

Mesa Public Schools  

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Strategic Plan  
2010-2015



**Charting  
Excellence  
Mesa Public Schools**

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Superintendent

Governing Board  
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Unprecedented Excellence in Education



# **Charting Excellence Mesa Public Schools**



## **Strategic Plan Development Team**

A representative community team was identified to facilitate the development of the Charting Excellence strategic plan priorities and goals. We appreciate the valuable contributions of the following community members:

### **Chairperson**

Dr. Michael B. Cowan, Superintendent

### **Governing Board Members**

Mr. Michael Hughes  
Mr. David Lane  
Mr. Mike Nichols  
Mr. Steven Peterson  
Mrs. Michelle Udall  
Dr. Ben Whiting

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## Acknowledgements

The superintendent and Governing Board would like to acknowledge the contribution of the national organization, The Partnership for Excellence. Under the extraordinary facilitation and direction of Dr. Judy Phillips assisted by Dr. Dennis Deardon, the Partnership worked with district administration to orchestrate opportunities for community-wide involvement into the development of the Mesa Public Schools Strategic Plan priorities and goals.



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This strategic plan, *Charting Excellence*, details the guiding philosophies, priorities, and goals for the Mesa Unified School District. The plan guides the work of the school system and engages the community to improve student achievement, and optimize human, fiscal, and programmatic resources to meet the needs of students. Primarily, the strategic plan provides the framework to ensure that the work of the school system is data driven and clearly focused on student success.

The Mesa Public Schools takes seriously their charge to ensure the success of all of our community's children while students in our schools system and after graduation as they pursue post-secondary studies or career aspirations. The strategic plan outlines initiatives, programs, and services focused to ensure the school district's mission.

Strategic planning provides a variety of purposes in school districts, including:



1. Clearly defining the purpose of the organization and to establish realistic priorities, goals, and objectives consistent with that mission in a defined time frame within the organization's capacity for implementation.
2. Communicating those goals and objectives to the school system's constituents.
3. Developing a sense of ownership of the plan.
4. Ensuring the most effective use is made of the organization's resources by focusing those resources on key priorities.
5. Providing a base from which progress can be measured and establish a mechanism for informed change when needed.
6. Listening to everyone's opinions in order to build consensus about where the organization is going.

Progress toward the achievement of goals related to the strategic plan's key priorities will be reviewed annually. Modifications will be made to respond to current trends, availability of resources, and changing district emphases as defined by the Governing Board.



The district initiated an endeavor to design a new strategic plan, entitled, Charting Excellence. During the 2009-2010 school year, a development team consisting of students, parents, staff, and community leaders, was convened to assist in the identification of school system priorities and goals. The district employed The Partnership for Excellence to facilitate the development of the district's strategic plan through the High Performance Model. The High Performance Model helps districts come to consensus on defining system-centered priorities and goals, develop the means for achieving them, and identify the tools for measuring success.

A variety of processes were implemented with the intention of seeking input from staff members across the district and the larger community.

- All district administrators were assigned to facilitate school and district department staff and representative community groups through an input solicitation process where participants were challenged to brainstorm responses and submit responses to the question: Think about the ideal school system. What would be important for our school system to do to meet the needs of students and all other school system customers and stakeholders? The process enabled the district to better define recommendations from the community and to find common categories from the responses collected.
- Nearly 20,000 responses were collected through the input solicitation process and prepared for the Strategic Plan Development Team to review, sort, classify, and use to frame district priorities and initiate the revision of the district's vision and mission statements.
- The Strategic Plan Development Team met 5 times to consider community input and to develop district priorities and goals. Six priorities were developed:
  - Learning and Achievement
  - Relevant and High-Quality Comprehensive Curriculum
  - Highly Qualified and Highly Effective Personnel
  - Safe, Healthy, and Nurturing Learning Environment
  - Students, Staff, Parents, and Community Working Together
  - Optimal and Equitable Utilization Resources
- Following the development of priorities and goals, the district administration was charged with forming priority teams to review each related goal and to develop action items associated with each goal.



## Philosophy

The Mesa Public Schools strategic plan was developed using the High Performance Model designed by the Partnership for Excellence. The High Performance Model helps education organizations become leaders of their own learning. It is a blueprint for success. The blueprint involves the development of an organization’s strategic plan which is built around ongoing thorough assessment of internal processes and capabilities. The model addresses the interconnectedness of all factors, internal and external, that will influence the journey along the path to high performance excellence.

The High performance Model incorporates the philosophy and principles of quality management. It combines research, philosophy, and understandable processes to assist all levels within education organizations. The following four drivers within the High Performance Model promote the assurance of continuous improvement over time:

- **Leaders at All Levels** means that people at every level of education must be empowered to take on responsibility and leadership necessary to achieve success.
- **Core Values** ask, “What do we believe about students and learning?” The High Performance Model is based on these eleven Core Values seen in high performance organizations:

Learning-Centered Education	Focus on the Future
Visionary Leadership	Management by Fact
Systems Perspective	Valuing Faculty, Staff and Parents
Agility	Social Responsibility
Organizational & Personal Learning	Focusing on Results & Creating Value
Managing for Innovation	

- **Customer Focus** stresses identifying customers and listening to their wants and expectations. It translates these wants and needs into priorities from which goals are developed.
- **Systems Thinking** is about alignment. It is making sure that what is done in classrooms is connected to school, district, state, and national goals. Appropriate alignment achieved only through daily focused review and adjustment of practices and policies to established goals.

The High Performance Model is the organizational system used by consultants, Partnership for Excellence, 405 Commons Walk Circle, Cary, NC 27519. It is printed in this strategic plan with permission.



## Vision Statement

A vision statement captures the long-term picture of what an organization wants to become. It must be inspirational, memorable, and reflect the desires of those with vested interests.

After input from multiple sources, the district identified a vision statement that sets high expectations for all involved in the academic success of students in the Mesa Public Schools. The following broad statement establishes a desired future condition all Mesa Public Schools employees and students can strive to achieve in their personal contributions:

**Mesa Public Schools –  
Unprecedented Excellence in Education**



## Mission Statement

A mission statement is a formal short written statement defining the purpose of an organization. The mission statement guides the actions of the school district, spells out its overall purpose, provides a sense of direction, and guides decision-making.

