

Superintendent Goals Work
Plan 2021-2022

Goal #1: Increase academic growth and success for all students.

- a. Demonstrate student growth by increasing the percentage of students meeting grade level targets on benchmark assessments administered in Fall 2021 and Spring 2022.
- b. Reduce the socioeconomic, race/ethnicity, and special education disparity in student outcomes and program participation.

Strategy Description	Indicators/Evidence	Approximate Timeline
<p>Benchmark assessments of students (K-8) to measure learning levels for English/Language Arts and Mathematics are administered in the Fall, Winter, and Spring of the 2021-2022 school year.</p> <ul style="list-style-type: none"> • AIMSweb Plus- ELA & Math- Grades K-5 • Edmentum (Study Island)- ELA & Math- Grades 6-8 <p>Disaggregated data will be presented and discussed with the Governing Board after each of the benchmark testing periods.</p>	<p>Data and analysis from ELA and Math benchmark assessments for K-12 students</p>	<p>After each benchmark testing period- Fall, Winter, Spring</p>
<p>FUSD will continue to offer intervention and remediation for students grades K-12 during the school day, after school, and during the summer to address students' learning needs. A multi-tiered system of support (MTSS) will be implemented, including evidence-based instruction aligned to Arizona state standards, universal screening, targeted and intensive interventions, progress monitoring, and data-informed decision making. Daily intervention time has been reserved in the middle schools. Opportunities for credit recovery at the high school are offered during the school year and summer. Additional resources/intervention programs include: Lexia Core 5, DreamBox (K-5), Study Island (6-8) Exact Path, Math Recovery, and Raising Readers.</p>	<p>Presentation about implemented strategies to address learning loss and student progress</p> <p>Analysis of student growth on benchmark assessments (Fall to Spring)</p>	<p>January- after Winter benchmark assessment administration</p> <p>June- after Spring benchmark assessment administration</p>
<p>Each school submitted an Integrated Action Plan (IAP) for the 2021-2022 school year based on the staff input from the Comprehensive Needs Assessment (CNA). Implementation progress is monitored by the District for all schools and by ADE for schools identified as Targeted Support and Improvement (TSI). Updates will be provided to the Board about progress on school IAPs and status on action plan strategies.</p>	<p>Integrated Action Plans (IAP) approved</p> <p>Monitoring- monthly progress updates (state), Mid-Year Review (District), End-of-Year Reflection</p> <p>Board updates</p>	<p>April of previous year</p> <p>Monthly, January 2022, June 2022</p> <p>January- March, June 2022</p>
<p>Education and Career Action Plans (ECAP) are implemented for students in grades 6-12. After an audit of current ECAP process and alignment with the FUSD Profile of Graduate skills, a calendar of required activities by grade level will be developed to guide students'</p>	<p>ECAP Process Calendar</p>	<p>February 2022</p>

plan of coursework, career aspirations, extended learning opportunities, and postsecondary goals.	Board Update on analysis of Naviance/ECAP completion data and stakeholder survey	April 2022
Support student-centered and effective learning environments through measures of classroom practices using the eleot observation tool for evidence of the seven learning environments: equitable learning, high expectations, supportive learning, active learning, progress monitoring and feedback, well managed learning, and digital learning.	Analysis of eleot ratings from the 2021-2022 school year compared to 2019 baseline and national norms.	May 2022
Disaggregate student achievement data by socioeconomic, race/ethnicity, and special education groups to identify disparity in outcomes and identify strategies for closing those gaps. Analyze student program enrollment and participation for demographic comparison.	Disaggregated data for student achievement (benchmark and state assessments) and Panorama reports Analysis of program enrollment	Fall, Winter, Spring February 2022

Goal #2: Employ effective two-way communication with all stakeholders to:

- a. Increase community engagement as measured by increased positive responses on parent and student surveys.
- b. Strengthen current partnerships and engage new partners to support FUSD.
- c. Provide clear and consistent communication with all FUSD stakeholders.

