

UNITARY STATUS PLAN: IMPLEMENTATION STATUS REPORT FOR 2014-15

This report identifies whether TUSD met the milestones set for implementation. It does not deal with the effectiveness of these efforts. For discussion of effectiveness, please examine the 2014-5 Annual Reports from TUSD and the Special Master available on the TUSD website. This report was prepared by Dr. Vicki Balentine and Dr. Rebecca Montano, members of the court-appointed Implementation Committee and Willis Hawley, Special Master.

PROVISION OF USP		SECTION OF USP	STATUS		
			ON SCHEDULE	ON SCHEDULE WITH RESERVATIONS	DELAYED (WHY)
II. STUDENT ASSIGNMENT					
II.1	Comprehensive Boundary Plan Milestones: COMPLETED Comments:	II.D.	X		
II.2	Comprehensive Magnet Plan Milestones: <ul style="list-style-type: none"> • Fall 2014: Provide PD for magnet coordinators, principals, and directors on program evaluation; PD for coordinators on various items (<i>e.g.</i> student assignment, theme-development, curriculum integration, marketing and recruitment, etc.); PD for magnet site-staff on diversity • Fall 2014: Create cross-departmental teams; guide schools in conducting comprehensive magnet reviews using the magnet standards evaluation rubric • Fall 2014: Work with coordinators to create a theme-immersion matrix • Fall 2014: Create sustainability plans for identified schools/programs; created magnet improvement plans for all schools/programs • Fall 2014: Create and implement Parent Involvement Action teams, and develop a family 				X

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<p>handbook for each school</p> <ul style="list-style-type: none"> • Fall 2014 and Winter 2014-15: Develop and implement theme observation protocol with cross-departmental teams • Winter 2014-15: Develop homework policies; revise student assignment policies; develop parent compacts • Winter 2014-15: Run lottery, analyze results • Winter 2014-15: Monitor program fidelity • Spring 2015: Budget for 2015-16 • Spring 2015: Analyze integration and achievement data <p>SY 2015-16 The Magnet Department will:</p> <ul style="list-style-type: none"> • Provide oversight of each site’s Magnet School plan • Collaborate with Title 1, Sig, Curriculum and Instruction Human Resources, Equity to ensure all resources are leveraged. Create and implement a magnet marketing plan; develop branding packages; implement recruitment activities • Provide Professional Development for Magnet Coordinators and Principals in creating data-driven school cultures using Leveraging Leadership • Implement PLC at all Magnet Schools. <p>Comments: Implementation of Magnet Plans for 2014-15 on going. Identification of schools possibly losing Magnet Status 2015. Areas of concern: Integration numbers, achievement, budget, staffing. Pending. Plan to include monitoring, staffing, resources, budget</p>				

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and recruitment. New Milestones will need to be developed to include the focus for identified schools.				
II.3 Application and Selection Process (including Admissions Process for Oversubscribed Schools) Milestones: <ul style="list-style-type: none"> • October 2014: Revise the applications and place them online and a key locations prior to the opening of the Priority Window • Winter 2014-15: Revise the selection process (lottery) to improve its effectiveness in meeting USP objectives • Winter 2014-15 and Spring 2015: Run the first and subsequent lotteries • Summer 2015: Evaluate the 2014-15 selection process to determine improvements SY 2015-16 <ul style="list-style-type: none"> • School Community Service will continue to use Mohave software for the lottery process during the development of the Synergy software to support this function. Comments: COMPLETED Revisions and adaptations to selection process have been implemented. The changes have been adjusted to include successful changes in the lotteries, applications, school fairs and new developed catalog.	II.D.4, II.G.1, II.G.2.a-b	X		
II.4 Marketing, Outreach, and Recruitment Plan (including providing transportation information to families)	II.I.1, III.A.5,		X	

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	<p>Milestones:</p> <ul style="list-style-type: none"> October 2014: Assess School Choice Calculator, adjust as needed prior to the start of priority enrollment on November 1 Fall 2014: Implement revised strategies, as adjusted November 2014: Priority enrollment begins Winter 2014-15 and Spring 2015: Continue to implement revised strategies <p>Comments:</p> <p>The School Choice Calculator is available to families who have access to computers. Improved programming would allow for the use of smartphones and other hand held devices, which is currently unavailable.</p> <p>Contract for marketing has been secured with KVOA and Telemundo to reach target audiences. Use of social media to positively impact coverage.</p>	VII.B			
II.5	<p>Student Assignment PD</p> <p>Milestones:</p> <ul style="list-style-type: none"> Fall 2014: Identify staff required to take training; revise and post 2014-15 training Winter 2014-15: Monitor ongoing training Summer 2015: Student assignment PD will be incorporated into the “onboarding” process for all new hires Fall 2015: All newly-hired District personnel involved in the student assignment and/or enrollment process will receive the training as part of the “onboarding” process 	II.J.1	X		

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	<p>Comments:</p> <p>Implemented a student assignment training ported through TrueNorthLogic, a user-driven PD system which was introduced all office managers and site admin. to the USP objectives, the application process, and the selection program related to the revised student assignment process. Trainees had to receive 80% or better to be credited with completing the training.</p>				
III. TRANSPORTATION					
III.1	<p>Magnet Transportation</p> <p>Milestones:</p> <ul style="list-style-type: none"> • August 2014: Free transportation is made available to all magnet students • Ongoing: Adjust routes to accommodate changes in magnet programs <p>Comments:</p>	III.A.3	X		
III.2	<p>Incentive Transportation</p> <p>Milestones:</p> <ul style="list-style-type: none"> • August 2014: Provide Incentive Transportation to students who live within the boundary of any racially concentrated school who attend a school in which they enhance integration or if students otherwise increase integration of any school. • Ongoing: Adjust routes to accommodate changes in racially concentrated schools. <p>Comments: COMPLETED</p> <p>In addition to incentive transportation, 910G funded transportation is provided for Magnet schools, ABC</p>	III.A.3	X		

