

Year 1 Strategic Plan Goals - Ed Services

FOCUS AREA: AREA 1 - ACADEMIC ACHIEVEMENT

Goal	Status	Evidence
Area 1.1: By December 2023, develop a draft for an updated MTSS guide for academics.	In Progress	Work with Gary Soto Consulting began in October and will continue into the Winter-Spring of 2024. Content from Gary's work with PJUSD will help inform the development of Multi-Tiered System of Supports (MTSS) , with an emphasis on the academic strand and Tiers 1-3. MTSS is a proactive and preventative framework that integrates data and instruction to maximize student achievement, and support student social and emotional needs.
Area 1.1: In Spring of 2024, begin to share the draft guide with educational partners to determine gaps or needed changes before finalization and implementation in 2024-2025.	Not Started	Per above, a draft MTSS guide for academics will be developed as the collaboration with Gary Soto continues to evolve in the Winter- Spring of 2024.
Area 1.1: By October 2023, train all certificated staff on the EL Master Plan.	In Progress	The Coordinator of Assessment and Accountability held a planning meeting with the English Learner Specialist TOSAs on 10/18 to review the Master Plan for English Learners. Revisions were suggested, and the plan was reorganized to create a more sequential flow of the document for ease of use. Another planning day was held on 11/16 to create an agenda for an 'overview' professional development of the Master Plan for English Learners to be presented during the 11/28 management meeting. The focus of the first management training will be on the guiding principles of instruction for language learners. Further professional development sessions will be planned for the Winter-Spring of 2024 and include teachers.
Area 1.1: Review Designated vs. Integrated English Language Development (ELD); provide training based on ELD standards/integrated instruction.	In Progress	The Coordinator of Assessment and Accountability and English Learner Specialists will follow up with continued training on the EL Master Plan in the Winter-Spring of 2024. Training will include research based, standards aligned implementation of integrated and designated ELD instruction. Beginning in January 2024, Ed Services will conduct "Designated ELD Instructional Walks" across all PJUSD sites. The data collected will be utilized to inform targeted professional development during the Winter-Spring of 2024 and to develop a comprehensive Designated ELD Plan for PJUSD.
Area 1.2: Identify appropriate benchmarks and assessment tools to use for monitoring student progress.	In Progress	The coordinator of assessment and accountability is currently performing an embedded curriculum assessment audit. Benchmark and assessment tools will be analyzed for standards alignment to determine how they will be used for monitoring student progress.

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<p>Area 1.2: By Spring of 2024, develop a District Assessment Guide for 2024-2025 for utilizing benchmarks and assessments to set goals, align curriculum, and inform practice (the <i>guide should include district procedures for data analysis</i>).</p>	<p>Not Started</p>	<p>Upon completion of the embedded curriculum assessment audit, the coordinator of assessment and accountability will share findings with administrators for input on setting goals, aligning curriculum, and informing practice. Administrators will contribute to developing district procedures for data analysis.</p>
<p>Area 1.3: By October 2023 create a PLC implementation plan with targeted early adopters.</p>	<p>In Progress</p>	<p>The Professional Learning Communities (PLC) implementation plan for early adopters is outlined below:</p> <ul style="list-style-type: none"> ● On June 19-21, 2023 district site administrators, Teachers on Special Assignment (TOSAs), and the Assistant Supt. of Ed. services attended the PLC at Work Institute in Sacramento. ● PLC pilots from each site: Kinder (Northmead), 1 (Apricot Valley), 2 (Walnut Grove), 6 (Grayson), 6 (Las Palmas), Creekside Middle School, History, Patterson High School English & Math have been identified. ● Emily Freeland, from Creative Leadership, is supporting the PJUSD PLC pilot groups for the 23/24 school year (5/18, 6/1, 8/24, 9/5, 10/10, 11/7) <ul style="list-style-type: none"> ○ Provides PLC training monthly to the English & Math department pilot teams at PHS; ○ Provided PLC training to all pilots teams on 11/1/23. ● Developing next steps to roll out the next pilot group in 24/25. ● Registering current pilot groups, admin, and TOSAs to attend the PLC at Work Institute in July 2024. ● Providing monthly training to site administrators to support their PLC pilot groups.
<p>Area 1.3: Monitor progress of the targeted groups using data-driven PLC model to determine if it increases collaboration among teams (<i>in the areas of curriculum development, common assessment creation, and data analysis</i>) and make adjustments as necessary.</p>	<p>Not Started</p>	<ul style="list-style-type: none"> ● Determine next steps for 23/24 pilot groups <ul style="list-style-type: none"> ○ Training and support ● Develop Success Criteria for PLC pilot groups
<p>Area 1.3: Create a plan for protected PLC time for the district's 2024-2025 school year</p>	<p>Not Started</p>	<ul style="list-style-type: none"> ● Work with Human Resources and Patterson Association of Teachers (PAT) to develop protected time for PLCs in the 24/25 school calendar and beyond.

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<p>Area 1.4: Identify key educational partners and establish a districtwide task force to develop and implement equitable grading practices.</p>	<p>Not started</p>	<p>District lead teachers, instructional coaches, English learner specialists, additional TOSAs and other key educational partners will be identified to participate in a districtwide task force to develop and implement equitable grading practices for all grade levels.</p> <ul style="list-style-type: none"> • Due to the findings from our instructional walks, the district focus has shifted to a need of requiring and training staff on specific instructional routines that support student learning (Standards-based Measurable Objectives, Checking for Understanding, Active Student Engagement, Academic Discourse, Depth of Knowledge). It is recommended that our work around equitable grading practices begin in the 24/25 school year.
<p>Area 1.4: District task force will develop a districtwide definition and understanding of equitable grading practices.</p>	<p>Not Started</p>	<p>A preliminary definition for equitable grading practices was developed at the time of the writing of the strategic plan. This will be presented to the districtwide taskforce of key educational partners once it has been established.</p>
<p>Area 1.4: Task force will make recommendations of when/where standards mastery based teaching/grading makes sense. (<i>Review Report Card Designs with this in mind</i>).</p>	<p>Not Started</p>	<p>The taskforce will need to be established.</p>
<p>Area 1.5: Assess root causes of low A-G graduation rates to determine next steps.</p>	<p>Not Started</p>	<p>Asst. Supt. of Ed. Services will schedule a meeting in December with PHS administration to begin work in section 1.5.</p>
<p>Area 1.5: Conduct an audit of PHS courses and A-G completion data; engage teachers to share best practices for preparing students for college and/or career opportunities.</p>	<p>Not Started</p>	<p>Asst. Supt. of Ed. Services will schedule a meeting in December with PHS administration to begin work in section 1.5.</p>
<p>Area 1.5: Determine a plan based on the audit and root cause analysis.</p>	<p>Not Started</p>	<p>Asst. Supt. of Ed. Services will schedule a meeting in December with PHS administration to begin work in section 1.5 with the goal of sharing the plan with the Governing Board in the Spring of 2024.</p>

