

Evolving beyond expectations.

TUCSON UNIFIED
SCHOOL DISTRICT

Strategic Plan: Year Two

2015-2016

*Where students love to learn, teacher love to teach, and people love to work.
We are Tucson Unified.*

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- **Strategic Priority #2: Instruction** – TUSD will ensure that teachers deliver challenging and engaging instruction 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.
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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.
- **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.
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Facilities

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Communication

- **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 for TUSD.

Curriculum

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 Completion/Progress: 100%					
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.	<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 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-alike 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	▪ Assessments	The how will be	Teams of committees	By June 30, 2016.	▪ Evidence of

<p>end-of-course common assessments for all core content areas.</p> <p>b. Data analysis of mid-year and end-of-course assessments (first step in the curriculum evaluation process).</p> <p>c. Curriculum materials lists that include culturally relevant materials, along with processes for review, purchasing and access.</p> <p>d. Lesson exemplars for key standards with real-world relevance that include culturally relevant and culturally responsive content and integrated curriculum.</p> <p>e. Professional Development aligned to the assessments, materials, instruction and creation of materials.</p> <p>f. Rubric or crosswalk of Danielson Model for curriculum administration and implementation.</p> <p>g. Professional Development on norming and documenting of curriculum administration and implementation.</p>	<p>designed and developed</p> <ul style="list-style-type: none"> ▪ 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 administrators to evaluate the implementation of the 	<p>determined by each of the committees relating to the specific task, i.e., Assessment, Data and Instruction, etc.</p>	<p>defined in the ‘attainable column’ given knowledge of time frame from Board approval, and financial support will reach the end mark.</p>		<p>consistent student learning will be demonstrated across the district through Accountability & Research data, classroom assessment data, cohesive lessons, PD that is aligned to curriculum and teacher and administrator evaluations tied to district evaluation tool.</p> <ul style="list-style-type: none"> ▪ Rise in district-wide student achievement.
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	curriculum will be communicated and normed in ILA.				
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 ensure those teachers are proficient in providing ongoing communication and feedback on performance Completion/Progress: 100%					
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 2015: 95% of teachers who have been in the district three 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
Year 2 Goal A: 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					
Year 2 Goal B: Expectations for each quarter for grade level proficiency					
Teachers will deliver a culturally responsive curriculum through instruction that is rigorous and meets the needs of every learner by:	By May 2016: 96% of teachers who have been in the district three or more years will be proficient as	<ul style="list-style-type: none"> ▪ Collaboration through PLC. ▪ Training through professional development (site, district level, and 	This is already a district initiative with resources in place based on previous and ongoing training.	2015-16. <ul style="list-style-type: none"> ▪ Quarter 1: Students should score between 20-40% of the test correct or score in the Falls Far Below/ 	<ul style="list-style-type: none"> ▪ Formal teacher evaluation: See critical attributes of Danielson 3A, 3B and 3C (proficient). ▪ Daily classroom

<ul style="list-style-type: none"> ▪ Engaging students in learning. ▪ Communication and feedback to students. ▪ Use of Questioning and discussion techniques. 	measured through the district evaluation system	other sources). <ul style="list-style-type: none"> ▪ Meetings with instructional staff for remediation and refinement (principal, coach, etc.) 		Approaches range <ul style="list-style-type: none"> ▪ Quarter 2: Students should score between 30-50% of the test correct or score in the Approaches/Meets range ▪ Quarter 3: Students should score between 40-60% of the test correct or score in the Meets/Exceeds range (*This is will be the district aggregate with all test-takers per quarter.) 	walkthrough data. <ul style="list-style-type: none"> ▪ Grade level PLC meeting minutes. ▪ Professional Development sign-in sheets. ▪ ATI quarterly benchmark data. ▪ Summative State Assessment data.
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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
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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
Completion/Progress: 100%

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	Designated support personnel will attend bi-weekly professional development, facilitate given professional development at their site and provide evidence of implementation at the	Teachers, designated support staff and administrators will receive a curricular pre-needs assessment. <ul style="list-style-type: none"> ▪ Designated support personnel will attend bi-weekly professional development for curricular training, 	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 development facilitator evaluation rubric. ▪ Attendance sheets 	<ul style="list-style-type: none"> ▪ Increase in centralized professional development aligned to curriculum. Attendance records will reflect compliance with mandatory trainings by designated personnel. ▪ List of currently
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development on ELA the first year and math the second year).	follow up bi-weekly meeting.	implementation and follow up.		for bi-weekly professional development.	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					
<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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 the professional development facilitator evaluation 	<ul style="list-style-type: none"> ▪ 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 rubric. 	Develop a trainer of trainers for professional development course.	By August 2016, all professional development facilitators, in any capacity, have taken the training of trainers for professional development and/or are deemed proficient on a professional development facilitator evaluation rubric. Attendance sheets for bi-weekly professional development.	<ul style="list-style-type: none"> ▪ 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.

