



STRATEGIC PLAN OUTLINE

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Strategic Plan Executive Summary

VISION

Page Unified School District is a community of learners who direct our collective actions and resources towards the unique learning needs of every child in order for all students to become college and career ready and successful in a global society.

MISSION

“Our Schools are passionate about the learning-for-all mission and understand that every student matters. We are responsible and accountable for the education of every student that walks through our doors every day.”

MOTTO

Collectively Committed to Every Student, Every Day, Every Minute

GUIDING VALUES

Page Unified School district is:

- **Purposeful** Decisions will be made that are thoughtful and sustainable.
- **Intentional** Our conversations with students and staff are always about improving that person and leading them to be more successful. Interventions with students and staff are focused and with a measurable outcome. Teachers are encouraged to be innovative and “risk-takers” to push student achievement.
- **Visionary** Short and long term goals are SMART and select. Our goals are known by staff, students, parents and community.
- **Opportunistic** Providing opportunities for students and staff that will move the academic needle with our schools.
- **Trusting and Transparent** This is the foundation of everything we do.

STRATEGIC DIRECTIONS

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Robert Candelaria
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Dee McKerry
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- **Leadership**

Leadership sets the vision and tone that promote high expectations for all students. Strategic planning ensures school documents and policies such as Integrated Action Plans, District Strategic Plan, and funding mechanisms are aligned with a philosophy of college and career readiness that helps ensure students have open and equal access to opportunity. These plans are reflected in site decisions, documents, and policies, and supported by all stakeholders (faculty, staff, students, families, and community members).

- **Culture**

A culture of community and academic success ensures there are active links among schools and community stakeholders that increase students' awareness about colleges and career opportunities. This culture is evident when the philosophy progressively shifts beliefs and behaviors resulting in an increase of students who are actively guided by faculty and staff to meet requirements for post-secondary success.

- **Systems**

Systems are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college and career readiness and improved academic performance for all students. Academic support structures, and assessment of student progress, are in place and implemented to promote students' access to and success in courses of high rigor. Professional Learning ensures that teachers, school leadership, and other faculty and staff receive appropriate training and support.

- **Instruction**

Essential instruction occurs when the entire instructional staff utilizes best instructional practices and 21st century tools to ensure college and career readiness and improved academic performance for all students. Proven learning support structures guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula.

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Strategic Pillar 1

Increase student achievement resulting in improvements for each school's learning gains, grade level proficiency rates, graduation rates, and school grade designations of A, B or C.

Value Statement: PUSD will become a consistent "B" district (As identified by the state A-F letter grade system) striving to become an "A" district as evidenced by strong leadership, consistent strategies and instructional practices, data driven decision-making and PLCs.

- Collect data and evidence and provide assistance, including professional development on best practices and feedback to the school.
- Providing opportunities in weekly administrative PLCs to learn and implement strategies, practices to make data driven decisions. (Data literacy)
- Will use the PLC process when analyzing data and use that data to make sound decisions in regards to student achievement.

Value Statement: Building a strong leadership team as evidenced by common application of knowledge, common language, articulation between schools, and common evaluation practices through PLCs.

- Provide opportunities to grow principals/directors as reflective leaders.
- Build the capacity of our principals/directors to lead their staff through cultivation of a robust Professional Learning Community.
- Support the principal's capacity through differentiated supervision, coaching, feedback, and evaluation practices.
- Alignment of rigorous curricula, research-based practices in instruction, and comprehensive formative and summative assessment approach.

Value Statement: Empowering and supporting the certified and classified team to make decisions to grow our students academically, socially and emotionally.

- Provide opportunities to grow teachers and classified staff in the reflective process.
- Provide professional development opportunities to support teachers and staff in best practices to support students academically, socially and emotionally.
- Provide professional development opportunities to align standards-based curriculum to standards-based instruction.

Value Statement: A unified retention and recruitment process as evidenced by appropriately certified practitioners.

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- Identify recruitment areas for positive results of attracting the best teachers to the District.
- The District will identify and implement strategies that will retain effective teachers.
- Leverage the Retention and Recruitment committee to continue to grow a positive environment where all teachers and staff are valued and respected as professionals.

Value Statement: Enhance the recruitment and retention of culturally diverse faculty, staff and administration.

- Purposeful and mindful recruitment of teachers through continued partnerships with colleges and universities including, but not limited to Dine’ College, Navajo Technical University, Ft. Lewis College, Haskell University, Utah State University Eastern, Northern Arizona University.

Strategic Pillar 2

Ensure curriculum, instruction, and assessment are designed and delivered with a focus on content rigor, student engagement, and continuous improvement of academic achievement.

