



**TUCSON UNIFIED**  
SCHOOL DISTRICT

**STRATEGIC PLAN**  
**YEAR 3**

# 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.

## YEAR 3 GOAL...

Design a curriculum that includes authentic assessments for content areas that are embedded within the curriculum with exemplar lessons that are aligned to 75% of the standards

# CURRICULUM DEVELOPMENT

- Integrated lesson exemplars for a minimum of 75% of standards that include multiple instructional modalities and delivery methodologies.
- Access to and use of culturally responsive lessons/units to satisfy USP in all schools.

# Multicultural ELA Unit Plan Example

## Unit Overview: Understanding Ourselves through Reading and Analyzing *La Linea*

### Unifying Concept: What Makes Us Who We Are

**Overview:** In *La Linea* by Ann Jaramillo, readers will follow siblings Miguel and Elena, two teenagers who dare to undertake the dangerous and arduous journey of crossing the Mexican-American border illegally in order to join their parents in California. Based on real events the author’s El Paso, Texas students shared and accountings from her husband’s large extended Latino family, Ann Jaramillo has created a work of historical fiction that our students will find engaging and familiar. As these two “fictional” characters embark on a life-changing adventure, the author demands we examine our own views of border-crossing, our response to “illegal” immigrants appearing in our neighborhoods, even on our doorsteps, and whether we would have the courage to undertake such a drastic change of view outside our window. Along with *La Linea*, students will watch videos and read poetry and prose by authors whose images and stories inspire students to investigate these themes. Finally, they will use *La Linea*, poetry, and other short texts as models to write their own narratives. We all have stories to tell.

### Purpose:

- To determine which vital elements of a story enliven the narrative.
- To explore the words carefully chosen by the author to evoke mood and suspense.
- To compare and contrast the different perspectives shared by the various characters’ experiences.
- To examine how Jaramillo places events in the story to move the plot along to its culminating moment, using foreshadowing and figurative language to provoke the reader.
- To write and share narratives.

### Enduring Understandings:

Time and culture create individual experiences that allow the development of ideas, the ability to impart knowledge, and the capacity to communicate effectively to engage a global society.

### Essential Questions:

1. How do writers develop a personal voice?
2. What decisions do writers make as they refine their writing?
3. How do readers recognize the elements of a well-written story?
4. In what ways has literature brought you to a greater understanding of yourself, your family, your friendships and your world?

**Target Standards** are emphasized every quarter and used in formal assessment to evaluate student mastery.

**Highly-Leveraged<sup>1</sup>** are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student’s lifetime); leverage (knowledge and skills are used across multiple content areas); and essentiality (knowledge and skills are necessary for success in future courses or grade levels).

**8.RL.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**8.L.1** Demonstrate command of the conventions of standard English and usage when writing.

**8.RL.6** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**8.W.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

# Multicultural ELA Writing Prompt

## Journal Prompt #3

- What is a stereotype?
- How do stereotypes form?
- What are some common held stereotypes concerning teenagers?
- What about other cultures; do we hold stereotypes about Asians, Hispanics, blacks, whites?
- What about stereotypes concerning people from the South, Midwest, Europe (Irish, Russian, Middle East)?

Allow students to write and share with their neighbors what they discover. Then, spend time listing the different stereotypes either on butcher paper, the whiteboard, or on the Smartboard.

# Strategic Priority 2: Instruction

TUSD will ensure that all teachers deliver challenging and engaging instruction that is driven by a high quality curriculum and based on meeting the individual needs of every child.

## YEAR 3 GOAL...

Ensure all third year teachers and beyond meet the needs of every learner by delivering culturally responsive curriculum that engages students and are proficient in effectively measuring student progress through the use of aligned and common formative assessments of learning.

