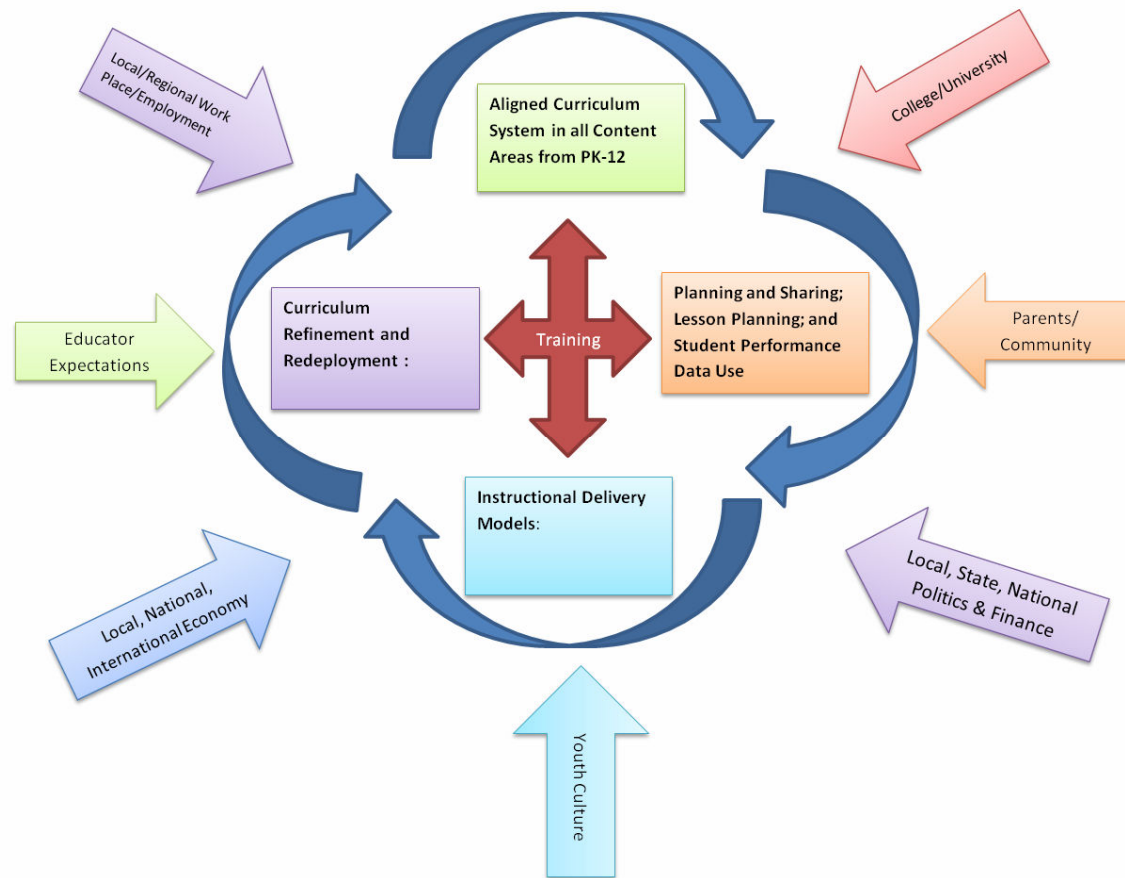


Instructional Leadership Team Plan



The Instructional Leadership Team (ILT) Plan is designed to focus on the four internal components of the District Teaching & Learning Model (above). The ILT Plan is divided into four major areas. These areas are at the center of the model and are interconnected by training. The four internal components of the model are indicative of the major areas over which district leadership has control and/or influence. A key aspect of understanding the ILT Plan is that all components must work together. The seven external arrows pointing toward the center of the model reflect external influences that must be understood but are not within the control of district leadership.

Instructional Leadership Team Plan

OVERVIEW OF THE FOUR INTERNAL COMPONENTS

I. Aligned Curriculum System

An aligned curriculum management system at all grade levels throughout the district will support a clearly defined written, taught, and assessed curricular process. The system will include: a process for developing a district-wide curriculum framework that is aligned to local, state, and federal guidelines and standards; a curriculum management platform that warehouses the district-created curriculum, lesson plan template, and student data; a scope and sequence for the district-wide curriculum, including a district-wide assessment calendar; a clearly defined model for K-8 campuses; and clearly defined standards of Fine Arts instruction on all campuses and of academic programming for all elementary and middle schools.

II. Planning and Student Performance

Teachers and administrators will utilize a system for planning and sharing, based on a set framework for lesson planning and the management, analysis, and use of student data. The system will include clearly defined professional development plans: to improve the quality of professional development in TUSD; to support planning and sharing among teachers and campus administrators, in the area of student data analysis; and to support planning and sharing among teachers and campus administrators, in the area of student intervention and support.

III. Instructional Delivery Models

The District will establish an instructional delivery model that is engaging, relevant, and focused on the production of 21st century skills, with the intent of graduating students who are college, career, and or military ready. Such a system will include: establishing instructional delivery models that are engaging and student-centered; implementing an instructional technology plan that is aligned with the district-created curriculum; expanding AVID throughout the district; establishing a consistent Exceptional Education model for delivery of instructional services; establishing and solidifying the district's magnet plan; and establishing and solidifying the district's CTE program and plan.

IV. Curriculum Refinement and Redeployment

The District will establish a fully aligned district-wide curriculum, assessment and professional development plan, based on the development and input from district staff, (e.g. teachers, administrators, and central office personnel). Such a system will include: establishing a clear understanding of the district's curriculum and curriculum resources; establishing a comprehensive district-wide professional development catalog; and establishing clearly defined family engagement and outreach initiatives and activities.

Instructional Leadership Team Plan

CONTENTS

I. Aligned Curriculum System

Initiative 1: Establish a process for developing a district-wide curriculum framework that is aligned to local, state, and federal guidelines and standards.

Initiative 2: Establish a curriculum management platform that warehouses the district-created curriculum, lesson plan template, and student data.

Initiative 3: Establish a scope and sequence for the district-wide curriculum, including a district-wide assessment calendar.

Initiative 4: Establish a clearly defined model for K-8 campuses.

Initiative 5: Establish a clearly defined standard of Fine Arts instruction on all campuses.

Initiative 6: Establish a clearly defined standard of academic programming for all schools.

Initiative 7: Establish a clearly defined standard of school counseling on all campuses

Initiative 8: Explore the development and standards for an International school to best support ELLs at the high school level

Initiative 9: Create an Alternative School for K-12

Initiative 10: Establish and solidify the district's magnet plan.

Initiative 11: Establish and solidify the district's CTE program and plan

Initiative 12: Establish clearly defined model for District Day Care Centers

II. Planning and Student Performance

Initiative 1: Establish a clearly defined PD plan to improve the quality of professional development in TUSD.

Initiative 2: Establish a clearly defined PD plan to support planning and sharing among teachers and campus administrators, in the area of student data analysis.

Initiative 3: Establish a clearly defined PD plan to support planning and sharing among teachers and campus administrators, in the area of student intervention and support for academics, behavior, and attendance.