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<p>Area 1.6: Develop a plan for messaging to students with a goal that 90% of students entering 9th grade have an understanding of what the CTE program is and the pathways/courses offered.</p>	<p>In progress</p>	<p>Coordinator of Workforce and Career Navigation developing info sessions to current CMS 8th grade students on the Career Technical Education (CTE) pathways currently offered at PHS for the 2024/25 school year.</p>
<p>Area 1.6: Develop a districtwide plan for providing access to CTE programs for all secondary students including an analysis of CTE courses which can be A-G aligned.</p>	<p>In Progress</p>	<p>The Coordinator of Workforce and Career Navigation is:</p> <ul style="list-style-type: none"> • Working with PHS Leadership and Counseling team to provide access to all students • Working with PHS Leadership and CTE teachers to update CTE curriculum to align to A-G standards • All new CTE classes will be required to meet A-G standards prior to implementation • Hosted 8th Grade CTE Open House for Spring 2023/ Planning underway to host another Spring 2024. • Working with the PHS Counseling team to accompany them when they present to 8th grade students prior to balloting. <p>Districtwide plan will be shared to the Governing Board in the Spring of 2024.</p>
<p>Area 1.6: Identify key educational partners to develop and implement the plan.</p>	<p>In Progress</p>	<ul style="list-style-type: none"> • Hosted Logistics Advisory Committee Meeting: 10/13/23 • Ag Department Hosted Ag Advisory Committee Meeting: 11/2/23 • Planned Medical Advisory Committee Meeting 12/7/23 • Provide multiple tours of our programs to industry partners and encourage partners to host our students for tours of their facilities. • Industry Engagement Groups that PHS CTE are represented at include the following: <ul style="list-style-type: none"> ○ Stanislaus Partners in Education: K. Brinkman, Executive Board Member ○ Central Motherlode Regional Consortium: K.Brinkman representative ○ Healthforce Partners: Medical Steering Committee: K. Brinkman, representative ○ Opportunity Stanislaus Workforce Sector Strategies: K. Brinkman, participant ○ Career Inspiration Center Founding Partner: PJUSD (2-year Renewable MOU) ○ Future Farmers of America: contact person: Kendall Imbrogno ○ HOSA - Future Healthcare Professionals: contact person: Freddie Galvan ○ NAMI - National Alliance for Mental Illness: contact person: Kate Selig-Reynolds ○ Modex/ProMat/ WERC: contact person: Glenn Ecalne, Larry Garcia ○ Next Generation in Trucking/Women in Trucking: contact person: Dave Dein

<p>Area 1.6: Create an implementation plan for providing access to CTE programs for all secondary students.</p>	<p>In Progress</p>	<ul style="list-style-type: none"> • Working with PHS Leadership and Counseling team to provide access to all students • Work with the Technology team to create informational videos about each CTE pathway and place those on our school website. <p>Districtwide plan will be shared to the Governing Board in the Spring of 2024.</p>
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Year 1 Strategic Plan Goals - Student Services

FOCUS AREA: AREA 2 - Student and Staff Safety and Wellness

Goal	Status	Evidence
<p>Area 2.1: Implement Comprehensive School Safety Plan (CSSP) training for site safety leads, rollout updated and consistent template</p>	<p>Met - August 23, 2023</p>	<p>Meeting held with administrators responsible for the School Safety Plans in August. Administrators were provided with a review of all requirements and templates. Included was a schedule for due dates. Met with administrators in October to touch base on progress and questions. Completed safety plans are due on Dec. 15th and will go to the School Board in Feb. 2024.</p>
<p>Area 2.1: Provide annual training and coaching to campus security, campus supervisors, and yard duty on effective active supervision, supportive relationships, communication, de-escalation, preventative, proactive, and restorative</p>	<p>Met-July 26-28, 2023</p>	<p>SB 390/1626 Training was provided to campus supervisors, school security officers, and the school security officer supervisor. The training was provided by an outside trainer: Eric Acda. The training covered the role and responsibility of campus security, laws, and liability (including current up-to-date laws and bills such as SB906, SB533, cellphones, etc.), mediation and conflict resolution, active shooter response/stop the bleed and threat assessment awareness.</p>
<p>Area 2.1: Ensure mandated trainings are completed (e.g. 24-hour Training)</p>	<p>Met-Sept. 2023</p>	<p>All staff completed the following mandated trainings: Child Abuse: Mandated Reporter, School Bullying, Bloodborne Pathogens Safety, Anti-Harassment Training for all Employees, and Sexual Harassment Prevention for Supervisors.</p>
<p>Area 2.1: Conduct site safety assessments, review/evaluate safety protocols, and observe emergency drills</p>	<p>Partially Met</p>	<p>Met: Safety Assessments done in Oct and Nov. 2023. Walk all campuses with administrators in charge of safety plans. In progress: evaluation of safety protocols and observation of emergency drills. These are expected to be completed by Feb. 2024.</p>

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<p>Area 2.1: Develop staff training tools on response procedures and emergency preparedness to be used by sites</p>	<p>In Progress</p>	<p>Admin trained their staff at the first staff meeting in August. All response procedures and emergency preparedness protocols were reviewed and discussed. Development of presentation to be used as a training tool for staff in 2024-2025</p>
<p>Area 2.1: Provide an annual presentation to the board on school safety, including safety plan approval.</p>	<p>Not yet met</p>	<p>To be completed in the Spring of 2024</p>
<p>Area 2.1: Facilitate community forums at each school to review safety plans and related data.</p>	<p>Not yet met</p>	<p>Amend goal to read: The District will facilitate community forums to review safety plans and related data. Jan. 2024 - will schedule a meeting with emergency response agencies such as the fire chief, and police chief) and the mayor to provide an opportunity to review safety plans and related data.</p>
<p>Area 2.2: Strengthen delivery of schoolwide Positive Behavioral Interventions and Support (PBIS) lesson plans on respect and kindness (which are included at most of our sites in schoolwide rules)</p>	<p>Not yet met</p>	<p>This will occur once the new Coordinator of Safe and Supportive Schools is hired and trained on PBIS implementation.</p>
<p>Area 2.2: Provide coaching on SEL classroom strategies to support respect, kindness, and community through the SEL Instructional Coaches</p>	<p>Ongoing</p>	<p>Social Emotional Learning (SEL) Coaches have provided classroom observations, per teacher request or admin request. Coaches debrief with the teachers on which SEL strategies they can use to support respect, kindness, and classroom community/campus community. Along with providing specific resources from which to draw to address these character traits, sense of community, and how they link with the core competencies and focus constructs of SEL. There are conversations throughout the day regarding specific students and SEL strategies that can be utilized. Coaches have provided model lessons for classroom teachers to deliver SEL content directly to students followed up with conferences with their teachers for ongoing support. SEL Coaches have provided specific resources from which to draw to address these character traits and a sense of community and how they link with core competencies and focus constructs of SEL. SEL Coaches visit classrooms to both model lessons and deliver content directly to students.</p>
<p>Area 2.2: Implement PLUS Program at Patterson High School (PHS), consider options to consolidate existing programs with similar goals (e.g. Students Leading Education (SLED))</p>	<p>Met</p>	<p>PHS has two classes of PLUS Program. The Students Leading Education (SLED) Program was consolidated into the PLUS Program. The PLUS Program has been very successful thus far. Through surveys, lunchtime activities, and peer awareness the PLUS Program has been a positive outlet for PHS students' voices to be heard. The surveys and forums have been instrumental in providing both quantitative and qualitative data for the PLUS students to analyze and address.</p>

