

STRATEGIC PLAN YEAR-1 GOALS

DIVERSITY UPDATE (1)

9/23/2014

TUSD

Strategic Plan: Diversity Year-1 Goals

- Strategic Priority 1: Reflective Curriculum
- Strategic Priority 2: Recruitment and Retention
- Strategic Priority 3: World Language Options
- Strategic Priority 4: Advanced Learning Opportunities
- Strategic Priority 5: Community Engagement

Strategic Priority 1: Reflective Curriculum

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

Year-1 Goal: Establish and maintain ELA and Social Studies Courses for high schools

Diversity

"The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual."

Retrieved from:

<http://gladstone.uoregon.edu/asuomca/diversityinit/definition.html>



Curriculum vs Standards

Standards

WHAT a child needs to know and do in each grade

Example

From Arizona's fourth-grade reading standards: "Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words or actions). (4.RL.3)"

Curriculum

HOW the child is taught, including teaching materials

Example

- Scope and Sequence
- Curriculum Map
- District Adopted Resources
- Teacher-designed projects or worksheets

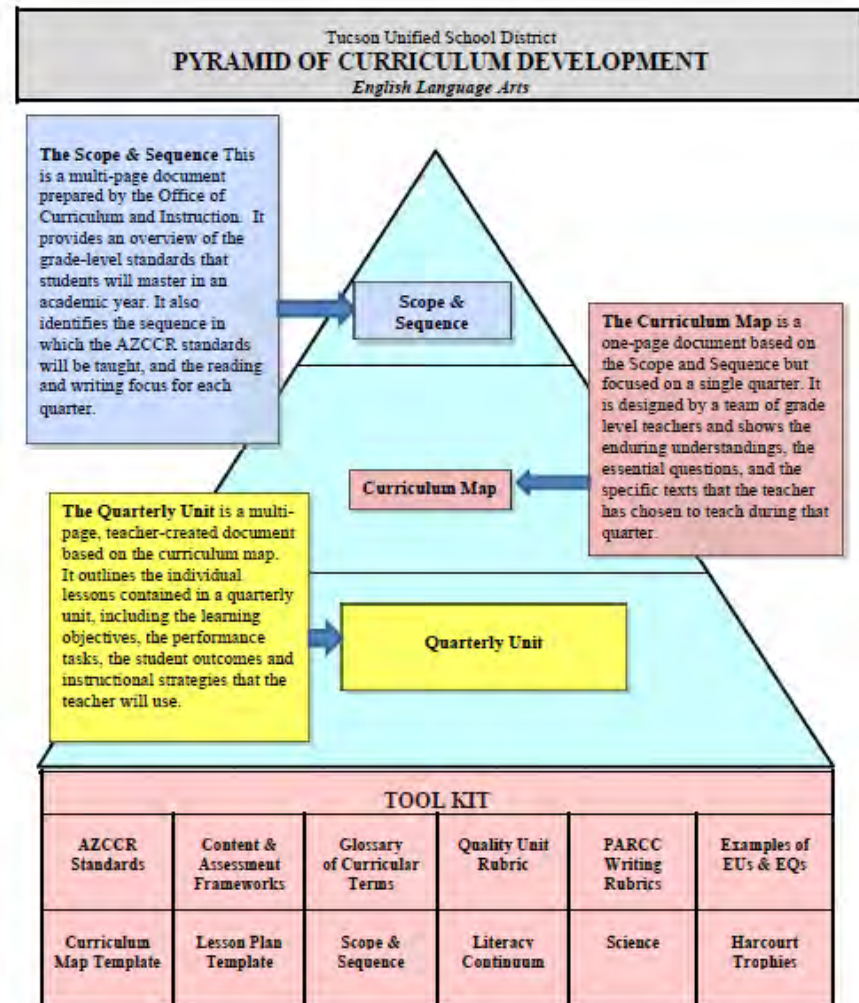
Curriculum and Instruction Year-1 Goals

- **Curriculum:** Design 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). An evaluation process and rubric for yearly analysis and improvement will be put in place.
- **Instruction:** Teachers will deliver a culturally responsive curriculum through instruction that is rigorous and meets the needs of every learner (student engagement and conferencing).
- **Professional Development:** Provide purposeful centralized professional development to designated support personnel based on curriculum and instruction, with decentralized execution at the site level.
- **Data:** 100 percent of all school sites will collect and analyze ELA and Math data.
- **Assessment:** 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. Central administration will develop common, district-designed quarterly assessments based on district's curriculum guide. Additionally, train site-based staff on analyzing and using data to determine student growth, areas of weakness, and mastery learning.

Curriculum Guides

- Scope and Sequence
- Curriculum Maps (samples)
- Quarterly Units (samples)
- Tool Kit
- Glossary of Terms
- Quality Rubric

Curriculum Year 1 Goal



Curriculum Year-1 Goal

TUSD Unit Quality Review Rubric

Reviewer: _____ Lesson Reviewed: _____ Date: _____

Dimension I: Does the plan align with the letter and spirit of the AZCCR Standards?	
<input type="checkbox"/> The plan targets a set of grade-level CCSS ELA/Literacy standards. <input type="checkbox"/> The plan includes a clear and explicit purpose for instruction. <input type="checkbox"/> The plan focuses on readings (literary and informational) that are at grade-level text complexity, quality and scope <input type="checkbox"/> The plan integrates reading, writing, speaking and listening so that students can apply advanced literacy skills. <input type="checkbox"/> The plan is easy to understand and use.	
Comments:	Rating for Dimension I: <input type="checkbox"/> 3—Meets most to all of the criteria. <input type="checkbox"/> 2—Meets many of the criteria. <input type="checkbox"/> 1—Meets some of the criteria. <input type="checkbox"/> 0—Does not meet the criteria.

