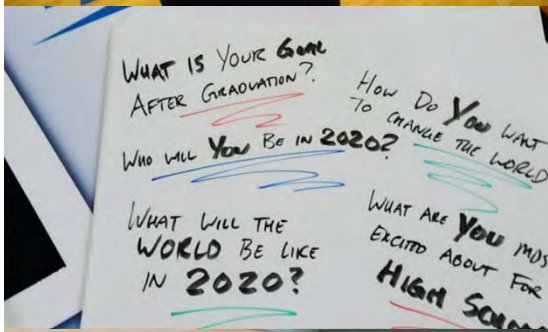
# Priority 5: Community Engagement

TUSD will develop a community engagement strategy to strengthen advocacy for TUSD.

# Year 2 Goal:
# Create teams designated to spread messages

**Evidence:** *By June 2016, a minimum of 10 #TeamTUSD groups will be identified and featured.*

# #TeamTUSD

- 15 teams featured
  - 5 additional this summer
- More on world trips


#TeamTUSD: Mansfeld STEM


#TeamTUSD: Carrillo SWAT Team


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# Legacies

(Munger video here)

# Curriculum

Superintendent's Goals

Strategic Plan: Year 2

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# Priorities

Priority 1: Curriculum

Priority 2: Instruction

Priority 3: Professional Development

Priority 4: Data

Priority 5: Assessment

# Priority 1: Curriculum **Goal A:**

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

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# Priority 1: Curriculum Goal B:
## Expectations for each quarter for grade level proficiency

By June 30, 2016.

2015-16.

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

The score is in the Falls Far Below/ Approaches range

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

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

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

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# Evidence Goal A

## TUSD CURRICULUM MAP—ENGLISH LANGUAGE ARTS

| Grade 3, Quarter 3A | Unit Title: Human Systems |
|---|---|

**Unifying Concept: Building Communities**

**ENDURING UNDERSTANDINGS:**
Communities are made up of the people, animals, and plants that live in them. Systems operate in human and natural communities.

**ESSENTIAL QUESTIONS:**
What makes a sustainable community?
How are human and natural systems connected?

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

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# Evidence Goal B

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

# Priority 1: Curriculum

✓ 100% met

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# Priority 2: Instruction Goal

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

By May 2016:

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

# Evidence

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

# Priority 2: Instruction

✓ 97% met

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# Priority 3: Professional Development 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**

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

# Evidence

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

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# Priority 3: Professional Development

✓ 96% met

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# Priority 4: Data Goal

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

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

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

# Evidence

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

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

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

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

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

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

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# Priority 4: Data

✓ 100% met

# Priority 5: Assessment 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**

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

**CATALINA HIGH SCHOOL CFA REPORT- 2015-16**

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

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# Evidence

| | Teachers in my school use Common Formative Assessments to monitor student learning this year | Teachers in my school administer Common Formative Assessments every 2 to 3 weeks this year. |
|---|---|---|
| **A. 2015-16 Districtwide Principal Feedback on Common Formative Assessment Usage at their School (N=64)** | | |
| **Strongly Agree** | 22% | 11% |
| **Agree** | 61% | 49% |
| **Disagree** | 14% | 35% |
| **Strongly Disagree** | 3% | 5% |

# Priority 5: Assessment

✓ 100% met

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# Priority 5: Assessment

| | |
|---|---|
| Priority 1: | 100% met |
| Priority 2: | 97% met |
| Priority 3: | 96% met |
| Priority 4: | 100% met |
| Priority 5: | 100% met |
| Overall: | 98.6% met |

# Diversity

## Superintendent's Goals
## Strategic Plan: Year 2

## June 14, 2016

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# Strategic Priority 1:
# Reflective Curriculum

TUSD will have classroom curricula, instruction and professional development that integrate diversity and high expectations for all students.