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schools, GATE, and UHS.				
IV. ADMINISTRATORS AND CERTIFIED STAFF OUTREACH, RECRUITMENT, AND HIRING				
IV.1	Hire or Designate USP Positions Milestones: <ul style="list-style-type: none"> • Summer 2014: Submit Hire or Designate letter to the Superintendent • Quarterly: monitor and fill vacancies • Winter 2014-15: Submit Hire or Designate letter to the Superintendent Comments:	All	X	
IV.2	Outreach, Recruitment, Retention Plan Milestones: <ul style="list-style-type: none"> • Fall 2014 through Spring 2015: Network with other recruiters • Fall 2014 and Winter 2014-15: Evaluate Labor Market Analysis (LMA) with RRAC • Winter 2014-15 and Spring 2015: Conduct staff focus groups • Winter 2014-15 and Summer 2015: Evaluate retention disparities; develop and implement corrective action plans, if necessary • Winter 2014-15: Based on evaluation of ORR Plan, propose and/or implement recommendations for improving the plan for spring recruitment • Winter 2014-15: Finalize financial incentive schedule for spring recruitment • Winter 2014:15: Identify strategies for staff seeking teaching/administrative certification • Spring 2015: Implement strategies for staff 	IV.C.3	X	

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	<p>seeking teaching/administrative certification</p> <ul style="list-style-type: none"> • Spring 2015: Conduct job satisfaction surveys • Spring 2015: Implement RRAC recommendations based on LMA analysis • Spring 2015: Evaluate CHRO based on progress in increasing racial and ethnic diversity <p>Comments:</p>				
IV.3	<p>Interview Committees, Instrument, and Applicant Pool</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Quarterly: Monitoring and reporting on diversity of interview committees • Winter 2014-15 and Summer 2015: Review and update (if necessary) interview instruments, and revise protocols (if necessary); send letters to applicants from the pool/database; update applicant database <p>Comments: Quantity reports not provided to parties</p>	IV.D.1-3, IV.B.1		X Insufficient Information	
IV.4	<p>Evaluate Applicant Offer Rejections</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Ongoing: Enter rejection codes • Fall 2014: Transition to AppliTrack the new on line application system • Fall 2014 and Winter 2014-15: Train personnel on obtaining reports from on-line application systems • Winter 2014-15 and Summer 2015: Submit bi-annual report to CHRO outlining reasons for rejections • Spring 2015 and Fall 2015: Revise recruitment strategies based on the report 	IV.D.4	X		

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	Comments:				
IV.5	Diversity Assignment Milestones: <ul style="list-style-type: none"> Fall 2014: Request and analyze racial/ethnic data for administrators and certificated staff to calculate applicable district averages Winter 2014-15: Request and analyze current assignments, including racial/ethnic data, for all administrators and certificated personnel by site Winter 2014-15: Report all three analyses to CHRO Spring 2015: Implement actions (if necessary) to adjust assignments Comments: A significant number of schools have teaching staffs that do not fit diversity guidelines in the USP.	IV.E.1-4			X
IV.6	Experience Assignment Milestones: <ul style="list-style-type: none"> Fall 2014: Request and analyze racial/ethnic data from administrators Winter 2014-15: Report analyses to CHRO Spring 2015: Implement actions (if necessary) to adjust assignments Comments: Many beginning teachers are teaching in RC and /or C & D schools	IV.E.5			X
IV.7	Retention Milestones: <ul style="list-style-type: none"> Winter 2014-15 and Summer 2015: Collect and analyze attrition rates for the previous semester 	IV.F.1.a-c	X		

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<ul style="list-style-type: none"> Spring 2015 and Summer 2015: Report to CHRO, develop corrective actions (if necessary) <p>Comments:</p>				
IV.8 Reduction in Force (RIF) Plan Milestones: <ul style="list-style-type: none"> Winter 2014-15 and Summer 2015: Identify and monitor USP-positions that are subject to RIF protection Spring 2015: Identify employees that may be subjected to the pending RIF Spring 2015: Notify RIF'd employees, as needed Spring 2015: Identify/address the employees that may be subjected to the pending RIF <p>Comments:</p>	IV.G	X		
IV.9 USP-Related PD and Support Milestones: <ul style="list-style-type: none"> Summer – Fall 2014: Assess effectiveness of activities (a) through (d) Fall 2014: Make appropriate revisions to activities (a) through (d) <p>Comments: Professional development opportunities placed and tracked in True North Logic. Insufficient information for assessment.</p>	IV.B.3		X Insufficient Information	
IV.10 First-Year Teacher Pilot Plan Milestones: <ul style="list-style-type: none"> June 2014: Evaluate first year teacher plan Summer 2014: Make appropriate adjustments to first year teacher plan 	IV.E.6		X	

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<ul style="list-style-type: none"> Fall 2015: Implement (revised, if appropriate) first year teacher plan <p>Comments: Evaluation indicated no positive pattern across students and groups. Shortage of mentors did not provide amount of mentoring needed. Interim plan adopted for 2014-15. Adjustments would strengthen the First Year Pilot Changes for 2015-16:</p>				
<p>IV.11 Evaluation Processes</p> <p>Milestones:</p> <p>Fall 2014: Special Master filed Report and Recommendation; District filed objection</p> <p>Winter 2014-15: SAIL training refresher</p> <p>Spring 2015 – Summer 2015: Monthly training on ISLLC standards (at sites and through ILAs)</p> <p>Spring 2015 – Summer 2015: Conduct principal and teacher evaluations</p> <p>Summer 2015: SAIL training refresher</p> <p>Comments: The principal evaluation instrument now includes required student and teacher survey data. Evaluator training will be critical to any implementation that results in an accurate assessment of an environment that includes CRP and Instruction and is conducive to student learning for all. Weight of teachers and student surveys unresolved. Report on setting cut scores not based on revised process.</p>	IV.H.1		X	

