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Our Next Big Move!
Alhambra's
5-Year
Strategic Plan

2022 - 2027

Table of Contents

Strategic Plan (Established 2021–2022; Year 1: 2022–2023)

Alhambra’s Vision, Mission, Core Values

Initial Timeline - Alhambra’s 5-Year Strategic Plan

Introduction of the Steering Committee

The Work - Committee at Large Initial Meeting - Outcomes

Introduction of the 5 Subcommittee Facilitators

The Work - Subcommittee Meetings and Members

Subcommittees Established: Definitions, Goals, Primary Needs,
Desired Outcomes, Strategies, and Action Steps

Culture, Conditions, and Climate

Family and Community Engagement

Systems and Resources

Teaching and Learning

Whole Child

The Work - Committee at Large Final Meeting - Outcomes

Year 1 - 2022 - 2023

Culture, Conditions, and Climate

Family and Community Engagement

Teaching and Learning

Whole Child

Year 2 - 2023 - 2024

Culture, Conditions, and Climate

Family and Community Engagement

Systems and Resources

Teaching and Learning

Whole Child

Year 3 Plan - 2024 - 2025

Year 4 Plan - 2025 - 2026

Year 5 Plan - 2026-2027



5-YEAR STRATEGIC PLAN

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT



Alhambra Elementary School District will enrich the life of the whole child in collaboration with families and the greater community. We will promote a social and global consciousness that encompasses a profound respect for all humanity.



Educating
the Whole
Child

- Build Trust/Extend Trust
- Culture of Continuous Growth
- Doing the Right Thing
- Striving for Excellence
- Strong Work Ethic
- Belonging and fair opportunities for all

Initial Timeline



5 YEAR STRATEGIC PLANNING TIMELINE

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT

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ASSESS AESD'S CURRENT REALITY

October 7, 2021 - share 5YP Planning Timeline w/ Gov. Board
 Wk of: October 11, 2021

- Collect multiple data points
- Post the 5YP Committee to solicit members

Wk of: October 18, 2021

- Establish committee
- Analyze data to establish strengths/weaknesses & core value trends

Wk of: October 25, 2021

- Continue committee work
- Analyze data to establish strengths/weaknesses & core value trends

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COLLABORATIVELY BUILD THE AESD 5YP

Wk of: November 1, 2021

- Create district goals based on trends
- Establish goal related subcommittees

Wk of: November 8, 2021

- Subcommittee PIAM Work (Priority, Initiative, Action Steps, Measures)

Wk of: November 15, 2021

- Subcommittee PIAM Work Continues
- Communicate progress to district

Wk of: November 29, 2021

- Compare PIAM Work to current mission/vision & revise if necessary

Wk of: December 6, 2021

- Organize PIAM work; start document creation; craft communications

December 9, 2021

- Update Governing Board - Study Session - share plan progress

Wk of: December 13, 2021

- Refine & finalize document following Study Session input

Wk of: January 3, 2022

- Document clean up

Wk of: January 10, 2022

- Full committee review of final draft
- 1/14/22 completion is goal

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IMPLEMENT THE AESD 5YP - MANAGE & CELEBRATE PROGRESS

Wk of: January 17, 2022

- Full committee plans presentation of final product to Gov. Board

January 20, 2022

- Present AESD 5YP to Gov. Board; communicate to AESD Stakeholders

Wk of: January 24, 2022

- Begin AESD 5YP implementation & monitoring process



DEPLOYMENT Communication & Integration

- Board
- Staff
- Community

Next Steps



MONITORING Data & Direction

- Departments
- Schools
- Community

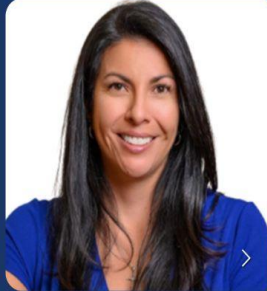


MELISSA GONZALES

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT



ANGELA FRANKENFIELD



DR. CECILIA MAES



ALANA RAGLAND



CLAIR PERRY



MANDI BILYOU



KAREN STENDEL

The Steering Committee

The Steering Committee helps to steer the district through the 5-year strategic planning process from start to finish.

- Dr. Cecilia Maes, Superintendent
- Mandi Bilyou, Associate Superintendent of Operations
- Melissa Gonzales, Deputy Superintendent of Academics
- Angela Frankenfield, Professional Learning Specialist
- Clair Perry, Executive Director of Human Resources
- Alana Ragland, Executive Director of Equitable Practices
- Karen Stengel, Director of Whole Child Learning





The Work



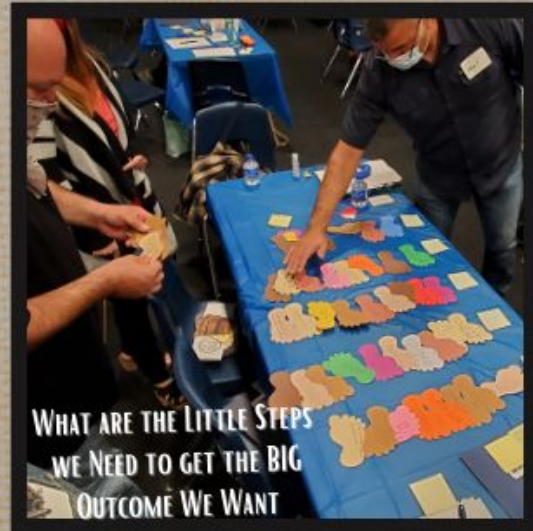
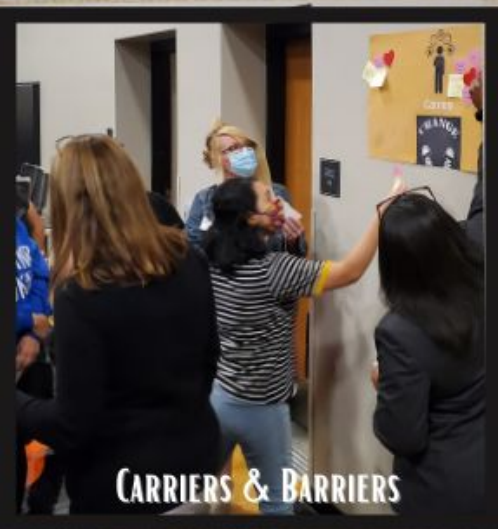
NEXT BIG MOVE

5-YEAR STRATEGIC PLAN
DR. CECI MAES

10/30/21

Committee at Large Initial Meeting

Facilitated by: Alana Ragland



The Subcommittee Facilitators

CULTURE, CONDITIONS, AND CLIMATE



Welcome Minh Nauven and Andrew Feight

SYSTEMS AND RESOURCES



Welcome Carin Hart and Clair Perry

Family and Community Engagement



Welcome Gabriel Gamino Guerrero and Michelle Talbot

Whole Child

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT

Educating the Whole Child
Everyone Matters

Welcome Karen Stengel and Reesie Watkins

Teaching and Learning



Welcome Shaunna Smithson, Esperanza Lopez, and Kira

“With its focus on asking instead of telling, listening, and building consensus, facilitation is the essential skill for anyone working collaboratively with others.” from Facilitating With Ease! By Ingrid Bens

The Work

8 hours

Subcommittee Meetings

5 Subcommittees:

- Culture, Conditions, & Climate
- Family & Community Engagement
- Systems & Resources
- Teaching & Learning
- Whole Child

Work Topics:

Establish a Subcommittee Definition, Goal, 3-4 Primary Needs, 3-4 Desired Outcomes, Strategies, Action Steps



NEXT BIG MOVE

5-YEAR STRATEGIC PLAN
DR. CECI MAES

Thank you subcommittee members...