Initiative 4: Establish clearly defined district calendar for training and roll-out of new initiatives.

Initiative 5: Establish and maintain community partnership which support TUSD's students and families

Initiative 6: Establish and implement criteria to identify and select student support programs and activities

Initiative 7: Struggling Schools

III. Instructional Delivery Models

Initiative 1: Establish instructional delivery models that are engaging and student-centered.

Initiative 2: Implement an instructional technology plan that is aligned with the district-created curriculum.

Initiative 3: Expand AVID throughout the district.

Initiative 4: Establish a consistent Exceptional Education model for delivery of instructional services.

IV. Curriculum Refinement and Redeployment

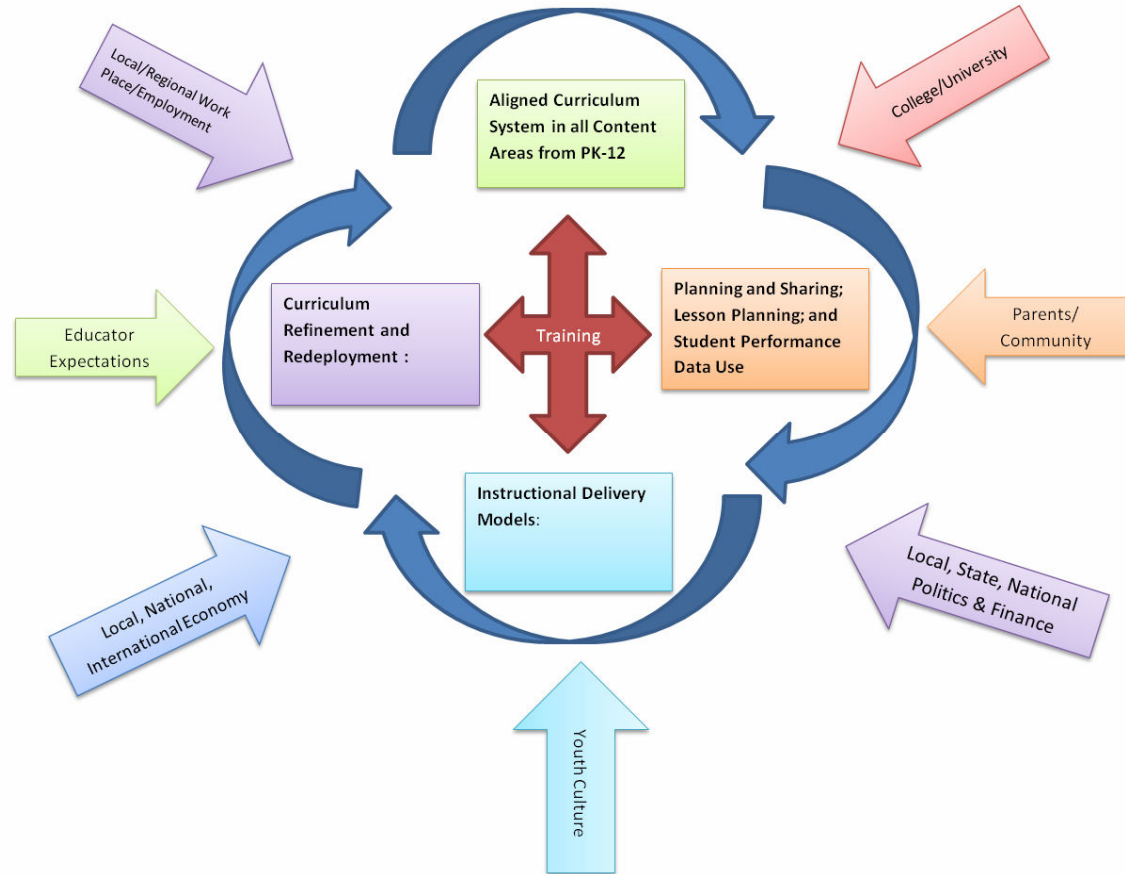
Initiative 1: Establish a clear understanding of the district's curriculum and curriculum resources.

Initiative 2: Establish a comprehensive district-wide professional development catalog.

Initiative 3: Establish clearly defined family engagement and outreach initiatives and activities.

Instructional Leadership Team Plan

Aligned Curriculum System in all Content Areas from PK-12



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Instructional Leadership Team Plan

I. Aligned Curriculum System in all Content Areas from PK – 12

Purpose: To establish an aligned curriculum management system throughout the district, PK-12, which supports a clearly defined written, taught, and assessed curricular process.

Initiative 1: Establish a process for developing a district-wide curriculum framework that is aligned to local, state, and federal guidelines and standards.

Process/Item		Person(s) Responsible	Outcome or Product	Date of Completion
IP	A. Oversee and support, process, and roll-out of the district's full-scale curriculum audit	Adrian Vega, Steve Holmes, and a number of other staff members	Curriculum Audit Results from vendor. Will begin process in earnest, non-stop, once curriculum audit is conducted and complete	RFP Board approved on Oct. 22 Jan 27 – 31, 2014 Audit takes place Final Board presentation April 2014
IP PD	<p>B. Develop preschool – 12 grade TUSD curriculum frameworks, based on the Common Core standards and PARCC with the integration of MC perspectives, with the implementation of Universal Design for Learning (define) that addresses the diverse learning needs for all students. Will exemplars be developed for units? How will academic data be used and measured? How does this look for ELLs?</p> <ul style="list-style-type: none"> Universal Design for Learning: The concept of UDL is that curriculum is designed to be accessible to the broadest range of learners. This means planning curricula and instruction from the onset to include the scaffolds and supports that anticipate learner variability and engages students in meaningful learning experiences. The purpose of curricula designed with UDL in mind is to remove barriers of traditional curricula and engage all students. UDL is based in neuroscience and includes: <ul style="list-style-type: none"> Multiple means of representing information to students 	Adrian Vega, Steve Holmes, Auggie Romero, Richard Foster, Curriculum Directors, Secondary Leadership, Martha Taylor, Frank Larby, Tina Stephens, Ignacio Ruiz	TUSD curriculum framework, e.g. by content and grade level, digital platform, and data base K-8 frameworks including unit assessments, curriculum maps, and sample exemplar units	By April 1, 2014