	rubric.				
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 Completion/Progress: 100%					
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.
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 requirements.	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.
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	Describe Possible

				Tracked	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 Completion/Progress: 100%					
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. 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.	<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. 	2014 – 15 SY.	<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.
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 that effectively measures	<ul style="list-style-type: none"> Teachers within a grade/department team will develop and implement a common formative, bi-weekly assessment, such as a "Fast Five Quiz" that 	<ul style="list-style-type: none"> Teachers within a department/grade level will have created bi-weekly formative assessments. Teachers will conduct teacher- 	<ul style="list-style-type: none"> By May 2016, teachers will have administered quarterly assessments. By May 2016, teachers will have 	2015-16 SY.	<ul style="list-style-type: none"> Sites will have a portfolio showcasing the bi-weekly common assessments used that are aligned to the district's curriculum guide.

<p>student growth and mastery learning for every student.</p> <p>a. Develop grade/department level bi-weekly assessments.</p> <p>b. Provide PD on conducting teacher-student data chats.</p>	<p>will be aligned to the district's curriculum guide.</p> <ul style="list-style-type: none"> ▪ Teachers and students (whole group) will conduct data chats that focus on student growth and performance. 	<p>student data chats.</p>	<p>conducted bi-weekly assessments aligned to quarterly assessments and district's curriculum guide.</p> <ul style="list-style-type: none"> ▪ By May 2016, teachers will have held 1st and 2nd semester data chats focused on student performance on the district quarterly assessment. 		<ul style="list-style-type: none"> ▪ Attendance sheets from continued PD focused on conducting teacher to student data chats.
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Diversity

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					
Completion/Progress: 100%					
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.
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.	<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

	embraced in the curriculum.				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 Completion/Progress: 100%					
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.
Year 2 Goal: Identify higher level institutions with high ethnic diversity and target and begin recruitment					
TUSD will focus recruitment efforts on schools identified that represent staff less than 5% of ethnic representation.	Identify higher level institutions with high ethnic diversity and target and begin recruitment.	Identify at least ten minority certified staff members interested in administration positions and recommend them to the Leadership Prep Academy.	Develop and present an annual progress report by January 2016. Develop and share recommendation to the Governing Board by June 2016.	Progress reports will be generated twice a year.	List of higher level institutions and the number of minority recommendations to the Leadership Prep Academy.
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 Completion/Progress: 100%					
▪ TUSD school feeder patterns will be established and	▪ TUSD feeder patterns for language options will be	▪ Identify and document feeder patterns K-12,	▪ Select pilot schools located in the west, east and central parts	End of Year 1.	Community feedback on school feeder patterns and foreign

documented at the district level, indicating language options K-12 for pilot schools.	documented and approved by board.	indicating language options for pilot schools.	of town.		language options.
Year 2 Goal: Pilot elementary schools will establish an after- school foreign language program that follows its feeder pattern					
Pilot elementary schools will implement after-school language programs 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.
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					
Completion/Progress: 100%					
<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 	<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 	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.

	<p>gauge the increased volume of awareness.</p> <ul style="list-style-type: none"> ▪ 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. 	<p>viable, competitive and provide an enriching experience for all learners.</p>			
Year 2 Goal: Establish entry pathway expectations into the Advanced Learning Experiences					
<p>TUSD will establish entry pathway expectations into the Advanced Learning Experiences (ALE)/ accelerated courses to ensure a systemic approach for identifying students and increasing enrollment without bias.</p>	<ul style="list-style-type: none"> ▪ Create, utilize and monitor a self-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 	<ul style="list-style-type: none"> ▪ Internal stakeholders at the 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. 	<ul style="list-style-type: none"> ▪ This goal can and will be achieved 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. 	<ul style="list-style-type: none"> ▪ Annual and year-to-year comparison 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. 	<ul style="list-style-type: none"> ▪ Semi-annual reports will reflect overall increases in ALE courses, specifically annual increases in the number of African-American and Hispanic-American students enrolled in the aforementioned courses.