- Provided Solution Tree PLC training to central and site leadership on the TUSD PLC Guide
  - July 27-28, 2016; September 8-9, 2016; September 19-20, 2016
- Continue to implement Teacher Support Plan.
- Fall 2016: Present information at ILA on Teacher Support Plan for struggling and underperforming teachers.
- Support SY 2016-17 First and Second Year Teachers through regular classroom visits and collaborations by Teacher Mentors to build beginning teachers' capacity to be reflective and collaborative members of their professional learning communities and engage thoughtfully with students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy.
- Provide SY 2016-17 PD for Teacher Mentors and First and Second Year Teachers to build beginning teachers' capacity to be reflective and collaborative members of their professional learning communities and engage thoughtfully with students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy.
- Academic leadership will monitor the TSP and document participation
- TUSD Walk-through Instruction Form
  - 3a Communicating with student
  - 3b Using questioning/prompts and discussion
  - 3c Engagement
  - 3d Using assessment in instruction





# 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.

## YEAR 3 GOAL...

Ensure all designated support personnel attend bi-weekly professional development to develop the capacity to provide purposeful professional development at the site level that is decentralized based on differentiated site needs.

- Completed training for central and site leadership on the TUSD PLC Guide
- Provide monthly training on the TUSD PLC Guide via Instructional Leadership Academy (ILAs)
- Created ILA Cadres to address implementation of school initiatives
- Provide PBIS training to central and site administrators from KOI Education.
- Provide PBIS Trainer of Trainers to identify principals and MTSS Facilitators from KOI Education
- Provide Solution Tree's PLC Academy to central leadership, site leadership and a key teacher from each site
- USP: Understanding the Unitary Status Plan 2016-17 and provide USP training to all newly hired staff
- Require and verify that all “newly-hired or promoted certificated staff, administrators and paraprofessionals...or individuals who did not attend” take the revised general USP training
- District will implement the initial stage of admin training for the USP Related PD Plan
- CRPI and instructional leadership will collaborate on successful implementation of CRP.
- CRPI and expert on CR will collaborate to develop a 3-year plan to effectively train identified staff on CR. (3 Phase plan includes foundational content, practical implementation and evaluation.)

# 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.

## Year 3 Goal...

Collect and analyze English Language Arts, Mathematics, Writing, and Science data and provide staff development on how to appropriately use the data to drive instructional decisions

Staff Development on how to use assessment data to drive instructional decisions to date:

- 6 SchoolCity Trainings Centrally to Administrators
- 19 Site Based Trainings to Teachers
- SchoolCity's new 'Rapid Response' bank of standards-based CFAs
- CFA Quick Guide Resource

Benchmarks will be offered online bi-annually through SchoolCity in November and February

- 150 Teacher Tech Liaisons have been trained by SchoolCity
- Benchmarks are aligned to the Curriculum 3.0 Scope and Sequence and to the highly leveraged standards on AzMERIT

# 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.

## Year 3 Goal...

TUSD will implement a standardized measurement system with common weekly assessments aligned to the curriculum and provide professional development on the effective use of formative data

## CFA guidance and development

- Principals trained monthly at ILA

## CFA Campus Leaders

- 32 CSPs/IDIs will meet monthly and be trained to support teachers during PLCs to create CFAs

## SchoolCity

- School City empowers Teachers to check for understanding
- School City aligns to the Standards

# DIVERSITY

# Strategic Priority 1: Reflective Curriculum

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

Year 3 Goal...  
Establish and maintain Math and Science Courses for High Schools





# Culturally Relevant Courses & Culturally Responsive Practices Curriculum:

Strategic Priority 1: Curriculum- Assessment design includes authentic assessment of skills for real-life application by students to increase agency

Strategic Priority 2 & 3: Instruction & PD- Comprehensive Culturally Responsive Practices Plan

Cohort: Administrators, Certificated Staff and Classified

Phase I: Foundation

Phase II: Implementation

Phase III: Evaluation and Assessment

# Culturally Relevant Courses & Culturally Responsive Practices

Strategic Priority 1: Reflective Curriculum- Culturally Relevant department provides training to sites on development of culturally relevant curriculum and culturally responsive pedagogy.

