

SUSD Strategic Goals - Spring Update 05-09-2017

HRS Level & Indicator	LCAP Action	STEP	Timeline	NOTES	TIGHT	LOOSE	SUPPORT	BUDGET	WHO'S RESPONSIBLE	FALL 2016 UPDATE	SPRING 2017 UPDATE	NEXT STEPS 2017/2018
1.4	Goal A Metric - 100% access	<b>Language Arts Materials</b>	2016-2017 school year	New materials have been adopted. Professional Learning opportunities will be provided.	District benchmarks in ELA (including writing) will be administered in the 2016-2017 school year.			Subs for planning; printing; additional materials as needed.	Laura Granger and Laura Wharff	New materials are purchased and in use. Monthly training is occurring at District wide grade levels. The implementation team meets regularly to monitor and evaluate the materials. Implementation is being monitored via on-going walk throughs.	New materials are purchased and in use. Monthly training is occurring at District wide grade levels. The implementation team meets regularly to monitor and evaluate the materials. Implementation is being monitored via on-going walk throughs.	
1.4	A.1	<b>NGSS - "soft" roll out</b>	2016-2017 school year	Sean Timmons from SCOE will work with teachers to learn the new standards and develop lessons.	Grade 4 and 5 teachers will attend a training day.		Teachers will work collaboratively to develop some baseline of lessons utilizing the NGSS.	Subs; assessment materials; science lab materials; Sean's salary (Educator Effective funds); sub costs.	Laura Granger and Laura Wharff	Current focus is with middle school; they will attend a training in September. Sean is meeting with the District department monthly. Grades 4 and 5 will initially be addressed in the Spring; then deeper in 2017-2018.	Grades 4 and 5 have received training from Sean Timmons. Sean will be meeting with teachers in grades 6-8 for vertical articulation on March 27. He will meet with grade 7 and grade 8 teachers separately later in the Spring to begin lesson design.	
2.4, 2.5	A.1	<b>Continued Math PD</b>	Throughout the 2016-2017 school year	Try to ensure that all teachers have some level of PD.	Monitoring the implementation of training.		Will need to create a list of expectations for what should be seen in classrooms based on what PD teachers participated in.	Subs.	Laura Wharff	6th grade teachers will have received 2 days of training from SCOE staff by the end of September. Will continue to monitor all grade levels via walk throughs.	6th grade teachers will have received 2 days of training from SCOE staff by the end of September. Will continue to monitor all grade levels via walk throughs.	

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3.1, 3.6	A.11	<b>ELD/Literacy Program Elementary</b>	2016-2017	In collaboration with classroom teachers ELD/Literacy Specialists will continue to implement ELD Standards and instructional strategies to support students acquisition of English through a consistent ELD program that includes both Integrated and Designated ELD.	All ELD students will receive both Integrated ELD and Designated ELD. In ELA, Benchmark Advanced will be the Integrated ELD and Designated ELD curriculum. Integrated ELD will be woven into all content areas.	Site administrators will collaborate with ELD/Literacy Specialists on a "kid by kid" need. All CELDT Level 1 & 2 in Grades 1-5 will need additional support, whether it's provided by the classroom teacher or the ELD/Literacy Specialist.	The new ELA/ELD adoption of Benchmark Advanced will provide a curriculum that will merge both classroom instruction and ELD instruction together to support our English Learners. On-going training will be provided to support this implementation.	No impact on budget.	Marti Reed	With the implementation of the new ELA curriculum the ELD/Literacy Specialists are working closely with classroom teachers in supporting classroom lessons. They are seeing a real connection between learning during ELD and learning in the regular classroom.	The ELD/Literacy Specialists continue to collaborate with classroom teachers in supporting our English Learner students. The connection between Designated ELD and classroom instruction continues to be strengthened.	
3.1, 3.6	A.12	<b>ELD/Literacy Program Middle School</b>	2016-2017	Identified Middle School English Learners will have access to core ELA/ELD classes with rigorous academic content, including Newcomers and Long Term English Learners.	All three middle schools will provide these classes. In ELA, Study Sync will be the curriculum used for both Integrated ELD and Designated ELD. Integrated ELD will be woven into all content areas.	Because of the different dynamics of ELs at each site, determining who will be placed in these classes will be determined on a "kid by kid" basis.	With the new ELA/ELD adoption of Study Sync, the connection between ELA and ELD will be strengthened to support our English Learners.	No impact on budget.	Marti Reed	With the implementation of the new ELA curriculum the ELD/Literacy Specialists are working closely with classroom teachers in supporting classroom lessons. They are seeing a real connection between learning during ELD and learning in the regular classroom.	The ELD/Literacy Specialists continue to collaborate with the classroom teachers in supporting our English Learner students. The connection between Designated ELD and classroom instruction continues to be strengthened.	
3.1, 3.4	B.1	<b>Technology Embedded Lessons</b>	2016-2017	Professional Learning for teachers with follow up by the Director of Technology and Instructional Coaches.	Technology will be integrated into lessons.	Not all lessons a teacher plans must have technology.	Professional Learning and Instructional Coach Support.	Subs.	John Patten	Not started.	Focus on Digital Citizenship.	