CCC

Minh Nguyen
Andrew Feight
Alana Ragland
Alfonso Landey
Isaac Perez
Kem Fisher
Marjorie Paez

Stephen Combs
John Oporoku
Sulimar Medina
Paul Ruiz
Terrian King
Michael Rivera
Juan Zozaya
Miguel Brambila
Michelle Frias

F&C

Gabriel Gamiño
Michelle Talbot
Cynthia Glasco
Samuel Garcia
Melvin Mitchell
Tracy Ferino

Yvette Nava
Brienne Ross
Glen Hale
Tina Bunch
Elisa Zagala
Lynette Faulkner
Jocelyn Thomas

Paige Bodam
Angie Frankenfield
Cecilia Hernandez
Garthanne de Ocampo
Salina Pena
Gabriel Gamiño
Michelle Talbot

S&R

Clair Perry
Carin Hart
Rainier Barrett
Veronica Barrick
Mandi Bilyou
Rhonda Bowman
Jennifer Bunch
Marcy Goma
Tasha Grant
Scott Heusman
Margarita Herrera
Mark Laliberte
Ruben Montoya
Phillip Seng
Matt Shields
Vanessa Shields
Richard Stinnett

WC

Karen Stengel
Reesie Watkins
Beatrice Brewer
Cathleen O'Neil Frantz
Charissa Watkins
David Wells
Gretchen Noble
Karen Schmaltz
Karen Stengel
Pedro Eribes
Samuel Lavi
Sang Hee Kim
Sharon Spearman
Tiffany Rosenberg
Marlen Vazquez
Melissa Gonzales

T&L

Esperanza Lopez
Shaunna Smithson
Kira Thomas
Shauna Becker
Rosa Berrelleza
Danielle Berry
Amy Bradshaw
Julia Cremona
Alan Davidson
Kristine Jones
Michelle Hicks
Mackenzie Harris
Jessica Jensen
Esperanza Lopez
Dr. Ceci Maes
Sarah Messick
Maria Montenegro
Stacy O'Rourke
Christina Peacock
Evangelina Santamaria

Liz Zipp
Raul Ruiz
Libby Cohen
Jill Bahti
Erika Twohy
LaTisha Smith
JJ Montoya
Tamra Smith
Shaunna Smithson
Amanda Stegen
Adrienne Stephenson
Kira Thomas
Scott Thompson
Becky Thornton



Culture, Conditions, and Climate



Culture, Conditions, & Climate: In Alhambra, school conditions, climate and culture are impacted by consistency in beliefs, perceptions, relationships, attitudes and written and unwritten rules that shape and influence every aspect of how a school functions. All stakeholders take responsibility for fostering a supportive environment that prioritizes student physical and emotional safety, a healthy school culture, the orderliness of classrooms and public spaces, and a commitment to respecting and celebrating all backgrounds, perspectives, and experiences while ensuring fair access to opportunities. In Alhambra, when we truly appreciate and celebrate each individual person in their entirety, it will develop.

Goal: AESD will design and maintain a caring learning community where everyone has a sense of belonging.

Primary Need 1: AESD needs to enhance its capacity to foster a welcoming and supportive community where all individuals feel valued and have fair access to opportunities.

Desired Outcome 1: We will ensure that every aspect of AESD reflects the backgrounds, perspectives, and experiences of our learning community.

Strategy: Provide training & build awareness of AESD's Climate, Culture and Conditions goal.

Action Step 1: Plan, create, and develop opportunities to recognize and honor the richness of our community at every level.

Action Step 2: Provide ongoing, research-based professional development focused on building a strong and supportive learning community for all.

Culture, Conditions, and Climate

Culture does not make people. People make culture.

Primary Need 2: AESD needs to build a welcoming, positive, safe learning community where all have a sense of belonging.

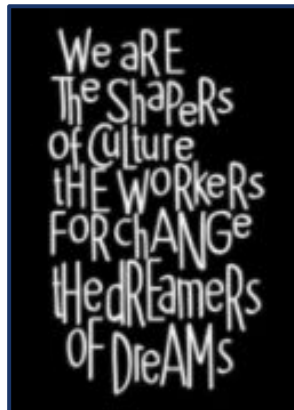
Desired Outcome 2: AESD will build a welcoming, safe, positive learning community where all people will have a sense of belonging.

Strategy: Build a welcoming environment with a holistic approach to safety.

Action Step 1: Provide the highest levels of customer service as evidenced by customer feedback.

Action Step 2: Plan and practice AESD safety protocols.

Action Step 3: Continue to provide wellbeing support services for everyone.



Primary Need 3: AESD needs to create a culture that makes data informed decisions based on student needs.

Desired Outcome 3: AESD will have a culture that makes data informed decisions based on student needs.

Strategy: Use relevant data to inform decisions.

Action Step 1: Collect relevant data from all stakeholders to inform decisions and use the data to maintain a caring learning community.

Action Step 2: Create a process to analyze and disaggregate data to inform decisions.

Family and Community Engagement



Family and Community Engagement: is an essential component in improving outcomes for children and youth. Effective family and community engagement is a reciprocal trusting partnership among families, communities and schools that reflects a shared responsibility to foster social, emotional, and academic development of the whole child.

Goal: AESD will create and sustain mutual partnerships to engage and empower families and communities through equitable opportunities.

Primary Need 1: AESD needs district and site level systematic and strategic communication.

Desired Outcome 1: AESD will have systematic and strategic communications to strengthen our connections with all stakeholders.

Strategy: Establish district standards for effective communication that strengthen our connections with all stakeholders.

Action Step 1: Assess how the district and sites currently communicate with families and community.

Action Step 2: Develop and communicate a plan for systematic and strategic district/site level communication. (Who, what, when, where, why, how). NOTE: Establish a district-wide calendar of events/opportunities.

Action Step 3: Monitor and refine/adjust the plan for systematic and strategic district/site level communication.

Family and Community Engagement



Primary Need 2: AESD needs to empower our families to be active participants in their school communities.

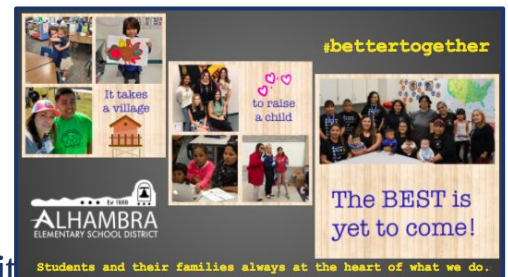
Desired Outcome 2: Families are empowered to engage in a variety of opportunities with their own unique contributions.

Strategy: AESD will establish intentional opportunities for our families and communities that validate their unique contributions.

Action Step 1: Assess the current opportunities for family/community involvement in AESD.

Action Step 2: Develop and communicate a menu of opportunities for family and community involvement.

Action Step 3: Develop a process to validate and celebrate families and communities' unique contributions.



Primary Need 3: AESD families and communities need equitable access to resources.

Desired Outcome 3: AESD will provide equitable access to resources for our families and communities.

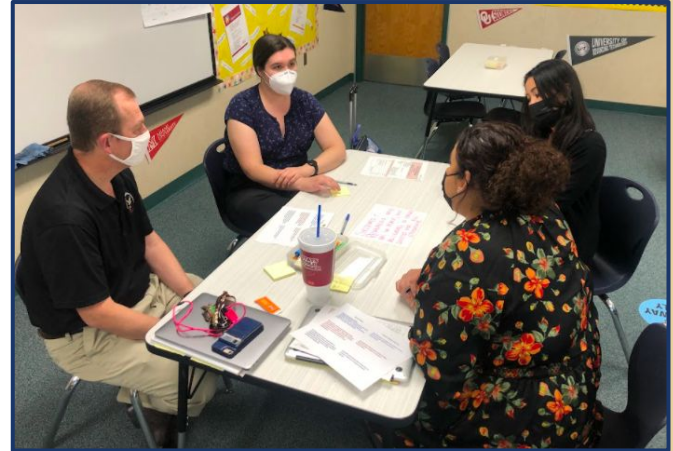
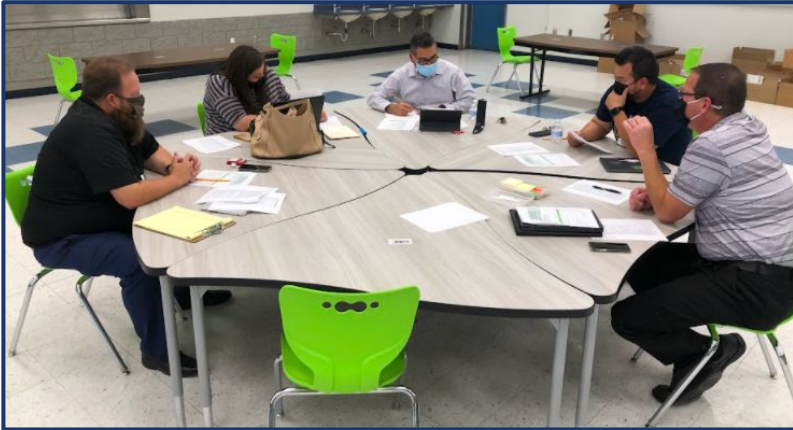
Strategy: AESD will identify district and site level programs/partnerships and how they address family/community needs. NOTE: Process of sharing/communicating programs/partnerships district-wide. Possibly on website backside.

Action Step 1: Assess current resources available to AESD families and communities.

Action Step 2: AESD will monitor and evaluate the impact of partnerships on our families and communities.

Action Step 3: AESD will identify additional needs and resources on an ongoing basis.

Systems and Resources



Systems & Resources: A system is the HOW. In a school district, it is the set of well communicated, simple, efficient, and timely structures, methods, principles, practices, and procedures that clarify how something is done within an organized framework or way of doing business evaluated and held accountable through a cycle of continuous improvement.

Resources are the WHAT. In a school district, this includes time, funds, assets, materials, staff, and any other "things" that are responsibly, equitably, and intentionally (based upon needs) distributed in a sustainable manner to achieve the desired outcomes aligned to the vision/mission of the district.

Goal: AESD will have access to and consistently utilize effective, aligned systems and resources to support all stakeholders as we positively impact student success.

