**Los Molinos Unified School District**
**GOALS AND ACTION PLAN:  2018-2021**

| STRATEGIC GOALS | OBJECTIVE(S) | ACTIONS/STRATEGIES | Measurement /Tools | SUCCESS INDICATORS |
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| **GOAL # 1**<br><br>**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<br><br>Develop Multiple Common Formative Assessments | • Develop SMART Goals by grade level or department<br>• PLC training will be provided to teachers<br>• Revise school mission and vision statements to be PLC aligned<br>• Regular Teacher Collaboration will use PLC format<br>• Individual student results are presented and discussed in PLC's (grade level/depts.) and reported to administration<br>• Grade Level/Subject Area Common Formative Assessments | • Principals will share SMART Goals at Administrative Council Meeting<br>• Schedule of Site PLC Leadership Team Meetings<br>• Schedule of grade level and department PLC Team meetings<br>• PLC Agendas/Logs<br>• Student Assessment Data<br>• Regular use and review by PLC grade level and department teams<br>• Grade Level/Subject Area Common Formative Assessments | Student assessment data is evaluated against grade level and department SMART Goals<br><br>Continued growth for all student subgroups in proficiency over the course of the school year |
| **GOAL # 2**<br><br>**Implement Common Core State Standards** | Implement Next Generation Science Standards<br>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<br>• Adopt and purchase Common Core aligned materials as they become available in ELA, Math and NGSS<br>• Principals conduct weekly classroom walkthroughs focused on implementation of CCSS<br>• Instruction that is Common Core aligned | • Evidence of CCSS training being provided<br>• Adoption Committee is formed and adoption is selected within one (1) year of state approval<br>• Principal walkthrough protocols including high leverage strategies, ELD/SDAIE strategies and integration of technology<br>• Evidence of Instructional Lessons and Units that are Common Core aligned | • Improved student achievement on CAASPP<br>• Increase in percentage of implementation of CCSS evidenced by principal walkthroughs<br>• Increasing student achievement on formative assessments |
| **GOAL # 3**<br><br>**Provide a Consistent, Articulated Instructional Program K-12** | 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) | • Articulate a K-12 Instructional Continuum incorporating vertical alignment and School-to-School Transition in ELA, Math College & Career Readiness and NGSS<br>• Schedule two (3) articulation meetings per year with all schools | • Writing Rubrics<br>• Anchor Papers<br>• (Norming)<br>• Agendas and Action Plans from Articulation Meetings<br>• District-wide writing benchmarks K-12 data<br>• 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<br>• Improved student achievement on District ELA, Math, and NGSS benchmark assessments |

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| **GOAL # 4**<br><br>**Technology is accessible to all students and teachers** | 1:1 devices grades 1-12<br><br>K-12 alignment of technology devices<br><br>Provide Professional Development for the Integration of Technology into Instruction | • Purchase 1:1 devices<br>• Development of student device replacement plan<br>• Develop 1:1 student use policies<br>• Develop and Implement Digital Citizenship expectations by grade level<br>• Integrate 21st Century Teaching and Learning in all classrooms K-12<br>• Professional development to support 1:1 device integration and Project Based Learning<br>• Professional development regarding National Educational Technology Standards (NETS)<br>• Teachers update the parent AERIES gradebook to ensure parents and students have access to weekly grade reports | • Number of devices by site and by classroom<br>• Frequency of use by students in classrooms evidenced through Administrative walk-throughs<br>• Student work demonstrating 21st Century skills in all classrooms K-12<br>• Calendar of staff development<br>• Lesson samples District Technology Committee Meeting Agendas, Minutes and Attendance Logs<br>• Evidence of teachers updating the AERIES gradebook weekly. | • Improved student achievement on CAASPP<br>• Improved fluency on the student use of technology<br>• Student projects that demonstrate Communication, Collaboration, Critical Thinking and Creativity<br>• Increased quality of use of technology by adults and students in all aspects of the classroom |
| **GOAL # 5**<br><br>**All Students, including English Language Learners, will become proficient in ELA and Math** | All teachers K-12 will use explicit instructional strategies to support All students<br><br>Monitor Long-Term English Learners (LTEL) | • Implement state-adopted ELD standards across all content areas and grade levels<br>• Adopt and implement state-adopted ELA/ELD curriculum grades K-5<br>• Monitor implementation of adopted ELA/ELD curriculum grades 6-12<br>• Review master schedules to schedule ELD instructional time<br>• Professional Development on Instructional Strategies (on-going)<br>• CELDT/ELPAC data and identification<br>• Utilize AERIES/Illuminate to track English Language Learner progress<br>• Develop individualized student learning plans for all students<br>• All teachers will use common assessments to inform instruction | • Daily implementation of required minimum 30 minutes or more of designated ELD curriculum for all English Language Learners<br>• Evidence of implementation of state-adopted ELD standards across all content areas and grade levels through principal walk-throughs and instructional lessons and units<br>• Individual student learning plans<br>• Data results from common assessments | • Daily student participation in required 30 minutes or more of designated ELD curriculum for all English Language Learners<br>• Increased percentage of students moving one or more levels per year on CELDT/ELPAC<br>• Closing of Achievement Gap for all students<br>• Increased percentage of students exiting from ELL status each year<br>• Increase the number of students that have exceeded standards and standards met on the CAASPP |