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Area 2.2: Integrate bullying prevention/response into comprehensive school safety plans, review/update the district's policy and procedures to prevent and respond to bullying	Not yet met	Bullying prevention will be integrated into the School Safety Plans that the site administration is currently working on. Plans will be completed and approved by Feb. 2024.
Area 2.2: Sustain annual online staff training on bullying prevention and response	Met-Sept. 2023	Target Solutions: School Bullying training for all staff was completed in August and September of 2023.
Area 2.2: Explore the spectrum of restorative practices (RP) from community circles, ongoing discipline strategies, to intensive reentry circles; evaluate for feasibility and fit in our district and develop a roll-out plan to cover the Multi-Tiered System of Support (MTSS) framework.	Not yet met	International Institute for Restorative Practices (IIRP) training will occur in Feb. 2024 for all site administrators and a site team as the first level of implementation. The two-day introductory training will include fundamental theory and practices for engaging with students, staff, and parents in your school setting. Topics will include the importance of being explicit about practice, how to set high expectations while being supportive, and ways to build community in your setting. There will be a discussion regarding giving direct feedback and asking questions that foster accountability, as well as utilizing effective methods to resolve common conflicts. Trainer of trainers workshop will occur in Sept. of 2024
Area 2.2: Provide training for all staff on equity and restorative practices.	Ongoing	This will be completed in the Fall of 2024 after the above Restorative Practices training is completed in September of 2024.
Area 2.3: Conduct California Healthy Kids, Staff, Parent Surveys (CHKS) annually in grades 3-12; provide annual reports to the board and the community	Partially met	Report of 2023 CHKS results were presented to the School Board in October of 2023. The 2024 CHKS will be administered to students, parents, and staff in January 2024
Area 2.3: Conduct twice per year Covitality, a universal social-emotional well-being screener for grades 4-12	Partially met	Creekside Middle School screened their students in October 2023 and will screen again in April 2024. The counseling staff at CMS will be reviewing students who were identified as moderate to high risk and determining what level of support each student needs. Covitality will be first conducted at PHS on November 28th and then again in Spring of 2024 Elementaries sites (4th - 6th grade) surveys will be conducted in January and May of 2024.

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		DPHS - survey dates are yet to be determined but will be once in Fall and once in Spring
Area 2.3: Sustain tiered mental health interventions (e.g. Student/ Employee Assistance Programs, school mental health clinicians, etc.) integrated within the district MTSS framework	Met	Employee Assistance Program information is sent out to all staff on a regular basis. Regarding Student mental health and Multi-Tiered System of Supports (MTSS), the district has the following: Tier 1 - Student Assistance Specialist (SAS)/Student Support Specialists (S3)-classroom presentations on mental health, bullying, and character traits. Tier 2 - School Counselors and School Psychologists are available at every site to provide group sessions Tier 3 - Mental Health Clinicians are available at every site to provide individual sessions
Area 2.3: Support elementary counselors in leading site PBIS/MTSS intervention teams	Met	The elementary school counselors (3 hired for 23-24 school year) are part of the Positive Behavioral Interventions & Supports (PBIS) Teams. Another elementary school counselor will be hired for the 24-25 school year so that every elementary school will have a full-time elementary school counselor. The elementary school counselors receive requests for assistance for mental health and determine which level the student needs - SAS, School Counselor, or Mental Health Clinician.
Area 2.3: Monitor access and availability of tiered supports for students/staff	Ongoing	This is an ongoing effort to ensure that the interventions that are put in place are implemented with fidelity.
Area 2.3: Explore wellness center concepts for students and staff in school and work settings; ensure strategies are research-based effective and appropriate fit for students and staff, provide written summary on fit and feasibility for PJUSD, plan for implementation if feasible	Partially met	A Social Emotional Learning (SEL) coach is working with a Stanislaus County Office of Education (SCOE) representative and the Principals of Creekside Middle School (CMS) and Patterson High School (PHS) to determine an implementation plan including costs and locations of the centers. The SEL coach has been visiting other wellness centers in other districts. For student input, a student survey will be sent out by the National Alliance on Mental Illness (NAMI) advisor and students. Staffing the wellness center has been identified as a concern. Through the Cal-Well Grant our district has been awarded \$10,000 to put toward the Wellness Centers at CMS and PHS. These funds need to be spent by April 2024. At Elementary sites, the Student Support Specialists have created a space in their offices that serves as a wellness center. In addition, several elementary teachers throughout the district have created "well spaces" in their classrooms. These are very effective.
Area 2.3: Create an online access and resource center for referral forms and flowcharts to clarify how to access the services	In Progress	Important note: This is for internal use only

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<p>Area 2.4: Behavior/SEL Sustain implementation of MTSS with integrated behavioral, social-emotional, mental health, and attendance supports</p>	<p>In Progress</p>	<p>Recently, in late October and early November, a three-day Cultivating Awareness and Resilience in Education (CARE) conference was held in the district with 35 of our staff which provided them with professional development that helps educators develop resilience as there is good research that shows a broad range of benefits from well-being to self-compassion to more emotionally supportive classrooms. The SEL coaches will attend CARE training to become trainers so that they can reach more staff and train them in mindfulness and resilience practices. This will build capacity within our district to sustain these supports and strategies.</p> <p>The recent 3-day 2023 California PBIS Conference held in October of 2023 had a team from each school site including the SEL coaches in attendance. Workshops included: Restorative Practices and MTSS, Improving Equity With Culturally Responsive Universal Supports, Supporting Classroom Management Practices, Using PBIS To Improve Educational Outcomes; Motivating Student Attendance, Scaling Up Social Emotional Learning Through The Lens of PBIS - to name just a few.</p>
<p>Area 2.4: Behavior/SEL Assess PBIS implementation using the SEL-integrated TFI</p>	<p>In Progress</p>	<p>This will be implemented with the two SEL coaches and the new Coordinator of Safe and Supportive Schools who started on Monday, November 27, 2023.</p>
<p>Area 2.4: Behavior/SEL Continue training SEL Instructional Coach, provide planning guides for rolling out, scaling up SEL implementation</p>	<p>In Progress</p>	<p>The SEL coaches are working with the Collaborative for Academic, Social, and Emotional Learning (CASEL) Fellows Academy to create leadership goals that will identify constructs and a play of systematic implementation. The recent CASEL conference provided the coaches with research-based practices to support our staff in their wellness so that they may feel more identity and agency in their classrooms.</p>
<p>Area 2.4 Attendance Develop a districtwide action plan to improve student attendance using the planning tool from Attendance Works</p>	<p>Met</p>	<p>Action plan was developed using data from the previous year: Goal 95% attendance rate and to reduce dispositions days by 500. Each site also has its own plan and goals to support the district's overall goals. A site report card is shared every mid-month and end of the month to review the site and district status</p>
<p>Area 2.4 Attendance Monitor site use of Attention 2 Attendance (A2A) data, tools, conferencing, and School Attendance Review Team (SART) interventions</p>	<p>Ongoing</p>	<p>During monthly meetings, data from A2A is reviewed and discussed, including chronic students, conferencing and how SART meetings are going. A spreadsheet between the site and attendance liaison is utilized to make sure there is follow-up with SART meetings and students of concern. Monthly check-in meetings with APs to discuss SART meetings, questions, A2A, and any support they may need.</p>