## Year 2 Goal: 100% COMPLETED

Scope & Sequence ELA and Social Studies K-8 with associated PD for certificated staff, including culturally relevant courses

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# CURRICULUM MAPS

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

## K-12 Social Studies

✓ Curriculum Maps

✓ Scope And Sequences

Social Studies
S&S Grade 7

## ELA K-12

✓ Curriculum Maps

✓ Scope and Sequences

ELA Curriculum
Map Grade 8

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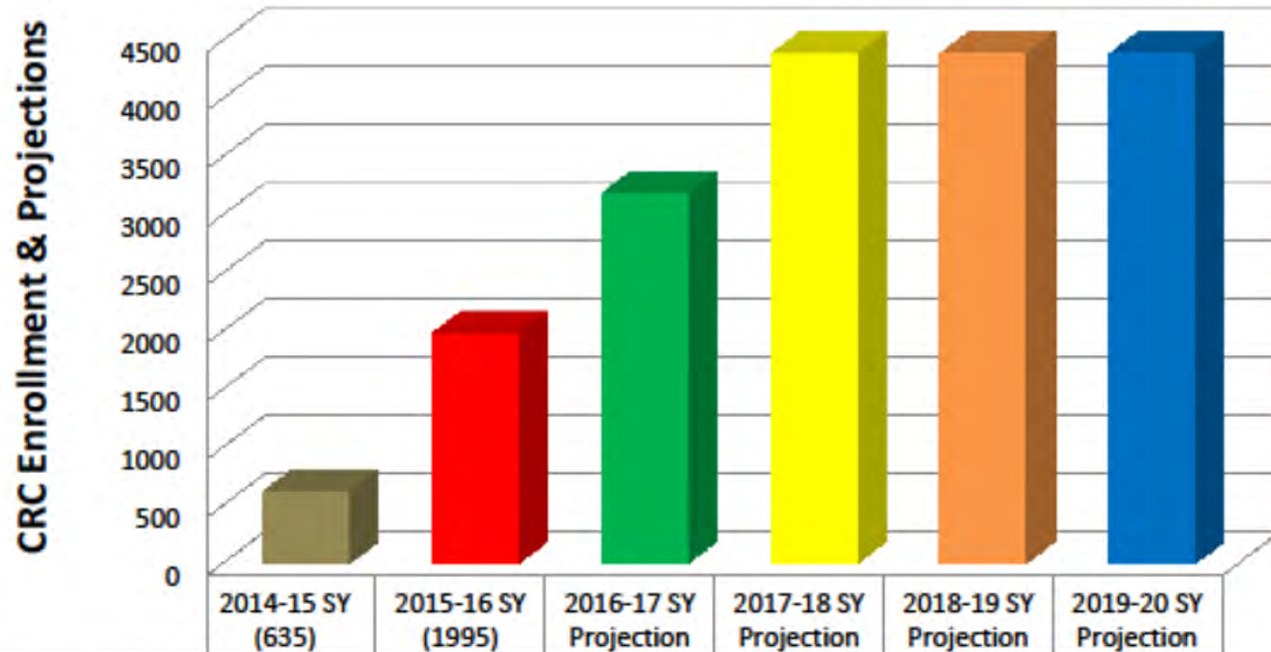
# CULTURALLY RELEVANT COURSES

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

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# CULTURALLY RELEVANT PROFESSIONAL DEVELOPMENT SESSIONS COMPLETED

- PD 1 Agenda 8-29-2016
- PD 2 Agenda 9-19-2016
- PD 3 Agenda 10-24-2016
- PD 4 Agenda 11-21-2016

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# TUSD Students in Culturally Relevant Courses



| | 2014-15 SY (635) | 2015-16 SY (1995) | 2016-17 SY Projection | 2017-18 SY Projection | 2018-19 SY Projection | 2019-20 SY Projection |
|---|---|---|---|---|---|---|
| *IP= USP Implementation Plan | | | | | | |
| Baseline Year | 635 | | | | | |
| IP Yr.1  214% Increase | | 1998 | | | | |
| IP Yr.2  60% Est.Increase | | | 3198 | | | |
| IP Yr.3  38% Est. Increase | | | | 4398 | | |
| IP Yr.4  25% Est. Increase | | | | | 4400 | |
| IP Yr.5  12% Est. Increase | | | | | | 4400 |

# Strategic Priority 2:
# Recruitment and Retention of Diversity

TUSD will actively recruit, hire, train and work to retain teacher, administrators and staff who reflect its student population.

