



Agua Fria Union High School District Strategic Improvement Plan

ALL STUDENTS COLLEGE AND CAREER READY



AGUA FRIA UNION HIGH SCHOOL DISTRICT STRATEGIC PLAN

2014-2019 (3rd REVISION, 9/13/2017)

**1481 N ELISEO FELIX JR WAY
AVONDALE, AZ 85323
www.aguafria.org**

Propelling the Vision !!!



2017 STRATEGIC PLAN/Advanced TEAM

• Applegate, Steven	Student, VHS	• Muller, Szymon	Student, DEHS
• Auble, Paula	Instructional Spec, VHS	• Munoz, Inez	Nurse, MHS
• Baxter, Dane	Finance Supervisor	• Nanchy, Hailee	New Directions
• Becker, Patrick	Dir SPED	• Nelson, Bill	Dir Assessment/Data
• Bentz, Matt	Assist Supt Educ Svcs	• Nowlin, Phillip	Exec Dir HR
• Bethel, Ryan	Teacher, MHS	• Olds, Delsey	Science Specialist, DO
• Bezio, Ashley	Teacher, DEHS	• Pond, Clara	Counselor, DEHS
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• Breunlin, Helen	Community Council, MHS	• Reid, Lyn	English Specialist, DO
• Brown, Adrian	Student, AFHS	• Runyan, Dennis	Superintendent, AFUHSD
• Byron, Jon	Teacher, AFHS	• Sangillo, Steve	Parent, DEHS
• Conway, Grant	Dir Curriculum/Instruction	• Schepker, Veronica	Counselor, VHS
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• Esparza, Emely	Student, AFHS	• Schlosser, Shelle	CWA, Non-Traditional Programs
• Gironi, Oscar	Counselor, AFHS	• Schwartz, Adam	Assistant, Principal, DEHS
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• Gressett, Tamee	Principal, MHS	• Smith, Nichole	Assistant Principal, MHS
• Gross, Kathy	Counselor, MHS	• Smith, Sean	Tech Integration Specialist, DO
• Haiflich, Sandy	Exec Dir Account/Accred	• Stark, Dawn	Math Specialist, DO
• Hann, Gretchen	Instructional Spec, AFHS	• Steward, Imani	Student, DEHS
• Hickman, Sharman	Parent, MHS	• Talley, Ron	Community/Business, AFHS
• Huffman, Tom	Exec Dir Facilities/Safety	• Tanks, Talmadge	Athletic Director, DEHS
• Jones, Julie	Principal, DEHS	• Tiffany, Kristen	Assistant Principal, VHS
• Luna-Najera, Elda	District Social Worker	• Utecht, Mary Kay	Governing Board, AFUHSD
• Maurer, Terry	Principal, VHS	• VanKirk, Mickey	Teacher, VHS
• Mauritz, Jamie	Teacher, AFHS	• Vaughn, Stephanie	Assistant Principal, AFHS
• McCaskill, Kim	Parent, VHS	• Weiss, Claudia	Psychologist, DEHS
• McKinney, Pam	Instructional Spec, MHS	• Weltha, Carissa	Accountability-Accred Support
• Messieha, Cynthia	Instructional Spec, DEHS	• Wisener, Ann	Dir CTE
• Molina, Ernie	Principal, AFHS	• Zander, Travis	Exec Dir Finance
• Moquin, Ryan	Student, VHS	• Zoric, Liz	Dir Food Svcs

I AM A GRADUATE OF THE AFUHSD. I AM:

- *Responsible, Motivated and Educated*
- *a Leader*
- *a responsible Employee*
- *Ready for the Next Step*
- *Equipped to Succeed*
- *able to Challenge Others to Succeed*
- *a Problem Solver*
- *Creative*
- *an Advocate for myself and others*
- *a Volunteer*
- *Independent*
- *Goal Driven*
- *Pursuing my Dreams*
- *Academically Prepared and have options*
- *Skillful*
- *Seeking to Expand*
- *Well-rounded*
- *Open-minded*
- *Appreciative of Diversity*
- *Proud yet Humble*
- *Respectful and show it*
- *a person with a Good Sense of Social Justice*
- *Articulate of my own needs*
- *Involved in my community and beyond*
- *Aware of and Value the diverse thought of others*
- *a Lifelong Learner*
- *Mobile and can change careers*
- *able to Build Connections with others*



- *Confident*
- *Marketable*
- *a Self-starter and Self-Reliant*
- *a Listener*
- *an Effective Contributor to society*
- *Motivated*
- *Passionate*
- *Well-rounded*
- *a Participant in activities and community*
- *a person possessing a Superior Work Ethic*
- *a Student of Character*
- *Moral and have Values*
- *a person who Makes Good Choices*
- *a Team Player*
- *Psychologically Healthy*
- *a Digital Citizen*
- *Knowledgeable of the democratic process and free enterprise*
- *a Global Thinker*
- *a Communicator*
- *Professional, Personal and Spiritual*
- *Tolerant*
- *able to see the Big Picture, but can break it down into manageable parts*
- *able to use all Available Resources*
- *willing to view all Alternatives*
- *able to apply Skills to real world situations*
- *Collaborative*

I AM A GRADUATE OF THE Agua Fria Union High School District. I AM COLLEGE AND CAREER READY!!!

DISTRICT SUCCESS GOALS

→ Increase % of Graduating Seniors Who Are College and Career Ready using Board adopted College and Career Ready Index

→ Increase % of Students Scoring 3.0 AP/4.0 IB Compared to Previous Year in District and Current Year in State

→ Increase ACT Scores in Math, English, Reading, Science from Prior School Year; increase ACT Composite from Prior School Year compared to the State average.

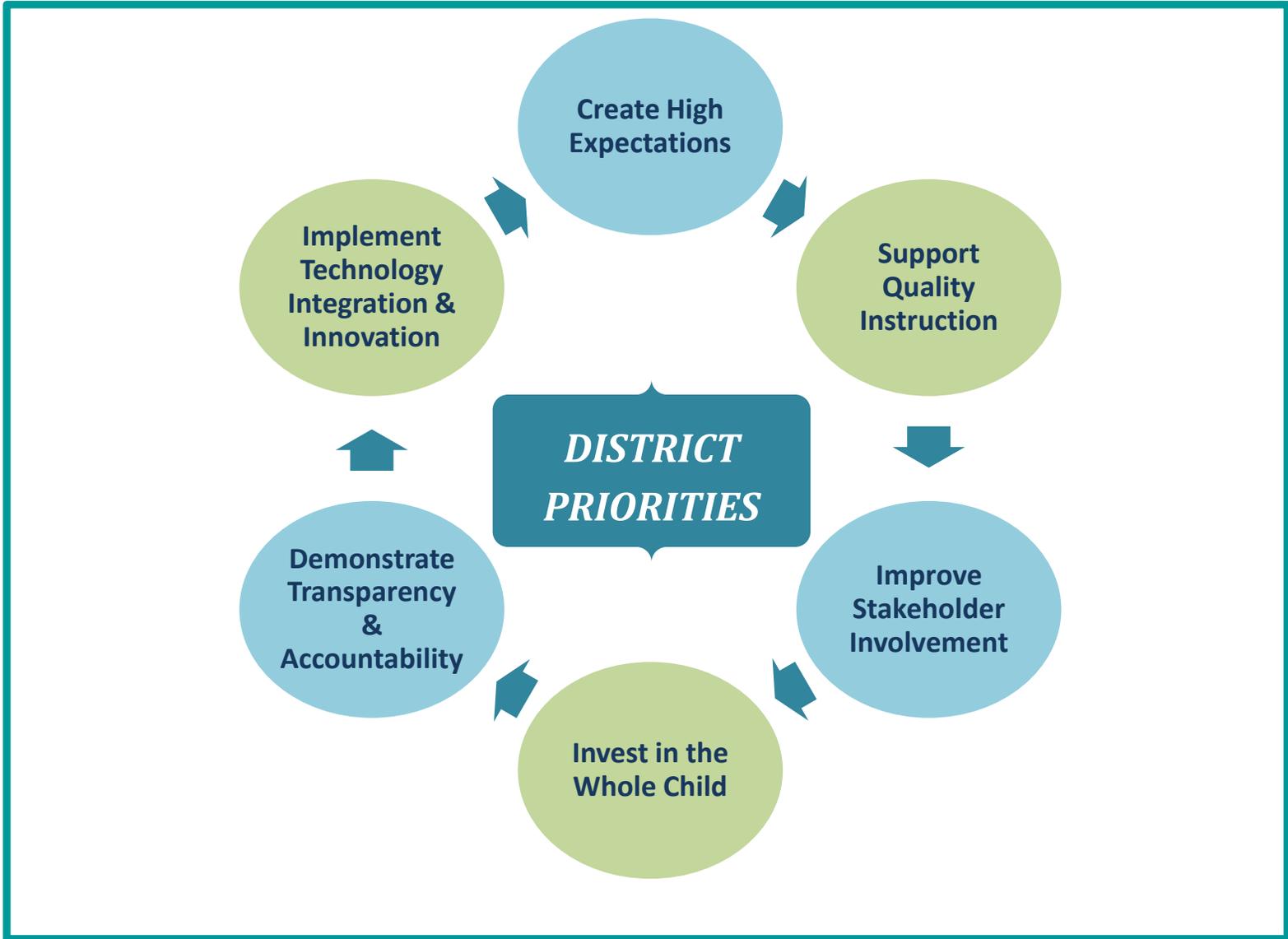
→ Increase Student Attendance and Graduation Rate by 1% From Previous School Year