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IV.12 New Teacher Induction Program Milestones: <ul style="list-style-type: none"> • Ongoing: Provide PD for Curriculum Facilitators • Ongoing: Provide PD for first-year teachers • Fall 2014: Evaluate current curriculum facilitator's level of support for new teachers (to replace teacher mentors) • Winter 2014-15: Develop a staffing model based on outcomes from the evaluation of the NTIP • Spring 2015: Begin recruiting and hiring staff to best support the successful implementation of the NTIP Comments: Program revision: 1. Four-Day New Teacher/Administrator Induction, 2. Mentor Support, 3. Professional Development Fall 2014: All new teachers (123) received 4 day induction: Overview, Evaluation, Essential Elements of Instruction, Classroom procedures, Tort Liability, Boundaries, and Ethics.	IV.I.1	X		
IV.13 Teacher Support Plan Milestones: <ul style="list-style-type: none"> • Fall 2014: Implement Plan • Fall 2014: Develop process for monitoring and enhancing the plan • October: Review the teacher support plan for 	IV.I.2, IV.J.4	X		

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	<p>underperforming and struggling teachers at ILA with central and site administration</p> <ul style="list-style-type: none"> November 2014: Provide specific PD at ILA on Appendix J of Curriculum Audit (Engagement Strategies), and Appendix K of Curriculum Audit (Characteristics of Culturally Responsive Teaching and Learning), with Danielson Framework and the TUSD Strategic Plan (Teacher Support Plan was referenced in this PDs) <p>Comments: The District refers teachers to this program who are performing inadequately, underperforming, or struggling. There are 2 processes for support, 1. Targeted Support Plan and 2. Plan for Improvement. 2014-15 Number for Teacher Support, Struggling: 14 Underperforming: 10 Total: 24</p> <p>Evaluation results: From teacher evaluation: 13 classified ineffective, 9 of 13 resigned), 2 placed on Plan for Improvement, 2 met exemption criteria</p>				
IV.14	<p>Aspiring Leaders Plan</p> <p>Milestones:</p> <ul style="list-style-type: none"> June 2014: Provide plan for program implementation in 2014-15 November 2014: Provide ethnic data on participants for 2014-15 and any changes in 	IV.I.3	X		

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	professional roles of participants <ul style="list-style-type: none"> Spring 2015: Culmination project Comments: The first cohort of Master's students is beginning their second year in the District/UofA supported 10 candidates in the administrative certification program. Cohort II has 22 participants.				
IV.15	PLC Training Milestones: <ul style="list-style-type: none"> September 2014: Identify follow through by principals among teachers by school (see USP IV(I)(4)(a)) October 2014: Identify follow through in developing within and across-school networks to encourage teachers in using CRP, etc. (see USP IV(I)(4)(b)) November 2014: Identify follow through by principals related to USP IV(I)(4)(c-d), by school. Comments: District-wide implementation delayed until 2015-16	IV.I.4			X
IV.16	USP Training Plan Milestones: <ul style="list-style-type: none"> Fall 2014: General USP training is revised Spring 2015: Staff required to complete revised general training Summer 2015: Report on general training participation 	IV.J.1-3	X		

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	Comments: Overall, more PD placed and tracked in True North Logic.				
IV.17	Ongoing PD on Hiring Process Milestones: <ul style="list-style-type: none"> • Fall 2014: Review prior training • Winter 2014-15: Notify principals of online training availability; make training accessible on True North Logic (TNL) • Spring 2015: Provide training on TNL; monitor participation Comments: Overall, more “on-boarding” PD for new employees placed and tracked in True North Logic.	IV.J.5	X		
IV.18	Observations of Best Practices Milestones: <ul style="list-style-type: none"> • Fall 2014: Facilitate opportunities for Program Coordinators to review best practices. • September 2014: Develop protocol for staff to use in reviewing best practices. • October 2014: Assess evidence of best practices and identify classes to observe. • November 2014: Select HS English and social studies teachers to serve as PMs and mentees. • December 2014: Meet with identified staff to distribute visitation schedules and initiate process. • May 2015: Carry out and report on the 	IV.J.6			X

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	<p>visitations.</p> <p>Comments:</p> <p>Observation protocol was developed and piloted with teachers of Culturally Relevant Courses. District-wide training on Engagement Strategies and Characteristics of Culturally Responsive Learning was initiated via the Instructional Leadership Academy and PD Wednesdays. Integration of Culturally Responsive Pedagogy and Strategies in the TUSD Curriculum and PD has been provided at ILSs and PD Wednesdays. Thus far, no identification of exemplar teachers or schools.</p>				
V. QUALITY OF EDUCATION					
V.1	<p>ALE Access and Recruitment Plan</p> <p>Milestones:</p> <p>Fall 2014</p> <p>GATE</p> <ul style="list-style-type: none"> • Require and verify that all teachers who provide gifted services have a gifted endorsement. • Increase numbers of students at Hollinger K-8 in the Dual-Language Gifted Program (grades 1-5). • Add itinerant GATE services for students in sixth through eighth grades at K-8 schools. • Continue use of GATE mailer informing parents of GATE testing that is sent to all K-7 TUSD families, except those with students already placed in a self-contained GATE classroom. • Eliminate use of the OLSAT for kindergarten and first grade as a verbal cognitive assessment; replace with the CogAT 7 verbal cognitive 	V.A.2-4		X	

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	<p>assessment.</p> <ul style="list-style-type: none"> • Implement the use of the CogAT 7 Spanish Language version and the Aprenda Assessments for ELL students. • Pilot a multiple measure assessment, such as the Discover assessment, for possible use in SY 2015-2016. • Assign African American and/or Mexican American teacher mentor at each site to work with self-contained GATE students. 				
AAC	<ul style="list-style-type: none"> • Require open access to all AACs in all high schools. • Eliminate in the high school course catalog all prerequisites to Honors and AP courses unless it is a content requirement. • Offer Advanced/Accelerated courses in language arts and math at middle schools where appropriate. • Provide an Algebra 1 class for qualified 8th graders where appropriate. • Provide after-school tutoring in math and writing for AP students at all high schools. • Create a Parent Cohort for IB parents at Cholla High School. • Create plan to expand AVID over a multi-year period. • Work with high schools and community colleges with the goal of offering at least one dual-credit course at each high school for the SY 2015-16. 				
Spring 2015					