## Year 2 Goal: 100% COMPLETED

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

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# RECRUITING RESOURCES

## College & University Diversity Index

- The District also considered the College and University Diversity Index as published in the U.S. News and World Report.

- The reports provided comparison data on college or university systems. Using this data, the District strategically reevaluated its recruitment trips and determined which programs provided the best source of diverse student teacher applicants and quality programs.

- Four Historically Black Colleges and five Hispanic Serving Institutions were included in the total of 17 college campus recruitment trips

15-16
Recruitment Trips

## National Council on Teacher Quality (NCTQ)

- The District HR staff reviewed previous recruiting trips and committed to improving the results of those efforts.

- As a result of the analysis to enhance its targeted demographics, the District partnered with the National Council on Teacher Quality (NCTQ) and gathered valuable information on student teacher preparation programs across the country.

- The NCTQ developed nineteen standards that scrutinize the most fundamental aspects of teacher preparation programs by their particular state.

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# LEADERSHIP PREP ACADEMY

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

| Total Participants = 25 | Ethnic Breakdown: | Gender Breakdown: |
|---|---|---|
| <ul><li>Anglo Female = 5</li><li>Anglo Male = 3</li><li>African-American Female = 1</li><li>African-American Male = 2</li><li>Hispanic Female = 10</li><li>Hispanic Male = 4</li></ul> | <ul><li>Total Minority = 68%</li><li>Anglo = 32%</li><li>Hispanic = 56%</li><li>African-American = 12%</li></ul> | <ul><li>Male = 9</li><li>Female = 16</li></ul> |

15-16 LPA
Participants

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

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

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

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

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

Principal and AP Totals

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# Strategic Priority 3:
# World Language Options

TUSD will increase and support its foreign language options for all students.

## Year-2 Goal: 80% COMPLETED

Pilot elementary schools will implement afterschool language programs

with identified foreign language(s) completed by June 30, 2016

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# WORLD LANGUAGE FEEDERS

## SPANISH

- Existing TWDL schools → Pueblo HS
- Roberts/Naylor K-8 → Rincon HS

## KOREAN

- Fruchthendler K-5 → Sabino HS
- (later)  Secrist MS

## ARABIC

- Safford K-8 → Cholla HS (existing IB)
- Maxwell K-8→ Cholla HS (existing IB)
- Wright ES → Doolen MS → Catalina HS

## CHINESE

- Soleng Tom ES → Gridley MS → Sahuaro HS

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# SCHOOLS WITH 100% IMPLEMENTATION OF ITS IDENTIFIED FOREGIN LANGUAGE AND CULTURE PROGRAMS

- **Fruchthendler ES** has 100% implementation of its identified Korean language and culture program for ALL students at all grades since August 1, 2015.

- **Roberts/Naylor K-8** has 100% implementation of its identified Spanish language and culture program for ALL students at all grades since January 4, 2016.

- **Soleng Tom ES** has 100% implementation of its identified Chinese  foreign language and culture program for ALL students at all grades January 18, 2016.

- **Wright ES** will have 100% implementation of its identified foreign language and culture program for ALL students at all grades in its 2016-17 school year schedule with its newly hired Arabic instructor who has met with John D'Andrea covering the implementation schedule and lesson plans.

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# Strategic Priority 4:
# Advanced Learning Opportunities

TUSD will ensure equitable access to advanced learning opportunities (e.g. honors, Dual Language, AP, IB, GATE, and college prep programs) for all students.

## Year 2 Goal: 100% COMPLETED

Establish entry pathway expectations into the Advanced Learning Experiences

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# ALE PATHWAYS

Several strategies were put in place including:

- District Wide GATE Testing at 1st and 5th Grade

- Area Wide UHS Testing in 7th Grade

- AP potential Report Training

- Expansion of AVID to 11 sites

- AP Tutoring, Test Prep, Mentoring, and Bootcamp to support student success

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# WE KNOW ITS WORKING BECAUSE…

TUSD was 1 of 425 school districts in the U.S. and Canada honored by the College Board with placement on the 6th Annual AP District Honor Roll for increasing access to AP course work while simultaneously maintaining or increasing the percentage of students earning scores of 3 or higher on AP Exams.  Criteria used:

- Increased participation/access to AP
- Increased percentage of exams taken by African American and Latino students
- Improve performance levels of students

Reaching these goals indicates that the ALE pathways in place for TUSD are working to promote higher achievement for students.