Value Statement: A “unified” School District as evidenced by academic common language, practices, strategies, balanced assessments and a united mission through collaborative Professional Learning Communities (PLC) framework and Professional Development training.

- Analyze and align assessments, curriculum and academic software throughout the school district.
- Analysis of “big” data and share with stakeholders.
- Conduct a needs assessment on professional development opportunities and provide professional development as related to building a stronger teaching team.
- Provide learning opportunities to classified staff who directly impact students and the classroom.

Value Statement: Provide effective Tier I instruction as evidenced by consistently communicated high expectations, rigorous instruction, relevant content and meaningful student engagement.

- Provide professional development on coaching and feedback.
- Implement the evaluation process with fidelity, creating a system of trust with positive and constructive feedback to ensure high levels of learning for students.

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Value Statement: To elevate teacher experts and leaders in and beyond the classroom.

- Use best practice professional development to ensure a strong teacher leadership program at each school and to engage leaders in site based decision making that is aligned to the Strategic Plan.
- Develop a strong mentoring program where teacher leaders create a strong collaborative environment at each site with the idea of sharing best practices, data driven decision-making and shared responsibility for student growth.
- Utilize the Teacher Leadership model to develop the knowledge, skills and dispositions needed to foster a collaborative school culture and to support educator development and student learning.

Strategic Pillar 3

Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in overall school improvement.

Value Statement: Conditions, climate, and culture are impacted by the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how we function.

- Support the schools by providing direction and resources for Positive Behavior Interventions and Supports (PBIS).
- Use a sustainable model of Multi-Tiered Systems of Support (MTSS) at every site.
- Implement Restorative Justice protocols.
- Continue ongoing implementation of Trauma Informed Practices.
- Encompass concrete issues such as student physical and emotional safety and a healthy school environment through access to Student Support Services.

Value Statement: An effective Emergency Operations Plan as evidenced by FEMA (Federal Emergency Management Agency) trained personnel.

- Provide staff with training and update the EOP (Emergency Operations Plan) periodically and share the changes with appropriate stakeholders.
- Creating both long-term and short-term goals of meeting both State and Federal requirements of the EOP.
- Implement plans of the EOP and will maintain all protocols, procedures and practices as needed to maintain a safe school environment.

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Strategic Pillar 4

Embrace and celebrate diversity. Provide equity and excellence of education by preparing all students to contribute and thrive in a multicultural society.

Value Statement: An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning, and access to a well-rounded education for all learners.

- Commitment to ensuring equity and access to a guaranteed and viable curriculum.
- Increase participation and performance in accelerated courses
- Appropriate identification and placement of students in Exceptional Student Education programs.

Value Statement: PUSD will continue to build and respect cultural diversity and ensure our practices are equitable for all students and staff members.

- Systems, protocols, procedures are in place so that our practices reflect the diversity and equity that is part of our culture and climate.
- Implement a strategy for every new member at PUSD family to begin their experience with an understanding of the richness and importance of a diverse learning and working environment.

Value Statement: Implement systems of support that allow for increased access to academic tutoring, extra/ co-curricular participation, and community outreach.

- Support afternoon transportation for students who live in the outlying areas.
- Support of schools in the organization of time to provide interventions and enrichment.
- Develop a reciprocal partnership to foster opportunities for increased community engagement.

Value Statement: Enhance learning experiences in and out of the classroom that will help students develop competencies related to diversity, equity and inclusion.

- Celebrate Native American month at all campuses during the month of November of every year.
- Provide opportunities for all students to embrace and celebrate racial, ethnic, linguistic, academic, and cultural diversity.

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Strategic Pillar 5

Achieve the District’s vision of college and career-readiness for all students by adopting high quality standards, interdisciplinary curriculum content, and supporting access to Career and Technical Education(CTE) courses.

Value Statement: Implement the Advancement via Individual Determination (AVID) system district-wide and continue the growth of the Career and Technical Education programs.

- Ensure all students begin the ECAP process in middle school.
- Provide direction and training for leadership and vision of AVID District Wide.
- Provide training to staff and opportunities to visit other AVID schools in our state.
- Assist in creating site AVID teams at each school and model classrooms.
- Increase the number of students achieving CTE Internships and Completers.

Value Statement: Increase applications and scholarships for underrepresented student populations in postsecondary education.

- Provide opportunities for all students to learn about available scholarships prior to the students senior year. Assist in helping student apply for scholarships.
- Encourage and support our students to apply for scholarships including, but not limited to, the Chief Manuelito scholarship.

Strategic Pillar 6

Develop and sustain effective and efficient use of all resources for improved student achievement and fiscal responsibility.