<p>Area 2.4 Attendance Develop, explore, and install systems to monitor staff attendance, with data tracking (i.e. Frontline)</p>	<p>In Progress</p>	<p>Frontline implementation began at the District Office in November as a test to work out any glitches. It will go live for all Classified employees to use in January. We are in the process of working with the Stanislaus County Office of Education for Certificated staff.</p>
<p>Area 2.4 Attendance Research, develop and launch effective strategies to improve staff attendance to include incentive programs</p>		<p>Some school sites have offered Starbucks coffee for staff with perfect attendance for the month but have discontinued this since they have to pick up the card and return it on the same day. Others are including the staff in the student rewards for the month: pizza, donuts, burritos, etc.</p>
<p>Area 2.4 Attendance Apply for Model School Attendance Review Board (SARB) recognition</p>	<p>Not Yet Met</p>	<p>The application and process was recently posted on the California Department of Education (CDE) website. We have started to compile all of the necessary information to complete the application. Application is due Jan. 12, 2024.</p>
<p>Area 2.4 Culturally Relevant & Inclusive Use the Ways 2 Equity Playbook to guide equity improvement planning in the district</p>	<p>Not Yet Met</p>	<p>In the process of reviewing the Ways 2 Equity Playbook in order to guide planning.</p>
<p>Area 2.4 Culturally Relevant & Inclusive Explore equity-focused systems and practices for implementation; develop an action plan with fidelity and outcome goals</p>	<p>No Yet Met</p>	<p>After reviewing Ways 2 Equity Playbook, the action plan will be developed in collaboration with SEL coaches and other team members.</p>
<p>Area 2.5: Culturally Relevant & Inclusive Inventory the Alcohol, Tobacco, and Other Drugs (ATOD) curricula and interventions used at each site, evaluate evidence-based for the effectiveness of each</p>	<p>In Progress</p>	<p>No existing ATOD curricula, we are starting to implement new programs - including Youth Vaping Alternative Program Education (YVAPE), Teen Intervene, and Healthy Futures.</p>

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<p>Area 2.5: Culturally Relevant & Inclusive Compare inventories against CHKS results to identify unaddressed risk factors (i.e. if high rates of vaping, what is our anti-vape curriculum, if high rates of alcohol what is our substance use intervention?)</p>	<p>In Progress</p>	<p>California Healthy Kids Survey (CHKS) will be administered in the Spring of 2024. CHKS results will be compared with the CoVitality survey results and the PLUS Program survey.</p>
<p>Area 2.5: Culturally Relevant & Inclusive Explore the use of Covitality data in planning for Tier 1 strategies, provide written summary on fit and feasibility for the district</p>	<p>In Progress</p>	<p>Creekside Middle School screened their students with the CoVitality in October 2023 and will screen again in April 2024. The counseling staff at CMS are reviewing students who were identified as moderate to high risk and determining what level of support each student needs.</p> <p>Covitality will be first conducted at Patterson High School (PHS) on November 28th and then again in Spring 2024.</p> <p>Elementaries sites (4th - 6th grade) surveys will be conducted in January and May of 2024.</p> <p>Del Puerto High School (DPHS) - survey dates are yet to be determined</p>
<p>Area 2.5: Culturally Relevant & Inclusive When identifying new curricula/intervention ensure each comes with a fidelity checklist as documented in PBIS intervention inventories</p>	<p>In Progress</p>	<p>Amend goal to add the word Positive Behavioral Interventions and Supports (PBIS)</p> <p>This will be the responsibility of the new Coordinator of Safe and Supportive Schools.</p>
<p>Area 2.5: Culturally Relevant & Inclusive Review implementation fidelity across all ATOD curricula</p>	<p>Ongoing</p>	<p>All Student Support Specialists and several Student Assistance Specialists have been trained with Healthy Futures and will begin seeing students as their caseload permits to address ATOD issues.</p> <p>Teen Intervene Training will occur in February 2024.</p> <p>YVAPE Program needs approval from the Superintendent and if approved it will be launched district-wide for students 12-18 years old.</p>

<p>Area 2.5: Culturally Relevant & Inclusive Sustain the tobacco prevention student clubs known as PHAST and PHASTjv at all secondary sites</p>	<p>Met</p>	<p>All school sites, including elementary schools this year have either PHAST or PHAST/jv Clubs. All of the clubs are active and educating students on the dangers of tobacco use. All clubs are implementing the grade-level appropriate curriculum to reduce tobacco use. A focus is to develop resiliency in students by having caring relationships, high expectations, and opportunities for meaningful participation.</p>
<p>Area 2.5: Culturally Relevant & Inclusive Expand Tobacco Use Prevention Education (TUPE) and PHASTjv to all elementary sites (grade 6)</p>	<p>Met</p>	<p>Starting this school year, all elementary sites now have established PHAST/jv clubs focused on 6th grade.</p>
<p>Area 2.5: Culturally Relevant & Inclusive Identify ATOD universal prevention (Tier 1) strategies to support this goal and assess quality of implementation and opportunities for added support</p>	<p>In Progress</p>	<p>Amend goal to add ATOD</p> <p>This action includes all steps taken to integrate ATOD prevention strategies into the existing MTSS/PBIS efforts.</p> <p>All of the Student Support Specialists and several of the Student Assistance Specialists have been trained with Healthy Futures and will begin seeing students as their caseload permits to address ATOD issues.</p> <p>Teen Intervene Training will occur in February 2024.</p> <p>YVAPE Program needs approval from the Superintendent and if approved it will be launched district-wide for students 12-18 years old.</p>
<p>Area 2.5: Culturally Relevant & Inclusive Implement new ATOD interventions to address gaps when compared to assessed needs based on CHKS, Covitality, discipline data, etc</p>	<p>In Progress</p>	<p>All of the Student Support Specialists and several of the Student Assistance Specialists have been trained with Healthy Futures and will begin seeing students as their caseload permits to address ATOD issues.</p> <p>Teen Intervene Training will occur in February 2024.</p> <p>YVAPE Program needs approval from the Superintendent and if approved it will be launched district-wide for students 12-18 years old.</p>
<p>Area 2.5: Culturally Relevant & Inclusive</p>	<p>Met</p>	<p>Healthy Futures-Alternative to Suspension for ATOD: Training for S3s was provided on Nov. 1st. It was also offered to SAS staff but they did not attend. Sent SAS staff another link for an upcoming training.</p> <p>Also exploring the use of YVAPE alternative to suspension.</p>

