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Goal 3: APS will meaningfully engage families and enhance partnerships with the community to maximize student achievement

Goal 3: APS will meaningfully engage families and enhance partnerships with the community to maximize student achievement [G2:AP1, AS 1.1, 1.3, 1.4, 1.5, 1.6]

Goal Champion(s): Monica Armenta, Dr. Kristine Meurer

Goal Team: Phill Casaus, Joseph Escobedo, Andi Trybus, and Brenda Yager

Action Plan 1.0 – Albuquerque Public Schools will fully develop and implement effective, district-wide parental/legal guardian access to student information

Action Steps	Lead	Required Resources	Proposed Completion Date	Evidence of Completion
1.1 [G:2, AP1.0, AS 1.1, 1.4, 1.5] Ensure consistent, district-wide student information access provided to parents/legal guardians, including attendance, all student grades, schedules, assignments, syllabi, homework, and discipline	Shelly Green, chief academic officer	Student Information System alignment through the purchase of a new SIS system which aligns all schools with the same system (ex., I-parent), working with the chief information officer, coordinate with Information Technology as appropriate	November 2014	-Implementation of district-wide access to student information by parents/legal guardians -Will be part of the Student Information System
1.2a Ensure that all schools allow parental/legal guardian access to student information	Shelly Green Eddie Soto Diane Kerschen Raquel Reedy	Professional development of teachers and all relevant* school staff, including principals *Relevant as determined by the system when set up.	November 2014	-Documented professional development, training and certification of all staff -Will be part of the Student Information System
1.2b [G1: AP:1.0, AS:1.1, 1.3, 1.5, 1.6,; AP 7.0] Ensure that all school sites have space on campus where parents can access student information	Paul Romero, chief information officer, and the associate superintendents: Eddie Soto Diane Kerschen Raquel Reedy	Computer terminal at all school sites for use by parents to access student information, including the resources to purchase and maintain computers if necessary	November 2014	-Inventory of computer terminals at each school site for access to student information -Will happen after new Student Information System is in place
1.3 Ensure that teachers are trained and supported, and use the system	Shelly Green Eddie Soto	Possible negotiations with Albuquerque Teachers	November 2014	-Professional development training and certification of all staff

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for parental or legal guardian access to student information	Diane Kerschen Raquel Reedy	Federation (ATF), including inclusion in the teacher evaluation process		-As part of the yearly all staff required trainings is "Undocumented Students" -Will be part of the Student Information System
1.4 Establish policies and procedural directives regarding teachers' use of the student information system	Brenda Yager, executive director of Board Services	Policy analysis and development of policy and procedural directive	June 2014	-Adoption of policies and procedural directives -Will happen after new Student Information System is in place
1.5 Develop an implementation plan to ensure that parents are trained and supported to access student information	Kristine Meurer, executive director of Student, Family and Community Supports	Possible course through the parent university model and other training modules	November 2014	-A variety of training options available: course development and presentation at Parent University and other training modules online -Will happen after new Student Information System is in place
1.6 [G2:AP1, AS 1.3, 1.4, 1.6] Develop an internal and external communication plan for parents and community regarding access to student information	Monica Armenta, executive director of Communications	Marketing and communications plan with additional marketing funds and additional staff hours needed	November 2014	-Execution of marketing and communication plan -Will happen after new Student Information System is in place

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Action Plan 2.0 – All staff will be provided professional development on strategies which assure that families and other visitors experience safety, comfort, friendliness and respect at all APS sites

Action Steps	Lead	Required Resources	Proposed Completion Date	Evidence of Progress
2.1 Review all current training on customer service in the district and identify what works and what doesn't	Andi Trybus, assistant superintendent of Human Resources	Staff time, LearnKey	May 2012	-Listing for leadership to review
2.2 Research external existing training modules on customer service	Andi Trybus, assistant superintendent of Human Resources; Patti Nabors, director of HR Operations	Possible purchase of training module, staff time	May 2012	-Training module is selected or developed in-house -As part of the yearly required training for all staff, a new training for 2012-13 "Customer Service" was added
2.3 [G2: AP 1.0, AS1.1, 1.3, 1.5] Develop a plan to implement or re-energize a site-based customer service campaign including incentives and recognitions	Andi Trybus, assistant superintendent of Human Resources; Monica Armenta, executive director of Communications	Staff time, additional costs of recognition materials and incentives	June 2012	-Written implementation plan -In process
2.4 Provide customer service training to all employee groups as a required district training module	Andi Trybus, assistant superintendent of Human Resources; Patti Nabors, director of HR Operations	Training materials, staff time	July 2012, and then throughout the year	-Training module available -As part of the yearly required training for all staff, a new training for 12-13 "Customer Service" was added -In April 2013, the yearly clerical staff training was held; approximately 200 District-wide secretaries and clerks attended -One focus of the 3 hour session was customer service and the

