

**Los Molinos Unified School District
GOALS AND ACTION PLAN: 2017-20**

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STRATEGIC GOALS	OBJECTIVE(S)	ACTIONS/STRATEGIES	Measurement /Tools	SUCCESS INDICATORS
<p><u>GOAL # 1</u></p> <p>All Administrators and Teachers will participate in Professional Learning Communities (PLC's)District-wide</p>	<p>Through the PLC format all grade levels and departments will regularly review data to drive instruction</p> <p>Develop Multiple Common Formative Assessments</p>	<ul style="list-style-type: none"> • Develop SMART Goals by grade level or department • PLC training will be provided to teachers • 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 • Grade Level/Subject Area Common Formative Assessments 	<ul style="list-style-type: none"> • 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 • Regular use and review by PLC grade level and department teams • Grade Level/Subject Area Common Formative Assessments 	<p>Student assessment data is evaluated against grade level and department SMART Goals</p> <p>Continued growth for all student subgroups in proficiency over the course of the school year</p>
<p><u>GOAL # 2</u></p> <p>Implement Common Core State Standards</p>	<p>Implement Next Generation Science Standards</p> <p>Continually review priority common core standards to align instructional lessons and units of study.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 high leverage strategies, ELD/SDAIE strategies and integration of technology • Evidence of Instructional Lessons and Units that are Common Core aligned 	<ul style="list-style-type: none"> • Improved student achievement on CAASPP • Increase in percentage of implementation of CCSS evidenced by principal walkthroughs • Increasing student achievement on formative assessments
<p><u>GOAL # 3</u></p> <p>Provide a Consistent, Articulated Instructional Program K-12</p>	<p>Create K-12 Vertical Articulation, Alignment and Collaboration, school-to-school at least two (3) times per year (Include all grade levels and departments K-12)</p>	<ul style="list-style-type: none"> • Articulate a K-12 Instructional Continuum incorporating vertical alignment and School-to-School Transition in ELA, Math College & Career Readiness and NGSS • Schedule two (3) articulation meetings per year with all schools 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Improved student achievement on District writing benchmark assessments and CAASPP • Improved student achievement on District ELA, Math, and NGSS benchmark assessments

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<p><u>GOAL # 4</u> Technology is accessible to all students and teachers</p>	<p>1:1 devices grades 1-12 K-12 alignment of technology devices Provide Professional Development for the Integration of Technology into Instruction</p>	<ul style="list-style-type: none"> • 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 • Professional development to support 1:1 device integration and Project Based Learning • Professional development regarding National Educational Technology Standards (NETS) • Teachers update the parent AERIES gradebook to ensure parents and students have access to weekly grade reports 	<ul style="list-style-type: none"> • 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 • Calendar of staff development • Lesson samples District Technology Committee Meeting Agendas, Minutes and Attendance Logs • Evidence of teachers updating the AERIES gradebook weekly. 	<ul style="list-style-type: none"> • Improved student achievement on CAASPP • Improved fluency on the student use of technology • 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
<p align="center">STRATEGIC GOALS</p>	<p align="center">OBJECTIVE(S)</p>	<p align="center">ACTIONS/STRATEGIES</p>	<p align="center">MEASUREMENT/TOOLS</p>	<p align="center">SUCCESS INDICATORS</p>
<p><u>GOAL # 5</u> All Students, including English Language Learners, will become proficient in ELA and Math</p>	<p>All teachers K-12 will use explicit instructional strategies to support All students Monitor Long-Term English Learners (LTEL)</p>	<ul style="list-style-type: none"> • 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 • Develop individualized student learning plans for all students • All teachers will use common assessments to inform instruction 	<ul style="list-style-type: none"> • 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 • Individual student learning plans • Data results from common assessments 	<ul style="list-style-type: none"> • 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 for all students • Increased percentage of students exiting from ELL status each year • Increase the number of students that have exceeded standards and standards met on the CAASPP

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<p><u>GOAL # 6</u></p> <p>All students will graduate from high school prepared for College or Career.</p>	<ul style="list-style-type: none"> • 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 • Create college going culture K-12 	<ul style="list-style-type: none"> • Provide Early intervention to students at risk of not passing a class • Offer multiple opportunities for credit recovery • Offer PSAT/SAT/ACT tutorials • Implement multiple career pathway academies • Provide students with learning opportunities to ensure success on EAP and CAASPP 	<ul style="list-style-type: none"> • List of students enrolled in after school ELA/Math Academies per semester • Number of students successfully completing Cyber High for credit recovery and acceleration • Data reports from test vendors indicating students passing EAP and CAASPP exams • Number of student completing CTE Pathway Academies indicated by individual transcripts 	<ul style="list-style-type: none"> • 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 15% • 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%
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<p><u>GOAL # 7</u></p> <p>Maintain a positive school climate</p>	<p>Create a welcoming and supportive environment at all schools K-12</p> <p>Create an environment of mutual respect between students, parents and staff</p> <p>Ensure all schools have updated safety plans</p> <p>Implement PBIS (Positive Behavioral Intervention Systems) district wide</p> <p>Develop interventions within the discipline polices</p> <p>Increase student school participation</p>	<ul style="list-style-type: none"> • Update Emergency plans to align with current research • On-going training for all staff K-12 in ALICE model • 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 • Implement student reward systems, behavioral expectations teaching method K-12 • Visit model PBIS schools for ideas and support • Implement more opportunities for students to participate in school • Implement emergency drills per Ed Code • Training in crisis prevention, mediation and conflict resolution as appropriate • Utilizing prevention strategies to maintain positive School climate 	<ul style="list-style-type: none"> • Student and parent school climate surveys to be conducted one per year • Healthy kids survey results • Agendas and sign-in sheets for safety trainings • New dashboard measures: chronic absenteeism and suspension rates • Number of students participating in school sports and activities • Evidence of PBIS components in place • Number of students receiving awards 	<ul style="list-style-type: none"> • Decrease in student suspensions • Decrease in student discipline referrals • Positive student and parent school climate surveys • Lower chronic absenteeism • Increase in student school participation • Consistent emergency drills • Updated safety plan