Responsive to the input of the Charting Excellence committee, the following mission statement was established to provide guiding direction:

**The mission of the Mesa Public Schools is to  
develop a highly educated and productive  
community, one student at a time.**

The mission statement calls for all members of the Mesa Public Schools to concentrate all efforts, and resources, to work toward ensuring that each student is equipped with the skills, attitudes, and values necessary for success in life.



## Core Values

Core values are those vital few principles that all members of the organization are expected to use, live by, and demonstrate on a daily basis, while executing their work responsibilities. Core Values are the essential and enduring tenets of an organization.

With assistance of the Charting Excellence committee, the following value statement was crafted as a guiding code for our work in Mesa Public Schools.

**In Mesa Public Schools we believe...**  
...each child is important.  
...learning is our focus.  
...collaboration and innovation are indispensable.  
...sound fiscal stewardship is essential.  
...diversity increases our opportunities.  
...success is expected and celebrated.



## Strategic Priorities and Goals

The Charting Excellence committee was charged with classifying and condensing the contributions of over 11,000 recommendations from the community. Over a period of several months, committee members carefully reviewed the inputs received, and established the following priorities and goals:

### **Priority #1: Learning and Achievement**

- Goal 1-1 Provide educational offerings which maximize learning and achievement by meeting individual student's varied needs and interests.
- Goal 1-2 Maximize the efficient and effective use of time, resources, and staff to ensure academic excellence.
- Goal 1-3 Monitor and support the academic progress of students.
- Goal 1-4 Expect all stakeholders to take personal responsibility for student learning.

## **Priority #2: Relevant and High-Quality Comprehensive Curriculum**

- Goal 2-1 Develop and implement a comprehensive, relevant curriculum that is aligned with state academic standards.
- Goal 2-2 Provide a wide range of co-curricular and extracurricular opportunities to develop a wide variety of skills.
- Goal 2-3 Provide an optimal learning environment for high student performance.
- Goal 2-4 Utilize technology that is relevant and enhances learning.

## **Priority #3: Highly Qualified and Highly Effective Personnel**

- Goal 3-1 Recruit highly qualified personnel.
- Goal 3-2 Retain highly effective personnel.
- Goal 3-3 Provide professional and personal support, recognition, and rewards.

## **Priority #4: Safe Healthy and Nurturing Learning Environments**

- Goal 4-1 Incorporate health, physical activity and nutrition concepts into the curriculum.
- Goal 4-2 Provide a safe environment.
- Goal 4-3 Maintain a clean environment.
- Goal 4-4 Provide a supportive environment for the workplace and educational excellence.

## **Priority #5: Students, Staff, Parents and Community Working Together**

- Goal 5-1 Provide timely and accurate information.
- Goal 5-2 Promotes and expand involvement with all families.
- Goal 5-3 Develop meaningful, student-oriented community partnerships.

## **Priority #6: Optimal and Equitable Utilization of Resources**

- Goal 6-1 Capitalize on all viable revenue sources.
- Goal 6-2 Allocate district resources in an equitable manner.
- Goal 6-3 Manage district resources efficiently and effectively while emphasizing quality.



**PRIORITY #1**

**DISTRICT GOAL #1**

**Learning and Achievement**

**GOAL: 1-1**

Provide educational offerings which maximize learning and achievement by meeting individual student's varied needs and interests.

ACTIONS	LEADERSHIP	TIMEFRAME	EVALUATION	STATUS
Evaluate current educational offerings, and research current literature and programs to develop a plan for what should be sustained, modified, implemented, or deleted.	Superintendents, principals, directors, and specialists	By the end of the fall semester each year	Copy of plan	TBD
Gather and organize data (internal and external) to evaluate success/effectiveness of programs, and disseminate results.	Superintendents, principals, directors, Research & Evaluation	By the end of the fall semester each year	Assessment and program results	Evaluation of Elementary Reading program by R&E. Results pending.
Prioritize identified curricular areas needing attention.	Curriculum & Instruction	By the end of the fall semester each year	Prioritized list	Reviewed end of year tests for EN09 MA27 met with Secondary principals to discuss courses Provided coaches for Elementary Reading Elementary Math
Review research for the purpose of ensuring that current and proposed educational offerings align with the district's student learning and achievement goals.	Superintendents, principals, directors, and group/s of representative stake holders	On-going	Resources and support to implement educational offerings	R&E shared research summaries from Hanover Research

*Goal 1-1 continued on next page*



**PRIORITY #1**

**Learning and Achievement**

*Goal 1-1 continued*

**DISTRICT GOAL #1**

Provide educational offerings which maximize learning and achievement by meeting individual student's varied needs and interests.

<b>ACTIONS</b>	<b>LEADERSHIP</b>	<b>TIMEFRAME</b>	<b>EVALUATION</b>	<b>STATUS</b>
Develop and implement a process for modifying or deleting current educational offerings.	Curriculum & Instruction	Fall 2011	Curriculum review process	Annually through 4C's and CAT meetings where courses are discussed and added or deleted
Develop a priority plan that describes current and proposed educational offerings, based on input from stakeholders and research.	Curriculum & Instruction	Fall 2011	Priority plan for educational offerings (i.e. course catalog)	Focus on Common Core



**PRIORITY #1**

**Learning and Achievement**

**GOAL: 1-2**

**DISTRICT GOAL #2**

Maximize the efficient and effective use of time, resources, and staff to ensure academic excellence.