# Culturally Relevant Courses & Culturally Responsive Practices

## Sample Curriculum:

GONZALEZ—EIGHTH GRADE—SOCIAL STUDIES

CPRI | *Sumr.*

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2016-17 TUSD Curriculum Map: 11<sup>th</sup> Grade US History, Mexican American Perspective

<b>UNIT TITLE</b>
Young People in Action: Analyzing the Birmingham Children's March of 1963
<b>UNIT PURPOSE &amp; OVERVIEW</b>
The purpose of this unit is three-fold: <ul style="list-style-type: none"> <li>• First, it provides students with concrete, historical examples of substantive sociopolitical change effected by African-American youth during one of the most pivotal moments in the Civil Rights Movement. In doing so, this unit reinforces the idea that the students, specific young people, in general—are not without a voice or influence in our society. To exert influence, however, is challenging and the hurdles must be understood if youth-driven to have a positive effect on their communities.</li> <li>• The second purpose of this unit is to strengthen student analysis of three types of media: written text, photographic imagery, and lyrical music. Not only does this address critical understandings required of key content and literacy standards, but the variety of media illustrates the importance communication has on organizing a mass movement of people. The latter point is especially important.</li> <li>• The third purpose is to connect historical events with contemporary issues affecting today. Through several brainstorming activities, students use the lessons of the Civil Rights Movement to peacefully respond to those community-based issues they themselves find relevant. The unit highlights mass communication, concluding with a discussion on the advantages youth today have in terms of social networks relative to the youth of the 1960s.</li> </ul>
<b>ENDURING UNDERSTANDING</b>
<ul style="list-style-type: none"> <li>• To successfully enact change, social justice movements require (1) a powerful central message and (2) powerful ways to communicate that message.</li> <li>• Social justice messages can be communicated using a variety of media including, but not limited to, music, writing, the visual arts, and physical expression.</li> <li>• Young people in the 21st Century have advantages in communicating their message that their 1960s counterparts did not have: the Internet, mobile technology, and social networks.</li> </ul>
<b>ESSENTIAL QUESTION(S)</b>
<ul style="list-style-type: none"> <li>• What role should young people have in helping solve society's problems?</li> <li>• What can the Birmingham Children's March of 1963 teach young people about social justice?</li> <li>• How can technology and social networks help young people build on the lessons of the Birmingham Children's March and advance their own social justice messages?</li> </ul>
<b>OVERVIEW OF UNIT LESSONS</b>