Instructional Leadership Team Plan

	<ul style="list-style-type: none"> ○ Multiple means for actions and expression by students ○ Multiple means for engagement of students. 			
IP	C. Finalize development of CRC curriculum frameworks <i>(USP Project 6)</i>	Steve Holmes, Auggie Romero, Tsuru Bailey-Jones, Sam Brown, Secondary Leadership, Joan Gilbert, Kathryn Chavez, Dawn Merrick, Carol Cimino, Jennifer Laxton, Desiree Cueto, Sal Gabaldon, Andrew Walanski, Julie Tolleson	TUSD MC and CRC curriculum CRC frameworks including unit assessments, curriculum maps, and sample exemplar units	By December 9, 2013
IP PD	D. Develop and establish a Dual-Language model (including requesting an OELAS-extension) <i>(USP Project 4)</i>	Ignacio Ruiz, Steve Holmes, Sam Brown, Martha Taylor, Julie Tolleson	OELAS-extension from ADE Re-vamped Dual-Language model to implemented on campuses that agree to support newly revised model	Present Plan to Governing Board on December 10, 2013
IP PD	E. Determine and establish a consistent PK model and program <i>(USP Project 5)</i>	Teri Melendez, Eugene Butler, Early Childhood staff, Sam Brown, Vicki Callison, Ana Gallegos, Julie Tolleson	A consistent TUSD PK model across the district. Plan completed by April 2014 that outlines the TUSD Mode and includes a 2 phase in to transition all PKs to the TUSD model	By April 1, 2014
IP PD	F. Review, tighten and align established curricula for magnet schools and programs <i>(USP Project 2)</i>	Vicki Callison, Julie Tolleson, Ignacio Ruiz	Consistent magnet curricula that are vertically-aligned	By March 1, 2014

Instructional Leadership Team Plan

			within each pipeline, and horizontally aligned with college and career opportunities.	
PD	G. Develop consistent prevention education curriculum for students that address the school counseling standards in the area of Academic, Career and Personal/Social competencies PK-12	Holly Colonna, Karen Ward, Jim Fish		By April 1, 2014

Initiative 2: Establish a curriculum management platform that warehouses the district-created curriculum, lesson plan template, and student data.

Process/Item		Person(s) Responsible	Outcome or Product	Date of Completion
IP PD	A. Develop the district's curriculum management platform system that includes student data analysis (Math eSource & Magnet) (USP Projects 4, 6, 13)	Adrian Vega, Steve Holmes, David Scott, Damon Jackson, Richard Foster, Sam Brown, Martha Taylor, Jennifer Laxton, Kathryn Chavez, Dawn Merrick, Carol Cimino, Joan Gilbert, Vicki Callison, Frank Larby	TUSD Curriculum Central management system. For the 14-15SY have a one page stop that provides the links to all curricula resources and data. (single point sign-on)	By April 1, 2014

Initiative 3: Establish a scope and sequence for the district-wide curriculum, including a district-wide assessment calendar.

Process/Item		Person(s) Responsible	Outcome or Product	Date of Completion
	A. Develop a district-wide assessment calendar for benchmarking (USP Projects 11 & 13)	Steve Holmes, David Scott, Halley Freitas, Teri Melendez, Abel Morado, Sam Brown, Frank Larby, Nicole Haan, Carol Cimino, Cindy Hurley, Ana Gallegos, Ignacio Ruiz	District-wide assessment calendar for benchmarking, state and local assessments	By May 1, 2014

Instructional Leadership Team Plan

Initiative 4: Establish a clearly defined model for K-8 campuses.				
Process/Item		Person(s) Responsible	Outcome or Product	Date of Completion
IP	<p>A. Determine what will be the district's standard format and structure for our K-8 campuses (USP Projects 5, 6, & 7)</p> <p>Equity of physical space (i.e. science labs) variety of electives, CORE Plus Academic Intervention, Middle School Acceleration (Math) and supports for exceptional learners</p>	Teri Melendez, Abel Morado, Eugene Butler, Martha Taylor, Elementary and Secondary Leadership	Standard model, structure, and design of K-8 campuses	By January 1, 2014

Initiative 5: Establish a clearly defined standard of Fine Arts instruction on all campuses.				
Process/Item		Person(s) Responsible	Outcome or Product	Date of Completion
IP	<p>A. Determine what will be the district's Fine Arts program and staffing standard for all campuses (USP Project 5 & 6)</p>	Joan Ashcraft, Steve Holmes, Teri Melendez, Abel Morado, Brian Lambert	Creation of a standard Fine Arts program music and art for all campuses (which may include OMA)	By February 1, 2014

Initiative 6: Establish a clearly defined standard of academic programming for all schools.				
Process/Item		Person(s) Responsible	Outcome or Product	Date of Completion
	<p>A. Determine what standard specials will be offered at all elementary campuses, e.g. art, music, library, PE, technology, etc. (communication classes, speech, debate) that are accessible to all learners</p>	Joan Ashcraft, Steve Holmes, Teri Melendez, Frank Larby, Tina Stephens	Creation of a standard set of specials for all elementary campuses that are accessible to all learners	November 27, 2013
	<p>B. Determine what standard elective courses will be offered at all middle schools, e.g. PE, band, orchestra, multi-media, etc.</p>	Joan Ashcraft, Steve Holmes, Abel Morado, Eugene Butler, Martha Taylor, Frank Larby	Creation of a list standard elective courses at the middle school level	November 27, 2013

Instructional Leadership Team Plan

Initiative 7: Establish a clearly defined standard of school counseling on all campuses.

Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
A. Determine that the school counseling program will be implemented at each site (USP Project 5 & 6)	Jim Fish, Holly Colonna	Providing all students the necessary skills to be successful academically, socially, emotionally and in their future careers. Student Education and Career Action Plans (ECAPS)	March 1, 2014 for 2014 – 2015 Roll Out
B. Determine the district's school staffing standard for all campuses	Jim Fish, Holly Colonna	Staffing congruent with national standards	November 27, 2013

Initiative 8: Activity 8: Explore the development and standards for an International school to best support ELLs at the high school level

Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
A. Determine the need for an International School for ELLs (USP Project 5 & 6)	Ignacio Ruiz, Tsuru Bailey-Jones, Steve Holmes, Jean D'Andrea	A needs assessment that includes community survey data	By October 1, 2014
B. Determine what will be the district's standard format and structure for an International high school	Ignacio Ruiz, Tsuru Bailey-Jones, Steve Holmes, Jean D'Andrea	Standard model, structure, and design of an International high school campus	By October 1, 2014

Initiative 9: Expand alternative to suspension program K-12

Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
A. Determine the standards for K-5 alternative school program that includes Social Emotional Learning	Jim Fish and staff of Student Equity, Sam Brown,	Site selection, referral process staffing	By February 1, 2014
B. Determine the standards for 6-8 and 9-12 alternative school program that includes Social Emotional Learning	Jim fish and staff of Student Equity, Sam Brown	Site selection, referral process, staffing	By February 1, 2014

Instructional Leadership Team Plan

Initiative 10: Establish clearly defined standards for magnets

Process/Item		Person(s) Responsible	Outcome or Product	Date of Completion
	A. Develop a comprehensive magnet plan to strengthen integration and educational quality at magnet schools and programs (<i>USP Project 2</i>)	Vicki Callison, Joan Ashcraft, Sam Brown	Standards of magnet programs including themes and curriculum	Begin developing CMP Feb 2014

Initiative 11: Establish a clearly defined model for TUSD Day Care/Preschool.

