

Tombstone Unified School District

Strategic Plan

2020



*“At TUSD we cultivate responsible citizens
by maintaining a positive culture where
lifelong learning is valued and encouraged”*

Covid-19 and Pandemic Related Notes

COVID-19 and pandemic related issues have significantly changed the focus of our educational system. As of the writing of this plan, the long term impacts of COVID-19 on our district and educational process are unknown. Many of the changes, such as fully remote teaching during a school site closure and changes to a synchronistic instructional delivery, are not incorporated into this strategic plan. Some aspects of the plan, such as the move toward 1-1 computing for all students have been greatly accelerated to accommodate the needs of remote instruction.

As the lasting impact of COVID-19 becomes clear, changes will be made in our Strategic Plan.

**STRATEGIC PLANNING
LEADERSHIP TEAM**

Name	Representing
Robert Devere	Superintendent of Schools
Mike Hayhurst	School Board President
Rick Shelley	School Board Vice-President
Jimmy Dotson	School Board Member
Keith Guin	School Board Member
Randy Keeling	School Board Member
Kevin Beaman	Huachuca City School Principal
Jeanette Paz	Huachuca City School Assistant Principal
Scott Roppe	Walter J. Meyer Elementary Principal
David Thursby	Tombstone High Principal
Brian Miller	Tombstone High Assistant Principal
Nora Luna	Business Manager
Melinda Escarcega	Curriculum, Data and Assessment Director
Denisse Bojorquez	Federal Programs Coordinator
Chris Burdick	Student Safety Director
Chris Collins	Technology Director

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1.0 EXECUTIVE SUMMARY

1.1 School District Overview

Tombstone Unified School District is located in beautiful Cochise County of southern Arizona, nestled between the Huachuca Mountains on the southwest, the Whetstone Mountains to the west, the Mule Mountains to the south and the Dragoon Mountains on the northeast. The district office is located in Tombstone, known as "The Town Too Tough To Die."

The first school in Tombstone opened in February of 1880. With the completion of the Union High School in 1922, the district was able to offer both primary and secondary education to area residents. Today our district includes three schools—Walter J. Meyer Elementary (K–8th), Huachuca City School (pre-K–8th), and Tombstone High School (9th–12th). TUSD covers a large geographical area of more than 610 square miles, including the communities of Fairbank, Gleeson, Huachuca City, Presidential Estates, Whetstone, and Tombstone, Arizona.

We currently educate more than 875 students with 52 certified teachers, which translates to a very low student-to-teacher ratio of 16.8:1(SY19-20). In addition to our belief that all students can achieve academically, we also help them find and develop talents in a wide variety of areas, including athletics, arts, vocational, and more.

Tombstone Unified School District is made up of three schools:

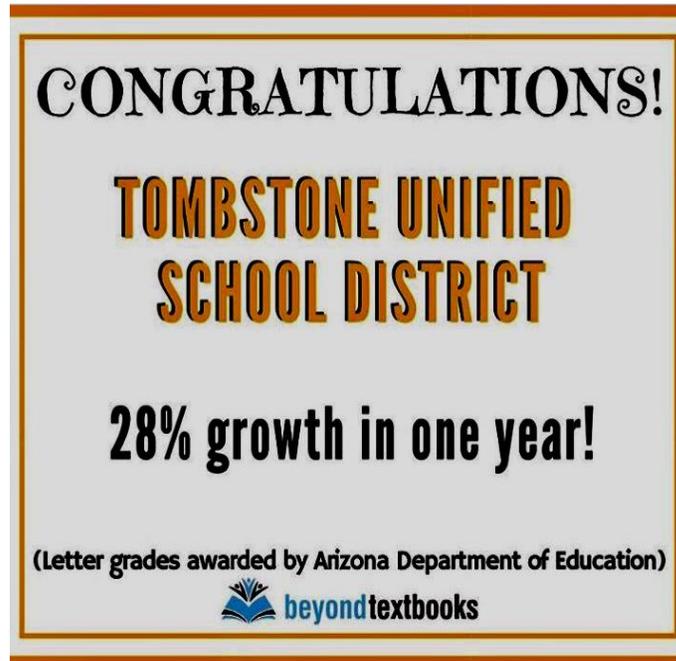
Huachuca City School serves approximately 325 students in pre-kindergarten through eighth grade. The school is located three miles from Fort Huachuca, Arizona, home of the famous Buffalo Soldiers. It is located near the western boundary of the district, 25 miles from Tombstone, 55 miles from the border town of Nogales, and 60 miles southeast of Tucson. Huachuca City School is home to a very diverse group of students, from military dependents and workers at Fort Huachuca to the children of local ranchers and suburbanites from Huachuca City and Whetstone areas.

