

**UNION PUBLIC SCHOOLS STRATEGIC PLAN
OBJECTIVES, MEASURES, AND TIMELINE -- 2023-2028**

FOCUS AREA	STRATEGIC OBJECTIVE	ACTIONS	PERFORMANCE MEASURE	2023-24	2024-25	2025-26	2026-27	2027-28
TEACHING / LEARNING	Increase literacy proficiency for all students	<ul style="list-style-type: none"> •Provide Tier 1 instruction that includes developmental stages of literacy according to a scope and sequence based on state standards •Include appropriate, evidence-based strategies in Tier 1 instruction •Include the four language domains in Tier 1 instruction •Ensure timely and objective-specific Tier 2 and Tier 3 intervention processes at all grade levels 	<ul style="list-style-type: none"> •Super Kids Assessments •Star Reading •District CRT •State Tests •% RSA proficient •% college ready on the ERW section of the ACT 	○	●	●	●	●
	Increase math proficiency for all students	<ul style="list-style-type: none"> •Provide Tier 1 instruction that includes developmental stages of mathematics according to a scope and sequence based on state standards •Include appropriate, evidence-based strategies in Tier 1 instruction •Include the four language domains in Tier 1 instruction •Ensure timely and objective-specific Tier 2 and Tier 3 intervention processes at all grade levels 	<ul style="list-style-type: none"> •Star Math •District CRT •State Tests •% college ready on the Math section of the ACT 	○	●	●	●	●
	Increase the achievement of English learners at all levels	<ul style="list-style-type: none"> •Increase the inclusion of EL student needs as a routine part of the teacher collaboration process •Engage EL parents/guardians with relevant and meaningful family events •Continue EL coaching and professional development with a focus on student outcomes through the clarity process •Address the specific needs of EL students for all instructional areas and in every lesson, including the four language domains 	<ul style="list-style-type: none"> •ACCESS scores •EL student performance as a subgroup on all applicable assessments and measures •ELAP review •EL and FEP monitoring 	○	●	●	●	●
	Improve outcomes for students with disabilities at all grade levels	<ul style="list-style-type: none"> •Include appropriate, evidence-based strategies in all instruction •Address the specific needs, modifications, and accommodations of special education students for all instructional areas in every lesson •Ensure transition compliance in early childhood and secondary •Increase overall involvement of parents of students with disabilities 	<ul style="list-style-type: none"> •Star Reading and Math •OSTP/CCRA/OAAP •% Graduation •Attendance in transition program •% Compliance monitoring •% Parents completing survey 	○	●	●	●	●
	Increase student hope by fostering pathways of opportunity and developing student potential and purpose for pursuing goals	<ul style="list-style-type: none"> •Deliver professional learning in the Science of Hope for all new teachers •Provide on-going professional development for all teachers •Deliver direct instruction in the Science of Hope for students •Provide continued trauma-responsive training •Implement Community Circle 	<ul style="list-style-type: none"> •School Capacity student survey •Children’s Hope Scale survey 	○	○	●	●	●
	Increase student engagement in academic settings	<ul style="list-style-type: none"> •Strengthen student-teacher relationships •Increase relevance by connecting learning to student experiences •Increase personalization in the learning process •Implement evidence-based strategies for engagement •Increase attendance rates •Increase student ownership of their learning 	<ul style="list-style-type: none"> •School Capacity student survey •Number of students enrolled in advanced courses •Attendance and truancy rates •Chronic absentee rates 	○	○	●	●	●
	Increase student engagement in cocurricular settings	<ul style="list-style-type: none"> •Promote maximum participation in fine arts, athletics, service learning, clubs, and organizations •Increase and promote relevant visual arts programming in grades 6-12 •Increase the participation of EL students in cocurricular activities •Increase participation in after-school programming at all sites 	<ul style="list-style-type: none"> •Student participation rates •Attendance and truancy rates •School Capacity student survey •After-school program evaluation 	○	○	●	●	●
	Engage parents/guardians in the educational process	<ul style="list-style-type: none"> •Increase parent involvement in course selection, meet-the-teacher, and conferences •Remove barriers to increase communication about what is happening at school •Add ways to personalize communication by teachers and other staff •Establish stronger connections between home and school in early childhood years •Increase parent access, review, and understanding of report cards 	<ul style="list-style-type: none"> •TalkingPoints usage rates •Parent participation rates •Examples of new ways to communicate and engage parents •School Capacity parent survey 	○	●	●	●	●