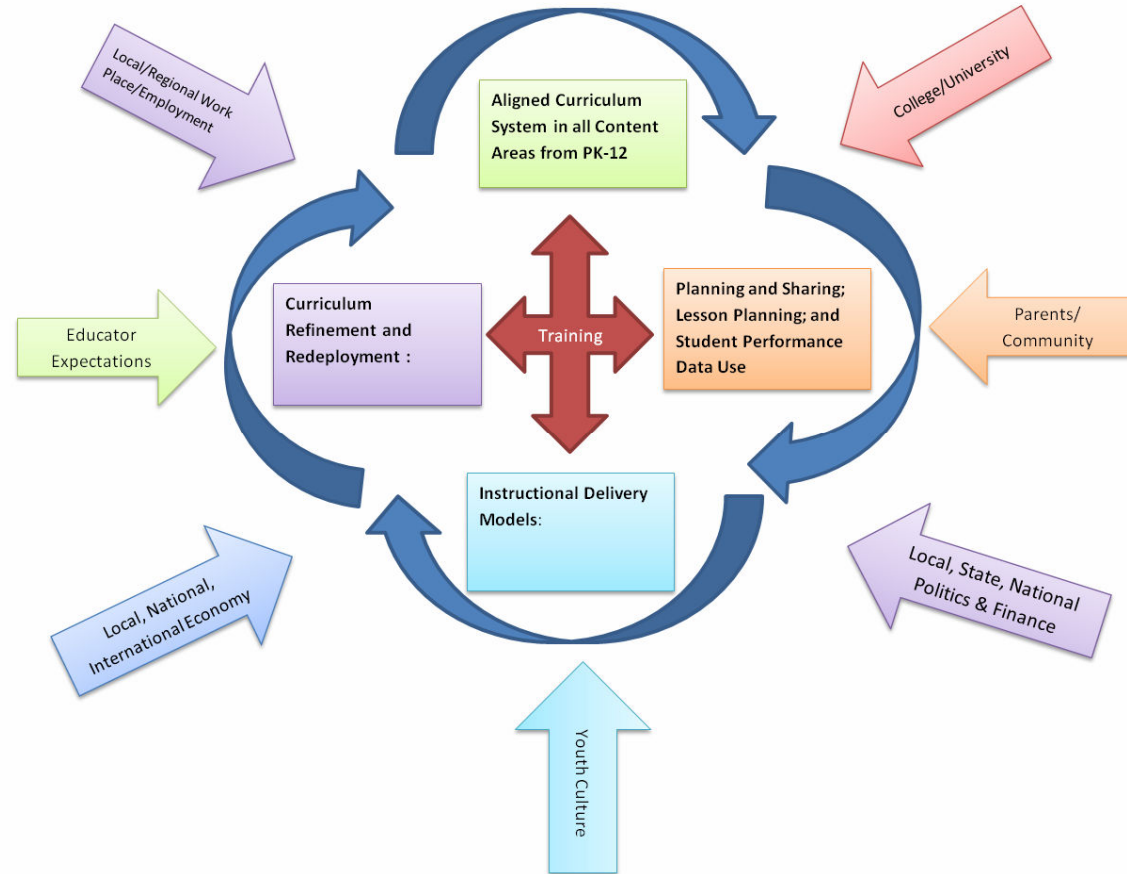
Process/Item		Person(s) Responsible	Outcome or Product	Date of Completion
	A. Determine what will be the district's standard format and structure for our day care centers	Teri Melendez, Pat Delaney, Carolyn Eldridge, Kendra Bell	Standard model, structure, and design of Day Care Centers including an west and east side location	By March 1, 2014

Initiative 12: Establish clearly defined standards for CTE

Process/Item		Person(s) Responsible	Outcome or Product	Date of Completion
	A. Work on refining the district's CTE program and plan (<i>USP Project 4</i>)	Chuck McCollum, Abel Morado, Steve Holmes, Adrian Vega, Sam Brown, Holly Colonna, Roxanne Begay-James, Martha Taylor	A clearly articulated district CTE/JTED plan that includes course and staffing standards and "B" and "C" below	Dr. Sanchez will continue to meet with city and business officials to determine top jobs that require specific skills. CTE/JTED plan will follow.

Instructional Leadership Team Plan

Planning and Sharing; Lesson Planning; and Student Performance Data



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Instructional Leadership Team Plan

II. Planning and Sharing; Lesson Planning; and Student Performance Data Use

Purpose: To establish a system for planning and sharing among teachers and campus administrators, based on a set framework for lesson planning and the management, analysis, and use of student data.

Initiative 1: Establish a clearly defined professional development plan to improve the quality of professional development in TUSD.

Process/Item		Person(s) Responsible	Outcome or Product	Date of Completion
On-going	A. Develop a district PD plan	Adrian Vega, Steve Holmes, Richard Foster, Reesa Fickett, Priscilla McCraney, Patricia Hurley, Janine Strand, Janelle Odom, Jillian Parkhurst, Dawn Markley	Plan includes the structure and components of high quality PD: which encompasses adult learning theory, engagement strategies, and presentation strategies to meet the needs of a diverse group of learners. module, trainer of trainers module, PLCs, SLT, ILT, BLT, ILA, LPA and also includes the creation of a trainer of trainer PD module for those who conduct PD in the district, district-level, department level, and campus level PD that aligns to the TUSD Strategic Plan	By April 1, 2014
On-going	B. Provide training to all instructional staff who conduct PD – Trainer of Trainer model (USP Project 12)	Joan Ashcraft, Tsuru Bailey-Jones, Maria Figueroa, Jimmy Hart		

Instructional Leadership Team Plan

Initiative 2: Establish a clearly defined professional development plan to support planning and sharing among teachers and campus administrators, in the area of student data analysis.

Process/Item		Person(s) Responsible	Outcome or Product	Date of Completion
IP PD	A. Provide training to all teachers and administrators on the processes for interpreting student data, e.g. data disaggregation and follow-up steps (USP Project 13)	Eugene Butler, Halley Freitas, David Scott, Richard Foster, Ana Gallegos, Josephine King, Renee Arakaki, Kathryn Bolasky, Nicole Haan, Frank Larby, Ignacio Ruiz	PD training sessions on data analysis aligned with the process used in ILAs	By April 1, 2014
	B. Provide training to all teachers and administrators, and other relevant staff on using the district-created data analysis system (USP Project 13)	Richard Foster, Sam Brown, Richard Foster, Ana Gallegos, Tsuru Bailey-Jones, Jim Fish, Jimmy Hart, Brian Lambert, Maria Figueroa, Roxanne Begay-James	PD training sessions on data analysis and system.	By April 1, 2014 <i>This is included in 1.2.A</i>
IP PD	C. Train and development on data strategies and technology use	Frank Larby, Bob Kramer		By April 1, 2014 <i>Included in the overall district PD plan</i>
IP	D. Analyze current information systems to determine best solution for a centralized Learning Management System. (This system will include a Student Information System, Master Scheduler, Grade Book, Incident Management Module, etc.) (USP Project 10)	Damon Jackson	Centralized Management System	By February 1, 2014

