

# **TUSTIN UNIFIED SCHOOL DISTRICT**

## **GOALS & PRIORITIES**

### **2018-19**

1. **Highest Priority Student Achievement**—Continue research-based instructional improvement activities and high-quality professional development with staff leading all schools and subgroups (including special education and English learners) to increase all students' achievement.

Priority 1.1: Improve the quality of math instruction in grades K - 12 and increase the rigor of daily instruction through the following actions:

- All elementary schools will deepen Cognitively Guided Instruction using math mentors at each site.
- All middle schools will implement CPM in grades 6 – 8.
- All high schools will focus on mathematical practices by participation in the BEAM (Balanced Equitable Accessible Math) Academy.

Priority 1.2: Identify and define the MTSS System of support for students at all school sites.

- All sites will implement an early warning data system to increase the number of students meeting and/or exceeding grade-level expectation, reduce the number of suspensions and monitor student progress throughout the year.

All high schools will define and strengthen Tier 1 MTSS at the site in the following areas:

- Academics: All high school core content area classes will identify TIER I units of instruction.
- Behavioral: All high schools will implement PBIS.
- Wellness: All high schools will participate in the Challenge Success Program by identifying a problem of practice, research solutions, utilize IBB process to determine revisions to practice, and implement the improvement surrounded around student health and balance.

Priority 1.3: Increase academic outcomes for socioeconomically disadvantaged students at all sites as measured by the end-of-year running record data, EL checkpoint assessments and CAASPP data through the following actions:

- Six elementary Connect Coaches will have one dedicated day a week to push-in (lab model) to classrooms for modeling EL integration support in Balanced Literacy and mathematics.

- Elementary language mentors will collaborate and coordinate monthly to build capacity at their school sites and to create District support materials to enhance EL instruction.
- All secondary schools will have an English Language Coach (ELC) dedicated to classrooms modeling of Collaborative Structures. All high schools will participate in an Instructional Rounds process throughout the year with a Connect Coach, ELC, teachers and administration.
- Twenty-five teachers will participate in the Language Academy designed to support the implementation of pedagogical practices for English learners.
- All EL students enrolled in designated ELD will participate in two formative language assessments formatted to mirror the ELPAC.

Priority 1.4: Expand engagement for EL learners and the EL/communities through the Digital Storytelling program and film festival.

- Continue to build catalog of resources and writing lessons on the TUSD Digital Storytelling Google site.
- Add an additional cohort of elementary school teachers to the Digital Storytelling program while continuing to support the first cohort of teachers.
- Continue to build UCI partnership providing additional college mentors to support schools.
- Expand the Digital Storytelling program to the middle and high schools through the addition of a secondary teacher cohort.

Priority 1.5: Provide training and support for administrators, counselors and teachers on the key aspects and attributes of dyslexia and information on successful teaching/learning strategies in accordance with Assembly Bill 1369. Elementary teachers and elementary principals will be provided with in-depth training on how dyslexia impacts students who are learning to read. Special Education staff will receive in-depth training on how dyslexia impacts Specific Learning Disability (SLD) eligibility and special education services.

Priority 1.6: Expand the “Project Code” initiative by increasing the number of students and programs involved with computer coding. Project Code involves: Makerspaces/innovation labs, supporting the construction and launch of CubeSATS, participation in CyberPatriot programs, supporting the “Global Day of Design” and “Hour of Code,” supporting Arduino/CodeDrones coursework, supporting programs offering certifications in computer-related

fields, supporting computer-science-related coursework in grades 6-12, encouraging coding across the curriculum, CP/AP computer science courses, K-12 robotics programming.

Priority 1.7: Pilot, evaluate and order the next 1:1 student device that will be issued at the 9-12 grade levels for use in the 2019-20 school year.

Priority 1.8: Continue to expand District capacity to meet the needs of students receiving special education services in the Least Restrictive Environment (LRE).

- Expand the implementation of the Inclusive Schooling Model for students with disabilities through fifth grade.
- Provide secondary staff with professional development and information on best practices in inclusive schooling in order to prepare schools for the Inclusive Schooling roll-up to middle school in the 2019-2020 school year.
- Expand general education preschool inclusion opportunities to address LRE target requirements from CDE.

2. **Student Wellness**—Continue to plan for and support students in the areas of safety, mental and physical health, and access to social supports.

