



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  
Safety  
Tradition  
Respect  
Success  
Integrity  
Future  
Kindness  
Visionary  
Empathy  
Culture  
Leaders  
Collaboration  
Compassion  
Dignity  
Service

*Future*  
*Curiosity*





# 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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