



S

SAFETY

E

EMPATHY

R

RESPECT

V

VISIONARY

I

INTEGRITY

C

CURIOSITY

E

EXCELLENCE



2024-2025

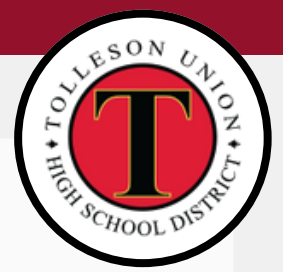
Strategic Plan

TOLLESON UNION HIGH
SCHOOL DISTRICT

COPPER CANYON · LA JOYA · SIERRA LINDA · TOLLESON UNION
UNIVERSITY HIGH · WESTVIEW · WEST POINT · DISTANCE LEARNING ACADEMY

Creativity
Diversity
Excellence
Community
Innovation
Empowerment
Tradition
Future
Curiosity
Kindness
Educate
Visionary
Empathy
Culture
Leaders
Collaboration
Compassion
Respect
Success
Integrity
Future
Dignity
Service
Safety





TUHSD

MISSION, VISION AND VALUES

MISSION

We cultivate the future success of all students and staff so they can enrich our community.

VISION

Empowering a student-centered community of learners to be the leaders of tomorrow.

MISSION, VISION AND VALUES

VALUES

S E R V I C E

SAFETY

Students and staff feel connected, secure and protected, both in person and online.

EMPATHY

We foster empathy and understanding as we create space for each member of our community.

RESPECT

We value, care for and uplift each other.

VISIONARY

We challenge the current reality and strive for constant improvement by taking calculated risks and preparing for a world that doesn't yet exist.

INTEGRITY

We base our actions on strong moral and ethical principles.

CURIOSITY

We foster an environment where students and staff feel empowered to ask thoughtful questions, and pursue knowledge with enthusiasm and an open mind.

EXCELLENCE

We commit to the unrelenting pursuit of the highest standards of public education for our community.

MISSION, VISION AND VALUES



VALUES

S
Safety

- We ensure each student creates a secure connection with a caring adult.
- We pursue the physical, psychological, and emotional safety of staff and students.
- We collaborate continuously with outside agencies and resources to address all aspects of safety.
- We ensure the completion of trainings and protocols to maintain safety practices.
- We empower students and staff to be active participants in the safety and security of our schools.

E
Empathy

- We welcome all students and staff into our learning community.
- We ensure all students have a place where they can belong.
- We ensure students have the access to resources and opportunities to provide personalized learning experience.
- We seek the perspectives, abilities and knowledges of all community members.
- We believe all students are capable of learning at high levels and being successful.

R
Respect

- We foster a climate of dignity, kindness, and compassion.
- We care about the social and emotional needs and learning of all community members.
- We build positive relationships.
- We practice cultural responsiveness in all decisions and actions.

V
Visionary

- We work together to provide students new opportunities to enrich the world.
- We use data to engage in action research to pilot and evaluate innovative and research-informed practices.
- We strive for ambitious improvements in literacy, math, certifications, digital literacy, and post-secondary preparation.
- We encourage students to use creativity to find solutions

I
Integrity

- We consider others' experiences in our interactions and decisions.
- We follow through with our commitments.
- We treat each other with respect, regardless of positional power.
- We do the right thing for students and each other, even when it's difficult or unseen.
- We hold ourselves accountable for our actions and obligations.

C
Curiosity

- We value and encourage a culture of continuous learning, where curiosity leads to the pursuit of knowledge and personal growth throughout life.
- We support an environment of open inquiry, where asking questions, seeking answers, and exploring diverse perspectives are fundamental to our educational approach.
- We embrace and promote innovative thinking, empowering our community to explore new ideas, challenge the status quo, and develop creative solutions.

E
Excellence

- We hold high expectations for all members of our learning community.
- We ensure all staff and students have the resources they need for continuous improvement.
- We commit to collaborative, ongoing, research-based, data-driven professional development for staff to meet the needs of all students.
- We support and develop the greatness in our community members.

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Proposed Goals & Strategies

Increase annual graduation rate by 2% at all schools and district, and/or maintain a 90%+ graduation rate.

- Develop an instructional model for the district.
- Implement consistent tier 1 instructional strategies.
- Develop and provide differentiated interventions for sub-groups.
- Incorporate standards-based grading approach through the Professional Learning Community process.
- Increasing the number of possible credits earned in four years from 24 to 32 through block schedule.
- Implement system for tracking success rate for 9th grade students and communicating progress and plan to keep students on track.
- Track students who withdraw from the district that are impacting graduation rate.
- Family engagement regarding predicted success during freshman year.
- Know where we know students are going to struggle and plan for that ahead of time.
- Use the Professional Learning Community process to guide instructional decision-making.
- Work to close the gap with feeder schools to better prepare students.

Decrease annual attendance violations by 5% for the 24-25 SY.

- Improve data tracking on referrals specific to location and time of day,
- Implement classroom attendance software and use the classroom attendance software data to better develop baseline data.
- Analyze attendance data with behavior data to see if there any connections or trends.
- Develop a process for tracking baseline data in reference to the goal.



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Proposed Goals & Strategies

Increase the percentage of proficiency in American College Testing (ACT) English Language Arts and Math by 2% annually*

- District level refinements recommended: ACT training for all coordinators, fund teacher ACT training, ensure strong writing curriculum, identify and coach cross-curricular ACT prep opportunities, remove administrative burdens from principals, use coordinators strategically as coaches, data conversation facilitators, ACT experts, etc.
- Implement professional curriculum review advice with ACT in mind
- Literacy coaches implemented around English Language Arts proficiency
- Year 1 ('24-'25): continue Professional Learning Teams training
- Year 2: introduce appropriate ACT data to Professional Learning Teams and coach teams on responding to data
- Year 3-5: Coach Professional Learning Teams on goal-setting and instruction around ACT data

*Expectation of increase starts year 2

All schools will earn 9 or more points for Arizona English Language Learner Assessment (AZELLA) scores.

- Increasing Instructional assistants
- Robust training for Instructional Assistants and Teachers (Early release?)
- More focus on AZELLA Preparation throughout the schoolyear (boot camp. Professional Learning Teams work).

All district departments will develop and implement a continuous improvement plan that includes customer service, operational efficiency and program enhancement (do things better and try new things)



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Proposed Goals & Strategies

All schools will increase College and Career Index (CCRI) points by 1 or earn 19 points by end of 24-25 SY.

- Develop strategies to increase specific components of College and Career Index such as Free Application for Federal Student Aid (FASFA), dual enrollment, community college, etc.
- Ensure our self-reporting procedures result in accurate reporting, maximizing our College and Career Index points.
- Share methods and best practices for maximizing College and Career Index points at principal meetings.
- Develop and implement a College and Career Index tracker for all students during their freshman year.
- Explore opportunities for Exceptional Student Services (ESS) students to help earn College and Career Index points.

All sites will utilize our student information system to identify and track student involvement in extracurricular activities by June of 2025.

- Define uniform groups at the district level to be inputted into our student information system for tracking extracurricular participation.
- Discuss what qualitative metrics will be used to define participation when it comes to tracking.
- Use the 21st Century Community Learning Centers and athletic groups as a baseline for creating and tracking groups.
- Develop a plan for how to roll out the groups and assign roles for different responsibilities.

Increase opportunities for engagement with community and business partners.

- Once we have established opportunities, we can define an outcome goal (potentially next retreat)



Excellence in Every Endeavor



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