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Identify targeted interventions to serve as effective alternatives to suspension for ATOD		Teen Intervene: Nurses and a counselor will be trained to use a next-level service as an alternative to suspension for ATOD.
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Year 1 Strategic Plan Goals - Administrative Services

FOCUS AREA: AREA 3 – FACILITIES AND RESOURCES

Goal	Status	Evidence
<p>Area 3.1: Budget identified to begin construction of the following projects:</p> <ul style="list-style-type: none"> · PHS Security Cameras · PHS Pool · PHS Front Rejuvenation · PHS Klein Gym Floor Replacement · Grayson Portable Library Building and Landscape · Conduit and fiber to SpEd building · Phone upgrade 	<p>In Progress or Met YR 0</p>	<ul style="list-style-type: none"> · PHS Security Cameras - Completed · PHS Pool – Construction in progress · PHS Front Rejuvenation – Construction in progress · PHS Klein Gym Replacement – Gym floor project completed · Grayson Portable Library Building and Landscape – Project still in DSA review; fire hydrant water pressure has been addressed · Conduit and fiber to SpEd building – Project completed · Phone upgrade – Project completed
<p>Area 3.1: Identify anticipated revenue streams for:</p> <ul style="list-style-type: none"> ● Capital Construction ● Deferred Maintenance ● Transportation ● Child Nutrition/Food Services ● Technology 	<p>In progress YR 1</p>	<p>Preliminary budgets have been reviewed. Further adjustments to the budgets will be made by Fiscal Services</p>

<p>Area 3.1: Implement a five year budget upon which to base future improvements in all areas.</p>	<p>In Progress YR 1</p>	<p>Preliminary budgets have been reviewed. Further adjustments to the budgets will be made by Fiscal Services</p>
<p>Area 3.2: Begin recruitment of Bond Oversight Committee (BOC) members.</p>	<p>In Progress YR 0</p>	<p>Three applications received; continuing to recruit for all positions.</p>
<p>Area 3.2: Access District sites to determine which sites could benefit from some “quick strike” projects such as landscaping, exterior paint or outdoor classroom.</p>	<p>In Progress YR 0</p>	<p>An outdoor classroom and landscape upgrades have been identified with the Grayson Library Project. Further such projects are TBD due to budgetary constraints</p>
<p>Area 3.2: Complete a site classroom audit to determine true classroom count and availability.</p>	<p>In Progress YR 0</p>	<p>This will be completed as part of the Facilities Master Plan process through Teter Architects.</p>
<p>Area 3.2: Using student projections, facilities assessment and budget information, complete facilities master plan.</p>	<p>In Progress YR 1</p>	<p>Preliminary budgets have been reviewed. Further adjustments to the budgets will be made by Fiscal Services. The facilities master plan is being developed by School Works Inc. School Works has already conducted walkthroughs of school sites and feedback has been collected from M/O, Custodial/Grounds, IT and Nutrition Services.</p>
<p>Area 3.2: Complete development of Bond Oversight Committee.</p>	<p>Met YR 1</p>	<p>The Bond Oversight Committee has been established and is meeting quarterly. Last met in October 2023</p>

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<p>Area 3.3: Complete an assessment of maintenance, grounds and custodial staffing and determine budget availability to increase current staffing levels.</p>	<p>Partially Met and Ongoing</p> <p>YR 0</p>	<p>MOT and Cust/Grounds Managers have been hired that are funded out of the former Director of M&O position and one Custodial Supervisor Position; Two remaining custodial supervisor positions will be revised to one PHS Custodial Plant Supervisor and one Evening Custodial Supervisor; custodial organization is being overhauled and existing job descriptions revised accordingly; M&O and Grounds job classifications are being revised to industry standards; electrician and plumber are to be advertised and hired as soon as possible;</p>
<p>Area 3.3: Collaborating with M/O staff, create a five year Deferred Maintenance (DM) plan that aligns with the anticipated revenue.</p>	<p>In Progress</p> <p>YR 1</p>	<p>Preliminary budgets have been reviewed. Further adjustments to the budgets will be made by Fiscal Services. M/O director has established a site by site list of projects for each school site.</p>
<p>Area 3.3: Complete a District wide energy assessment and implement an energy program to reduce energy usage; research grant monies available to support energy upgrades.</p>	<p>In Progress</p> <p>YR 1</p>	<p>District Utility Costs are reviewed monthly to identify anomalies. Work order requests are submitted to address needed irrigation repairs. Executive Director of Admin Services is engaging SiteLogIQ regarding the benefits of solar panels at Grayson ES and Rising Sun</p>
<p>Area 3.3: Implement yearly staff/parent surveys on site cleanliness. Plan for quarterly site cleanliness evaluations and make adjustments as needed.</p>	<p>In Progress</p> <p>YR 1</p>	<p>Quarterly Custodial Inspection Forms and Staff/Parent Surveys have been developed and are being reviewed by Custodial Leadership. Implementation is expected in January/February 2023.</p>
<p>Area 3.3: Complete a needs assessment in order to fully implement access control throughout all District facilities.</p>	<p>Met</p> <p>YR 1</p>	<p>The IT department has developed a priority list for access control implementation through the district. Implementation will occur as the budget allows.</p>
<p>Area 3.4: Review and update transportation information on PJUSD Parent Handbook for the coming school year.</p>	<p>Not met</p> <p>YR 0</p>	

