Steps

to # Extraordinary

DEER VALLEY
Unified School District

2023-2028
STRATEGIC PLAN

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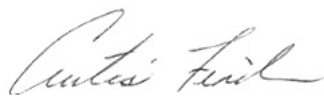
DVUSD Staff, Community, & Students:

The following document is a collection of your excellent ideas, thoughts, hopes, and dreams as the Deer Valley Unified School District (DVUSD) strives to be the best unified public school district in the entire state of Arizona. We are well on our way and the next five years of our 2023-2028 Strategic Plan will propel us to the top if we work together for the betterment of students, schools, and community.

This new plan is built upon our impressive legacy of excellence and is a purposeful collection of stakeholder input from students, parents, Governing Board members, community members, interfaith partners, support staff, teachers, principals, business partners, higher education leaders, and central office staff through surveys, interviews, focus-groups, and feedback loops. The purpose of gathering this internal and external data was to gain an understanding of where we have been and where we need to go into the future.

We believe in continuous improvement: processes and systems make us better, accountable, and laser-focused. Our Mission, Vision, and Core Values shouldn't change from year to year as they are what makes us a great organization; our execution of the following plan will be done through the lens of our DVUSD Core Values.

Thank you for your input, feedback, critiques, and encouragement. Together we can expect the best, work hard to become the best, and achieve the best. Together we are #extraordinary!

Sincerely,

Curtis Finch, PhD
Superintendent

2023-2028 STRATEGIC PLAN

Graduating lifelong learners who will successfully compete, lead, and positively impact the world.

It is our mission to provide extraordinary educational opportunities to every learner.

STRATEGIC PRIORITIES

EXCELLENCE in Student Learning	EXCELLENCE in Workforce Performance	EXCELLENCE in Stakeholder Relationships	EXCELLENCE in Organizational Improvement
PRIORITY OBJECTIVE	**PRIORITY OBJECTIVE**	**PRIORITY OBJECTIVE**	**PRIORITY OBJECTIVE**
Multi-Tiered System of Support (MTSS)	Supportive, Purposeful, Workplace Culture	Communication	Continuous Improvement
Essential Academic and Social Behaviors and Safe Learning Environments	Meaningful Professional Learning Opportunities	Community Outreach and Involvement	Documented Processes
Multiple Paths and Opportunities for Future Readiness	Employee Recruitment and Retention	Business and Community Partnerships	Optimize Resources

RAISE
THE BAR OF #EXTRAORDINARY!

E EXCELLENCE
We strive to be extraordinary

S STUDENT-DRIVEN
We put our students first

I INTEGRITY
We are honest and ethical

A ACCOUNTABILITY
We fulfill our commitments

R RESPECT

DEER VALLEY
Unified School District

We treat each other with dignity

Portrait
OF A DVUSD
Graduate

The DVUSD Portrait of a Graduate showcases the essential skills and attitudes our students will possess in order to be ready for college, career, and community.

COMMUNITY CONTRIBUTOR
creates positive change, makes informed decisions, service-oriented, **tolerant and culturally aware, financially literate**

EFFECTIVE COMMUNICATOR
demonstrates interpersonal skills, holds intelligent discussions, actively **listens, takes constructive feedback, knows how to handle conflict**

INTELLECTUALLY CURIOUS
takes initiative, academically prepared, future-ready, lifelong learner, open-minded, hopeful

PROBLEM SOLVER
collaborates, learns from failure, critical thinker, open to multiple **perspectives, flexible**

SENSE OF SELF AND OTHERS
aware of self and others, manages emotion and change, advocate, **caring, confident, self-reliant, respectful, mindful of digital footprint**

DEER VALLEY
Unified School District

Accountability Measures

Internal Oversight

DVUSD oversight consists of a shared commitment to continuous improvement and a change management system.

- Every fall, the Strategic Plan Steering Committee, composed of representative stakeholders, will convene to assess the progress on strategic goals according to the key measures. The Data Analysis Organizational Improvement Department will provide the Strategic Plan Steering Committee with relevant district and school data aligned to the strategic goals. The Strategic Plan Steering Committee will track progress and make recommendations for improvement.

