

# Coolidge Unified School District No. 21

## 2021 Strategic Plan – Action Plan

### Goal Area One: Successful Students

**Commitment 1:** Achieve academic excellence by delivering a high-quality education to every student aligned with the Arizona College and Career Readiness Standards (ACCRS) as measured by an increase in reading and math scores.

Strategies

- 1.1 We will provide our students a variety of meaningful opportunities for learning to achieve academic excellence in math and English Language Arts.
- 1.2 We will publicize curriculum and grade level expectations for students, parents and the community.
- 1.3 We will actively involve and value all families.

Action Step	Person Responsible	Due Date	Projected Cost	Status Update
Continue the realignment of Beyond Textbooks to ensure we meet the needs of the students through the implementation of Beyond Textbooks with flexibility. <ul style="list-style-type: none"> <li>Identify “power” standards to accelerate learning loss.</li> </ul>	Governing Board/Cabinet	Annually	Year 1 \$40,000 Year 2, 3 & After \$25,000	Adopted in 7-16 and monitoring use with fidelity.  Flexibility allowed with continued use of common formatives and collaborative lesson planning.
Support explicit, direct instruction that is systematic, sequential, and cumulative	Curriculum Director and All Principals	Ongoing		Based on teacher effectiveness and professional walkthroughs.
Implement the Response to Intervention (RTI) framework with fidelity	Curriculum Director/Director of Special Services and All Principals	Ongoing		Each site may reference utilizing CUSD RTI handbook adapting to meet individual site needs. Elementary school sites (West and HLR) have implemented; CJHS/CHS revamping referral process with an emphasis on to allow for data collection and progress monitoring.

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				<p>Using Suite 360 to further support social-emotional needs. Site based social workers/counselors used to further support site-based needs.</p> <p>West developing academic intervention plan. HRE already in place.</p>
Revise K-3 Move on When Reading Plans	Curriculum Director/Elementary Principals	Revised Annually	N/A	Monitored and reviewed annually.
Review and revise master schedules based on student needs to promote grade level/content level common planning times where appropriate	Cabinet; All Principals	Reviewed & evaluated annually		Reviewed annually
Adopt a Board Policy that articulates CUSD core philosophy for teaching and learning	Governing Board, Cabinet and All Principals	Not completed & In process	N/A	Revise as needed.
Create grade level brochures that include information regarding standards for parents that are annually updated and quarterly dispersed to parents about the power standards to be taught. Grade level brochures will include important test dates for Math and ELA. Public link to Math and Reading portal.	Curriculum Director and All Principals	Ongoing	N/A	<p>Completed and posted on web sites except high school non-BT courses. Print copy in site front offices.</p> <p>Quarterly versions utilized at parent conference times at elementary schools.</p>
Continue the use of the NIET (National Institute of Excellence in Teaching) standard disaggregation folder method for teachers to identify appropriate and effective assessment strategies and helping staff analyze test results to create action plans for reteach and enrichment using the DuFour Critical Questions for Personalized Learning. Teachers and leadership will use	Curriculum Director and All Principals	Ongoing		<p>Utilizing the NIET (National Institute of Excellence in Teaching) standard disaggregation folder method.</p> <p>Utilizing the DuFour</p>

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<p>this information to identify and develop goals for state identified subgroups.</p> <p>DuFour Critical Questions for Personalized Learning:</p> <ul style="list-style-type: none"> <li>• What do we want all students to know and be able to do?</li> <li>• How will we know if they learn it?</li> <li>• How will we respond when some students do not learn?</li> <li>• How will we extend the learning for students who are already proficient?</li> </ul>				<p>Questions as a district requirement.(need to remove. Are we using anything else consistently as a district to help how we look at, analyze, and interpret data). This includes EL and other sub-groups, Discipline, Academic data.</p>
<p>Continue the use of the modified Epstein Model of Family Engagement at the elementary schools. Examples of this would include (Academic Parent Teacher Teams) APTT, volunteers, PTO, and collaboration, etc.</p>	Curriculum Director and Elementary Principals	Ongoing		<p>Utilizing a modified version of APTT but don't want to use their copyright of APTT.</p>
<p>Meet all students' social/emotional needs by providing integrated SEL</p> <ol style="list-style-type: none"> <li>1. Developing restorative discipline and practice plan.</li> <li>2. Employing social workers/counselors at each site.</li> <li>3. Expand Unique Programs (Homeless, Migrant, SPED) to include students and families that do not meet the federal criteria but suffer from food insecurity, clothing, personal care kits, etc.</li> </ol>				

#### **Commitment 2: Implement a robust technology integration model for transformational use of technology for teaching and learning.**

##### Strategies

- 2.1 We will integrate technology into curriculum and instruction.
- 2.2 We will provide flexible learning environments that promote technology.
- 2.3 We will support our technology through our organizational structure.

