PEORIA UNIFIED SCHOOL DISTRICT
STRATEGIC RESET PLAN

VIRTUAL PARENT ENGAGEMENT FORUM
SEPTEMBER 27, 2021

DR. JASON REYNOLDS, SUPERINTENDENT
MR. JOHN GAY, CHIEF TECHNOLOGY AND OPERATIONS OFFICER
MRS. DANIELLE AIREY, CHIEF COMMUNICATIONS OFFICER
OUTLINE

- Strategic Reset Plan – Vision, Goals, and Process
- Stakeholder Input and Engagement
- Strategic Reset Framework – Mission Priorities, Transformation Drivers
- Strategies
- Funding Alignment with the Federal ESSER III Grant
- Feedback Session (in Cafeteria)
TO ALL ADMINISTRATORS, FEBRUARY 26, 2021…

“It’s time to reclaim our seat at the head of the table of leadership in PK-12 education!”

Dr. Jason Reynolds
OUR VISION FOR MEETING THAT CHALLENGE…

- We will make student-centered, data-driven, and shared decisions.
- We will be a highly effective professional learning community.
- We will ensure that every student and employee is known, valued, cared for, and challenged.
- We will be a highly trained and modern workforce.
- We will communicate effectively.
- We will be recognized as a community, state, and national leader in PK-12 education through greatly increasing levels of student achievement.
STRATEGIC PERSPECTIVES – THE FOUNDATION FOR PLANNING

New Plan – Same Strategic Perspectives!
STRATEGIC PLAN RESET - GOALS

- Develop and obtain approval for a three-year plan that will achieve the following:
  - Recover from COVID-19 academic and operational disruption;
  - Transform Peoria Unified to a new, “re-imagined” state that will position us to “reclaim our seat at the head of the table of leadership within K-12 education”.

- Develop and implement ongoing processes for:
  - Progress monitoring and oversight to ensure successful execution of the plan;
  - Annual updates and adjustments to the plan.
STRATEGIC RESET PROCESS – TIMELINE

- Reflect: Mar 8 – 31
- Re-Imagine: Apr 5 – May 14
- Restart: May 17 – Jul 31
- Rebuild: Board Retreat – Aug 9

Stakeholder Engagements

FY 2022-2024
STAKEHOLDER INPUT & ENGAGEMENT

✓ Plan Development – Over 50 staff – administrators, teachers, classified
✓ Governing Board – May, August
✓ Peoria Education Foundation – June
✓ Parent Focus Group – June
✓ All Administrators – July
✓ Community Questionnaire – August
✓ Standing Groups – August:
  ✓ Superintendent Student Advisory Council
  ✓ Superintendent Stakeholder Advisory Council
  ✓ Peoria Unified Faith Council

- Parent Engagement Forums (2) – September
- Site Councils – September, October
TRANSFORMATION TO PUT PEORIA UNIFIED ON A NEW TRAJECTORY!

- Peoria Unified has been average, or slightly above, within the state on AzMERIT, AZM2 proficiency and student growth percentage for the past several years.
- Our performance is on the “flat part of the curve” and showing some signs of decreasing, regardless of our increasing efforts.
- This all suggests that unless we make substantial changes, our students may not recover fully from pandemic-induced learning disruption.
- Our goal must be growth that is well beyond recovery:
  
  *We must get on a new and better curve!*

* HP = Highly Proficient; P = Proficient; PP = Partially Proficient; MP = Marginally Proficient
"Reclaim Our Seat…" (Vision, Intent)

"Reclaim Our Seat…" (Defined)

Reflect Phase

Results

Gaps, Root Causes, Obstacles

Reset Framework

Mission Priorities & Transformation Drivers
Strategic Reset Framework

Mission Priorities

- Reimagined Teaching & Learning Program
- Safe and Welcoming Schools
- Facilities Master Planning Program
- Redesigned Community Connectedness Program
- Funds/Resource Management Program

Transformation Drivers

- Leadership & Organizational Development
- Workforce Modernization & Sustainability
- Data Leadership & Management
- IT Modernization

PEORIA UNIFIED SCHOOL DISTRICT
Re-imagine teaching and learning by establishing expectations and implementing best practices for blended in-person and virtual learning, K-12:

- Virtual school for school choice for students in grades K-12 beginning the 2021-2022 school year.
- Classroom expectations and responsibilities for grade level bands and professional development in the integration of district-adopted resources, including technology tools and strategies.
- Site Support Task Force implementation.
- High-Performing Teacher Incentive Program to address learning disruption in struggling schools.
- Continued robust, expanded summer programming to address specific learning disruption.
- Mutual accountability for effective implementation of Professional Learning Communities (PLCs) and a Multi-Tiered System of Support (MTSS) to increase student achievement and support student behavior.
RE-IMAGINED TEACHING & LEARNING PROGRAM – STRATEGY TWO

Research, design, and implement curriculum, academic programs and school facility modifications to increase student engagement and rigor and to modernize the student experience:

- Increased rigor at the High School level by increasing participation in Advanced Placement (AP) courses and AP test proficiency.
- Best-practice research for core and elective programming for grades 6-8 to modernize student experiences, expand choices, and consider middle school models and facilities for the future.
- Acquisition and adoption of research-based curricular resources in core content areas.
- Utilization of national standards (Cognia™) to assess needs and identify areas for district-wide growth by participating in the district accreditation process.
SAFE AND WELCOMING SCHOOLS

- Develop and implement a formal, ongoing Safety and Emergency Response program.

