

## Year 2 Strategic Plan Goals - Ed Services

### FOCUS AREA: AREA 1 - ACADEMIC ACHIEVEMENT

Goal	Status	Evidence
<p><b>Area 1.1:</b> By October 2024, train all certificated staff on the updated MTSS Resource Guide on the new support system and best practices for working with at-risk students.</p>	<p><b>In Progress</b></p>	<p>The PJUSD MTSS Academic Guide is currently under construction and will be unveiled in the Spring of 2025.</p>
<p><b>Area 1.1:</b> Begin implementation of the updated MTSS guide. Focus on refining Tier 1 supports across the district by creating videos &amp; refining resources.</p>	<p><b>In Progress</b></p>	<p>Tier 1 supports have been implemented using The 95 Percent Group reading materials that are being piloted by two-thirds of K-6 teachers. Teachers participating in the pilot are also receiving professional development on the Science of Reading. Tier 1 math instructional support has begun with professional development and coaching cycles aligned with the newly-developed PJUSD Coaching Cycle. A PJUSD Math Plan and Literacy Plan are currently being developed to guide all future work around the refinement of Tier 1 practices.</p>
<p><b>Area 1.1.:</b> Provide an ongoing commitment to train all new teachers and para educators on EL Master Plan document.</p>	<p><b>Not Started</b></p>	<p>The Coordinator of English Learners and Instructional Support has analyzed the PJUSD EL Master Plan and has determined revisions need to be made to the document to ensure a greater emphasis and focus on academic outcomes for English Learner and Long-term English Learner students. Additionally, a PJUSD Language Acquisition Plan is being developed to guide all of PJUSD's efforts to increase outcomes for English Learner students.</p>
<p><b>Area 1.1.:</b> Implement any structural changes needed for Designated &amp; Integrated ELD instruction.</p>	<p><b>In Progress</b></p>	<p>The Coordinator of English Learners and Instructional Support has begun to develop a comprehensive PJUSD Language Acquisition Plan that will detail the structural changes needed to ensure robust implementation of designated English language development and the incorporation of integrated English language development into instruction students receive each day, everyday.</p>
<p><b>Area 1.2:</b> In August 2024, train, implement, and continuously monitor District Assessment Guide to ensure fidelity.</p>	<p><b>In Progress</b></p>	<p>A PJUSD District Assessment Calendar has been developed with the input of site administration and District Lead Teachers.</p>

As of December 2024

<p><b>Area 1.2:</b> Increase collaboration among teachers to share best practices for utilizing benchmarks and assessments to inform instruction.</p>	<p><b>Met/Ongoing</b></p>	<p>Teachers have been provided time to score the district writing assessment, PAW, and have allocated time on Wednesdays to work in professional learning teams to implement the Professional Learning Communities process of looking at student results on team-developed common formative assessments.</p>
<p><b>Area 1.3:</b> Summer 2024, send new administration and additional site leaders to PLC conferences and determine how to expand PLCs districtwide.</p>	<p><b>Met/Ongoing</b></p>	<p>PJUSD has contracted with Solution Tree for the 2024/25 school year to provide professional development and coaching support on Professional Learning Communities (PLCs). Staff have received support during the Aug. 5 and Nov. 1 professional development days and in September during Wednesday after school professional development. Grayson Elementary, Del Puerto High School, and Patterson High School have PLC coaching contracts with Solution Tree for the 2024/25 school year.</p>
<p><b>Area 1.3:</b> PLCs will begin district wide during protected time.</p>	<p><b>Met/Ongoing</b></p>	<p>Time for Professional Learning Communities occurs during Wednesdays per the agreement with PJUSD and the Patterson Association of Teachers.</p>
<p><b>Area 1.3:</b> Using learning from implementation sites, create professional development opportunities for staff to develop their skills in data-driven decision making process through a PLC model.</p>	<p><b>Met/Ongoing</b></p>	<p>Solution Tree has provided professional development to PJUSD on PLCs as described above in Action 1.3.</p>
<p><b>Area 1.4:</b> Begin implementation of new systems of equitable grading; develop a plan for training staff on equitable grading practices.</p>	<p><b>Not Started</b></p>	<p>Equitable grading has not begun at this time and is being delayed until the 2025/26 school year.</p>
<p><b>Area 1.4:</b> Develop a plan for involving families and community members in understanding and supporting equitable grading practices.</p>	<p><b>Not Started</b></p>	<p>Equitable grading has not begun at this time and is being delayed until the 2025/26 school year.</p>

