

**Gridley Unified School District
GOALS AND ACTION PLAN: 2011-14**

GOAL # 1					
CURRICULUM AND INSTRUCTION					
STRATEGIC GOALS	OBJECTIVE(S)	ACTIONS/STRATEGIES	Measurement /Tools	SUCCESS INDICATORS	Timeline
Implementing Professional Learning Communities (PLC's)District wide	Agreement of what implementing PLC's looks like District wide.	<ul style="list-style-type: none"> Utilize BCOE to provide facilitation/training in PLC's. Evaluate our current PLC model at each site. 	What is the model?	Implementation of agreed upon model at each site.	2012-2014
	Protocol for examining essential and common core standards.	<ul style="list-style-type: none"> Look at current models that may be in place at sites. Develop protocol. 	What is the protocol?	Completed protocol	2011-2012
	Multiple Common Formative Assessments	<ul style="list-style-type: none"> Review what assessments that are currently in place. Develop protocol and action plan format. 	Results Protocol and action plan	Results are discussed in PLC's (grades/depts) and reported to administration.	2011-2012
Core Curriculum	Identify, define and list the adopted core curriculum K-12	<ul style="list-style-type: none"> Determine board approved adopted curriculum Department/grade level pacing guides are developed with assessments identified. Access to core for all students (SPED and ELD, RTI) to close the achievement gap. 	<ul style="list-style-type: none"> List of adopted curriculum K-12 Pacing guides developed for each grade level/department with reference to the core curriculum. AYP subgroup performance 	<ul style="list-style-type: none"> Pacing guides with reference to the adopted curriculum and assessments identified. Single Plan for Student Achievement Alignment Decrease in achievement gap 	2011-2013
	K-12 Articulation and Collaboration	<ul style="list-style-type: none"> Writing Program Technology (21st Century Skills to support the Essential Standards and classroom learning) Career/Technical Education (Vocational Education) ELD Common Core and Essential Standards Alignment School-to-School Transition Manzanita Staff will be included in articulation/collaboration meetings Regularly scheduled articulation meetings (Essential Standards and Common Core Standards school-to-school transition) 	<ul style="list-style-type: none"> Writing Rubrics Anchor Papers (norming) Terminology clarification Calendar and Agenda of meeting Single Plan for Student Achievement Title III year 2 Program Improvement Plan 	<ul style="list-style-type: none"> Rubrics created for writing including specific writing styles Meeting notes and agendas Single Plan for Student Achievement Alignment Title III year 2 Program Improvement Plan Monitoring/Results 	2011-2015
	Professional Development	<ul style="list-style-type: none"> Instructional Practices and classroom management strategies English Language Development (ELD) content supported by instructional strategies Technology (21st Century Skills to support the Essential Standards and classroom learning) Grading Practices reflective of student level of mastery of essential and common core standards Formative/Summative Assessments Professional Learning Communities Data chats 	Coordinate with BCOE and other vendors to provide professional development services at both the site and district level.	Calendars/Agendas/Notes from sessions	2011-2014

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GOAL #1 CURRICULUM AND INSTRUCTION					
STRATEGIC GOALS	OBJECTIVE(S)	ACTIONS/STRATEGIES	MEASUREMENT/TOOLS	SUCCESS INDICATORS	TIMELINE
English Language Development	Fully Implement an ELD Program (Curriculum and Instruction)	<ul style="list-style-type: none"> Review, implement, adopt and monitor an ELD curriculum Review master schedules to schedule ELD instructional time Professional Development on Instructional Strategies 	<ul style="list-style-type: none"> Curriculum New Master Schedules Meeting Agendas 	<ul style="list-style-type: none"> ELD task force reviews and selects materials and reviews master schedules Training for materials Monitoring of implementation by Administration 	June 2012
	Progress Monitoring	<ul style="list-style-type: none"> CELDT data and identification Aeries/Data Director data input protocol Professional Development for staff on data needs and Data Director Central Data Coordinator 	<ul style="list-style-type: none"> Data Protocol Created Meeting Agendas 	<ul style="list-style-type: none"> Protocol Meeting Minutes and Feedback 	2011-2014
	Long-Term English Learners (LTEL)	<ul style="list-style-type: none"> Define what a LTEL is for the Gridley Unified School District Identify LTEL's Review materials specifically targeted for LTEL needs Create class for LTEL 	<ul style="list-style-type: none"> Develop Identification Protocol Review materials Create class 	<ul style="list-style-type: none"> Protocol Materials purchase Master Schedule 	2011-2014
	California English Language Development Test (CELDT) Administration	<ul style="list-style-type: none"> Coordinate Testing Early in the School Year (1st two weeks) Ensure new students are tested within the 30 day testing window Test administered in small groups (25 or less) by certificated staff District Wide CELDT test Preparation Curriculum Tests scored manually upon completion and data shared with staff and used immediately for appropriate ELD program placement 	<ul style="list-style-type: none"> Develop CELDT testing protocol that outlines administration, scoring, and testing windows. Review and purchase of CELDT test preparation curriculum Training for staff on scoring train the trainer on CELDT at BCOE 	<ul style="list-style-type: none"> Testing protocol Curriculum selection and purchase Training Schedules 	2011-2014
	Professional Development	<ul style="list-style-type: none"> Training on fluency levels and effective instructional strategies for students CELDT levels District Coach Explore sample lessons for teachers to view 	<ul style="list-style-type: none"> Training for teachers on fluency levels and effective instructional strategies by CELDT levels District Coach Explore sample lessons for teachers to view 	<ul style="list-style-type: none"> Training Schedules District Coach Sample Lessons 	2011-2014