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<p>Area 3.4: Create and maintain a list of students receiving transportation and tag them in Aeries (student information system) for tracking/emergency purposes.</p>	<p>Met YR 1</p>	<p>A list of students receiving transportation has been created and is also being tracked in Aeries</p>
<p>Area 3.4: Refine the use of Parent Square in communicating bus issues to parents.</p>	<p>Met YR 1</p>	<p>Our current transportation provider First Student has access to our Parent Square platform and has been communicating delays in a timely manner</p>
<p>Area 3.4: Implement a Transportation Request form through InformedK12 for new students needing transportation.</p>	<p>Not Met YR 1</p>	<p>Transportation Requests currently come through emails from the school sites or phone calls from parents. We will be working with our new transportation assistant to develop the InformedK12 request form.</p>
<p>Area 3.4: Align bus routes with qualifying distances.</p>	<p>Met YR 1</p>	<p>All bus routes have been reviewed and are aligned with qualifying distances.</p>
<p>Area 3.4: Develop a plan and timeline to support the formation of a District owned fleet of buses to include both diesel and electric buses.</p>	<p>In Progress YR 1</p>	<p>Actively working to have the lone bus in our fleet operational by the beginning of the 24-25 school year. We will need to identify the available funds for start-up costs of buses, bus drivers and maintenance</p>
<p>Area 3.5: Assess Information Technology (IT) staffing levels and structure and implement any required changes as budget permits</p>	<p>In Progress YR 0</p>	<p>This was held up due to issues that have now been resolved. With that resolution, we are working on a new organization chart that will address the needs in critical service areas.</p>

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<p>Area 3.5: Working with educational partners, determine if current student technology meets current educational needs</p>	<p>In progress YR 1</p>	<p>Establishing an Education Specification Committee for Technology. First scheduled meeting is in December 2023</p>
<p>Area 3.5: Coordinate with Educational Services to review Student Data Privacy Policy</p>	<p>Not Met YR 1</p>	
<p>Area 3.5: Review and update Network Disaster Recovery Plan</p>	<p>Not Met YR 1</p>	
<p>Area 3.5: Collaborate with all educational partners on District wide website revision</p>	<p>Met YR 1</p>	<p>New website was launched in November 2023.</p>
<p>Area 3.5: Assess and improve network strength and security</p>	<p>Met YR 1</p>	<p>Hired a new network engineer to assess and strengthen our network.</p>
<p>Area 3.6: While continuing to work with CDE nutritional guidelines:</p> <ul style="list-style-type: none"> ● Increase the number of meals cooked from scratch 	<p>Met YR 1</p>	<p>Working in consultation with Sodexo, prepackaged meals have been eliminated and fresh produce options have increased</p>

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<p>Area 3.6: While continuing to work with CDE nutritional guidelines:</p> <ul style="list-style-type: none"> • Increase meal choices 	<p>In progress YR 1</p>	<p>Working in consultation with Sodexo, menus are being updated to provide increased meal options</p>
<p>Area 3.6: While continuing to work with CDE nutritional guidelines:</p> <ul style="list-style-type: none"> • Increase points of contact for Middle School and High School in order to reduce student wait period 	<p>In progress YR 1</p>	<p>Nutrition Services leadership is designing upgrades for PHS cafeteria using KIT Funding. This would include re-opening the snack bar area to accommodate daily deli sandwich requests.</p>
<p>Area 3.6: While continuing to work with CDE nutritional guidelines:</p> <ul style="list-style-type: none"> • Increase staffing to support implementation 	<p>In progress YR 1</p>	<p>As of 11/30, all full time positions have been filled. The department continues to actively recruit for its sub pool to support absences and leaves.</p>
<p>Area 3.6: While continuing to work with CDE nutritional guidelines:</p> <ul style="list-style-type: none"> • Propose low cost eating area upgrades 	<p>In Progress YR 1</p>	<p>Nutrition Services leadership is designing upgrades for PHS cafeteria using KIT Funding</p>

Year 1 Strategic Plan Goals - Grants & Communications

FOCUS AREA: AREA 4 – Communications and Collaboration

Goal	Status	Evidence
<p>Area 4.1: Standardize identified communication practices, preferences, and procedures working with district leadership (Cabinet), school administrators, and district staff.</p>	<p>In Progress</p>	<p>ParentSquare has been identified as our district’s official primary mass communication method for parents, families, staff, and students. It is directly linked to our district’s student information system (SIS), Aeries, making it the most accurate and reliable source of communication for students, families, and staff. It also has an automatic transition feature that connects to the parent language preferences submitted in Aeries. Further communication practices, such as social media, crisis communication, and news media will be identified and outlined in conjunction with the development of the communications guide.</p>
<p>Area 4.1: Assemble communications guide based on practices, preferences, and procedures identified and standardized.</p>	<p>In Progress</p>	<p>The development and implementation of the communications guide has begun. The initial section of the guide designates ParentSquare as our official digital communications platform, providing best practices and various uses for administrators, staff, and families. This step was crucial for maintaining consistent and secure messaging across the district. The guide will continue to cover subjects such as logos, branding, social media, and web standards as it is further developed.</p>
<p>Area 4.1: Present/Publish communication guide to School Board of Trustees/community</p>	<p>Not Met</p>	<p>The communication guide is still in its early development. When the guide is complete, it will be available for Board and community presentation</p>
<p>Area 4.2: Develop communication audit/survey (including parents/guardians, staff, and students) to determine district communication effectiveness and preferences.</p>	<p>In Progress YR 0</p>	<p>Potential questions have been drafted however, a full communications audit/survey has yet to be developed. The communications department will work with the superintendent and cabinet to include a comprehensive survey targeted at specifically identified stakeholders (parents, staff, students), which will include a timeline for distribution, review, and analysis of the results.</p>

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<p>Area 4.2: Launch PJUSD Promise Campaign</p>	<p>Met & Ongoing</p>	<p>The PJUSD Promise Branding Initiative is ongoing, with Promise and Strategic Initiative Posters distributed to all school sites and district offices for display in classrooms, offices, and public areas. The monthly Patterson Proud Awards are now PJUSD Promise Awards, featuring a special recognition plaque with the PJUSD Promise Challenge Coin engraving. We have also set up a district shop with updated apparel featuring PJUSD Promise branding. Lastly, our new website was developed and designed with the PJSUD Promise in mind, containing unique elements on each school page that link to the district's strategic plan.</p>
<p>Area 4.2: Standardize branding guidelines to ensure consistency in messaging and visual identity across all platforms and materials working with district leadership (Cabinet), school administrators, and district staff.</p>	<p>In Progress</p>	<p>Brand standardization has begun with the launch of the district's new website, ensuring consistency across all sites. This work will be ongoing as the communication guide is developed, further outlining our district and school identities.</p>
<p>Area 4.2: Train staff and educational partners on the PJUSD Promise communication strategy and branding guidelines, and empower them to effectively communicate/understand and support district materials and initiatives.</p>	<p>Met & Ongoing</p>	<p>A brief presentation of our PJUSD Promise was given at our New Classified Staff Orientation. This presentation introduced our newest teachers to our district's strategic brand and initiatives. Similar types of presentations and or trainings will continue as branding is ongoing.</p>
<p>Area 4.2: Implement district-wide Staff communications audit/survey (survey) to evaluate communication practices and preferences</p>	<p>In Progress</p>	<p>Potential questions have been drafted however, a full communications audit/survey has yet to be developed. The communications department will work with the superintendent and cabinet to include a comprehensive survey targeted at specifically identified stakeholders (parents, staff, students), which will include a timeline for distribution, review, and analysis of the results.</p>
<p>Area 4.2: Evaluate and adjust communication and branding efforts to ensure that it remains effective and</p>	<p>In Progress & Ongoing</p>	<p>The PJUSD Promise Branding Initiative is ongoing. Since the district's new brand is still in its first year, branding analysis will likely occur towards the end of the year. Implementation of the communications audit will be helpful in assessing the brand's effectiveness. New technologies assisting with the district's branding efforts, include the launch of the new website, which features various district branding elements.</p>