Walter J. Meyer Elementary School is located in Tombstone and serves 135 students in kindergarten through eighth grade. The school provides a diverse and comprehensive education to our students with a dedicated staff that has high expectations for student success. They emphasize high academic standards while developing well-rounded individuals with positive self-worth and self-discipline.

Tombstone High School moved from the historic downtown campus to its new facility on the edge of Tombstone in 2006. Our new school is built in a modern style that maximizes functionality and student safety. THS, is dedicated to giving every student a top quality education with a 94% graduation rate. Since 1925, Tombstone High has been recognized by the North Central Association-AdvancEd as a continually accredited school. The faculty, staff, and administration are committed to providing students with challenging and relevant educational experiences that will prepare them for life after high school.

Tombstone High School began in 1922 when the first part of the high school was constructed, and our students continue to make history. Small student-to-teacher ratios, a challenging academic and vocational curriculum, and an outstanding athletics department are some of the advantages of attending THS.

Student achievement has continued to trend upward in recent years. School ratings have increased in the past few years. With Huachuca City and Walter J. Meyer schools increasing their overall score by 16% and 28% respectively in the last year of school rankings.



Our Vision

To be the premier district in Cochise County where student achievement defines success.

Our Mission

At TUSD we cultivate responsible citizens by maintaining a positive culture where lifelong learning is valued and encouraged

Our Students: Approximately 875 students are served in preschool through grade 12, and special needs students up to 22 years of age. Student enrollment has declined by approximately 12% over the last ten years, represented by declines in Huachuca City School and Walter J Meyer Elementary. Tombstone High School has experienced a continual decline in in-district students but overall growth due to increased number of out-of-district students who attend through open enrollment. 37.5% of TUSD students attend through open enrollment.

The percentage of students receiving free and reduced meals is approximately 67% (2019). 16.2% of our students have special needs.

Our Staff:

The District employs approximately 125 full-time and part-time school staff members. Many staff members are proud graduates of Tombstone High.

Our Future:

- Our district is currently exploring ways to accomplished projects that were proposed with bond funding given that in November 2019, voters denied a school bond. These projects include safety and security enhancements, building renovations, construction of an Agriculture/Welding classroom and lab facility, and construction of sports facilities at Tombstone High.
- TUSD is working to develop state-of-the-art technology throughout the district. We now have 1-to-1 computing available to all students. This past year saw completion of a fiber WAN and new ISP that provide a 1 GIG capability to all sites. We are also enhancing our classroom technology available to the teacher through interactive boards, digital projectors, cameras with audio for remote instruction and education based software programs.
- TUSD is working hard to attract and retain quality teachers. Putting a great teacher in every classroom is vital to maximizing student success. We also have an early release every Friday to facilitate an ongoing professional development program for teachers.

Our Community:

We live in a beautiful, natural, rural area that boasts a great year-round climate. Our district has a high unemployment rate of 5.8%, median household income (2018) is \$31,861 and 29.2% of our residents live below the poverty level. (averages between Tombstone and Huachuca City).

1.2 Process

Tombstone Unified School District employees and community members have provided input into this strategic plan. These groups will also play a role in the bi-annual updates to this plan.