Instructional Leadership Team Plan

Initiative 3: Establish a clearly defined professional development plan to support planning and sharing among teachers and campus administrators, in the area of student intervention and support for academics, behavior, and attendance.				
Process/Item		Person(s) Responsible	Outcome or Product	Date of Completion
	A. Determine the type and kind of intervention resources that are accessible to all learners used throughout the district, Advocate for and provide interventions for foster students, delinquent students (USP Projects 4, 5, & 7)	Adrian Vega, Steve Holmes, Jim Fish, Brian Lambert, Student Equity Staff, Sam Brown, Joan Ashcraft, Jennifer Laxton, Bob Kramer, Dani Tarry, Herman House, Tina Stephens, Holly Colonna, Israel Macias-Reyes, Ignacio Ruiz	Student Support Review and Assessment	Completed
IP PD	B. Provide training to instructional support personnel and campus administrators on the district-wide MTSS (RtI) plan (USP Projects 5 & 7)	School Support Teams, Steve Homes, Title I and CIPD PDATs, Richard Foster, Tsuru Bailey-Jones, Eugene Butler, Amy Diebolt, Lorrie Andrews, Jim Fish, Roxanne Begay-James, Jimmy Hart, Maria Figueroa	Plan with timeline for teachers and administrators trained on the district-wide MTSS plan, with specific training on the specific African-American and Latino academic intervention plans	By February 1, 2014 Administrators and LSC training is complete as of November 2013.

Instructional Leadership Team Plan

	C. Determine which resources will be used for intervention strategies, e.g. universal screener, and Tier 2 and Tier 3 support (<i>USP Projects 5 & 7</i>)	Adrian Vega, Steve Holmes, Jim Fish, Cara Rene, Student Equity Staff, Eugene Butler, Auggie Romero, Holly Colonna	A set list of MTSS intervention strategies and resources	By March 1, 2014
	D. Tier-3 Academic, Behavioral, Attendance Support (<i>USP Project 5 & 7</i>)	Adrian Vega, Steve Holmes, Teri Melendez, Abel Morado, Jim Fish, Richard Foster, Tsuru Bailey-Jones, Israel Macias-Reyes	Quarterly Discipline Analysis; Quarterly “WatchPoint” Analysis Corrective Action Plans; Targeted Interventions Final outcome is a single data system for all components of MTSS and available through the single point sign on page refer to I.2.A	By February 1, 2014
IP PD	E. Develop roll-out plan and training dates for campuses that have yet to implement PBIS; and for ongoing Restorative Practices training (<i>USP Project 7</i>)	Student Equity Staff	PBIS roll-out plan and calendar for schools new to PBIS; for all schools to receive RP refresher training; and for new-staff to receive RP targeted training from existing staff.	By December 13, 2013
IP PD	F. Provide ongoing, and documented, PBIS and RP support to campuses through LSCs (<i>USP Project 7</i>)	Student Equity Staff	Plan and calendars for RP/PBIS support to each campus (LSCs).	By December 13, 2013;
	G. Reinforce Drop-Out Recovery efforts by canvassing the community with a “door-to-door” campaign, consisting of City and District officials, volunteers, and media (<i>USP Projects 5 & 8</i>)	Student Equity Staff, Cara Rene, Noreen Wiedenfeld	A calendar includes dates, times and areas to be covered during the designated sweep. Increased enrollment; decreased drop-outs; walk the community, flyers, re-enrollment of students who have dropped-out	By January 1, 2014

Instructional Leadership Team Plan

	H. Define and develop a district-wide drop-out prevention plan that is seamless from grade to grade, program to program, and department to department. (USP Project 5)	Student Equity Staff and School Leadership	District-wide drop-out prevention plan, including specific section focused on African-American and Latino students based on the results of the Review Assessment & Audit	By December 1, 2013
IP	I. Review and refine Guidelines for Student Rights and Responsibilities for SY 2014-15 (USP Project 7)	Student Equity Staff and School Leadership, Julie Tolleson	Gather discipline data (quantitative) and internal/external data and information (qualitative); form subcommittee to revise GSRR	By April 1, 2014
	J. Review and assess existing ALE programs, strategies and resources (USP Project 4)	Steve Holmes, Martha Taylor, Student Equity Staff	ALE Review and Assessment	November 1, 2013
	K. Develop and implement an ALE Access and Recruitment Plan (USP Project 4)	Steve Holmes, Martha Taylor, Student Equity Staff	ALE Access and Recruitment Plan (based on the R&A, above)	By February 1, 2014

Initiative 4: Establish clearly defined district calendar for training and roll-out of new initiatives.

Process/Item		Person(s) Responsible	Outcome or Product	Date of Completion
	A. Set training dates for Danielson Framework (USP Project 12)	Steve Holmes, Richard Foster, Teri Melendez, Abel Morado, Sam Brown Nancy Woll	Danielson Framework training	Set for new training dates for summer of 2014 & SY 2014-15
	B. Set training dates for Teachscape (USP Project 12)	Richard Foster	Teachscape training	
	C. Set training dates for 301 plans	Steve Holmes, Shelly Duran, Nicole Haan,	301 plan training	

Instructional Leadership Team Plan

		Richard Foster		
	D. Set training for Business and Operations	Jose Figueroa Paula Stilwell Pam Palmo Candy Egbert Kevin Startt, Richard Foster, Reesa Fickett, Priscilla McCraney	Business and Operations training	By February 1, 2014
	E. Mandated McKinney-Vento training to identify homeless students resources available to be included in master PD calendar annual training	Dani Tarry, Student Equity Staff	Annual training for staff	By December 20, 2013
	F. Develop plan (including schedule) and implement culturally responsive (SAIL) strategies for students <i>(USP Project 6) include H below</i>	Steve Holmes, Tsuru BJ, Auggie Romero, Sam Brown, Student Equity Staff	IP Plan for Students	3-Hour overview training completed: By January 1, 2014 Follow up modules: By March 1, 2014
	G. Develop plan (including schedule) to require and monitor site-highlighting of contributions of diverse groups <i>(USP Project 6) this should be embedded into G above</i>	Steve Holmes, Tsuru BJ, Auggie Romero, Sam Brown, Student Equity Staff	Site Reflection Plan	By December 13, 2013
	H. Develop plan (including schedule) to expand CRCs to all high schools in 2014-15 <i>(USP Project 6)</i>	Steve Holmes, Tsuru BJ	CRC Expansion Plan	November 27, 2013
	I. Develop calendar and process for ensuring that all legally required training is scheduled and implemented, e.g. Child Find, New Student Screening, FERPA, etc. include in PD calendar and on-boarding process	Steve Holmes, Eugene Butler	State and Federal Law require that all staff receive annual training in certain areas.	Training is developed, needs to be calendared
	J. Training on the teacher and principal evaluations including incentives, programs for effective teacher to go to struggling school (Legal/Policy support to evaluation and discipline is	Richard Foster, Pam Palmo, Julie Tolleson, Nancy	Board Policies/Regulations to include incentives and protections as outlined in	By January 31, 2014

Instructional Leadership Team Plan

	included) included in the master PD calendar	Woll, Steve Holmes, Tracey McGhee, Eugene Butler	state statute.	
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Initiative 5: Establish and maintain community partnership which support TUSD's students and families