- Every spring, the Strategic Plan Steering Committee will forward recommendations for improvements or adjustments to the superintendent and executive cabinet for approval and implementation. Reports on progress made toward goals are presented to the board quarterly.

External Oversight

In addition to internal oversight, DVUSD utilizes three external organizations to provide feedback and guidance for our continuous improvement plans.

Cognia is an international organization that is dedicated to advancing the quality of education for students worldwide. DVUSD received AdvancED (now Cognia) systemic accreditation in 2013 and again in 2018. Every five years, DVUSD participates in a full accreditation review process that includes a comprehensive needs assessment, stakeholder surveys, and an external review exit report.

Southwest Alliance for Excellence (SWAE) is a 501(c)(3) non-profit corporation that advances improvement and excellence in organizations, communities, and individuals throughout Arizona, Nevada, and Utah. SWAE provides DVUSD with comprehensive, cost-effective performance evaluations with extensive feedback based on the Malcolm Baldrige Criteria.

Arizona Department of Education (ADE) provides oversight by submitting applications for state and federal funding and making amendments to district and school continuous improvement plans. ADE provides monitoring and guidance to ensure DVUSD's comprehensive needs assessment aligns with improvement plans and budget expenditures

Excellence in Student Learning

DVUSD will raise student academic achievement and essential behavior to prepare our graduates for the future, including college and careers, trades, and multiple paths.

Priority Objectives:

Multi-Tiered System of Support (MTSS)

- Increase academic learning growth for all students by creating tiered levels of support driven by the collaborative PLC process.

Essential Academic and Social Behaviors and Safe Learning Environments

- Provide a safe and orderly learning environment that focuses on essential academic and social behaviors to support our students.

Multiple Paths and Opportunities for Future Readiness

- Develop and define programming that creates diverse opportunities so students will graduate prepared for college, career, and community.

Targeted Actions for Multi-Tiered System of Support (MTSS)

Tier I Instruction (Academic & Behavior)

- Develop schoolwide systems for MTSS A (Academics) and MTSS B (Behavioral) to support the needs of each student.

- Use a systematic, balanced collection of data from multiple sources (state level, district benchmark, summative, formative, informal) to create a continuous cycle of improvement for teaching and learning.

- Use classroom data to provide clear, targeted feedback to monitor and adjust instruction for student learning.

- Monitor and reduce the academic gaps for all sub-groups.

- Provide and protect time for all 3 tiers of instruction to ensure learning for all students.

- Ensure a guaranteed and viable curriculum for MTSS A and MTSS B to reduce the variance among PreK-12 classrooms.

- Implement a standards-aligned grading system that reports what students know and can do relative to the standards.

- Ensure a systematic method for breaking down essential academic and social behavioral standards to scaffold instruction for increased student learning.

- Support and leverage the process for schoolwide student intervention identification through universal screeners.

- Use research-based instructional strategies to engage all students.

Tier II Instruction (Academic & Behavior)
- Guide Collaborative Teams in the analysis of data to determine the learning and behavior needs of each student.

- Support Collaborative Teams in creating effective structures for Tier II academic and behavioral support.

- Guide schools in the development of effective schoolwide intervention teams to meet the essential academic and social behavior needs of Tier II students.

Tier III Instruction (Academic & Behavior)
- Create dynamic school-based, problem-solving site intervention teams to identify, prioritize, and monitor Tier III supports and make appropriate recommendations for student needs.

- Guide school site support teams in the analysis of data to determine the academic and behavioral needs of each student to provide Tier III remediation.

- Provide research-based Tier III resources and programs.

- Provide site intervention teams with training on best practices to support Tier III academic and behavior interventions.

Dedicated Time and Process for Teacher Collaboration

- Continuously improve the MTSS and PLC process that focuses high-functioning teams on instructional delivery and how it impacts student learning.

- Implement plans that engage all staff members in the MTSS and PLC process to meet both the academic and social behavioral needs of our students.

- Support district and schoolwide systems that promote a shared belief that all staff have a positive impact on student learning and achievement.

Targeted Actions for Essential Academic and Social Behaviors and Safe Learning Environments

- Develop an equitable, supportive culture within all schools creating a sense of belonging with caring adults who students can turn to for advice and support.