Strategy Description	Indicators/Evidence	Approximate Timeline
Foster effective partnerships and engagement with families to support student success through conferences, communications, ParentVUE, StudentVUE, and Canvas Learning Management System.	Analysis of Parent and Student Surveys and P-T Conference attendance	April 2022
The FUSD website, district and school communications (call, text, email), and newsletters serve as the base of all FUSD information to families and the public. The website functions as an internal and external resource for information and messaging in conjunction with other communication channels. The website and school sites will continually be updated for consistency, accessibility, and accurate information.	Annual Communications Plan FUSD website and communications	October 2021 Updated throughout the 2021-2022 school year
Provide staff training, resources, and support for communications in order to better serve students and families of the school district.	MOU with NAICL Language access resources	October 2021 Throughout the 2021-2022 school year
Develop a public engagement process and schedule for future voter-approved ballot initiatives.	Public Engagement Plan and Timeline Bond Information webpage	May 2022 June 2022

Goal #3: Monitor current strategic plan and provide updates on progress towards goals. Revise as needed.

- a. Continue the analysis of educational programs and facilities to inform long-range planning and strategic decision-making and to inform voter initiatives.

Strategy Description	Indicators/Evidence	Approximate Timeline
Prepare baseline and annual progress report on Strategic Plan SMART Aims and data points. Facilitation discussion about plan revisions.	Baseline Report/Annual Update	January 2022/June 2022
Review relevant facility assessment and master plan documents and engage public stakeholders to prioritize projects to be funded by a potential future bond program. Prepare project costs and timelines to present to the Bond Oversight Committee and Governing Board.	Request for proposals (RFP) for Bond Facilitation Services and selection of a consultant Presentation of recommendations	November 2021 through December 2022 May 2022
Identify and learn from best practices of high performing school districts to improve organizational leadership, instructional practices, and intervention and supports for students.	Hanover Research partnership to support Equity and Inclusion goals (inclusive conversation toolkit, student behavior assessment, SPED inclusion practices, staff recruitment) Team attend Model Schools Conference Beat the Odds Leadership Academy Cohort 2	Throughout the 2021-2022 school year June 2022 June 2021-September 2022

Goal #4: Cultivate positive, safe, and inclusive learning environments for all students.

- a. Reduce the socioeconomic, race/ethnicity, and special education disparity in student discipline outcomes.
- b. Increase students feeling safe and supported in their social and emotional growth and feeling empowered in their educational journey.
- c. Support students and families during transition years (5th to 6th grade, 8th to 9th grade).

Strategy Description	Indicators/Evidence	Approximate Timeline
FUSD believes that all students, regardless of external factors, are safe and have the skills and access to the champions they need. Panorama surveys and lessons are used to measure and support students as they develop healthy identities, manage emotions, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.	Panorama Data Presentations Monitoring and implementation of Department and School action plans	Fall and Spring Throughout the 2021-2022 school year
The restorative approach to positive school discipline is based on a set of guiding principles for the school community which sees relationships as central to learning, growth, and an inclusive and respectful culture. FUSD will deliver professional learning for staff and provide supports for staff for the implementation of restorative practices.	Job Description and hiring of District Restorative Practices Coordinator	October – December 2021

	Implementation Plan and Report including analysis of Discipline Data	April 2022
Provide information and supports to students and families during school transition years- 5 th to 6 th and 8 th to 9 th . Offer expanded opportunities in the summer of 2022.	Middle School Showcase	November 2021
	High School Registration and Information Forums	February 2022
	Report on summer program offerings	June 2022
The Governing Board recognizes the important role that student voice plays in developing and maintaining a high-performing school district. Having a student perspective allows Board members the opportunity to gain critical insight into the needs and concerns of students, cultivates increased engagement in issues facing the district, and strengthens student/family and district relationships. Implement strategies to engage and connect students with the Governing Board.	Schedule of engagement opportunities and discussion of insights gained from students	Monthly throughout the 2021-2022 school year

Goal #5: Recruit, support, and retain excellent educators.

- a. FUSD team members are valued, supported, and inspired in their work.

Strategy Description	Indicators/Evidence	Approximate Timeline
Implement recommendations to attract quality staff and maintain the District's commitment to diversity, equity, and inclusion.	Report on hiring and retention of staff	December 2021
	Updates on Job Fairs	November 2021 March 2022
Coordinator of Professional Development will present a summary of professional learning opportunities, survey feedback from staff participants, and initial plans for the 2022-2023 school year.	2021-2022 Professional Learning Summary and Initial Plan for 2022-2023	April 2022
Engage staff to review components of the Meet and Confer policy administrative regulation (H-R) including roles and responsibilities, communication, nomination and voting, and staff engagement.	Committee Updates	November 2021
	Policy regulation revisions	May 2022