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Action Steps	Lead	Required Resources	Proposed Completion Date	Evidence of Progress
				implementation of the new registration procedural directive
2.5 Develop a customer service video	Andi Trybus, assistant superintendent of Human Resources, and Monica Armenta, executive director of Communications	Staff time	October 2012	-Video completed. Video modeled after "Support the Potential" but longer -As part of the yearly required training for all staff, a new training for 2012-13 "Customer Service" was added
2.6 Provide district administrators (principals, assistant principals, directors, managers, and supervisors) with strategies to set customer service expectations, model customer service, and expect positive customer service from employees	Andi Trybus, assistant superintendent of Human Resources; Patti Nabors, director of HR Operations; and Eddie Soto, Diane Kerschen and Raquel Reedy, associate superintendents	Training materials, staff time	August 2012	-Presentation at ACE 2012; Employee Assistance Program (EAP) use -Completed -A session on customer service for administrators was held at ACE 2012-13 -A 'cheat sheet' with customer service standards was developed
2.7 Review to see if customer service is in all performance evaluations to set expectation that customer service is important/teacher competencies	Andi Trybus, assistant superintendent of Human Resources	Staff time, negotiated agreements	July 2012	-All performance evaluations include a customer service evaluation component -Completed
2.8 Develop a survey/system to gain feedback on customer service	Andi Trybus, assistant superintendent of Human Resources	Existing internal measurements (i.e., Quality of Education Survey)	January 2013	-Established baseline
2.9 Conduct "School Walk-Throughs" to assess family friendly and	Kristine Meurer, executive director of	Existing internal tool (APS School Walk Through) Student,	May 2013 for	-Reports on assessments -Changes in school Educational

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Action Steps	Lead	Required Resources	Proposed Completion Date	Evidence of Progress
engagement at schools	Student, Family and Community Supports	Family, and Community Supports staff time. Possibility of and I-3 grant that National PTA has applied for.	elementary schools May 2014 for middle and high schools	Plan for Student Success (EPSS) <i>-Thirty walk-throughs were done in 2012-13 SY</i>

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Action Plan 3.0 – APS, in partnership with the community, will plan and launch a parent university model [G2: AP 1.0, AS 1.1, 1.3, 1.5].

Action Steps	Lead	Required Resources	Proposed Completion Date	Evidence of Progress
<p>3.1 [G1: AP2.0, AS2.7] Develop a core parent university model that can be adapted to specific schools and communities after examining parent university models from other large urban school districts (including information about the program that is offered and information on community partnerships and logistical processes used)</p>	<p>Shelly Green, chief academic officer, and Dr. Kristine Meurer, executive director of Student, Family and Community Supports (in coordination with a design team)</p>	<p>Student, Family, and Community Supports staff, other APS department staff (i.e., budget team and Human Resources to create a job description and/or create or identify an FTE, school staff)</p>	<p>May 2013</p>	<p>-APS model approved by leadership and presented to the Board of Education -The cohort model was chosen</p>
<p>3.2 [G2: AP 1.0, 1.3, 1.5] Offer learning modules, as identified in 3.1 (Identify target schools and possible training courses; identify possible online offerings; develop curricula for the courses to be offered; identify trainers; and develop graduation plans for participants who have completed the required number of courses within a unit as defined in the curriculum)</p>	<p>Kristine Meurer, executive director of Student, Family and Community Supports</p>	<p>Student, Family, and Community Supports staff, other APS departments, school staff (for logistics of hosting meetings), and community-based organizations Use existing volunteers Stipends needed for parents. Need additional funding for school incentives; research possibility of Title I funding for parent involvement.</p>	<p>Quarterly throughout the school year</p>	<p>-Sessions offered as planned -Evaluations of sessions held Financial literacy has been offered in 2012-13 as a test course – conducted by New Mexico Educators Federal Credit Union at no charge to APS</p>
<p>3.3 Departments will collaborate on course offerings for parent university mode</p>	<p>Winston C. Brooks, superintendent</p>	<p>All APS departments</p>	<p>May 2013</p>	<p>-Department alignment document available for review by leadership -A planning committee for course content has been developed and is meeting</p>