Priority 2.1: Implementation of a wellness/mindfulness curriculum.

Priority 2.2: All high schools will implement PBIS.

Priority 2.3: All high schools will participate in the Challenge Success Program by identifying a problem of practice, research solutions, utilize IBB process to determine revisions to practice, and implement the improvement surrounded around student health and balance.

3. **Planning for Facilities**—Develop options, plans and agreements to provide adequate, safe and clean facilities on both a short- and long-term basis for growing staff and student population. Take all necessary steps to secure additional funding to continue modernization/construction projects contained in the District Facilities Needs Assessment Report at various schools. Develop multi-year strategic plan for the most cost-effective use of schools.

Priority 3.1: Plan for the construction of a 6-12 grade magnet school within the Tustin Legacy development.

Priority 3.2: Continue the modernization/expansion of District schools.

Priority 3.3: Develop a comprehensive facilities master plan that meets the District's long-term facilities needs as identified by all District stakeholders.

Priority 3.4: Develop a long-term financial plan that meets the District's long-term facilities master plan as identified by all District stakeholders.

**4. High Quality Employees**—Recruit and retain people who exhibit positive attitudes, genuine caring and exceptional enthusiasm, and maintain the highest moral and ethical standards for all District employees.

- Priority 4.1: Provide professional development for all members of the leadership team to expand the District's leadership capacity with an emphasis on interest-based decision-making and operating procedures.
- Priority 4.2: Provide professional development for employees to increase both technical skills and knowledge for current positions and to build leadership capacity, including offering a Classified Leadership Academy.
- Priority 4.3: Implement Web-based processes through Frontline software and create paperless and efficient workflow from sites/departments to Personnel Services.
- Priority 4.4: Fully implement a Web-based evaluation system with an expanded pilot at all schools, in order to provide timely feedback for both certificated and classified employees.
- Priority 4.5: Expand skills assessments to the classified employee selection process.
- Priority 4.6: Modify "District Dialogues" to allow Cabinet members to share a brief presentation, which will be followed by an opportunity for employees to engage in a conversation on topics of their choice.
- Priority 4.7: Make available training and certification opportunities for teachers and staff to grow 21<sup>st</sup> century skills including but not limited to Apple Educator and Google Certification.

**5. Financial Responsibility**—Monitor income, expenditures, and enrollment to maintain District fiscal solvency. Maintain accurate management of cash flow data to ensure positive cash on hand to meet the District’s day-to-day financial obligations to employees and vendors in payroll, benefits, conferences, instructional materials, supplies, construction, and all other purchasing activities.

Priority 5.1: Continue to develop and implement an annual budget plan based on District priorities, Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP) requirements that takes into consideration the state and local financial projections, the District’s instructional and operational needs for student improvements, competitive employee compensations, and the District’s long-term financial stability to ensure the most effective use of funds. Revise the budget as needed to respond to the state’s ongoing and emerging modifications in relationship to LCFF and LCAP regulations.

Priority 5.2: Develop and implement a financial plan to address the ongoing structural deficit that currently exists.

Priority 5.3: Monitor fund balances to identify and modify committed balances as needed to meet future expenditure plans in accordance with District policy goals.

Priority 5.4: Identify and implement programs and practices to increase efficiencies and reduce operational costs wherever possible, in providing relief to the District’s General Fund. Areas to continue reviewing in this process include solar carport/shade structures, utility savings program, selection of consultants to provide expertise and guidance as it relates to Proposition 39 efficiency projects, improvement in water usage from all District landscapes, and the reduction of data internet costs through installation of dark fiber. Additional areas to explore for primary purpose of efficiency include implementation of various technology programs to assist in the day-to-day business operation for income collection and documentation workflow.

**6. Parent/Community Partnerships**—Communicate with parents and the community to build a working home/school/community partnership which maximizes student success, builds strong families, and promotes safe schools and homes.

Priority 6.1: Continue to facilitate the Destination TUSD marketing plan, which will include the Web site, advertising, printed materials, news releases, and social media to promote new programs in TUSD. Track the number of social media interactions, followers, and page views.

Priority 6.2: Communicate with the community through various media to build awareness of school facilities' needs.

Priority 6.3: Raise public awareness of the needs for school facilities improvements through participation in local community events.