Action Step	Person Responsible	Due Date	Projected Cost	Status Update
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Provide immersive, engaging, student-centered, inquiry and problem-based instruction	Curriculum Director and All Principals	Ongoing		In progress of implementation
Continue to embed STEM (emphasis on technology) with all content areas to include a STEM scope and sequence curriculum guide at the elementary school level.	Director of Business/Director of Curriculum/ Principals	Ongoing		HLR continues STEM focus implemented in FY18.  West has implemented an Innovation class with a STEM focus.
Provide learning environments that are optimal for innovative and collaborative use of technology for teaching and learning. For example: remote and distance learning	Curriculum Director and All Principals	Ongoing	N/A	Remote learning became necessary beginning March 2020. Teachers are at different levels of implementation due to teachers being at varied levels of capacity for teaching remotely and student access.  Remote Learning implemented as a result of schools not being open in-person. Teachers are still at different levels of implementation. The shift has been difficult due to teacher capacity and student access.

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Continue alignment of professional development and technology integration.	Curriculum Director	Ongoing	N/A	<p>Ongoing-Apple support coach has trained teachers at sites. Ongoing initiated in 4-16. Continued master teacher technology integration. Sent four to Apple University. 24 students trained as Apple mentors (SWAT Kids).</p> <p>Needs attention: hire instructional tech staff member that can bridge the gap between the tech staff and the classroom.</p>
Continue updated deployment of 1:1 technology for students and staff	Director of Business/Director of Curriculum	Ongoing	\$320,000 Annually	Implemented; monitoring continues annually
<p>Ensure that all students have equal accessibility to technology</p> <ul style="list-style-type: none"> <li>• Provide device</li> <li>• Remote Tips</li> <li>• Drive through HelpDesk</li> <li>• Tutorial videos</li> <li>• Instructional Tech</li> </ul>	Director of Curriculum/Special Services Director and All Principals	Ongoing		<p>Implemented; with monitoring and evaluation it was found that accessibility is not equal for all students due to connectivity.</p> <p>With Remote Learning, accessibility has proven to be</p>

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				difficult. Based on parent survey, 85% of those who responded have viable internet. As the AOI develops, there should be a plan developed to address equity in access to internet. Utilizing CUSD issued hotspots to allow for connectivity.
Provide family and community education for the 1:1 integration and implementation	Director of Business/Director of Curriculum	Ongoing	Included in 1:1 cost	Implemented. Remote Learning Parent Tips developed to help students and parents navigate the online learning process. CJHS/CHS sent a request to all parents needing assistance during remote learning.
Update and enhance our technology infrastructure	Director of Business/Director of Plant Operations	June 2016  2021	\$650,000 funded through e-rate.  E-rate funding	Completed.  E-rate funding will renew in 2021 and will allow the refresh of necessary infrastructure equipment

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				(WIFI/network).
Identify roles to enhance district support for technology integration and implementation	Director of Business/Curriculum Director	May 2020	N/A	<p>Identified a need for an instructional technical position to expand classroom usage. This hire would focus on providing support and professional development on integration of educational technology for FY22.</p> <p>ESSER funding will allow for the addition of an IT tech to support the increase in need/demand for tech support.</p>
Update websites at school and teacher levels	Curriculum Director and All Principals	<p>Ongoing</p> <p>May 2020 and on going</p>	N/A	<p>Partially implemented; ongoing. Difficulty in monitoring. New teachers submit bio and technology post.</p> <p>Spring 2021, HR will get bio and photo</p> <p>Difficulty in upkeep (staff turnover etc.)</p>

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				/outdated info outweighs benefit of teacher pages. Website directory will still include teacher name, contact information and grade level taught.
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**Commitment 3:** Prepare all students to graduate on time and to perform at or above grade level.

