Gridley Unified School District
GOALS AND ACTION PLAN: 2015-18

GOAL # 1				
STRATEGIC GOALS	OBJECTIVE(S)	ACTIONS/STRATEGIES	Measurement /Tools	SUCCESS INDICATORS
All Administrators and Teachers will participate in Professional Learning Communities (PLC's)District-wide	Through the PLC format all grade levels and departments will regularly review data to drive instruction	• Develop SMART Goals by grade level or department • Day 2 Training with Rich Smith with PLC Leadership Teams from each school – date TBD • Revise school mission and vision statements to be PLC aligned • Regular Teacher Collaboration will use PLC format • Individual student results are presented and discussed in PLC's (grade level/depts.) and reported to administration	• Principals will share SMART Goals at Administrative Council Meeting • Schedule of Site PLC Leadership Team Meetings • Schedule of grade level and department PLC Team meetings • PLC Agendas/Logs • Student Assessment Data	Student assessment data is evaluated against grade level and department SMART Goals
	Develop Multiple Common Formative Assessments	• Create & Implement District-wide Benchmark Assessments aligned to Common Core State Standards • Grade Level/Subject Area Common Formative Assessments	• Regular use and review by PLC grade level and department teams • District-wide Benchmark Assessments aligned to Common Core State Standards • Grade Level/Subject Area Common Formative Assessments	Continued growth for all student subgroups in proficiency over the course of the school year
Implement Common Core State Standards	• Implement Next Generation Science Standards • Continually review priority common core standards to align instructional lessons and units of study.	• Train teachers K-12 in the implementation of the Common Core State Standards in ELA, Math College & Career Readiness and NGSS • Adopt and purchase Common Core aligned materials as they become available in ELA, Math and NGSS • Principals conduct weekly classroom walkthroughs focused on implementation of CCSS • Instruction that is Common Core aligned	• Evidence of CCSS training being provided • Adoption Committee is formed and adoption is selected within one (1) year of state approval • Principal walkthrough protocols including EDI strategies, ELD/SDAIE strategies and integration of technology • Evidence of Instructional Lessons and Units that are Common Core aligned	• Improved student achievement on CAASPP • Increase in percentage of implementation of CCSS evidenced by principal walkthroughs • Increasing student achievement on formative assessments

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Provide a Consistent, Articulated Instructional Program K-12	Create K-12 Vertical Articulation, Alignment and Collaboration, school-to-school (including w/ Manzanita) at least two (2) times per year (Include all grade levels and departments K-12)	• Articulate a K-12 Instructional Continuum incorporating vertical alignment and School-to-School Transition in ELA, Math College & Career Readiness and NGSS • Schedule two (2) articulation meetings per year (invite Manzanita staff)	• Writing Rubrics • Anchor Papers • (Norming) • Agendas and Action Plans from Articulation Meetings • District-wide writing benchmarks K-12 data • Evidence of an articulated K-12 Instructional Continuum incorporating vertical alignment and School-to-School Transition in ELA, Math College & Career Readiness and NGSS	• Improved student achievement on District writing benchmark assessments and CAASPP • Improved student achievement on District ELA, Math, and NGSS benchmark assessments
Technology is accessible to all students and teachers	1:1 devices grades 1-12 Kindergarten: Sets of 6 iPads per classroom	• Purchase 1:1 devices • Development of student device replacement plan • Develop 1:1 student use policies • Develop and Implement Digital Citizenship expectations by grade level • Integrate 21st Century Teaching and Learning in all classrooms K-12	• Number of devices by site and by classroom • Frequency of use by students in classrooms evidenced through Administrative walk-throughs • Student work demonstrating 21st Century skills in all classrooms K-12	• Improved student achievement on CAASPP • Improved fluency on the student use of technology • Student Proficiency on the International Society of Technology in Education (ISTE) standards
	Provide Professional Development for the Integration of Technology into Instruction	• Professional development to support 1:1 device integration • Professional development regarding National Educational Technology Standards (NETS), Substitute, Augmentation, Modification, Redefinition (SAMR), Technological Pedagogical Content Knowledge (TPACK) (support teachers in designing lessons that utilize technology to develop 21st Century skills)	• Calendar of staff development • Lesson samples • District Technology Committee Meeting Agendas, Minutes and Attendance Logs	• Student projects that demonstrate Communication, Collaboration, Critical Thinking and Creativity • Increased quality of use of technology by adults and students in all aspects of the classroom including District business (SAMR, ISTE and TPACK)

GOAL #2

STRATEGIC GOALS	OBJECTIVE(S)	ACTIONS/STRATEGIES	MEASUREMENT/TOOLS	SUCCESS INDICATORS
All Students, including English Language Learners, will become proficient in ELA and Math	All teachers K-12 will use explicit instructional strategies to support English Language Learners	• Implement state-adopted ELD standards across all content areas and grade levels • Adopt and implement state-adopted ELA/ELD curriculum grades K-5 • Monitor implementation of adopted ELA/ELD curriculum grades 6-12 • Review master schedules to schedule ELD instructional time • Professional Development on Instructional Strategies (on-going) • CELDT/ELPAC data and identification • Utilize AERIES/Illuminate to track English Language Learner progress • Research & develop instructional program for English Learner Newcomers K-12	• Daily implementation of required minimum 30 minutes or more of designated ELD curriculum for all English Language Learners • Evidence of implementation of state-adopted ELD standards across all content areas and grade levels through principal walk-throughs and instructional lessons and units	• Daily student participation in required 30 minutes or more of designated ELD curriculum for all English Language Learners • Increased percentage of students moving one or more levels per year on CELDT/ELPAC • Closing of Achievement Gap between English Language Learners and other higher performing subgroups
	Monitor Long-Term English Learners (LTEL)	• Develop individualized plans for all LTELs	• Decrease in the number of LTELs in the District • English Language Learners annually meeting or exceeding AMAO's I, 2, & 3 under Title III	• Increased percentage of students exiting from ELL status each year • Closing of Achievement Gap between English language Learners and other higher performing subgroups
	California English Language Development Test (CELDT)/English Language Proficiency Assessment for California (ELPAC) Administration	• 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 (Boot Camp – Early September) • Tests scored manually upon completion and data shared with staff and used immediately for appropriate ELD program placement	• 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	• Testing protocol • Curriculum selection and purchase • Training Schedules