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# MAKING PROGRESS TO UNITARY STATUS

- The TUSD ALE Supplement defines 42 goals.
- 33 of these goals were either met this year or show consistent positive progress such as:
  - 50% of the students in Middle School SC GATE are Latino when 48.9% of Middle School Students are Latino.
  - 8.4% of K-8 Honors students are African American when 7% of K-8 students are African American.
  - The percentage of minority students in HS AP classes has been growing for 3 years.

ALE 40th Day Enrollment

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# Strategic Priority 5:
# Community Engagement

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

## Year 2 Goal: 100% COMPLETED

Establish and maintain four Family Engagement Centers

# All Four Family Resource Centers Are Now Open and Serving Families

Wakefield: 4/15

Palo Verde: 1/16

Catalina: 5/16

Southwest: 5/16



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# July 2015 to May 2016

➢ Over *500* class and workshop sessions have been offered at the centers

➢ Over *6,500* center visits have been facilitated

➢ Community Partnership Database increased from 45 to 140 partners

Catalina June 2016
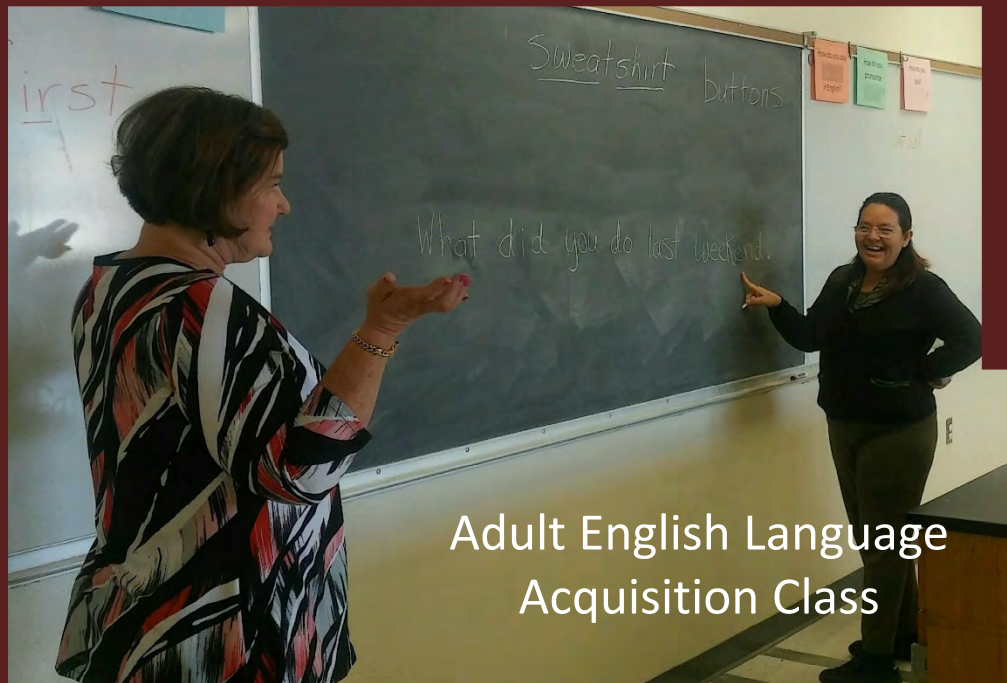
Palo Verde June 2016

Southwest June 2016

Wakefield June 2016

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Great things are happening for TUSD Families at the Family Resource Centers

High School Seniors Completing the FAFSA

Adult English Language Acquisition Class

Greater things are coming…

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We wish to thank the dedicated teachers, staff and administrators who worked so hard to make **DIVERSITY** in Tucson Unified School District.

Questions/Comments

# TUCSON UNIFIED
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# Facilities

## Superintendent's Goals

## Strategic Plan: Year 2

## June 14, 2016

# Priority 1 - Green Planning

TUSD will consider and integrate green planning concepts into capital improvements, resource management and community involvement.

