



# PUSD Strategic Plan





## **Mission Statement**

- P**roviding extraordinary opportunities through a variety of programs and challenging curriculum.
- U**niting the PUSD family of students, staff, and community members through positive relationships.
- S**upporting exceptional staff through on-going individualized professional development.
- D**eveloping a highly educated, civic-minded, and productive community, one student at a time.

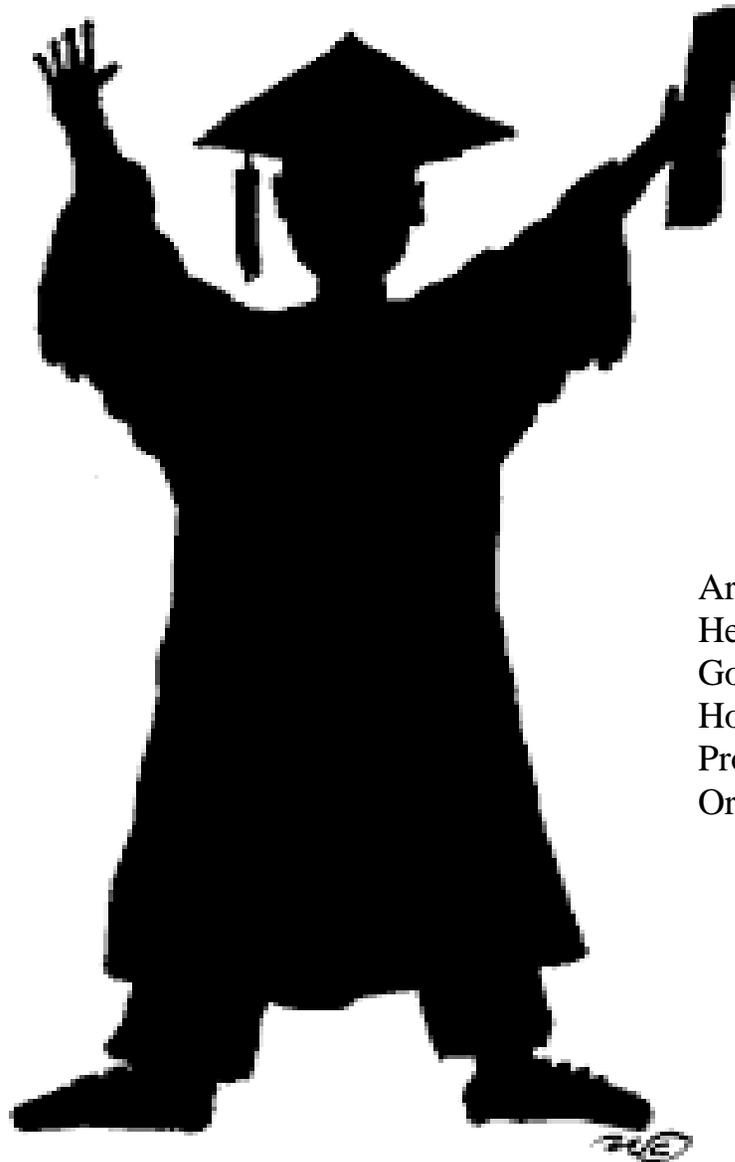
## **Vision Statement**

Prescott Unified School District educates students to be confident, lifelong-learners prepared to achieve their full potential in a complex, interconnected world.

# Portrait of a PUSD Graduate

Active Community Members  
and Citizens  
Critical Thinkers  
College and Career Ready  
Confident  
Empathetic and  
Compassionate

Respectful  
Independent  
Collaborative  
Technologically Savvy  
Hard workers  
Persistent  
Lifelong Learners



Globally Aware  
Strong Communicators  
Fair and Ethical  
Financially  
Knowledgeable  
Creative

Artistic  
Healthy  
Goal Oriented  
Honest  
Problem Solvers  
Organized

# SUMMARY OF STRATEGIC PLAN

<b>Goal Area: Student Achievement</b>
<b>Objective: Unify curriculum, instruction, and assessment processes to increase student achievement.</b>
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Target Area 2: Systemic Differentiation
Target Area 3: Assessments
Target Area 4: Consistent instructional Program (Anchor)
Target Area 5: Instructional Technology
Target Area 6: School Tri-lateral Goals with District Curriculum, Instruction, and Assessment Goals
Target Area 7: Post Grad Preparation
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## Goal Area: Student Achievement