	Increase the support of student transitions from school to school	<ul style="list-style-type: none"> •Each receiving school provides a welcome and orientation process •Enhance parental and student engagement in the transition process at all receiving schools •Sending school provides important information about student needs in order to prepare receiving school to support them 	<ul style="list-style-type: none"> •Comprehensive Needs Assessment •School Capacity parent survey •School Capacity student survey •Parent attendance at events 	○	●	●	●	●
	Increase student participation in advanced courses	<ul style="list-style-type: none"> •Remove barriers to advanced course enrollment •Recruit students from underrepresented subgroups •Nudge 5th, 6th, and 7th grade students who show potential into advanced math and English courses at the next grade level based on assessment and other data •Increase systematic recruitment efforts for enrollment in advanced courses in grades 9-12 	<ul style="list-style-type: none"> •Enrollment in advanced courses •Student success in advanced courses 	○	○	●	●	●

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TEACHING / LEARNING	Ensure every student is engaged in an experience or course that leads to a post-secondary interest by their senior year	<ul style="list-style-type: none"> •Support each secondary student in maintaining his/her individual career academic plan (ICAP) •Create additional pathways toward credentials in existing course and career opportunities •Increase the number of students enrolled in college or career coursework •Increase the number of students enrolled in Union Career Connect •Continue Beyond U college visit with career explorations event for all seniors •Expand workforce development programming 	<ul style="list-style-type: none"> •Completion of college readiness and AP courses •Participation in Union Career Connect •Tulsa Technology Center participation •Students enrolled in Union workforce development program courses •Participation in college readiness events 	○	●	●	●	●
	Support the transition from high school to college and/or career	<ul style="list-style-type: none"> •Increase awareness of Oklahoma Promise, Tulsa Achieves, and steps necessary to transition to college (FAFSA, etc.) •Increase the number of certifications through Union Career Connect •Increase the public/legislative support, enrollment capacity, and dedicated funding by the state for the EDGE Program •Increase concurrent enrollment offerings and participation 	<ul style="list-style-type: none"> •Number of Oklahoma Promise scholarships •Number of Career Connect students and partnerships •Number of EDGE students •Dedicated funding stream for EDGE by the State of Oklahoma •Number of concurrent course offerings •Participation in concurrent courses 	○	●	●	●	●
	Provide a guaranteed and viable curriculum for all students	<ul style="list-style-type: none"> •Define essential skills for all core curricula at all grade levels •Ensure scope and sequence documents for all core curricula are in place •Provide all necessary instructional resources to teachers •Train and support teachers with implementation •Monitor progress of implementation at the site level 	<ul style="list-style-type: none"> •Annual review of scope and sequence documents with essential skills noted on them •Annual review of professional learning needs •Annual review of classroom resource needs •Analyze PLC outputs •Classroom observations •Analyze core curriculum implementation 	○	●	●	●	●
	Build capacity of all teachers in instructional practice and classroom culture	<ul style="list-style-type: none"> •Provide ongoing and embedded professional learning experiences •Use professional learning map (teacher scope and sequence) •Provide regular feedback to teachers •Utilize instructional coaches to increase teacher capacity to support ELs and all student learning outcomes 	<ul style="list-style-type: none"> •Student achievement indicators •Training module completion •School Capacity teacher survey •Comprehensive Needs Assessment •Classroom observations and feedback •Evaluate instructional coaching program 	○	○	●	●	●
	Strengthen professional learning communities (PLC)	<ul style="list-style-type: none"> •Create a structure to provide a regular collaboration time •Prepare teachers to use the four-question PLC process •Refine and fully implement the RTI process with the MTSS framework 	<ul style="list-style-type: none"> •Collaboration calendar and schedule •Academic achievement on essential skills •Analyze PLC outputs •Teacher surveys 	○	○	●	●	●
	Apply technological resources to benefit the instructional process and student learning	<ul style="list-style-type: none"> •Maintain one-to-one technology resources for all students in grades 6-12 •Provide appropriate technology resources to all classrooms for grades K-5 •Embed digital literacy skills in all curricula •Increase engagement through the learning management system (LMS) •Review, evaluate, and refine the use of digital resources 	<ul style="list-style-type: none"> •Student-to-device ratio for all grade levels •LMS and EdTech usage rates at all grade levels •Number of users in digital curricula 	○	○	●	●	●