Strategies

- 3.1 We will improve the numerical fluency and problem-solving skills of all students.
- 3.2 We will support early childhood, pre-school, and early grade levels to promote math and reading fluency for all students.
- 3.3 We will provide high quality interventions and resources to support all students.
- 3.4 We will provide high school course offerings to meet the needs of our students.

Action Step	Person Responsible	Due Date	Projected Cost	Status Update
Refine and expand the computational fluency model to increase student achievement in math and provide targeted intervention and enrichment	Director of Curriculum and All Principals	July 2016		<b>CHS:</b> Tutoring for students who are in need of extra support is occurring daily. Students have been assigned to Intersession based on whether they are credit deficient. Students are working on both standards and core skills that will support them now and moving forward (utilizing Xtra Math and



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				<p>Summarizing Strategies).</p> <p><b>CJHS:</b> Has lower-level math classes that focus on fluency and recouping skills. Tutoring for students who are in need of extra support is occurring daily. Students have been assigned to Intersession based on whether they are credit deficient. Students are working on both standards and core skills that will support them now and moving forward (utilizing Xtra Math and Summarizing Strategies).</p> <p><b>CAP:</b> School-wide implementation of a math program called ALEKS. All students work on this for a minimum of 30 minutes daily. All junior high students receive reading</p>
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				<p>supplementation with the Read 180 and System 44 fluency programs. The bottom 25% of tested high schoolers also use this program. Small group push in math groups to work on fluency. The junior high classroom is implementing Beyond Textbooks in their classroom and are following the BT curriculum calendars. For the high school staff, an emphasis on small group instruction to recoup underdeveloped skills.</p> <p><b>Heartland:</b> 15 minutes math fluency daily; 30 minutes reteach/enrich; intensive math intervention provided by highly qualified STEM teachers. Implement use of BVSD Universal</p>
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				<p>Number Sense Math Screening to identify at-risk students. Track student progress through the use of student data binder.</p> <p><b>West:</b> Math interventionist hired 1-19 for 30-minute targeted instruction for grades 4<sup>th</sup>—6<sup>th</sup>. 30 minutes of small group in class intervention in grades K-3 math.</p> <p>BVSD Universal Number Sense Math Screening to identify at-risk students at K-6</p> <p><b>All grade levels screened:</b> Math fluency/Number sense practice is integrated and required as part of the daily math block. (Zearn is used)</p> <p>The gifted program provides math enrichment.</p>
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				Schedule teachers for math interventionist is currently focusing in on number sense.
Provide various supports to enhance and advance math and reading skills in early childhood, pre-school and early grade levels across campuses	Director of Curriculum and All Principals	July 2017		<p><b>West:</b> Highly qualified Reading interventionist hired 1-19 for 30-minute targeted instruction for grades K-3. Instituted pull out for grades, rather than push in intervention program for Tier II-III students (highest need); K-3</p> <p>Dibels screener is used to identify students at risk at K-6.</p> <p>120 min reading block K-3 90 min reading block 4-6.</p> <p>Small group reteach/enrich provided in class. Saxon, CKLA, Heggerty used for phonics/phonemic awareness. K-3</p>

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				<p>Reading interventionist (paraprofessionals) are using a push in model for targeted intervention.</p> <p>Gifted programs have a talented reading group.</p> <p><b>Heartland:</b> BT provides structures and skill that are aligned to rigor; EMPOWER coaches working with kinder teachers; Tier III instruction specific to skills pull out and small group; Saxon phonics; 90-minute reading block for all grades.</p> <p><b>Preschool:</b> Mini Bears using Envisions and DIBELS math; uses kindergarten standards. Early childhood standards are used, and all students are progressing.</p>
Expand early literacy, early childhood, and pre-school	Director of Curriculum /Human	Ongoing		Combined two

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programs and locations	Resources Director/Special Services Director and All Principals			<p>preschools—one SPED; one for typicals. Mini Bears expanded reading by instituting Dynamic Learning. Migrant Preschool, with certified teacher, following same reading curriculum. Utilizing Hatch by Ignite and virtual classroom to track TSGs. Title I funding has allowed for the purchase of The Creative Curriculum for implementation. The curriculum includes a discovery approach to learning with a heavy focus on increased social emotional learning and critical thinking skills.</p> <p>Online Preschool developed for .</p>
Provide ongoing professional development that supports core instruction, Gifted Education, Response to Intervention (RTI), and curriculum implementation	Director of Curriculum and All Principals	Ongoing		PD Cluster focuses on core instruction, engagement, and