# of Lessons	Lesson Title	Duration of Periods
Lesson 1	What Was the Birmingham Children's March of 1963?	3

<b>QUARTER 1—POSSIBLE ACTIVITIES AND READINGS</b>
<p><u>Critical Foundations</u>  <b>My History Project:</b> Research project based on student's family and personal history. Includes: Family members interviews to research and write about students' family's history, I Am Poems and I Am From Poems focused on personal identity.</p> <p><b>Group Discussion and Research:</b> What is knowledge and how is it constructed? What is Indigenous Epistemology?</p> <p><b>Oppression &amp; Liberation Vocabulary Squares:</b> Defining the 4-I's of oppression and liberation: Intrapersonal, Interpersonal, Internal and Institutional) and related them to the historical context.</p> <p><b>3 Levels of Consciousness:</b> PowerPoint teaching the definitions and examples of the 3 Levels of Consciousness, along with a reading of Ch. 1 and 2 of <i>Pedagogy of the Oppressed</i>. Students discuss how the text relates to current issues in their community. Reading is done in a small group setting but is discussed with the whole class.</p> <p><b>Music Analysis:</b> Student will bring in songs that deal with social justice issues to present to class. Students will annotate and identify class concepts in each song during their class presentation. This can be a stepping stone for the YPAR project.</p> <p>Immigration, European, Latin American, Asian, religious immigration to the United States. What are the commonalities?</p> <p><b>Youth Participatory Action Research (YPAR):</b>            On-going research project with the end product of a research paper and presentation at the end of the school year. Action Research Projects may be done in groups, pairs or individually depending on the teacher and the class. Students will look at what they have learned so far in the class, as a class, students will discuss issues and injustices within their own community. Collaborative groups will develop research questions to conduct fieldwork, interviews, research articles related to their community issue; develop an action plan for a solution, and present projects at a symposium or community event.</p> <p><u>Early Civilizations</u>  <b>Investigation of Indigenous Peoples:</b> Video clips about cultural traditions, history, and mythology of indigenous peoples of the Americas. Read different perspectives on the encounters between the indigenous groups and the colonizing Europeans. Readings focused on Aztec, Mayan, Toltec, Olmec, Hopi, Anasazi, First Nations. Guided discussion on Aztec and Mayan guiding principles as foundations of classroom community of learners.</p> <p><u>Exploration and Colonization</u>  <b>Colonization Mini-Presentations:</b> A.) The 7 Pillars of Colonization (grabbing land, growing for Europe, developing Europe, consuming colonially, hatching hierarchies, killing cultures, exploiting land). B.) Simulations on Colonization: The impact and effects for Europeans and Indigenous peoples of the Americas through case studies that include the Spanish Caste and encomienda systems, slavery in the Americas, Doctrine of Discovery, Invasion vs. Colonization, European and Indigenous religious beliefs, cultural traditions, Salem witch trials, the story of Thanksgiving.</p> <p><b>Linked texts:</b> <i>The Latino/a Condition: A Critical Reader</i>, Richard Delgado &amp; Jean Stefancic (excerpts); "I am Joaquin/Yo Soy Joaquin." Rodolfo Corky Gonzales (poem), "Who Is a Chicano? And What Is It the Chicanos Want?" article by Ruben Salazar <a href="https://forchicanachicanostudies.wikispaces.com/file/view/Ruben+Salazar.pdf">https://forchicanachicanostudies.wikispaces.com/file/view/Ruben+Salazar.pdf</a>, <i>Rethinking Columbus</i> (excerpts), Bill Bigelow, <i>A People's History of the United States</i>, Howard Zinn (Chapter 1), <i>Occupied America</i>, Rodolfo Acuña, <i>500 Nations</i> (excerpts from the 1995 video), <i>The American Vision</i>, Appleby, et al., "Rethinking Thanksgiving," Bill Bigelow (essay from <i>Rethinking Columbus</i>), <i>A Different Mirror</i>, Ronald Takaki, <i>Lies My Teacher Told Me</i>, James Loewen, <i>Beyond Gerns</i>, Cameron, Kelton, and Swedlund.</p>



# Strategic Priority 2: Recruitment and Retention

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

Year 3 Goal...

Monitor and review human resources hiring practices

- Conduct an analysis of hiring practices focused on increasing the applicant pool of minority candidates.
- HR implemented AppliTrak, an applicant tracking system in the 2014-15 School Year. After analysis of that year, HR made adjustments for the 2015-16 SY starting in October of 2015. Prior candidates could bypass responding to the ethnicity question. Since we are under a Unitary Status Plan, applicants must designate. The following is the data of our applicant pool for both the 2014-15 and 2015-16 fiscal years

# Review of Applicant Database for all positions

Race/Ethnicity of Applicants	2014-15 as of 6/30/2015	2015-16 as of 6/30/2016	2016-17 as of 9/20/2016
Native American/Alaska Native	182	348	82
Asian/Pacific Islander	116	181	68
Black/African American	317	663	237
Hispanic/Latino	2,313	3,368	1,247
White/Caucasian	2,541	3,367	1,160
Unspecified	2,520	366*	0
<u>Totals</u>	<u>7,989</u>	<u>8,293</u>	<u>2,794</u>

\*Reflect July , 2015 – September, 2015



# Strategic Priority 3: World Language Options

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

Year-3 Goal...

Pilot middle schools will implement Enrichment Foreign Language programs throughout the school day with identified foreign language(s).