Dimension II: Does the plan reflect a high level of academic rigor?	
<input type="checkbox"/> The plan's instructional focus is on reading texts closely, examining textual evidence, and discerning deep meaning. <input type="checkbox"/> The plan uses text-dependent questions to facilitate thoughtful, evidence-based discussions, and on-demand & process writings. <input type="checkbox"/> The plan requires students to draw evidence from texts to produce writing that informs, explains, or makes an argument. <input type="checkbox"/> The plan builds students' academic vocabulary in context through instruction. <input type="checkbox"/> The plan provides scaffolding and support as students develop into independent readers of complex texts. <input type="checkbox"/> The plan provides opportunities for students to build knowledge of topics or subjects by analyzing discipline-specific texts.	
Comments:	Rating for Dimension II: <input type="checkbox"/> 3—Meets most to all of the criteria. <input type="checkbox"/> 2—Meets many of the criteria. <input type="checkbox"/> 1—Meets some of the criteria. <input type="checkbox"/> 0—Does not meet the criteria.

Dimension III: Does the plan reflect culturally responsive education?	
<input type="checkbox"/> The plan equitably cultivates students' engagement in speaking, reading and writing about texts. <input type="checkbox"/> The plan integrates appropriate support for all students, including those who qualify for specialized services (ELL, GATE, SPED). <input type="checkbox"/> The plan draws on students' cultural heritage and promotes a partnership between the school and students' homes. <input type="checkbox"/> The plan provides for authentic learning, student-directed inquiry, analysis, evaluation and/or reflection. <input type="checkbox"/> The plan uses technology and media to deepen learning and to draw attention to evidence and texts.	
Comments:	Rating for Dimension III: <input type="checkbox"/> 3—Meets most to all of the criteria. <input type="checkbox"/> 2—Meets many of the criteria. <input type="checkbox"/> 1—Meets some of the criteria. <input type="checkbox"/> 0—Does not meet the criteria.

Dimension IV: Does the plan regularly assess whether students are mastering standard-based content and skills?	
<input type="checkbox"/> The plan elicits direct evidence of the degree to which students can demonstrate their mastery of grade level standards. <input type="checkbox"/> The plan assesses student proficiency using methods that are unbiased and accessible to all students. <input type="checkbox"/> The plan includes aligned rubrics that provide sufficient guidance for interpreting student performance. <input type="checkbox"/> The plan uses various modes of assessment, including pre-, formative, summative and self-assessment measures.	
Comments:	Rating for Dimension IV: <input type="checkbox"/> 3—Meets most to all of the criteria. <input type="checkbox"/> 2—Meets many of the criteria. <input type="checkbox"/> 1—Meets some of the criteria. <input type="checkbox"/> 0—Does not meet the criteria.

OVERALL QUALITY:	<input type="checkbox"/> Exemplary (20 to 17)	<input type="checkbox"/> Adequate (16 to 14)	<input type="checkbox"/> Nearly Adequate (13 to 9)	<input type="checkbox"/> Far from Adequate (8 to 0)
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Strategic Priority 2: Recruitment and Retention of Diversity

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

Year-1 Goal: Gather and analyze current staff data by level

Human Resources

Commitment to Diversity

Recruiting and cultivating diverse talent is integral to achieving our key business objectives. To consistently deliver high-quality, accessible, culturally competent curriculum to Tucson families and TUSD stakeholders, it is essential that our employees reflect the communities we serve.

Recruitment

- Data
- Outreach, Recruitment & Retention Plan
- Targeted Recruitment Efforts
- Outreach Partnerships

Data

The USP requires the district to use data to drive the decision-making for recruitment and retention efforts.

- Data three-year comparison

PRINCIPALS AND ASSISTANT PRINCIPALS - 3 YEAR COMPARISON

Race/Ethnicity	Totals			Race/Ethnicity	Percentages		
	SY 12-13	SY 13-14	SY 14-15		SY 12-13	SY 13-14	SY 14-15
White	63	67	84	White	47.4%	52.3%	50.9%
African Am	11	9	17	African Am	8.3%	7.0%	10.3%
Hispanic	58	50	61	Hispanic	43.5%	39.1%	37.0%
Asian	0	0	0	Asian	0.0%	0.0%	0.0%
Native Am	1	2	3	Native Am	0.8%	1.6%	1.8%
Totals	133	128	165	Percentages	100.0%	100.0%	100.0%

Data source: People Soft & USP Grade Level Count 9/18/14 for SY 13-14.

DISTRICT TEACHERS - 3 YEAR COMPARISON

Race/Ethnicity	Totals			Race/Ethnicity	Percentages		
	SY 12-13	SY 13-14	SY 14-15		SY 12-13	SY 13-14	SY 14-15
White	1634	1543	1647	White	68.0%	67.0%	67.3%
African Am	71	68	69	African Am	3.0%	3.0%	2.8%
Hispanic	619	612	648	Hispanic	26.0%	26.5%	26.5%
Asian	52	53	51	Asian	2.0%	2.0%	2.1%
Native Am	26	26	27	Native Am	1.0%	1.0%	1.1%
Unspecified	1	11	4	Unspecified	0.0%	0.5%	0.2%
Totals	2403	2313	2446	Percentages	100.0%	100.0%	100.0%

Data source: People Soft & USP Grade Level Count 9/18/14 for SY 13-14.