## Year 2 Goal
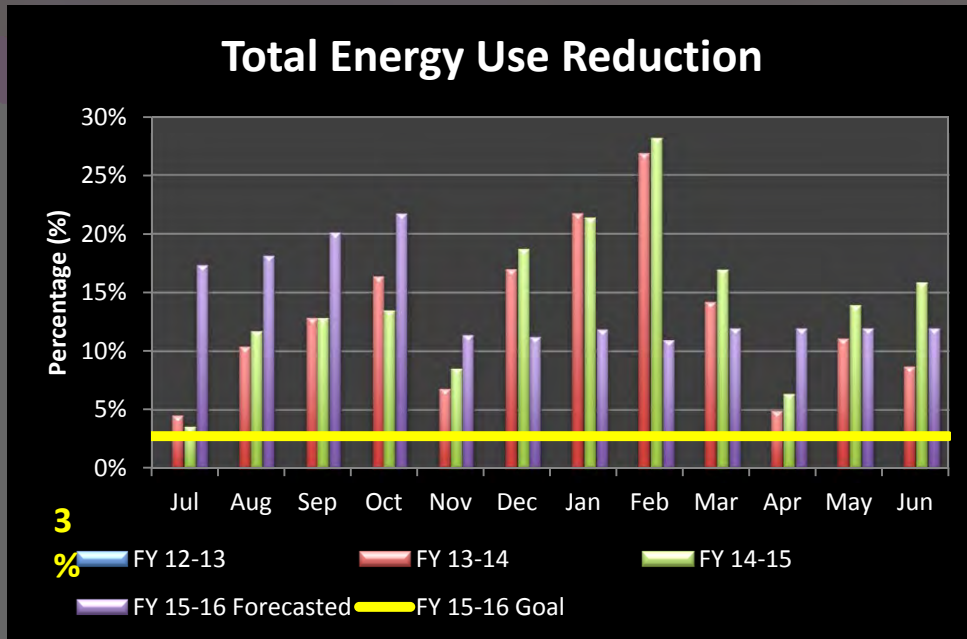
Reduce Utility Consumption by 3% from FY12-13 Levels

**Complete**

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# Energy & Green Planning



**Total Energy Use Reduction**

- Improved Preventative Maintenance Program

- Site Energy Audit

- One-on-on training for 40 sites

- Energy performance contracts

- Professional Development for Office Managers

- Tucson Electric Power Energy Patrols

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# Priority 2 – Long Range Facilities Plan

TUSD will develop and implement a long-range Master Facilities Plan that supports and enhances student learning and achievement and community partnerships