Primary Need 1: Evaluate current systems and resources to determine priorities and necessary revisions that have the greatest impact on student success.

Desired Outcome 1: Systems & Resources will be in place that have great impact on student success.

Strategy: Audit and prioritize current systems and resources for all sites and departments.

Action Step 1: Create a framework to interview/survey relevant stakeholders.

Action Step 2: Analyze data to determine and implement refinements, new systems/resources and next steps.

Systems and Resources



Primary Need 2: Create a digital "tool" that is easily accessible and contains all district systems and resources to ensure stakeholder success.

Desired Outcome 2: All stakeholders have access to district systems and resources to ensure increased stakeholder success.

Strategy: Create a district tool that contains ALL district systems and resources.

Action Step 1: Compile and organize all standard operating procedures (SOPs) and resources in a digital format.

Action Step 2: Improve our AESD website and location search to house and access the tool.



Primary Need 3: Communicate the digital tool to all stakeholders to maximize access to district and community resources in order to ensure student success.

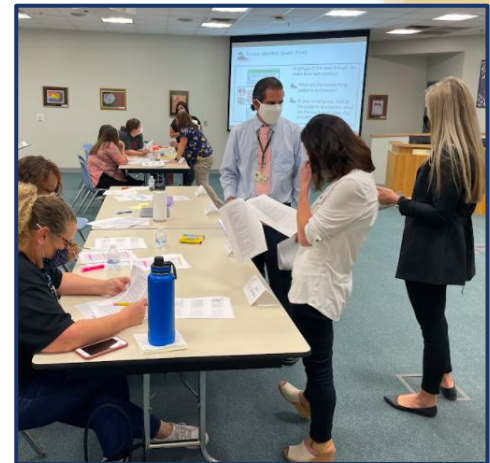
Desired Outcome 3: Staff and community know how to access systems and resources to ensure student success.

Strategy: Train and implement the digital tool to all stakeholders.

Action Step 1: Train stakeholders.

Action Step 2: Continuously implement and evaluate.

Teaching and Learning



Teaching & Learning: Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations and accountability for all students to succeed in their future to become lifelong learners.

Teachers have a solid knowledge of the content they teach and a common understanding of the content standards and curricula. Effective teachers will engage in coaching and professional development for teachers and provide support for the community.

Effective teachers intentionally plan, emphasize evidence-based practices in their lessons (e.g. relevant differentiation and engagement), and utilize a balanced assessment system to make instructional data-driven decisions for all students focusing on the whole child.

Goal: AESD will ensure continuous growth and achievement for all.

Primary Need 1: Educators need to use effective data driven, standards and research-based instructional strategies.

Desired Outcome 1: Evidence of expected student growth - AESD will use data and standards-based instruction to increase student achievement.

Strategy: Effective evidence based instructional strategies will be used to increase achievement for all students.

Action Step 1: Ongoing targeted training and collaboration.

Action Step 2: Ongoing data collection and analysis to determine growth and next steps for all stakeholders.

Teaching and Learning

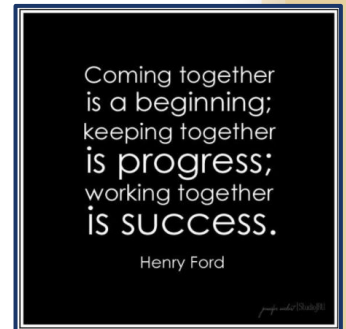
Primary Need 2: Educators need meaningful and structured opportunities for collaboration and strategic planning.

Desired Outcome 2: AESD has opportunities for educators to engage in meaningful collaboration & strategic planning.

Strategy: Implement professional learning communities district-wide for all.

Action Step 1: Provide training (the what, why and how) support and monitor Professional Learning Communities (PLC) effectiveness.

Action Step 2: Scheduled PLCs that are structured, ongoing and have consistent collaboration.



Primary Need 3: Educators need professional development and coaching to build capacity for effective instruction.

Desired Outcome 3: Educators consistently implement effective instruction by participating in differentiated professional development and strategic coaching.

Strategy: Provide differentiated Professional Development (PD) and coaching based upon need.

Action Step 1: Ensure that PD and coaching are impactful for all learners.

Action Step 2: Use surveys, feedback, coaching cycles, and walk-through data to evaluate needs and effectiveness.



Primary Need 4: Educators need to create, maintain and sustain high expectations to promote accountability for all stakeholders aligned to focused goals.

Desired Outcome 4: All stakeholders will engage in learning, growing, and achieving in order to ensure all students make a minimum on 1 year's growth in all areas.

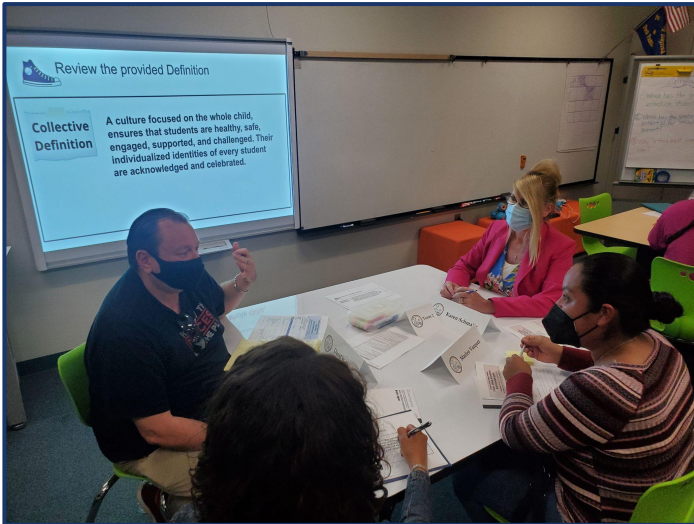
Strategy: Structured goal setting. The strategy is measured using SMART goals for all stakeholders.

Action Step 1: Create a systematized process for goal setting using research-based systems (ex. SMART goals).

Action Step 2: Progress monitor goals and aggregate data, adjusting accordingly each month.



Whole Child



Whole Child: In Alhambra, whole child means we provide unique opportunities for our learners to explore, discover, and make connections. Learners are inspired and empowered for their future, and individual identities of every learner are acknowledged, supported, and celebrated.

Goal: AESD will support the whole learner.



Primary Need 1: AESD needs comprehensive school programs including extracurricular activities.

Desired Outcome 1: At each school we will provide various, unique, and innovative opportunities that are inclusive and equitable where all voices are welcomed.

Strategy: Set-up systems and procedures, that are easy for schools to follow, to ensure all ideas are heard and opportunities are provided throughout the day.

Action Step 1: Each campus will implement various courses/programs that will be taught/held during the day, before, and after school.

Action Step 2: Survey all stakeholders, collect information regarding needs, and collect and analyze data. (i.e. behavior, attendance, & achievement).

Whole Child

Primary Need 2: AESD needs effective social and emotional learning.

Desired Outcome 2: There will be evidence of social and emotional learning that addresses inequity, encourages all people and results in thriving schools, contributing to safe, healthy, and just communities.

Strategy: Everyone will strengthen their use of the Multi-Tiered System of Supports (MTSS) framework using a Positive Behavior Support focus.

Action Step 1: Deeper understanding of MTSS framework through training and communication.

Action Step 2: Collect appropriate data/evidence to understand needs. (i.e. social, emotional, survey, attendance, behavior, and achievement).



Primary Need 3: AESD needs to provide everyone with diverse opportunities to enhance the individual sense of self and connect to something bigger.

Desired Outcome 3: We will provide multiple outlets that embrace talents, abilities, and accomplishments that strengthen community connections.

Strategy: We will implement various outlets that showcase talents, abilities, and accomplishments.

Action Step 1: Identify outlets and ways to showcase talents, abilities, and accomplishments.

Action Step 2: Solicit stakeholders to collaborate on ideas.



The Work

OUR NEXT BIG MOVE IS NOT A STEP, BUT A SOAR



12/04/21

Committee at Large Final Meeting

"TRIPLE A" - ALHAMBRA'S ADOLESCENT ADVISORS



A LOOK BACK AT THE PAST 5 YEARS



A VIRTUAL MEETING WITH BREAKOUT ROOMS



PLUSES. MINUS. INTERESTING



What are some things you like about the work?



What are some areas that might be missing?



What are some areas that are intriguing or interesting?

USING P- M- I TO PROVIDE FEEDBACK

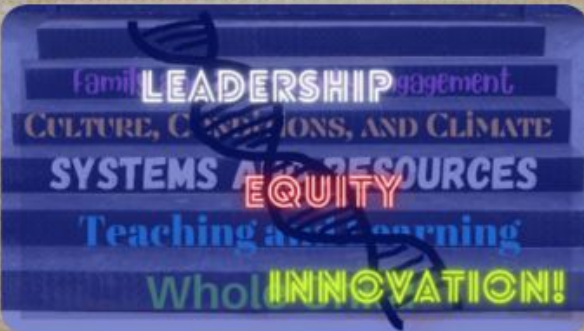
SUBCOMMITTEE SUMMARIES:
NEEDS, OUTCOMES, STRATEGIES, & ACTION STEPS

Subcommittee: Systems and Resources

Goal: AESD will have access to and consistently utilize effective, aligned systems and resources to support as we positively impact student success.