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				<p>-Planning committee formed with community members, level parent liaisons, CNM, UNM, ENLACE, Office of African American Affairs/State of NM, and department leaders</p> <p>-Funding for position has been secured (on hiring freeze)</p> <p>-Intent is to pilot in at least five schools in fall</p> <p>-New Mexico Educators Federal Credit Union (NMEFCU) will help with funding for food, parent travel and family engagement projects at pilot sites</p>
<p>3.4 [G2: AP 1.0, AS1.1, 1.3, 1.5] Develop a recruitment and marketing plan</p>	<p>Monica Armenta, executive director of Communications</p>	<p>APS Communications staff, funding of plan</p>	<p>May 2013</p>	<p>-Attendance at the parent university model</p> <p>-Kick off will be Fall 2013</p>
<p>3.5 Resource Mapping: Identify resources that help families to help their children be more successful in school, specifically in academic improvement</p> <p>Identify various organizations that are currently working with district departments or schools and solicit input from leadership of the groups they are working with</p>	<p>Kristine Meurer, executive director of Student, Family and Community Supports</p>	<p>Support /involvement and collaboration of all APS departments</p>	<p>December 2012</p>	<p>-Production of Resource Guide, guide available to public -In process</p> <p>-Resource mapping completed at 29 elementary school and 17 truancy pilot schools</p>

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Action Steps	Lead	Required Resources	Proposed Completion Date	Evidence of Progress
Develop a plan for intentional, visible presence and participation in the activities of the various community organizations/partners (which will include: creating website capacity for communication feedback; providing a mechanism to assure that every school encourages its staff to engage in neighborhood activities that can serve as relationship-building functions and collect data on such involvement; and developing a tool for identifying and tracking involvement and support of activities by the various organizations)				
3.6 Develop a consistent process for partnerships between organizations and the district and/or schools	Joseph Escobedo, chief of staff, and Brenda Yager, executive director of Board Services	Student, Family and Community Supports and other APS department staff	January 2014	-Process available for review by the leadership team -An agreement process is in development

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Action Plan 4.0 – A comprehensive district volunteer services program will be developed and implemented to support schools

Action Steps	Lead	Required Resources	Proposed Completion Date	Evidence of Progress
4.1 Develop objectives and guidelines to administer all phases of the volunteer program, including a tracking mechanism to support evaluation of the program	Kristine Meurer, executive director of Student, Family and Community Supports Andi Trybus, assistant superintendent of Human Resources	Student, Family and Community Supports staff will develop – will need assistance from other departments and schools to implement and align tasks Human Resources may need to assist with tracking system	May 2013	-Completed plan for implementation during School Year 2013-2014 -Volunteer coordinators at each school site have been identified and trained
4.2 Develop program tools and resources	Kristine Meurer, executive director of Student, Family and Community Supports	Student, Family and Community Supports staff; background checks system/staff with HR; funding for printing, marketing the program, web applications	July 2013	-Program objectives and guidelines presented to leadership team to ensure that program meets district policies -Tools for schools are being developed. Will be working over the summer to update volunteer pages on the website to ensure consistency and accuracy
4.3 Implement training for volunteers	Kristine Meurer, executive director of Student, Family and Community Supports	Student Family and Community Supports staff, Training Resource Center staff	December 2012	-Program tools and resources and training opportunities documents approved by Student, Family and Community Supports executive director -Volunteer coordinators have been trained and schools who have requested specific trainings have received