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relevant, considering communication audit findings and possible integration of new technologies and platforms where appropriate.		
Area 4.2: Present PJUSD Promise branding strategy and communication audit findings to School Board of Trustees/community.	Not Met	Branding efforts are still in the early phase of implementation. Board presentation will be provided as needed/requested at a later time when the brand has been further embedded into the district.
Area 4.3: Identify and assess parent/community needs to determine what topics and issues parents want to learn about to support their children, utilizing a variety of formats to cater to different learning styles and schedules.	In Progress YR 0	This will be incorporated as part of the district's communication audit, which is currently in development.
Area 4.3: Collaborate with district leadership (Cabinet), school administrators, and community partners to host parent education events such as focus groups, Listening to Learn, ParentUniversity, Social Media Safety, and other identified events.	Met & Ongoing	Schools have organized No Excuses University (NEU) Parent Nights, formerly known as Parent University sessions. These gatherings invite parents to school campuses to explore various topics, including math, iReady, and Internet and Cell Phone Safety. These topics aim to assist parents in supporting their children's education.
Area 4.3: Evaluate event successes/areas of growth by gathering feedback from participants to ensure future improvement.	Not Met	While schools hosted events for families, a district-wide assessment has not yet occurred.

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Area 4.3: Review and update Parents tab on district website to incorporate relevant information and resources for parents.	Met & Ongoing	The Parents tab on the district's website has been updated to the Students & Families tab. With the launch of the district's new website, the page has been reviewed to include information and resources that will benefit families researching our district and schools.
Area 4.3: Collaborate with district partners to identify complementary education programs and parent/student resources.	In Progress	This will be incorporated as part of the district's communication audit, which is currently in development.
Area 4.3: Evaluate and adjust parent education programs to ensure that they remain effective and relevant, considering feedback from parents and staff	In Progress	While parent education programs have occurred, evaluation of those programs has not yet.
Area 4.3: Present to the School Board of Trustees/community program successes and feedback findings.	Not Met	Board presentation will be provided as needed/requested at a later time.
Area 4.4: Utilize communication channels to highlight the achievements and successes of the district and its students to build/maintain a positive image and foster community support.	Met & Ongoing	Our district continues to utilize its communication channels, such as ParentSquare, Newsletters, Social Media, etc. to highlight the achievements and successes of the district, students, and staff.

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<p>Area 4.4: Evaluate communication channels for effectiveness, best practices, and areas for improvement incorporating surveys and analytics to assist with evaluation and areas of improvement.</p>	<p>Met & Ongoing</p>	<p>Our district has begun monitoring its Facebook analytics to monitor engagement, observe trends, and seek opportunities to improve. Further analytics will continue to be included in the future, including website and student information system analytics (i.e. ParentSquare).</p>
<p>Area 4.4: Implement identified areas of improvement utilizing feedback from educational partners, such as United Patterson.</p>	<p>Met & Ongoing</p>	<p>Exit surveys were administered to United Patterson Partners at the conclusion of the final meeting of the previous school year and the first meeting of the current school year to gain feedback and identify potential areas for improvement. Based on these findings and recent partner attendance at quarterly meetings, United Patterson will undergo a revitalization process to build additional community support and expand our partnerships with the district and our community.</p>
<p>Area 4.4: Evaluate and adjust communication channels for effectiveness, utilizing surveys and feedback provided by community partners, and integrating new/alternative technologies and platforms where appropriate.</p>	<p>In Progress</p>	<p>This will be incorporated as part of the district's communication audit, which is currently in development.</p>
<p>Area 4.4: Present to School Board of Trustees/community communication channels relating to partner engagement, district successes, and feedback findings.</p>	<p>Not Met</p>	<p>Board presentation will be provided as needed/requested at a later time.</p>

<p>Area 4.5: Implement a website plan based on expectations and best practices.</p>	<p>Met</p>	<p>District's new website was successfully launched on November 7, 2023.</p>
<p>Area 4.5: Prioritize updates based on the level of impact they will have on meeting district and educational partners' needs.</p>	<p>Met & Ongoing</p>	<p>District and school website development were prioritized based on district department and school content priority. This will be an ongoing process executed by the District's new Webmaster.</p>
<p>Area 4.5: Implement updates to the website, testing and refining, as needed.</p>	<p>Met & Ongoing</p>	<p>Content migration from the district's previous site included an in-depth process of page evaluation, content review, page testing, etc. This will be an ongoing process excited by the district's new Webmaster.</p>
<p>Area 4.5: Utilize analytics to regularly monitor and analyze effectiveness of communication efforts.</p>	<p>Met & Ongoing</p>	<p>Web Analytics for the new website has been uploaded and review has begun, however, since the website was recently launched (11/7/23), meaningful data has not yet been generated.</p>
<p>Area 4.5: Develop a job description for a dedicated webmaster to regularly monitor the website and ensure it meets the district and educational partners' needs.</p>	<p>Met</p>	<p>The district's Webmaster was hired on October 23, 2023.</p>

Year 1 Strategic Plan Goals - Human Resources/Ed. Services

FOCUS AREA: AREA 5 - Employee Success and Leadership Development

Goal	Status	Evidence
<p>Area 5.1: Develop a comprehensive professional development plan for teachers, support staff, and administrators on district-wide initiatives for years 2-5.</p>	<p>In progress</p>	<p>Academic</p> <ul style="list-style-type: none"> • Developed a district professional learning calendar to provide monthly training • Dates of Professional learning: 8/3, 8/7, 8/15, 8/23, 9/6, 9/13, 9/20, 9/27, 10/1, 10/19, 10/25, 11/1 • Provided curriculum training for new hires. • Our districts focus is on Nonfiction writing as a high leverage instructional strategy • Through instructional walks the district has determined the importance of training staff on instructional strategies such as standard measurable objectives, checking for understanding, active student engagement, and academic discourse. • Developing a plan for a new hire academy and blended learning academy for the 24/25 school year • All training is designed, developed, and facilitated by the district instructional coaching team. <p>CTE</p> <ul style="list-style-type: none"> • Provide notification to all staff about available CTE PD provided by industry partners, vendors, membership organizations, etc. Encourage CTE teachers to attend at least 1 PD sessions/ CTE conference (either in person or virtual) a year - linked to grant application requirements • Encourage Core (Non-CTE) teachers to participate in chaperoning CTE events such as Career Inspiration Center, MJC Apprenticeship Expo, etc. to gain a greater understanding of CTE and it's role in students' education. • Encourage Counseling Team to attend either ACTE Conference or Educating for Careers one time every 2-3 years to gain a better insight on CTE-related educational programs <p>ASES/ELO-P</p> <p>In accordance with the ELO-P grant requirements, our program is committed to providing three professional development days throughout the school year, during which program closures are allowed. One of these professional development days has already been successfully completed on November 1st, 2023. The remaining two professional development days are proposed for January 9th, 2024, and March 19th, 2024.</p> <p>In addition to these dedicated professional development days, our program has actively supported staff development by offering various training opportunities through the Stanislaus County Office of Education. Notable training events included the Expanded Learning Fall Institute on October 10th, 2023, Drum Circle training on September 28th, 2023, and a Skillastics fitness education training program on November 2nd, 2023.</p>