Process/Item		Person(s) Responsible	Outcome or Product	Date of Completion
	A. Develop a list of community partners and how they can support our students and families	Dani Tarry, Student Equity Staff	Inclusive community outreach plan that identifies how the listed services can support TUSD students. Plan needs to be updated annually	By May 1, 2014 Reviewed annually in January of each year
	B. Participate in the Youth Development Coalition and support United Way's Grad Nation Initiative designed to increase graduation rates within TUSD and across Pima County	Dani Tarry, Student Equity Staff		
	C. Participate in and support United Way's Opportunity Youth Initiative designed to build programs and pathways for Opportunity Youth ages 16-24 who are disconnected from school	Dani Tarry, Student Equity Staff		
	D. Participate in Pima County Juvenile Justice Center's efforts to reduce Disproportionate Minority Contact, support delinquent students and support Foster Children and Youth	Dani Tarry, Student Equity Staff		
	E. Participate in the Southern Arizona Alliance for Community Schools to bring that model into implementation within TUSD schools	Dani Tarry, Student Equity Staff		
	F. Participate in the "Healthy Pima" Initiative to bring health information and resources to TUSD families	Dani Tarry, Student Equity Staff		
	G. Expand parental resources for the families of students with disabilities. This moved to III.4	Eugene Butler		

Initiative 6: Establish and implement criteria to identify and select student support programs and activities

Process/Item		Person(s) Responsible	Outcome or Product	Date of Completion
	A. Develop research-based criteria and use them to assess student support programs, including: the functions of Learning Support Coordinators, evidence for identifying target programs and activities and possible redundancy, and the use of student	Jim Fish, Brian Lambert, Steve Holmes, Sam Brown, Student	Student Support Criteria (to be shared with the Curriculum Auditors, and to be used to assess support	December 2, 2013

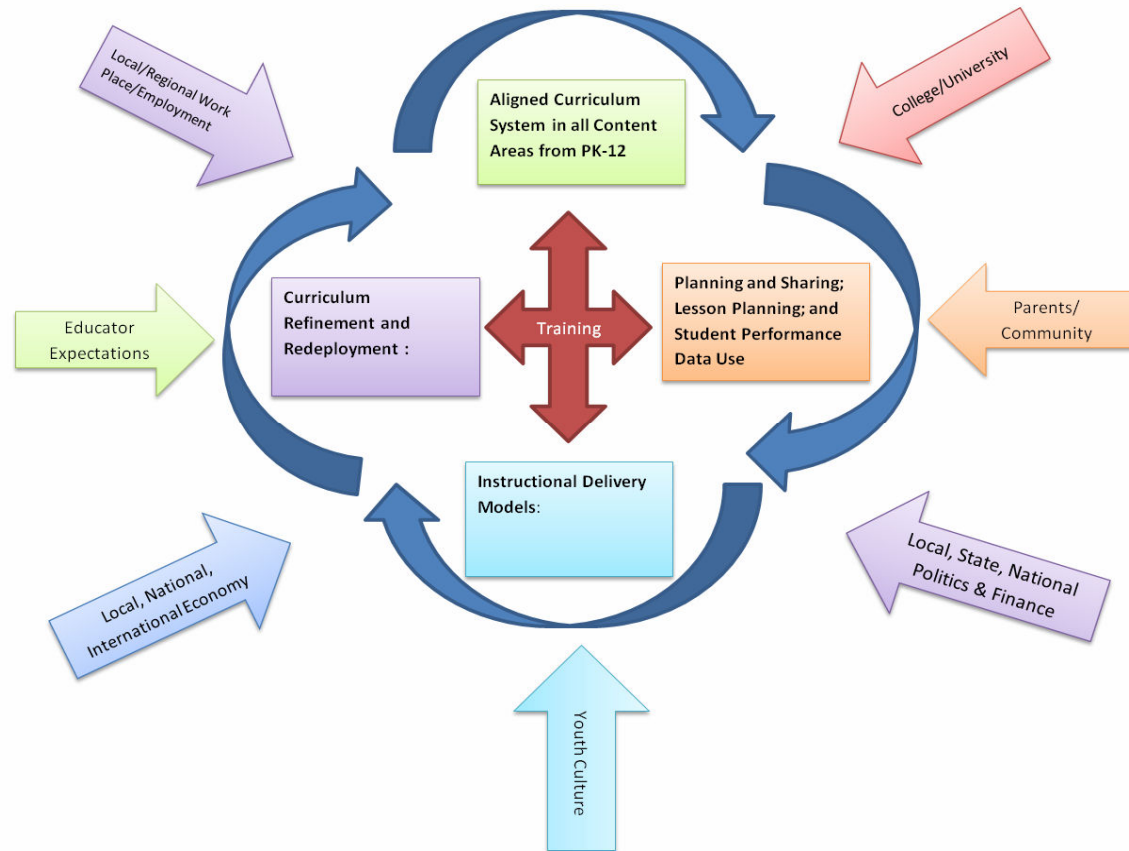
Instructional Leadership Team Plan

	outcome data. (MTSS) (USP Program 5)	Equity Staff	programs and strategies to be funded for 2014-15)	
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Initiative 7: Support to struggling schools			
Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
A. Continue to support struggling schools as defined by state labels	ILT	Evaluate and revise process established for 13-14SY	Evaluation completed by June 1, 2014 with revisions completed by July 1, 2014 ready for 14-15 SY.

Instructional Leadership Team Plan

Instructional Delivery Models



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Instructional Leadership Team Plan

III. Instructional Delivery Models

Purpose: To establish an instructional delivery model that is engaging, relevant, and focused on the production of 21st century skills, with the intent of graduating students who are college, career, and or military ready.

Initiative 1: Establish instructional delivery models that are engaging and student-centered.

Process/Item		Person(s) Responsible	Outcome or Product	Date of Completion
	A. Explore and Provide ongoing training and support of Project-Based Learning	Adrian Vega, Steve Holmes, Richard Foster, Directors for Curriculum/Elem/Secondary, Joan Ashcraft, Tina Stephens	Plan that includes study, pilot and wide implementation of PBL	By April 1, 2014
	B. Provide ongoing training and support of Culturally Relevant Pedagogy (change name) – the “TUSD way” (<i>USP Projects 6 & 12</i>)	Auggie Romero, Tsuru Bailey-Jones, Steve Holmes, Sam Brown, MC/CRC Coordinators, Ana Gallegos, Denice Contreras, Richard Foster	CRP training and training schedule	Admin Training – 2 nd Semester Certified Training – Summer and SY 2014-2015
	C. Provide ongoing training and support of Advanced Academic Courses within ALEs (<i>USP Project 4 & 12</i>)	Steve Holmes, Martha Taylor, Richard Foster, Abel Morado, Eugene Butler, Teri Melendez	ALE training areas and schedule: GATE, AP, Pre-AP, Dual-Credit	Schedule complete by March 1, 2014; training to begin by April 2014 and throughout the summer
	D. Review and amend teacher and principal evaluation instruments to reflect CRP/SAIL components	Steve Holmes, Tsuru Bailey-		By March 1, 2014