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Action Steps	Lead	Required Resources	Proposed Completion Date	Evidence of Progress
				technical assistance and or training to meet these needs
4.4 Work with schools and departments to assess their individual needs for volunteers, developing a web link directing schools to the process for requesting assistance	Kristine Meurer, executive director of Student, Family and Community Supports	Technology support including web-links for schools	Ongoing	-Assessment presented to the leadership team -In process -Truancy pilots are being utilized to determine first needs -Grant from Foundation for work study students to help coordinate/train volunteers for truancy pilot for next year -Will be collecting from schools the individual school needs for volunteers for 13-14 SY -Will be working over the summer to provide schools access to tools on-line
4.5 Develop and create a policy and procedural directive on employee volunteerism	Brenda Yager, executive director of Board Services and Kristine Meurer, executive director of Student, Family and Community Supports	Policy analyst continuing work on policy and procedural directive development	Completed	-Adoption of policy/procedural directive on employee volunteerism -Completed and implementation began -Full implementation in 13-14 school year
4.6 Recruit and maintain a database of active volunteers	Kristine Meurer, executive director of Student, Family and Community Supports and Andi Trybus, assistant	Student Family and Community Supports Staff and HR Staff Funding with a database or connection to existing data bases	Ongoing	-Database fully functional -Number of volunteers processed 11-12 SY = 2768, 13-14 SY = 4900 (as of May 2013) Tracking individual school volunteer hours; March-May

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Action Steps	Lead	Required Resources	Proposed Completion Date	Evidence of Progress
	superintendent of Human Resources			68 schools reported 26,904 hours

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Action Plan 5.0 – Recognizing that each school community is different and reacts differently to the tools that are used, a consistent triad of communication using established Web, phone and print based methods will be maintained

Action Steps	Lead	Required Resources	Proposed Date of Completion	Evidence of Progress
5.1 Train designated communicators to optimize use of parent notification system at all levels in APS for immediate messaging. Provide clear guidelines for appropriate and acceptable use of parent and employee communications in an electronic Users' Manual, including an explanation of prioritization of messaging	Monica Armenta, executive director of Communications	Access to computer for web-based training, staff from Human Resources and APS Communications Schools identify the key communicators	July 2013	-SchoolMessenger quarterly use reports, manual distribution -School Messenger user Guide completed and ready for distribution
5.2 Develop and implement two-way communication venues for APS staff at school and district levels to encourage family and community involvement such as staggered hours at City Centre for customer convenience and "office hours" at schools for teachers and staff	Monica Armenta, executive director of Communications, Andi Trybus, assistant superintendent of Human Resources, and associate superintendents: Eddie Soto, Diane Kerschen and Raquel Reedy	Possible union negotiations, budget allowance for increased utility costs	July 2013	-Employee schedule changes -Inquiries in progress
5.3 Standardize all school voice message systems and adopt a procedural directive to outline phone call and email response expectations from APS employees at all APS sites	Monica Armenta, executive director of Communications, Andi Trybus, assistant superintendent of	Staff and time, including convening an internal work group	July 2013	-Communication of procedural directive and rollout of standard voice messages on main school call-in phones -In planning phase -Scheduling training for Health

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Action Steps	Lead	Required Resources	Proposed Date of Completion	Evidence of Progress
	Human Resources, and Brenda Yager, executive director of Board Services			and Wellness teams on School Messenger for use in truancy pilots

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Action Plan 6.0 – Strategies to establish both formal and informal opportunities in individual schools for families and school staff to form stronger partnerships will be developed and implemented

Action Steps	Lead	Required Resources	Proposed Date of Completion	Evidence of Progress
<p>6.1 [G2: AP 1.0, AS1.1, 1.3, 1.5] Organize, publicize and produce half-day back-to-school family orientation programs for new parents/legal guardians of kindergarteners and for students transitioning from elementary to middle school and from middle to high school</p>	<p>Monica Armenta, executive director of Communications, Kristine Meurer, executive director of Student, Family and Community Supports, and associate superintendents: Eddie Soto, Diane Kerschen and Raquel Reedy</p>	<p>Staff, promotional funds, use of school facilities as host sites, printing; additional funding needed</p>	<p>August 2013</p>	<p>-Event -In planning phase</p>
<p>6.2 Explore district-wide celebrations of student success with assemblies/ceremonies and beyond as evidence of success at all schools. Involve high school counselors more</p>	<p>Monica Armenta, executive director of Communications, Kristine Meurer, executive director of Student, Family and Community Supports, and associate superintendents: Eddie Soto, Diane Kerschen and Raquel Reedy</p>	<p>Staff, time, additional promotional funds needed and build from existing funds</p>	<p>January 2013</p>	<p>-Event -Superintendent thank you letter to parents of graduates -Graduation success slideshow and video -Marketing new schools of choice to entire community.</p>
<p>6.3 Designate Grandparents Day at elementary schools to expand the circle of family engagement, create a</p>	<p>Monica Armenta, executive director of Communications,</p>	<p>Staff, time, promotional funds</p>	<p>July 2013</p>	<p>-Event -In planning phase</p>