→ Decrease Number of Instructional Days Lost as a Result of Out of School Suspensions

DISTRICT VALUE ADDED SUCCESS GOALS

→ Increase Student Achievement on Arizona State Standardized Tests from prior school year- AzMERIT Math and ELA, AIMS Science

→ Increase CTE Enrollment, completion of programs, and mastery on CTE State Technical Skills Assessments



Student Achievement/District Success Goal 1:

Increase percentage of graduating seniors who are College and Career Ready using the Board adopted College and Career Ready Index

MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT
<ul style="list-style-type: none"> Percentage of college and career ready students will increase each year 	2014-19 SY	Supt, Exec Dir Ed Svcs, District/Site Admin/Dir, Counselors, Ed. Svcs., Instruct Specialists, Teachers
<ul style="list-style-type: none"> 100% of students will have post-secondary experiences (meetings, visits, FAFSA, college/institute applications 	2014-19 SY	Site Administration, Counselors, Career Specialists

Student Achievement/District Success Goal 2:

Increase enrollment in AP/IB courses.

Increase the number of students taking AP/IB exams.

Increase the percentage of district students scoring 3.0 or above on AP exams or 4.0 IB exams

MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT
<ul style="list-style-type: none"> The number of students who taking one or more AP classes will increase each school year 	2014-19 SY	Supt., Exec Dir Ed Svcs, Ed Svcs., District/Site Admin, Counselors; Teachers; Parents
<ul style="list-style-type: none"> Enrollment in IB courses will increase each school year 	2014-19 SY	Supt., Exec Dir Ed Svcs., District/Site Admin, Counselors; Teachers; Parents , IB Coordinator
<ul style="list-style-type: none"> The number of students scoring 3.0 or higher on AP exams will increase each school year; the number of students scoring 4 or higher on IB exams will increase each school year 	2014-19 SY	Supt., Exec Dir Ed Svcs., District/Site Admin, Counselors; Teachers; Parents, IB Coordinator
<ul style="list-style-type: none"> Every student will take at least one AP course during their high school career. 	2014-19 SY	Supt., Exec Dir Ed Svcs., District/Site Admin, Counselors; Teachers; Parents

Student Achievement/District Success Goal 3:

Increase student achievement on the ACT test – both sites and district
 Increase District/School ACT Composite Scores from prior school year

MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT
<ul style="list-style-type: none"> Increase current Math scores on ACT test 	2014-19 SY	District and Site Admin, Instructional Specialists/Mentors, Department Chairs, Counselors, Teachers
<ul style="list-style-type: none"> Increase current English scores on ACT test 	2014-19 SY	District and Site Admin, Instructional Specialists/Mentors, Department Chairs, Counselors, Teachers
<ul style="list-style-type: none"> Increase current Reading scores on ACT test 	2014-19 SY	District and Site Admin, Instructional Specialists/Mentors, Department Chairs, Counselors, Teachers
<ul style="list-style-type: none"> Increase current Science scores on ACT test 	2014-19 SY	District and Site Admin, Instructional Specialists/Mentors, Department Chairs, Counselors, Teachers
<ul style="list-style-type: none"> Increase current Composite scores on ACT test 	2014-19 SY	District and Site Admin, Instructional Specialists/Mentors, Department Chairs, Counselors, Teachers
<ul style="list-style-type: none"> Identify and address learning gaps between curriculum and ACT performance 	2014-19 SY	District and Site Admin, Instructional Specialists/Mentors, Department Chairs, Counselors, Teachers

Student Achievement/District Success Goal 4:

Increase student attendance rate; Increase student graduation rate

MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT
<ul style="list-style-type: none"> Increase student attendance rate above previous year Decrease number of instructional days missed from external suspensions 	2014-19 SY	All staff, students, parents, District Admin, Advisory Committees, Guidance
<ul style="list-style-type: none"> Increase student graduation rate 1% above previous year 	2014-19 SY	All site staff, students, parents, District Admin, Advisory Committees, Guidance
<ul style="list-style-type: none"> Increase participation in co- and extra- curricular opportunities and participation for students by 5% each year by comparison of participants in each activity with previous year 	2014-19 SY	AP of Athletics/Activities, Activity/Club Sponsors, Coaches, Booster Clubs, Site Admin, Counselors, Teachers, Parents

Student Achievement/District Success Goal 5:

Decrease the number of instructional days lost as a result of out of school suspensions

MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT
<ul style="list-style-type: none"> Refine current input and tracking of out of school suspensions in SYNERGY and develop a consistent model for schools to follow regarding the input of data. 	2014-19 SY	All site staff, students, parents, District Admin, Advisory Committees, Counselors
<ul style="list-style-type: none"> Develop and implement a program for behavioral support 	2014-19 SY	All site staff, students, parents, District Admin, Advisory Committees, Counselors
<ul style="list-style-type: none"> Complete a comprehensive review of District Student Rights and Responsibilities Handbook and site Student Handbooks 	2016-17 SY	All site staff, students, parents, District Admin, Advisory Committees, Counselors, Exec Dir Facilities/Safety

Student Achievement/District Success Goal 6:

Increase Student Achievement on Arizona State Standardized Tests from prior school year

MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT
<ul style="list-style-type: none"> AzMERIT Algebra I site and district scores will increase above previous year 	2014-19 SY	All site staff, students, parents, District Admin, Site Administration. Counselors, Teachers
<ul style="list-style-type: none"> AzMERIT Geometry site and district scores will increase above previous year 	2014-19 SY	All site staff, students, parents, District Admin, Site Administration. Counselors, Teachers
<ul style="list-style-type: none"> AzMERIT Algebra II site and district scores will increase above previous year 	2014-19 SY	All site staff, students, parents, District Admin, Site Administration. Counselors, Teachers
<ul style="list-style-type: none"> AzMERIT ELA 9 site and district scores will increase above previous year 	2014-19 SY	All site staff, students, parents, District Admin, Site Administration. Counselors, Teachers
<ul style="list-style-type: none"> AzMERIT ELA 10 site and district scores will increase above previous year 	2014-19 SY	All site staff, students, parents, District Admin, Site Administration. Counselors, Teachers
<ul style="list-style-type: none"> AzMERIT ELA 11 site and district scores will increase above previous year 	2014-19 SY	All site staff, students, parents, District Admin, Site Administration. Counselors, Teachers
<ul style="list-style-type: none"> AIMS Science site and district scores will increase above previous year 	2014-19 SY	All site staff, students, parents, District Admin, Site Administration. Counselors, Teachers

Student Achievement/District Success Goal 7:

Increase CTE Enrollment, completion of programs, and mastery on CTE State Technical Skills Assessments

MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT
<ul style="list-style-type: none">• Increase CTE student program enrollment	2014-19 SY	All site staff, students, parents, District Admin, Counselors, Dir CTE
<ul style="list-style-type: none">• Increase CTE student concentrators	2014-19 SY	All site staff, students, parents, District Admin, Counselors, Dir CTE
<ul style="list-style-type: none">• Increase CTE student State Technical Skills Assessment mastery and scores	2016-19 SY	All site staff, students, parents, District Admin, Counselors, Dir CTE
<ul style="list-style-type: none">• Develop and implement a CTE Marketing Plan	2016-19 SY	Dir CTE, Ed. Services Dept., District Admin., Site Admin and staff, Guidance, Business Community

DISTRICT PRIORITIES

Priority One: Create High Expectations for Staff and Students

Objective I: Infuse a college-going culture district-wide with emphasis on lifelong learning