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<p>GATE</p> <ul style="list-style-type: none"> • Research alternate non-verbal assessments to replace the Raven assessment (may include expert review and student support criteria analysis). • Study feasibility of Kindergarten and/or Primary push-in itinerant services. • Collaborate with Multi-Cultural Department to incorporate and promote cultural proficiency in GATE classrooms and programs. • Provide PD on vertical articulation between GATE programs, especially at transition years (fifth to sixth; eighth to ninth). • Continue to provide thirty hours of professional development through the Desert Summer Institute. • Provide PD for GATE itinerant teachers throughout the year on critical and creative thinking and problem-solving classroom strategies using various sources. <p>AAC</p> <ul style="list-style-type: none"> • Research other district’s policies regarding providing a .5 weighted grade for high school Honors courses, develop recommendations for SY 2015-16 and submit to leadership. • Provide AP/IB exam-prep Saturday session for all AP courses at all high schools. • Continue to pay AP fees for identified low-income students. • Continue to provide free Summer Institute for AP, gifted and honors-level professional development. • Provide PD to inform teachers of AP Potential 					

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	<p>tool and how to use it effectively.</p> <ul style="list-style-type: none"> Expand number of AP courses at schools where appropriate. Work with TS to evaluate technology needs at middle and high schools in order to create plan to equalize offerings. <p>Comments: There has been an increase in participation in ALEs and in GATE endorsed teachers. AP-GATE Mentoring, AP Tutoring, and AP Summer Boot Camps have been implemented. There is insufficient data with respect to some activities in this domain.</p>				
V.2	<p>UHS Admissions/Outreach/Recruitment</p> <p>Milestones: COMPLETED</p> <p>Summer 2014 through Summer 2015</p> <p>ADMISSIONS PROCESS</p> <ul style="list-style-type: none"> Finalize the amended procedures for incoming sophomores Analyze data from 2013-14 Develop admissions process for 2015-16 for all students Implement the process <p>ADMISSIONS TEST TO MS STUDENTS</p> <p>Send explanatory materials (opt-out form, and language to explain the purpose of the testing and requirements for enrolling at UHS)</p> <p>Distribute materials through Family Centers and website</p>	V.A.5	X		

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<p>Administer test to all 7th graders ADVISE MS STUDENTS</p> <ul style="list-style-type: none"> • Counselor Training • Counselor/Student meetings <p>SPECIFIC UHS-RELATED OUTREACH</p> <ul style="list-style-type: none"> • Conduct specific UHS-related outreach to students and parents about program offerings • Encourage school personnel, including counselors and Pre-AP teachers, through professional development, recognition, evaluation and other initiatives, to identify, recruit and encourage African American and Latino students, including ELL students, to apply. • Provide assistance for African American and Latino students, including ELL students, to stay in and to be successful at UHS <p><u>Major Reporting Dates:</u> December 2014; May 2015</p> <p>Comments: COMPLETED</p> <p>Revised admission process indicates progress with increase in enrollment numbers for African-American students from 3.2 to 4.2%, and Latino students from 31.5 to 35.3% 9th graders. Outreach for Middle School students and parents. Information for Middle School Counselors, AA, and Latino Students regarding admission and support from University High.</p>					
V.3	Pursue OELAS Extension	V.B.1	X		
	<p>Milestones:</p> <ul style="list-style-type: none"> • Winter 2014-15: Train staff; begin Phoenix 				

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	<p>Union Model at Catalina and Doolen</p> <ul style="list-style-type: none"> • Spring 2015: Develop expansion plan for 2015-16 • Spring 2015: Submit plan to ADE for approval • Summer 2015: Train staff at expansion sites • Fall 2015 Spring 2016: Review Implementation status of the refinement with reconfigured classes, new teacher professional development, and progress of students. • Spring 2016: SEI Refinement training • Summer 2016: SEI Refinement training opportunities, new teachers resource specialists and administrators. <p>Comments: Approval from the Arizona State Board for the flexibility of the 4 hr. block, will not require OELAS extension. Summer professional development to implement refinement for SEI, new teachers, resource teachers and administrators. Reconfiguration of classes completed.</p>				
V.4	<p>Build/Expand Dual Language Programs</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Fall 2014: Develop and finalize the Two-Way Dual-Language (TWDL) Model and Handbook • Spring 2015: Outreach to students throughout the District to share enrollment opportunities • Spring 2015: Encourage certificated staff with Bilingual Endorsement certifications to teach in a TWDL program • Spring 2015: Recruit Bilingual Endorsed 	V.C.1		X Insufficient Information	

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	<p>certified teachers</p> <p>Comments. All Dual Language programs have implemented the 50/50 language model. Grades K-2, and 9 have implemented a Cycle 1 Model. Intense summer institute</p> <p>Recruiting teachers is an issue. Department in partnership with University of Arizona to access graduating students, and provide letters of intent. The number and proportion of students enrolled in dual language programs decreased.</p>				
V.5	<p>Placement Policies and Practices</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Fall 2014: Develop criteria/rubric • Quarterly Assessments: Nov, 2014; Feb 2015; May 2015; July 2015 • Quarterly Report: Dec 2014, Feb 2015, May 2015, July 2015 <p>Comments:</p>	V.D.1	X		
V.6	<p>Dropout Prevention and Retention Plan</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Winter 2014-15: Finalize implementation strategies, timelines, and details • Winter 2014-15: Submit final revisions of the plan • Spring 2015: Develop assessment tools and determinate the effectiveness of the DPG. • Spring 2015: Prepare budget for the 2015-16 implementation <p>Comments:</p>	V.E.2.b-c	X		