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GOAL #2					
BUDGET/FISCAL					
STRATEGIC GOALS	OBJECTIVE(S)	ACTIONS/STRATEGIES	MEASUREMENT/ TOOLS	SUCCESS INDICATORS	TIMELINE
Resource Management	Support Priority Goal(s) 1. Curriculum and Instruction 2. Safe Supportive Learning Environment	Budget that is developed with the priority goal in mind with input from stakeholders understanding that compliance to Federal/State mandates is required.	Completed Budget which includes highest objectives being met	Priority Spending is achieved within the budget while maintaining fiscal solvency.	2011-2014
GOAL #3					
FACILITIES					
STRATEGIC GOALS	OBJECTIVE(S)	ACTIONS/STRATEGIES	MEASUREMENT/ TOOLS	SUCCESS INDICATORS	TIMELINE
School Facilities Bond	Top ranking projects included: repair/replace leaky roofs; replace outdated HVAC systems; improve student access to computers and modern technology; modernize outdated classrooms, and school facilities; and construct a gym at the high school, for school and community use.	Place a School Facilities Bond on the June 5, 2012 Ballot which would generate up to \$13 million in bond proceeds.	Resolution by the GUSD Board of Trustees to place a School Facilities Bond for up to \$13 million on the June 5, 2012 ballot.	The GUSD School Facilities Bond approved by the voters by more than 55%.	January 2012-July2012
GOAL #4					
SUPERINTENDENT SEARCH					
STRATEGIC GOALS	OBJECTIVE(S)	ACTIONS/STRATEGIES	MEASUREMENT/ TOOLS	SUCCESS INDICATORS	TIMELINE
Timeline	Recruit and select a qualified candidate by July 2012.	Utilize internal resources to facilitate search.	Hiring of qualified candidate	Candidate in place by July 2012	January 2012- July 2012

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GOAL #5					
SAFE SUPPORTIVE LEARNING ENVIRONMENT					
STRATEGIC GOALS	OBJECTIVE(S)	ACTIONS/STRATEGIES	MEASUREMENT/ TOOLS	SUCCESS INDICATORS	TIMELINE
Safe School Plans	Review (and revise, as needed) Safe School Plans at site and district level to reflect school safety as essential to student achievement and a comprehensive, coordinated approach to keep students safe	<ul style="list-style-type: none"> • Collaboration with partners in school safety: board members, Administrators, teachers, SRO, Campus Supervisors, Noon Supervisors, school counselors, students, parents and community • Evaluate current Board policy in areas of school safety and re-adopt with revisions, as needed 	<ul style="list-style-type: none"> • Calendar for meetings • Plans submitted to Board for approval 	<ul style="list-style-type: none"> • Meeting agendas, minutes • Board Agenda, minutes 	2012-2014
Classroom Management	Evaluate "School Climate" on each campus as it sets the tone for all teaching and learning done in the school environment and is predictive of students' ability to learn and develop in healthy ways	<ul style="list-style-type: none"> • K-12 collaboration on behaviors: teaching and learning are not distracted; disruptions are minimized; drugs, violence, bullying and fear are not present; roles and responsibilities for teachers, classroom aides and administration 	<ul style="list-style-type: none"> • Calendar for meetings 	<ul style="list-style-type: none"> • Meeting agendas, minutes 	2012-2014
Professional Development	Empower teaching staff to have a positive impact on school climate resulting in a safe school environment for all	<ul style="list-style-type: none"> • Addressing root causes of violence in schools • Utilizing prevention strategies to maintain positive School climate • Training in crisis prevention, mediation and conflict resolution, as appropriate 	<ul style="list-style-type: none"> • Calendars for Meetings and Workshops 	<ul style="list-style-type: none"> • Agendas • Training Completion Certificates 	2012-2014
GOAL #6					
COMMUNITY RELATIONS					
STRATEGIC GOALS	OBJECTIVE(S)	ACTIONS/STRATEGIES	MEASUREMENT/ TOOLS	SUCCESS INDICATORS	TIMELINE
Communication	Communication	Collaborate with Manzanita School Board	Calendar of Collaboration Meetings	Minutes of Collaboration Meetings	2011-2014