The creation of this plan began in the fall of 2018. Board members, community members, certified and classified staff all provided elements of the Tombstone Unified School District Strategic Plan. Over the past 24 months, the Board has adopted a new mission and vision statement, a district logo and a district motto. The Board adoption followed input received from community members and employees from all areas of our district.

The district has worked to create a brand identity. This has included a new Vision Statement, Mission Statement and district Logo and Motto. Our district logo and motto tie back to the historic roots of Tombstone and Cochise County Arizona. Both are now being used as we market the district within the county and state.

1.3 Next Steps

Once Board approved, the Strategic Plan will serve as a blueprint for district operations. It will be used as a reference by the administrative team and will be included in the new teacher hiring and orientation process. Achievement of listed goals will be the focus of ongoing operations. The plan will be available to the community through our district web site. This plan will be reviewed and updated bi-annually.

1.4 Accomplishments prior to plan implementation

Instruction

- Implement Beyond Textbook program in all classes beside CTE.
- Adopt CTE wiki program for best practices within CTE classes.
- Implement Power School testing to track student performance, and guide instruction.
- Implement Daily Math Skills DMS reinforcement time in grades 2-8
- All staff has been trained in the ALICE protocol for staff and student safety during active shooter, active aggressor situations.
- Created severe needs, exceptional student program at Huachuca City School.

Staff

- Increased certified salaries by 23% in past 5 years
- Increased all hourly wages equal to rate of increase mandated by Prop 206
- Re-established several support positions that were cut during financial crisis
- Implemented early release Fridays to provide PD to teachers

Technology

- Completed installation of fiber WAN, ISP and access points to increase speed and bandwidth of WiFi infrastructure to support 1 to 1 computer initiative at all schools
- Created and Instructional Technology team comprised of top teachers from each school
- Completed 1-to-1 computing initiative district wide
- Purchased new laptops with docking stations for all staff
- Installed digital cameras with audio in each classroom

Facilities

- Obtained a Building Renewal Grant for ADA deficiency corrections at Huachuca City School
- Built baseball, softball and football fields at Huachuca City School
- Installed HVAC in Walter J Meyer Elementary Gym and Cafeteria
- Replaced water damaged floor in Tombstone High Gym

Finance

- Paid off outstanding \$2.2 million line of credit
- Established prepaid insurance accounts into annual Maintenance and Operation budget
- Identified Federal Impact Aide funds as sustainable revenue source for instructional technology
- Upgraded white and yellow vehicle fleet
- Increased use of Arizona School Facility Board, Building Renewal Grants to upgrade aging facilities
- Established ongoing funding stream of Federal Impact Aid dedicated to instructional technology

Community

- Fully implemented Connect5 system to notify parents and community in times of emergencies as well as events of interest
- Provide regular informational posts on social media by all schools to keep parents and public informed
- Fully implemented Parent-View module of the Synergy Student Management system
- Weekly submission by all schools into education section of nearby newspaper
- Created a district logo for use in branding
- Developed district motto of “Growing Legends” used for promoting district
- Developed a district challenge coin for recognition of support of our students

2.0 PLAN DEFINITIONS

2.1 Planning Model

The strategic plan format we had adopted is simple and complete, yet a flexible and evolving document. It documents the culture of our district through mission, vision, beliefs, and history of the district. It also identifies needs, challenges and strengths of our schools and community.

2.2 Plan Components

The following terms are defined as key components of the planning model:

Vision:	The commitment to create a reality that currently does not exist An organizational “To-Be,” three to five years out
Mission:	A statement describing what the organization does -- What are the services being provided?
Beliefs:	Principles and core beliefs adopted by our district.
Critical Success Factors:	Describes those factors that are critical to the success of the organization
Environment (SWOT):	Environment within which the strategic plan was developed and is to be implemented -- It includes Strengths to be maximized, Weaknesses to overcome, Opportunities to take advantage of, and Threats to be mitigated
Strategic Goals:	Desired outcomes that our district is trying to accomplish both programmatically and organizationally

3.0 THE STRATEGIC PLAN

3.1 Vision

A vision is a commitment to create a reality that currently does not exist — an organizational “To-Be,” three to five years in the future.