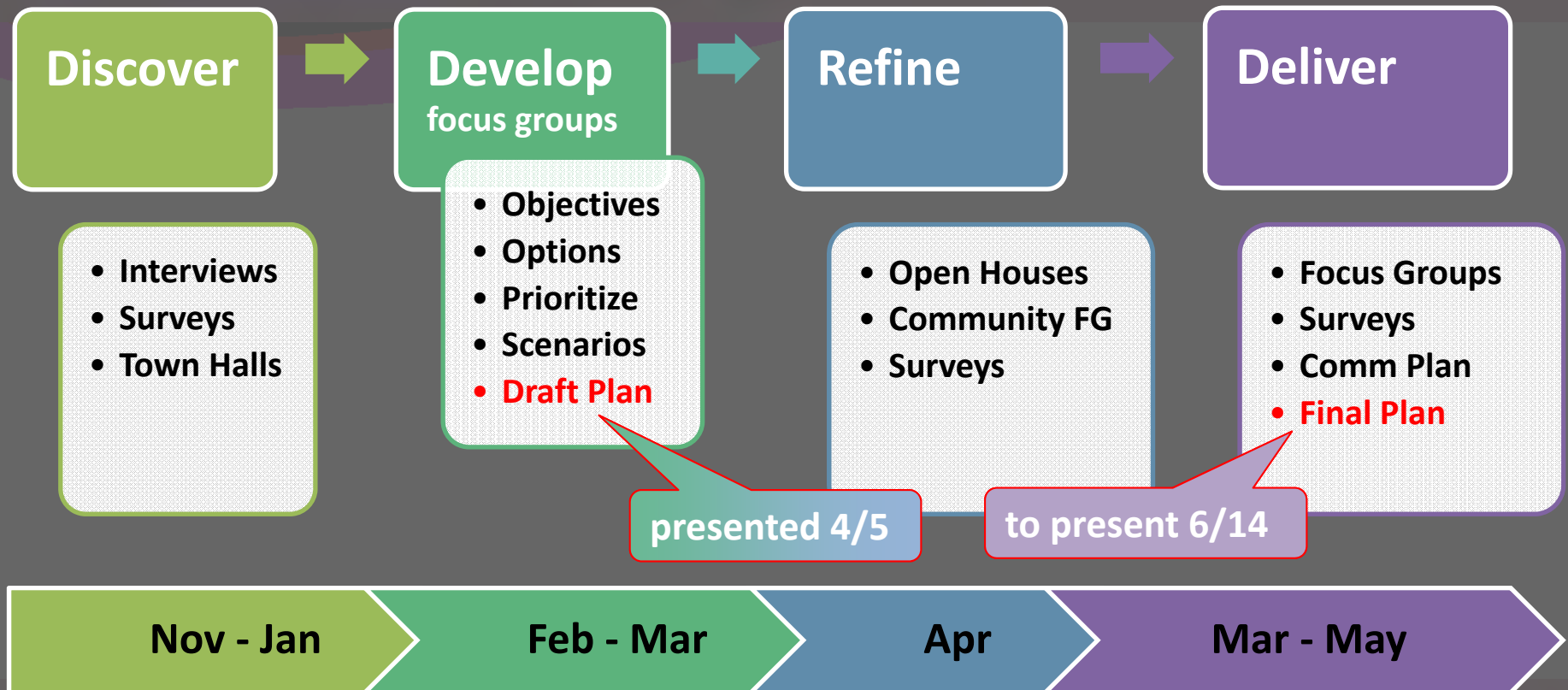## Year 2 Goal

Plan for the strategic use of facilities

**Complete**

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# Priority 3 – Preventative Maintenance

TUSD will provide facilities that are clean, safe, and energy efficient for students and employees through routine and preventative maintenance and repair

## Year 2 Goal

Effective automated work order system

**Complete**

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# New System Live Feb 22!

- Transferred all open work orders to the new system

- Trained approximately 400 school/site staff members

- Provided a test environment for users to practice

- Created an access form available in the TUSD forms database and on the Operations forms page

- Created a link to FAMIS on the TUSD homepage



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MapNet | iMapcon | famis | DestinyWeb | Tra...
Admin Resources | Teach...

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# Priority 4 – Technology Plan

TUSD will create a purposeful, technology plan that provides instructional support, curriculum alignment, and baseline resources including physical resources and professional development

## Year 2 Goal

## Create a Curriculum Management System

**On Target**

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# CURRICULUM MANAGEMENT SYSTEM



- ILA Agenda Items – Review Curriculum Management System(CMS)

- Principals utilized PLCs throughout the year to train their staff's – assessing student mastery of curriculum content

- Over 90% of teachers earned PD credit How to access CMS

- Over 50% of Teacher Technology Liaisons (TTL's) trained teachers on how to access & navigate CMS for lesson planning.

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# Priority 5 – Safety & Security

TUSD will ensure every school in the district offers a physically inviting and nurturing environment that optimizes teaching and learning and actively protects its members from physical and emotional harm

## Year 2 Goal

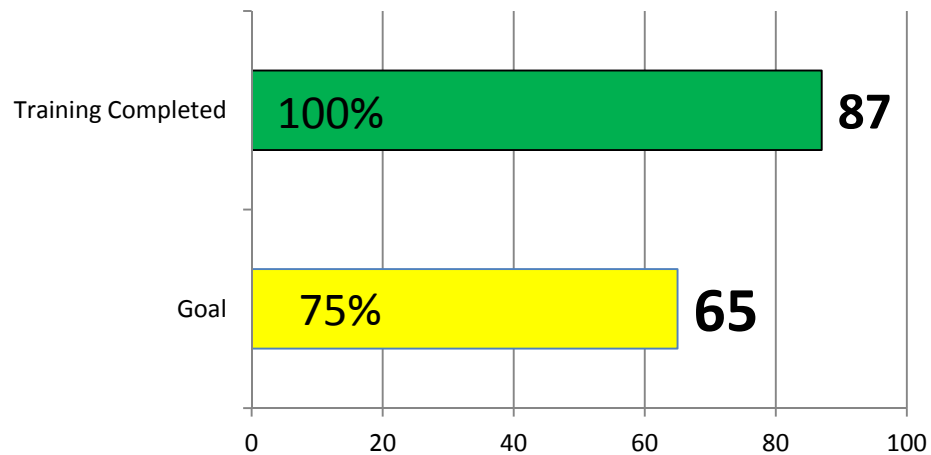Provide Training to Staff for Emergency Planning