ACTIONS	LEADERSHIP	TIMEFRAME	EVALUATION	STATUS
Define the efficient and effective use of time, resources, and staff in connection with the district's strategic plan (mission/vision).	Superintendents, principals, directors, and teachers	Fall 2011	Definitions of effective and efficient use of time and resources	Focus on use of Title One Specialist use of time through time and effort log
Use external sources to set district benchmarks, standards, and common vocabulary/ definitions for efficient and effective use of time, resources, and staff. Define, implement, and monitor the efficient and effective use of time, resources, and staff.	Superintendents, principals, and directors	On-going	Definitions of benchmarks, standards, and vocabulary for effective and efficient use of time	TBD as funding permits.
Develop and implement a needs assessment/self-evaluation for each department/site, based upon the district definition and pertinent data, as it relates to the efficient and effective use of time, resources, and staff.	Curriculum & Instruction, principals, and teachers	Fall 2011	Needs Assessment	Pending completion of previous two actions.
Utilize district benchmark standards, definitions, needs assessment results, and other data/research to implement an appropriate balance for the efficient and effective use of time, resources, and staff.	Superintendents, principals, directors, and teachers	Fall 2011	Comparison of standards and needs assessment with educational offerings	Pending

*Goal 1-2 continued on next page*



**PRIORITY #1**

**Learning and Achievement**

*Goal 1-2 continued*

**DISTRICT GOAL #2**

Maximize the efficient and effective use of time, resources, and staff to ensure academic excellence.

<b>ACTIONS</b>	<b>LEADERSHIP</b>	<b>TIMEFRAME</b>	<b>EVALUATION</b>	<b>STATUS</b>
Stakeholders collaborate to monitor and evaluate which processes should be sustained and supported or modified/ deleted based upon student achievement data.	Superintendents, principals, directors, teacher leadership teams, and representative stakeholders	Annually	Record of annual meetings with stakeholders	Meeting not held yet



**PRIORITY #1**

**Learning and Achievement**

**GOAL: 1-3**

**DISTRICT GOAL #3**

Monitor and support the academic progress of students.

ACTIONS	LEADERSHIP	TIMEFRAME	EVALUATION	STATUS
Schools will use a variety of assessments including formative, summative, and other measures to monitor student progress.	Principals, teachers, Curriculum & Instruction, and Research & Evaluation	Year round	Use reports	Acuity Reports Math Benchmarks CRT's and AIMS results
Training of educators at all levels of the organization on the use of assessments and data systems and how to use the data to drive instruction.	Superintendency	On-going	Training reports	DASH and ongoing Acuity training
Set clear expectations on the use of data, provide tools to collect and disseminate data, and use data to monitor the progress of students.	Superintendency, principals, and teacher leaders	Start of school year	Artifacts showing how expectations were communicated	Quarterly visits to schools conducted by Superintendency and leadership team
Schools and departments will use the Professional Learning Communities model to support the academic achievement of students.	Professional Development	On-going	Minutes of PLC meetings	Documentation reviewed quarterly by leadership team
Training of administrators, teachers, and staff in the use of the PLC model.	Building administrators	On-going	Record of training (i.e. sign-in sheets)	Use of General Admin. meetings and Area meetings for trainings

*Goal 1-3 continued on next page*



**PRIORITY #1**

**Learning and Achievement**

*Goal 1-3 continued*

**DISTRICT GOAL #3**

Monitor and support the academic progress of students.

<b>ACTIONS</b>	<b>LEADERSHIP</b>	<b>TIMEFRAME</b>	<b>EVALUATION</b>	<b>STATUS</b>
Departments will use the PLC or a comparable model to support district or department goals.	District Leadership	Spring	Evidence of a PLC-like process	Evidence pending collection
Develop a system to monitor the implementation of PLCs in schools and departments.	Superintendency, Human Resources, principals, and teacher leaders	Start of school year	Written description of system	Superintendency and/or leadership visits to schools
Create a system (ex. TAT) in which teams look at all data sources on a student to see if there are social, academic, and/or emotional interventions needed to support academic achievement.	Superintendency, principals, directors, and teachers	Spring	Minutes or other evidence of meetings	Weekly PLC meetings for teams to review individual student data.  TAT meetings as needed.



**PRIORITY #1**

**Learning and Achievement**

**GOAL: 1-4**

**DISTRICT GOAL #4**

Expect all stakeholders to take personal responsibility for student learning.

ACTIONS	LEADERSHIP	TIMEFRAME	EVALUATION	STATUS
Communicate learning and achievement expectations and goals.	Superintendency, principals, directors, and specialists	On-going	Evidence of messages, PowerPoints, articles, agendas, etc.	Ongoing distribution of school newsletters to staff and community GAM presentations Achievement and accountability review
Establish a common understanding of each stakeholder's role in student learning, i.e. student- personal goals; teacher- grade level expectations in terms of student learning.	Superintendency, principals, directors, teacher leadership teams, and groups of representative stakeholders	On-going	PD provided	Incentive goal system
Develop a shared vision and have a thorough understanding among all stakeholders of what students are expected to know and be to able to do at each grade level.	Curriculum & Instruction staff, principals, and superintendency	On-going	Artifacts of how it was communicated	C&I website outlining expectations by grade level and subject
Develop a process for documenting, monitoring, and communicating achievement goals.	Superintendency, Research & Evaluation, Curriculum & Instruction, and Area Superintendents	Start of school year	A written description of the process, evidence that the process is followed (i.e. records showing goals are documented.	School-wide incentive plan submitted yearly with documentation of goal completion Ed Services has a document describing the process.

*Goal 1-4 continued on next page*



**PRIORITY #1**

**Learning and Achievement**

**GOAL: 1-4 continued**

**DISTRICT GOAL #4**

Expect all stakeholders to take personal responsibility for student learning.

ACTIONS	LEADERSHIP	TIMEFRAME	EVALUATION	STATUS
Create a culture where staff takes responsibility for continuous personal and professional learning.	Principals and teachers	On-going	PD received, school PD plans	PD plan imbedded in incentive plan
Develop a culture of routine analysis pertaining to student learning.	Superintendency, principal, directors, and teacher leadership teams	On-going	Evidence of routine analysis (i.e. agendas)	Quarterly site visits required schools to do an analysis of data
Gathering and analyzing data to identify discrepancies between actual results and desired results for learning.	Superintendency, principal, directors, and teacher leadership teams	Summer and early fall	Data reports	Annually R&E provides schools reports with detailed information on CRT, AIMS and other tests.
Establish structures that allow ample time on a weekly basis for collaboration to increase capacity for continuous learning.	Superintendency, and principals	Start of year	School schedules	PLC time which includes weekly late start or early release of students

*Goal 1-4 continued on next page*



**PRIORITY #1**

**Learning and Achievement**

*GOAL: 1-4 continued*

**DISTRICT GOAL #4**

Expect all stakeholders to take personal responsibility for student learning.