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3.1, 3.2	A.1; B.1	<b>Prof Learning for Teachers</b>	2016-2017	Application for teachers and explain process of training and standards for the expectations of what students should be able to do with technology. Training apps are being developed to assist training.	Focus on 8th Grade Teacher and iPad use with students. Substitutes will be provided in order to release teachers. Must have a pre and post assessment for teachers to determine effect of training. (3 full days)			Subs.	John Patten	Completed in August; focus on 8th grade teachers, special education, new teachers and elective teacher.	Completed.	
3.1, 3.2	A.1; B.1	<b>Prof Learning for Teachers</b>	2016-2017	After School Technology Integration workshops tied to CCSS and adopted State materials.	Workshops will be after school, focused on specific content areas and skills (1.5 hours). Must have a pre and post assessment, BrightBytes assessment and for teachers to determine effect of training.			No impact on budget.	John Patten	Currently scheduling dates and determining topics.	Completed.	
1.1	C.1	<b>Volunteer Program</b>	Yearly training and review of documents for June 2016	Roberto Saldana and Heidi Reyes completed training.	Every office staff, review of best practice.	Community events do not require parents to sign into the volunteer program.	Roberto is available to assist the sites.	No impact on budget.	Sharon Roddick	Visiting sites regarding principal volunteer training, on-going discussion of consistency and clarity.	Continued Volunteer training for end of the year field trips.	

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1.2	C.7	<b>Foster Youth and Homelessness</b>	Monthly meetings with the County and Project Graduation	Case management of all Foster Youth in SUSD.	Review weekly case management with Heather Griffin, counselor.	Use of the new Foster Youth system (still in the works with the state).	Heather Griffin provides on her email helpful tips when working with foster youth. Heather visits the foster youth at their site on their birthday and gives children treats or supplies to give to their peers to celebrate the Foster Youth's birthday!	No impact on budget.	Sharon Roddick	New intake sheet so that all stakeholders are properly notified. Training was provided to Office Managers in October 2016.	Bi-weekly meetings with Judge Amaral regarding meeting the needs of foster children and their families/support teams, IEP/records requests, school of origin and out of County Placement.	Creation of Homeless Affad. and review regularly, updating Aeries.
1.6	N/A	<b>District Communication Plan</b>	Completed by the end of the 2016-2017 school year		Project will include Leadership input.			No impact on budget.	Debra Hendricks	Initial research is in progress to determine template model and necessary contents.	In progress: Draft plan will be shared with the Board of Trustees in the Spring.	
1.4, 1.7, 2.2, 2.3, 2.6, 3.4, 3.5, 4.2	A.2	<b>PLC</b>	1) Trimester Leadership Site Visits: October, January, and April. 2) Site Administrators will be paired up and conduct walk throughs of their classrooms - two formal walk through visits per site per year.		1) Leadership members will be required to participate in three strategic site visits to support district wide instructional focus. 2) Site Administrator partners will meet a minimum of four meetings per year outside of Leadership meetings and also conduct two site visits per school site to observe district instructional focus.		District and Site Leaders will be trained in district wide instructional focus prior to the start of the 2016-2017 school year.	Cost of training is included in the Educational Effectiveness Funds.	Debra Hendricks	1) Strategic site visits are being developed. Ed Services is involved to ensure calibration tool to be utilized is in alignment with the district wide lesson study process. Goal is being changed to begin first visit in February 2017. 2) Site administrators have been assigned partners; initial meetings have taken place and administrative partners have visited school sites at least one time to date.	Site administrators continue to meet on a regular basis. The District Instructional Model is being completed by District Instructional coaches.	Calibration and application will commence in the 2017-2018 school year.