**Objective: Unify curriculum, instruction, and assessment processes to increase student achievement.**

### Target Area 1: Curriculum Development

	1 to 3 Years	3 to 5 Years	5 to 10 Years
<b>Expected Outcomes:</b>	<b>Assess current state of curriculum instruction and assessment. Collaborate in order to develop a culture of ongoing curriculum design, using district instructional guides and curriculum maps.</b>	<b>Implemented curriculum adoption cycle, ongoing curriculum development led by collaborative teacher groups.</b>	<b>Well developed curriculum systems that are imbedded in the culture, taught to all new staff through systematic induction. Systems for reflection and refinement are in placed through a scheduled format and used as a model program for other districts.</b>
<b>Action Steps:</b>	Communicate new and revised curriculum to all staff Regular content and grade level meetings to review and revise DIGs Induction program will thoroughly explain DIG process (review & revise continually) Specials/electives and new courses complete DIGs Teachers and admin dialogue in regard to curriculum progress Keep DIGs updated and posted to District website year to year Develop curriculum maps that reflect instruction & use data Develop STEAM units and options Recreate curriculum adoption cycle based on needs Develop curriculum resource/collaboration websites for each grade level or subject		

### Target Area 2: Systemic Differentiation

	1 to 3 Years	3 to 5 years	5 to 10 Years
<b>Expected Outcome:</b>	<b>Assess current programs, recommend solutions and create differentiated programs to meet the needs of all students. Begin implementation.</b>	<b>Implement differentiated programs with fidelity. Ensure that pathways are flexible and reach from PK to 12.</b>	<b>Well developed systemic differentiation that are embedded in the culture, taught to all new staff through induction, and used as a model program for other districts. Systematic reflection and refinement processes are in place, and used as a model program for other districts.</b>
<b>Action Steps:</b>	Provide professional development to interventionists to use data and support Tier II students Enhance & grow gifted programs & pathways and accelerated programs ( create stand alone honors) Provide professional development, co-planning, and pilot implementation of co-teaching models to provide access of core curriculum to all students Offer differentiated learning options and resources to close achievement gaps Build structured MTSS/RTI time into daily schedule at each school		

### Target Area 3: Assessments

	1 to 3 Years	3 to 5 Years	5 to 10 Years
<b>Expected Outcome:</b>	<b>Develop a comprehensive assessment program that informs instruction to remediate and enrich students.</b>	<b>Teachers systematically use assessment data to inform instruction.</b>	<b>Assessment systems are dynamic, common, electronic, district specific, and seen as a model program.</b>
<b>Action Steps:</b>	Professional Development for data analysis & Galileo usage Develop a vision and purpose for assessment Collaboration of gen ed, ELL, and special ed teachers create formative assessments through Galileo that align w/ lessons All teachers will use Galileo results to differentiate instruction Students use data to monitor their own progress and set goals Collaboration of gen ed, ELL, and special ed teachers Review Galileo, DIBELS, State, STAR Reading assessment results, adjust instruction as needed		

Use multiple measures of data including attendance, behavior, and surveys

**Target Area 4: Consistent Instructional Program (Anchor)**

	1 to 3 Years	3 to 5 Years	Every teacher in PUSD
<b>Expected Outcome:</b>	<b>Select an instructional anchor based on research and best practices. Begin providing PDs on this anchor to teachers.</b>	<b>Teachers become fluid in the use of the instructional anchor and positively impact student achievement.</b>	<b>Teachers are experts in the anchor. The instructional anchor is implemented evenly across district and the program is seen as "the way we teach" in PUSD.</b>
<b>Action Steps:</b>	Continue providing engagement strategies to teachers (Kagan, etc.) Develop an instructional program implementation and review plan Provide PD for nine instructional strategies of CITW Make sure the instructional anchor is monitored through evaluation		

**Target Area 5: Instructional Technology**

	1 to 3 Years	3 to 5 Years	5 to 10 Years
<b>Expected Outcome:</b>	<b>Teachers use instructional technology tools and programs to prepare students for 21st century skills and improve student achievement.</b>	<b>Teachers are experts at embedding technology into instruction and able to implement trends in technology as they emerge.</b>	<b>PUSD is a model district of technological implementation with cutting edge, dynamic technology.</b>
<b>Action Steps:</b>	Support all instructional staff, and provide them with continuing technological support and professional development so they can create unique learning environments for each and every student with access to a variety of technologies to learn and share their experiences. Utilize digital age tools for teaching and learning across all grades and subjects All students have access to technology devices Provide members of the education community with anytime, anywhere educational access to technology. Offer differentiated learning options and resources to close achievement gaps Employ technology based assessment tools Use technology to design and enable the work of our district		

**Target Area 6: School Tri-lateral Goals with District Curriculum, Instruction, and Assessment Goals**

	1 to 3 Years	3 to 5 Years	5 to 10 Years
<b>Expected Outcome:</b>	<b>All schools are using data to create successful tri-lateral goals in academic areas, as well as in areas aligning to the District Strategic Plan.</b>	<b>Teachers are driving the focus of tri-lateral goal setting, creating their own performance goals based on the school tri-lateral, and teaching students how to self assess their own achievement.</b>	<b>Students are involved in self assessment and goal setting. Students drive the focus of tri-lateral goal setting.</b>
<b>Action Steps:</b>	School goals reflect district curriculum, instruction, and assessment to increase student proficiencies in the core areas. School trilateral goals are based on school and district data A district wide system is in place to ensure that all new teachers and admin receive induction and training with developing tri-lateral goals. A system is in place that supports district collaboration on an ongoing basis. Teachers collaborate to identify curriculum objectives and instruction that aligns with identified school goals. Teachers will work together on strategies, implementation, resources, and assessment of skills and knowledge within the goal areas.		