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				collaboration. Collaborative walkthrough focuses on core instruction. EMPOWER coaches focus on core instruction. RTI implementation at 7 <sup>th</sup> – 12 <sup>th</sup> grade is not at desired level. Continue to revise referral process, emphasis on, interventions and data collection.
Provide integration of the arts into the curriculum as intervention and enrichment opportunities to strengthen acquisition and retention of the standards	Director of Curriculum and All Principals	Ongoing		Expanded the arts by adding music and band at the elementary levels; CHS & CJHS PE and fine arts teachers incorporating SLO process into their curriculum— teaching critical thinking, reflection, and goal setting. 2019 added art and innovation classes to West school.
Ensure successful transitions between campus levels including West to Heartland	Director of Curriculum and All Principals	Ongoing	N/A	Implementation of BT transition is seamless. Collaborative leadership team

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				<p>meetings. Consistency of learning objectives; Implementation of ENVoY at each site. Continue training &amp; monitoring. District level lead for ENVoY with lead coaches at each site.</p> <p><b>CJHS:</b> Added an Apple mentors' class to support those students already participating in this program at the elementary schools. Upon return to school in person these students will be called on to assist teachers and teachers with iPad issues and integration.</p>
Improve supports to above grade level learners by improving resources, training, and articulate these resources in curriculum and instructional tools	Director of Curriculum and All Principals	July 2017		At elementary is enrich time; Gifted has expanded to talented group; high school offers honors and AP courses; junior high school



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				<p>students taking high school courses; CTE has advanced and internship. High school modifies schedules. Offers credit recovery and enrichment. District offers robust alternative school and online curriculum. Want to continue to expand the Gifted and Talented program. Want to Investigate online options including home school students. Our objectives are written for highly proficient student rather than proficient student.</p> <p>Consideration of adding online school for 2020/21 school year.</p> <p>Gifted and Talented has online screening and testing to help expedite the process. Expanded the talented</p>
		July 2019		
		July 2020		

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				<p>reader program.</p> <p>At CHS dual enrollment courses offered through CAC.</p> <p>Online school offered as an option.</p> <p><b>CVA:</b> A number of students have already completed their coursework or are close to completing their coursework early. There is also one junior that is close to being able to graduate early. In a traditional setting, this would be much more difficult to achieve.</p>
Identify students with special needs and life skills and ensure that they receive consistent access to curriculum, appropriate services and support	Director of Curriculum /Special Services Director and All Principals	<p>July 2019</p> <p>Ongoing</p>		<p>Completed modified junior high and high school classes to mild to moderate and a severe classroom. Mild to moderate is following BT calendar for content.</p> <p>Self-contained Both</p>

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				<p>programs have been provided access to N2Y which is a standards-based program focusing on academic standards and life skills with differentiated lessons and comprehensive assessments.</p> <p>Complete--All sites' self-contained classrooms implemented new curriculum framework that modified BT standard to a functional level. Implemented in all self-contained classrooms by FY 2020.</p>
Provide an array of course offerings and programs to fit individual student interests	Director of Curriculum and High School Principals	Ongoing		<p>Junior high school students taking high school electives such as ROTC, Ag, and math, Engineering, Music/band at elementary schools. Junior high students taking high school courses based on</p>

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				<p>their readiness. High school students attend CAVIT.</p> <p><b>CJHS/CHS:</b> Annual review of course offerings to ensure that student interest is being considered for students enrolling for the following year.</p>
Continue to update the High School Course Catalog by November each year for following school year	Director of Curriculum and High School Principals	Ongoing	N/A	Ongoing because to support any changes in the needs of the high school but majority of revisions completed by November for following year.
Enhance on-time graduation supports and dropout prevention efforts, which will result in creating multiple proven pathways to graduation and course credit recovery	Director of Curriculum and High School Principals	Ongoing		Expanded sections of CAP; added Indian Ed Parent Liaison; expand course offering at CHS with an iPad. Develop high school guidance counselor protocols. All school sites and curriculum department increased communication

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				regarding homeless, Migrant, Indian Ed, and all special programs.
Promote course offerings to students while educating them about their career and college paths	Director of Curriculum and High School Principals	Ongoing	N/A	<p><b>CHS:</b> Freshmen 101 continues. Implemented. Goal setting; increase tours on in state colleges; College and Career Fair; CTE classes allows exploration of options. For FY19 <b>CAP</b> created a college and career advisor and revision of the school culture to focus on career and college readiness. Students can attend multiple college campus visits or get information from college recruiters who present to CAP students at school.</p> <p><b>All Sites:</b> CAVIT visits classrooms</p>

**Commitment 4:** Improve educator effectiveness and instructional strategies (including the effective use of data) to increase student achievement.