LOOKING AT THE WORK THROUGH A DIFFERENT LENS



NEXT STEPS





Year 1

FY 23: 2022 - 2023

Aligning the Arrows

Our current reality is: we have many initiatives that guide the work at both the site and district level as indicated in the image to the right.



These many initiatives can often compete, negatively impacting our progress.

The work of the 5-Year Strategic Plan is pivotal in aligning the arrows. This alignment allows for the work of our district, to maximize systems, capacity and resources that will impact student learning and enrich the life of the whole child.



Identifying High-Leverage Strategies

Similar to a domino effect, we will see the strategies impacting all of our actions and behaviors that move us in the direction of our goals.



- Professional Learning Communities (PLCs)
- Student and Staff Social Emotional Learning (SEL) & Well-Being
- Welcoming and Safe Environment
- Family and Community Engagement

The following Principles are derived from *The Comprehensive Needs Assessment, Root Cause, and Integrated Action Plan for all Title I Schools* from the Arizona Department of Education website, under the CNA to RCA to IAP tab.





Culture, Conditions, and Climate

Primary Need: AESD needs to build a welcoming, positive, safe learning community where all have a sense of belonging.

Desired Outcome: AESD will build a welcoming, safe, positive learning community where all people will have a sense of belonging.

SMART Goal: Students, staff and community feel emotionally and physically safe as measured by positive change for 70% of all as evidenced by multiple measures including but not limited to: student/staff/parent surveys, student/staff/parent attendance, student/staff/parent behavior, Gaggle alerts, etc.

Strategy: Build a welcoming environment with a holistic approach to safety.

Action Step Title: Stakeholders collaboratively establish and implement districtwide collective commitments that are aligned to AESD Core Values.

Action Step Title: Provide the highest level of customer service (LIAP-Establish criteria for High-Quality Customer Service).



Family and Community Engagement

Primary Need: AESD needs to empower our families to be active participants in their school communities.

Desired Outcome: Families are empowered to engage in a variety of opportunities with their own unique contributions.

SMART Goal: A positive change of 70% increase of parents communicating they feel empowered as measured by multiple measures (i.e., an exit survey, Parent participation in SCC)

Strategy: AESD will establish intentional opportunities for our families and communities that validate their unique contributions.

Action Step Title: Establish a plan that outlines the role of Parent Volunteer Coordinators indicating how they are actively involved in engaging our parents and community partners in learning and opportunities to engage in the school/district community.

Action Step Title: Provide District/Site Parent University Classes (literacy, Math, SEL, Skills, etc.)

Action Step Title: Provide Parent EL Family Engagement Opportunity.



Teaching and Learning

Primary Need: Educators need meaningful and structured opportunities for collaboration and strategic planning.

Desired Outcome: AESD has opportunities for educators to engage in meaningful collaboration & strategic planning.

SMART Goal: All Sites and Departments will be at a minimum proficiency level of **Developing** measured by the “The Professional Learning Communities at Work” continuum rubric from Learning by Doing.

SMART Goal: **ELA District Goal:** 70% of our students will achieve average or high growth as measured by ELA AASA 2022-2023.
Math District Goal: 65% of our students will achieve average or high growth as measured by Math AASA 2022-2023.

Strategy: Implement professional learning communities district-wide for all.

LIAP- Action Step Title: Provide training to Guiding Coalition, district and teacher leaders around the PLC Continuum (Feb-Aug; crossing FY22 and FY23).

LIAP- Action Step Title: Create/Establish/Train re: tools to support the PLC process (i.e. pacing guides, curriculum tools, etc).

Action Step Title: All staff engage in PLC training to ensure effective implementation of the PLC Continuum at the site level.

Action Step Title: Scheduled PLCs that are structured, ongoing and have consistent collaboration.

Action Step Title: Use the PLC Continuum to monitor implementation of the PLC.



5-YEAR STRATEGIC PLAN

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT



Whole Child

Primary Need: AESD needs effective social and emotional learning.

Desired Outcome: There will be evidence of social and emotional learning that addresses inequity, encourages all people and results in thriving schools, contributing to safe, healthy, and just communities.

SMART Goal: Students will increase in their sense of self worth and belonging as measured by positive change for 70% of students as evidenced by multiple measures including but not limited to: student surveys, student attendance, student behavior, Gaggle alerts, etc.

Strategy: Everyone will strengthen their use of our Multi-Tiered System of Supports (MTSS) framework using a Positive Behavior Support focus.

Action Step Title: Provide multiple outlets that embrace talents, abilities, and accomplishments within our MTSS Framework that strengthens community connections.

Action Step Title: All Educators will build their Capacity for SEL Competencies.

Action Step Title: Tier 1 SEL is explicit and provided in classrooms.

Action Step Title: Tier 3 Students are provided targeted SEL Support.



Year 2



FY24: 2023 - 2024



5-YEAR STRATEGIC PLAN

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT



Culture, Conditions, and Climate

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 1 Review (FY 23) *What things were accomplished?*

- Multiple means of communication created or refined to celebrate accomplishments and happenings across the district (BMB, Post) ■ PN1-AS1
- District/site digital presence continued to grow allowing our district to tell our own story via social media and the district website ■ PN1-AS1
- Bi-annual District Department Effectiveness Surveys included customer service related questions. ■ PN2-AS1
- Expanded professional development plans for transportation and child nutrition teams that included topics to support the students we serve (i.e. SEL practices, trauma informed practices, crisis prevention, behavior management) in addition to the traditional capacity building for skills aligned to their specific roles. ■ PN1-AS2
- School Security Guards - Every site is assigned a security guard in efforts to increase safety on all campuses and for after school events, including summer school. ■ PN2-AS2
- Emergency Operation Procedures - A proactive approach is instilled in leaders who are trained on emergency procedures and follow the EOP guidance to ensure a plan is in place to effectively respond to emergency. Each school and department practices safety drills throughout the year. A Safety Crisis Team responds with support in moments of urgency. ■ PN2-AS2
- A student ID project was piloted and implementing sites informed the final protocols for the FY24 implementation. IDs will enhance student safety, site efficiencies, and ultimately parent communication. ■ PN2-AS2
- Wellbeing Newsletters were regularly sent pointing staff to multiple resources (EAP) in follow up to the EAP PSA's that ComRel created and promoted during our FY23 BTS Celebration. ■ PN2-AS3
- Wellbeing Surveys - twice this year, staff was able to express comments regarding their wellbeing with the expectation that leaders address identified needs. ■ PN3-AS1
- New Teacher Orientation Inclusive Classroom
- Using the Optimal Learning Environment Framework, new teachers received an introductory presentation about strengths-based, culturally responsive, and personalized learning environments that create the conditions for high impact learning. ■ PN2-AS2

Year 2 Next Steps (FY 24) *What things are coming?*

- Safe and Belonging Schools Student Management Systems - All school teachers and administrators will take part in the Leader and Me training learning about the & Habits of Highly Effective People and growing leadership abilities within each student. Established expectations and practices will be used as a multitiered system of supports to enhance district and school wide systems and procedures regarding collective agreements, behavior expectations, and common language, and appropriate interventions. Data will be used to measure success of implementation by a reduction of discipline referrals.
- Customer Service - Office Teams will be engaged in a book study, Public School Gatekeepers, to promote high quality customer service in every school office for new and returning families and students.
- Focus on Student Attendance - A variety of data will be used to determine the trends of students sent home and absent from school due to illness in order to create an be-well action plan to keep students in school and healthy. An increase in attendance incentives will be implemented at every school to motivate students to attend school more frequently.
- Expand professional development plans for all Operations Teams similarly to the work accomplished with CN and TRANSP in FY23.
- Establish protocols to analyze and disaggregate data gathered from stakeholder surveys to inform decisions.
- Full implementation and analysis of the Student ID Badge project.