**Target Area 7: Post Grad Preparation**

	1 to 3 Years	3 to 5 Years	5 to 10 Years
<b>Expected Outcome:</b>	<b>Identify and implement programs that allow students to be successful and confident about their plans after graduation.</b>	<b>All students feel prepared for college and career. Staff at all grade levels feel a responsibility in post grad preparation. Curriculum shows links to post grad preparation.</b>	<b>PUSD is widely known for producing students who are confidently prepared for college and career needs as evidenced by recruiting of our students to enter into their businesses and colleges.</b>
<b>Action Steps:</b>	Enhance personal finance, interviewing, resume, college apps		

<b>Action Steps:</b>	Develop internship credit courses through the online courses
	SAT/ACT testing & scholarship opportunities
	Start pathways and life planning early on to address passions/aptitudes: honors, band, athletics, art, music, science & math
	Personalized Conferences to include long term vision and future for student academic career
	Link student life plan/pathway to powerschool/ formalize pathways
Review current college and career practices at PHS (including surveys) to create a comprehensive college and career program.	

## Goal Area: Culture

**Objective: Deliberately set and lead school/district culture through positive relationships.**

### Target Area 1: Customer Service Philosophy for Every PUSD Employee

	1 to 3 Years	3 to 5 Years	5 to 10 Years
<b>Expected Outcomes:</b>	Employees will begin to understand how excellent customer service affects enrollment and the district reputation.	Parents and families will feel welcome on campuses, enrollment will increase due to district reputation, and parents will share positive comments frequently in the community.	PUSD receives community recognition of customer service program and reputation of working with families, students and community with flexibility to meet individual student needs.
<b>Action Steps:</b>	Implement a sustainable customer service training program differentiated for all different employee groups (using model employees as part of the process) Define and communicate norms and non-negotiables of customer service to staff (such as emails and phone calls) Monitor & hold employees accountable with customer service approach Share observations and data of customer service progress with staff Identify employees' role in retaining students Respect parents' reasonable requests Admit mistakes and correct them Take surveys of incoming families to see if they are hearing positive things about our schools		

### Target Area 2: School Culture

	1 to 3 Years	3 to 5 Years	5 to 10 Years
<b>Expected Outcome:</b>	Each school will define their school culture around learning, discipline, family engagement, customer service, school spirit, morale, etc. Staff begins implementing school culture vision.	School culture protocols and philosophies are apparent and visible by visitors and families.	Students are well-behaved and polite. Staff morale is high. Families and visitors feel welcome and engaged. School spirit is evident across the campus. Student learning expectations are high.
<b>Action Steps:</b>	Establish leadership team structure to address culture and school goals at each school Review district mission and vision at each site and review or create school district and vision Train all principals and school leaders in McRel's Balanced Leadership (trilateral goals) Develop and continue staff recognition programs that demonstrate what we value Promote the belief in every child, every day Set positive atmosphere & tone at the beginning of the school year Maintain consistent and comprehensive expectations for behavior & discipline Support social/emotional needs of students Utilize AdvancEd for school culture surveys to measure current culture and future needs		