ACTIONS	LEADERSHIP	TIMEFRAME	EVALUATION	STATUS
<p>Create a culture where parents take responsibility for continuous parent and student learning. Involve families and community members in the design and implementation of educational services for all students.</p>	<p>Superintendency, principal, directors, teacher leadership teams, and parent/ community liaisons</p>	<p>On-going</p>	<p>Parent use of Portal, Parent University participation, sign-in sheets, surveys or other evidence of family and community member involvement</p>	<p>Parent portal expanded to a Smartphone AP, parent teacher conferences in elementaries, ConnectEd usage,</p>
<p>Develop a systemic plan for parent outreach/engagement that supports teaching and learning.</p>	<p>Superintendency, principal, directors, teacher leadership teams, and parent/ community liaisons</p>	<p>Fall</p>	<p>A written plan</p>	<p>Title One parent involvement annual plan</p>
<p>Educate parents regarding best practices for student learning.</p>	<p>Principals, teachers, and parent liaisons</p>	<p>On-going</p>	<p>Artifacts of information provided to parents, and number of parents reached</p>	<p>Survey to parents at Title One schools along with membership on the Title One school committees Toyota Family Literacy Grant Family Support Specialist at the elementary level.</p>



**PRIORITY #2**

**DISTRICT GOAL #1**

**Relevant and High-Quality Comprehensive Curriculum**

**GOAL: 2-1**

Develop and implement a comprehensive, relevant curriculum that is aligned with state academic standards.

ACTIONS	LEADERSHIP	TIMEFRAME	EVALUATION	STATUS
Conduct an annual evaluation of curriculum alignment to state standards.	Assistant Superintendent for Curriculum & Instruction, curriculum directors, and content specialists	Spring through fall	Annual report to Assistant Superintendent, budget request documents from each content area, and District Assessment Plan	On-going. Current work is K-2 ELA/Math and 7-9 ELA AZ Common Core Stds alignment; 3-6 transition documents completed.
Recommend, if necessary, curriculum modifications to Assistant Superintendent and CCAP.	Assistant Superintendent for Curriculum & Instruction, curriculum directors, and content specialists	Spring through fall	Annual report to Assistant Superintendent, budget request documents from each content area, and District Assessment Plan	Fall 2012 several grade levels of CC curriculum docs
Conduct a resource audit to determine if additional resources are needed.	Assistant Superintendent for Curriculum & Instruction, curriculum directors, and content specialists	Spring through fall	Annual report to Assistant Superintendent, budget request documents from each content area, and District Assessment Plan	On-going. Current priority work is in K-2 ELA/Math & 7-9 ELA; subsequent work is for 3-6 ELA/Math, 7-12 Math and 10-11 ELA; annual supplemental RFP conducted in reading & math.

*Goal 2-1 continued on next page*



**PRIORITY #2**

**DISTRICT GOAL #1**

**Relevant and High-Quality Comprehensive Curriculum**

*Goal 2-1 continued*

Develop and implement a comprehensive, relevant curriculum that is aligned with state academic standards.

<b>ACTIONS</b>	<b>LEADERSHIP</b>	<b>TIMEFRAME</b>	<b>EVALUATION</b>	<b>STATUS</b>
Conduct a review of district assessments to determine if revision is needed.	Assistant Superintendent for Curriculum & Instruction, curriculum directors, and content specialists	Spring through fall	Annual report to Assistant Superintendent, budget request documents from each content area, and District Assessment Plan	K-6 PE, 7-12 Athletics, K-6 Art, K-6 Music and CTE all working to create/revise assessments; 1-2 CRTS new for 2012-13 (CC aligned);
Annually review assessment data to determine priorities for professional development, curriculum revision, or other instructional support.	Curriculum directors and content specialists		Report submitted to each curriculum director and Assistant Superintendent	On-going. Data determines PD by content area, reading/math coach placement. Heavy focus on CC ELA & Mathematical Practices, revision of MesaREADS courses.



**PRIORITY #2**

**DISTRICT GOAL #2**

**Relevant and High-Quality Comprehensive Curriculum**

**GOAL: 2-2**

Provide a wide range of co-curricular and extracurricular opportunities to develop a wide variety of skills.

<b>ACTIONS</b>	<b>LEADERSHIP</b>	<b>TIMEFRAME</b>	<b>EVALUATION</b>	<b>STATUS</b>
Establish an extracurricular/co-curricular leadership committee.	Assistant Superintendent for Curriculum & Instruction and curriculum directors (Community Ed, CTE, Athletics, Creative & Performing Arts)	Spring of each year	Artifacts related to the number of offerings through Community Education, artifacts related to the number of participants, and report to Assistant Superintendent for budget considerations	Established and working. Led by Tot Wallace Community Education
Conduct an annual evaluation of current extracurricular/co-curricular offerings.	Assistant Superintendent for Curriculum & Instruction and curriculum directors (Community Ed, CTE, Athletics, Creative & Performing Arts)	Spring of each year	Artifacts related to the number of offerings through Community Education, artifacts related to the number of participants, and report to Assistant Superintendent for budget considerations	On-going. Report of "season" participation for extra-curricular programs is submitted quarterly for review along with financials.

*Goal 2-2 continued on next page*



**PRIORITY #2**

**Relevant and High-Quality Comprehensive Curriculum**

*Goal 2-2 continued*

**DISTRICT GOAL #2**

Provide a wide range of co-curricular and extracurricular opportunities to develop a wide variety of skills.

<b>ACTIONS</b>	<b>LEADERSHIP</b>	<b>TIMEFRAME</b>	<b>EVALUATION</b>	<b>STATUS</b>
<p>Recommend, if necessary, modifications to Assistant Superintendent.</p>	<p>Assistant Superintendent for Curriculum &amp; Instruction and curriculum directors (Community Ed, CTE, Athletics, Creative &amp; Performing Arts)</p>	<p>Spring of each year</p>	<p>Artifacts related to the number of offerings through Community Education, artifacts related to the number of participants, report to Assistant Superintendent for budget considerations</p>	<p>On-going due each March.</p>
<p>Conduct a resource audit to determine if additional resources are needed.</p>	<p>Assistant Superintendent for Curriculum &amp; Instruction and curriculum directors (Community Ed, CTE, Athletics, Creative &amp; Performing Arts)</p>	<p>Spring of each year</p>	<p>Artifacts related to the number of offerings through Community Education, artifacts related to the number of participants, report to Assistant Superintendent for budget considerations</p>	<p>On-going due each March</p>



**PRIORITY #2**

**Relevant and High-Quality Comprehensive Curriculum**

**GOAL: 2-3**

**DISTRICT GOAL #3**

Provide an optimal learning environment for high student performance.