CERTIFIED - NON TEACHERS - 3 YEAR COMPARISON

Race/Ethnicity	Totals			Race/Ethnicity	Percentages		
	SY 12-13	SY 13-14	SY 14-15		SY 12-13	SY 13-14	SY 14-15
White	644	369	123	White	71.8%	65.9%	65.8%
African Am	41	29	9	African Am	4.6%	5.2%	4.8%
Hispanic	186	142	47	Hispanic	20.7%	25.3%	25.1%
Asian	17	13	5	Asian	1.9%	2.3%	2.7%
Native Am	9	7	3	Native Am	1.0%	1.3%	1.6%
Totals	897	560	187	Percentages	100.0%	100.0%	100.0%

Data source: People Soft

CLASSIFIED - 3 YEAR COMPARISON

Race/Ethnicity	Totals			Race/Ethnicity	Percentages		
	SY 12-13	SY 13-14	SY 14-15		SY 12-13	SY 13-14	SY 14-15
White	1611	1515	1324	White	39.7%	39.6%	38.9%
African Am	272	251	226	African Am	6.7%	6.6%	6.6%
Hispanic	1993	1900	1710	Hispanic	49.1%	49.7%	50.2%
Asian	83	73	66	Asian	2.0%	1.9%	1.9%
Native Am	96	81	74	Native Am	2.4%	2.1%	2.2%
Unspecified	2	1	5	Unspecified	0.0%	0.0%	0.1%
Totals	4057	3821	3405	Percentages	100.0%	100.0%	100.0%

Data source: People Soft

CENTRAL OFFICE ADMINISTRATORS - 3 YEAR COMPARISON

Race/Ethnicity	Totals			Race/Ethnicity	Percentages		
	SY 12-13	SY 13-14	SY 14-15		SY 12-13	SY 13-14	SY 14-15
White	16	29	23	White	44.4%	58.0%	51.1%
African Am	8	8	10	African Am	22.2%	16.0%	22.2%
Hispanic	11	11	10	Hispanic	30.6%	22.0%	22.2%
Asian	0	0	0	Asian	0.0%	0.0%	0.0%
Native Am	1	2	2	Native Am	2.8%	4.0%	4.5%
Totals	36	50	45	Percentages	100.0%	100.0%	100.0%


Data source: People Soft

Outreach Recruitment & Retention Plan (ORR)

TUSD is committed to recruiting and retaining highly qualified and appropriately certificated administrators and certificated staff members, representative of diverse backgrounds and cultures, who are competent and ready to manage, teach, engage and challenge our present and future learners.

Outreach Recruitment & Retention Plan (ORR)

- Focused on four areas of recruitment
- Focused on four areas for retention



TUSD
Heliodoro T. Sánchez, Ed. D.
Superintendent

Thank you for your interest in Tucson Unified School District, the largest school district in Southern Arizona and one that strives to deliver an excellent education to every child.

As superintendent, I am proud to serve the 50,000 children who attend our schools and to work alongside some of the top teachers and administrators in the country.

In our schools, we provide a well-rounded and supportive learning environment at every level. Our academic and support services teams focus on nurturing the whole child, academically, intellectually and socially.

We offer comprehensive schools, magnets, alternative schools and exceptional education environments. We also offer strong programs in fine arts, sports, world languages and STEM (Science, Technology, Engineering, Math) education.

At Tucson Unified School District, creativity and innovation are encouraged. We engage the community, business leaders, staff and families in helping to shape the goals and priorities for our district. At TUSD, you have a voice, and we want to hear it.

In addition to our excellent benefits packages, we are proud to offer employees reduced-cost, curriculum-based child care in our Infant & Early Childhood Learning Centers. We feel this is an important part of supporting our employees.

When you work for TUSD, whether you are a teacher, an office manager, a member of the support staff or an administrator, you are first and foremost an educator.

We look forward to welcoming you to the Tucson Unified family.

Sincerely,
Heliodoro T. Sánchez
Heliodoro T. Sánchez, Ed. D.
Superintendent

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Governing Board
Adelita S. Grijalva; President, Kristel Ann Foster; Clerk, Mark Stegeman, Michael Hicks, Cam Juárez

Outreach Recruitment & Retention Plan (ORR)

- Recruitment
 - Analyze findings of a Labor Market Analysis
 - Nationwide recruiting strategy
 - Develop partnerships
 - Create opportunities for non-certificated staff to pursue teacher careers

Outreach Recruitment & Retention Plan (ORR)

- Retention
 - Evaluate and address disparities and implement corrective actions
 - Conduct surveys of teachers' overall job satisfaction
 - Facilitate teacher focus groups
 - Provide family support and professional development

Targeted Recruitment Efforts

- Establish a recruitment and retention advisory committee (15 members)
- Advertise vacancies in national publications
- In-person recruiting
- Offer financial incentives



Targeted Recruitment Efforts



- Recruitment trips to Historically Black Colleges & Universities (HBCU) and Hispanic Association of Colleges and Universities (HACU) member colleges and universities with diverse teacher prep programs
- Attend all Arizona recruitment events at colleges, universities and job fair expos.

Targeted Recruitment Efforts

NCTQ Teacher Prep Review 2014 Report Teacher Prep Review 2014 is the second edition of NCTQ's annual assessment of the nation's 2,400 teacher prep programs.

[http://www.nctq.org/dmsStage/Teacher Prep Review 2014 Report](http://www.nctq.org/dmsStage/Teacher_Prep_Review_2014_Report)

Targeted Recruitment Efforts

Methodology: U.S. News & World Report Campus Ethnic Diversity Index

- U.S. News factors in the total proportion of minority students, leaving out international students, and the overall mix of groups.
- The data is drawn from each institution's 2012-2013 school year student body.