# World Language Feeders

**Spanish** – Roberts/Naylor K-8 → Rincon HS

**Arabic** – 1) Maxwell K-8 → Cholla HS (IB program available)

2) Wright ES → **Doolen MS** → Catalina HS

**Korean** – 1) Fruchthendler K-5 → Sabino HS

**Chinese** – Soleng Tom ES → **Gridley MS** → Sahuaro HS



# Gridley and Doolen Middle Schools

Gridley  
(Chinese)

- Certified Chinese teacher will be split between Vail MS and Gridley MS

Doolen  
(Arabic)

- Arabic will begin at Doolen MS second quarter



# Strategic Priority 4: Advanced Learning Opportunities

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

Year 3 Goal...

Create a highly qualified and viable workforce to implement Advanced Learning Opportunities/accelerated course work.

The GATE department will provide gifted professional development designed to increase instructional practice and build a highly qualified work force providing gifted instruction in the GATE department.

### Professional Development

- Self-contained GATE teachers 2 days GATE articulation - Oct. 26, 2016 and March 8, 2017
- Itinerant GATE teachers minimum 1 hr. weekly GATE PLCs
- Weekly GATE PD for GATE Teachers at Roberts-Naylor K-8 and Wheeler Elementary GATE expansion sites
- By weekly train-the-trainer GATE professional development to Tully Elementary Magnet School Curriculum Service Providers – September 2016
- Quarterly gifted professional development for District teachers that can be used towards obtaining a Gifted endorsement – September 2016
- ALE department will fund teachers to attend the Desert Summer Institute for 30 professional development hours towards obtaining a gifted endorsement – June 2017

GATE Training to get more teachers GATE endorsed, including Professional Development throughout the school year and the Advanced Placement Summer Institute.

- Advanced Placement Training at the Advanced Placement Summer Institute (APSI).
  - Summer 2015 – TUSD Teachers trained at APSI – 66.
  - Summer 2016 – TUSD Teachers trained at APSI – 106.
- AVID Training to increase the number of teachers AVID trained as a pathway to Advanced Learning Experiences.
  - AVID Summer Institute 2015 – TUSD Teachers trained – 51.
  - AVID Summer Institute 2015 – TUSD Teachers trained – 42.
- AVID Expansion at Magee Middle School during the 2016-2017 School Year.

- The percentage of African-American and Hispanic students in AVID classes has increased to 80%.
- Total AVID enrollment has increased by 536 students over the past 4 school years.

AVID	2013-2014 30 <sup>th</sup> Day Enrollment	2014-2015 30 <sup>th</sup> Day Enrollment	2015-2016 30 <sup>th</sup> Day Enrollment	2016-2017 30 <sup>th</sup> Day Enrollment	Increase from 13- 14 to 16- 17
African-American	46	81	131	118	72
Hispanic	399	541	788	818	419
Total AA/Hisp	445	622	919	936	491
District Total	565	789	1181	1190	625
% AVID AA/Hisp	79%	79%	78%	79%	79%

# Strategic Priority 5: Community Engagement

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

Year 3 Goal...

Ensure that every school has a designated person to be the liaison between the site and the Family Engagement Centers

**Attainable:** Listing of liaisons easily available.

Complete list includes:

- 48 School Community Liaisons
- 2 Magnet Site Coordinators
- 1 Drop-Out Prevention Specialist
- 1 Curriculum Specialist
- 2 Office Managers
- 34 Principals



# Measurable: Increased attendance of parents at events

- Site Family Engagement Reporting Tool has been developed to measure attendance at school site events
- Tracking tool has been developed to measure attendance at Family Centers
- School sites have conducted Back to School and Open House Events
- Class and workshop attendance is increasing at Family Resource Centers



**Specific:** District will establish community liaison support positions housed in the schools which will be supervised and trained by the Family Engagement Coordinator to link schools and families with basic needs, supports, and district resources.

- School Community Liaisons at 48 schools, designated Family engagement contacts at all other schools
- Family Engagement Coordinator provides a bi-weekly Family Engagement Newsletter to designated liaison at all sites
- Initial School-Community Liaison trainings have been provided at the Family Centers
- Additional trainings are being developed based on feedback from liaisons attending initial training sessions