### Target Area 3: District Culture

	1 to 3 Years	3 to 5 Years	5 to 10 Years
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<b>Expected Outcome:</b>	<b>PUSD employees will increasingly see themselves as part of the district, not just a school or classroom.</b>	<b>Everyone in PUSD sees themselves as part of a district, not just a school or a classroom.</b>	<b>Every employee knows the benefit of a district-wide approach and how each level is interconnected to support the success of every child, every day.</b>
<b>Action Steps:</b>	Ensure that continuous school & district improvement is based on AdvancEd accreditation standards		
	Complete and continuously review AdvancEd district-wide standards of practice and work toward improvement		
	Develop procedures to reduce variability in processes and systems from school to school		
	Lead AdvancEd survey process through District Leadership Council and administration		
	Establish vertical alignment meetings regarding district culture and how we all work together at all levels for the success of the child		
<b>Target Area 4: Student Transition to the Next Level (PK-12)</b>			
<b>Expected Outcomes:</b>	<b>1 to 3 Years</b>	<b>3 to 5 Years</b>	<b>5 to 10 Years</b>
	<b>A formal transition program for students moving to the next level will be developed and teachers will advocate about the next level to students.</b>	<b>Data will show that PUSD's transition retention rate is improving due to the transition program.</b>	<b>Students who are still in the area remain with PUSD during transitions to the next level school.</b>
<b>Action Steps:</b>	Assess and evaluate transition programs that are already in place.		
	Collect and analyze data on student enrollment loss/gain at each transition		
	Develop individualized student/parent transition meetings and plans.		
	Improve student and parent transition information and opportunities.		
	Engage Students about opportunities about the next level.		
	Educate Staff about opportunities available at the next level so they can accurately advocate		
	Utilize Older students to present about transitions to their younger peers		
	Support students in skills needed to be successful in their new school environment.		
	Ensure alignment of Pathways from Pre-K through 12th grade.		
Articulate and develop an academic counseling program for PK-12 (district-wide academic advising/counseling team).			
<b>Target Area 5: Parent Involvement in Culture</b>			
<b>Expected Outcomes:</b>	<b>1 to 3 Years</b>	<b>3 to 5 Years</b>	<b>5 to 10 Years</b>
	<b>PUSD has a unified vision for what we want parent involvement to look like. A process to implement that vision has been created and is being acted upon.</b>	<b>Parent involvement vision is implemented, has become fluid and continues to evolve to meet student and family needs.</b>	<b>Parents feel they are a part of school district and are advocating for our district in the community because of their positive experiences.</b>
<b>Action Steps:</b>	Develop a protocol for parents to follow when they have a concern or need		
	Provide tools and training to involve parents effectively (PTAs, Site Council, parent advocacy groups)		
	Visit out of district schools with strong parent involvement programs		
	Collect data at school events to monitor parent involvement		
	Increase percentages of parents completing surveys		
	Gather data regarding student and family needs		
<b>Target Area 6: Community Involvement in Culture</b>			
<b>Expected Outcomes:</b>	<b>1 to 3 Years</b>	<b>3 to 5 Years</b>	<b>5 to 10 Years</b>
	<b>Community members/partnerships are a part of our team for student success.</b>	<b>Community members have formal partnerships with our schools. There are clear paths for involvement in our schools.</b>	<b>Community members strive to be a part of PUSD and seek ways to engage in schools and with our students.</b>
<b>Action Steps:</b>	Develop and implement a plan to incorporate community members in schools each day		
	Include community members in AdvancEd process		
	Give community members avenues to advocate and advertise about positive experience		

<b>Target Area 7: Culture of High Student Academic Achievement</b>			
<b>Expected Outcomes:</b>	<b>1 to 3 Years</b>	<b>3 to 5 Years</b>	<b>5 to 10 Years</b>
		<b>Students are recognized and celebrated by staff for academic achievement and successes.</b>	<b>Students recognize and celebrate each others' academic achievement and successes.</b>
<b>Action Steps:</b>	Create and market college "signing" celebration similar to the way athletes are recognized for scholarships, etc. Create multiple academic celebrations at each level to honor academic success frequently. Include ways to celebrate growth in schoolwide assessments.		
<b>Goal Area: Community and Stakeholder Relationships</b>			
<b>Objective: Develop partnerships, support, and input systems for district direction and initiatives.</b>			
<b>Target Area 1 : Communicate Vision, Mission, and Role of Staff</b>			
<b>Expected Outcomes:</b>	<b>1 to 3 Years</b>	<b>3 to 5 Years</b>	<b>5 to 10 Years</b>
	<b>Staff's role and purpose in the district's mission is well defined and communicated.</b>	<b>Staff advocate for the district mission through their roles and responsibilities.</b>	<b>The district's mission is well known in the community, and stakeholders are involved at every level.</b>
<b>Action Steps:</b>	Review site and district mission to develop understanding of each person's role and responsibility. Examine the teacher evaluation tool to make sure teacher's ownership of mission and vision are incorporated as part of Domain 4. Incorporate staff's role and purpose in school and district mission into evaluation process. Engage in the AdvancEd process. Implement changes based on AdvancEd survey outcomes. Involve stakeholders and community in AdvancEd. Communicate results of AdvancEd surveys.		
<b>Target Area 2: Efficient and Effective Communication Updates to Staff, Families, and Community</b>			
<b>Expected Outcomes:</b>	<b>1 to 3 Years</b>	<b>3 to 5 Years</b>	<b>5 to 10 Years</b>
	<b>A district wide communication process is developed for each stakeholder group and used by all PUSD employees.</b>	<b>PUSD's communication systems and delivery models are consistent throughout the district and well known by the community.</b>	<b>PUSD staff, families, and community are fully aware of district direction and initiatives through our communication delivery models.</b>
<b>Action Steps:</b>	Compile and evaluate district list of current staff and parent communications practices. Review effectiveness of communications at the district level, site level, and classroom level. Create a communication process to communicate district information in a unified and efficient way. Create and train employees on district email protocol.		
<b>Target Area 3 : District Accomplishments</b>			
<b>Expected Outcomes:</b>	<b>1 to 3 Years</b>	<b>3 to 5 Years</b>	<b>5 to 10 Years</b>
	<b>PUSD develops ways to market its positive accomplishments on an ongoing basis both internally and externally.</b>	<b>PUSD staff conducts ongoing marketing of district accomplishments through the marketing systems developed.</b>	<b>Because of the frequent communications regarding our accomplishments, the PUSD community takes pride in and starts to identify with the successes of our PUSD students.</b>
<b>Action Steps:</b>	Compile district statistics and information about our accomplishments. Share internally and externally through marketing and web. Accomplishments embedded into marketing program. Create systems for marketing accomplishments. Train staff on how to communicate district accomplishments.		
<b>Target Area 4 : Feedback from All Stakeholders</b>			