<http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities/campus-ethnic-diversity>

RECRUITMENT SCHEDULE- 2014-2015

Teacher/Educational Fair	Location	Date
University of Maryland - College Park	College Park, MD	9/17-9/18/14
Northern Arizona University	Flagstaff, AZ	9/24/14
University of Central Florida	Orlando, FL	9/24/2014
HACU Conference	Denver, CO	10/4-6/14
University of Nevada - Las Vegas	Las Vegas, NV	10/15/2014
University of California San Diego	San Diego, CA	10/22-23/14
Arizona State University	Tempe, AZ	10/23/14
Texas A&M University Education Career Fair	College Station, TX	11/10/14
NABSE Conference	Kansas, MO	11/19-23/14
La Cosecha Conference	Santa Fe, NM	11/19-22/14
University of Colorado-Denver	Denver, CO	2/10/15
North Carolina A&T	Greensborough, NC	3/10/15
Kentucky Teachers Network Job Fair	Corbin, KY	3/25/15
PERC- Pittsburgh Education Recruitment Consortium	Monroeville Park, PA	3/25/15
Nashville Area Teacher Recruitment Fair	Franklin, TN	3/31/15
University of Illinois at Chicago (Education Fair)	Chicago, IL	TBD
Southern California Recruitment Fair	Costa Mesa, CA	4/12/15
South Carolina State University Educators Day	Orangeburg, SC	4/16/15
University of Texas at El Paso	El Paso, TX	4/17/15
The University of Arizona	Tucson, AZ	4/17/15
New Mexico State University Educators Job Fair	Las Cruces, NM	4/20-21/15
Teacher Recruitment Consortium Fair	Athens, OH	4/20/15
Great AZ Teach In	Glendale, AZ	4/25/15
University of California - Irvine	Irvine, CA	4/30/15

Targeted Recruitment Efforts

- Financial Incentives (recruitment tool)
 - Dual Language/Bilingual certification
 - Culturally Relevant Coursework experience
 - Hard to Fill Subjects: Math, Science & Exceptional Education

Outreach Partnerships

Goal: Build partnerships with local companies, and government entities that recruit nationally and locally.

- Metropolitan Chamber of Commerce
- Tucson Hispanic Chamber of Commerce
- Tucson Urban League
- Davis-Monthan Air Force Base
- Cultural Identity Advisory Groups
- Higher Education Alumni Networks
- Raytheon
- Pima County One-Stop
- UA, ASU, NAU

Strategic Priority 3: World Language Options

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

Year-1 Goal: School feeder patterns will be established and documented at the District Level, indicating language options K-12 for pilot schools.

Data Points for Identifying World Language Feeders

- Identified existing and traditional feeder patterns
- Language offerings per site (if applicable)
- **Primary Home Language Other Than English (PHLOTE)** populations
- Current District initiatives (IB, Two-Way Dual Language)
- Key economic and critical languages

Spanish Two-Way Dual Language

- Existing feeder pattern except for Van Buskirk feed.

Pueblo HS

West

McCorkle K-8

Pistor MS

Hollinger K-8

Roskruge K-8

Grijalva

White

Van Buskirk

Mission View

Davis

Spanish

- Existing feeder pattern, but PHLOTE populations suggest this pattern as being viable/supportable.

Central

- Rincon High School
- Utterback Middle Magnet School
- Holladay Magnet Elementary

Korean

- Korean has been offered at Sabino High School and at Magee Middle School for more than five years.
- Korean is still taught at Sabino.
- SY 2013-14 was the last year Korean was taught at Magee Middle, though it still participates in the Korean exchange program.

East

- Sabino High School
- Magee Middle School
- Fruchthendler Elementary School

Chinese Mandarin

- Chinese was taught at Sahuaro High School for more than seven years continuously until SY 2013-14.
- Gridley Middle School offered Chinese via software for two years until SY 2013-14.
- Some PHLOTE support for this feeder pattern.

East

- Sahuaro High School
- Gridley Middle School
- Soleng Tom Elementary School

Arabic IB

Cholla HS

Safford K-8

- Potential feeder pattern for IB schools teaching Arabic.
- Currently most students from Safford K-8 attend Tucson High or Pueblo High.

Arabic

Central

- Catalina High School
 - Doolen Middle School
 - Blenman Elementary
 - Wright Elementary
-
- Potential feeder for non-IB Arabic, based upon existing PHLOTE populations and existing feeder pattern for these schools.

Strategic Priority 4: Advanced Learning Opportunities

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

Year 1 Goal: Educate stakeholders about the current Advanced Learning Experience/accelerated course offerings.

ALE Growth:

Actions Implemented in 2013-14 SY

- Sent parent-friendly information about GATE testing to all TUSD families encouraging them to consider testing for their student
- Sent HS ALE information letter to all District families with an 8th grade student encouraging ALE enrollment in high school
- Created and distributed student-friendly flyers encouraging students to pursue advanced learning opportunities.
- Communicated District commitment to open enrollment practice for ALEs.
- Worked with AASS, MASS, and Counseling Departments to collaborate and support outreach efforts to African American and Hispanic students.
- Held more than 20 parent/community meetings.
- Visited classrooms and held assemblies to encourage enrollment in AP classes.
- Added advanced classes in ELA and math in middle schools where possible to prepare students for ALEs in high school.
- Expanded Resource GATE at MS level
- Analyzed and revised assessments as necessary for UHS and GATE

Resulting ALE Growth: African American students

ALE African American Enrollment	2013 – 2014	2014 – 2015	Growth
AP	161	186	+25
Pre-AP	370	406	+36
Intl Bacc	125	128	+3
Dual-Credit	18	24	+6
UHS	29	38	+9
TOTAL	703	782	+79