Strategies:

Updated 3-31-21

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4.1 We will continue to develop innovative professional learning.

4.2 We will ensure that Group B teachers have appropriate ways to demonstrate their contributions to student learning.

Action Step	Person Responsible	Due Date	Projected Cost	Status Update
Master Teachers	Director of Curriculum and All Principals	Ongoing weekly meetings	Title I	Expanded by adding second Master Teacher to West and CHS.
District office support of Master Teachers providing monthly trainings	Director of Curriculum and All Principals	Ongoing Monthly Meetings	N/A	Ongoing with monthly meetings/trainings provided by Curriculum Specialist
Implement the National Institute of Excellence in Teaching Best Practice Model	Director of Curriculum and All Principals	Annually	N/A	Implemented and reviewed annually
Research best practices and district needs through a variety of data sources. For example, CODE, Benchmark Data, Comprehensive Needs Assessment, etc.	Director of Curriculum, Special Services Director, All Principals, and Master Teachers	Ongoing	N/A	Implemented and required for schools with Letter Grade of D
Use internal/external data as well as the Comprehensive Needs Assessment to determine professional development needs for all sites and district office	Director of Curriculum, Special Services Director	Ongoing	N/A	Implemented and annually reviewed
Create End-of-Course assessments for untested courses using the Student Learning Objective (SLO) process	Director of Curriculum and Site Principals	Ongoing review	N/A	Needs assessment identified that there needs to be training for all untested teachers in this process.
Maintain the use of Educational Non-Verbal Yardstick (ENVoY) at the schools and continue to strengthen the implementation by training on the back story of why we chose to keep ENVoY, the purpose of ENVoY and the benefits of implementation.	Director of Curriculum and All Principals	Ongoing	Site ENVoY Coach Stipends	Needs assessment identified the need for quarterly leadership meetings to discuss ENVoY implementation
Provide high quality professional development for	Director of Curriculum and All	Ongoing		PD Fridays, Site

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employees based on academic results, professional growth plans and district initiatives, while creating opportunities for career development	Principals			Cluster and Site Data meetings based on formative assessments.
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### Goal Area Two: Premier Schools

Summary: Marketing phase 1 was complete, but we haven't continued the work.

**Commitment 1:** Be the premier school of choice for Coolidge families.

Strategies:

- 1.1 We will build ownership in CUSD among internal and external stakeholders.
- 1.2 We will develop and maintain community partnerships.

Action Step	Person Responsible	Due Date	Projected Cost	Status Update
Promote and market the culture of each CUSD campus that reflects its safe, caring and positive learning environment.  Revise job description of Director of HR to include technology supervisor, coordinate social media, and social media PIO: <ul style="list-style-type: none"> <li>Update and refresh Website.</li> <li>Expand social media platforms</li> <li>Develop procedures for posting on web site so there is consistently throughout the district.</li> <li>Introduce new teachers through social media with picture and short bio.</li> <li>Include monthly recognitions on social media.</li> <li>Use of social media to highlight school site programs, personnel and athletics</li> <li>Develop new promotional materials for developers, new employers, Chamber of Commerce.</li> </ul>	Cabinet	Continued Commitment           2019           May 2020 and on going	N/A	On-going and discussed at monthly meetings; implementation of 7 Mind-Sets at all sites FY19.           Recognize at monthly GB meetings.           Implement safety facility features
Comprehensive, district wide safety plan and training <ul style="list-style-type: none"> <li>West Drop off lane</li> <li>Update cameras on each site</li> <li>Safety store-fronts complete</li> </ul>	Assistant Superintendent	Spring 2018 and on going	Bond monies	Annual review
Stabilize and work toward expanding enrollment throughout the district <ul style="list-style-type: none"> <li>Expand CAP campus to include transitional students</li> </ul>	Cabinet	Continued Commitment	N/A	On-going & investigate additional marketing