To be the premier district in Cochise County where student achievement defines success.

3.2 Mission

The mission is a statement describing what the organization does. What are the services being provided?

At TUSD we cultivate responsible citizens by maintaining a positive culture where lifelong learning is valued and encouraged

3.3 Characteristic of a Tombstone Graduate

Through input from student, staff, families and community members, the district developed the characteristic we believe students will need to be successful in college, career and life in general, after high school. These characteristics can be found in the Tombstone High graduate.

EFFECTIVE COMMUNICATORS WHO:

- Read, write, speak, and listen
- Research, analyze, and organize information
- Express ideas clearly

LITERATE INDIVIDUALS WHO:

- Demonstrate technological, scientific, and mathematical literacy
- Recognize available technology and its uses
- Choose and apply appropriate technology
- Recognize and apply the scientific process
- Use basic operations of mathematics
- Choose and apply appropriate mathematical processes

CREATIVE INDIVIDUALS WHO:

- Demonstrate aesthetic awareness and self-expression
- Recognize various mediums of self-expressions and identify common elements
- Demonstrate skill and participate in a self-selected medium
- Utilize opportunities to express themselves through original or interpretive work

CRITICAL THINKERS WHO:

- Explore interests, acquire knowledge, and analyze factors which affect career opportunities, expectations, and life changes
- Break tasks into systematic steps that lead to a clear outcome
- Solve problems in a variety of contexts by analyzing, recognizing implications, drawing inferences and reaching conclusions

RESPONSIBLE CITIZENS WHO:

- Respect and appreciate the culture of self and others by interacting socially with concern, tolerance and respect for self and others by recognizing and respecting cultural diversity
- Participate in our global society through community service by being aware of global issues
- Collaborate effectively by learning methods of resolving conflicts by working cooperatively with a variety of groups
- Knows and obeys the law
Utilize opportunities to express themselves through original or interpretive work
- Knows and obeys the law
Participate in our global society through community service by being aware of global issues
- Collaborate effectively by learning methods of resolving conflicts by working cooperatively with a variety of groups
- Knows and obeys the law

3.4 Beliefs

Beliefs describe the principles and core values that guide the organization. This list reflects input from students, staff, parents, and community.

WE BELIEVE:

STUDENTS LEARN BEST WHEN . . .

- Provided with diverse, relevant activities and materials that pique their interest and desires
- Multiple learning styles and intelligences are recognized and accommodated
- Their basic needs (i.e. readiness, nutrition, safety, and support of family) are met

EFFECTIVE TEACHERS and EFFECTIVE SCHOOL STAFF . . .

- Know all students can learn
- Rejuvenate their knowledge, ideas, materials, and procedures
- Practice on-going self-evaluations
- Motivate and challenge students to succeed
- Equip students with problem-solving skills
- Communicate with - and respect - students, colleagues, staff, and community

EFFECTIVE WAYS TO ASSESS STUDENT LEARNING INCLUDE . . .

- Multiple types of assessments (i.e. observational matrices, hands-on assessments, performance assessments, developed rubrics, student self-assessment, portfolios, student-led conferences, standardized testing)
- Options for lifelong learning
- Student progress toward employability

THE MOST AUTHENTIC AND RELEVANT CONTENT FOR STUDENTS . . .

- Relates to student experiences
- Is child-centered, useful, practical, and challenging
- Is adaptable and continues throughout PreK-12 levels

3.5 Critical Success Factors

The factors which are critical for the success of the District are listed alphabetically and should be viewed in the total context.