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Area 5.2: Define, identify, and audit district educational programs (PBIS, NEU, AVID, Core Curriculum, iReady, Go Guardian, Aeries).	Not Met-YR 0	<p><i>Draft Definition of “Educational Program” - Universally accessible district core and supplemental curriculum, applications, and platforms supporting instruction, student performance, and/or district initiatives.</i></p> <p><i>It has determined that thorough audit requires the involvement of additional educational partners (i.e site admin, DCC, etc) and this will be moving this to Year 1 to give time go beyond identifying educational programs to begin to deeply analyze their impacts for our audit.</i></p>
Area 5.2: Determine success criteria of district educational programs including defining what effectiveness looks like (usage, improvement, fidelity, cost).	In Progress	<ul style="list-style-type: none"> ● Curriculum review has been started to compile a list of all core and supplemental materials <ul style="list-style-type: none"> ○ Business services is working on a cost analysis of all these programs ● The Ed Tech Specialist has provided a list of all online platforms/programs ● A program has been purchased to measure program usage and cost <ul style="list-style-type: none"> ○ This will help determine usage criteria
Area 5.2: Identify key stakeholders to discuss the effectiveness of educational programs; develop a plan for monitoring and evaluating the effectiveness of educational programs.	Not Started	<ul style="list-style-type: none"> ● Will begin to develop an educational partner team to determine next steps on effectiveness of educational programs ● Begin review in the spring of 2024 once we have data on program usage
Area 5.3: Implement a coaching model at the elementary & secondary levels.	In progress	<ul style="list-style-type: none"> ● Created a team of 5 instructional coaches (3 elementary, 2 secondary) ● Had all instructional coaches attend 3 day Fearless Coaching training through Creative Leadership (7/31, 8/1, 8/10) <ul style="list-style-type: none"> ○ Coaches have been trained on confidentiality and best practices to support clients (teachers) ● Developed coaching request form for teachers and administrators <ul style="list-style-type: none"> ○ Coaches review daily ○ Required to hold a an initial meeting to build relationships/create goals ○ Use of coaching techniques (questioning/paraphrasing) ● Developed a way to communicate with administrators on client progress without breaking confidentiality ● Developed survey to get feedback on coaching support ● Coaches provided timely feedback on ways to improve coaching support.

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		<ul style="list-style-type: none"> • Developed documentation templates • Coaches provide co-teaching, modeling, and assist with classroom visitations
Area 5.3: Ensure coaches attend ongoing training on effective coaching techniques and culture/relationship building.	In progress	<ul style="list-style-type: none"> • Emily Freeland from Creative Leadership provides monthly coaching training (9/7, 10/12, 11/9) • Attending a Wonders Curriculum training on 11/15 • Coaches will be attending Eureka training (dates TBD)
Area 5.3: Conduct a needs assessment to determine the specific instructional support needs of teachers at each school site.	In progress/ ongoing	<ul style="list-style-type: none"> • Conducted Instructional Walks at each site to determine specific instructional supports <ul style="list-style-type: none"> ○ Developed tool (SMO, CFU, ASE, AD) ○ Provided sites with data from walks ○ Met 1:1 with administrators to review data and determine next steps ○ Used data to develop professional learning focus district wide
Area 5.4: By 9/1/23 identify participants for the Aspiring Teacher Program and implement the program.	In Progress	The Aspiring Teacher Program is set to launch in January of 2024.
Area 5.4: By August 2023, provide identified training to classified employees.	In Progress	All classified staff participated in a variety of training during the District-wide PD day on November 1st. There has also been CPR/First Aid, CPI and other mandated training provided to staff in need.
Area 5.4: By May 2024, evaluate the effectiveness of the training provided to classified employees.		<i>Need survey feedback from John</i>

<p>Area 5.4: Create a plan to expand leadership opportunities and training beyond the current offerings.</p>	<p>In Progress</p>	<p>District Leadership Academy, with Gary Soto, for all site administrators</p> <p>Servant Leadership Institute, Educational Leadership Academy, for selected leaders</p>
<p>Area 5.5: Create a district-wide task force to develop a new staff code of conduct that emphasizes positive relationships with students.</p>	<p>In Progress</p>	<p>The Task Force is in development and research on conduct codes is underway.</p>
<p>Area 5.5: Develop a training program for all staff on the new staff code of conduct.</p>	<p>Not started yet</p>	<p>This will occur after the Code of Conduct has been created.</p>

Strategic Plan Overview

<p>Focus Area 1: Academic Achievement</p> <ul style="list-style-type: none"> 1.1 multi-tiered system of support 1.2 benchmarks and assessment tools 1.3 data-driven decision-making teams 1.4 districtwide, equitable grading practices 1.5 college and/or career A-G 	<p>Focus Area 2: Student and Staff Safety and Wellness</p> <ul style="list-style-type: none"> 2.1 security needs 2.2 behavior support 2.3 comprehensive programs wellness 2.4 culturally relevant and inclusive classrooms 2.5 K-12 anti-drug/alcohol curriculum
<p>Focus Area 3: Facilities and Resources</p> <ul style="list-style-type: none"> 3.1 district budget aligned to Strategic Plan and LCAP 3.2 facilities Master Plan 3.3 safe and clean facilities 3.4 transportation plan 3.5 technology master plan 3.6 nutritious and appealing meal offerings 	<p>Focus Area 4: Communication and Collaboration</p> <ul style="list-style-type: none"> 4.1 internal and external strategic communication plan 4.2 communication efforts traditional and modern communication platforms 4.3 parent education 4.4 communication between the district and community 4.5 PJUSD websites
<p>Focus Area 5: Employee Success and Leadership Development</p> <ul style="list-style-type: none"> 5.1 professional development plan 5.2 effectiveness of educational programs 5.3 instructional support 5.4 leadership opportunities 5.5 staff code of conduct 	