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V.7 Data Dashboard (Flags and Policies) Milestones: <ul style="list-style-type: none"> Fall 2014: identify system and school level strategies used to provide support to flagged students; prepare plan for future enhancement of flag system and relationship with EBAS Comments: Discussion and plans for consolidation of internal intervention identification and documentation systems were not implemented, Instead, TUSD leadership decided to use an RFP for a third party product to meet these needs. TUSD intends to purchase and implement for 15-16.	V.E.3			X
V.8 CRC and Student Engagement PD Milestones: <ul style="list-style-type: none"> Bi-Weekly: Incorporate professional development for principals and curriculum facilitators on creating supportive and inclusive environments (with an emphasis on curriculum, pedagogy, cultural responsiveness, and learner-based approaches that emphasize students' cultural assets, backgrounds, and individual strengths) to be delivered with teachers on Wednesdays (train-the-trainer model) Fall 2014: Provide professional development on Appendix K from the Curriculum Audit that specifies the characteristics of Culturally Responsive teaching (incorporating the evaluation tool) Spring 2015: Provide small-group PD to identified 	V.E.4.c		X	

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	<p>principals and/or certificated staff to reinforce learning objectives from prior modules</p> <p>Comments:</p> <p>2014 Full Itinerant staffing not hired, CRC classes not in all High Schools. Spring/Summer 2015: Extensive reporting to Arizona Department of Education including individual teacher lesson plans, classroom observations, and review of materials, Summer Professional Development, recruitment and hiring of teachers, curriculum expansion. Not all CRC Teachers received planned PD.</p> <p>Implementation of intervention plan only partially achieved with respect to training and numbers and location of courses. Fall 2015.</p>				
V.9	<p>Multicultural Curriculum</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Fall 2014: Infuse successful practices into the broader K-5 ELA curriculum, including providing elementary and K8 schools with access to K-5 ELA multicultural resources (i.e. book kits) and assistance for teachers upon request • Winter 2014-15: Evaluate current curriculum, resources and practices and K-5 ELA curriculum; make recommendations for improvement and/or revise • Winter 2014-15: Assess the effectiveness of Grade 11 US History Multiple Perspectives curriculum (Sahuaro and Rincon) • Spring 2015: Infuse successful practices into the 	V.E.6.a.i	X		

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	<p>broader K-5 ELA curriculum, including providing elementary schools with access to K-5 ELA multicultural resources (i.e. book kits) and assistance for teachers upon request</p> <ul style="list-style-type: none"> Spring 2015: Ensure that HS ELA and Social Studies courses incorporate multicultural literature <p>Comments: Multi-Cultural Department was allocated more than \$1 million to purchase Multicultural Literature. The material was selected to focus on African-American, Hispanic/Latino, Native American, and Asian/Pacific Islander historical experiences and authentic events. Additionally, material and books selected included experiences related to persons with disabilities and members of the LGBT community. Four elementary lab classrooms were created in order to integrate and implement multicultural literature.</p>				
V.10	<p>Culturally Relevant Courses</p> <p>Milestones: Were replaced by Intervention Plan agreed to by District and Mendoza plaintiffs.</p> <p>Comments: Elements of the intervention plan were not fully implemented. Culturally Relevant courses were not available in every high school during the '14-15 school year.</p> <p>Brochures and Course Catalogs were revised to help with student recruitment. Protocols were established for high school recruitment, teacher information.</p>	V.E.6.a.ii			X
V.11	Targeted Academic Interventions and Supports (including	V.E.7.a-c,	X		

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			ON SCHEDULE	ON SCHEDULE WITH RESERVATIONS	DELAYED (WHY)
	PD and Funding) Milestones: <ul style="list-style-type: none"> • August 2014: Establish MTSS teams at every site; assign student success specialists to targeted schools as part of the MTSS team • Fall 2014: implement the four-pronged approach (including monthly monitoring of student success specialists' efforts to implement the four-pronged approach) • Fall 2014: Implement professional development (multi-tier system of support, mentoring, Success Maker) • Spring 2015: Implement professional development on collecting and analyzing student data (data dashboard, Mojave, TUSDStats); other interventions and supports (providing mental health resources to students/families) • Summer 2015: Implement summer enrichment program Comments: 14 Student Success specialists to support students in class, home visits, and Parent quarterly sessions. True North Logic provides PD.	& f V.E.8.a-c, & f			
V.12	Quarterly Information Events Milestones: <ul style="list-style-type: none"> • Quarterly: Conduct quarterly events; evaluate effectiveness; adjust and improve • Fall 2014: 1st quarter events • Fall- 2014: Parent University • Winter 2014-15: 2nd quarter events 	V.E.7.d, V.E.8.d			

PROVISION OF USP	SECTION OF USP	STATUS		
		ON SCHEDULE	ON SCHEDULE WITH RESERVATIONS	DELAYED (WHY)
<ul style="list-style-type: none"> • Early Spring 2015: 3rd quarter events • Late Spring 2015: 4th quarter events <p>Comments: Quarterly events on target. Hosted 15 quarterly sessions for parents, attendance increased to 800 from the previous year. Topics covered at quarterly events included Student Resources, Community Speakers on leadership. First Aide, Community tours, and resources. School information on available resources such as mentoring support, materials and registration timelines for Middle and High School.</p>				
<p>V.13 Collaborate with Local Colleges and Universities</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Quarterly: Directors meet with University of Arizona minority advisory groups • Fall 2014: Initiate collaborations with U of A Departments and Programs (i.e. Project Soar, Girl's Project, etc.) to provide mentoring, support, and leadership skills • Winter 2014-15: Collaborate with Goodwill Good Guides to train staff and to secure college and community mentors • Spring 2015: Continue to collaborate with U of A Departments and Programs to facilitate mentoring • Spring 2015: Explore collaborations with other local colleges <p>Comments: Milestones met. Ongoing partnership with Colleges for mentoring support, training, leadership skills.</p> <p>Colleges involved: UA, NAU, PCC, Grand Canyon,</p>	V.E.7.e, V.E.8.e	X		