Expected Outcomes:	1 to 3 Years	3 to 5 Years	5 to 10 Years
		<b>A system for stakeholder feedback is developed and used by all PUSD schools.</b>	<b>Stakeholder feedback is used on a consistent basis to improve communication and encourage input.</b>
<b>Action Steps:</b>	Create a list of current feedback systems (so we don't duplicate).		
	Set up systems to gather internal feedback (district wide, school wide, classroom level).		
	Set up systems to gather external feedback (business community, faith based community, higher ed institutions, etc.).		
	Hold forums & town halls periodically to ask stakeholders what they want our schools to look like.		
	Action plan is created to consider implementation of ideas from stakeholders.		
	A yearly input/feedback calendar is created so that stakeholders can anticipate opportunities to give input on a consistent basis.		
	Community input is used to revise strategic plan.		
Create a system for career and college partners to provide feedback on the skill set needed in our graduates for various career opportunities.			

**Target Area 5: Community Partners**

Expected Outcomes:	1 to 3 Years	3 to 5 Years	5 to 10 Years
		<b>The district has a structured system that gives community partners an avenue to support our students.</b>	<b>Because of our structured system, the volume of partnerships grows significantly in a manageable way. Community partners are sharing the strengths of PUSD out in the community.</b>
<b>Action Steps:</b>	Create systems to work with PUSDEdF to support their initiatives to maximize successful outcomes for students.		
	Review and expand current volunteer program and roll other community partnerships into this existing system.		
	Engage business community to support our students in internships, speaker's bureau, job opportunities, etc.		
	Promote our schools and facilities as community centers.		
	Foster additional partnerships with colleges and universities for dual-enrollment courses, concurrent enrollment, recruitment opportunities, etc.		
	Explore what schools are doing to engage retirees in their schools and reach out to the community.		
	Create a system for community requests to be vetted by DLT.		
	Each school develops a plan to communicate and encourage community involvement		
	Partner with senior centers, churches, and service organizations by encouraging participation in school events.		
Continue to work with local law enforcement and other organizations on health and drug prevention programs.			
Create a more systematic approach for local business partners to support our schools in a variety of ways (organize our many fund raising programs so that businesses and community members are not inundated.)			

**Target Area 6: Education Advocacy**

Expected Outcomes:	1 to 3 Years	3 to 5 Years	5 to 10 Years
		<b>PUSD employees will understand the importance of their role in advocating for education.</b>	<b>Stakeholders in the PUSD community will be engaged in advocating for education. This will result in stakeholders who are investing in changes to improve education in Arizona.</b>
<b>Action Steps:</b>	Educate district leaders in advocacy techniques as well as issues that need attention.		
	Full DLT will create and share a presentation to educate all sites and departments on education advocacy.		
	PUSD will support and participate in community forums to educate stakeholders in education issues and provide an avenue for stakeholder action.		
	Collaborate with our Prescott Education Association so that teachers have a voice at the state and national level.		
	Create systems and plans to communicate with legislators and politicians regarding issues that our community values (i.e. letter/email campaigns, trips to the capitol.)		
	Explore additional ways to expand our efforts to reach a wider community in order to have a larger impact.		