	PARTNERSHIPS	Increase and leverage partnerships to enhance college and career pathways for students	<ul style="list-style-type: none"> •Sustain college and career support for middle school and the Union Freshman Academy •Increase partner support of workforce development programming •Increase career panels at Union High School •Increase Career Connect partners •Offer afterschool programming for career exploration 	<ul style="list-style-type: none"> •Student participation •Number of partners •USEF sponsors/partners and funding levels •Annual funding toward workforce development programming 	○	●	●	●
Increase and leverage partnerships to provide community resources to students and their families		<ul style="list-style-type: none"> •Identify and engage community partners to serve student and family needs •Exhibit collaborative leadership practices to build community •Strengthen relationships with partners through events, recognition, communication, and reporting on participation and outcomes •Continue to publicize Union's ongoing work in community schools as a key pillar in the district's strategic plan 	Partnerships in: <ul style="list-style-type: none"> •Health / health education •Mental health / social services •Lifelong learning •Youth development / out-of-school time •Early childhood •Family / community engagement 	●	●	●	●	●
Increase and sustain out-of-school opportunities for students and adults		<ul style="list-style-type: none"> •Expand out-of-school learning time and opportunities through partnerships •Publicize adult education opportunities in GED/HSE, English, and other areas 	<ul style="list-style-type: none"> •Number of programs •Student program participation •Adult program participation and GED/HSE numbers 	●	●	●	●	●
Support legislation that provides adequate resources for public education in service to the children of Oklahoma		<ul style="list-style-type: none"> •Work with the superintendent to identify issues and opportunities to communicate with legislators •Heighten interest among Union parents, students, and voters/constituents about education issues in our state •Write editorials and solicit support for key issues •Bring media attention to bear on key issues 	<ul style="list-style-type: none"> •Teacher pay that is toward the top of the regional average •Teacher shortage rates and reliance on emergency certified teachers •State funding, particularly for operations, given inflationary pressures, increased insurance costs, etc. •Level playing field that currently gives online charter schools a financial advantage •Reduction in class sizes 	○	○	●	●	●

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HUMAN CAPITAL	Cultivate leadership at every level	<ul style="list-style-type: none"> •Develop intentional succession plans for leadership at every level •Develop a comprehensive leadership development program that includes all departments and levels of leadership •Conduct New Teacher Induction to enculturate the Union Way among new teachers 	<ul style="list-style-type: none"> •Rate of internal hires and/or promotions •Participation in leadership development program •School Capacity survey 	○	●	●	●	●	
	Teaching and Learning department will attract, develop, retain, and support caring, motivated, innovative, engaging, and professional faculty and staff	<ul style="list-style-type: none"> •Attend job fairs •Increase partnerships with local and regional universities for internships •Improve retention incentives •Intentionally recruit teaching candidates from under-represented sub-groups •Provide professional learning opportunities for new teachers •Strengthen mentorship and residency program (for those new to teaching) •Utilize the buddy-teacher process (for those new to Union) •Develop an on-boarding process for support employees in Teaching and Learning 	<ul style="list-style-type: none"> •Number of job fairs attended •Number of university partnerships •Retention rate •Number of new hires from under-represented demographic populations •Feedback on mentoring and buddy teacher process 	○	●	●	●	●	
	Support Services department will attract, develop, retain, and support caring, motivated, innovative, engaging, and professional staff	Attract new employees:	<ul style="list-style-type: none"> •Utilize a referral system •Emphasize employee benefits •Promote the importance of the work due to the purpose •Market the Union Way 	<ul style="list-style-type: none"> •Application totals •Job openings 	●	●	●	●	●
		Develop employees:	<ul style="list-style-type: none"> •Create orientation programs for new employees •Develop on-boarding / mentoring programs •Provide ongoing training based on job responsibilities •Provide training which will enhance growth opportunities 	<ul style="list-style-type: none"> •Staff satisfaction surveys •Turnover rate •Exit interviews •Developed supervisor training program and mentoring program •Total training hours completed •Certifications received •Attendance at Leadership Union •Rate of replacement of leadership positions with internal candidates 	●	●	●	●	●