PROVISION OF USP		SECTION OF USP	STATUS		
			ON SCHEDULE	ON SCHEDULE WITH RESERVATIONS	DELAYED (WHY)
	Carrington, Regional College Network.				
V.14	<p>AAAATF Recommendations</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Quarterly: Discipline monitoring • Fall 2014: Monitor and implement the Essential Elements of Instruction (EEI) and Culturally Responsive Pedagogy (CRP) • Fall 2014: Enhance District-Wide Leadership Development Program through the U of A • Fall 2014: 1st quarter discipline monitoring and report • Fall 2014 – Winter 2014-15: Develop and implement focused Professional Development • Winter 2014-15: Create cross-functional implementation team • Spring 2015: Host African American parent forum • Spring – Summer 2015: Continue to implement extended learning opportunities • Summer 2015: Reconvene the task force to review data and analyze strategies <p>Comments: Most milestones met but scheduled report of Task Force not presented. Insufficient information related to some Task Force recommendations.</p>	V.E.7, g & i		X Insufficient Information	
V.15	<p>Referrals, Evaluations, and Placements</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Winter 2014-15: Review G.A.T.E. and English Language Learner (ELL) referral, evaluation • Spring 2015: Develop and finalize recommendations based on the review • Spring-Summer 2015: Develop actions, strategies 	V.F.1	X		

PROVISION OF USP		SECTION OF USP	STATUS		
			ON SCHEDULE	ON SCHEDULE WITH RESERVATIONS	DELAYED (WHY)
	<p>and, if appropriate, policy revisions based on the results of the Spring 2014 review to remedy any inappropriate classroom assignment or placement of students</p> <ul style="list-style-type: none"> Fall 2015: Implement revised actions, strategies and, if appropriate, policy revisions <p>Comments:</p> <p>Researched Spanish-language assessment: Piloted Discover multiple-measure with Kinder & 1st grade targeted population at fourteen schools; Eliminated OLSAT for Kinder; offered Spanish-Language APRENDA to identified students; implemented Spanish directions given for APRENDA, CogAT and Raven assessments. ELL student enrollment in GATE Dual-Language placement.</p>				
V.16	<p>Supportive and Inclusive Environments</p> <p>Milestones:</p> <ul style="list-style-type: none"> Fall 2014: provide professional development on Appendix K from the Curriculum Audit that specifies the characteristics of Culturally Responsive teaching (incorporating the evaluation tool) Winter 2014-15: notification to principals requiring the implementation of strategies to highlight contributions of diverse groups Spring 2015: provide small-group PD to identified principals and/or certificated staff to reinforce learning objectives from prior modules Spring 2015: develop and implement a needs 	V.F.2.a-c, V.F.3, V.E.5.a		X	

PROVISION OF USP		SECTION OF USP	STATUS		
			ON SCHEDULE	ON SCHEDULE WITH RESERVATIONS	DELAYED (WHY)
	<p>assessment for students at identified schools to gauge culture and climate</p> <ul style="list-style-type: none"> • Spring 2015: schools will be evaluated on the extent to which they have implemented their strategies to highlight contributions of diverse groups • Spring – Summer 2015: analyze data; identify trends, develop additional strategies based on the assessment results • Fall 2015: implement pilot program(s) at selected schools <p>Comments: Supportive and Inclusive Learning Environments strategies were integrated into the curriculum roll out via ILA and PD Wednesdays; also integrated into the Danielson infused Essential Elements of Instruction PD which all new hires receive. Supportive and Inclusive Learning Environments has not been fully implemented due to the constant change in leadership in this area. PBIS training uneven. Insufficient information about curricula and instructional practices related to inclusion (e.g., co-operative learning).</p>				
VI. DISCIPLINE					
VI.1	<p>Restorative Practices and PBIS (RPPSCs)</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Fall 2014: Implement the revised training plan for SY 2014-15 • Fall 2014: PBIS Trainings for RPPSCs/LSCs 	VI.B.1, VI.C.1-2, VI.E.1		X	

PROVISION OF USP	SECTION OF USP	STATUS		
		ON SCHEDULE	ON SCHEDULE WITH RESERVATIONS	DELAYED (WHY)
<ul style="list-style-type: none"> • Spring 2015: Restorative Practices Training for RPPSCs/LSCs <p>Comments: PBIS training uneven. Insufficient information.</p>				
VI.2 GSRR and Policy Revisions/Translation/Distribution/Info Milestones: <ul style="list-style-type: none"> • Fall 2014: Reviewed GSRR with staff and distribute to students • Fall 2014: Post translated GSRRs on the District website • Spring – Summer 2014: Evaluate a need for additional protection of students due process and make recommendations for changes if warranted • Fall 2014: If changes are made, develop and implement appropriate professional development • Winter 2014-15: Provide GSRR PD for administrators and certificated staff • Spring 2015: Convene committee; review/develop changes to 2015-16 GSRR <p>Comments: District will revise in 2015-16. Consultant hired.</p>	VI.B.2.a-c VI.D.1-2	X		
VI.3 Student Discipline Training for Sites Milestones: <ul style="list-style-type: none"> • Spring 2014: Provide administrators and certificated staff with continuing Restorative Practices and PBIS training • Summer 2014: Evaluate effectiveness of PD in SY 2013-14, revise strategies as needed • Fall 2014: Implement revised strategies, as needed 	VI.E.2		X	

PROVISION OF USP	SECTION OF USP	STATUS		
		ON SCHEDULE	ON SCHEDULE WITH RESERVATIONS	DELAYED (WHY)
<ul style="list-style-type: none"> Spring 2015: RPPSCs/LSCs provide job-embedded, one-on-one RP and/or PBIS training to their respective sites. <p>Comments: Insufficient information to make assessment. PBIS training uneven.</p>				
VI.4 Communicate and Monitor Discipline Roles and Responsibilities Milestones: <ul style="list-style-type: none"> Fall 2014 – communicate roles to administrators and teachers Spring 2014 – monitor/evaluate to ensure roles were communicated Spring 2014 – follow-up with staff who did not receive the communication Fall 2015 – communicate roles to administrators and teachers <p>Comments:</p>	VI.E.3 & 5	X		
VI.5 Discipline Data Monitoring Milestones: <ul style="list-style-type: none"> Fall 2014 – 1st quarter discipline review Winter 2014-15 – 2nd quarter discipline review Spring 2015 – make additional changes to the data reporting system and communicate to staff Spring 2015 – 3rd quarter discipline review Summer 2015 – evaluate staff discipline inputs to data system Summer 2015 – 4th quarter discipline review <p>Comments:</p>	VI.E.4, VI.F.1, 2, 6	X		