Resulting ALE Growth: Hispanic students

ALE Hispanic Enrollment	2013 – 2014	2014 – 2015	Growth
GATE Self-Contained	501	520	+19
GATE Pull-Out	785	795	+10
AP	1237	1328	+105
Pre-AP	3133	3482	+349
Intl Bacc	1260	1324	+64
UHS	321	334	+13
TOTAL	7237	7900	+663

Resulting ALE Growth: District Wide

ALE District-Wide Growth	2013 – 2014	2014 – 2015	% Change
Pre-AP	5858	6307	449 / 8%
AP	2718	3018	300 / 11%
IB	1657	1734	77 / 5%
UHS	1008	1045	37 / 4%
TOTAL	11,241	12,104	863

Resulting ALE Growth: IB Senior Class 2014

IB Senior Growth: Class of 2014

(Compared to Class of 2013)

	2012 – 2013	2013 – 2014	Increase
Scholarships	\$1,592,369	\$2,955,498	\$1,363,129
Top Earner	\$268,000	\$370,000	\$102,000
College attendance Four-year	30 (73%)	42 (79%)	12 (6%)
College attendance Two-year	3 (7%)	8 (15%)	5 (8%)

Seniors: 75% Hispanic and 6.4% African American

Resulting AVID Growth: Enrollment 2014-15

AVID School Site	2014 – 2015 Initial Enrollment	2013 – 2014 Initial Enrollment	Growth/Loss
CHOLLA	236	215	+21
PALO VERDE	130	20	+110
PUEBLO	99	61	+38
FICKETT	107	99	+8
SECRIST	132	85	+47
VALENCIA	85	85	0
Total	789	565	+224

Resulting AVID Growth: District Wide

AVID Growth	2013 – 2014	2014 – 2015	AVID Increase
African American	46	81	+35
Hispanic	399	541	+142
Total AA/Hisp	445	622	+177
District	565	789	+224
%AVID AA/Hisp	79%	79%	79%

AA/Hisp

Resulting ALE Growth: AP Summer Boot Camp 2014

AP Summer Boot Camp: June 2014

	Total Students	African American	Hispanic
Rincon	68	14/21%	25/37%
Sahuaro	61	8/13%	22/36%
Tucson	66	4/6%	48/73%
TOTAL	195	26/13%	95/49%

New Support Systems: 2014-15 SY

- **AP tutoring (9 comprehensive high schools)**
 - 2AP teachers at 9 comprehensive high schools (math, ELA, SS)
 - One-hour support classes 2x/week
- **AP Test-Prep Class (10 high schools)**
 - Each AP teacher will offer 4-hour test-prep class prior to AP end-of-year exams
 - Strong encouragement for students to take AP exam*
- **UA Think Tank – SAT Prep Class***
 - 6 ½ day Saturdays – two sessions in Fall of 2014
 - Normally \$300; scholarship price of \$100 for 8 low-income students
 - ALE budget for additional scholarships
- **AP/GATE teacher mentor for African American and Hispanic students**
 - Self-contained middle schools and ten high schools
 - Support enrolled students and families to promote successful completion of ALE



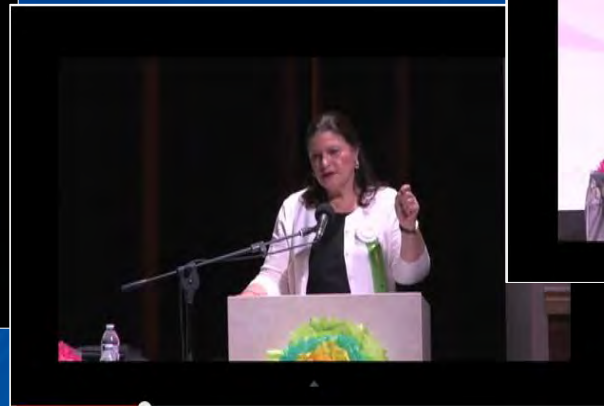
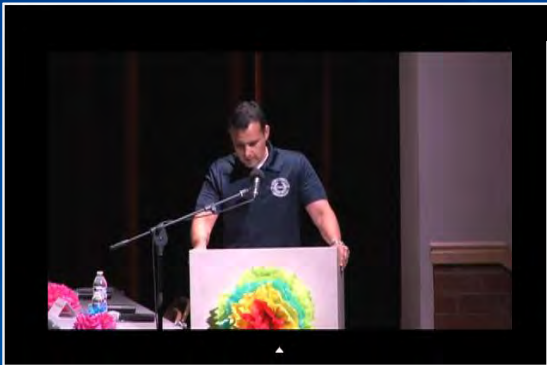
TUSD