		Support employees:	<ul style="list-style-type: none"> •Give feedback on a regular basis •Expand recognition programs and acknowledge desired work performance •Provide support in personal times of need 	<ul style="list-style-type: none"> •Staff satisfaction surveys •Turnover rate •Exit interviews •Developed supervisor training program and mentoring program •Total training hours completed •Certifications received •Rate of replacement of leadership positions with internal candidates 	●	●	●	●	●
	Human Resources department will attract, develop, retain, and support caring, motivated, innovative, engaging, and professional faculty and staff	Improve recruiting outreach	<ul style="list-style-type: none"> •Communications department to assist Human Resources in district recruitment through PR/communications, advertising, and marketing efforts that are reflective of the district's core values 	<ul style="list-style-type: none"> •Number of new recruiting areas •Percent of recruits from outside Oklahoma •Host seminar with graduating seniors at university education departments 	●	●	●	●	●
		Improve staff retention rates	<ul style="list-style-type: none"> •Improve hiring process 	<ul style="list-style-type: none"> •Percent of staff retained for the upcoming school year •Focus groups with staff 	●	●	●	●	●
		Improve hiring process	<ul style="list-style-type: none"> •Increase diversity among staff 	<ul style="list-style-type: none"> •Improved application process •Reduced initial paperwork for applicants 	●	●	●	●	●
		Increase diversity among staff	<ul style="list-style-type: none"> •Increase number of student teachers 	<ul style="list-style-type: none"> •Diversity rates among staff hired compared to available staff 	●	●	●	●	●
		Increase number of student teachers	<ul style="list-style-type: none"> •Enact wellness initiative 	<ul style="list-style-type: none"> •Number of student teachers 	●	●	●	●	●
		Enact wellness initiative	<ul style="list-style-type: none"> •Improve employee engagement 	<ul style="list-style-type: none"> •Enrollment at the Y@Union •Participation in EAP •Employee clinic utilization rate 	●	●	●	●	●
		Improve employee engagement	<ul style="list-style-type: none"> •Promote student loan forgiveness 	<ul style="list-style-type: none"> •Exit interview survey 	●	●	●	●	●
	Enhance salaries	Provide competitive compensation	<ul style="list-style-type: none"> •Promote student loan forgiveness 	<ul style="list-style-type: none"> •Number of eligible teachers serving Title 1, low-income, and special education 	●	●	●	●	●
		Maintain Union's benefit plan to provide more value to staff over state plan	<ul style="list-style-type: none"> •Provide competitive compensation 	<ul style="list-style-type: none"> •Comparison of compensation to area districts 	●	●	●	●	●
		Provide competitive stipends	<ul style="list-style-type: none"> •Maintain Union's benefit plan to provide more value to staff over state plan 	<ul style="list-style-type: none"> •Comparison of benefits to area districts •Comparison of benefits to state plan 	●	●	●	●	●
		Promote tuition reimbursement program	<ul style="list-style-type: none"> •Provide competitive stipends 	<ul style="list-style-type: none"> •Comparison of stipends to area districts •Annual review of extra duty stipends 	●	●	●	●	●
		<ul style="list-style-type: none"> •Promote tuition reimbursement program 	<ul style="list-style-type: none"> •Participation in tuition reimbursement program 	●	●	●	●	●	

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BUSINESS / OPERATIONS	Build and sustain the district's financial stability	•Develop new financial reporting tools for site and departmental administrators, including ad hoc reporting and analysis	•Implementation of new reporting software	○	○	●	●	●
		•Maintain financial stability for the district's self-funded medical benefits program	•Maintain fund balance within health insurance fund •Minimize subsidy from operating funds •Make plan adjustments as necessary to maintain financial stability	○	●	●	●	●
		•Monitor and manage district cash flow for all funds in a manner that maximizes funds security, liquidity, and interest earnings	•Implement tools for identifying cash flow needs and transferring in and out of investment accounts as needed •Capture increased interest earnings	●	●	●	●	●
		•Increase efficiency of district financial operations by increasing Accounts Payable electronic payments to suppliers	•Identify suppliers currently paid by paper check and convert to electronic payment •Establish electronic payment method for new suppliers at the onset of business	●	●	●	●	●
		•Identify opportunities to pay invoices with the district's Pcard to increase annual rebates to the district	•Track and report statistics for Pcard payments, including annual rebates	●	●	●	●	●