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Action Steps	Lead	Required Resources	Proposed Date of Completion	Evidence of Progress
day of memories and educate new audiences about campus life	Kristine Meurer, executive director of Student, Family and Community Supports, and associate superintendents: Eddie Soto, Diane Kerschen and Raquel Reedy			
6.4 Use multiple forms of media for communication with families and community	Monica Armenta, executive director of Communications	Staff, time	Indefinitely – part of daily work	-Increase in positive news coverage -Media log for school year completed

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Action Plan 7.0 – A focused and aligned district direction for all required or existing internal/external groups will be developed

Action Steps	Lead	Required Resources	Proposed Completion Date	Evidence of Progress
7.1 Inventory all required advisory groups (statutes, regulations, community, district, by grants, etc.)	Joseph Escobedo, chief of staff, and Kristine Meurer, executive director of Student, Family and Community Supports	School reports of advisory groups	January 2014	-List of all required internal/external groups -Ongoing
7.2 Inventory all existing groups that are involved in providing some level of support and/or advice to the board, district, schools, etc.	Joseph Escobedo, chief of staff, and Kristine Meurer, executive director of Student, Family and Community Supports	School and department reports of internal/external groups	January 2014	-List of all existing internal/external groups
7.3 Develop policies for use and maintenance of database, including the legalities of its use	Leadership and Brenda Yager, executive director of Board Services	Review of all policies by policy analyst and recommendations to leadership	May 2014	-Policies and procedures approved by the APS Board and leadership regarding internal/external groups
7.4 Review all internal/external groups and develop policies and procedures to decide which internal/external groups may be consolidated or eliminated	Leadership and Brenda Yager, executive director of Board Services	Review of all policies by policy analyst and recommendations to leadership	May 2014	-Policies and procedures approved by the APS Board and leadership regarding internal/external groups
7.5 Create a database of all internal/external groups and members that includes contact information	Joseph Escobedo, chief of staff, and Kristine Meurer, executive director of Student, Family and Community Supports	School and department reports of internal/external group members and contact information	January 2014	-List of all contact information of internal/external group members -Ongoing
7.6 Inventory all parent groups at the district and school levels	Kristine Meurer, executive director of Student, Family and	School and departmental input into parent groups and contact information.	January 2014	-Lists of all parent groups and contact information -In Process

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Action Steps	Lead	Required Resources	Proposed Completion Date	Evidence of Progress
	Community Supports			
7.7 Create a process for updating the district parent group information database with responsibility resting primarily with parent groups	Research, Deployment and Accountability (RDA), Kristine Meurer, executive director of Student, Family and Community Supports, and associate superintendents: Eddie Soto, Diane Kerschen and Raquel Reedy	Staff Time	January 2014	-Process in place possibly automated or web-based -Not started

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Action Plan 8.0 – APS will implement pilot community school sites

Action Steps	Lead	Required Resources	Proposed Completion Date	Evidence of Progress
<p>8.1 [G2: AP 9.0] Continue the district’s partnership with the ABC Community Schools Partnership to identify existing, new, consistent resources to support the school sites; and identify unused levy or legislative appropriations</p>	<p>Kristine Meurer, executive director of Student, Family and Community Supports</p>	<p>Student, Family and Community Supports Department staff; updated Joint Powers Agreement; APS portion of the corpus money as determined in the JPA (found in the Student, Family and Community Supports Department); 21st Century Resources; community-based organizations’ resources; ABC Community Schools Partnership institutional resources; and EMSI funds from the City of Albuquerque</p> <p>APS Government Affairs liaison</p>	<p>Ongoing, with a regular report of additional resources identified to APS leadership team and the ABC CS Partnership</p>	<p>-Completed and signed Joint Powers Agreement; implementation of pilot sites; and identification and agreement on possible long-term sustainability funding</p> <p>-Joint Powers Agreement with ABC Community Schools Completed</p>
<p>8.2 Develop an implementation plan</p>	<p>Kristine Meurer, executive director of Student, Family and Community Supports</p>	<p>Staff members from Student Family and Community Supports, Title I, selected principals, and ABC Community School Partnership staff</p>	<p>December 1, 2012</p>	<p>-Completed plan approved by the superintendent and the ABC Community Schools Partnership</p> <p>-Courtesy presentation to the Board of Education</p> <p>-Ongoing</p> <p>-Initial implementation IDed for Fall 2013 depending on funding</p> <p>-Continued work with ABC Community Schools Partnership. Potential schools</p>