ACTIONS	LEADERSHIP	TIMEFRAME	EVALUATION	STATUS
Establish and utilize consistent Basic Instructional Skills including: <ul style="list-style-type: none"> <li>• Classroom Management</li> <li>• Learning Objective</li> <li>• Task Analysis</li> <li>• Assessment</li> <li>• Student Engagement</li> <li>• Technology Integration</li> </ul>	Assistant Superintendent for Curriculum & Instruction, curriculum directors, content specialists, and PD specialists	Year round	Completed modules, and training implementation at site	-Established and implemented. These required training expectations are now a permanent part of our professional culture.  -AITTS (tech eval summary data shows positive growth)
Create and maintain Professional Learning Communities.	Building level administrators, leadership teams, and teachers		Completed Guiding Coalition Training and artifacts (kept at each site) including agendas, summaries, and products such as formative assessment and associated data.	Established. Year 3 complete. New administrators are required to attend training to ensure this is part of our MPS school culture.



**PRIORITY #2**

**Relevant and High-Quality Comprehensive Curriculum**

**GOAL: 2-4**

**DISTRICT GOAL #4**

Utilize technology within the curriculum that is relevant and enhances learning.

ACTIONS	LEADERSHIP	TIMEFRAME	EVALUATION	STATUS
<p>Conduct an annual evaluation of technology usage in the district (hardware and software).</p>	<p>Assistant Superintendent Business and Support Services, Assistant Superintendent Curriculum &amp; Instruction, Director of Information Systems, and Department Specialist for Ed. Tech</p>	<p>Annual Tech Plan Review and Bi-weekly meetings</p>	<p>Completed Tech Plan</p>	<p>Biweekly tech meetings are held; suspended for summer 2012 until new IS Director is hired. Tech plan is up to date, but no longer required by ADE.</p>
<p>Recommend, if necessary, software and/or hardware modifications to Asst. Superintendents for C&amp;I and Business Services.</p>	<p>Assistant Superintendent Business and Support Services, Assistant Superintendent Curriculum &amp; Instruction, Director of Information Systems, and Department Specialist for Ed. Tech</p>	<p>Annual Tech Plan Review and Bi-weekly meetings</p>	<p>Completed Tech Plan</p>	<p>Most recent was development of 21<sup>st</sup> Century Learner Tech classroom expectations in order to complete Title refresh; e-rate and other infrastructure needs have been identified.</p>

*Goal 2-4 continued on next page*



**PRIORITY #2**

**Relevant and High-Quality Comprehensive Curriculum**

*Goal 2-4 continued*

**DISTRICT GOAL #4**

Utilize technology within the curriculum that is relevant and enhances learning.

ACTIONS	LEADERSHIP	TIMEFRAME	EVALUATION	STATUS
<p>Conduct a resource audit to determine if additional resources are needed.</p>	<p>Assistant Superintendent Business and Support Services, Assistant Superintendent Curriculum &amp; Instruction, Director of Information Systems, and Department Specialist for Ed. Tech</p>	<p>Annual Tech Plan Review and Bi-weekly meetings</p>	<p>Completed Tech Plan</p>	<p>See above</p>
<p>Conduct a review of available or potential funding sources.</p>	<p>Assistant Superintendent Business and Support Services, Assistant Superintendent Curriculum &amp; Instruction, Director of Information Systems, and Department Specialist for Ed. Tech</p>	<p>Annual Tech Plan Review and Bi-weekly meetings</p>	<p>Completed Tech Plan</p>	<p>Bond issue will be placed on Nov 2012 budget. Title I funding was used to “refresh” eligible Title schools in spring 2011.</p>



**PRIORITY #3**

**Highly Qualified and Highly Effective Personnel**

**GOAL: 3-1**

**DISTRICT GOAL #1**

Recruit highly qualified personnel.

ACTIONS	LEADERSHIP	TIMEFRAME	EVALUATION	STATUS
Participate and analyze data and effectiveness of job fairs, both locally and nationally, as appropriate to needs.	Human Resources staff in collaboration with appropriate departments and administrators.	Fall of each year	Look at areas of high needs and available candidates	SpEd, Math, Science continue to be difficult to fill
Update and enhance recruitment materials by the use of technology and alternative recruiting methods.	Human Resources staff, departments, and administrators (HRSDA)	Continuous		Subscribed to several on-line recruiting sites
Research and develop an RFP for the purchase of an online teacher candidate assessment tool for use in conjunction with the online application system	Pete Lesar Jill Bonewell	After implementation of online application		Currently completing RFP process for online application
Improve capacity of administrators and supervisors to identify and select high potential new employees.	Pete Lesar Jill Bonewell	After implementation of online application	Ability of administrators to review all information regarding new applicants by using report function of new online application system	In Process

*Goal 3-1 continued on next page*



**PRIORITY #3**

**Highly Qualified and Highly Effective Personnel**

*Goal 3-1 continued*

**DISTRICT GOAL #1**

Recruit highly qualified personnel.

<b>ACTIONS</b>	<b>LEADERSHIP</b>	<b>TIMEFRAME</b>	<b>EVALUATION</b>	<b>STATUS</b>
Focus on recruiting efforts to create a more diverse applicant pool.	Jill Bonewell	Continuous	Use AAEE recommended minority serving recruitment events.	Went to 2 recruitment events Joined Hispanic School Administrators Association



**PRIORITY #3**

**Highly Qualified and Highly Effective Personnel**

**GOAL: 3-2**

**DISTRICT GOAL #2**

Retain highly qualified personnel.