5-YEAR STRATEGIC PLAN

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT



Family and Community Engagement

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 1 Review (FY 23) *What things were accomplished?*

- A district-wide calendar of events/opportunities was created supporting both staff events and community events (these calendars are kept current at both the site and district level). ■ PN1-AS2
- Empowered parents to be active participants in their community by hosting workshops to teach city procedures (Councilwoman Guarado/Pastor community forums and community planning) ■ PN2-AS1
- The FRC expanded and tracked resources available to student and families in need (food boxes, clothing closet, access to classes, access to health care, etc). ■ PN3-AS1
- Started on-going dialog with Grand Canyon University to ensure common goals and vision ■ PN3-AS2
- Increased partnerships with outside organizations to foster positive relationships within our community and participation in child's education (i.e. All in Education, Touchstone) ■ PN3-AS3

Year 2 Next Steps (FY 24) *What things are coming?*

- ParentSquare will be implemented across the district-creating a systematic and strategic process for district/site-level communication with stakeholders
- Establish a protocol for assessing how the district and sites currently communicate with families and community to establish priority next steps.
- The FRC has taken on the responsibility of student in foster care and experiencing homelessness allowing families to access to a multitude of resources and support. With this alignment, the district will be able to help our students and families most in need quickly and to a greater degree.
- Parent Volunteer Coordinators will be supported with setting goals and training to enhance their connection with parents and guardians being more



5-YEAR STRATEGIC PLAN

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT



Systems and Resources

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 1 Review (FY 23) *What things were accomplished?*

- Bi-annual District Department Effectiveness Surveys; HR Exit Surveys; Meeting & PD Surveys ■ PN1-AS1
- Committees processes in place (to glean perceptions, needs, insights, and desires, to support critical decisions. ■ PN1-AS1
- Artroom Facilities were assessed using input from art teachers and the fac/maint team. A plan was created to ensure a minimum standard existed to ensure art facilities were sufficient to ensure teachers were equipped to deliver art standards at high levels. Stage one has been implemented. ■ PN1-AS1
- Data was analyzed to assess steps for continuous improvement in the FAC/MAIN Dept. goals and expectations and plans for improvement were presented to the admin team in June. ■ PN1-AS2
- Systems for staff communication were addressed ■ PN1-AS2
- Districtwide maintenance team used teacher end of year check out data to create a priority list for summer work to ensure sites were ready to welcome FY24 students. ■ PN1-AS2
- Live/interactive agendas created to support district committees that link all resources within the agenda with accomplishments communicated via cascading communication to district stakeholders ■ PN1-AS2
- District-wide and accessible Administration Guide ■ PN2-AS1; ■ PN2-AS2
- Expectation for *Administration Guide* to be a LIVE, working document, updated at/before each admin meeting or when new information/processes have been established ■ PN3-AS1; ■ PN3-AS2
- The AESD Discipline Matrix established by a committee.

Year 2 Next Steps (FY 24) *What things are coming?*

- Continuous and cyclical review of systems
- Establish protocols for analyzing and prioritizing data and stakeholder feedback.
- Continue systematic audits and updates to the Administration Guide (perhaps rebrand/rename to improve the perception of accessibility to this tool.
- Using stakeholder feedback and surveys, respond to and develop systems and processes that are transparent and available for all to learn
- Establish and implement AESD Committee Norms to ensure consistent practices across all collaborative work ensuring representation, communication, and equitable access to service opportunities
- Apply 4DX principles to the work of site admin and district teams.
- Continue with phase 2 of the District-wide Art Facilities project.



5-YEAR STRATEGIC PLAN

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT



Teaching and Learning

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

<p>Year 1 Review (FY 23) <i>What things were accomplished?</i></p>	<p>Year 2 Next Steps (FY 24) <i>What things are coming?</i></p>
<ul style="list-style-type: none"> ● Identification of essential standards. ■ PN1-AS1 ● Updated pacing of all essential standards. ■ PN1-AS1 ● Creation of district benchmark assessments aligned to essential standards. ■ PN1-AS2 ● Creation of Collaborative teams on all campuses. ■ PN2-AS1 ● Designation of team leads for collaborative teams on all campuses. ■ PN2-AS1 ● Mentors were assigned to all principals. ■ PN3-AS1 ● Creation of data dashboards for all schools. ■ PN1-AS2 ● Revised Coaching Academy experience with professional learning 3 times per month. ■ PN3-AS1 	<ul style="list-style-type: none"> ● Sustained growth and increased achievement ● Continual refinement of instructional cycle delivery ● Refinement of special area programs with associated showcase events ● Identification of an instructional evaluation tool ● Sustained professional learning for site academic coaches ● District Focus on Wildly Important Goals ● Focused training for interventionists ● District-approved intervention model ● All principals assigned a mentor



5-YEAR STRATEGIC PLAN

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT



Whole Child

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 1 Review (FY 23) *What things were accomplished?*

- Alhambra schools will implement SEL Essential Practices to support social and emotional learning. ■ PN2-AS1
- Touchstone Behavioral Health provides School-based counseling support for Alhambra schools ■ PN2-AS2
- Alhambra counselors and social workers complete year three of a three-year grant cycle. ■ PN2-AS1

Year 2 Next Steps (FY 24) *What things are coming?*

- Leader In Me adopted by the majority of Alhambra Schools.
- Southwest Behavioral Health joins Alhambra to enhance counseling support and meet the needs of more Alhambra students.
- Alhambra is awarded a new three-year cycle grant for counselors and social workers, including the addition of two new counselors and a partnership with ASU to have an interning social worker on each campus.



Year 3

FY25: 2024-2025



5-YEAR STRATEGIC PLAN

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT



Culture, Conditions, and Climate

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 2 Review (FY 24) *What things were accomplished?*

Child Nutrition held a menu development team to solicit input from students and staff to create culturally relevant meal selections for our students. ■ PN1-AS1

Transportation trained all staff in PBSS to support a welcoming environment on the buses. ■ PN1-AS2

Launched the Safe and Belonging Schools Student Management System district-wide, with 100% teacher and administrator participation in *The Leader in Me* training. This initiative promoted student leadership through the 7 Habits of Highly Effective People. ■ PN1-AS2

Established a multi-tiered system of supports (MTSS) to align expectations, behavior standards, and intervention practices. Early outcomes indicate a reduction in discipline referrals, highlighting the success of data-driven implementation. ■ PN1-AS2

Expanded professional development plans across all Operations Teams, building on the successful models implemented with Child Nutrition (CN) and Transportation in FY23. ■ PN1-AS2

Launched a district-wide customer service initiative by engaging all school office teams in a book study of *Public School Gatekeepers*. ■ PN2-AS1

Fully implemented the Student ID Badge project across all school sites, with procedures, site allocations, and best practices compiled into a comprehensive ID Badge Guide. ■ PN2-AS2

Safety measures were improved through systems like fire drills at all buildings including the district office, updated Emergency Operation Procedures, and security guard training. ■ PN2-AS2

Enhanced staff recognition within Child Nutrition and Transportation departments through ongoing efforts to acknowledge and celebrate team members. ■ PN2-AS3

Health Services worked to maximize the time students are in the classrooms by reducing visits to the health offices. ■ PN2-AS3

Strengthened student attendance efforts by analyzing diverse data sources to identify trends in absences due to illness, leading to the development of a targeted Be-Well Action Plan. ■ PN3-AS1

Implemented enhanced attendance incentives at every school site to motivate regular student attendance and foster a culture of engagement and wellness. ■ PN3-AS1

Decreased absenteeism by 8% from the previous year. ■ PN3-AS1

Established clear protocols for analyzing and disaggregating stakeholder survey data. ■ PN3-AS1

Human Resources invited 403(b) professionals to share information with staff regarding retirement savings opportunities. ■ PN3-AS1

Well-being surveys were sent out to all staff across the district. ■ PN3-AS1

Year 3 Next Steps (FY 25) *What things are coming?*

- Establish cross-functional teams and stakeholder feedback systems to inform districtwide decision-making and continuous improvement.
- Implement a unified professional learning framework aligned to Leader in Me, 4DX, and Positive Behavior Support Systems to build staff capacity and cultural coherence.
- Expand training on customer service, inclusive practices, and student experience to strengthen culture, climate, and stakeholder interactions across all sites.
- Define and enforce clear communication protocols and accountability expectations to ensure timely, consistent, and reliable responses districtwide.
- Design and sustain staff recognition systems to reinforce a positive culture and increase employee engagement.
- Conduct comprehensive assessments of facilities and learning environments and implement phased improvements to enhance student and staff experiences.
- Strengthen safety systems through enhanced emergency procedures, communication protocols, staff training, and compliance monitoring.
- Implement and utilize data-driven systems (attendance, audits, surveys, and service metrics) to improve accuracy, efficiency, decision-making, and student outcomes.