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
<p>Strategy 1: Increase enrollment in Advanced Placement, dual enrollment, International Baccalaureate, and Career and Technical Education courses</p> <ul style="list-style-type: none"> ● Dual Enrollment - Provide teacher incentives to teach dual enrollment ● IB – Provide opportunity for students from all schools to benefit. Provide Transportation. 	<ol style="list-style-type: none"> 1. AP- Numbers of students who have taken 1 or more AP classes by graduation (50% of graduating class will have taken one or more AP classes each year) 2. Dual Enrollment- Numbers of students who are dual enrolled (10% growth based on SY 2013-2014 data) 3. IB- Numbers of students enrolled in IB courses (3-5% growth each year) 4. CTE- 100% of CTE offerings will align to student and market needs assessment by 2019 	2014-19 SY	School board, Supt., Site leadership team, Counselors, Director of Fed Programs, IB Coordinator, Certified Staff, Director Curriculum, Dir CTE
<p>Strategy 2: Align graduation requirements with Arizona Board of Regents, 4-year University admission requirements</p>	<ol style="list-style-type: none"> 1. Continue 1 credit in World Language but encourage and move to 2 credits of same language 2. Fourth Math Credit must be Statistics, College Algebra, Trigonometry, Pre-Calculus – make plans to move away from Financial Literacy as 4th math credit 3. Two Fine Arts OR CTE credits changed to ONE Fine Arts credit (can make ONE Fine Arts and ONE CTE credit) ABOR requires one fine arts or CTE credit 4. Develop and implement a project-based STEM program of study available at all schools 	2014-16 SY	School board, Supt., Executive Cabinet, Curriculum Dept., Accountability Dept., Counselors

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 3: 100% of students will have post-secondary experiences	<ol style="list-style-type: none"> Number of students with a minimum of one post-secondary experience by graduation (Examples include college site visits, attendance at workshops with college admissions representatives, summer programs hosted by colleges, military recruiter during lunch, college/career fairs, trade school presentations/visits) Direct contact with all students through Naviance 	2014-19SY	Career Specialist, Counselors, Site Admin.
Strategy 4: Increase knowledge and relevance of College and Career Index; percentage of CCR students will increase	<ol style="list-style-type: none"> College and Career Readiness Index data Naviance advisory extended learning opportunities Increased participation in Aspire 9 (practice ACT) Increased participation in West MEC program Provide opportunities for students to take part in state reviewed CCRI data components (FAFSA, etc.) 	2014-19 SY	District/Site Administrators, Counselors, Exec Dir Ed. Svcs., District Advisory Committee

Objective II: Instill a code of ethics and expectation of civic participation for students and staff

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 1: Utilize advisory time for character education – minimum of 1 lesson each quarter	<ol style="list-style-type: none"> Number of advisory lessons each quarter that focus on character education must be reviewed by Advisory Committees Include Naviance curriculum 	2014-19 SY	District and Site Advisory Committees, All Advisors
Strategy 2: Utilize Advisory curriculum to present ethical and civic lessons by identifying character education connections	<ol style="list-style-type: none"> Character education connections will be identified in Advisory curriculum overviews and addressed throughout the year. Character Matters Curriculum is administered by Coaches for all student-athletes. 	2014-19 SY	Department Chairs, Director of Curriculum, All Teachers, Administrative Teams, Instructional Specialists, Coaches, Athletic Directors. Guidance
<p>Strategy 3: Establish, promote and recognize clear expectations for students and staff</p> <p>Strategy 4: Establish a baseline for comparison of disciplinary infractions and attendance rate at each site and district for use in planning and decision making</p>	<ol style="list-style-type: none"> Review trends and supports regarding student disciplinary data and student and staff attendance data Prepare supports for students and staff using Advisory lessons; audit reports; state and federal reports Publicize acknowledgements and celebrations of exemplary decisions of ethical behavior Recognize excellence of at least one student and one staff member per month at Governing Board meetings DEHS uses Random Acts of Kindness; AFHS uses TAG 	2014-19 SY Establish baseline data in 2015-2019	Administrative Team, District Directors, Accountability

Strategy 5: Establish an opportunity for admin/teacher dialogue regarding decreasing student discipline	Awards; extend to all schools 6. Lower the # of days lost due to OSS; emphasize ISS vs OSS 7. Annually review/revise Student Rights and Responsibilities Handbook; alignment to district policy 8. Investigate value of PBI training 9. Pilot “restorative justice” program at DEHS		
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Objective III: Through the teacher evaluation system all teachers will receive support to improve instructional effectiveness

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 1: Ensure professional development addresses teacher needs based on the teacher evaluation system	<ol style="list-style-type: none"> Develop a Site Professional Development plan (addresses two to three of areas on evaluation framework with lowest average scores from prior year) Implement/develop PLC (example “PD for me”) 	2014-19 SY	AP-Curriculum, Instructional Specialists, Site and District PD Committees
Strategy 2: Develop a year long plan for Professional Development to meet both district and site needs and provide instructional support	<ol style="list-style-type: none"> Year long plan was drafted and implemented in 2015-2016 based on teacher needs survey. Needs assessment survey is annually distributed to staff; results from this survey are reviewed to determine what PD will be assistive to teacher evaluation system. 	2014-19 SY	AP-Curriculum, Instructional Specialists, Site and District PD Committees
Strategy 3: Ensure administrators’ inter rater reliability of teacher evaluations	<ol style="list-style-type: none"> Develop a plan for Intra and/or Inter-site evaluator score comparisons (will deviate by no more than 5 points on overall score) and provide data to Professional Development Committee 	2014-19 SY	Administrative Team, Assistant Superintendent Educational Services
Strategy 4: Increase instructional effectiveness through master teachers <ul style="list-style-type: none"> Develop criteria for identifying master teachers through PLC’s Group master teachers with mentees 	<ul style="list-style-type: none"> Review each site’s percentage of teachers rated as highly effective, effective, minimally effective, ineffective – provide additional support for ME and I groups Establish a list of master teachers by content/strategic area and expertise; train as mentors (technology, class mgmt....) Review quality of lesson plans / Provide PLC time for mentors/mentees to meet a minimum of once per month for lesson plan review Reinstate informal classroom observations - Conduct observations addressing student learning (AdvancED model) Create plan for improvement for teachers, departments, schools aligning with district Strategic Plan 	2015-19 SY	Assistant Superintendent Educational Services, Principals, District PD Committee, Admin Teams, Instructional Specialists, Human Resources, Master Teachers/Teacher Leaders

Priority Two: Support Quality Instruction

Objective I: Recruit and retain quality teachers and staff

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
<p>Strategy 1: Provide targeted and focused professional staff development</p> <ul style="list-style-type: none"> • Develop a “needs” assessment for all employee groups and prioritize potential PD topics Districtwide • Quarterly evaluate site and district Professional Development • Develop and Implement a Performance Pay plan including, but not limited to, Prop 301 • Annually review salary schedules; prevent “gaps” • Plan and Conduct mandatory Job-related trainings for all employee groups. Mandated job-related trainings will be offered to all employees on site as well as online • Target classified departments or employee groups for at least one job-specific skill development or advanced training each year. Classified supervisors will coordinate. 	<ol style="list-style-type: none"> 1. Classroom and student learning observations data 2. Parent, Staff, Student AdvanceED Survey and other teacher feedback data 3. Track number of teachers awarded performance pay 4. Track number of teachers who increased or decreased in each performance area. Provide Admin workshop on determination of growth scores. 5. Document trainings; spreadsheet will be maintained at each site and in HR to verify employee training dates, participation, and content...results will be part of the annual report 6. Continue training: Bookstore Office Managers are now trained, in addition to Visions/Ivisions training for accounting, payroll and HR personnel; Site secretaries and other directors, admin training in ePAR entry and account funds 7. Provide HR Prep Connects to review policy on Staff Conduct, Discrimination, Harassment and Staff Ethics. Work with Operations on Video Trainings. 8. Development and implementation of a training agenda by Classified Supervisors with the help of Human Resources and Operations on job specific skills needed 9. Salary schedule review conducted through HR 10. Review PLC consistency/fidelity; adjust where needed 11. Analyze the impact of Career fairs in recruiting new staff 12. Continue Honorarium pay 	<p>2014-19 SY Continuous</p>	<p>Human Resources, Site Administration, Directors, Professional Development Committee, Administrators, Cabinet, Department Chairs</p>