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2.1, 2.3, 2.4, 3.1, 3.4, 3.5, 3.6, 4.1, 4.2	Goals A, B & C Metrics	<b>Data</b>	Trimester district multimeasure assessments. On-going common formative assessment process. Results from state assessment.		All sites will use district multimeasure assessments which will be collected and analyzed along with common formative assessments. Site leaders will collect data from all sources and be able to know the instructional needs of their students. District Leadership PLC meetings will include analyzing data to support a data driven decision making process.	The way in which common formative assessments are collected and tracked.	District Office support.	No cost to the District.	Debra Hendricks	Administrators have goals aligned with collecting, analyzing, and using formal and informal data to make instructional decisions. Mid- year evaluations are beginning in December 2016.	All site administrators have collected and analyzed assessments up to date. Evidence will be collected during end of the year evaluation meetings beginning in April.	
1.6	Stakeholder Input	<b>Form Business partnerships to support school programs</b>	By the end of the 2016-2017 partnerships will be formed		Business support is directly related to the needs of the school and program.		TBD	No cost to the District.	Debra Hendricks	Current business partnerships include: CodeX, we will be adding additional summer CodeX camps at Savage and Somerset for 2017; A written proposal has been developed to apply for private funding and will be submitted in December 2016.	1) Boys and Girls Club committed money to erect and install moveable wall for the Sylan STEAM program. 2) Make Dreams Real 3rd year of receiving grant money for 6th grade camp.	

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1.6	Stakeholder Input	<b>Increase communication to parents and community</b>	1) Meetings scheduled to meet with parent groups three times per year. 2) Schedule a community based tour of the identified programs within SUSD. 3) Increase communication to all stakeholders.		1 & 2) Scheduling of meeting and community based tour. 3) Increase use of District Facebook; expand distribution of tri annual newsletter; on-going updating of SUSD website and school site websites to reflect current events.			TBD - depends on whether we utilize a school bus to tour community members on tour.	Debra Hendricks	1) Parent Leadership meeting was held on September 29, 2016; two additional meetings have been scheduled. 2) October 26, 2016, VIP Tour has been completed. 3) The District Facebook account has been utilized more this year; The community/busi-ness distribution list has increased. Newsletters, special events, etc. is now being sent out through Peachjar and the distribution email list; The District and school site websites have been updated and will conintued to be monitored website by administrator to ensure the most current and relevant information is posted.	1) Second Parent Leadership meeting was held on January 19, 2017, third meeting is scheduled for May 16, 2017.	

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	A.6	<b>Consistent Practices</b>	2016-2019	Document processes into an on-line manual for all non-student support departments.	Facility Inspection Tool.	Consistent Annual Schedule.	Training and support from Yvonne and Stanislaus County Office of Education (SCOE) on higher functions of report generation.	No impact.	Yvonne Perez	Departments have each agreed to complete detailed documentation of 10 processes. A format has been provided to establish consistency of the documentation.	The Food Services Department has completed the goal of documenting 10 procedures. The Accounting and Payroll Departments have completed 3 procedural statements; each and are on track to complete 2 more by June 30. Maintenance has completed documentation of 3 procedures and are on track to complete 2 more by June 30. Transportation has drafted a Driver Handbook, and embedded within the handbook is documentation of multiple processes.	
1.6,1.8	N/A	<b>Budget Communication</b>	2016-2017	Continue to develop effective budget communication strategies.				No impact.	Yvonne Perez and Cheri Phan	The 2017 FY budget documents and MYP has been posted on the Business Services web page.	Budget Updates have been scheduled for each Board meeting beginning in January. The 2016-17 LCAP and First Interim Budget Update was completed by Marti Reed and Yvonne Perez and posted to the Business Services web page. A 12 minute narrated powerpoint on the 2nd Interim Budget Report was prepared, sent to all staff, and posted to the district website. Three budget study sessions were scheduled and completed from January through April. Information from the Budget Study Session was posted to the district's website business services page.	