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				<p>have been identified. Possible funding sources for Coordinators have been identified. Budgets from ABC are being formulated.</p>
<p>8.3 Align existing community school initiatives (ex. Elev8)</p>	<p>Kristine Meurer, executive director of Student, Family and Community Supports</p>	<p>SCP Department staff, ABC Community Schools Partnership staff, community-based organizations' staff (ex. YDI staff)</p>	<p>December 1, 2012</p>	<p>-Document indicating the alignment presented to the ABC Community Schools Partnership in collaboration with leadership of the initiatives -Courtesy presentation to the Board of Education -Completed</p>
<p>8.4 Identify and align APS department/school initiatives that are germane to the Community School Model</p>	<p>Kristine Meurer, executive director of Student, Family and Community Supports</p>	<p>Student Family and Community Supports Department staff, other district departments (ex. Indian Education)</p>	<p>December 1, 2012</p>	<p>-Document indicating the alignment presented to the APS leadership team in collaboration with leadership of the departments/schools identified -Courtesy presentation to the Board of Education -Completed as part of the reorganization of the SFCS Division</p>

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Action Plan 9.0 – The district’s community fundraising and in-kind donation mechanism will be organized and strengthened

Action Steps	Lead	Required Resources	Proposed Completion Date	Evidence of Progress
9.1 Assign a district-level central hub for fundraising that monitors and organizes the fundraising from district departments	Winston Brooks, superintendent	Buy-in from individual departments, entities who raise funds and in-kind donations	2013/ May, 2014	-APS departments quarterly meetings to discuss ways to coordinate asks with a leadership-level administrator making final decisions - Ongoing
9.2 Create a clearinghouse of school fundraising with standards for contract fundraising vendors (entertainment books, calendars, food, etc.), maximizing the giveback to schools (creating and/or revising policies/procedural directives as needed)	Phill Casaus, executive director of APS Education Foundation, and Don Moya, chief financial officer	Current staffing to monitor, evaluate and clear vendors who deal directly with schools for fundraising; policy analyst to review current and future policies/procedural directives	January 2014	-Fundraising vendors approved via the district process before dealing directly with schools and parent organizations - Ongoing
9.3 Investigate a process in big-ticket district RFPs that paves the way for automatic givebacks to key district programs	Don Moya, chief financial officer, and the Procurement Department	Agreement on the concept, change in the way RFPs are issued	July 2013	An identified model process; updated RFP process - Discussions planned
9.4 Maximize the use of the district’s communications tools (i.e., web site, etc.) so that fundraising may take place in the most modern, efficient ways	Phill Casaus, executive director of APS Education Foundation, Monica Armenta, executive director of Communications, and Paul Romero, chief information officer	Web team design, input, technical expertise	Continuous	-Creation of electronic means for donating to district schools and programs, including the APS Education Foundation. -Have implemented SupportAPS.org, an online giving tool straight to classroom
9.5 Build a database of parent contacts and employ that database	School registrars or secretaries	Commitment to map, collect contact information for parents	2014	-A comprehensive database of APS parents, community

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to its fullest extent		and community members Current staffing; no additional costs		members, and contributors available for use in large district information projects
9.6 Develop a process to approve all apparel/merchandise agreements that involve individual schools	Phill Casaus, executive director of APS Education Foundation, APS Athletic Director Ken Barreras, Monica Armenta, executive director of Communications	Staff time, effort from the APS Education Foundation, Athletics Dept., Communications Dept., and legal counsel Current staffing; no additional costs	Continuous	-A licensing program that creates royalties from entities that use school and team trademarks, names -Has been instituted with large retailers; next step dealing with local retailers; 10 of 13 high school logos are copyrighted
9.7 Develop a consistent process to recognize in-kind donations and volunteerism	Phill Casaus, executive director of APS Education Foundation	Staff time from the Communications Department, the APS Education Foundation, the Student, Family and Community Supports Dept., the APS Board Services Office, and schools	Continuous	-A process that leads to consistent recognition before the board and a community of groups and individuals who volunteer and donate to the district. -Working with Communications and Board Services