| GOAL # 6 — All students will graduate from high school prepared for College or Career. | | | |
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| **GOAL # 6**<br><br>**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<br>• Increase number of students completing A-G courses<br>• Increase number of students taking PSAT/SAT/ACT exams<br>• Increase number of students completing Career Pathway Academies<br>• Increase number of students passing EAP through the 11th grade CAASP<br>• Create college going culture K-12 | • Provide Early intervention to students at risk of not passing a class<br>• Offer multiple opportunities for credit recovery<br>• Offer PSAT/SAT/ACT tutorials<br>• Implement multiple career pathway academies<br>• Provide students with learning opportunities to ensure success on EAP and CAASPP | • List of students enrolled in after school ELA/Math Academies per semester<br>• Number of students successfully completing Cyber High for credit recovery and acceleration<br>• Data reports from test vendors indicating students passing EAP and CAASPP exams<br>• 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)<br>• Increase number of students completing A-G courses by 15%<br>• Increase number of students taking PSAT/SAT/ACT exams by 10%<br>• Increase number of students completing Career Pathway Academies<br>• Increase number of students passing EAP through the 11th grade CAASP by 10% |

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| **GOAL # 7**<br><br>**Maintain a positive school climate** | Create a welcoming and supportive environment at all schools K-12<br><br>Create an environment of mutual respect between students, parents and staff<br><br>Ensure all schools have updated safety plans<br><br>Implement PBIS (Positive Behavioral Intervention Systems) district wide<br><br>Develop interventions within the discipline polices<br><br>Increase student school participation<br><br>Develop an anti-bullying program K-12 | • Update Emergency plans to align with current research<br>• On-going training for all staff K-12 in ALICE model<br>• 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<br>• Promote a scholarly environment at all schools K-12<br>• Implement student reward systems, behavioral expectations teaching method K-12<br>• Visit model PBIS schools for ideas and support<br>• Implement more opportunities for students to participate in school<br>• Implement emergency drills per Ed Code<br>• Training in crisis prevention, mediation and conflict resolution as appropriate<br>•  Utilizing prevention strategies to maintain positive School climate<br>• Implement youth mentoring and leadership course to address bullying school wide. | • Student and parent school climate surveys to be conducted one per year<br>• Healthy kids survey results<br>• Agendas and sign-in sheets for safety trainings<br>• New dashboard measures: chronic absenteeism and suspension rates<br>• Number of students participating in school sports and activities<br>• Evidence of PBIS components in place<br>• Number of students receiving awards<br>• Number of students participating in programs.<br>• District School Climate student bullying question responses. | • Decrease in student suspensions<br>• Decrease in student discipline referrals<br>• Positive student and parent school climate surveys<br>• Lower chronic absenteeism<br>• Increase in student school participation<br>• Consistent emergency drills<br>• Updated safety plan |