5-YEAR STRATEGIC PLAN

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT



Family and Community Engagement

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 2 Review (FY 24) *What things were accomplished?*

Established a protocol for assessing how the district and sites currently communicate with families and community. ■ PN1-AS1

ParentSquare implemented across the district, creating a systematic and strategic communication process. ■ PN1-AS2

Parent Volunteer Coordinators were supported with goal setting and training to enhance connections with parents and guardians. ■ PN2-AS1 / PN2-AS2

Community Relations strengthened the district's presence in the community through participation in events such as the Alhambra Neighborhood Association. ■ PN2-AS2 / PN2-AS3

Child Nutrition encouraged families to join their students for holiday meals in the cafeteria. ■ PN2-AS2 / PN2-AS3

Held a community Resource and Enrollment Fair to showcase district programs and opportunities. ■ PN2-AS2 / PN3-AS2

Implemented "Passport to Kindergarten" for preschool families to learn about AESD kindergarten programs. ■ PN2-AS2

The Family Resource Center (FRC) expanded services to support students in foster care and experiencing homelessness. ■ PN3-AS1 / PN3-AS3

Partnered with Valley of the Sun United Way and GCU to provide clothing, shoes, school supplies, food, and other resources. ■ PN3-AS1

Hosted Maricopa County walk-in immunization clinics at district schools. ■ PN3-AS1

Expanded access to vision care through partnerships with Eye Care 4 Kids and Vitalyst Health Foundation. ■ PN3-AS1

Held a community Resource and Enrollment Fair. ■ PN3-AS2 / PN2-AS2

Year 3 Next Steps (FY 25) *What things are coming?*

- Expand family and community engagement opportunities to build meaningful connections and increase awareness of school programs and resources.
- Enhance coordination and collaboration across internal teams and community partners to provide integrated support for students and families.
- Develop and sustain partnerships that increase access to essential health, wellness, and support services for all students and families.
- Implement targeted initiatives to support vulnerable populations including students experiencing homelessness, foster care, or other barriers to success.
- Increase staff capacity through professional development and training focused on equity, inclusion, and best practices in student support.
- Leverage data and assessment to guide resource allocation and program effectiveness across communication, engagement, and student support services.
- Promote financial stability and equitable resource access for families through education, outreach, and alignment of district and federal resources.



5-YEAR STRATEGIC PLAN

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT



Systems and Resources

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 2 Review (FY 24) *What things were accomplished?*

Established protocols for analyzing and prioritizing data and stakeholder feedback. ■ PN1-AS1

Continuous and cyclical review of systems. ■ PN1-AS2

Used stakeholder feedback to develop transparent systems and processes through surveys and meetings. ■ PN1-AS2

Applied 4DX principles to site admin and district teams. ■ PN1-AS2

Continued Phase 2 of the District-wide Art Facilities project to install kilns. ■ PN1-AS2

Transportation DPS inspection pass rate increased and emergency trainings were expanded. ■ PN1-AS2

Systems were implemented to streamline painting, flooring, and moving tasks across campuses. ■ PN1-AS2

Federal Projects, Child Nutrition, and Community Relations collaborated to increase meal application submissions. ■ PN1-AS2

Business Services improved systems and communication related to credit cards, donations, and travel reimbursements. ■ PN1-AS2

Conducted systematic audits and updates to the *Alhambra Handbook: A Guide to AESD Operations*. ■ PN2-AS1

Established and implemented AESD Committee Norms to ensure consistent collaborative practices. ■ PN2-AS2

Year 3 Next Steps (FY 25) *What things are coming?*

- Leverage data and stakeholder feedback to guide system improvements by establishing protocols for analysis, prioritization, and continuous evaluation of programs and operations.
- Strengthen communication and engagement systems to ensure consistent, accessible, and effective outreach to families, staff, and the community.
- Build staff capacity through comprehensive onboarding, training, and professional growth systems that promote collaboration, equity, and high performance across the district.
- Enhance operational efficiency and resource management by streamlining processes for finance, purchasing, scheduling, enrollment, and access to district resources.
- Improve facilities, transportation, and technology systems to support learning environments, operational reliability, and equitable access to services.
- Increase safety, emergency preparedness, and crisis response capabilities to protect students, staff, and families while ensuring continuity of services.
- Expand partnerships to provide integrated student and family support services including health, wellness, and access to basic needs.
- Promote sustainability and equitable resource allocation through strategic funding, grants, and initiatives that maximize efficiency and meet diverse community needs.



5-YEAR STRATEGIC PLAN

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT



Teaching and Learning

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 2 Review (FY 24)
What things were accomplished?

- Identified essential standards across all content areas. ■ PN1-AS1
- Updated pacing guides to align with all essential standards. ■ PN1-AS1
- Developed district benchmark assessments aligned to essential standards. ■ PN1-AS2
- Created data dashboards to support data analysis across all schools. ■ PN1-AS2
- Established collaborative teams on all campuses. ■ PN2-AS1
- Designated team leads to support collaborative teams on all campuses. ■ PN2-AS1
- Assigned mentors to all principals to support leadership development. ■ PN3-AS1
- Implemented a revised Coaching Academy with professional learning sessions three times per month. ■ PN3-AS1

Year 3 Next Steps (FY 25)
What things are coming?

- Strengthen collaborative team structures by building staff capacity in content knowledge, data analysis, common assessments, and high-quality Tier I instruction.
- Implement and refine a cohesive instructional framework that integrates coaching, evaluation, and continuous improvement practices grounded in student data and stakeholder feedback.
- Establish and sustain a districtwide intervention system aligned to MTSS to ensure consistent, targeted, and effective support for all students.
- Expand access to enrichment and instructional supports to enhance student engagement and provide well-rounded learning experiences.
- Build leadership capacity across all levels through targeted training, mentoring, and structured support systems for site and team leaders.
- Design and scale comprehensive professional learning systems that increase access to high-quality training, coaching, and career development opportunities for all staff.
- Strengthen data-driven decision-making by aligning curriculum, assessment, and professional learning to support instructional effectiveness and student outcomes.
- Implement and sustain systems of accountability through clearly defined goals, regular progress monitoring, and structured collaboration cycles to drive continuous improvement.



5-YEAR STRATEGIC PLAN

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT



Whole Child

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 2 Review (FY 24)
What things were accomplished?

No aligned update

Year 3 Next Steps (FY 25)
What things are coming?

- Expand equitable access to enrichment opportunities, including academic, extracurricular, and extended learning programs, to support well-rounded student development.
- Strengthen student wellness and life skills through integrated programming focused on nutrition, financial literacy, self-care, and real-world readiness.
- Remove barriers to participation by implementing systems that increase access to programs, services, and learning opportunities for all students.
- Establish and sustain a districtwide framework for social-emotional learning that aligns mindset, behavior, and leadership development practices.
- Expand access to comprehensive mental health and counseling supports through strategic partnerships, staffing, and coordinated service delivery.
- Implement and refine a Multi-Tiered System of Support (MTSS) to provide universal, targeted, and individualized academic, behavioral, and social-emotional interventions.
- Strengthen districtwide culture, communication, and staff capacity through aligned training, shared frameworks, and consistent implementation of leadership principles.
- Develop and sustain community partnerships to expand access to health, wellness, and family support services, improving student outcomes and engagement.



Year 4

FY26: 2025 - 2026



5-YEAR STRATEGIC PLAN

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT



Culture, Conditions, and Climate

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 3 Review (FY 25) *What things were accomplished?*

- Established a Child Nutrition menu development team to gather student and staff input and create culturally relevant meal selections. ■ PN1-AS1
- Expanded professional development opportunities within the Operations Team related to Leader in Me and 4DX. ■ PN1-AS2
- Trained all Transportation staff in PBSS to support a welcoming and inclusive bus environment. ■ PN1-AS2
- Expanded professional development plans across all Operations Teams, building on successful models from Child Nutrition and Transportation to ensure consistent staff growth and capacity-building district-wide. ■ PN1-AS2
- Achieved 100% communication response rates to improve timeliness and reliability. ■ PN2-AS1
- Launched staff recognition initiatives to celebrate contributions and strengthen a positive team culture. ■ PN2-AS1
- Implemented a district-wide customer service initiative through a book study of *Public School Gatekeepers* to enhance front-office interactions and ensure welcoming, professional service. ■ PN2-AS1
- Refreshed student and staff furniture districtwide to improve comfort and learning environments. ■ PN2-AS2
- Strengthened crisis and emergency communication systems in collaboration with Safety. ■ PN2-AS2
- Completed major capital improvements, including repaved lots, playgrounds, ramps, and kitchen and field repairs. ■ PN2-AS2
- Increased DPS inspection pass rates and expanded emergency response training, including fire extinguisher use. ■ PN2-AS2
- Partnered with Child Nutrition and Safety to implement the Student ID program, improving accountability, meal service, and transportation safety. ■ PN2-AS2
- Maintained and actively utilized the District's Emergency Operations Procedures Guide, ensuring staff are trained and prepared to respond effectively in emergencies. ■ PN2-AS2
- Increased campus safety through exploration and implementation of a School Safety Officer (SSO) grant. ■ PN2-AS2
- Conducted annual reviews and refinements of the Student ID Badge program, including expanded systems to support adult badge expectations. ■ PN2-AS2
- Improved efficiency within Health Services by prioritizing essential services and streamlining operations. ■ PN2-AS3
- Reduced health office visits by 5,630 across August, September, and October 2025 through targeted efficiency efforts. ■ PN2-AS3
- Enhanced staff recognition within Child Nutrition and Transportation to promote morale and a positive work environment. ■ PN2-AS3
- Increased instructional time by reducing unnecessary student visits to health offices. ■ PN2-AS3
- Improved funding accuracy by supporting sites in collecting Alternate Income Forms. ■ PN3-AS1
- Implemented comprehensive attendance monitoring and intervention systems, including weekly analysis of attendance and chronic absenteeism, targeted action planning, and incentives, resulting in an 8% reduction in absenteeism. ■ PN3-AS1
- Established protocols for analyzing and disaggregating stakeholder survey data to support informed decision-making. ■ PN3-AS1
- Expanded staff support through financial wellness education and districtwide well-being surveys. ■

Year 4 Next Steps (FY 26) *What things are coming?*

- Strengthen internal communication systems with clear expectations, response protocols, and accountability.
- Reinforce a culture of customer service through embedded leadership principles and daily practices.
- Expand employee engagement, recognition, and connection opportunities to strengthen organizational culture.
- Foster safe, supportive, and consistent learning environments through aligned behavioral expectations and practices.
- Expand and sustain positive behavior frameworks and recognition systems across all campuses.
- Strengthen staff capacity in leadership, behavior support, and culture-building practices.
- Align communication systems to ensure clarity and consistency of expectations for staff, students, and families.
- Promote a unified culture of connection, regulation, and student-centered support across all environments.
- Enhance learning and work environments through ongoing assessment and phased improvements.