	Provide strategic professional development for Finance staff and other district staff members	•Identify and participate in professional development for Finance staff by both attending and presenting at relevant professional conferences	•Attendance at state and national conferences including ASBO (Association of School Business Officials), GFOA (Government Finance Officers Association), Tyler and Munis user group meetings, and other professional training opportunities	●	●	●	●	●
		•Provide Finance workshops for all administrators and staff to address all areas of Finance	•Training participation in Payroll, HR, Budget, Accounting, Treasury, Purchasing, and Federal Programs	●	●	●	●	●
		•Provide financial training for all sanctioned clubs and organizations	•Participation in workshops for district booster clubs and PTA groups to include cash handling, bookkeeping, and district procedures	●	●	●	●	●
	Develop annual operating budgets that reflect district priorities	•Set annual budget priorities determined by the board, superintendent, and cabinet that reflect desired levels of resources devoted to classrooms and student support needs	•Annual analysis of % of general fund devoted to classroom instruction •Annual analysis of % of general fund devoted to employee salaries and benefits	●	●	●	●	●
		•Develop an annual budget that is based on national, professional standards for excellence in budget preparation	•Successful implementation and submission to national school finance organizations for annual budget recognition	●	●	●	●	●
	Provide excellent financial reporting that meets the highest professional standards for technical presentation and transparency	•Apply to professional organizations for recognition of excellence in financial reporting	•Continued annual recognition by ASBO and GFOA of the District's Annual Comprehensive Financial Report (ACFR)	●	●	●	●	●
		•Receive unmodified audit opinions on the district's annual financial audit and compliance audit	•Unmodified audit opinions	●	●	●	●	●
	Protect the district's technology and digital assets and information	•Create data privacy framework •Create a dual form authentication process •Partner with a provider to monitor logs of all traffic and to purchase software to identify weak points	•Implementation of the action items with annual updates •Solutions deployed	○	●	●	●	●
	Develop a disaster recovery / business continuity plan	•Create a committee to begin the process of plan development •Put a plan in place and communicate effectively to necessary staff	•Plan developed and communicated sufficiently to all stakeholders	○	●	●	●	●
	Protect student and employee data and create a process to become transparent with data usage	•Create a Data Privacy Framework •Create a process to provide transparency for all data stakeholders to see how data is being used and with whom •Create a process to identify protected data, safely store data, securely transmit data, and a location to show where and how data is shared	•Process and framework developed with all stakeholders	○	●	●	●	●
Construct and maintain facilities at a high level of quality	•Select high-quality, long-lasting materials •Consider total cost of ownership of materials selected •Train staff on best cleaning and maintenance practices •Involve staff and students in design of facilities and renovation projects	•Longevity of materials selected •Cost per square foot for operations and utilities •Facilities are clean and well kept	●	●	●	●	●	

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CULTURE	Promote and maintain a safe and healthy learning environment for students and staff	<ul style="list-style-type: none"> •Explore new ways of ensuring students' basic needs are met at all grade levels •Build school and district capacity for common behavior expectations and interventions •Maintain vitality of each Safe and Healthy School Committee 	<ul style="list-style-type: none"> •Number of discipline events •Number of safe-school reports •Review of Safe and Healthy School Committee minutes 	○	○	●	●	●
		<ul style="list-style-type: none"> •Increase safety training for highest risk activities •Increase face-to-face safety and security training •Eliminate or minimize site safety issues •Increase security staff to cover all sites and times •Communicate emergency procedures to all staff •Update surveillance methods and communications systems 	<ul style="list-style-type: none"> •Percent of staff injuries and workers compensation claims each year •Completion of recommended modifications from the Safety First Vision project at all sites identified •Drill and procedure compliance rate •Implementation of a bus rider verification system •Installation of new video security systems and intercom systems 	○	○	●	●	●