**Goal Area: Enrollment**

<b>Objective: Meet the educational needs of the community to optimize enrollment.</b>			
<b>Target Area 1: Community Input About Enrollment (Community implies all facets of community including students and parents)</b>			
	<b>1 to 3 Years</b>	<b>3 to 5 Years</b>	<b>5 to 10 Years</b>
<b>Expected Outcomes:</b>	<b>Create consistent systems to gain community input about what our community is looking for in our schools. Create a system to process community ideas for practicality and priority. Create a system for implementation.</b>	<b>PUSD is known in the community as an organization that crafts our programs and offerings to meet community needs.</b>	<b>The educational needs of our community are clear because there are systems in place to continually gain input.</b>
<b>Action Steps:</b>	<p>Create community surveys and utilize AdvancED surveys to gain input about what is attracting or not attracting students.</p> <p>Offer public forums to stimulate discussion that gathers perception of our schools and programs regarding what attracts or not attracts students.</p> <p>Create a "road show" that focuses on community clubs and organizations to gain perception of what attracts or not attracts students, ultimately driving more community members to</p> <p>Consider designing a website component for "suggestions" and feedback at any time.</p> <p>Designate a group or committee to review community input, develop an understanding for what makes students come or go, and make recommendations for action.</p> <p>Create a calendared yearly process to systematically review and implement changes based on the input.</p> <p>District Admin and Leaders take recommended action and create a plan for implementation.</p>		
<b>Target Area 2: Internal Retention of Students</b>			
	<b>1 to 3 Years</b>	<b>3 to 5 Years</b>	<b>5 to 10 Years</b>
<b>Expected Outcomes:</b>	<b>Systems are created to educate all staff on the importance of student and family satisfaction. Staff are educated on their role in affecting enrollment.</b>	<b>Staff understands the importance of their role in attracting and retaining students. Systems are in place to give feedback regarding family enrollment decisions.</b>	<b>Staff fully understands their role in increasing enrollment and uses a system to share their ideas on what practices would help to increase enrollment.</b>
<b>Action Steps:</b>	<p>Create district culture of values around the staff's role in customer service and respecting parents' reasonable requests.</p> <p>Develop a culture of situational flexibility as needed for each student (ie. allowing staff to admit mistakes and correct them).</p> <p>Develop strategies to attract and retain students and families.</p> <p>Identify Employee's role in retaining students.</p> <p>Provide professional development to all PUSD employees in customer service.</p> <p>Revamp and enhance enrollment entrance and exit surveys to allow more accurate collection of enrollment data.</p> <p>Address specific individuals or situations that may be affecting enrollment.</p> <p>Create systems to funnel feedback to all staff so that every employee can have ownership of enrollment trends as well as the ability to offer creative solutions.</p>		
<b>Target Area 3: Enrollment trends</b>			
	<b>1 to 3 Years</b>	<b>3 to 5 Years</b>	<b>5 to 10 Years</b>
<b>Expected Outcomes:</b>	<b>Systematically gather data on perception, birth and census, current and past enrollment, and any other information that will show enrollment trends.</b>	<b>Systems are in place to proactively plan for future enrollment needs/resources/staffing/facilities. The district gains an ability to create and change trends by reaching out to potential untapped future families.</b>	<b>PUSD will be experts at analyzing enrollment so that future trends can be realistically predicted and marketing maximized.</b>
<b>Action Steps:</b>	<p>Work with local organizations (city, county, college, etc.) to gain an understanding of birth and census data.</p> <p>Research organizations that have reputable experience in predicting trends to inform enrollment decisions.</p> <p>Create a system of in-district data and surveys to help to study enrollment data (start with what we use now, find ways to expand.)</p> <p>Create a calendared yearly process to systematically review identified enrollment data.</p> <p>Create a system/procedure to apply yearly enrollment findings to a staffing model and budget.</p> <p>Create a system with action steps to apply solutions to enrollment problems (change problems, add programs, market to an identified population, etc.)</p>		
<b>Target Area 4: Economic Development Trends</b>			
	<b>1 to 3 Years</b>	<b>3 to 5 Years</b>	<b>5 to 10 Years</b>

<b>Expected Outcomes:</b>	<b>Investigate resources and partners to inform PUSD on local and regional economic development needs and trends.</b>	<b>PUSD Becomes the "driver" in advocating for creating a sustainable economic environment for families and children in the Prescott area.</b>	<b>PUSD is an active partner with the City, County and other local, regional and state entities in ensuring that the Prescott Area draws families to our community because of their ability to thrive here.</b>
<b>Action Steps:</b>	Identify community entities that are natural partners in economic development.		
	Work with city and other local and regional experts on where growth of families will happen.		
	Facilitate a community discussion on the future and role of families in our community to maximize economic development		
	Invite community entities (city, GPrep, CAP etc) to discussions focusing on creating an economic environment that attracts families and children (ex. panels, forums, discussions)		

**Target Area 5: Marketing**

<b>Expected Outcomes:</b>	<b>1 to 3 Years</b>	<b>3 to 5 Years</b>	<b>5 to 10 Years</b>
	<b>Create a plan to optimize various forms of marketing to inform the community about the great things that PUSD offers.</b>	<b>As a result of input and information from other target areas in this goal, the marketing focus is fine tuned to the needs of our audience/customers.</b>	<b>Enrollment is maximized because PUSD is seen as the most appealing educational option in the area.</b>
<b>Action Steps:</b>	Formalize a written marketing plan showing current successful practices in communicating about PUSD.		
	Identify areas not currently included in marketing plan for expansion. Conduct a budget feasibility study on possible expansion of marketing.		
	Analyze data from enrollment and economic development surveys in order to focus marketing to future students and families not currently involved in PUSD.		