All students will graduate from high school prepared for College or Career.	• All students will meet the necessary credit requirements for a high school diploma • Increase number of students completing A-G courses • Increase number of students taking PSAT/SAT/ACT exams • Increase number of students completing Career Pathway Academies • Increase number of students passing EAP through the 11th grade CAASP • Increase number of students passing CAHSEE at 10th grade with a score of 380 or better	• Provide Early intervention to students at risk of not passing a class • Offer multiple opportunities for credit recovery • Creation of 0 period in GHS Master Schedule • Offer PSAT/SAT/ACT tutorials • Implement multiple career pathway academies • Provide students with learning opportunities to ensure success on EAP and CAHSEE	• List of students enrolled in after school ELA/Math Academies per semester • Number of students successfully completing Cyber High and Odysseyware courses for credit recovery • Number of student enrolled in 0 period course as indicated by Master Schedule list • Data reports from test vendors indicating students passing EAP and CAHSEE exams • Number of student completing CTE Pathway Academies indicated by individual transcripts	• All students will meet the necessary credit requirements for a high school diploma including all subgroups (ELL, Special Education, Hispanic/Latino, Socio-economically Disadvantaged) • Increase number of students completing A-G courses by 20% • Increase number of students taking PSAT/SAT/ACT exams by 10% • Increase number of students completing Career Pathway Academies • Increase number of students passing EAP through the 11th grade CAASP by 10% • Increase number of students passing CASHEE at 10th grade with a score of 380 or better by 10%

GOAL #3				
STRATEGIC GOALS	OBJECTIVE(S)	ACTIONS/STRATEGIES	MEASUREMENT/ TOOLS	SUCCESS INDICATORS
Utilize school funding to support student achievement.	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. • Align District budget to Local Control Accountability Plan (LCAP)	• Completed Budget which includes highest objectives being met • Single Plans for Student Achievement aligned to LCAP • LCAP Agendas and Outcomes	Priority Spending is achieved within the budget while maintaining fiscal solvency.

GOAL #4				
STRATEGIC GOALS	OBJECTIVE(S)	ACTIONS/STRATEGIES	MEASUREMENT/ TOOLS	SUCCESS INDICATORS
Develop a long term facilities plan to address student needs.	• Modernize, make safe and beautify all school facilities: • Top ranking projects include: 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. • Systematically repair and replace equipment and facilities using funds that are budgeted on an annual basis.	• Tour Gridley Schools and identify facility needs. • Explore options for funding facilities needs. • Utilize alternative funding sources for the maintenance of buildings, modernization and the building of new facilities if state monies do not become available. • Develop business partnerships and seek grants within the local, state and national communities to support upgrades to the facilities and District technology.	• Resolution by the GUSD Board of Trustees to place a School Facilities Bond on the ballot. • Submission of completed grants for the enhancement of school facilities.	• The GUSD School Facilities Bond approved by the voters by more than 55%. • Compliance with the Americans with Disabilities Act (ADA) requirements at all school sites • Funding and completing the systematic repair and replacement of equipment and facilities using funds that are budgeted on an annual basis. • Funding of successful grants to support the improvement of school facilities, technologies and student safety issues. • Evidence of completed projects

GOAL #5				
STRATEGIC GOALS	OBJECTIVE(S)	ACTIONS/STRATEGIES	MEASUREMENT/ TOOLS	SUCCESS INDICATORS
Establish and Implement a district-wide Safe Schools Plan.	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	• Collaboration with partners in school safety: board members, Administrators, teachers, SRO, Campus Supervisors, Noon Supervisors, school counselors, students, parents and community • Update Emergency plans to align with current research • Train all staff K-12 in ALICE model	• Calendar for meetings • Plans submitted to Board for approval • Agendas and sign-in sheets for safety trainings	• Meeting agendas, minutes • Board Agenda, minutes
	School Climate: 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	• 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 • Promote a scholarly environment at all schools K-12 • Create a welcoming and supportive environment at all schools K-12 • Create an environment of mutual respect between students, parents and staff	• Calendar for meetings • Healthy Kids Survey • Staff, Parent and Student Surveys	• Meeting agendas, minutes
	Professional Development Empower teaching staff to have a positive impact on school climate resulting in a safe school environment for all	• 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	• Calendars for Meetings and Workshops	• Agendas • Training Completion Certificates

GOAL #6				
STRATEGIC GOALS	OBJECTIVE(S)	ACTIONS/STRATEGIES	MEASUREMENT/ TOOLS	SUCCESS INDICATORS
Enhance/improve communication with all stakeholders.	Communication with Manzanita	Collaborate with Manzanita School Board	Calendar of Collaboration Meetings	Minutes of Collaboration Meetings
	Communicate with parents and the community regarding the importance of regular school attendance.	Improve communication by utilizing the Robo-call system more often and by using a real, human voice		
	Communicate the importance of education to students.			