Two – Way Dual Language Update

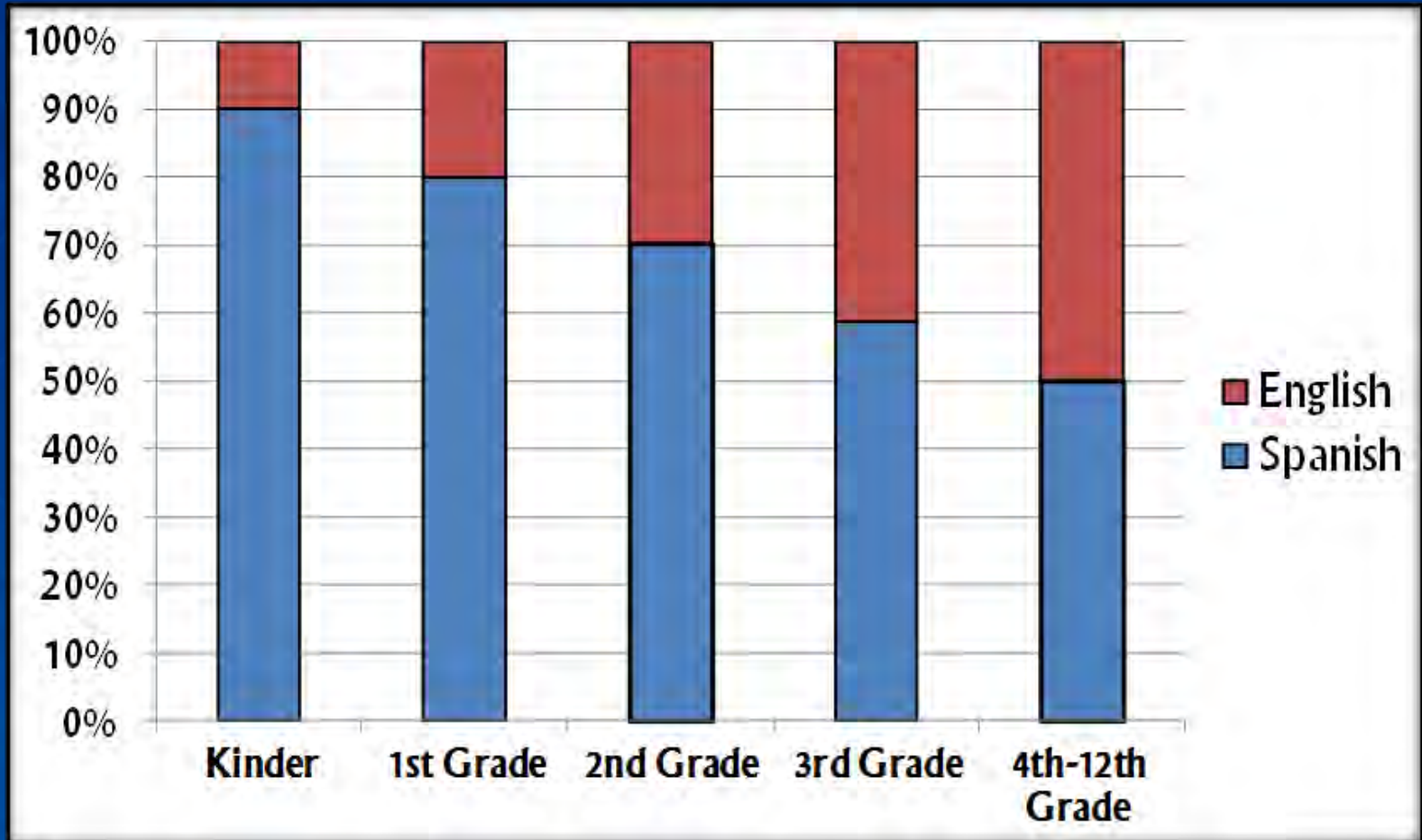
Two-Way Dual Language Symposium

May 2014

- Student Performances
- Panel of bilingual/biliterate success stories
- Post-Secondary Scholars
- Professional Development