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Action Plan 10.0 – Necessary translation and interpreter services for essential school and district information will be made available

Action Steps	Lead	Required Resources	Proposed Completion Date	Evidence of Progress
<p>10.1 Review and update the requirements for translation and interpretation services, including updating the inventory of what is translated</p>	<p>Lynne Rosen, director of Language and Cultural Equity</p>	<p>Support from the Technology Department (which may have to reprioritize projects); upgraded database; data transferred from File Maker Pro to another database that APS supports; and staff time</p>	<p>Ongoing</p>	<p>-Reporting annually reflecting current available forms, new forms (specifying the title name of the form) for the year, and dates when uploaded to the website -LCE keeps an extensive data base that includes school and district requests and actual services provided for interpretation and translation services. In the process of updating the LCE website to include district wide or school documents for schools to access in various languages</p>
<p>10.2 Work with associate superintendents of elementary and secondary education to develop a system of standardized <i>district</i> forms to post and share among all schools. (Four district forms will be selected for development the first year i.e., SBA testing parent information and testing tips, science fair parent information and requirements for elementary and mid schools developed by APS staff school supply lists for different</p>	<p>Lynne Rosen, director of Language and Cultural Equity</p>	<p>Collaboration with associate superintendents; staff time</p>	<p>End of SY 2012-2013 to have four district forms completed; each year additional district forms will be developed</p>	<p>-Four district forms developed and used by schools; inventory of district forms continues to expand each year; and uploaded standardized district forms on Translation Services website, available to the whole district -There are currently 195 district or school wide documents available on the intranet. We are in the</p>

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Action Steps	Lead	Required Resources	Proposed Completion Date	Evidence of Progress
grade levels, and district compact/parent involvement policy)				process of moving the documents from the intranet to the LCE website.
10.3 Develop a cost analysis and evaluation of current/future usage to become more competitive in recruitment of interpreters	Lynne Rosen, director of Language and Cultural Equity	Staff time; funding for implementation; input from Translation and Interpretation Services staff No additional staffing; reallocation of existing	January 2013	-Recommendations presented to leadership -Ongoing through RFP process
10.4[G4: AP 8.0] Develop signage templates for schools to use to create more welcoming environments on school campuses	Lynne Rosen, director of Language and Cultural Equity	Collaboration with schools and the Maintenance and Operations Dept. to learn what signage is needed at different schools; staff time	December 2012	-Signage templates developed and continued usage by schools -Begins this summer
10.5 Develop and implement plan for translation of website to Spanish and other languages: Add a disclaimer, reviewed by legal, on the school homepages that offer translations indicating that the machine-generated translation is only a tool for non-English speaking parents to provide a general understanding but is not an exact translation School migration project will be completed December 2013 APS homepage includes translation function (Fall 2013)	Lynne Rosen, director of Language and Cultural Equity, Paul Romero, chief information officer, and Monica Armenta, executive director of Communications	Funds to translate website; staff time	2014	-Disclaimer added to website as first step for those schools offering a machine-generated translation; school homepage migration project completed; and APS homepage has an added translation function

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Action Steps	Lead	Required Resources	Proposed Completion Date	Evidence of Progress
10.6 Research implications of translation services currently used by Special Education	Shelly Green, chief academic officer	Collaboration between Special Education, Language and Cultural Equity, and Translation and Interpretation Services departments; staff time; and funding for implementation for other languages besides Spanish	December 2012	-Recommendations presented to leadership; procedural directive approved -In Planning

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Action Plan 11.0 – Technical assistance for creating or strengthening family organizations will be provided to schools

Action Steps	Lead	Required Resources	Proposed Completion Date	Evidence of Progress
11.1 Develop a process and tools to assist schools around family and community engagement	Kristine Meurer, executive director of Student, Family and Community Supports	SCP staff, Title I funding, Operational funding	January 2013	<ul style="list-style-type: none"> -Process and tools developed -SFCS Division and Title I are collaborating on trainings and tools for family engagement. Meetings are held monthly and a plan is in process -Trainings have been held for after-school providers on family engagement
11.2 [G2: AP 1.0, 1.3, 1.5] Communicate the availability of the assistance to schools	Kristine Meurer, executive director of Student, Family and Community Supports	Student, Family and Community Supports staff; Title I funding; additional operational funding; Communications Department resources	Ongoing	<ul style="list-style-type: none"> -Work with the associate superintendents to communicate with schools -SFCS Division and Title I are collaborating on trainings and tools for family engagement -Meetings are held monthly and a plan is in process -Trainings have been held for after-school providers on family engagement