ACTIONS	LEADERSHIP	TIMEFRAME	EVALUATION	STATUS
Increase community partnerships and vary communication to employees about the benefits of working for Mesa Public Schools.	Human Resources staff in collaboration with appropriate departments and administrators.			
Continue the Tuition Reimbursement Program.		Continuous and as funding is available	July summary reports of TR usage	Program still actively used by both certified and classified
Encourage the development of employee recognition and award programs.	HRSDA	Continuous		
Compute and analyze employee exit surveys to develop employee retention strategies.	HR Staff	Continuous		Ongoing review of exit surveys
Continue to conduct market analysis, comparing salaries and benefit packages with like entities as well as continue to examine internal and external equity issues.	HR Staff	As needed		Ongoing process by HR analyst

*Goal 3-2 continued on next page*



**PRIORITY #3**

**Highly Qualified and Highly Effective Personnel**

*Goal 3-2 continued*

**DISTRICT GOAL #2**

Retain highly qualified personnel.

<b>ACTIONS</b>	<b>LEADERSHIP</b>	<b>TIMEFRAME</b>	<b>EVALUATION</b>	<b>STATUS</b>
Provide incentives for effective teachers to serve in the highest needs schools.	Kevin Mendivil, Carolyn O'Reilly, and other appropriate department administrators	2011-2012 depending on availability of funding		?
Implement new evaluation system.	Pete Lesar Jill Bonewell	2012-2013		



**PRIORITY #3**

**Highly Qualified and Highly Effective Personnel**

**GOAL: 3-3**

**DISTRICT GOAL #3**

Provide professional and personal support, recognition, and rewards.

<b>ACTIONS</b>	<b>LEADERSHIP</b>	<b>TIMEFRAME</b>	<b>EVALUATION</b>	<b>STATUS</b>
Enhance new employee orientation to promote benefits, mission statement, District goals, employee and student achievements, and policies and procedures	Human Resources staff in collaboration with appropriate departments and administrators.	Continuous		Orientations updated to include changes to mission and vision and to include additional resources for teachers
Continue to provide excellent service to teachers, principals, students and parents in efforts to increase student achievement.	Human Resources	Continuous	Department surveys	Maintained level of service with .02%
Continue the development of on-the-job training opportunities in conjunction with the mentor-mentee programs	Human Resources	As needed		
Advocate for the availability of professional development resources in the area of technology for all employees.	Human Resources	Continuous		

*Goal 3-3 continued on next page*



**PRIORITY #3**

**Highly Qualified and Highly Effective Personnel**

*Goal 3-3 continued*

**DISTRICT GOAL #3**

Provide professional and personal support, recognition, and rewards.

<b>ACTIONS</b>	<b>LEADERSHIP</b>	<b>TIMEFRAME</b>	<b>EVALUATION</b>	<b>STATUS</b>
Continue training for administrators and supervisors on legal topics and District policies and procedures.	Human Resources	Continuous	Surveys for feedback	Haven't done this year for all – only new administrators
Develop training materials that use a variety of multi-media and web-based options.	Human Resources staff and EdTV	Continuous		
Continue to publish the Human Resources Matters monthly newsletter, further refine and regularly update information on the District's website.	Human Resources	Continuous		HR Matters still published Website routinely updated as needed with current info



**PRIORITY #4**

**Safe Healthy, and Nurturing Learning Environments**

**GOAL: 4-1**

**DISTRICT GOAL #1**

Incorporate health, physical activity, and nutrition concepts into the curriculum.

ACTIONS	LEADERSHIP	TIMEFRAME	EVALUATION	STATUS
Develop nutrition kits as part of science and align with state standards.	Food and Nutrition Department, and District Science Department	Standards revised by the state. Just completed will need to be incorporated into district curriculum	Development and implementation of the nutritional kits in the classrooms	Ongoing
Incorporate physical activity in the classrooms and school.	Director of Athletics and Elementary Physical Education Department Specialist	Introduced to school staff by school Physical Education Instructors 2011-2012.	In development	Classroom Activity Breaks/Brain Breaks are being utilized by individual teacher/schools at their discretion.
Ensure that physical education is supported by the district.	Director of Athletics and Elementary Physical Education Department Specialist	Will need to be reviewed. DFT2 to recommend to Governing Board requirement for Jr High Phys Ed.	Board approval of DFT2 recommendations	Current requirements: K-6= 2 classes per week for 30 minutes each. 7-8= one semester of PE per year. 9-12= 2 semesters of PE during their 4 yrs. of HS.
Develop a Character Ed program at each site.	Guidance Dept.	End of school year 2011-2012	Number of referrals	Ongoing

*Goal 4-1 continued on next page*



**PRIORITY #4**

**Safe Healthy, and Nurturing Learning Environments**

*Goal 4-1 continued*

**DISTRICT GOAL #1**

Incorporate health, physical activity, and nutrition concepts into the curriculum.

<b>ACTIONS</b>	<b>LEADERSHIP</b>	<b>TIMEFRAME</b>	<b>EVALUATION</b>	<b>STATUS</b>
Communicate the benefits of healthy lifestyle changes and increase employee involvement in wellness activities.	Employee Benefits Department	Pertinent information is shared with district staff through district publications and communiqués	Level of participation district wide in programs	Ongoing
The District will sponsor the National School Breakfast and Lunch Program at all sites.	Governing Board	Completed	Implementation of programs on each elementary campus that qualifies for the program	Meal Program is on-going on all campuses and dynamic.
School menus will be designed to meet the goals of the USDA's Dietary Guidelines for Americans.	Food and Nutrition	Completed	Feedback from USDA	In compliance
Menus will include a variety of fresh food items and provide a broad selection of alternative options to meet the needs of a diverse population.	Food and Nutrition	Completed	Review of Menus	Ongoing and expanding.
All foods available on campus will be nutrient rich and support healthy food choices.	Food and Nutrition	Completed	List of food items	USDA will be issuing regulations defining nutrient standards for foods available on a school campus during the school day.



**PRIORITY #4**

**Safe Healthy, and Nurturing Learning Environments**

**GOAL: 4-2**

**DISTRICT GOAL #2**

Provide a safe environment.