**Target Area 6 : Creative Course Offerings**

<b>Expected Outcome</b>	<b>1 to 3 Years</b>	<b>3 to 5 Years</b>	<b>5 to 10 Years</b>
	<b>Systems are in place to frequently assess the course offering needs and desires of the current student population.</b>	<b>PUSD Course offerings change often based on the needs and desires of the current population.</b>	<b>PUSD has systems that are able to accurately predict the needs and desires of future students.</b>
<b>Action Steps:</b>	Develop a system of surveys and other inputs to frequently assess the course offering needs and desires of the current student population.		
	Create a process to review and enhance course offerings and implement programs that will attract students.		
	Conduct a study of future job market and respond with courses that feed those market needs (computer science, coding for example.)		
	Conduct a study of highly successful schools/districts across the state and country to investigate their course offerings.		
	Explore courses such as accelerated dual enrollment math courses for upper levels (Phoenix area schools are offering dual enrollment all the way up to...)		

**Goal Area: Resource Accountability**

**Objective: Maximize resources to provide the best education for our students.**

**Target Area 1: Highest quality teachers and support staff**

<b>Expected Outcomes:</b>	<b>1 to 3 Years</b>	<b>3 to 5 Years</b>	<b>5 to 10 Years</b>
	<b>The district will create systems to recruit, retain and incentivize employment in PUSD.</b>	<b>Successful systems to recruit and retain staff are implemented with built in evaluation and reflection. Staff and community become natural recruiters, constantly recommending PUSD as a top notch employment option.</b>	<b>PUSD is well known for employing the highest quality staff due to a wide spread reputation of student success, competitive and respectable compensation, and a culture of empowered staff. Employees are proud and happy to work for PUSD.</b>
	Create a plan to address sunset of override/build into M&O.		
	Explore options to provide a sustainable salary increase system for all staff.		
	Explore cost of improved benefits to employees (ex. more affordable family options, dental, etc.).		
	Investigate options for return to work for employees (ex. change to one year with third party and allow employee to return as a PUSD employee).		
	Explore program restrictions for benefits such as leave payout.		
	Develop programs and culture that create a demand for teachers and support staff to come to PUSD. (ex. Open Positions are Filled in Less than Two Weeks, Robust Wellness program, Child Care).		

<b>Action Steps:</b>	Bolster "grow your own" programs to recruit parents, student teachers, and community members. Create incentives for classified staff to explore teacher certification. Develop monetary incentives such as signing bonuses for these potential employees.		
	Enhance teacher induction & orientation program.		
	Provide ongoing professional development for all staff using our instructional coaches.		
	Enhance partnerships with local universities and colleges to place high numbers of student teachers in PUSD classrooms.		
	Explore incentives for teachers to host student teachers (ex. p.d. hours).		
	Implement surveys (entry, exit and annual) for staff regarding workplace satisfaction.		
Work with current staff to explore out of the box incentives (ex. payroll ideas for staff, balloon pay a winter break, early release for staff on Fridays, appreciation events).			

**Target Area 2: Competitive Salary Schedules**

<b>Expected Outcomes:</b>	<b>1 to 3 Years</b>	<b>3 to 5 Years</b>	<b>5 to 10 Years</b>
	<b>PUSD will develop an equitable and appealing salary schedule that attracts and retains staff.</b>	<b>PUSD offers a competitive salary schedule that is at or above state average. PUSD does not have a problem with recruiting or retaining staff.</b>	<b>PUSD has a waiting list of people who want to work for the district as a result of our attractive salary schedule and great reputation.</b>
<b>Action Steps:</b>	Revamp certified and classified job descriptions.		
	Review position responsibilities and agreements to make adjustments based on changes in responsibilities over the years (example - consider elementary principals as 12 month positions).		
	Create a three year tiered approach classified salary schedule that grows into new minimum wage requirements while adjusting all steps in a proportionate way.		
	Finalize procedures for stepless salary schedule.		
Create a cyclic review process for all salary schedules for the purpose of remaining competitive and consistent with cost of living.			