**Complete**

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# Safety & Security

## Staff Training - Emergency Training

Training Completed — 100% — 87

Goal — 75% — 65

(bar chart with x-axis: 0, 20, 40, 60, 80, 100)

- Trained all schools on evacuation plan, reunification process, and basic emergency drills

- Additional training for monitors and site security agents because of their enhanced roles

- Additional training for first responder schools

**Total Number of Staff Trained: 3,053**

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# Strategic Plan: Facilities Year-2 Goals

Priority 1: Green Planning **Complete**

Priority 2: Long-Range Facilities Plan **Complete**

Priority 3: Preventative Maintenance **Complete**

Priority 4: Technology Plan **Complete**

Priority 5: Safety and Security **Complete**

# Finance

## Superintendent's Goals
## Strategic Plan: Year 2

June 14, 2016

Strategic Priority 1: System and Process Creation and/or Refinement –

Year 2 Goal: Implement Change Management Strategies to increase communication and collaboration.

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

100%
Completed

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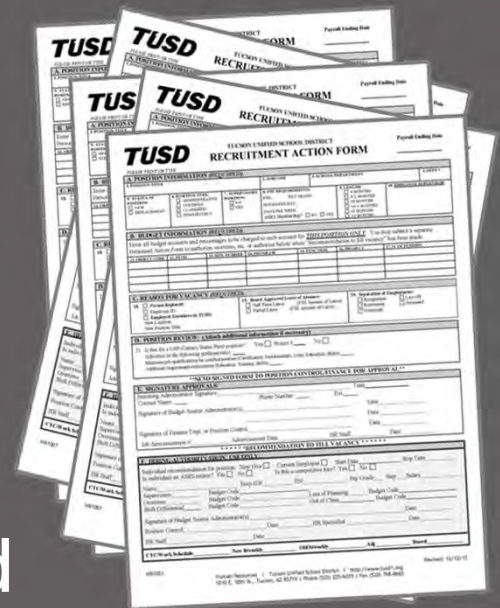
# TUCSON UNIFIED
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## Systems Integrated with Visions

●Time Clocks Plus ●Applitrack ● Subfinder/Aesop

●InTouch ● Horizon

## Systems Replaced

- Lawson
- PeopleSoft
- Kronos
- Blue Bear
- WinSnap

## Eliminated

- 13+ Finance Forms
- 16+ Human Resource Forms
- Many time consuming manual processes

| Tyler Training and Support* | | |
|---|---|---|
| Core Visions Product Training | September 2014–June 2015 | 80 Sessions |
| iVisions DAC Training | March–August 2015 | 32 Sessions |
| Additional Consulting and Process Reviews | July 2015–April 2016 | 31 Session |
| Monthly Status Calls | November 2015–March 2016 | 6 Calls |
| Time Clocks Plus Training and Support | | |
| Initial Training | May–June 2015 | |
| Train-the -Trainer Classes | January 2016 | 28 sessions |
| AppliTrack Training and Support | | |
| HR Staff Training | August 2014–February 2015 | 9 sessions |
| Open Training | September 2014–January 2016 | 28 sessions |
| ILA Training | September–December 2014 | 4 sessions |
| InTouch Training and Support | | |
| InTouch Lab Training | April–May 2016 | 9 sessions |
| Office Manager Training | April–May 2016 | 6 sessions |

* iVisions Users are not give access until training is completed. There are currently 680 users and 138 DAC's in the system.