- Construct multi-tiered Positive Behavioral Interventions & Supports (PBIS) at every campus supporting essential academic and social behaviors.

- Align structures supporting essential academic and social behaviors within school regions to support consistency and common language for the students as they move between schools.

- Expand partnerships with mental and behavioral health agencies, hospitals, and universities to support student well-being.

- Develop systems so staff can support and connect students and their families with assistance in the area of behavioral health.

- Enhance student physical well-being with school and community-based health services.

- Support and enrich extended day/year opportunities and co-curricular/extracurricular activities to increase student engagement and foster a stronger student-school connection.

- Create learning opportunities for students to balance online and offline social interactions and interpersonal skills. Create opportunities to teach students how to balance technology use with offline social interactions and interpersonal skills.

- Strengthen school safety through infrastructure improvements, staff training, threat assessment procedures, and emergency response plans.

Targeted Actions for Multiple Paths and Opportunities

- Ensure all students have awareness of and access to multiple paths of future-ready skills (academic and social) and post-secondary opportunities.

- Continue and expand unique and specialized programming.

- Embed relevant learning opportunities where students can respond to complex problems and apply critical thinking skills.

- Foster positive relationships among students, their families, and the community to meet the diverse needs of all students as our community grows and evolves.

- Alleviate barriers and ensure all students have equal access to high-quality district resources and classroom learning.

- Increase opportunities for students to acquire multiple languages and cultural knowledge.

- Integrate intentional learning of life skills, civic-mindedness, digital literacy, and financial literacy into identified content and curriculum.

Accountability/Lag Measures for Excellence in Student Learning

Multi-Tiered System of Support (MTSS)

- % AASA ELA & Math Proficiency (3-8- FAY only), % ACT Math and ELA Proficiency ACT & ACT Aspire (9-11- FAY Only), AZSci Proficiency (5th, 8th, and 11th)

- % of 3rd-grade students minimally proficient on AASA ELA (FAY only)

- % of students in low learning growth category (4-8th, 11th ELA & Math)

- % of students indicating well below benchmark on end of year DIBELS (Composite, K-3)

- % Proficient on AASA/EHS/ACT for ELA/Math for subgroups (Special Education, Gifted, White, Hispanic, Black, Asian, American Indian, EL, Economically Disadvantaged)

- # and % of Discipline Referrals resulting in missed instructional time (SOC, LTS, EXP)(% is based on 100th-day enrollment)

- Chronic Absenteeism as reported by the State Department of Education

Essential Academic and Social Behaviors and Safe Learning Environments

- Tiered Fidelity Inventory Survey and Walkthrough tool

- Panorama Survey Data (1. Overall, how much do you feel like you belong at your school? 2. How connected do you feel to the adults at your school? 3. How likely is it someone from your school will bully you online? 4. How often do you worry about violence at your school? (favorable responses)

- Employee Satisfaction Survey % of Employees who Agree or Strongly Agree that 'I am physically and emotionally safe in the workplace.'

- Parent Satisfaction Survey (% of Parent and Community Members who Agree or Strongly Agree that 'My Child is physically safe in his/her school.')

- # and % of Discipline Referrals resulting in missed instructional time (SOC, LTS, EXP) (% is based on 100th-day enrollment)

- Behavioral, Physical, and Mental Health Survey (% of Employees who Agree or Strongly Agree that "Our behavioral and mental health partnerships effectively support students." new survey to be created)

Multiple Paths and Opportunities

- Participation & Success in Courses (AP, Dual Enrollment, IB, Honors, Gifted, West-MEC, CTE)

- Enrollment in unique programming options

- College & Career Readiness Points

- Enrollment in specialized programs by region

- # of opportunities/programs by region

- Parent Satisfaction Survey (New Question: % of Parent and Community Members who Agree or Strongly Agree that "My child is offered multiple paths and opportunities to become academically and socially future ready.")

Strategic Priority Area 2:

Excellence in Workforce Performance

DVUSD will hire and retain talented staff and embed high-quality, collaborative professional development to continuously increase workforce capacity and engagement.