	for all sub-groups and both genders. This practice will assist in increasing the overall enrollment in ALEs while simultaneously narrowing the achievement and enrollment gap between student groups.	<ul style="list-style-type: none"> ▪ 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 enrollment with student equity as a goal. 			
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.					
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					
Completion/Progress: 100%					
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	<ul style="list-style-type: none"> ▪ Number of community-based and governmental agency partnerships. ▪ New resources brought into the district. ▪ Number of 	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

<p>district and oversee community engagement activities.</p>	<p>volunteers in schools. <ul style="list-style-type: none"> ▪ Track new revenue brought into district both cash and in-kind. </p>				<p>training plan for staff.</p>
<p>Year 2 Goal: Establish and maintain four Family Engagement Centers</p>					
<p>By the end of Year 2, the district will have established four Family Engagement Centers that 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.</p>	<ul style="list-style-type: none"> ▪ Number of users. ▪ Number of events. ▪ Trainings calendar ▪ Number of volunteer hours. ▪ Software. ▪ Clothing bank utilization. 	<p>All center staff well trained in customer service and family engagement best practice.</p>	<p>Survey developed and utilized to assess trainings, resources, and customer service.</p>	<p>Look at USP for deadline. Year 2.</p>	<ul style="list-style-type: none"> ▪ Increase in utilization of centers by ethnicity and in the aggregate. ▪ Increase in satisfaction surveys. ▪ Increase in number of CBO's providing services.

Facilities

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 Completion/Progress: 100%					
Develop a green energy matrix and initiative audit.	Matrix developed in first year and annual audit completed in second year.	Assign responsibilities to staff specific to matrix. Create an Advisory Committee to oversee process.	Matrix and committee membership.	Fiscal Year 1 and 2 and following annual audits Year 1 matrix Year 2 and subsequent Annual Audit	Completed Matrix Year 1 and audit for Year 2.
Year 2 Goal: Reduce utility consumption					
Reduce utility usage by 3% with continual improvement to 5% by Year 3.	3% reduction based on 2013 baseline.	Measure and compare utility usage.	Use software package that tracks kilowatt usage and energy cost savings.	Goal to be obtained by end of 2015-16 FY.	Usage reduction.
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	Describe Possible

				Tracked	Evidence
Year 1 Goal: Facilities Audit Completion/Progress: 100%					
Conduct a facilities audit to assess current facilities.	Required components: hours open, space inventory, utilization (educational and community), condition (per current FCI), capacity.	Fund outside provider to provide outside expertise and assistance 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-to start a needs assessment relative to the fifth-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.	Plan done by June 30, 2015. Public communication and outreach completed in subsequent years per implementation plan.	Determine if this is to be done in-house or external. Create an 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 (including technology) objectives.	Plan June 30, 2015 and Phase 1 (bond) June 30, 2016 Establish a group to write a one-page white paper. Encourage adopt-a-school.	Completed report with implementation program. Successful bond election in November 2016.
Year 2 Goal: Plan for the strategic use of facilities					
Develop a Facilities Master Plan for the strategic use of facilities.	Done by June 30, 2016. Includes educational specifications, a suitability assessment, costs (facility improvements) and benefits (savings and external funding—leasing such as reciprocal trade).	Fund outside provider to facilitate public outreach and provide outside expertise (national perspective) and assistance.	A successful Bond in November 2016 will determine the rate and extent of implementation.	June 30, 2016: <ul style="list-style-type: none"> ▪ 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 with clear components to be completed in future years to reach fifth-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: Improve customer service					
Completion/Progress: 100%					
Help Facilities provide improved customer service by creating a Scorecard system to track maintenance for improvement.	Creation of scorecard to assess and measure 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 what is accomplished and 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 3 years. Develop, assess or re-evaluate the card and the use of the card. Ending with survey results that show improved communication, responsiveness and work quality.	Customer service report.
Year 2 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 2: 10% Year 3: 20% Year 4: 30%	Publish 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 Tracked	Describe Possible Evidence
Year 1 Goal: Training for technological equipment					
Completion/Progress: 100%					
Teachers will have	Teachers will have	Teachers will have	Resources and training for	Training for teachers	Review of courses