Instructional Leadership Team Plan

		Jones, Richard Foster		
	E. Move on When Reading	Carol Cimino, Dawn Merrick, Kendra Bell, Carolyn Eldridge, Tina Stephens		Plans reviewed by September of each year with revised plans submitted by October 1 st of each year.
	F. Continue with on-going training of Essential Elements of Instruction (EEI) for all new hires to the district (including schedule of training dates)	Richard Foster, Tanya Schrantz, Patricia Hurley, Janine Strand, Janelle Odom, Jillian Parkhurst, Dawn Markley,	Integrated into 4-day Induction and New Teacher Induction Program	Provided annually
	G. Continue with on-going support for beginning and new to district teachers through New Teacher Induction Program/Mentoring (USP Project 12)	Richard Foster, Tanya Schrantz,		Evaluate program every May and make revisions by June of each year
	H. Continue with on-going support for new site administrators New Principal Induction	Dr. Vega, Steve Holmes, Richard Foster, Teri Melendez, Dr. Morado		Evaluate program each May with revisions by June of each year.
	I. Provide on-going support and preparation for upcoming site and district administrative positions via Leadership Prep Academy	Dr. Vega, Steve Holmes, Richard Foster, Teri Melendez, Dr. Morado	Process for identifying potential candidates to attend Leadership Prep Academy and prepare for upcoming site and district leadership positions	Annual Identification of potential participants by May 1 st of each year. Final selection by August 1st of each year.
	J. Provide ongoing training and support of SEI training for teachers of ELLs	Ignacio Ruiz and LA Staff		Annually

Instructional Leadership Team Plan

Initiative 2: Implement an instructional technology plan that is aligned with the district-created curriculum.				
Process/Item		Person(s) Responsible	Outcome or Product	Date of Completion
IP	A. Determine the standard technology set-up for each TUSD classroom including assistive technology (USP Project 10)	Damon Jackson, Yousef Awwad, Adrian Vega, Steve Holmes, Bob Kramer, Rick Foster, Chuck McCollum	Standard classroom technology set-up list	End of October 2013
	B. Develop instructional technology plan for 1:1 laptop/mobile device student initiatives (USP Project 10 & 13)	Steve Holmes, Damon Jackson, Bob Kramer, Frank Larby	1:1 laptop/mobile device student initiatives plan	By December 1, 2013
IP	C. Establish an instructional/curricular process for vetting educational software, programs, apps., and the purchasing of these items	Damon Jackson, Bob Kramer	District Apps purchasing process and plan	By Spring 2014
IP	D. Establish a TUSD app. store from which principals/teachers can select pre-approved instructional apps. aligned with our district-created curriculum	Damon Jackson, Bob Kramer	TUSD App store	SY 2014-2015 roll-out
	E. Adopt and implement the SETT framework to determine necessary access to assistive technology and provide necessary training to teachers, staff, and parents	Bob Kramer, Darleen Sithole, Reina Robles, and AT team	Roll out plan for Assistive Tech Center at Duffy	By March 1, 2014
	F. Create Technology Conditions Index (TCI) to assess access to hardware/software and gauge teacher proficiency in the use of institutional technologies (USP Project 10 & 13)	Damon Jackson, Bob Kramer	Working Index	By February 1, 2014

Initiative 3: Strengthen and Explore the Expansion of AVID program.				
Process/Item		Person(s) Responsible	Outcome or Product	Date of Completion
	A. Provide on-going support for existing AVID programs.	Adrian Vega, Steve Holmes, Abel Morado, Teri Melendez, Martha Taylor, Auggie Romero, Sam Brown, MS/HS Directors	Creation of AVID school list for 2015-2016 school year. Plan that supports & strengthens current	By April 1, 2014

Instructional Leadership Team Plan

			programs	
	B. Develop plan to expand AVID to more campuses in 2015-16 (USP Project 4)	Martha Taylor, MS/HS Directors	AVID implementation plan for 2015-2016	By October 31, 2014
	C. Strengthen relationship with U of A and PCC to support and implement AVID (tutors, college visits, etc.) (USP Project 4)	Martha Taylor, MS/HS Directors	Increased AVID tutors on TUSD campuses	On-Going
	D. Strengthen relationship with area districts who are also implementing AVID (USP Project 4)	Martha Taylor, MS/HS Directors	Intra-district AVID meetings	January 2014

Initiative 4: Establish a consistent Exceptional Education model for delivery of instructional services.

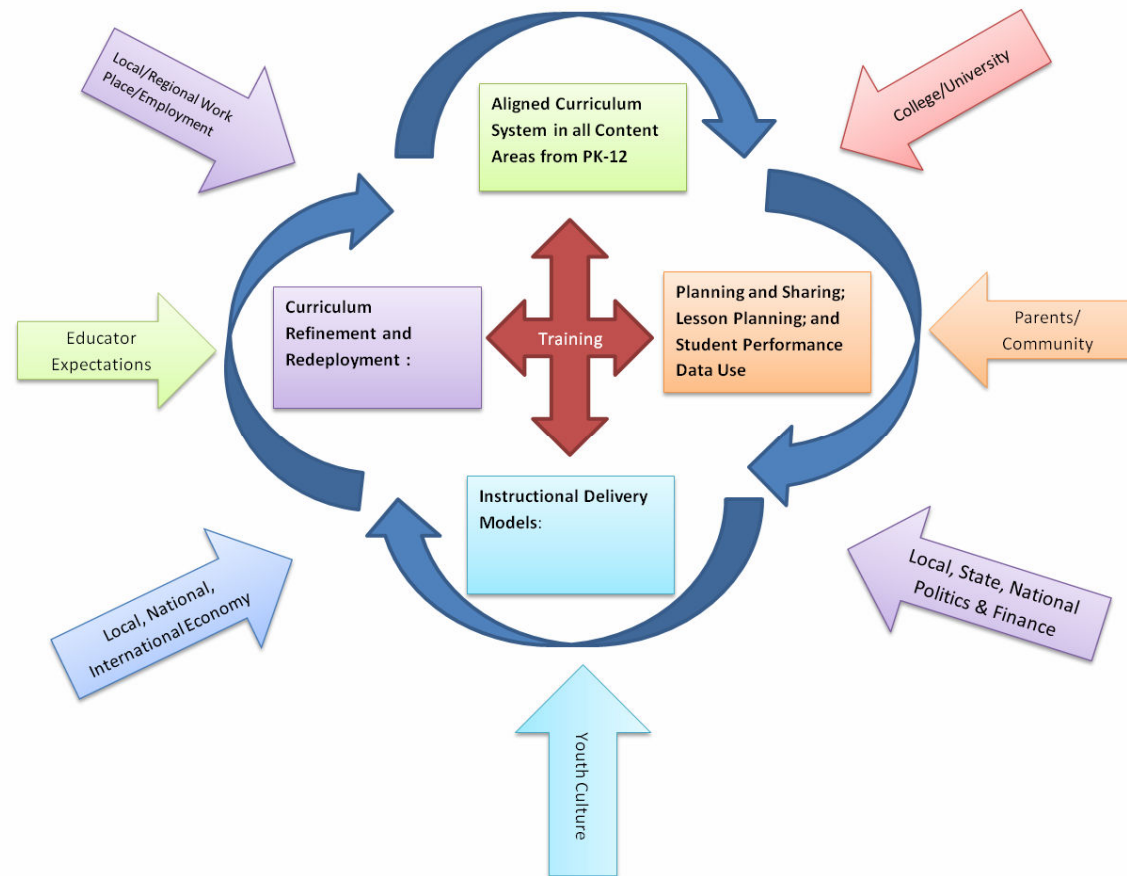
Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
<p>A. Develop a model for Exceptional education services to be provided in inclusive collaborative settings based in the Integrated Services Model (Fratura & Capper)</p> <p>a. Develop definitions, models, and structures that define the model</p> <p>b. Identify current staff strengths and training needs</p>	Eugene Butler and staff, Sam Brown, Steve Holmes, Inclusive Practices Team	Students with disabilities will have access to the general curriculum, increased academic rigor, and high expectations necessary to improve academic achievement. Students will be provided services at their home school. Phase in plan completed by March 1, 2014 which identifies phase 1 schools for piloting in the 14-15 SY and schools for the 15-16 SY with full implementation for the 16-17 SY	March 1, 2014
B. Develop a plan to provide information to principals, teachers, staff, departments and parents (USP Projects 6 &	Eugene Butler, Darleen Sithole, Brenda Hanna,	Strategies to market the plan to all	By March 1, 2014