**Target Area 3: Staff Evaluation Tools**

<b>Expected Outcomes:</b>	<b>1 to 3 Years</b>	<b>3 to 5 Years</b>	<b>5 to 10 Years</b>
	<b>PUSD will refine and develop appropriate and relevant evaluation tools for all employees.</b>	<b>PUSD will develop a system to continuously review and revamp evaluation tools. Evaluation is seen by staff as a tool to provide improvement and reflection.</b>	<b>The evaluation tools are seen as the definition of success in the position. These tools help to identify needs and support improvement, overall enhancing the quality of staff in PUSD.</b>
<b>Action Steps:</b>	Review and revise classified evaluation tool.		
	Create director and other administrator tools.		
	Develop recognition programs to celebrate successes		
	Revise job descriptions.		
Develop an online evaluation tool that generates data for improvement across the district			

**Target Area 4: Proactive Budgeting**

<b>Expected Outcomes:</b>	<b>1 to 3 Years</b>	<b>3 to 5 Years</b>	<b>5 to 10 Years</b>
	<b>The district will prioritize future budgeting needs.</b>	<b>The district will create and utilize a process to provide funding for future expenditures and needs.</b>	<b>The district will have a comprehensive proactive budgeting process in place that is recognized as a model trusted by the community.</b>
<b>Action Steps:</b>	Create a process for reviewing contracts and expenditures to make sure we are efficient (ex: Food Services, Custodial).		
	Develop a capital priority list for each site.		
	Reduce expenses to allow for a finalized fiscal year with a 4% carry forward.		
	Develop a district-specific staff allocation model.		
	Build pre-paid expenses to capture all allowable prepaid expenses.		
	Work within the M&O budget to allow for all capital funds to stay within the capital bucket.		
	Reserve funds for a curriculum adoption cycle.		
	Reserve 20% each year of capital funds for carry forward.		

	Design an aggressive tax credit campaign.
	Develop a transition plan in the case that there are no further overrides.
	Review Grants programs to ensure that they are maximizing and supporting our district
	Identify expense areas that can be reduced or eliminated.

**Target Area 5: Community Transparency in Budget**

	1 to 3 Years	3 to 5 Years	5 to 10 Years
<b>Expected Outcomes:</b>	<b>The district will develop a culture of trust by frequently communicating our expenditures and future needs.</b>	<b>The community understands our needs and willingly supports the district in financial matters.</b>	<b>The community brings unsolicited financial support to the district because they trust and understand our financial needs.</b>

<b>Action Steps:</b>	"Budget 101" classes on PUSD campuses for community and staff.
	Frequent communications to staff and community regarding the budget.
	Explore with community a continuation of current override.
	Develop a survey for staff concerning priorities within the district.

**Target Area 6: Facilities**

	1 to 3 Years	3 to 5 Years	5 to 10 Years
<b>Expected Outcomes:</b>	<b>The district will assess facility maintenance needs on a district-wide level.</b>	<b>Based on the needs, the district will create a maintenance schedule.</b>	<b>District facilities will be maintained and replaced at optimal industry standards.</b>

<b>Action Steps:</b>	Establish preventive maintenance program at all facilities to ensure equipment/buildings remain at optimal levels.
	Increase capital plan to focus on a 20 year, long term, sustainable plan that can be managed by capital funds.
	Look at cost effectiveness of keeping facility personnel internal versus contracting service out.
	Ongoing assessment of safety of all physical property.
	Make campuses available through partnership & civic rentals.
	Create a long term plan for existing and future buildings

**Target Area 7: Transportation**

	1 to 3 Years	3 to 5 Years	5 to 10 Years
<b>Expected Outcomes:</b>	<b>The transportation department will develop a vision of maintenance, efficiency, communication, and safety.</b>	<b>Systems to implement the vision will be created.</b>	<b>The transportation department will operate at optimal industry standards.</b>

<b>Action Steps:</b>	Evaluate all bus routes looking for efficiencies.
	Ongoing training for bus drivers concerning student management.
	Establish a preventative maintenance program on all fleet vehicles.
	Purchase buses on a periodic basis that meet the current needs of the district.
	Develop a path for open communication with parents.
	Develop a path for open communication with schools.
	Ongoing assessment of student safety and bus stop areas.
	Ensure that policies, procedures, training and law are aligned to ensure student safety.

**Target Area 8: Technology**

	1 to 3 Years	3 to 5 Years	5 to 10 Years
<b>Expected Outcomes:</b>	<b>The district will begin to implement and utilize the 3-year technology plan with fidelity.</b>	<b>The district will continue to revisit and revise the plan to meet the needs of the district.</b>	<b>PUSD is seen as a district with technology that maximizes student learning.</b>

<b>Action Steps:</b>	Implementation of "Anytime-Anywhere" educational access for all students.
	Adequate and accessible bandwidth provided for students and educators.
	Allow IT department to collaboratively review and modify the 3-year technology plan.
	Integrate and sustain one to one technology devices into the classroom.
	Produce long term technology resource plan.

	Have a sustainable technology replacement plan
	Support the use of digital curriculum & open source.
	Ensure standarization and uniformity of equipment to maximize efficiency.