5-YEAR STRATEGIC PLAN

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT



Family and Community Engagement

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 3 Review (FY 25) *What things were accomplished?*

Established a communication assessment process to measure outreach effectiveness districtwide. ■ PN1-AS1

Implemented a unified communication system by launching ParentSquare, along with consistent messaging tools such as the "Benefits Buzz" and a digital media toolkit to standardize branding, communication, and social media across all sites. ■ PN1-AS2

Strengthened coordination with schools to ensure consistent communication and student support across the district. ■ PN1-AS2

Expanded training and goal-setting support for Parent Volunteer Coordinators to strengthen family engagement and connections to school and community resources. ■ PN2-AS1 / ■ PN2-AS2

Increased family engagement opportunities through events such as family holiday meals, community resource and enrollment fairs, and "Passport to Kindergarten," promoting connection and awareness of school programs. ■ PN2-AS2

Strengthened family communication around student attendance by providing resources, supports, and outreach to reduce barriers and increase parent partnership. ■ PN2-AS2

Increased district presence in the community by actively participating in local events and partnerships with organizations such as the Alhambra Neighborhood Association. ■ PN2-AS2

Strengthened financial stability and equitable funding by partnering with organizations to provide retirement and financial wellness education, aligning federal resources to site needs, and increasing completion of Alternate Income Forms through targeted outreach and training. ■ PN3-AS1

Expanded access to healthcare services through strategic partnerships, including mobile clinics, immunization events, and vision services, ensuring students and families receive essential care. ■ PN3-AS1

Increased access to essential resources and student support systems through partnerships providing after-school care, basic needs assistance, and coordinated services for students experiencing homelessness or in foster care. ■ PN3-AS1

Strengthened cross-department and community partnerships to expand access to integrated health, wellness, and support services for students and families. ■ PN3-AS2

Enhanced crisis response systems to provide immediate support for families experiencing housing instability or emergencies, ensuring continuity of education and services. ■ PN3-AS2

Increased staff capacity to support vulnerable populations through targeted training and application of best practices related to foster care and McKinney-Vento services. ■ PN3-AS2

Improved access to critical services and reduced barriers to student success by providing transportation to Family Resource Center programs and strengthening coordination among community partners and internal teams to better support students experiencing homelessness or in foster care. ■ PN3-AS3

Year 4 Next Steps (FY 26) *What things are coming?*

Develop and implement a comprehensive communication and marketing strategy to increase visibility and engagement.

Ensure consistent representation of all sites and departments in district communications.

Strengthen storytelling and communication to highlight student, staff, and family experiences.

Align communication and marketing efforts to support enrollment growth and retention.

Expand community engagement initiatives to strengthen trust, transparency, and partnerships.

Develop coordinated enrollment systems, including tours, events, and outreach cycles.

Integrate customer voice and stakeholder feedback into continuous improvement processes.

Strengthen family partnerships to support attendance, wellness, and student success.

Collaborate with external partners to expand access to resources and services for students and families.



5-YEAR STRATEGIC PLAN

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT



Systems and Resources

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 3 Review (FY 25) *What things were accomplished?*

- Established protocols for analyzing and prioritizing data and stakeholder feedback to guide system improvements. ■ PN1-AS1
- Improved staffing systems by enhancing guest teacher coverage protocols, including CIA support, and implementing incentives to increase fill rates. ■ PN1-AS2
- Streamlined onboarding processes to ensure a smooth and consistent entry experience for new employees, including benefits, technology, and professional growth systems. ■ PN1-AS2
- Strengthened financial systems and accuracy through improved processes for purchasing, reimbursements, coding cleanup, and compliance alignment with state and federal agencies. ■ PN1-AS2
- Enhanced facilities and operational systems through capital improvements, overcrowding analysis, art facility upgrades, and coordinated maintenance projects to support learning environments and space needs. ■ PN1-AS2
- Advanced sustainability and resource efficiency through the solar initiative, resulting in measurable energy savings. ■ PN1-AS2
- Increased safety and emergency preparedness through annual updates to the Emergency Operations Plan, establishment of a District Safety Committee, expanded training, and improved DPS inspection outcomes. ■ PN1-AS2
- Secured and leveraged grant funding, including ADE Health Grants, to enhance resources, equipment, and emergency readiness. ■ PN1-AS2
- Improved transportation systems by maintaining fleet reliability and expanding service capacity. ■ PN1-AS2
- Implemented structured systems for master scheduling to ensure timely and effective planning for the school year. ■ PN1-AS2
- Established continuous improvement systems through cyclical review processes, stakeholder feedback, and application of 4DX practices to refine operations. ■ PN1-AS2
- Strengthened cross-department collaboration to improve program effectiveness, including efforts to increase meal application completion and service delivery. ■ PN1-AS2
- Implemented and enhanced systems to improve access and usability of district resources, including the FMX ticketing system, an updated operational handbook, and tools supporting site-based referrals and enrollment tracking. ■ PN2-AS1
- Launched a new district website platform to improve accessibility, navigation, and consistency across all school sites. ■ PN2-AS2
- Strengthened access to student and family services through coordinated partnerships, resource distribution systems, and mobile healthcare support. ■ PN2-AS2
- Improved operational systems by implementing discipline reporting structures, expanding substitute access in Synergy, and establishing consistent committee norms across the district. ■ PN2-AS2
- Enhanced facilities and capacity planning through ongoing maintenance projects and targeted solutions for enrollment growth and space needs. ■ PN2-AS2
- Streamlined family access through the implementation of online registration across all elementary schools. ■ PN2-AS2
- Expanded staff capacity through comprehensive onboarding, ongoing training cycles, and implementation of 4DX and 7 Habits practices to improve performance, collaboration, and service delivery. ■ PN3-AS1
- Strengthened operational effectiveness through targeted training, resource development, and communication tools, including financial systems, health services, discipline and attendance processes, and the Weekly Synergy Newsletter. ■ PN3-AS1
- Increased access to resources by developing and organizing centralized digital and physical resource systems, including manuals, binders, and shared drives for staff use. ■ PN3-AS1
- Built internal capacity through enhanced grant management systems and specialized training to support compliance, documentation, and service delivery across departments. ■ PN3-AS1
- Enhanced transportation resources through the addition of new buses to support student services. ■ PN3-AS1
- Strengthened communication and engagement through expanded digital outreach and improved information-sharing systems, including social media and districtwide updates. ■ PN3-AS2
- Increased campus safety and operational responsiveness through the addition of school safety officers and improved discipline reporting systems. ■ PN3-AS2

Year 4 Next Steps (FY 26) *What things are coming?*

- Simplify and streamline processes through clear guidance, tools, and training to reduce ambiguity.
- Design and implement a cohesive employee lifecycle system from recruitment through retirement.
- Strengthen workforce planning aligned to enrollment trends and district needs.
- Establish standardized documentation, audit cycles, and internal controls to ensure accuracy and compliance.
- Expand centralized systems (ticketing, tracking, dashboards) to improve transparency and efficiency.
- Align funding, resource allocation, and grant utilization to district priorities.
- Develop systems to monitor funding timelines and maximize resource use.
- Streamline cross-department systems to improve data accuracy, workflow efficiency, and reporting.
- Implement standardized service protocols and preventative maintenance systems to improve efficiency.
- Integrate facilities data into long-range planning and capital improvement strategies.
- Execute and monitor capital projects aligned to compliance, timelines, and district needs.
- Standardize procurement and resource management practices across all sites.
- Expand sustainability initiatives for long-term efficiency and cost savings.
- Implement and monitor operational systems for transportation, routing, and fleet management.
- Integrate technology systems to improve coordination, tracking, and service delivery across departments.