	<ul style="list-style-type: none"> 13. Increase PD for everyone - Certified, Counselors, Classified with quarterly PD Evaluation 14. Continue using data to drive decisions; add training in how to interpret data 15. Systematic training for ALL new employees 16. Systematic Continuous Improvement reviews with sites 17. Focus PD's and PLC's on helping teachers teach effectively 18. Standards based grading, where are we going? Teachers need more training so the gradebook represents what students can do 	2014-19 SY	Human Resources, Site Administration, Directors, Professional Development Committee, Administrators, Cabinet, Department Chairs
Strategy 2: Increase engagement, alignment and rigor to increase student achievement through focused implementation of Professional Learning Communities and the AdvancED Observation Tool	<ul style="list-style-type: none"> 1. Results of PLC team meetings (a minimum of 4 times during the school year) and survey data analysis to evaluate effectiveness measures of the PLC to increase engagement, alignment and rigor 2. Use AdvancED's Observation Tool and make use of the reports and data regarding student engagement, learning and trends or patterns where teachers need assistance in instructional practices 	2015-19 SY	Site Administration; Dir Curriculum; Dir CTE; Exec Dir Educational Services
Strategy 3: Exit surveys will be used for all employee groups; reasons for exit will be reviewed to determine any patterns	<ul style="list-style-type: none"> 1. Log number of surveys administered; review data results; patterns observed 2. Exit survey - Look at "Who is staying and why? Who is leaving and why? Make this data available 	2015-19 SY	Human Resources
Strategy 4: Review all career fairs in which district personnel participate to determine which career fairs provide diverse and highly qualified candidates in all areas of need	<ul style="list-style-type: none"> 1. Registration, attendance, interview reviews, number of letters of intent issued, number of employees hired, number of available candidates, number of Special Ed hiring bonuses given 2. Number of career fairs attended; number of candidates hires 	2014-2019 Continuous	Human Resources and Administration
Strategy 5: Recognize employees for longevity milestones	<ul style="list-style-type: none"> 1. Honorarium, Website, Newsletters 2. Celebrate an employee from each school each month 	2014-2019 Continuous	Human Resources, Administration, School Sites
Strategy 6: Review Teacher Attendance and other Employee Attendance - Recognize impact of attendance on instruction and learning.	<ul style="list-style-type: none"> 1. Review possibility of monetary award, Staff and District Recognition through website and newsletter - Incorporate attendance component into evaluation system 	2015-2019 Continuous	Human Resources, Educational Services, Site Administration, Staff

Objective II: Create a culture of continuous improvement for all stakeholders

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
<p>Strategy 1: Provide challenging programs for students at all grade levels:</p> <ul style="list-style-type: none"> • Above Grade level • At Grade level • Tier I Interventions – in the classroom • Tier II Interventions – after school • Tier III Interventions – targeted curriculum (Read 180, math extensions) 	<p>At Grade level:</p> <ol style="list-style-type: none"> 1. College and Career Ready Index increase/decrease from baseline 2. AVID participation data and correlation to academic success 3. Data from formative assessments 4. AzMERIT Data 5. CTE Concentrators <p>Above Grade level:</p> <ol style="list-style-type: none"> 1. Gifted Education Opportunities – Expand numbers at each site by identifying students eligible for the gifted program and providing quality gifted program opportunities 2. AP participation, test takers, numbers scoring 3 or higher 3. IB enrollment, certificates and diplomas 4. Dual Enrollment numbers and content areas <p>Below Grade level:</p> <p>Data from course and initiative interventions such as Read 180, Algebra Extensions; log of those tutored COMPARING success on AzMERIT tests</p> <p>Areas that are Working and Must Continue:</p> <ol style="list-style-type: none"> 1. CCRI, but communicate to all stakeholders 2. Naviance and AVID participation going district wide 3. District wide data (ex. Math) available and used 4. Gifted program revitalized 5. EOT power hour <p>6. Celebrate academic programs more often</p>	<p>2014-19 SY</p>	<p>Directors, Administrators, Teachers, Department Chairs Site Gifted coordinator, Counselors, Parents</p>
<p>Strategy 2: Research and Implement best practices for increasing student achievement.</p> <ul style="list-style-type: none"> • Visit other districts • External PD brought into school/ delivered through “train the trainer” “teacher Leader” model 	<ol style="list-style-type: none"> 1. Tri-District meetings with our elementary feeder schools to discuss and review best practices. 2. Record and measure the number of external PD’s brought into the district 3. Exit interview data of PD participants measuring effectiveness 4. Number of peer observations and student achievement data has been analyzed in PLC’s 	<p>2014-19 SY</p>	<p>Admin, Classified and Certified Staff, PD Committee</p>

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 3: Create and refine common benchmarks /assessments	1. Track number of common benchmark assessments by content area and aligned to standards	2014-19 SY EOCA 2015-19 SY Non-EOCA	Instructional Specialists, Dir Curriculum, Ed Services, Teachers, Accountability Dept.

Objective III Curriculum and instruction will meet student needs

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 1: Evaluate curriculum and modify based on student achievement and state standards. <ul style="list-style-type: none"> Encourage focus on development of Formative Assessments that provides data to determine student mastery; make part of evaluated lesson plan 	<ol style="list-style-type: none"> Teacher evaluation data Student achievement data Develop and implement rubric to evaluate curriculum based on student achievement or standards driven data Provide support to departments to modify curriculum – Math and English has had a PD on this but needs to be expanded Provide training on how to write reliable and valid assessments 	2014-15 SY	PDC, Dept. Chairs, AP for Curriculum
Strategy 2: Provide real time instructional tools for monitoring student mastery during classroom instruction.	<ol style="list-style-type: none"> Number of times included in teacher lesson plans Classroom observation looking at measures of student mastery Kagan, CFU, formative assessment support and training 	2014-19 SY	Technology, Educational Services, Instructional Specialists, Principals
Strategy 3: Develop assessments which are reflective of student mastery of state adopted standards.	<ol style="list-style-type: none"> Student unit test score analysis Analyze district developed assessment results for trends Analyze data from state adopted content tests Develop processes for departments to produce and implement CFA's aligned with AzMERIT – ensure that tests are reliable and valid 	2014-19 SY	Technology, Educational Services, Instructional Specialists, Accountability, Principals, Teachers
Strategy 4: Provide strategies for decreasing subgroup achievement gaps.	<ol style="list-style-type: none"> Student unit test score analysis by subgroup Analyze district developed assessment results for trends Analyze subgroup data from state adopted content tests Develop and implement additional interventions 	2014-19 SY	Technology, Educational Services, Instructional Specialists, Accountability, Principals, Teachers

Objective III Curriculum and instruction will meet student needs (con't.)

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
<p>Strategy 5: Define, develop, and support a district-wide Gifted Program</p> <ul style="list-style-type: none"> • Develop a gifted rubric for student identification based on national Gifted Standards • Identify gifted students at each site • Build the gifted community • Define, develop and implement a Gifted Education Plan (GEP) 	<ol style="list-style-type: none"> 1. Review nationally accepted standard tests to evaluate students – CogAt and Naglieri 2. Establish a testing cycle in cooperation with site guidance departments 3. Establish a process for gifted identification with feeder school districts 4. Establish a gifted Advisory Committee with scheduled meetings 5. Identify gifted students in SYNERGY for quick teacher access 6. Create and track student internships 7. Develop and implement schedule of parent meetings for gifted students 8. Report on gifted graduates accomplishments for newsletters and Annual Report and Board presentations 9. Create a gifted database to track gifted students throughout high school 	<p>2014-19 SY</p>	<p>Superintendent, Exec Dir Ed. Services, Dir. Federal Programs, IB/Gifted Coordinator, Instructional Specialists, Guidance, Teachers, Parents, Curriculum Dept., Accountability Dept.</p>
<p>Strategy 6: Define, develop, and support a district-wide STEM Program</p> <ul style="list-style-type: none"> • Identify courses and curriculum that require integration of multiple STEM disciplines • Facilitate student participation in problem based learning through STEM investigations, open-ended inquiry, and authentic, real world problems during units of STEM or STEM projects • Use innovative and non-traditional instructional strategies for learning in an integrated educational environment (“flipped 	<ol style="list-style-type: none"> 1. Create Professional Learning Communities; ensure that site vision and mission are aligned with the District’s; clearly communicate to all stakeholders. 2. Observe how a student approaches the investigation of a problem to include collaboration, questioning, data, communication, evidence-based claims, and critical thinking; provide teacher training for these strategies 4. Develop and implement Student Learning Objectives for STEM education 6. Review and revise Curriculum Maps that reflect the connection to real-world contexts and careers in STEM fields 7. Provide opportunities for parents and community members participate in extended learning opportunities 8. Utilize Newsletters, websites, and social networks to provide information to stakeholders. 9. Enhance career counseling and opportunities for work-based learning is provided through CTE 10. Gather and analyze data: systematic collection of feedback related to outreach activities 	<p>2014-19 SY</p>	<p>Superintendent, Exec Dir Ed. Services, Dir. Federal Programs, Dir CTE, Instructional Specialists, Guidance, Teachers, Parents, Curriculum Dept., Accountability Dept.</p>