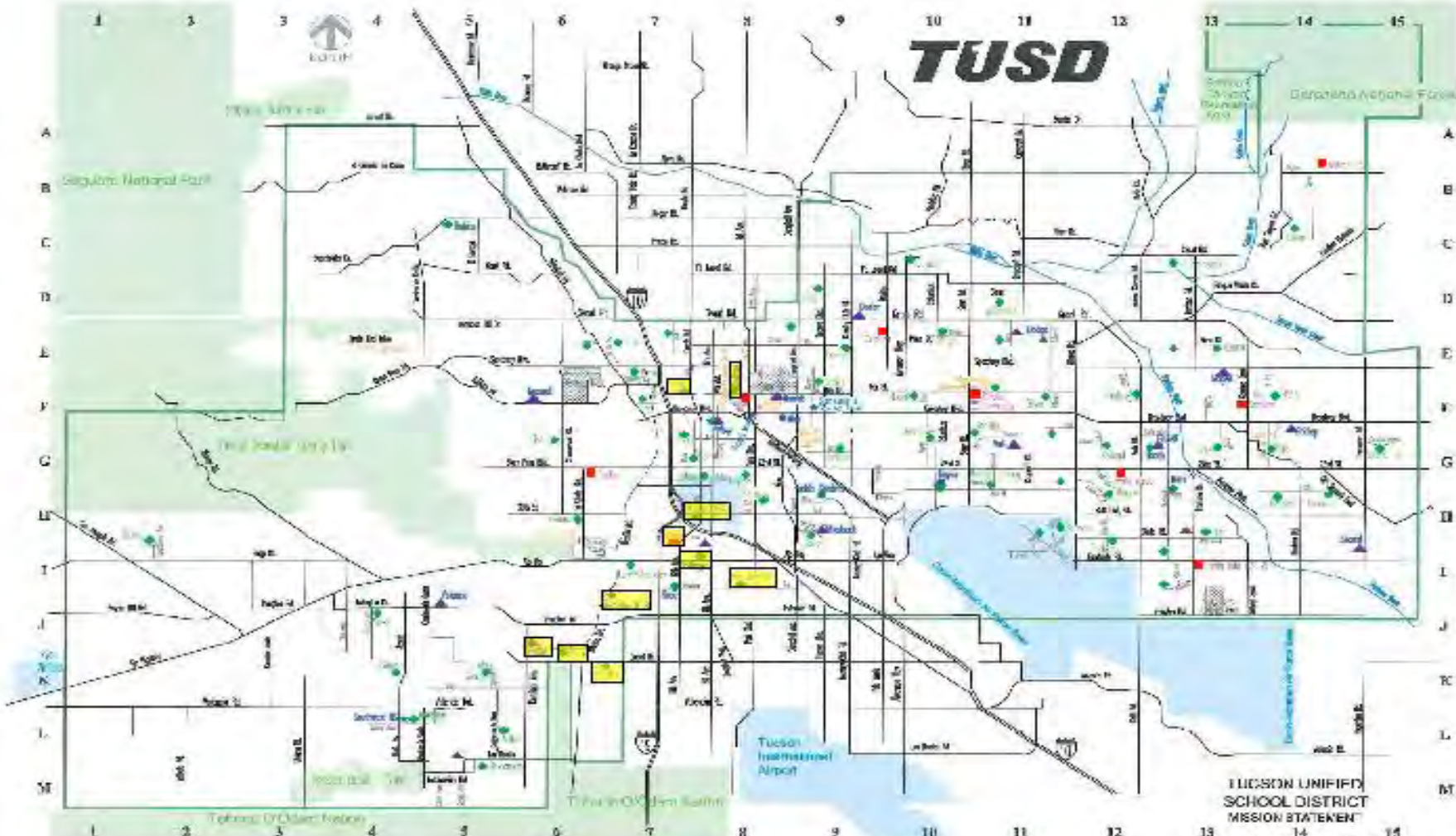


New TWDL Model





TUSD



SCALE
0 1 2 3 4
MILES

- EMERGENCY**
- ★ TUSCÓN POLICE
 - ★ TUSCÓN FIRE
 - ★ TUSCÓN WATER
 - ★ TUSCÓN GARBAGE
 - ★ TUSCÓN PUBLIC WORKS
 - ★ TUSCÓN TRANSPORTATION
 - ★ TUSCÓN AIRPORT
 - ★ TUSCÓN MARINA
 - ★ TUSCÓN RAILROAD
 - ★ TUSCÓN UNIVERSITY
 - ★ TUSCÓN HOSPITAL
 - ★ TUSCÓN COURT HOUSE
 - ★ TUSCÓN CITY HALL
 - ★ TUSCÓN LIBRARY
 - ★ TUSCÓN POST OFFICE
 - ★ TUSCÓN BUS STOP
 - ★ TUSCÓN BUS STATION
 - ★ TUSCÓN BUS TRANSFER CENTER
 - ★ TUSCÓN TRANSIT CENTER
 - ★ TUSCÓN TRANSIT STATION
 - ★ TUSCÓN TRANSIT STOP
 - ★ TUSCÓN TRANSIT STOP
 - ★ TUSCÓN TRANSIT STOP
 - ★ TUSCÓN TRANSIT STOP

TUCSON UNIFIED SCHOOL DISTRICT MISSION STATEMENT

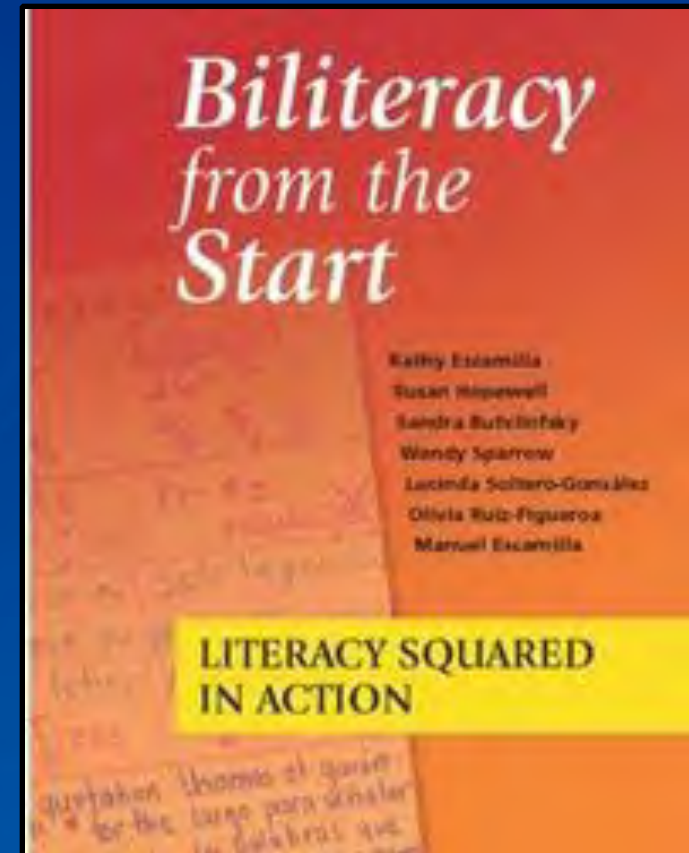
Two decades ago, Tucson Unified School District's partnership with parents and the greater community, to ensure each child through 12th grade attained excellence in a safe, rigorous and comprehensive education.

Student Enrollment TWDL

School	2015
Davis	349
Grijalva	156
Hollinger	331
Mission View	98
Van Buskirk	134
White	148
McCorkle	71
Pistor	176
Roskruge Bilingual	682
Pueblo Magnet	112
	2,257

Professional Development 2014-15

- TWDL Summer Institute
- Literacy Squared® (ongoing)
- Instructional technology
 - * *Achieve 3000*
 - * *Imagine Learning Español*
- Teacher collaboration / networking
- Common Core en español
- Site administrator PD (ongoing)
- Assessments