Priority Objectives:

Supportive, Purposeful, Workplace Culture
- Foster a district culture where employees feel supported, challenged, safe to innovate, and encouraged through a purposeful workplace culture.

Meaningful Professional Learning Opportunities
- Ensure that high-quality, meaningful, purposeful, and job-embedded professional learning opportunities are provided to all employee groups.

Employee Recruitment and Retention
- Implement effective and innovative recruitment structures to address staffing needs while promoting a positive workplace culture that leads to staff retention.

Targeted Actions for Supportive, Purposeful, Collaborative Workplace Culture

- Use structured opportunities for staff to provide genuine input for decisions made regarding their work and workplace culture.

- Provide clear, streamlined, and consistent communication to employees.

- Promote differentiated employee recognition programs that demonstrate appreciation and employee value.

- Provide and expand resources to employees in order to promote their overall well-being.

- Assess and address organizational workloads and job expectations for practical implementation of job functions.

- Implement a culture where employees are appropriately challenged and engaged in their work with a sense of purpose.

- Implement a work culture where employees may problem-solve, use various strategies, and innovate in their work.

Targeted Actions for Meaningful Professional Learning Opportunities

- Provide purposeful learning opportunities for all employee groups.

- Expand job-embedded learning opportunities for all employees.

- Facilitate quality and consistent new employee onboarding opportunities for each employee group.

Targeted Actions for Employee Recruitment and Retention

- Structure plans to routinely assess district total compensation structures to be competitive for all employee groups.

- Evaluate and expand employee recruitment efforts.

- Implement innovative and varied strategies to address staffing needs.

- Facilitate a positive workplace culture that focuses on research-based strategies for employee motivation and satisfaction.

Accountability/Lag Measures for Excellence in Workforce Performance

## Supportive, Purposeful, Collaborative Workplace Culture

- Net Promoter Score (District, Employee) "On a scale of zero to ten, how likely are you to recommend this district as a place to work?"

- Employee Satisfaction Survey (% of employees who agree/strongly agree to "Overall I am satisfied with my job"; % of employees who agree/strongly agree to "I see myself working at DVUSD 2 years from now"; % of employees who agree/strongly agree to "I am valued by my principal/supervisor"; % of employees who agree/strongly agree to "I am required to do a reasonable amount of work.)

Meaningful Professional Learning Opportunities

- Employee Satisfaction Survey (Certified/Classified) (% of employees who agree/strongly agree to "I am satisfied with our efforts to establish and maintain a collaborative culture"; % of employees who agree/strongly agree to "I am supported with professional development/training"; % of employees who agree/strongly agree to "School leaders show appreciation for success in teaching or administration"; % of employees who agree/stronglyagree to "Performance is assessed objectively")

- New to Professional (NTP)/New to District (NTD) Teacher Satisfaction Survey (% of newly hired certified employees satisfied with the support received during their first year with DVUSD as indicated on the New Hire End of Year survey (New to Profession (NTP)/New to DVUSD)

Employee Recruitment and Retention

- % of certified positions filled by the first day of school

- % of classified positions filled by the first day of school

- % Retention (title/non-title) (Classified, Certified, Certified, Administrator at same campus, District Exempt, Teacher- New to Profession; New to DVUSD)