<p>classroom” or “virtual learning days”</p> <ul style="list-style-type: none"> • Develop well-defined learning objectives that support teaching for deeper understanding of STEM based on current research on how students learn • Bridge and connect in-school and out-of-school learning opportunities. Include parents • Connect business/industry skills to classroom instruction 	<p>11. Assess local workforce through a needs assessment surveying community business, analyze results, and incorporate in school STEM program</p>		
<p>Strategy 7: Provide quality and updated curriculum and instructional resources with an emphasis on transition to digital resources.</p>	<p>1. Solidify targeted traditional texts for college level courses including AP and class sets of literature; provide digital resources</p>	<p>2015-2019</p>	<p>Superintendent, Exec Dir Ed. Services, Dir CTE, Instructional Specialists, Teachers, Parents, Curriculum Dept., Accountability Dept.</p>

Objective IV: Create a learning environment that is emotionally and physically safe and encourages and celebrates success

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
<p>Strategy 1: Provide a clear vision and communicate values and the importance of a positive school culture to all stakeholders</p>	<p>1. Stakeholder survey results</p>	<p>2014-19 SY</p>	<p>All Stakeholders; Governing Board</p>
<p>Strategy 2: Maintain an environment that is conducive to learning</p> <ul style="list-style-type: none"> • Student and Parent Organizations, leadership classes • Provide staff development training in classroom management strategies 	<p>1. AdvancED Survey data 2. Discipline data</p>	<p>2014-19 SY</p>	<p>All Stakeholders; Governing Board</p>
<p>Strategy 3: Celebrate Successes: Awards and recognitions</p>	<p>1. Number of observed or recorded celebration successes - Spirit of Agua Fria, School recognition (Admin Retreat) 2014-19 SY, Governing Board Meeting Celebration of Staff and Students, Annual Report, Marquees, Website, Community Announcements</p>	<p>2014-19 SY</p>	<p>All Stakeholders, Governing Board, District Office, Administration, Staff support</p>

Objective V: Grading and reporting are based on clearly defined criteria that represents the attainment of content knowledge and skills and is consistent.

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 1: Research best practices on grading and grade reporting that are based on clearly defined criteria	<ol style="list-style-type: none"> 1. PDC minutes 2. Teacher leadership minutes 	2015-19 SY	PDC; Administration; Exec Dir Ed Svcs.; Dir Curriculum; Accountability Dept., Admin, Teachers
Strategy 2: Establish a committee to review and develop recommendations for grading and grade reporting policy	<ol style="list-style-type: none"> 1. Teacher leadership minutes 2. Site council minutes 3. Professional Development and support with standards-based grading 	2016-19 SY	PDC; Administration; Exec Dir Ed Svcs.; Dir Curriculum; Accountability Dept., Admin, Teachers
Strategy 3: Develop and implement a comprehensive and uniform grading policy	<ol style="list-style-type: none"> 1. Demographic comparisons (are progress outcomes similar for all measurable subgroups) 	2016-19 SY	PDC; Administration; Exec Dir Ed Svcs.; Dir Curriculum; Accountability Dept., Admin, Teachers
Strategy 4: Monitor and evaluate the grading and grade reporting policy with revisions as necessary	<ol style="list-style-type: none"> 1. List criteria representing the mastery of content knowledge and skills 	2016-19 SY	PDC; Administration; Exec Dir Ed Svcs.; Dir Curriculum; Accountability Dept., Admin, Teachers

Priority Three: Improve Stakeholder Involvement

Objective I: Increase Community Outreach and Involvement Opportunities

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
<p>Strategy 1: Provide Professional development to build stakeholders' engagement skills leading to school involvement</p> <ul style="list-style-type: none"> • Develop strategies to connect to non college bound students (encourage West-MEC) • Establish peer leadership and train the trainer models • Advisory pairing 	<ol style="list-style-type: none"> 1. List of Professional Development opportunities for stakeholders 2. Survey data from AdvancED; PD Needs Assessments 3. Chart growth in student activity in Synergy to see what works 	2015-19 SY	PDC; Site Administrators; Instructional Specialists and Teacher Mentors, Counselors

Objective I: Increase Community Outreach and Involvement Opportunities (con't.)			
STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 2: Develop and establish Parent University or similar on all campuses <ul style="list-style-type: none"> • Community nights – get in touch with businesses and parents • Teach teachers how to Engage beyond phone and texts • Combine academic and extracurricular nights • Use social media (remind 101, Facebook) more to contact parents about school opportunities • Pep rally for parents/community 	1. Attendance data 2. Graduation rate data 3. Discipline data	2015-19 SY All campuses	Dir Fed Programs, Site Administrators, Counselors (community/parent liaison position), Technology
Strategy 3: Develop an evening or Saturday English Language Learner program for Parents/Family	1. Attendance by number of offerings 2. Pre/Post Assessment data 3. Number of Certificates of Completion	2015-19 SY	Dir Federal Programs, ELL Counselors, ELL Teachers (community/parent liaison position)
Strategy 4: Provide the public information on the English Language Learner program through district/site websites, mailers, dialers, social media, invitations by using the district ELL department	1. Certificates of Completion Awarded	2015-19 SY	Dir Federal Programs, ELL Counselors, ELL Teachers

Objective II: Expand Outreach to the business community

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 1: Attend a West Valley business council to increase business partnerships and involvement in the district	<ol style="list-style-type: none"> 1. Agendas, minutes, task data 2. Comprehensive member involvement data 3. Project completion rate 4. Develop and implement Tri-District meetings 	2015-19 SY	Superintendent, Exec Dir Ed Svcs, Dir Facilities, Site Admin, Dir Fed Programs, Teachers
Strategy 2: Invite business leaders to school as guest speakers, advisors, partners during Advisory	<ol style="list-style-type: none"> 1. Participation, goals, volunteering data 2. Student survey data 	2014-19 SY	Site Administration, Teachers
Strategy 3: Streamline sponsorship, volunteering, and internship opportunities for business and employees to engage with the District	<ol style="list-style-type: none"> 1. Chart of Financial contributions 2. Number of sponsorships 3. Student and staff surveys 4. Number of internships and job shadowing opportunities 	2015-19 SY	Counselors; Teachers, Site Administration, HR Director (emphasized by committee), Educ. Services
<p>Strategy 4: Develop a plan to determine needs to effectively communicate with all stakeholders, and to determine availability of district and community resources (Community and stakeholder outreach is now an added responsibility of the Dir of Fed Programs and Community Outreach position)</p> <ul style="list-style-type: none"> • Parents, teachers, business leaders, community organizations, law enforcement, community colleges, universities, churches, local governments 	<ol style="list-style-type: none"> 1. Agendas, minutes, task data 2. Comprehensive member involvement data 3. Project completion rate 4. Expand outreach to students, parents, staff, business, higher ed, local government, feeder schools – examples: internships with businesses and governmental agencies; get feeder school students onto our campuses; increase participation in 8th grade fast track program; increase participation at EXPOS at middle schools; expand volunteerism (opportunities for sustained-long term volunteers such as through IB, ROTC and other student organizations. 	2015-19 SY	Superintendent, HR Director, Assistant Supt, Site Administration, Dir Fed Programs and Community Outreach (Bold/underlined per emphasis from committee)

Objective III: Establish a Purposeful Learning Community

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 1: Increase effective communication and build a shared culture of all stakeholders to support the district vision and mission of All Students College and Career Ready	<ol style="list-style-type: none"> 1. Stakeholder feedback and survey data 2. Communication logs 	2014-19 SY	Site admin; District admin All stakeholders
Strategy 2: Strengthen adult advocate and student relationships	<ol style="list-style-type: none"> 1. Advisory program and survey data 2. Professional Development trainings data 3. Professional Learning Communities opportunities 	2014-19 SY	All stakeholders
Strategy 3: Promote a philosophy of active shared campus leadership	<ol style="list-style-type: none"> 1. Teacher evaluations data 2. Staff Survey data 3. Advisory Program data 4. Teacher Leadership Committee participation data 5. Professional Learning Community data 6. Student focus group data 	2014-15 SY	All <i>site</i> stakeholders including admin, guidance, teachers, classified, students, parent and community
Strategy 4: Review and Revise the District “Mission” Statement.	<ol style="list-style-type: none"> 1. Policy “A” revised to accommodate this strategy and resolve AdvancED directive 	2017-18 SY	Strategic Plan Committee; Governing Board

Priority Four: Invest in the Whole Student

Objective I: The district will develop consistent implementation of the district advisory/mentoring program at each campus. Staff and students have access to, define, and explore all AFUHSD programs and services.