Critical Success Factors:

- Adequate and sustainable school funding
- Community, parent, and staff support
- Effective, ongoing two-way communication within the district and community
- Effective leadership
- Engaged students
- Motivated, highly-qualified, and competitively compensated staff
- Curriculum aligned pre-k through 12th grade
- Adherence to pacing guides to ensure coverage of standards
- Safe learning environment for students and staff
- Safe, secure facilities that advance student learning

3.6 Environment S.W.O.R.

3.6.1 “S” Current Organizational Strengths

The following **Strengths** align with the district mission statement:

- Staff dedicated to student success
- Shared vision as to the importance of students as lifelong learners
- Focus on students
- Positive culture throughout district
- Ongoing and effective communication
- Leadership, governing board and administration with shared focus on student achievement
- Financial management

3.6.2 “W” Current Organizational Weaknesses

The following **Weaknesses** challenge the district in implementation of the mission statement:

- Limited availability of certified teacher’s forces reliance on long term substitutes
- Insufficient funds to compete for staff against non-education employers
- Increased demands placed on classroom teachers by legislative and agency mandates
- Performance discrepancies between elementary schools
- Villainization of teaching profession and public schools in main stream media
- Failure to secure budget override or bond funding
- TUSD comprises a large geographic area (612 square miles) but a relatively small population (7650)

3.6.3 “O” Opportunities

The following **Opportunities** are available within the district:

- Creation of after school programs at the K-5 level
- Return of in-district students attending neighboring schools
- Branding our district, as the best educational option in the county
- Expansion of CTE program to include a full dual credit welding program
- Construction of high school athletic facilities
- Expansion of dual credit classes
- Jr. High classes that qualify for high school credit

3.6.4 “R” Risks

Following are **Risks** to the organization environment.

- Unsustainable funding sources
- Animosity between communities within district
- Aging facilities at both elementary schools
- High reliance on out-of-district students
- Loss of family age residents across the district
- Continued decline of in-district students

3.7 Goals & Objectives

The following goals have been identified as critical to the advancement of our district. Goals have been categorized into six critical areas. Each goal is followed by needs to accomplish the goal.

3.7.1 Instruction

Instructional goals are aligned with each school's Integrated Action Plan (SIOP). See link to full SIOP's in section 4.1

Instruction Goal 1

All schools will be rated A by the A-F rating system

- Focus on curricular alignment across the grade bands
- Verify each teacher is following the pacing guide
- Incorporate unwrapped standards into each lesson
- Grow the Reteach and Enrich program at each school
- Increase targeted reading and math support programs, through grant funding, at HCS and WJM

Instruction Goal 2

Expand dual credit offerings at Tombstone High

- Work through IGA with Cochise College
- Construct facilities to support programs such as welding and Agriculture
- Use Instructional Improvement funds to assist staff in becoming dual credit certified

Instruction Goal 3

Full Integration of Microsoft classroom applications and Office 365 applications to facilitate remote and onsite instruction.

- Ongoing PD presented by TUSD IT team and Microsoft Education support
- Provide funding for select instructors to attend Microsoft training during summer
- Replace Kindles with laptops at K-3 grades

Instruction Goal 4

Availability of Jr. High classes that qualify for high school credit

- Recruit secondary certified, subject specific teachers at the Jr. High level
- Develop a Jr. High schedule that allows different levels of instruction within the 8th grade
- Alternative approach may be remote instruction for students taking THS courses while in Jr. High

Instruction Goal 5

Establish a Dual-credit Welding program aligned with Cochise College

- Build a facility capable of housing a dual-credit welding program
- Recruit an instructor who qualifies for dual certification
- Commit JTED funds to purchasing needed supplies and equipment

3.7.2 Staff

Staff Goal 1

An appropriately certified, effective teacher in each position

- Recruit teachers who are appropriately certified
- Provide a competitive salary to retain qualified teachers.
- Develop a “grow your own” program, in partnership with a university to help local individuals to obtain teaching certifications in needed areas.