<b>ACTIONS</b>	<b>LEADERSHIP</b>	<b>TIMEFRAME</b>	<b>EVALUATION</b>	<b>STATUS</b>
Develop standard protocols/formula for determination of proper distribution of School Resources Officers.	Superintendency and Director of School Safety and Security	Prior to the start of the 2010-2011 school year	Review of plan to place SRO's at each site	Ongoing evaluation of crime stats and calls for service
Determine Funding Sources for School Resources Officers.	Superintendency and Mesa City Police Chief	Prior to the start of the 2010-2011 school year	Funding of officers	11 funded by grant, 2 by MPD, 5 by MPS
Placement of School Resources Officers.	Superintendency and Director of School Safety and Security	Prior to the start of the 2010-2011 school year	List of SRO's and school placements	Ongoing evaluation of crime stats and calls for service
Training mandated at both the district and school levels.	Director of School Safety and Security	2010-2011	Review of number of trainings completed by Security personnel	Trainings scheduled 3 times/year(Aug, Nov, March)
Protocols for patrol and response (proactive vs. reactive).	Director of School Safety and Security	2010-2011	Review of district-based Security personnel's logs and incident reports	Ongoing review of logs/crime trends/protocols
Develop a plan for efficient use of security cameras at secondary schools and on district buses.	Director of School Safety and Security	2010-2011	Ongoing reviews to determine locations	Systems added to 23 sites in 2012



**PRIORITY #4**

**DISTRICT GOAL #3**

**Safe Healthy, and Nurturing Learning Environments**

**GOAL: 4-3**

Maintain a clean environment by developing standards for custodial supervision and compliance of maintenance.

ACTIONS	LEADERSHIP	TIMEFRAME	EVALUATION	STATUS
Ensure that repairs are completed in a timely manner.	Director of Operations	2010-2011	Reduction in concerns	94% of work orders approved are completed and closed within 3 months.
Consistent cleaning/restocking.	Director of Operations	2010-2011	Reduction of calls from sites with concerns about cleanliness of campus	Concerns are followed up with onsite inspection and meeting with reporting party. Inspections results are reviewed for additional follow up as needed.
Develop protocols for a follow-up.	Director of Operations	2010-2011	Reduction in the number of calls from sites	Concerns are followed up with phone call and/or site meeting with reporting party from the appropriate operations director or supervisor.
Tracking of work orders and prioritization process.	Director of Operations	Already in use	Review of aging reports	Aging reports are reviewed by shop and technician on a quarterly basis, with any work orders over 3 months old reassessed and prioritized.



**PRIORITY #4**

**Safe Healthy, and Nurturing Learning Environments**

**GOAL: 4-4**

**DISTRICT GOAL #4**

Provide a supportive environment for the workplace and educational excellence.

<b>ACTIONS</b>	<b>LEADERSHIP</b>	<b>TIMEFRAME</b>	<b>EVALUATION</b>	<b>STATUS</b>
Provide training on effective classrooms management skills.	Site administrators, Title 1 Specialist and District Professional Development Department	2010-2011	Decrease in the number of referrals, decrease in the number of concerns received from parents	Ongoing through Professional Development
Work with schools to develop school-wide discipline plans.	Site administrators and Area Assistant Superintendents	2010-2011	Completion of school-wide discipline plans, collection of plans, and review by Area Assistant Superintendents	Ongoing
Develop Professional Learning Communities.	Professional Development Department and Site Administrators	Implementation at all three levels should be completed by the end of the 2010-2011 school year	Site visits, completion of site plans, and review of team planning sheets.	Implemented 2010 and continues to be a focus of professional development



**PRIORITY #5**

**Students, Staff, Parents, and Community Working Together**

**GOAL: 5-1**

**DISTRICT GOAL #1**

Provide timely and accurate information.

ACTIONS	LEADERSHIP	TIMEFRAME	EVALUATION	STATUS
Survey Mesa Public Schools staff for communications preferences of information and format.	Community Relations and Research and Evaluation	2011-2012	Results of baseline survey	Survey conducted spring, 2011. Employee preferences were mixed and align with ease of computer access.
Based on survey results, create, update, or continue communications to best provide timely and accurate information for Mesa Public Schools staff.	Community Relations and Superintendency	2011-2012 to 2012-2013	Communications Plan	Weekly supt. E-newsletters Electronic & paper reports
Support and enhance collaboration within and between schools and district departments <ul style="list-style-type: none"> <li>• Service expectations</li> <li>• Professional Learning Communities</li> </ul>	Superintendency, school and department administrators, and school and department staff	2011-2012 to 2012-2013	Results of subsequent surveys	Establishment of superintendency and department PLC's
Survey Mesa Public Schools parents for communications preferences and format.	Community Relations and Research and Evaluation	2011-2012	Results of survey	Planned for fall, 2012.
Identify communications barriers indicated by Mesa Public Schools parents.	Community Relations and Research and Evaluation	2011-2012	Results of survey	Fall, 2012.

*Goal 5-1 continued on next page*



**PRIORITY #5**

**Students, Staff, Parents, and Community Working Together**

*GOAL: 5-1 continued*

**DISTRICT GOAL #1**

Provide timely and accurate information.

<b>ACTIONS</b>	<b>LEADERSHIP</b>	<b>TIMEFRAME</b>	<b>EVALUATION</b>	<b>STATUS</b>
Based on survey results, create, update, or continue communications to best provide timely and accurate information for Mesa Public Schools staff.	Community Relations and Superintendency	2011-2012 to 2012-2013	Communications Plan	



**PRIORITY #5**

**Students, Staff, Parents, and Community Working Together**

**GOAL: 5-2**

**DISTRICT GOAL #2**

Promote and expand involvement with all families.

ACTIONS	LEADERSHIP	TIMEFRAME	EVALUATION	STATUS
Use a Mesa Public Schools parent survey to identify range of activities (reading to child, volunteering at school) and the parents' perception of their involvement.	Community Relations and Research and Evaluation	2012-2013	Results of baseline survey	Projected for Fall, 2012
Use a Mesa Public Schools parent survey to identify the parents' connection to the school.	Community Relations and Research and Evaluation	2012-2013	Results of baseline survey	Fall, 2012
Communicate to school staff the parents' perception of their involvement and their connection to the school.	Area Superintendents	2012-2013 to 2013-2014	Communication of the information to and recording feedback from school staff	Fall, 2012
Development of strategies to encourage parent involvement.	School principals and staff	2012-2013	Agreement on strategies that meet the needs of school staff and parents	Fall, 2012
Implementation of strategies to encourage parent involvement.	School principals and staff	2012-2013	Results of subsequent surveys	2012-2013 school year



**PRIORITY #5**

**Students, Staff, Parents, and Community Working Together**

**GOAL: 5-3**

**DISTRICT GOAL #3**

Develop meaningful, student-oriented community partnerships.