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 1: Evaluate and adjust advisory lessons; include <ul style="list-style-type: none"> • Academic; College and Career; Personal/Social • Naviance – full implementation • Central Database • SPED Participation • Look at .25 credit/year • Districtwide relevancy 	<ol style="list-style-type: none"> 1. Agendas from district and site advisory committee meetings (minimum of 4/school year) 2. Log of Administrative walk-throughs (weekly) <u>EAR</u> 3. Calendar of advisory lessons (school year) 4. Student and teacher surveys (annual) Sites have the AdvancED student, teacher and parent surveys that may be used each year. They will be administered by all sites annually 	2014-19 SY August 2014 forward : Site advisory committees formed and meetings scheduled, Admin. walk- throughs planned, Calendar of advisory lessons drafted January 2015: Parent survey developed; ready to administer student and staff surveys in April of 2015/evaluated in May 2015	Dir Curriculum, Advisory Committee, Teachers, Site – AP over Advisory

<ul style="list-style-type: none"> • Pre-service training; accountability and buy-in for program • Add technology use information to advisory 			
<p>Strategy 2: Increase teacher buy-in/ participation/support Advisory highlights on teacher website page</p> <ul style="list-style-type: none"> • Consider advisory piece in professional responsibilities part of evaluation • Professional Development on advisory; model lessons • Provide a comprehensive orientation for the purpose and function of the advisory program on each site and its importance to the district culture. • Develop and administer annual parent survey • student surveys; will be used to evaluate and direct improvements in sessions/lessons 	<ol style="list-style-type: none"> 5. Schedule and topics of Professional Development sessions for teachers (minimum of 4/school year) 6. Schedule and topics of one dedicated district and site session during new hire orientation 7. Student and teacher surveys for Advisory (annual) 8. Analyze and share student and teacher advisory survey data 9. New teachers are trained at the sites 10. Administer and analyze the AdvancED Parent Surveys for data 11. Administer and analyze the AdvancED Student Surveys for data 12. Pilot parent liaison and monitor effectiveness at DEHS 13. Consider increasing the number social workers 	<p>2015-19 SY</p>	<p>Dir Curriculum, Teachers, Advisory Committee, Site – Administrators, Advisory Committee, Administration, Instructional Specialist District and Site Advisory Committee</p>
<p>Strategy 3: Communication with parents, staff, and community</p> <ul style="list-style-type: none"> • Advisory articles in district and school newsletters/ e-mail blasts, phone dialer • Distribution of philosophy and lessons School/Teacher/Student/ Parent • Website – post lessons, 	<ol style="list-style-type: none"> 1. Number of advisory articles with topics listed 2. Purpose/description in student handbook, 3. List of Updates communicated in site council meetings 4. Numbers of hits on the district Advisory tab 5. Attendance at Advisory events 6. Attendance at site council/parent input group events 7. Survey data 	<p>2015-19 SY: Purpose/description in student handbook</p> <p>2016-19 SY: Articles produced for newsletters; District Advisory tab established on district website</p> <p>2017-19 SY: Advisory link on teacher web pages and Advisory agenda item set for Site Council meetings</p>	<p>District – (website), (content/articles); Site – Principal (Site Council), AP (Student Handbook and Advisory article), Individual teachers, Counselors, Advisory Committee</p>

advisory link on each individual teacher's page <ul style="list-style-type: none"> • Site Council/Parent Input • Student handbook will include Advisory section • Whole-school advisory related events advertised positively through media (newspaper/radio) • Advisory link on district and school websites with lessons and updates on individual teacher pages 			
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Objective II: The district will develop a menu of community services available to all students and parents. The district will support students and families in acquiring and accessing necessary materials and services.

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 1: Identify, compile, and publish all available services by site and disseminate via district website, informational flyers, advisory lesson plans, and student handbook: <ul style="list-style-type: none"> • Guidance • Special Services – Child Study Teams, psycho-education testing, IEP, threat assessments, Child Find • AVID Program • Afterschool Programs • Alternative and Summer Programs • Credit Recovery • Gifted Program 	<ol style="list-style-type: none"> 1. Develop a list of community services and schedule of availability 2. Weekly email could be sent to parents (VHS does this); Community events can be sent to parents via websites and other social media. 3. Number of service referrals Program participation data 	2015-19 SY	Site – AP/Guidance Chair Counselors, Special Services, Health Center, SRO, District - Dir Fed Programs & Community Outreach, Social Worker/HYC Liaison, Transportation Director, Dir Food Services, Coordinator On line and Summer Programs
Strategy 2: Identify, compile and publish a community and health services guide as a reference to our parents/families: <ul style="list-style-type: none"> • PE/Health classes (curriculum/activities) • Cafeteria (nutritious free and reduced 	<ol style="list-style-type: none"> 1. Services guide should be published through Dir Fed Programs/Community Outreach 2. Food services breakfast and lunch menus are published 	2015-19 SY	Site – AP/Guidance Chair Counselors, Special Services, Health Center, SRO, District - Dir Fed Programs & Community Outreach, Social Worker/HYC Liaison,

breakfast/lunch) <ul style="list-style-type: none"> • Transportation Services • Nurse (vision/hearing/dental/dispense prescription and other medication) • Homeless Children and Youth Services (McKinney-Vento Act) • Partnerships/Guest speakers • Job Shadowing/Internships Field Trips			Transportation Director, Dir Food Services, Coordinator On line and Summer Programs
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Objective III: The district and schools will develop use and review safety policies/procedures to promote physical and emotional safety of students and staff.

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 1: The district and all schools will develop and practice emergency response plan protocols complying with the national FEMA/NIMS guidelines; evaluate/adjust the plan as necessary (classroom changes, facility upgrades, additional students); CPI training for paraprofessionals in special education alternative programs, bus drivers/ assistants.	<ol style="list-style-type: none"> 1. A Complete, Board approved Emergency Response Plan (Board Minutes) 2. Number of Teachers and Special Education paraprofessionals who work in alternative programs who take and pass CPI Training Course (8 hours) 3. Number of bus drivers and assistants who take and pass the CPI Training course (8 hours). 4. Improve documentation of all training 5. Implement Remind 101 for Admin – emergency awareness communication tool 	2014-19 SY Continuous	Site AP over Safety, Administrators, SAC – Safety Committee, Exec Dir Facilities and Safety
Strategy 2: Develop a campus culture that Improves student and staff attendance rates (5% and 10% respectively),	1. Student and staff attendance data	2014-19 SY	Principals, Teachers, Counselors, Parents, Other Staff

Objective III: District and schools will develop use & review safety policies/procedures to promote physical & emotional safety of students and staff (con't)

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
<p>Strategy 3: Develop a campus culture of respect (others/authority/facilities) through advisory lessons, student groups, and the influence of all personnel, parents, and community members that will show a decrease in disrespect/insubordination disciplinary referrals by a minimum of 5%</p> <ul style="list-style-type: none"> • Develop and implement a minimum of 2 advisory lesson plans positively impacting the campus culture – to be included in the index of available advisory lessons • Implement and develop a rubric for evaluating programs such as Character Matters 	<ol style="list-style-type: none"> 1. Decrease in number of disrespect and insubordination referrals 2. Decrease in number students placed in In School Suspension for disciplinary events 3. Decrease in number of students Out of School Suspended for disciplinary events 4. Analyze AdvancED Student and teacher survey data; provide analysis for school climate improvement 5. Advisory data; develop and implement Advisory survey 	<p>2015-19 SY</p>	<p>Site – AP over Advisory and over AdvancED, students, teachers, staff members (certified and classified), coaches/club sponsors, Counselors, District and Site Advisory Committees, Dir Fed Programs & Community Outreach</p>
<p>Strategy 4: Increase communication via website, phone dialer, letters home, newsletter blurbs, social media, assemblies, advisory, site council</p> <p>Prepare data and report to the Safety Advisory Committee on the success of drills and areas of improvement</p>	<ol style="list-style-type: none"> 1. Number of Drills (bus evacuation, building evacuation, campus evacuation, lock down) are monitored and documented through site Admin and the Exec Dir of Safety 2. Number of safety communications per quarter to parents, staff and students 	<p>2014-19 SY *Notification of actual safety events within 24 hours of event occurring</p>	<p>District Admin, Site – Principal and AP over Safety, Superintendent, SAC Committee, Dir Facilities and Safety</p>

Objective IV: The district will promote comprehensive co- and extracurricular opportunities that meet the interests of students.