- Average Years of Teacher Experience
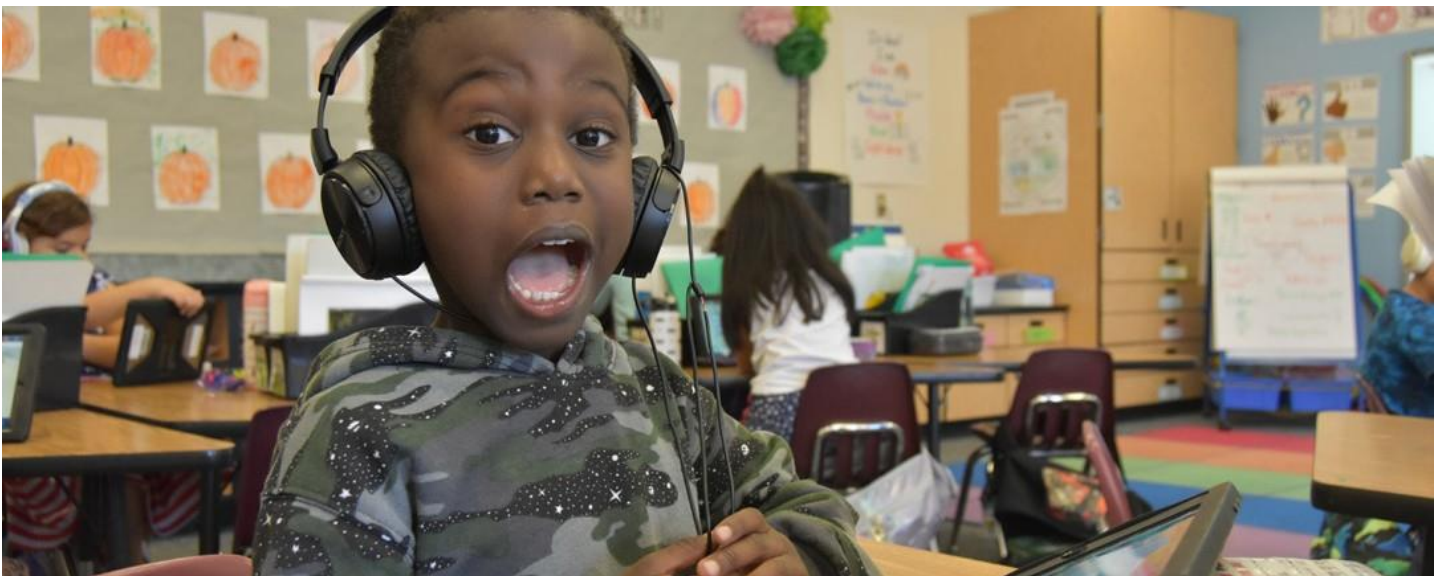
Excellence in Stakeholder Relationships

DVUSD will strengthen the collaboration of students, families, employees, Governing Board, and community members to ensure all efforts are invested in the success of our students.

Priority Objectives:

Communication
- Refine communication practices to create consistent, clear, and effective messaging to all stakeholders.

Community Outreach and Involvement
- Expand engagement with the community while increasing opportunities for involvement.

Business and Community Partnerships
- Create systems for connecting district needs with business partners to provide expanded learning opportunities for all students.

Targeted Actions for Communication

- Increase branding and marketing of DVUSD through multiple in-person and virtual modes.

- Use structured opportunities for stakeholders to provide authentic input for decisions made regarding district initiatives.

- Evaluate current district and school websites and ensure consistency, clear messaging, and current news and celebrations.

Target Actions for Community Outreach and Involvement

- Increase opportunities for engaging, fun, social community events.
- Expand educational opportunities for parents.
- Provide a systematic framework to increase opportunities for volunteerism.
- Create a district-wide system and process to connect district needs to parents, retirees, and community members.

Targeted Actions for Business Partners

- Expand opportunities to communicate with local businesses regarding partnerships with the DVUSD community.
- Develop consistent communications with business partners, showcasing the good work in DVUSD.
- Create a district-wide system and process to connect district needs to business partners.
- Increase opportunities for students to work with and learn from business partners through internships, apprenticeships, workplace tours, community service, classroom presentations, residencies, etc.

Accountability/Lag Measures for Excellence in Stakeholder Relationships

Communication

- Parent and Community Satisfaction Survey (% of parents and community members who agree/strongly agree to "The District office communicates effectively with parents and community members")
- Employee Satisfaction Survey (% of employees who agree/strongly agree to "The District office leadership communicates effectively with DVUSD employees"; % of employees who agree/strongly agree to "My school administrative team communicates effectively with teachers and staff"; % of employees who agree/strongly agree to "My school administrative team communicates effectively with parents and community members"; % of employees who agree/strongly agree to "Our department leaders communicates effectively to department staff"; % of employees who indicate they "feel fully informed or adequately informed")
- % of change in student enrollment (100th day)
- % of change in kindergarten enrollment (100th day)
- Capture Rate