ACTIONS	LEADERSHIP	TIMEFRAME	EVALUATION	STATUS
Create a process and guidelines to create and maintain student-oriented partnerships.	Superintendency	2010-2011	Creation of new partnerships and continuation of existing partnerships	Audit services currently available and potential partnerships completed Spring, 2012.
Know the community and be aware of local businesses and social service organizations.	District administrators	Ongoing	Creation of new partnerships and continuation of existing partnerships	Audit of social service agencies to help students completed Fall, 2011. Supt. Joined Chamber Board, Fall, 2011.
Support schools in the creation of partnerships through professional development.	Professional Development	2011-2012	Creation of new partnerships and continuation of existing partnerships	Projected for 2012-2013 school year.



**PRIORITY #6**

**Optimal and Equitable Utilization of Resources**

**GOAL: 6-1**

**DISTRICT GOAL #1**

Capitalize on all viable revenue sources.

ACTIONS	LEADERSHIP	TIMEFRAME	EVALUATION	STATUS
Identify current and potential revenue sources.	Assistant Superintendent of Business and Support Services	2011-2012	Report of viable revenue sources developed and communication plan executed	George Ziegler and Bobette Sylvester prepared a report of fund balances for the review of the Governing Board.
Provide and support opportunities to pursue available revenue sources.	Assistant Superintendent of Business and Support Services	2011-2012	Support plan designed and implemented	<ol style="list-style-type: none"> <li>1. Grant opportunities are communicated through the Grant Support office or in WithInSight.</li> <li>2. Bobette Sylvester worked with the Facilities Planning Committee to consider bond funds for existing facility needs.</li> </ol>
Educate and provide consistent communication to schools, departments, and the community regarding the various funding opportunities.	Assistant Superintendent of Business and Support Services	2011-2012	Communication plan designed and messages delivered	We facilitated the preparation of the Facilities Master Plan and distributed it to all committee members, the Governing Board and the press.
Establish on-going public relations campaign.	Assistant Superintendent of Business and Support Services	2011-2012	Communication plan designed and messages delivered	We're preparing information to be distributed to the community on the upcoming bond.

*Goal 6-1 continued on next page*



**PRIORITY #6**

**Optimal and Equitable Utilization of Resources**

**GOAL: 6-1 continued**

**DISTRICT GOAL #1**

Capitalize on all viable revenue sources.

<b>ACTIONS</b>	<b>LEADERSHIP</b>	<b>TIMEFRAME</b>	<b>EVALUATION</b>	<b>STATUS</b>
Prepare an annual revenue report for each site.	Assistant Superintendent of Business and Support Services	2012-2013	Annual site revenue reports completed	
Develop and implement site plans to support improvement.	Assistant Superintendent of Business and Support Services	2012-2013	Annual site revenue plans completed and implemented	



**PRIORITY #6**

**Optimal and Equitable Utilization of Resources**

**GOAL: 6-2**

**DISTRICT GOAL #2**

Allocate district resources in an equitable manner.

<b>ACTIONS</b>	<b>LEADERSHIP</b>	<b>TIMEFRAME</b>	<b>EVALUATION</b>	<b>STATUS</b>
Identify and document how district resources are currently allocated.	Assistant Superintendent of Business and Support Services	2011-2012	Resource allocation process report completed	George Ziegler has documented the allocation of staffing and resources methodology for sites.
Implement an inclusive and transparent resource allocation process.	Assistant Superintendent of Business and Support Services	2012-2013	Budget committee established and final resource allocation process recommended	
Review and refine the criteria upon which resources are allocated.	Assistant Superintendent of Business and Support Services	2012-2013	Information gathered and official recommendations identified	
Communicate the allocation process and criteria with schools, departments, and the community.	Assistant Superintendent of Business and Support Services	2012-2013	Communication plan designed and executed	
Review and revise the allocation process and criteria annually.	Assistant Superintendent of Business and Support Services	2013-2014	Process analysis and recommended revisions complete	



**PRIORITY #6**

**Optimal and Equitable Utilization of Resources**

**GOAL: 6-3**

**DISTRICT GOAL #3**

Manage district resources efficiently and effectively while emphasizing quality.

ACTIONS	LEADERSHIP	TIMEFRAME	EVALUATION	STATUS
Identify the current and potential efficiency and quality measures for each site.	Assistant Superintendent of Business and Support Services	2011-2012	Report of potential measures developed	We've worked with Operations to document monthly utility costs per type and site in order to identify opportunities for consumption reduction and cost savings.
Establish standards and measures of efficiency and quality.	Assistant Superintendent of Business and Support Services	2012-2013	Measures established and strategies developed	
Communicate the established standards/measures with schools and departments.	Assistant Superintendent of Business and Support Services	2012-2013	Communication plan designed and training provided	
Prepare an annual resource efficiency report for each site.	Assistant Superintendent of Business and Support Services	2014-2015	Annual site efficiency reports designed, completed, and published	
Develop and implement site resource efficiency plans to support improvement.	Assistant Superintendent of Business and Support Services	2014-2015	Annual site efficiency plans created and implemented	

*Goal 6-3 continued on next page*



**PRIORITY #6**

**Optimal and Equitable Utilization of Resources**

**GOAL: 6-3 continued**

**DISTRICT GOAL #1**

Capitalize on all viable revenue sources.

<b>ACTIONS</b>	<b>LEADERSHIP</b>	<b>TIMEFRAME</b>	<b>EVALUATION</b>	<b>STATUS</b>
Review and revise standards, measures, and resource efficiency report annually.	Assistant Superintendent of Business and Support Services	2014-2015	Evaluation of standards, measures, and reporting completed, and necessary revisions implemented	