- Develop and implement a “Quality Customer Service” program by which school staff – especially administrators and front office staff – develop skills that make our families and other school visitors feel welcome and their needs addressed.

- Devise and implement a “Campus Appeal” program that defines standards for school appearance and makes appropriate improvements to create and sustain a physical sense of welcome at each school.

- Replace/upgrade the current security, fire, energy management, and video surveillance systems with integrated, all digital systems.
FACILITIES MASTER PLANNING PROGRAM

- Develop a long-term Teaching and Learning Facilities Master Plan in alignment with Re-Imagined Teaching and Learning.
  - Continuation of the FY 2021 Facilities Master Planning Committee project – next steps.
- Design and implement an ongoing Facilities Master Planning Program.
- Explore partnerships with external entities for the purpose of considering development of shared facilities.
- Acquire and implement data reporting and analytics capabilities to fully support the Facilities Master Planning Program.
REDESIGNED COMMUNITY CONNECTEDNESS PROGRAM

- Improve internal and external communication through modern systems and tools.
  - Develop an Internal Communications Plan.
  - Evaluate and consider implementation of Parent Communication Tools.
  - Implement a digital Customer Relationship Management (CRM) System.

- Expand connections with key stakeholder groups.
  - Develop an Annual District Communication Plan to respond to the changing expectations of our community specific to the 70 percent of stakeholders without school-age children.
  - Develop and launch a Business Advisory Council to enhance the district’s connection with the business community.
  - Develop a formal business partnership and advertising program.

- Implement a system to effectively market schools and programs.
  - Develop a district-wide Strategic Marketing & Communications Plan.
COMPREHENSIVE FUNDS/RESOURCE MANAGEMENT PROGRAM

- Develop and implement a long-range funding plan and process for Teaching and Learning, Safe and Welcoming Schools, and Facilities Master Planning.

- Design and implement a formal Program Management and Evaluation process to enable and support a new results-driven budget development process.

- Acquire/implement modern data analytics and budget management tools to fully support district-level budget and finance needs, as well as the budget management needs of department and site administration.

- Develop and implement strategies for funding and financially sustaining a modernized and competitive workforce compensation model.
TRANSFORMATION DRIVERS

- Leadership and Organizational Development
  - Improve leader development and accountability.
  - Train and organize for organizational flexibility and nimbleness.
  - Create new opportunities for employee development and growth.

- Workforce Modernization and Sustainability
  - Building on the compensation study, develop and implement a clear, consistent, and modernized organization, classification, and competitive compensation structure.
  - Modernize the district’s recruiting, hiring, and retention practices.
  - Continue developing flexible workspace and remote work opportunities.
TRANSFORMATION DRIVERS CONTINUED

- **Data Leadership and Management**
  - Develop and enable district-wide practices of effective data leadership and usage.
  - Acquire modern data analytics capabilities to support Mission Priorities.
  - Implement modern data lifecycle management practices.
  - Implement organizational supports and governance for district-wide data usage.

- **IT Modernization**
  - Implement an integrated digital teaching and learning system in support of Re-Imagined Teaching and Learning.
  - Implement the integrated safety, security, and energy management system.
  - Devise and implement an integrated parent information portal.
  - Explore potential architecture and designs for IT infrastructure modernization.
ESSER GRANTS - The federal government has made one time grant funding available to public schools in response to the COVID-19 pandemic. The funding is part of the Elementary and Secondary School Emergency Relief Fund, which is also referred to as ESSER.

ESSER III is the third grant the District has received from the Elementary and Secondary School Emergency Relief Fund.

- The Peoria Unified School District allocation is $39.4 million.
- Funds are available through September of 2024.

ESSER III spending eligibility requirements are broad and are designed to help address local recovery efforts related to COVID-19 and to support students and staff.

- At least 20% of the total must address learning loss and social and emotional needs of students.

ESSER III Plan Requirements:

- District plan was published on our website on August 24th, 2021, per Federal ESSER III requirements.
- Comprehensive budget must be submitted to Arizona Department of Education prior to expending ESSER III funds.

Alignment with the Peoria Unified Strategic Plan.

Requirement for stakeholder input and feedback.
CONCLUSION

Parent Input and Feedback Session