Value Statement: A strong budget as evidence by common practices through staffing, coherent use of grants, as evidence by the alignment of the budget through the Strategic Plan of the Page Unified School District.

- Align all funding sources to the PUSD Strategic Plan and Integrated Action Plans.
- A sustainable staffing model based on student membership and State and Federal budget allocations.
- A Comprehensive Needs Assessment that guides pursuit of competitive grants.
- Align schools and departments budgets with the PUSD Strategic Plan.

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Value Statement: A facilities, transportation, technology and food services capital plan to support a safe, clean and orderly learning environment.

- A long-term plan for facilities.
- A long-term plan for transportation.
- A long-term plan for technology.
- A long-term plan for food services.

Strategic Pillar 7

Promote and expand Staff, Students, Parents and Community engagement.

Value Statement: A Strong strategic plan as evidenced by “buy-in to ownership” of all staff as evidenced by staff member’s ability to articulate the vision, PIVOT (Purposeful, Intentional, Visionary, Opportunities, Trust and Transparency) and the Strategic Pillars.

Value Statement: An increase of community and parental involvement through a more systematic and multifaceted approach to articulate the mission and vision.

- Communicate the Strategic Plan to all stakeholders.
- Conduct a periodic stakeholder review of the vision and mission of the District.
- Leverage the District newsletter and other media outlets.
- Strengthen positive relationships with stakeholders through “Meet and Greet” opportunities at each Chapter House.

Value Statement: An effective district-wide system of communication and community outreach.

- Using Epstein's Framework, plan and provide engaging activities for all parents, guardians, and students.
- Streamline sponsorship, volunteering, and partnership opportunities for business and employees to engage with the District.
- Increase community collaboration through service learning opportunities.

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2020 Focus

2016-2019 Page Unified School District Strategic Improvement Plan Executive Summary

The purpose of this document is to create an organizational development process with the purpose to develop and implement a District three-year strategic plan that will be a unifying focus for PUSD. This plan addresses where the District will go, but also will celebrate and embrace where we have been and what the District is currently doing.

The number one priority of the Page Unified School District is student academic achievement. The Page Unified School District aspires to become Arizona's best education system. The Strategic Plan is widely recognized as the blueprint of district transformation and cultural change. As the strategic plan sunsets, a committee will be created to review, realign, and recalibrate the strategic plan to address the next three years. The plan is designed to promote and sustain professional learning communities, align instruction with learning standards, reduce dropout rates, increase on-time graduation, prepare all students for career and college, leverage partnerships with parents/guardians and the community, and focus district policy and resources to support student learning. For years the Page Unified School District Board has engaged in strategic and school improvement planning as a best practice to ensure the learning needs of all students are met and achievement gaps are narrowed. The school board defines the "what" or destination, and the district and schools determine the "how" or the best approach to get there. This is a shared commitment to reciprocal accountability based on collaboration and distributed leadership. The strategic plan is the framework through which the district supports schools to ensure the academic success of

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each student. The vision and goals set forth by the school board and superintendent are articulated within the school improvement plans developed by each of the five schools and preschool. These processes are dependent upon all stakeholders contributing to improve learning and opportunities for all students. Continuous improvement is supported through professional collaboration. Professional learning communities are the foundation for collaboration and foster mutual trust, disciplined inquiry, and distributed leadership. The strategic plan sets the expectation that each student regardless of ethnicity, language, disability, or income level can achieve high standards of learning. Strategies incorporated into the strategic plan are designed to accelerate students from where they are in their learning, ensure they meet and exceed standards, graduate on time, and are prepared for career, college, and success beyond high school. Beginning in September 2016, a committee comprised of teachers, administrators, parents, community members, and students was established to develop a new, three-year strategic plan for adoption. Committee members will review the strengths, weaknesses, opportunities and threats using data reflecting student achievement, demographics, attendance, graduation rates, and results from parent and student surveys. Extensive perception surveying was conducted during the fall and early winter of 2016-17. The perception surveys were aligned to the eight correlates of effective schools and were conducted with parents, students, and staff at all five PUSD schools including the preschool.

Beginning in SY 2017-2018, based on the implementation of the Every Student Succeeds Act (ESSA), all Title 1 schools must administer a Comprehensive Needs Assessment or CNA. Based on data from the CNA, schools will write an IAP or Integrated Action Plan (formerly known as the Continuous Improvement Plan). After school results are reviewed, the District will write an LEA Integrated

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Action Plan. The strategic plan is the guiding vision that supports the implementation of both the LEA IAP and the school IAP's. Integrated Action Plans are intended to be living, breathing documents. Through these changes, over the course of time, the intent of the strategic plan will remain steady.

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