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 1: Develop and administer a Student Interest Survey	1. During Advisory, administer and evaluate a student interest survey each Fall and adjust site activity offerings based on Survey results	2014-19 SY	Athletic Directors, Club Sponsors, STUGO, AP for Activities
Strategy 2: Increase participation in co- and extra-curricular opportunities for students in: <ul style="list-style-type: none"> • Athletics • Clubs • Tutoring/Academic Interventions • Communication via feeder school visits, website, Future Frosh Night, Open House, registration, mailers, social media, parent advisory/site council • Rush week (1st & 2nd week of each semester in addition to frosh night. 	1. AdvancED Survey data 2. Participation numbers and attendance logs from sports/clubs/tutoring sessions 3. Number of Flyers/articles disseminated at all family/student special events and via electronic communication (minimum of once a quarter) 4. Analyze DEHS “rush week” model to expand options during the school day. 5. Use extended learning opportunity (ELO) 6. Recommend multiple days (4) with ELO to include 1 for clubs 7. Celebrate achievements of clubs especially during January rush week	2014-19 SY	District, Assistant Supt, Site – Principal, Athletic Director, Club Sponsors, Coaches, Booster Clubs

Priority Five: Be Transparent and Accountable

Objective I: Improve transparency through effective and efficient communication for all stakeholders

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 1: Develop a user-friendly website with pull down menu; update <ul style="list-style-type: none"> • Develop a rubric to assist in determining the effectiveness of a menu item and the need to continue, modify or delete specific menu items • Create a district app - District app would help direct kids to website • Look at possibilities for a central communication officer/director who works with the schools on a central single focused message. 	1. Install “counter” on district and school websites to track number of hits 2. District website is geared to “new” users and info/links that do not change often – monitor and make needed adjustments to reach a wider audience – make more user friendly 3. Increase use of social media for current stakeholders – Snapchat, Twitter, Facebook 4. Enlist assistance of students in developing user friendly applications	2014-19 SY	District and site IT dept. (Student Information System), Administration, Parents, Students, Teachers

Strategy 2: Develop and publish district and school site annual reports	<ol style="list-style-type: none"> 1. Number of copies printed and distributed 2. Number of hits on school and district websites related to annual report 3. Annual reports and other information is hard to find on district website – website needs to be re-designed to be user-friendly 	2014-19 SY	Site leadership, Accountability, Technology, Student Info Systems
Strategy 3: Improve accessibility to ParentVUE use by providing parent access codes at registration	<ol style="list-style-type: none"> 1. Review ParentVUE log each semester to determine increase of parent usage 2. Communicate to parents regarding access and uses of ParentVUE 	2014-19 SY	District and site IT dept. (Student Information System), Counselors

Objective I: Improve transparency through effective and efficient communication for all stakeholders (con't.)

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 4: Implement effective methods of communication including, but not limited to, email, texting, Twitter, and other emerging alternative communication tools.	<ol style="list-style-type: none"> 1. Parent alternative communication modes survey data; phone calls, dialers, emails 2. District Twitter page and site Twitter page (or Facebook) 	2014-19 SY	IT technology, Guidance, Site Leadership, District Leadership
Strategy 5: Develop a district communication committee that will provide monthly updates to site faculty regarding concerns and or initiatives	<ol style="list-style-type: none"> 1. Post meeting schedule, agendas and minutes 2. End-of-year staff survey data results -level of awareness (i.e., Likert scale) 3. Develop and implement Intranet for staff and site resources 	2016-19 SY	Superintendent, Ass't Superintendent Educational Services, Cabinet Communication Committee

Objective II: Be accountable to publicly adopted curriculum standards and measurement expectations.

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 1: Internal and external assessments will be aligned with AZ College and Career Ready Standards and AZ content standards. <ul style="list-style-type: none"> • Curriculum resource additions, including digital resources • Implement the STAR Plan – an incentive for students who achieve success on state required tests 	<ol style="list-style-type: none"> 1. Collect, analyze and use data to determine student academic success 2. Develop a rubric for standards alignment created by the curriculum department 3. Annually evaluate alignment of assessments with standards 4. Annually evaluate and compare improvement on AZ College and Career Ready Standards 5. Annually evaluate AZ assessments; District Pre – Post Test, Mid-Terms 6. Develop formative assessments in all content areas – implement use to determine student 	2014-19 SY	Assessment and Curriculum Departments, District and Site Instructional Content Specialists, Department Chairs, Dir of Special Ed, Dir Assessment, Dir Curriculum/Instruction

	<p>mastery</p> <p>7. Analyze the effect of the district's STAR Plan which provides student incentives for success on state required tests</p>		
<p>Strategy 2: Valid and reliable course assessments will be developed</p> <ul style="list-style-type: none"> • Development and implementation of end of course assessments • Development and implementation of mid-term course assessments • Development of formative assessments 	<p>1. Meta-analysis results and data</p>	<p>2014-19 SY</p>	<p>Assessment and Curriculum Departments, District and Site Instructional Content Specialists, Department Chairs, Dir of Special Ed, Dir Assessment, Dir Curriculum/Instruction</p>
<p>Strategy 3: Increase effective communication regarding assessment results</p>	<p>1. Website information</p> <p>2. Parent communication</p> <p>3. Score reporting data</p>	<p>2015-19 SY</p>	<p>Superintendent, Technology Dept., District webmaster, Accountability Dept., Dir Assessment</p>
<p>Strategy 4: Improve assessment literacy among all staff and community</p>	<p>1. AzMERIT training log</p> <p>2. 95% participation in assessments</p> <p>3. Pre-, Mid-Term, and Post Course Testing training</p> <p>3. Data usage plans and protocols</p> <p>4. PD/PLC Plan</p>	<p>2015-19 SY</p>	<p>Accountability Dept., Curriculum/Instruction Dept., Assistant Principals C&I, Department Chairs, Teachers</p>
<p>Strategy 5: Maximize student achievement through clear and effective standards</p>	<p>1. Course Maps</p> <p>2. Assessment Blueprints</p> <p>3. Correlation Study results between District EOCA's and AZ assessments</p>	<p>2016-19 SY</p>	<p>Accountability Dept., Curriculum/Instruction Dept., Assistant Principals C&I, Department Chairs, Teachers</p>
<p>Strategy 6: Develop common core specific unit assessments</p>	<p>1. Create baseline data points to monitor and compare to prior student performance, including breakout data for sub groups</p>	<p>2014-19 SY</p>	<p>Curriculum & Assessment. Instructional Specialists, Teacher Mentors, Dept. Chairs, Dir of Special Ed, Dir Fed Programs, Accountability, Teachers</p>

Objective III: Embrace innovation and change of best practices to meet the needs of all stakeholders

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 1: Increase the number of district core content area specialists to include Social Science	1. District core content area staffing measures; currently have Math and ELA; include Science specialist for 2018-2019	2014-2015 SY English and Math 2016-2017 SY Science 2017-2018 SY Social Science	Curriculum Dept., Educational Services, Human Resources
Strategy 2: Increase opportunities for online learning, blended, hybrid, college courses, subjects not offered in the traditional curriculum <ul style="list-style-type: none"> • Online learning will be open to all district students year around. • Partnerships with institutions of higher learning and vocational/technical schools 	1. Enrollment 2. Passing Grades in online courses taken 3. Earned credits for graduation – include summer school (Applied for AOI and accepted in MARCH 2016; initial AOI program began fall of 2016 via IGA with Mesa Distance Program; dialogue and planning regarding curriculum, policy and protocol in progress.)	2014-19 SY AOI Goal is full implementation in 3-5 years	Assistant Supt of Educational Services, Curriculum Dept., Non-Traditional Programs Coordinator, Technology, Accountability Dept., Dir Fed Programs

Priority Six: Implement Technology Integration and Innovation

Objective I: The District will improve and expand various forms of technology for organizational and external communications with all stakeholders

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 1: Phone system fully functional and provide training. – now complete	1. Number of certificates of completion 2. Training log	2014-15 SY	Director of Technology, Technology Dept.
Strategy 2: Update websites All sites and district will move to new platform as determined by Technology committee – need to be more user friendly	1. Website completion data; additional training as needed	2014-15 SY	Director of Technology & committee, school sites, site webmasters, teachers
Strategy 3: Utilize social media All site and district office will have social media presence to include Facebook and Twitter and LinkedIn	1. Social media usage data	2014-17 SY	Executive Cabinet, school sites

Objective I: The District will improve and expand various forms of technology for organizational and external communications with all stakeholders (con't).