PROVISION OF USP		SECTION OF USP	STATUS		
			ON SCHEDULE	ON SCHEDULE WITH RESERVATIONS	DELAYED (WHY)
VI.6	<p>Corrective Action Plans</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Fall 2014 – Review 1st quarter data, develop corrective action plans • Winter 2014-15 – Review 2nd quarter data, develop corrective action plans • Spring 2015 – Review 3rd quarter data, develop corrective action plans • Summer 2015 – Review 4th quarter data, develop corrective action plans <p>Comments: Insufficient information to make assessment.</p>	VI.F.2 & 5		X	
VI.7	<p>Successful Site-Based Strategies</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Monthly: Site teams meet to review discipline data, areas for improvement, and/or corrective action plans • Quarterly: Student Services staff share potential site-based strategies with Educational Leadership • Quarterly: Share successful strategies during ILA <p>Comments:</p> <p>No database of effective practices.</p> <p>The District reported that these strategies were shared at ILA at the end of the year.</p>	VI.F.3-4			X
VII. FAMILY AND COMMUNITY ENGAGEMENT					
VII.1	<p>Family Center Plan</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Fall 2014: Develop high-level report/plan for 	II.I.2, VII.C.1.a, e-g		X	

PROVISION OF USP	SECTION OF USP	STATUS		
		ON SCHEDULE	ON SCHEDULE WITH RESERVATIONS	DELAYED (WHY)
<p>Wakefield center</p> <ul style="list-style-type: none"> • Winter 2014-15: Open Wakefield center • Winter 2014-15: Develop high-level report/plan for Palo Verde center • Spring 2015: Open Palo Verde center • Spring-Summer 2015: Develop high-level report/plan for Catalina center (and, potentially, the Southwest center) • Fall 2015: Duffy center closes • Fall-Winter 2015: Open the Catalina center (and, potentially, the Southwest center) <p>Comments: Developed plans for multiple Family Engagement Centers located to serve the geographically diverse TUSD Community. Finalized creation of Family Engagement Center at Wakefield in repurposed areas of school. Now creating Family Engagement Center at Palo Verde in underutilized area of school. Palo Verde opening delayed due to facility repair need.</p>				
<p>VII.2 Family Engagement Resources</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Fall 2014: Establish Cross-Functional Family and Community Engagement (FCE) Committee; designate FEC • Winter 2014-15; Hire staff, including FEC and FCE Director • Winter 2014-15 and Spring 2015: Evaluate current strategies, develop new strategies • Spring 2015: Develop vision and draft brand (including resource allocation); solicit 	VII.C.1.d	X		

PROVISION OF USP	SECTION OF USP	STATUS		
		ON SCHEDULE	ON SCHEDULE WITH RESERVATIONS	DELAYED (WHY)
<p>community/stakeholder input</p> <ul style="list-style-type: none"> • Summer 2015: Share vision with parents/community members • Fall 2015: Implement new strategies <p>Comments: Initiated partnerships to serve the unique needs for each Family Engagement Center.</p>				
<p>VII.3 Tracking Family Engagement</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Fall 2014: Develop surveys for MASSD/AASSD parent quarterlies • Fall 2014: Revise Family Center intake/menu of services form • Fall 2014: Continue to collect data on family engagement from various sources • Winter 2014-15: Title I staff receives training to explore possibilities for how Mojave can be used to track family engagement • Winter 2014-15: Identify possible Mojave changes • Fall 2014 and Winter 2014-15: Evaluate 2013-14 assessment • Spring 2015: Implement Mojave changes, as feasible • Spring 2015: Develop 2014-15 assessment • Spring 2015: Develop plan for tracking family engagement based on the assessment <p>Comments: Working with technology department to plan/coordinate for data tracking mechanisms in new</p>	VII.C.1.c		X	

PROVISION OF USP	SECTION OF USP	STATUS		
		ON SCHEDULE	ON SCHEDULE WITH RESERVATIONS	DELAYED (WHY)
Student Information System (SIS). Due to the implementation of SIS in '16-17, there will be an interim plan for the Tracking of Family Engagement. Tracking still "paper driven."				
VII.4	<p>Translation and Interpretation Services</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Fall 2014 and Spring 2015: Identify major languages for 2014-15 based on enrollment • Fall 2014: Provide PD to identified site staff related to interpretation protocol • Fall 2014: GSRR translation (Major Languages) • Fall 2014: Identify resource list of outside agencies to provide case-by-case translations/interpretations • Winter 2014-15: Identify and prioritize documents to be translated at various levels • Winter 2014-15: Distribute interpretation plan to sites; provide PD for administrators and other staff related to the plan • Spring 2015: Translate documents from master list, based on priorities <p>Comments:</p> <p>Translated all USP/district communication documents in Spanish and top 5 major languages. Provided interpretation services for district stakeholders at all USP/Deseg related meetings. Provided meaning access to all parent engagement activities. This District-wide support appears to be systematized.</p>	VII.D	X	
VIII. EXTRACURRICULAR ACTIVITIES				

PROVISION OF USP	SECTION OF USP	STATUS		
		ON SCHEDULE	ON SCHEDULE WITH RESERVATIONS	DELAYED (WHY)
VIII.1 Extracurricular Equitable Access Plan Milestones: <ul style="list-style-type: none"> • Fall 2014: District begins offering and monitoring tutoring, and access to tutoring • Fall 2014: District begins implementing transportation strategies • Fall 2014: Conduct student and parent surveys (as described in the Plan) • Winter 2014-15: Based on survey results, develop opportunities to increase the range of extracurricular activities and ensure equitable access • Winter 2014: Begin the process of training office personnel on the registration process of student participation of Extracurricular Activities • Spring 2015: Assess, review and monitor all extracurricular activities and make necessary changes or adjustments to ensure equal access and opportunities for interracial contact in positive settings. • Develop strategies for buses for 2015-16 • Spring 2015 Allocate resources as needed. Comments: The department is moving toward more inclusive extracurricular offerings for all levels, including Adaptive, in TUSD. Tutor volunteers were used rather than certified tutors.	VIII.A, III.A.2		X	
VIII.2 Data Reporting System (Extracurricular in some sites) Milestones: <ul style="list-style-type: none"> • Fall 2014: Provide training for relevant staff on 	VIII.B		X	