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<ul style="list-style-type: none"> <li>• Night School for alternative students</li> <li>• AOI</li> <li>• Hold Enrollment Night</li> <li>• FASA Night</li> <li>• Career and College Readiness Night</li> <li>• Summer School to include enrichment with &amp; by community businesses.</li> </ul>		January 2020	No cost & possible revenue	strategies.  Opened JROTC to neighboring districts/charters.
		July 2020	Revenue stream	Adding on line school.
<p>Work with community partners to define, promote, expand and market CUSD programs</p> <ul style="list-style-type: none"> <li>• EL classes for 18 years and older</li> <li>• GED classes for 18 years and older</li> </ul>	Cabinet	Continued Commitment	N/A	On-going: Homeless & Migrant working with Calvary Chapel; Elks; Women's Health Center; Open Hands; Safeway; CHARA; ED 2; LDS Church; Rotary, Coolidge Library, Garrett Motors, Kirk's Tires, Liberty Tax, Mediterra Bakery, Florence Detention Center (Core Civic), Great Western Bank, Bank of the West, United Food Bank, Fans Across America, Banner Hospital, CHS FFA, CHS STUGO,
<p>Provide a safe, caring, and positive learning culture that inspires innovation and excellence</p> <p>After Equity plan is developed, put action steps of the plan in strategic plan.</p> <p>All employees' culture survey done at first of year and at</p>	Cabinet	Continued Commitment	N/A	On-going & work with front office staff at all school sites. FY18 began and is ongoing Project Elevate addresses both

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end of year.		July 2019		<p>school and staff culture. FY19 focus on continued improvements in staff and student culture. Two surveys per year for culture @ each site.</p> <p>Pyramid for district and sites alignment</p>
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### Goal Area Three: Effective Staff

**Commitment 1:** Create a positive, effective and responsive organization.

Strategies:

1.1 We will create a positive organization that values customer service and every employee.

Action Step	Person Responsible	Due Date	Projected Cost	Status Update
Provide excellent customer service in interactions with campus and district staff	Cabinet	Ongoing	<p>N/A</p> <p>Ongoing</p> <p>Annually</p>	<p>CHS adjusted staff assignments; West reassignment of admin; HLR, CAP, DO accomplished. All sites on-going and purposeful, focused positive interactions.</p> <p>HR Monthly newsletter.</p> <p>Create calendar committee</p>
Strengthen internal communications	Cabinet	Ongoing	N/A	On going
Provide transparent, accurate, and accessible information	Cabinet	Ongoing	N/A	HR providing

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				<p>expanded information.</p> <p>HR monthly newsletter.</p> <p>Teacher committees.</p> <p>Superintendent meeting monthly w CEA.</p> <p>FB and web site updates.</p>
Continue to pursue competitive wages and benefits	Human Resources Director	Annually	<p>N/A</p> <p>April 2019</p>	<p>Updated certified salary schedule; updated classified salary schedule.</p> <p>Investigate “stepless” salary schedule. Present to staff; GB approval.</p> <p>Offered 3 tier of insurance benefits.</p> <p>Insurance Committee</p>
Continue to pursue recruitment marketing to include websites, agencies, universities, and recruitment fairs	Human Resources Director/Assistant Superintendent	February 2020 and on-going		<p>Revise and implemented a strategic recruitment plan to include interview protocol to be consistent among sites. Hiring and</p>

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			Feb/March 2020	interviews protocols revised.  Host Certified Job Fair
			June 2020	Host Classified Job Fair
Develop and conduct staff surveys and exit interviews	Human Resources Director	Develop by July 2016; revise Spring 2020.  February 2020 and conducted as needed,	N/A	Twice a year staff culture survey.  Exit interview form revised. Investigate on line surveys. Procedures revised.
Develop and implement a mentoring program for developing teachers new to the profession and new to the district	Human Resources Director/Director of Curriculum	2019-20 school year.  March 2020		Volunteer mentors from sites assigned to new teachers and monthly documented meetings for teachers new to the profession.  Develop resource guide for new teachers.
Continue to support schools by keeping site principals focused on classroom instruction	Human Resources Director/Director of Curriculum	Ongoing	N/A	Curriculum department has developed immediate and face to face process that they and site principals conduct collaborate walk-throughs 1 week per month.