Strategic Priority 2: Maximize Existing Revenue and Resources –

Year 2 Goal: Utilize fiscal resources that support TUSD Strategic Plan

Evidence: Ensure 100% implementation of asset management system by June 30, 2016

100%
Completed

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# TUCSON UNIFIED
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## Visions Asset Management

- Software installed (Module in Visions)

- Last physical inventory taken Fall 2014

- Asset management training is provided to sites yearly as part of Office STARS

- Tyler Technologies facilitated 9 Visions trainings to Asset Management staff

- Process development and Data Upload in progress

- Asset Management Enhancement - Barcoding project (Hayes System)

  - ✓ Sites will be able to manage inventory at their sites

  - ✓ UPS style Sign In/Sign Out tracking from dock to site

  - ✓ Allows for use of scanner when taking inventory

  - ✓ Allows for more detailed tracking – room and employee level

Strategic Priority 3: School Finance Education and Transparency –

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

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

100%
Completed

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# Systems Reporting

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Visions

Budget Report

Purchase Order Balance Report

Position Control

Employee Information

Time Clocks Plus

Leave Request Report

Overtime Report

Missed Punch Report

In Touch

On-line Sales Reporting

- Set up for sponsors and coaches

- For items such as yearbook sales, participation fee & tax credit payments for a particular activity

Subfinder/Aesop

Teacher Absence Report

Available Substitutes Report

AppliTrack

Applicant Status Report

Horizon

POS Accountability & Cashier Report

Federal & State Claim Report

Free & Reduced Report

Meal Planner / Nutrition Analysis Report

Inventory /Warehouse/Distribution Routes Report

Special Diet Information

# Systems Report Training

- Onsite iVisions DAC Training Sessions- 501 users, 93 Core Product users

- Monthly Office Manager Meetings in March-May-165 attendees each month

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

- Principal meetings (ILA)- 89 Principals

- BLT/ILT meetings- 61 attendees

- Open Labs- 175 attendees

- Memos- sent to 12 SLT members, 38 Directors, 89 Principals, 50 Assistant Principals, 91 Office Managers, 39 Dept. Assistants, 9 High School Finance Managers

- Intranet Instructions

- Office STARS Training (407 attendees)

- District Operating Guide (D.O.G.)

**Training Checklist:**

✓ How to print and read Budget Reports.

✓ How to filter budget strings.

✓ How to view positions.

✓ How to process Budget Adjustments.

✓ How to input ePARS & Requisitions

Strategic Priority 4: Legislative Advocacy–

Year 2 Goal: TUSD will develop an outreach committee to address funding in public education

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

100%
Completed

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- 10/29/15- Governor's Classrooms First Council Meeting
  Duffy Community Center

- 11/16/15- Your Voice Legislative Advocacy Info Session
  Tucson High School
  https://www.youtube.com/watch?v=mnM8JyxKdiA

- 11/19/15- Diane Douglas-"We Heard You Tour
  Catalina High School
  https://www.youtube.com/watch?v=01vzyh-iw4A

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

- 4/19/16 – Governing Board Meeting Legislative Update

Strategic Priority 5: External Funding to Support Strategic Priorities –

Year 2 Goal: TUSD will provide fundraising strategies that will support district initiatives and student achievement.

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

100% Completed & Ongoing

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# TUCSON UNIFIED
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## Training and Initiatives

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

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

## Tax Credit Revenues

2015 Fiscal Year        $2,752,000

2016 Fiscal Year        $3,039,095 (as of 5/31/2016)

Increase 10.4%         $287,095

## Additional Year 2 Goal-Decrease Student Enrollment Loss

Evidence: Either maintain or lose no more students than the average student loss from SY12-13 to SY13-14 and from SY13-14 to SY14-15

| Year | 100th Day ADM | Difference from Prior Year | Percent Change |
|---|---|---|---|
| FY13-14 | 46,794 | -1,531 | -3.2% |
| FY14-15 | 45,944 | -850 | -1.8% |
| FY15-16 | 45,369 | -575 | -1.3% |

100%
Completed

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Character Hope

Early Childhood Inspire Kids Achieve Family S.T.E.M. Middle Elementary K-8 High Magnet

Diversity

Tucson Unified S.T.E.A.M.

Heritage Educate Schools Award-Winning

Career Readiness Responsibility Technology Communication Graduate Choice College

Caring