PROVISION OF USP		SECTION OF USP	STATUS		
			ON SCHEDULE	ON SCHEDULE WITH RESERVATIONS	DELAYED (WHY)
	<p>inputting information and maintaining participation data</p> <ul style="list-style-type: none"> • Winter 2014-15: Make any additional changes to Mojave • Fall 2014: Implement the Plan <p>Comments: Initiated training of staff members on campus to track and input data on students involved in extracurricular activities and tutoring. Survey Results in TUSD Annual Report listed 15 participants -- more participation necessary.</p>				
IX. FACILITIES AND TECHNOLOGY					
IX.1	<p>Multi-Year Technology Plan (including Biannual Assessment of Technology)</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Fall 2014: Identified ways to strengthen or adjust the TCI to accommodate for new software and/or hardware, as needed • Fall 2014: Developed teacher proficiency measure • Winter 2014-15: Conduct the first comprehensive biannual assessment (including the full teacher proficiency component) • Winter 2014-15: Begin developing a multi-year technology plan; prepare draft of multi-year technology plan • February 2015: Review results by school • Spring 2015: Finalize the multi-year 	IX.B.1-3	X		

PROVISION OF USP		SECTION OF USP	STATUS		
			ON SCHEDULE	ON SCHEDULE WITH RESERVATIONS	DELAYED (WHY)
	<p>technology plan</p> <p>Comments:</p> <p>All milestones were met.</p>				
IX.3	<p>Technology PD for Classroom Staff</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Fall 2014: SuccessMaker training for identified certificated staff • Fall 2014: Achieve 3000 and Imagine Learning training for Language Acquisition Staff • Winter 2014-15: Provide additional training for Promethean Boards and Successmaker • Spring 2015: Provide additional Achieve 3000 and Imagine Learning training for Language Acquisition Staff <p>Comments:</p> <p>Partnering with UofA College of Education to produce interactive whiteboard PD videos to be seen by all districts in southern AZ. School-level support to be provided district-wide in 2015-16. Small number of teachers participated in related PD in 2014-15.</p>	IX.B-4	X		
X. ACCOUNTABILITY AND TRANSPARENCY					
X.1	<p>EBAS</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Fall 2014: Implemented additional changes to provide EBAS-type functionality to facilitate USP monitoring and reporting (i.e. behavior and discipline data) • Fall 2014: Reviewed revised EBAS Plan • September 2014: Reviewed strategies to bridge 	X.A.1-2		X (Per Revised Plan)	

PROVISION OF USP		SECTION OF USP	STATUS		
			ON SCHEDULE	ON SCHEDULE WITH RESERVATIONS	DELAYED (WHY)
	<p>the 2014-15 to implementation year</p> <ul style="list-style-type: none"> • Spring 2015: Begin SIS implementation • SY 2015-16: Implement the new/revised Data Warehouse • SY 2016-17: Complete amended system known as the EBAS <p>Comments: The District researched various EBAS systems and evaluated VersaFit via RFI, a product used in the Mesa USD. The District analyzed the pros and cons of VersaFit and found limited functionality compared to that of its proof of concept of utilizing SharePoint and Business Intelligence on which Microsoft is currently working with the ADE on a similar development of data dashboards to be available to all Arizona school districts in the future. Rather than develop an “in house” program, the District will be working with ADE to implement their system.</p>				
X.2	<p>EBAS Training and Evaluation</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Fall 2014: Continue dashboard training (LSCs, Various Departments) • Fall 2014: ERP training (Central Departments) • Winter 2014-15: Continue dashboard training (Principals, Various Departments) • Spring 2015: Continue dashboard training (Principals, Various Departments) • Spring 2015: ERP training (Sites) <p>Comments: (see above) This activity will begin after</p>	X.A.3-4		X (Per Revised Plan)	

PROVISION OF USP		SECTION OF USP	STATUS		
			ON SCHEDULE	ON SCHEDULE WITH RESERVATIONS	DELAYED (WHY)
	implementation of EBAS.				
X.3	<p>Budget Process/Development</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Winter 2014-15: Develop and submit budget process and timeline • Spring 2015: Implement budget process to develop 2015-16 USP budget (including working with the Plaintiffs, Special Master, and school budget operations expert to assess the funding needs for the USP) • Spring – Summer 2015: Finalize 2015-16 USP budget • Summer – Fall 2015: Implement 2015-16 USP budget <p>Comments:</p> <p>The '15-16 910G budget process is in progress and will be completed using the new format focused on the revised Implementation Activities (IA). Some budget issues contested and were not resolved by year end.</p>	X.B.1-6		X	
X.4	<p>Budget Audit</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Fall 2014: Develop scope of 2013-14 audit; adjust codes as necessary to align with revised activity list • Winter 2014-15: Share revised scope with Plaintiffs and Special Master; submit 2013-14 audit to Plaintiffs and Special Master • Spring 2015: Consider 2013-14 audit findings in development of the 2015-16 budget 	X.B.7	X		

PROVISION OF USP		SECTION OF USP	STATUS		
			ON SCHEDULE	ON SCHEDULE WITH RESERVATIONS	DELAYED (WHY)
	<p>Comments:</p> <p>The audit (Expenditure Review) was completed using the new activity codes per the revised budget criteria. The audit deadline was extended due to the revision of the newly created activity codes and submitted in February, 2015.</p>				
X.5	<p>Notice & Request for Approval</p> <p>Milestones:</p> <ul style="list-style-type: none"> • SY 2014-15: Conduct Desegregation Impact Analysis (DIAs) as needed; submit NARAs to the Plaintiffs and Special Master for review; and file NARAs with the Court, as appropriate <p>Comments:</p>	X.C	X		