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	<p>Director of Special Services/Site Psychologist</p> <p>Superintendent</p> <p>Superintendent/Academic Coach</p> <p>Superintendent/Academic Coach</p>			<p>SPED identifies interventions to reduce frequency &amp; intensity of discipline problems. (Suite 360 &amp; BIPS).</p> <p>Require admin participate SAMS.</p> <p>Superintendent and Project Elevate Coach meet weekly with each principal for 7 levers.</p> <p>Once a month, leadership trained on topics from 7 levers and/or NIET Principal Skills Rubric</p>
Implement effective evaluation systems for all employee groups.	Human Resources Director/Director of Curriculum	<p>Review on a 3-year cycle</p> <p>Annually</p> <p>2019-2020 school year.</p>		<p>Create TOSA evaluations by June 2020.</p> <p>Review classified annually by June.</p> <p>Piloting NIET Principal Skills Rubric.</p>

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### Goal Area Four: Effective Use of Resources and Facilities

**Commitment 1:** Generate and utilize all resources to integrate technology in classrooms.

**Strategies:**

1.1 We will acquire all necessary resources to effectively deploy technology into the classrooms.

Action Step	Person Responsible	Due Date	Projected Cost	Status Update
Identify type and quantity of technology and prioritize for classroom placement	Director of Business Services/ Director of Human Resources	On-going	N/A	CAP junior high iPads deployed, CAP high school on laptops.  Updated technology for teachers and students.  Concern: too much technology without support.
Ensure proper support for identified classroom technology.	Director of Curriculum/Director of Business Services/ Director of Human Resources	On going  July 2019  2019 & on going		AppleCare purchased and available to staff.  Purchased ongoing PD from Apple for Year 1—4.  Four teachers trained @ Apple University. Will conduct targeted PD.  Hired Apple

## Coolidge Unified School District No. 21 2021 Strategic Plan – Action Plan

		July 2020		certified tech person.
		Fall 2019		Recommendation for additional tech.
		Spring 2021		SWAT student team to assist students and teachers.
				Recommendation for additional instructional technology personnel through COVID funds.

### **Commitment 2: Increase money spent in classrooms.**

#### **Strategies:**

- 1.1 We will increase funding availability by securing additional funding.

Action Step	Person Responsible	Due Date	Projected Cost	Status Update
Continually investigate ways to generate additional alternative revenue. For example, leasing and renting buildings, grants, etc.	Director of Business Services	Ongoing	N/A  Spring 2021	The Kenilworth property, previously leased, will be up for board consideration to sell in Summer 2021.
Utilizing energy conservation district wide to ensure McKinstry goals for energy savings being met or exceeded	Assistant Superintendent/Director of Business Services/ Director of Plant Operations	Ongoing		Software program to identify leaks, overages, etc. in lieu of maintenance and

## Coolidge Unified School District No. 21

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			Spring, 2021	<p>verification process purchased.</p> <p>McKinstry Facilities Conditions Assessment (FCA) ranks 3 out of 6 buildings in good condition and 3 in poor. Continue to leverage capital funding, including bond money, to address the capital needs of poor condition assets. Most aging assets are HVAC related and will be submitted to the SFB for replacement consideration.</p>
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**Commitment 3:** Maintaining and updating district facilities, structures, transportation and food service.

**Strategies:**

- 1.1 Bond monies.

Action Step	Person Responsible	Due Date	Projected Cost	Status Update
Provide and maintain safe schools, facilities, transportation, and food services	Superintendent/Director of Plant Operations/Cabinet	<p>Ongoing</p> <p>Spring 2019</p>	N/A	<p>Bus Fleet 2010 and newer.</p> <p>Maintenance schedule for fleet.</p> <p>FCA (Facility Condition</p>



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		March 2020		Assessment) conducted.
		Fall 2020		Continue staff annually on safety, Training for active shooter, Lockdowns, Stop the Bleed; AED machines; CPI Nonviolent Crisis Intervention.
				Bond Projects through FY23 as identified in voters' pamphlet and GB direction.
				Projects complete include: South Tennis courts/CHS track replacements, PAC curtains/rigging/lighting replacement, HLR safety storefront install, Parking lot repairs district wide, New elementary marquees, DO HVAC replacements and 3 bus replacements.
Pursue methods to communicate status updates for work orders to staff.	Director of Plant Operations	Ongoing		Technology work order revised.

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				Work Order system goes through site admin assistant
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