training opportunities for each component of standard technology (equipment, applications, etc.)	training opportunities for each component of standard technology (equipment, applications, etc.)	training opportunities for each component of standard technology (equipment, applications, etc.)	standard equipment and applications will be developed. Completion of online or on-site training will be tracked in the True North Logic PD system.	will be a continual process, but training can be available and conducted in the 2014-15 SY.	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 its 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.
Strategic Priority 5: Safety and Security – TUSD will ensure every school in the district offers a physically inviting and nurturing environment that optimizes teaching and learning and actively protects its members from physical and emotional harm.					
Specific	Measurable	Attainable	Realistic “do-able”	Time-bound and Tracked	Describe Possible Evidence
Year 1 Goal: Address vandalism and other forms of damage Completion/Progress: 100%					
Reduce costs due to damage, vandalism, theft and lawsuits.	Compare the property damage & loss costs at the end of year 2018-19 to the previous five years to demonstrate a 15% savings.	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 21 st Century playground system in place of older playground setups (replace wood chips and sand with foam matting	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.

		minimum).			
Year 2 Goal: Provide training to staff for emergency planning					
Develop and provide training to 75% of teachers and administrators on school preparedness and emergency planning by December 2018-19 and include annual training for school monitors and site security guards as recommended in audit.	Conduct a needs assessment. Train two schools a month. Use data collected from training rosters to determine training effectiveness by utilizing evaluation instruments of practice drill and table top exercise assessments.	The development will need to include a multidisciplinary team approach. Development of training syllabus and lesson plans will occur at start of 2014-15. Identification of methods training will follow.	The district has in place policy, procedures, plans and individuals responsible for emergency procedures, the goal will build on these strengths for improvement in our responses to these incidents	Development of training will take place 2014-15 SY. This will be done by 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.	Publish a report.

Finance

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					
Completion/Progress: 100%					
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	Train, audit and	Define an Employee	The objectives can be	Change Management	Increased student,

communications and collaboration through support, training and integration of key operational and processes across the district, focused on financial and human resource functions.	develop a support and training plan to ensure processes and operational changes are understood and managed; develop training plans to ensure clear learning requirements for audits, new systems and redesigned processes are adhered to.	Continuous Learning (ECL) Requirements model and training materials to ensure administrators and teachers complete the required training to enhance business knowledge and information systems skills.	achieved through leadership engagement, business process modelling (BPM)/redesign, training and leaders supporting required prioritization and elimination of waste/duplication.	(CM) Plans, Training Materials and Schedules due by January 2015. Implementation for CM and training will be phased per the program deployment schedules. Add AUDIT Role: key to ensuring accountability and compliance.	parent, teacher and community communication exchanges; improvements in quality of engagements based on forums, FAQs, articles in student publications. Create audit position.
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					
Completion/Progress: 100%					
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 criterion will be: Do priorities and goals function together to 	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 achievement.	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.

	optimize student learning?				
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 Five-Year Strategic Plan 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 Five-Year Strategic Plan. 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 Five-Year Strategic Plan.	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 Five-Year Strategic Plan 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.	
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 Completion/Progress: 100%					

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.
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					
Completion/Progress: 100%					
Identify strong advocates, businesses and school districts that will increase awareness in public education funding	<ul style="list-style-type: none"> ▪ 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.	<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. 	<ul style="list-style-type: none"> ▪ 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	Monitor frequency of committee appearances to organizations and message delivered.	<ul style="list-style-type: none"> ▪ Establish meetings. ▪ Provide agendas and minutes of meetings. ▪ Generate talking points information. 	Committee creation and membership upkeep and recruitment.	<ul style="list-style-type: none"> ▪ Develop committee members Oct 2014. ▪ Budget Training December 2014. ▪ Meeting with 	<ul style="list-style-type: none"> ▪ Documentations of meeting developed/attended. ▪ Frequency of meeting and message

composed of district personnel, school site personnel, parents. Organizations will include state and local government officials and business groups.		▪ Monthly /Quarterly.		legislature members March 2015.	delivered. ▪ Positive vs. negative funding/spending related stories in media 2:1 by 2016-17. ▪ Legislative Action – Goals (AZ to 45 th in per pupil spending by 2016-17 – AZ 42 th in per pupil spending by 2019-20).
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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
Completion/Progress: 100%