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Terminology

21st Century Skills	21st Century Learning consists of core subjects and themes that revolve around three core skills: life and career skills, learning and innovation skills, and information media, and technology skills. The themes consist of global awareness, financial, economic, business, entrepreneurial literacy, civil literacy, health literacy, and environmental literacy.
Academic Freedom	As defined by Article VIII, section 8.2, of the Collective Bargaining Agreement between GTA and GUSD: <i>All instruction shall be fair, accurate, objective and appropriate to the age and maturity of the student(s) and sensitive to the community needs and the needs and values of our diverse cultures and heritage.</i>
Achievement Gap	Achievement gap refers to the observed disparity on a number of educational measures between the performance of groups of students, especially groups defined by gender , race/ethnicity , and socioeconomic status.
Adequate Yearly Progress (AYP)	A measurement defined by the United States federal No Child Left Behind Act that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests .
Anchor Paper	A test response is assigned a numeric score against typically both a scoring rubric , or set of rules, and an example paper or two for each level. These examples are called <i>anchor papers</i> .
Common Core Standards	The Common Core State Standards (CCSS) were developed through a state-led initiative to establish consistent and clear education standards for English-language arts and mathematics that would better prepare students for success in college, career, and the competitive global economy.
Core Curriculum	The core curriculum is the course of study deemed critical and made mandatory for all students of a school or school system. Core curricula are often instituted at the elementary and secondary levels by local school boards, Departments of Education, or other administrative agencies charged with overseeing education.
California English Language Development Test (CELDT)	Test that is administered to all English Learners annually or within 30 days of their enrollment in a school in California.
Data Chats	Reflection and discussion of student assessment results that leads to revision and implementation of instructional practices to improve student learning.
English Language Development (ELD)	ELD instruction is designed to help English Learners learn and acquire English to a level of proficiency that maximizes their capacity to engage successfully in academic studies taught in English.
Essential Standards	A carefully selected subset of the total list of academic content standards within each content area that students must know and be able to do by the end-of-the school year so they are prepared for the next level of learning.
Formative Assessment	Formative assessment is a form of evaluation used to plan instruction in a recursive way. With formative assessment, student progress is systematically assessed to provide continuous feedback to both the student and the teacher concerning learning successes and failures. With formative assessment, teachers diagnose skill, ability, and knowledge gaps, measure progress, and evaluate instruction. Formative assessments are not necessarily used for grading purposes.
Long-Term English Learners (LTEL)	English Learners enrolled greater than 5 years in a district that are scoring intermediate or higher on the CELDT but cannot be reclassified due to CST proficiency criteria.
Pacing Guide/Calendar	A yearlong or course-long schedule for delivery all of the planned units of study for a grade level or course. Included in the guide are the Essential Standards addressed and Formative and Summative Assessments.
Professional Learning Communities (PLC's)	Grade level/course collaboration to discuss effective instructional practices to improve mastery of the essential standards)

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Program Improvement	All Title I funded schools and local educational agencies (LEAs) that do not make Adequate Yearly Progress (AYP) are identified for Program Improvement (PI) under the Elementary and Secondary Education Act (ESEA).
Progress Monitoring	Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.
Response to Intervention (RTI)	Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.
Rubric	A set of criteria and standards typically linked to learning objectives that is used to assess or communicate about product, performance, or process tasks.
Single Plan for Student Achievement (SPSA)	The SPSA serves as the organizer for an individual school's improvement process. The plan should be developed with a deeper understanding of root causes of student academic challenges and identify and implement research-based instructional strategies to raise the achievement of students who are not yet proficient at state standards.
Summative Assessment	Summative assessment is a form of evaluation used to describe the effectiveness of an instructional program or intervention, that is, whether the intervention had the desired effect. With summative assessment, student learning is typically assessed at the end of a course of study or annually (at the end of a grade).
Title III	Language instruction for limited-English-proficient and immigrant students.