Community Outreach and Involvement

- Parent and Community Satisfaction Survey (% of parents and community members who agree/strongly agree to "The District office communicates effectively with parents and community members"; % of parents and community members who agree/strongly agree to "I am satisfied with DVUSD's efforts to achieve excellence in stakeholder satisfaction and engagement")

- Employee Satisfaction Survey (% of employees who agree/strongly agree to "The District office leadership communicates effectively with DVUSD employees"; % of employees who agree/strongly agree to "My school administrative team communicates effectively with teachers and staff"; % of employees who agree/strongly agree to "My school administrative team communicates effectively with parents and community members"; % of employees who agree/strongly agree to "Our department leaders communicates effectively to department staff"; % of employees who indicate they "feel fully informed or adequately informed")

Business Partners

- # of district-wide business partners

- # of district-wide business partners providing internships and apprenticeships.

- % of engaged business partners

- Total value of contribution from business partners

- # of volunteer hours

- # of volunteers trained

Excellence in Organizational Improvement

DVUSD will operate highly effective organizational systems that are committed to continuous improvement practices and accountability.

Priority Objectives

Continuous Improvement
- Use a continuous improvement mindset that focuses on conditions, processes, and practices to improve the DVUSD system.

Documented Processes
- Establish and maintain reliable, accurate internal processes that increase efficiency.

Optimize District Resources
- Secure and deploy resources that align to the vision, mission, and strategic plan of the organization.

Targeted Actions for Continuous Improvement

- Implement a continuous improvement process that identifies the current reality, is goal-oriented and action-based, is monitored and adjusted based on data, and focuses on communication with stakeholders.

- Use data collection and analysis to guide the planning and implementation of continuous improvement efforts.

Targeted Actions for Documented Processes

- Establish, document, and maintain reliable, accurate internal processes that increase efficiency, effectiveness, and preserve institutional knowledge.

- Decrease variance in organizational systems through inter-department collaboration to strengthen support for campuses and departments.

- Remain compliant and current with federal and state directives.

Targeted Actions for Optimize District Resources

- Acquire and prioritize resources to equitably advance the district's and schools' vision, mission, and strategic goals.

- Develop transparent and fiscally responsible district and site budgets.

- Increase efficiency and effectiveness by benchmarking against local, state, national, and international industry standards.

- Evaluate district-wide programs for the production of expected outcomes, overall program impact, opportunities to improve program delivery, and fiscal impact.

- Secure voter-approved initiatives.

- Uphold safe, well-maintained, and modernized school facilities.

- Sustain and improve robust technology infrastructure and ongoing professional support to allow for high-quality instruction and opportunities.

Accountability/Lag Measures for Excellence in Organizational Improvement

Continuous Improvement

- % of schools earning an A or B letter grade from the Arizona Department of Education

- Cognia Districtwide Accreditation

- % of key student outcomes successfully achieved by schools as indicated by school target cards

- % of Balanced Scorecard indicators that show an improved trend

- Employee Satisfaction Survey (% of employees who agree/strongly agree to "I am supported in the implementation use of continuous improvement practices"; % of employees who agree/strongly agree to "How helpful is your SLO/IPP with continuous improvement"; % of employees who agree/strongly agree to "I am satisfied with our efforts to achieve excellence in organizational effectiveness and efficiency")

Documented Processes

- % of Administrative Management Guidelines (AMG) updated within 24 months

- # of audit findings and questioned costs recorded in the Single Audit Report Package (annual report)

Optimize District Resources

- % of total operational spending used for instruction, instructional support, and student support

- % of measures rated high or very high by the Auditor General Financial Risk Assessment

- Employee Satisfaction Survey (% of employees who agree/strongly agree to "Our department's organizational structure facilitates efficient workflow, information sharing, and decision making"; % of employees who agree/strongly agree to "Our district office leadership is fiscally responsible;)

- Parent Satisfaction Survey (% of parents and community members who agree/strongly agree to "The district uses money effectively")

- # of targeted programs and services evaluated with a specific outcome meeting the objective of the evaluation completed annually

Steps

to

#Extraordinary

https://www.dvusd.org/extraordinary

DEER VALLEY
Unified School District

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