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,	List of prioritized funding needs to include but not be limited to classroom needs, campus needs, district needs, salary considerations and benefit considerations.	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.	▪ 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	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.	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.
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<p>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>representative.</p> <ul style="list-style-type: none"> ▪ District level: A committee that has representation from all sites, departments, district admin and 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>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</p>					
<ul style="list-style-type: none"> ▪ 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 business sponsorship programs and address the issues identified in report assessment. 	<p>Compare the number of site-based development initiatives and their net and the number of federal/state grant applications with the net from initiatives/ grants SY 2013-14.</p>	<p>5% increase of secured external funding over previous school year.</p>	<p>Site councils' sub-committees handling the identification and 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.</p>	<p>The success of site-based initiatives will be assessed by the 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</p>	<ul style="list-style-type: none"> ▪ More funds will be secured to enhance student achievement. ▪ More data will be collected to assess and document impact on student achievement.

				monitored through quarterly and annual reports.	
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Communication

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					
Completion/Progress: 100%					
Develop a schedule and send periodic information “information blasts” that highlight particular elements of the plan and/or goals that are met. These will be communicated via the Intranet and by email.	We will track the number of communications we send and will solicit feedback from employees via email.	With a regular schedule for these blasts, we can ensure the information is disseminated.	Resources are in place now.	Beginning in August of the 2014-15 SY.	Positive response from staff and better internal understanding of district activities.
Year 2 Goal: Communicate aspects of the plan to increase staff understanding					
Create and imbed communication strategies relating to the Strategic Plan in professional	TUSD team members understand their role in moving the Strategic Plan	Professional development opportunities are in place.	Team will work with other focus-area leadership to develop communication	Beginning August 2015-16 SY.	Employees will have understanding of how their specific work areas are related to

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.	forward and how their work ties to the district's overall vision, mission, and goals.		around those areas.		the district's goals as well as the big picture.
Strategic Priority 2: Internal Communication – TUSD's internal communications 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: Improve internal communication with staff Completion/Progress: 100%					
Work with elementary/K-8 and Secondary Leadership to create and coordinate a unified newsletter.	District, departmental and campus updates are accessible and consistently updated with current information.	Created and implemented with teams from teach department.	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.
Year 2 Goal: Create a "grapevine" telephone or email inquiry system for staff					
Staff members call or email questions or concerns to a designated line/email address and receive a response within 24 hours.	Track numbers and responses. Themes are discerned and become FAQ on Intranet.	Created and implemented with assistance from technology services and communications.	Communications team works with other departments to find answers.	2015-16.	Information can be easily found by all.
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 Completion/Progress: 100%					
Survey stakeholders	Review survey results.	Communications	The survey feedback	2014-15 SY.	▪ Improved methods

about their preferred mode of receiving information. Assess the effectiveness of current styles and formats of communication from sites and central office.		team creates survey and disseminates via internal and external tools such as email, Intranet, website.	will be used in Year 2.		of communication that are effective and meaningful for those we wish to reach.
Year 2 Goal: Stakeholders made aware of district's goals					
Stakeholders demonstrate an awareness of TUSD's goals and successes.	▪ Conduct survey on recognition of TUSD messages as communicated through external and internal sources.	Uses communications tools already in place.	▪ Central office leadership appears at all sites and community meetings each semester to put a face on TUSD leadership and site support.	By end of school year.	Responses from parents and all stakeholders will demonstrate an awareness of TUSD's brand, goals and successes.
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: Determine the best avenues for communicating and interacting with diverse groups					
Completion/Progress: 100%					
Meet with Student Services to learn more about best ways to reach TUSD's diverse population groups.	Develop three to five approaches for improving the delivery of messages (forums, gatherings, churches and social service agencies).	Increase 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 to diverse groups					
Determine and employ effective channels that will be used to begin	Communication channels will be implemented	▪ List of communication needs by all	Implementation of communication and channels begins.	By May 2015, needed communication is provided through the	▪ Communication list is developed ▪ Effective channels of

immediate implementation of communication plan.	beginning July 2015.	stakeholders is identified. ▪ Information channels are established.		preferred channels. Do evaluation at the end of the year to find effectiveness of implementation and possible alterations in communication needs.	preferred communication list is developed ▪ Survey to evaluate implementation plan and possible changes
Strategic Priority 5: Community Engagement via Information – TUSD will develop a community engagement strategy to strengthen advocacy for 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					
Completion/Progress: 100%					
Provide periodic communications that promote district and school-site successes to that teachers and administrators have “bragging points” to share about TUSD.	Track and collect bragging points to ensure messaging is consistent.	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					
Create designated champion teams at school sites.	Number of school sites with designated champion teams.	Work with school sites to encourage families to participate in 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.

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