Parent Involvement 2014-15

- Achieve 3000 Online Literacy Program
- Open House /PTO Presentations



Marketing/Recruitment 2014-15



TUSD



<http://www.tusd1.org/resources/twdl/index.asp>

Strategic Priority 5: Community Engagement

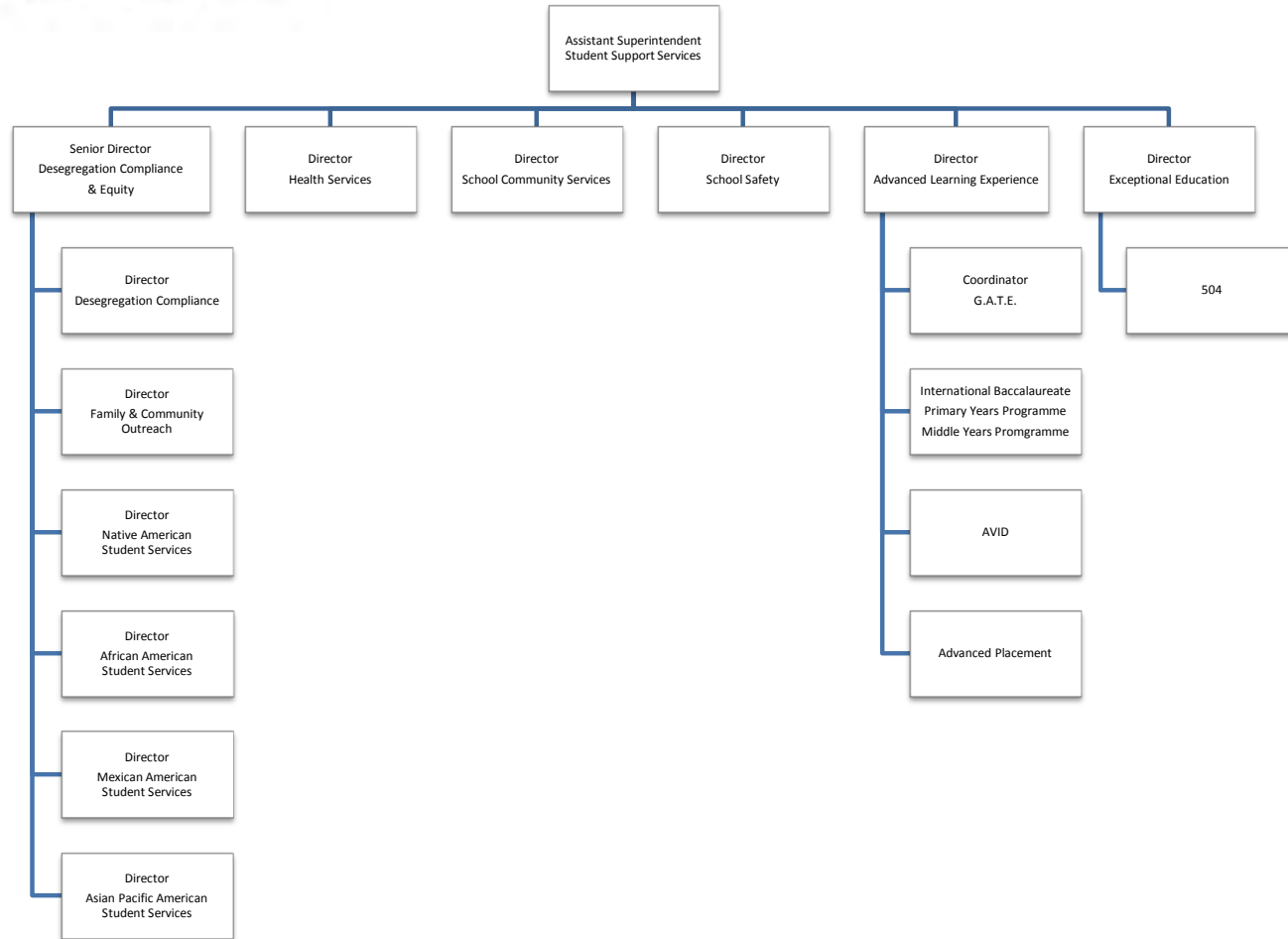
Strengthen and increase its community engagement (e.g. families, businesses, nonprofits, higher education, and faith-based organizations).

Five-year vision: A system where children and families have what they need to be successful.

Year 1 Goal: Create and maintain community partnerships that enhance the well being of students and families.



Assistant Superintendent of Student Support Services FY 2014-2015 Organizational Chart



Community Partnerships

- Strengthen and increase relationships with families, businesses, non-profits, higher education, and faith-based organizations.
- Utilize the Unitary Status Family Engagement Plan as a guide for successfully developing rapport between internal and external stakeholders within the district and the local community.
- Ensure that parents, guardians and community constituents are kept abreast of the status of the ongoing implementation of the Strategic Plan's goals and priorities.
- The Tucson Unified School District will seek to increase the number of parent and community volunteers in our schools.
- Supplemental resources and external human capital will be brought into the district in an effort to strengthen the relationship between TUSD and the community at large.
- The district will track new revenue brought into TUSD both cash and in kind.
- Two Family Engagement Center locations will be identified and brought online to build relationships with families, support family well-being, provide ongoing opportunities for students and parents to gain access to district resources and valuable information without having to travel out of their respective community.



Community Partnerships (con't)

- Establish and maintain partnerships that will enhance the well-being of students and families in TUSD.
- Begin the initial stages of parent trainings by district personnel and community-based organizations in the areas of social and health services, computer literacy, and other topics that may be unique to the respective community. In addition, the district will host parent forums to ensure that parents and community members receive up to date information.
- The ParentLink program was rolled out during the 2014-2015 school year as a medium to better communicate with parents. To date, the aforementioned resource has been instrumental in the process of sharing attendance information with parents and providing emergency and general information to TUSD stakeholders. The district will continue to improve the level of communication with all families.
- Throughout year 1, TUSD will continue to evaluate, modify, and adjust the strategies and best practices related to the community engagement priority in order to provide positive outcomes for the families that we serve on a daily basis.



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