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Action Plan 12.0 – The foundations of cultural proficiency will be applied in all APS policies and practices

Action Steps	Lead	Required Resources	Proposed Completion Date	Evidence of Progress
12.1 Develop the application phase model in partnership with district leaders and principals	TBD	Input gathered during district council meeting on April 20, 2012; time from cultural proficiency stakeholders in June to review feedback and recommendations; planning time with instructional coach leadership group to determine application of culturally proficient coaching; planning time with counselors to develop culturally proficient counseling; collaboration with the leadership of Common Core State Standards for culturally proficient implementation; time, space, and materials for capacity building of current and new administrators; professional learning time (3 days) to learn the foundations of cultural proficiency	Ongoing	<p>-Completed plan presented to superintendent; books procured for the principals, instructional coaches, counselors, and assistant principals; and books purchased for use at the school and department levels</p> <p>-Toby Herrera and Lynne Rosen have been assigned to lead the work of Cultural Proficiency</p> <p>-A plan is in process and will be presented to the superintendent in July</p>
12.2 Legitimize the role of the Cultural Proficiency (CP) Leadership Team	TBD, and Shelly Green, chief academic officer	Identified new superintendent’s leadership team champion, administrator to lead and coordinate the Cultural Proficiency Leadership Team, and positions from various	May 30, 2012	<p>-Agreements from supervisors of cultural proficiency facilitators for them to engage in work and time away from regular duties</p> <p>-Toby Herrera and Lynne</p>

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Action Steps	Lead	Required Resources	Proposed Completion Date	Evidence of Progress
		departments to serve on the Cultural Proficiency Leadership Team; approved time for facilitators to work on cultural proficiency away from their school or departmental duties		Rosen have been assigned to lead the work of cultural proficiency -A plan is in process
12.3 Prepare cultural proficiency facilitators	TBD	Time away from their regular duties; resources to hire experts in diversity and equity-based facilitation; and materials	Ongoing	-Inclusion of resources to pay for experts/consultants included in the 2012-13 budget -Toby Herrera and Lynne Rosen have been assigned to lead the work of cultural proficiency -A plan is in process
12.4 Implement cultural proficiency assessments of all district and school policies and practices	TBD Brenda Yager, executive director Board of Education Services	Commitment by district and school leaders to conduct assessments; specific process conduct assessments; time reserved to assess cultural proficiency when policies are reviewed	May 2013	-Culturally proficient policies and practices in place -Toby Herrera and Lynne Rosen have been assigned to lead the work of cultural proficiency -A plan is in process

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Action Plan 13.0 – Engage families and community partners for truancy prevention and intervention

Action Steps	Lead	Required Resources	Proposed Completion Date	Evidence of Progress
13.1 Convene a Truancy Prevention Task Force	Kristine Meurer, executive director of Student, Family and Community Supports; Ron Lucero, truancy prevention manager	Various departments and community members to serve on task force	Ongoing	-Minutes from task force meetings -Ongoing
13.2 Assess current status of Truancy Program	Kristine Meurer, executive director of Student, Family and Community Supports, truancy task force and Ron Lucero, truancy prevention manager	Various departments including but not limited to: Attendance liaisons Principals Counselors APS Police	Annual each September Completed for 2012	-Assessment Results -Pilots identified (17 schools) -Tools drafted -Health and Wellness teams trained -Pilots testing process and tools now -Tools will be refined from test – full implementation in pilots in Fall 2013
13.3 Develop a district plan to combat truancy	Kristine Meurer, executive director of Student Family and Community Supports, truancy task force and Ron Lucero, truancy prevention manager	Various departments and community members to serve on task force	October 2012	-Plan -Ongoing
13.4 Implement district plan to combat truancy	Kristine Meurer, executive director of Student, Family and Community	Various departments, schools, and community members	Ongoing	-Reduction in truancy rate. Number of interventions -Baseline being collected for

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Action Steps	Lead	Required Resources	Proposed Completion Date	Evidence of Progress
	Supports, school and district staff			2012-13 SY