Staff Goal 2

Annual compensation increase at or above Arizona CPI rate as determined by the Industrial Commission of Arizona, until all compensation is equitable with area districts

- This goal must remain a priority within each year’s budget process
- Utilize all possible funding sources such as TEI, to support this goal

Staff Goal 3

Align PD to the needs of the staff and district, without non-applicable adoptions

- Conduct annual Needs Assessment and disaggregate data at district, school, grade/subject and individual levels
- Utilize a Train-the-Trainer model in areas of greater need
- Identify and protect funds to support ongoing PD program

3.7.3 Technology

Technology Goal 1

Develop a full 1-1 computing with laptops district wide

- Replace Kindles with laptops at K-3 level
- Develop a system of planned obsolescence based on a 4-year life

Technology Goal 2

Upgrade and maintain intra-campus connectivity to speeds consistent with current standards.

- Utilize E-Rate funding program to provide fiber connectivity within each campus
- Upgraded point-to-point connectivity to outlying buildings

Technology Goal 3

Increased instructional technology in classrooms to support onsite and remote instruction simultaneously

- Continue PD aligned with the Microsoft classroom applications
- Introduce early grade students to the classroom technologies they will use as they progress through the grades
- Equip each classroom with mounted cameras, speakers, microphones and projectors
- Ensure each teacher has adequate cloud-based storage to archive lessons and materials

3.7.4 Facilities

Facilities Goal 1

Completion of HVAC BRG for gymnasiums at Huachuca City School and Tombstone High School.

- At the October SFB Meeting, the Board voted to approve \$393,587 for these projects
- SFB previously approved funds to cover design/engineering and procurement for these projects
- The RFP for contractor selection is complete

Facilities Goal 2

Construct baseball, softball and tennis facilities at THS.

- Use funds from Sale of Page house to hire a dozer to attempt to break rock and level
- No other available funds until sale of Old THS

Facilities Goal 3

Completion of Weatherization BRG project at HCS and WJM.

- SFB BRG for assessment and design have been approved for each campus
- Design is complete and project will go to bid in early November
- Apply for SFB funding to cover cost of project once bids are complete

Facility Goal 4

Completion of ADA BRG project at HCS

- SFB BRG for assessment and design have been approved for this project
- RFP complete, contractor selected
- SFB will not award funds until an AHERA assessment is complete
- At October SFB meeting they voted to approve funding for AHERA assessment

Facility Goal 5

Grading and Drainage project at HCS, WJM and THS

- Areas of need have been identified
- SFB grant process needs to be initiated to cover assessment, design, procurement and construction

Facility Goal 6

Redesign of HCS Student drop-off/pick-up and parking areas

- Project has been delayed 4 years due to issues with easement on School Drive
- Agreement between TUSD and Huachuca City to resolve dissolve previous easement and create new easement
- This project will be funded through district Adjacent Ways funds
- SFB approval needed to spend Adjacent Ways funds

Facility Goal 7

Construction of Agriculture/welding shop and classroom

- A portion of JTED funds have been saved for five years for this project
- THS Principal is securing estimates for initial construction of the facility
- Additional funding needed from other, yet to be identified sources for project completion

3.7.5 Finance

Finance Goal 1

Develop a 5-year capitalization plan for the district

- Create committee to identify largest capital needs
- Develop projected annual capital revenue
- Identify annual costs to capital funds such as software agreements
- Identify reoccurring capital needs such as bus replacement
- Prioritize needed projects on a cost-need basis

Finance Goal 2

Continue implementation of a site based budgeting plan that brings equity to each school while accommodating uniqueness

- Keep supplies tied to a per student amount
- Develop a staff allotment factor for each school that recognizes experience, education, longevity and area of certification
- Allow flexibility for school to reflect needs and desires of local attendance area
- Develop a capital allotment within the Capital Expenditure Plan

Finance Goal 3

Maintain full M&O property and health insurance pre-pay in addition to a 3% carryover

- Identify annual amount and earmark at beginning of budget process
 - Over the past 5 years, we have worked hard to secure funds for prepay and carryforward, maintaining this safety net amount should be easier than accumulating it.
- As new members join the district administration team, and the Governing Board they need to be educated on the value of having these funds available.
 - These funds can help maintain district cash flow between the two property tax collection dates without accessing a line of credit
 - These funds are available for emergency corrections.
 - To prevent a deficit spending situation, these funds must not be spent for ongoing, recurring projects or staffing