		<ul style="list-style-type: none"> •Communications department to work in conjunction with district leadership to mitigate crises and ensure accurate communications with parents, community, and the news media re: school safety measures, done always in the best interest of students and their right to confidentiality •Communications department to work proactively with district leadership to prevent crises •Use various communication channels to keep key stakeholders informed, monitor for potential threats, and correct misinformation whenever possible 	Accurate/positive stories in the news: <ul style="list-style-type: none"> •Union's actions •Public opinion research to determine trust/safety levels and adequacy of communications •Favorable comments in various forms of media from parents/students/supporters 	●	●	●	●	●
	Promote and nurture healthy school and district culture	<ul style="list-style-type: none"> •Demonstrate and apply Core Values at all levels •Continue professional learning and reflection on Core Values •Ensure a shared Mission and Vision •Seek and provide high quality feedback at all levels •Promote leadership and community service opportunities for students and staff •Promote generosity through giving to the Union Schools Education Foundation, United Way, and other community agencies 	<ul style="list-style-type: none"> •School Capacity student surveys •Number of student and staff participants in community service opportunities •Amount of giving to USEF, United Way, and other agencies 	●	●	●	●	●
	Increase Support Services departmental support of the district's Mission of "100% Graduation, College and Career Ready"	<ul style="list-style-type: none"> •Expand the district offerings for job shadowing, service learning, and job experience through the Career Connect Program •Get buy-in from staff in regard to the role they can play in educating the students and in providing real job experience 	<ul style="list-style-type: none"> •Graduation rate •Number of Career Connect students participating in support services opportunities 	○	●	●	●	●
	Help Union stakeholders to fully understand and support the district's Mission of "100% Graduation, College and Career Ready"	<ul style="list-style-type: none"> •Reference the district's Mission, Core Values, and elements of the learning model in communications pieces and in PR/publicity •Share stories (news, video, social media, etc.) about the specific actions Union takes to ensure that every student graduates college and career ready, i.e., Career Connect, ECHS, Adult Ed, Aspire, and extreme efforts to track down students •Share student and teacher success stories and the many pathways to success 	<ul style="list-style-type: none"> •Patrons vote favorably for the district's bond issues •Improved donor giving through USEF/Fund the Need •Public opinion research to determine awareness and beliefs about Union among stakeholders 	●	●	●	●	●
	Protect Union's reputation across all key stakeholders -- parents, students, patrons, local/state government officials, etc.	<ul style="list-style-type: none"> •Develop and maintain positive, collaborative relationships with all stakeholders to strengthen support for Union Public Schools •Communicate proactively with all audiences with great transparency and with sensitivity to FERPA/student confidentiality issues •Plan for crises that can be anticipated and work closely with district leadership to respond quickly and responsibly to threats that have the potential to harm students, employees, or the district •Cultivate positive relationships with the news media to engender trust and professionalism 	<ul style="list-style-type: none"> •Public opinion research to determine awareness and beliefs about Union among stakeholders •Parent/public support for bond issues or other district initiatives •Favorable parent/public response to the handling of crises - letters from parents, positive social media comments, etc. •Positive news (or in many instances, no news) due to a generally favorable resolution of the crisis •Fair treatment by the news media when the district is being criticized 	●	●	●	●	●
	Maintain high trust among Union stakeholders that the district is being a good a steward of public dollars/bond funds	<ul style="list-style-type: none"> •Update Union patrons about progress of bond initiatives, dollars saved, work completed, energy efficiency achieved, etc. •Continue to cultivate a culture of transparency 	<ul style="list-style-type: none"> •Patrons vote favorably for the district's bond issues •Positive media stories on bond updates, awards for financial reporting, etc. •Public opinion research to determine Union's reputation among stakeholders 	●	●	●	●	●
Foster Union pride within schools, the district, and the community	<ul style="list-style-type: none"> •Publicize the extreme measures Union takes in order to ensure all students graduate •Showcase Union's innovation, creativity, and overall excellence in work done with students and adults •Show how work aligns with the district's strategic plan and Core Values 	<ul style="list-style-type: none"> •Graduation rates •Public support for bond initiatives •Grants and awards received by the district, our teachers, and students •Recognition by partners, media outlets, positive reviews, etc. (i.e., New York Times article and featured in books or journal articles by prominent education researchers, authors, or experts) 	●	●	●	●	●	