5-YEAR STRATEGIC PLAN

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT



Teaching and Learning

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 3 Review (FY 25) *What things were accomplished?*

Strengthened the work of Collaborative Teams by building capacity in content knowledge, developing common formative assessments (CFAs), planning Tier I instruction, analyzing student data and work, and implementing MTSS interventions and extensions. ■ PN1-AS1

Implemented and refined instructional coaching and evaluation systems, including tools that incorporate teacher feedback, student performance data, and classroom observations to support continuous improvement. ■ PN1-AS1

Developed a framework for continuous improvement of the instructional cycle using stakeholder feedback and student data to adjust practices. ■ PN1-AS2

Implemented a districtwide intervention model with aligned training to ensure consistent support for students in need. ■ PN1-AS2

Expanded access to enrichment and instructional supports, including increased availability of art resources and integration of nutrition education into classrooms. ■ PN1-AS2

Strengthened collaborative structures by training principals, assistant principals, and team leads, and providing ongoing leadership support through mentoring and accountability check-ins. ■ PN2-AS1

Expanded collaboration opportunities through MSCT, providing over 2,100 hours of structured collaboration to staff. ■ PN2-AS2

Increased opportunities to showcase student learning and engagement through events highlighting special area programs. ■ PN2-AS2

Expanded professional growth systems by increasing access to career development opportunities, internships, mentoring, and leadership training for both instructional and operational staff. ■ PN3-AS1

Significantly increased professional development access and participation, delivering over 238 opportunities and 10,000+ hours of training, reaching a growing percentage of staff. ■ PN3-AS1

Strengthened instructional coaching systems through structured coaching cycles, including co-planning, modeling instruction, observation, and feedback, with coaches assigned to support all campuses. ■ PN3-AS1

Enhanced data-driven instructional support by providing site-based data analysis, targeted intervention training, and aligned curriculum professional learning, including programs such as HMH and N2Y. ■ PN3-AS1

Expanded specialized instructional initiatives, including K-3 literacy (Foundations, Spalding, LETRS), gifted programming, and targeted support for interventionists and new teachers through mentoring and in-classroom coaching. ■ PN3-AS1

Increased capacity to support the whole child through ongoing professional learning in Leader in Me, PBIS alignment, trauma-informed practices, and behavior intervention strategies across multiple staff groups. ■ PN3-AS1

Provided additional targeted training for RTC Behavior Specialists to strengthen consistency and effectiveness of behavior interventions across campuses. ■ PN3-AS2

Established and maintained a districtwide focus on Wildly Important Goals (WIGs) to drive accountability and alignment. ■ PN4-AS1

Sustained systems of accountability through regular cadence meetings, scoreboards, and a continued focus on WIGs, contributing to ongoing growth and increased student achievement. ■ PN4-AS2

Year 4 Next Steps (FY 26) *What things are coming?*

Align teaching and learning systems to ensure consistent, high-quality instruction across all classrooms.

Strengthen collaborative structures to support planning, data analysis, and instructional improvement.

Implement and refine tiered instructional systems (Tier 1, interventions, extensions).

Expand coaching systems to include modeling, feedback, and ongoing instructional support.

Align professional learning to student achievement data and instructional priorities.

Integrate high-yield instructional strategies into daily classroom practice.

Strengthen instructional support for specialized populations, including English learners.

Leverage assessment and benchmark data to guide instruction and interventions.

Develop and maintain accessible instructional resources for staff.

Monitor implementation of curriculum and instructional programs for fidelity and effectiveness.

Foster continuous collaboration through structured team processes.

Align instructional innovation with measurable student outcomes.

Provide ongoing professional development aligned to curriculum and instructional goals.



5-YEAR STRATEGIC PLAN

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT



Whole Child

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 3 Review (FY 25) *What things were accomplished?*

Expanded student enrichment opportunities through districtwide programming, including BizTown, academic and EL summer school, and continued access to after-school sports and clubs. ■ PN1-AS1

Strengthened student wellness and life skills through expanded nutrition education, cooking demonstrations, and financial literacy experiences. ■ PN1-AS1

Increased equitable access to programs through transportation support for district field trips and activities. ■ PN1-AS1

Enhanced student health and access to learning by implementing self-care and hygiene kits across all schools, reducing unnecessary health office visits. ■ PN1-AS1

Improved campus environments through initiatives such as Project Shade, providing safe and comfortable outdoor spaces for students. ■ PN1-AS1

Established a districtwide framework for social-emotional learning through Leader in Me, integrating the 7 Habits, WIGs, 4DX, and aligned behavioral and mindset standards. ■ PN2-AS1

Expanded access to mental health and counseling services through partnerships, grant-funded staffing, and collaboration with external providers to better support student needs. ■ PN2-AS1

Implemented classroom and schoolwide supports such as Calm Spaces, self-care resources, and substance awareness programming to promote student well-being and self-regulation. ■ PN2-AS1

Implemented a comprehensive Multi-Tiered System of Support (MTSS) for behavior and social-emotional needs, including universal instruction, targeted small groups, and individualized student support plans. ■ PN2-AS2

Increased direct student support through counseling, mentoring, and behavior interventions, including regular campus visits, small-group sessions, and Check-In/Check-Out systems. ■ PN2-AS2

Strengthened systems and access to support by maintaining counseling services, leveraging grant funding, and partnering with behavioral health providers to ensure continuity of care. ■ PN2-AS2

Promoted student agency and instructional time by teaching self-advocacy skills and reducing unnecessary health office visits. ■ PN2-AS2

Strengthened districtwide culture and communication through shared tools such as Leader in Me/character education platforms, increasing collaboration and visibility of site-based efforts. ■ PN3-AS1

Expanded community partnerships and wellness opportunities through events such as health fairs and collaboration with Blue Cross/Blue Shield to support student and family well-being. ■ PN3-AS1

Built staff capacity and alignment through ongoing training in 4DX and the 7 Habits, strengthening a shared focus on leadership and personal growth. ■ PN3-AS1

Improved student access to learning by reducing health office visits and increasing time in class. ■ PN3-AS1

Expanded access to healthcare and support services through partnerships providing insurance navigation and dental services for students and families. ■ PN3-AS2

Year 4 Next Steps (FY 26) *What things are coming?*

Strengthen Tier 2 and Tier 3 intervention systems through aligned practices and collaboration.

Implement consistent student support strategies, including small groups, individualized plans, and CICO systems.

Expand data-driven decision-making to monitor academic, behavioral, and social-emotional progress.

Develop shared monitoring systems to track student outcomes and intervention effectiveness.

Strengthen intensive intervention programs to support successful student reintegration.

Establish clear transition protocols to support students returning to their home campuses.

Embed trauma-informed, leadership, and regulation strategies into daily practice.

Promote student wellness through integrated systems addressing nutrition, physical health, and self-care.

Expand student voice and engagement opportunities in program design and improvement.

Strengthen attendance systems through early identification, monitoring, and targeted interventions.

Promote student ownership of learning, behavior, and attendance.

Optimize health services through efficient systems, prevention, and family education.

Integrate wellness education across learning environments.

Collaborate with partners to expand access to health and behavioral supports.

Build staff capacity to support the whole child through professional learning and aligned practices.



Year 5

FY27: 2026 - 2027



Culture, Conditions, and Climate

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 4 Review (FY 26)
What things were accomplished?

Year 5 Next Steps (FY 27)
What things are coming?

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5-YEAR STRATEGIC PLAN

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT



Family and Community Engagement

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 4 Review (FY 26)
What things were accomplished?

Year 5 Next Steps (FY 27)
What things are coming?



Systems and Resources

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 4 Review (FY 26) <i>What things were accomplished?</i>	Year 5 Next Steps (FY 27) <i>What things are coming?</i>



Teaching and Learning

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 4 Review (FY 26) <i>What things were accomplished?</i>	Year 5 Next Steps (FY 27) <i>What things are coming?</i>



Whole Child

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 4 Review (FY 26) <i>What things were accomplished?</i>	Year 5 Next Steps (FY 27) <i>What things are coming?</i>



**Year 5 Review and
Strategic Plan Closeout**



Culture, Conditions, and Climate

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 5 Review (FY 27)
What things were accomplished?



Family and Community Engagement

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 5 Review (FY 27)

What things were accomplished?



Systems and Resources

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 5 Review (FY 27)
What things were accomplished?

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Teaching and Learning

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 5 Review (FY 27)
What things were accomplished?



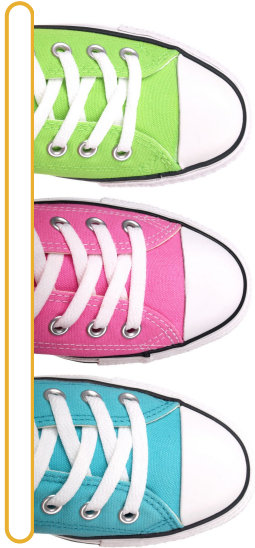
Whole Child

Alignment Key: ■ PN1-AS1 = Primary Need (#) - Action Step (#)

Year 5 Review (FY 27)
What things were accomplished?

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“Big change is the result of hundreds of tiny steps and they all count.”

-Unknown