3.7.6 Community

Community Goal 1

Develop an after school program at K-5 level

- Identify level of need at each elementary school
- Identify parent interest and level of financial support at each elementary school
- Identify other sources of funding to include IGA's and service organizations
- Identify and apply for supporting grants

Community Goal 2

Increase exposure of the district within the community-branding

- Flood community with the district logo and motto
 - Vehicles
 - Buildings
 - Official and non-official communications
- Invite non-parent community members onto campus for events
- Keep the name TUSD in the forefront of all district operations
- Keep marketing in mind with all district level decisions
 - Identify key staff to receive training on marketing of our organization

Community Goal 3

Increase community awareness of district activities through social media

- Regular Facebook posts from each school and the district office
- Continued and expanded use of Facebook live broadcasts
- Develop a following on other platforms such as Twitter and Instagram

4.0 APPENDIX

4.1 References

- Annual School Level SIOP
 - HCS https://tb2cdn.schoolwebmasters.com/acnt_246991/site_246992/Documents/School-Integrated-Action-Plan-Huachuca-City.pdf
 - WJM https://tb2cdn.schoolwebmasters.com/acnt_246991/site_246992/Documents/School-Integrated-Action-Plan-Walter-J-Meyer.pdf
 - THS https://tb2cdn.schoolwebmasters.com/acnt_246991/site_246992/Documents/School-Integrated-Action-Plan-Tombstone-High-School.pdf
- Correlation Study on Use of Beyond Textbooks Framework to Raise Student Achievement Scores
 - [Beyond Textbooks Research Basis](#)
- District Policies and Procedures-ASBA
 - [TUSD Policy](#)
- District Website-tombstoneschools.org
 - tombstoneschools.org
- Tombstone Unified School District #1 Facebook

4.2 Glossary

Term	Definition
<i>ADA</i>	<i>Americans with Disabilities Act</i>
<i>AFR</i>	<i>Annual Financial Report</i>
<i>AHERA</i>	<i>Asbestos Hazard Emergency Response Act</i>
<i>ALICE</i>	<i>Alert, Lockdown, Inform, Counter and Evacuate</i>
<i>ASBA</i>	<i>Arizona School Boards Association</i>
<i>BT</i>	<i>Beyond Textbooks</i>
<i>CIP</i>	<i>Continuous Improvement Plan</i>
<i>CPI</i>	<i>Consumer Price Index</i>
<i>CTE</i>	<i>Career and Technical Education</i>
<i>FAFSA</i>	<i>Free Application for Federal Student Aid</i>
<i>FTE</i>	<i>Full Time Equivalent</i>
<i>FY</i>	<i>Fiscal Year</i>
<i>GDP</i>	<i>Gross Domestic Product</i>
<i>HCS</i>	<i>Huachuca City School</i>
<i>HVAC</i>	<i>Heating Ventilation and Air Conditioning</i>
<i>IGA</i>	<i>Inter-Governmental Agreement</i>
<i>ISP</i>	<i>Internet Service Provider</i>
<i>M&O</i>	<i>Maintenance and Operation</i>
<i>PD</i>	<i>Professional Development</i>
<i>RFP</i>	<i>Request For Proposal</i>
<i>SES</i>	<i>Social Economic Status</i>
<i>SFB</i>	<i>School Facilities Board</i>
<i>SWOT</i>	<i>Strengths, Weaknesses, Opportunities, Threats</i>
<i>TEI</i>	<i>Teacher Experience Index</i>
<i>THS</i>	<i>Tombstone High School</i>
<i>TUSD</i>	<i>Tombstone Unified School District</i>
<i>WAN</i>	<i>Wide Area Network</i>
<i>WJM</i>	<i>Walter J. Meyer Elementary</i>