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1.1, 1.2, 1.3	N/A	<b>Facilities</b>	2016-2018	Complete FMP; Pursue boundary study for overcrowding at Ustach Middle School.			MCS Planning Department; Make contact with City of Modesto.	Amount of vendor's time to update data from three years.	Yvonne Perez	Dates are scheduled to dedicate 40 hours of time to complete this project. A narrative and 5 year enrollment projections for each school are in progress. Capacity summary is complete and potential housing starts are identified.	This is currently in progress. A draft is planned to be completed by May 15.	
	A.5	<b>Workforce capacity building (to increase employee retention)</b>	2016-2017	Build and expand opportunities for employees to grow their success in Sylvan. Examples are expanding new hire onboarding process(i.e shadowing for sub hires), expanding internal trainings, accessing outside training (i.e. Para Conference, ACSA/CASH/C SBA Institutes and conferences).	New hires will be required to participate in onboarding activities.			Minimal materials and supplies; possible Title II for admin professional development; possible Title I for para conference.	Sharon Roddick and Didi Peterson	Substitute teacher and clerical substitute new hires have had onboarding expand in content as well as shadowing opportunities. Collaboration with CSEA to provide employee training locally scheduled for February 2017. Including paraprofessional-s in the CSEA annual paraprofessional conference in the Spring.	Held 2 CSEA Training U sessions focused on "Group Dynamics" attended by 80+ paraprofessionals and some certificated staff (special education, instructional para focus). Sent 13 paraprofessionals to CSEA annual conference. Continued and expanded training for substitute employees (clerical sub and certificated sub shadowing experiences).	
	A.5	<b>Certificated recruitment</b>	Winter/Spring 2017	Process development; branding and marketing Sylvan to attract applicants.				Advertising; recruitment event costs (travel, registration; display enhancements); website improvements and other electronic media/social media development.	Sharon Roddick and Didi Peterson	Recruitment planning in progress; ordering recruitment display materials; reviewing development of staffing projections; posting for teachers and hiring will begin January 1, 2017.	Recruitment materials utilized at hiring events. Continued networking and relationship-building with local colleges, universities and programs. Hired 27 certificated staff members for 2017-18 school year as well as 1 certificated management. Ongoing recruitment and hiring for special education and single subject certificated positions for 2017-18.	

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		<b>Classified Recruitment</b>	2016-2017 school year	Ensure competency for classification eligibility.				CODESP fees; possible outside advertising costs.	Sharon Roddick and Didi Peterson	CODESP (Cooperative Organization for the Development of Employee Selection Procedures) subscription is active; integrating resources into hiring process.	Participated in CODESP webinar on resources and services to improve utility of program resources; expanding use of CODESP in hiring for other classifications; consider and review possibility of offering our own in-district NCLB compliance assessment for classified (outside and inside candidates).	
1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4		<b>Special Education program design</b>	2016-2017 school year	Work with the recommendations from the audit to improve structure and delivery of the program.	Staff members to participate in Professional Learning opportunities as appropriate; Site admin to monitor with Director of Special Ed as appropriate.			Staff development cost of paying staff to participate in training during non-work hours.	Mitch Wood and Laura Wharff	Handbook is being developed; regular Newsletter being developed.. All RSP included in ELA/ELD and math gen ed curriculum and trainings Gen Ed curriculum available to M/M and M/S classes as appropriate.	Handbook is an online version posted for private invite access on a bulletin board; regular Newsletter. All RSP included in ELA/ELD and math general education curriculum and trainings general education curriculum available to M/M and M/S classes as appropriate. Resource delivery model at 6th grade is changing for next year to increase student time in the general education classroom. Training and support for new teachers, including interns, has been continuous including support from the Instruction/Induction coach for Special education. 4 staff members have recently attended a training on Dyslexia and will be sharing their learning with SPED staff members.	