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	12)	Alan Myklebust, Exceptional Education Leads Inclusive Practices Team	stakeholders.	
	C. Develop a plan for necessary training for general education and special education teachers(<i>USP Projects 6 & 12</i>)	Eugene Butler, ADs, Leads, Steve Holmes, Richard Foster Inclusive Practices Team	Develop training plan and budget for teachers, staff, and administrators	By March 1, 2014 2014-2015 roll-out
	D. Develop an implementation roll out plan and timeline for the 2014-2015 school year.	Eugene Butler, ADs, Leads, Steve Holmes, Richard Foster Inclusive Practices Team	Develop training plan and budget for teachers, staff, and administrators	By March 1, 2014

Instructional Leadership Team Plan

Curriculum Refinement and Redeployment



The Instructional Leadership Team (ILT) Plan is designed to focus on the four internal components of the District Teaching & Learning Model (above). The ILT Plan is divided into four major areas. These areas are at the center of the model and are interconnected by training. The four internal components of the model are indicative of the major areas over which district leadership has control and/or influence. A key aspect of understanding the ILT Plan is that all components must work together. The seven external arrows pointing toward the center of the model reflect external influences that must be understood but are not within the control of district leadership.

Instructional Leadership Team Plan

IV. Curriculum Refinement and Redeployment

Purpose: To establish a fully aligned district-wide curriculum, assessment and professional development plan, based on the development and input from district staff, (e.g. teachers, administrators, and central office personnel).

Initiative 1: Establish a clear understanding of the district's curriculum and curriculum resources.

Process/Item		Person(s) Responsible	Outcome or Product	Date of Completion
	A. Continue working with campus administrators, principals and assistant principals, through ILA sessions	Dr. Sanchez, Adrian Vega, Steve Holmes, Teri Melendez, Abel Morado, Elem/Sec Directors, Richard Foster	Capacity-building among campus-level administration, increase skills and knowledge (i.e. areas such as Lang Acquisition., Ex Ed, etc.) including PLC training for site leaders	Monthly ILA sessions – 3 with principals & 2 with assistant principals
	B. Continue working with teachers and support personnel through district-wide professional development (USP Project 12)	Richard Foster, Steve Holmes, C&I Staff, Tsuru Bailey-Jones, Dept. Directors, Frank Larby	PD training part of the District PD Plan, PD catalog and calendar	PD calendar has been set for this year. Begin meeting and planning PD calendar for 2014-2015
	C. Determine the PD components for new teacher induction program that supports all new teachers (USP Project 12)	Richard Foster, Steve Holmes, Adrian Vega, Sam Brown, Tanya Schrantz, Auggie Romero, Ignacio Ruiz	New Teacher Induction Program	Begin meeting and planning by Dec 2013; roll-out Summer and SY 2014-2015 Agenda and Plan due by May 1, 2014
	D. Develop and implement a plan to support underperforming or struggling teachers	Richard Foster, Nancy Woll, Shannon Roberts, Sam Brown	Teacher Support Plan	Developed by Dec 2013; PD Jan 2014; roll-out Feb 2014
	E. Develop and implement a plan for identifying and developing internal leadership capacity.	Richard Foster, Sam Brown,	Prospective Administrative Leaders Plan	Developed by Dec 2013; roll-out Feb 2014 refer to Leadership Prep Academy
	F. Develop and implement a comprehensive plan for formative and summative assessments	Frank Larby, Kathryn Chavez, Carol Cimino, Dawn Merrick, Jennifer Laxton, Josephine King, Renee	Secure benchmark assessment system for 2014-15	Feb 2014 in conjunction with curriculum work in assessments

Instructional Leadership Team Plan

		Arakaki, Kathryn Bolasky		
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Initiative 2: Establish a comprehensive district-wide professional development catalog.

Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
A. Develop a district-wide professional development catalog, which highlights ongoing training throughout the school year and summer that is aligned to the district's major instructional initiatives and job requirements	Richard Foster, Adrian Vega, Steve Holmes Martha Taylor	District-wide professional development calendar	By March 15, 2014
B. Determine and streamline the district's major instructional initiatives (<i>USP Projects 6 & 12</i>)	Richard Foster, Adrian Vega, Steve Holmes, Sam Brown	ILT plan/PD Catalog	By May 1, 2014

Initiative 3: Establish clearly defined family engagement and outreach initiatives and activities.

Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
A. Create, track, and promote family engagement and outreach activities, events, and key dates.	Cara Rene, Noreen Wiedenfeld, Student Equity Staff	Comprehensive Family Engagement Calendar	By December 15, 2013
B. Conduct an assessment of family and engagement programs and practices and, based on the assessment, reorganize or increase family engagement resources (including maintaining a USP web page to inform families about USP initiatives, activities and progress)	Noreen Wiedenfeld	Family Engagement Plan	By February 15, 2014
C. Develop and implement a plan to track family engagement by student.	Noreen Wiedenfeld, Damon Jackson		By July 1, 2014
D. Develop and implement a plan for the operation and success of District Family Centers.	Noreen Wiedenfeld, Damon Jackson, Candy Egbert		By April 1, 2014

Instructional Leadership Team Plan

	E. Review, revise, and implement marketing, outreach, and recruitment strategies to families and students.	Cara Rene, Noreen Wiedenfeld, Vicki Callison, Student Equity Staff	Student Outreach and Recruitment (SOAR) Plan	By Jan 15, 2014
	F. Facilitate and promote annual student discipline information sessions for students and parents, and quarterly information events for African-American and Latino students and families.	Noreen Wiedenfeld, Brian Lambert, Jimmy Hart, Maria Figueroa	Quarterly and Annual informational sessions/events Schedule dates	Annually

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