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 3: Utilize social media All site and district office will have social media presence to include Facebook and Twitter and LinkedIn	1. Track social media usage data	2014-17 SY	Executive Cabinet, school sites
Strategy 4: Utilize tools like INTouchK12 and Remind 101 <ul style="list-style-type: none"> A comprehensive list of tools and basic training will be made available to all staff 	1. List of scheduled trainings on district calendar available on district and school websites 2. List of resources	2014-19 SY Continuous (Update annually)	PDC Committee, site Admin. Teachers, Dir Curriculum, Instructional Specialists

Objective II: The District will increase training utilizing technology and resources

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 1: Technology training needs will be assessed and met through the site and district professional development plan Synergy, Ivisions training is ongoing.	1. Annual professional development survey results 2. Sign In Logs 3. PDC Calendar; Prof Dev Technology Cycle with Site PD Breakouts	2014-19 SY Target Update annually	Site Administrators/staff, District PDC; Dir of Curriculum, Ass't. Superintendent, Technology Dept., Tech Integration Specialist
Strategy 2: A training plan will be developed as part of every major technology purchase. Any technology purchase over 10K must be approved by the Exec. Dir. of Technology who will verify the training plan. <ul style="list-style-type: none"> Purchase of new technology requiring student or staff use will have training imbedded prior to use. 	1. Number of purchases 2. Log of trainings and participants	2014-15 SY Ongoing	Exec Director of IT, IT Dept., Finance Dept., Supt., PDC, Site Administration, Facilities Dept., Tech Integration Instructional Specialist
Strategy 3: Access to individual on demand training will be made available for all staff. Links to training will be on the district website.	1. Number of links 2. Log of various trainings throughout District/Sites for all employees	2016-19 SY	Exec Dir IT, IT Dept., Technology Integration Specialist, Site Administration
Strategy 4: The IT Department will include a technology integration specialist whose primary responsibility will be training teachers on classroom use of technology	1. Development of position description; posting, interviewing and filling position with qualified, certified employee (position has been filled)	2016-2019 SY	Exec Directors of IT, Ed. Services, Accountability, IT Dept., Finance Dept., Supt., Site Administration

Objective III: The District will continually improve and update infrastructure to meet the ever-growing demand for technology

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
<p>Strategy 1: Network capacity will be annually evaluated and updated to meet growing needs including major initiatives such as AzMERIT, Mid-Term, and EOCA testing</p> <ul style="list-style-type: none"> Graphs and Charts will show annual Network capacity vs. Network usage information to assist in technology planning and decisions 	<ol style="list-style-type: none"> Measurement of network capacity data Measurement of network usage data Continue to make data available to sites and other district personnel 	<p>2014-19 SY Continuous</p>	<p>Exec Director of Technology, Technology Dept.</p>
<p>Strategy 2: Technology will be a priority in the budget process; adequate replacement and maintenance budgets will be funded for all forms of technology</p> <ul style="list-style-type: none"> Site and district budgets will include a technology replacement and repair schedule for each school and district. 	<ol style="list-style-type: none"> School technology budget data Provide a listing of completed and in progress IT projects as a result of bonds 	<p>2015-19 SY Continuous</p>	<p>Exec Director of Technology, Principals, Supt., Exec Dir Finance</p>
<p>Strategy 3: The District will redefine the technology “refresh” cycle timeline with the goal of having all four schools on a 1 to 1 device implementation by 2017-2018</p> <ul style="list-style-type: none"> A written plan, including a schedule for all schools and district, will be developed to include all technology, not just computer hardware. 	<ol style="list-style-type: none"> Refresh cycle timeline records 1 to 1 device implementation at two schools in 2016-2017 - complete 1 to 1 device implementation at remaining two schools in 2017-2018 - complete 	<p>2015-19 SY Ongoing</p>	<p>Exec Director of Technology, Principals, Supt., Exec Dir Finance, Assistant Supt Ed. Services</p>

Objective IV: The District will continuously seek resources to provide adequate funding for technology

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
<p>Strategy 1: Available funding sources will be pursued including E-rate funds, grants, and possible a technology/capital override</p>	<ol style="list-style-type: none"> Governing board reports and minutes Submission of E-rate funding Review and adjust available funding sources Submission of grants 	<p>2014-19 SY Received Annually</p>	<p>Supt., Exec Director of Finance, Exec Director of Technology, Governing Board</p>
<p>Strategy 2: Business partnerships will be explored and pursued by the District</p>	<ol style="list-style-type: none"> Executive Cabinet minutes List of business partnerships outlining support 	<p>2015-19 SY</p>	<p>Supt., Exec Director of Finance, Exec Director of Technology, All stakeholders</p>

Objective V: The District will properly collect store, and make readily available testing, demographic, and other forms of data for instructional use

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 1: Develop a data warehouse. <ul style="list-style-type: none"> • Identify the types of data to include • Decide who should have access to what data, and implement the best way to make the data available 	<ol style="list-style-type: none"> 1. Standardized test and EOCA data 2. Continue to develop for more ready access 	2015-19 SY	Accountability Dept., Technology Dept., PDC , Principals, Ed Services Dept.

Objective VI: Teachers and Schools will utilize data to set goals, develop curriculum, improve lesson plans and measure student success

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 1: The district and school’s improvement plans will incorporate more data to better measure student and staff progress	<ol style="list-style-type: none"> 1. Schools’ Continuous Improvement Plan data 2. Annual Report data 	2015-19 SY	Instructional Specialists, Principals, Assistant Superintendent, Ed Svcs, District Admin
Strategy 2: Staff will be trained on how to best use data to improve instruction Provide Professional Development in current and progressive technology, and provide two opportunities per teacher per school year to assess teacher needs <ul style="list-style-type: none"> • More teacher training (i.e. on demand, synergy, ivisions, new technology • Network capacity – what’s the plan? • Partnerships • OER – using data – training • Advisory, digital resources, curriculum maps aligned with technology training – students • Teachers leading PD – more comprehensive • Create a database of tutorials 	<ol style="list-style-type: none"> 1. Data training agenda 2. Professional Development Training logs 3. P rofessional Development plans 4. Professional Development Training calendars 	2015-19 SY	Site PDC, District PDC, Director of Curriculum, District Admin, Ed Svcs, Instructional Specialists, Dir Assessment; Accountability

Strategy 3: Free and open resources will be explored and utilized where appropriate (ex.: Eureka Math, other Digital Resources)	1. Curriculum maps	2014-15 SY Ongoing	PDC; Dir Curriculum Principals Assistant Superintendent
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Objective VII: Students will become model digital citizens and demonstrate technological competence to compete in a global workforce

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 1: Technological competence will be made a part of appropriate classroom curriculum <ul style="list-style-type: none"> Each Course curriculum map will include the use of appropriate current technology to meet course outcomes 	1. Curriculum map data 2. Use of appropriate and current technology for interactive use with courses needs to happen.	2014-19 SY	Director of Curriculum, Dept. chairs, teachers, PDC, Instructional Specialists, Site Administration, Content Specialists
Strategy 2: As part of Advisory, Digital Citizenship lesson plans will be developed, shared district-wide, and made a part of the site calendar for advisory lessons	1. Number of Advisory lesson plans regarding digital citizenship 2. Continue to develop a catalog of Digital Citizenship lesson plan topics	2015-19 SY	Site and district advisory committee, Technology, Director of Curriculum, Dept. chairs, teachers, PDC, Instructional Specialists, Site Administration, Content Specialists
Strategy 3: District commits to a substantial expansion of and transition to Digital curricular resources.	1. Ongoing Committee recommendations regarding digital programs for board approval	2016-2019	Site and district committee, Technology, Director of Curriculum, Dept. chairs, teachers, PDC, Instructional Specialists, Site Administration, Content Specialists, Assistant Superintendent Ed Svcs.

Objective VIII: The Teacher will be aware of, proficient in, and utilize Internet-based resources and teaching tools

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 1: Teachers will be involved in the development of professional development regarding the utilization of internet-based resources and classroom technology	1. Site leadership meeting minutes 2. Site PDC meeting minutes 3. Site professional development plan 4. Staff PD survey data	2014-19 SY Ongoing	Site administration, Teachers, Instructional specialists, PDC, Dir Assessment, Coldwater Coordinator, Content Area Specialists
Strategy 2: Teachers will work collaboratively to research and acquire digital resources to support their curriculum maps	1. House and department meeting minutes 2. Site PD plans 3. Implement training for and use of Beyond Textbooks	2014-19 SY Ongoing	Site PDC, Departments, dept. chairs, curriculum dir., District PDC, Teachers, all stakeholders

Objective IX: The District will expand and maximize digital and online learning opportunities

STRATEGIES	MEASURE OF PROGRESS	TIMELINE	PERSON/GROUP/DEPARTMENT RESPONSIBLE
Strategy 1: Coldwater Academy will research, recommend and pilot online learning opportunities (opportunities for instruction will begin with the 2016-2017 school year.)	<ol style="list-style-type: none"> 1. List of Coldwater programs with content descriptions available 2. Numbers enrolled at sites online and at CWA directly 3. Numbers taking courses from home 4. Credits earned by students, by course each semester via alternative formats 5. Numbers of successful course completers 	2015-19 SY Ongoing	Non-Traditional Programs Coordinator, Assistant Superintendent Ed Services, Ed Services Dept., Principals, PDC, Technology Dept., Accountability Dept., Counselors, Principals
Strategy2: Identify and expand blended and online learning opportunities like A+, and flipped classrooms <u>AOI application approved</u>	<ol style="list-style-type: none"> 1. Online courses and blended enrollment participation records 2. Credits earned 3. Number students/each online course 	2014-19 SY Ongoing	Non-Traditional Programs Coordinator, Assistant Superintendent Ed Services, Ed Services Dept., Principals, PDC, Technology Dept., Accountability Dept., Counselors, Teachers, Principals