<p><b>Area 1.4:</b> Continue the task force to monitor implementation and make suggestions for next steps.</p>	<p><b>Not Started</b></p>	<p>Equitable grading has not begun at this time and is being delayed until the 2025/26 school year.</p>
<p><b>Area 1.5:</b> Enact plan for increasing the number of students who graduate A-G ready from high school; including the use of technology for tracking student progress.</p>	<p><b>Met/Ongoing</b></p>	<p>Plan developed by the PHS administration in Spring of 2024 with initial implementation during the 2024/25 school year. Existing technology tools within AERIES are used to track student progress.</p>
<p><b>Area 1.5:</b> Develop a plan for involving families and community members in understanding and supporting the plan.</p>	<p><b>Not Started</b></p>	<p>PHS will develop a plan for implementation in the Winter/Spring of 2025.</p>
<p><b>Area 1.6:</b> Increase collaboration among teachers to share best practices for CTE programs.</p>	<p><b>Met/Ongoing</b></p>	<p>The Director of College and Career Readiness has set up monthly meetings with each CTE team to enhance collaboration among CTE teachers.</p>

## Year 2 Strategic Plan Goals - Student Services

### FOCUS AREA: AREA 2 - STUDENT AND STAFF SAFETY AND WELLNESS

Goal	Status	Evidence
<b>Area 2.1:</b> Provide Comprehensive School Safety Plan (CSSP) training and support for annual safety review and update	<b>Met</b>	Training was provided for administrators in charge of the School Safety Plan on Nov. 19th: new laws and requirements were reviewed along with a new template.
<b>Area 2.1:</b> Maintain annual training and coaching for campus security, campus supervisors and yard duty	<b>In Progress</b>	All but one School Security and School Safety personnel have been trained per SB390
<b>Area 2.1:</b> Conduct site safety assessments, review/evaluate safety protocols, and observe emergency drills	<b>In Progress</b>	Site safety teams are conducting site safety assessments as part of their Safety Plan development along with reviewing safety protocols.
<b>Area 2.1:</b> Provide training and support sites in training staff on response procedures and emergency preparedness	<b>In Progress</b>	Training was provided for administrators in charge of the School Safety Plan on Nov. 19th. During this training it was discussed how to provide ongoing training to staff regarding emergency procedures and preparedness.
<b>Area 2.1:</b> Provide an annual presentation to the board on school safety, to include safety plan approval.	<b>In Progress</b>	Safety Plans will go to the board for the March meeting
<b>Area 2.1:</b> Facilitate community forums at each school to review safety plans and related data.	<b>In Progress</b>	A meeting with the fire chief, SRO/police chief, and mayor will be scheduled in February to review safety plans.

<b>Area 2.2:</b> Sustain PBIS with fidelity as measured by the Tiered Fidelity Inventory (TFI) - (TFI 70% or higher, Tiers 1 & 2)	<b>In Progress</b>	TFI Baselines were collected in Fall 2024 across all sites for their corresponding Tiers; follow-up TFIs will occur in Spring 2025.
<b>Area 2.2:</b> Provide ongoing coaching to staff on SEL strategies (Utilizing SEL Inst. Coaches)		We no longer have SEL coaches and staff coaching is now provided by instructional coaches in the Ed Services Dept.
<b>Area 2.2:</b> Implement PLUS Program at Creekside Middle School (CMS), consider options to consolidate existing programs with similar goals (e.g. (Where Everyone Belongs (WEB)), and sustain at PHS	<b>Met/Ongoing</b>	PLUS is being implemented with great success at both PHS and CMS.
<b>Area 2.2:</b> Explore elementary tools like Peacekeepers, provide written summary on fit and feasibility for the district	<b>Met/Ongoing</b>	All primary Student Support Specialists have received professional development on the Bullying Detective program with the plan to begin implementation in January 2025.
<b>Area 2.2:</b> Annually update the district's policy and procedures to prevent and respond to bullying	<b>Met</b>	Board Policy updates regarding bullying prevention, response, and procedures were updated on 05/06/24
<b>Area 2.2:</b> Sustain staff training on bullying prevention and response, equity, restorative practices, and SEL.	<b>In Progress</b>	Two district-wide professional development events have occurred to have staff at each site trained on Restorative Practices. All primary Student Support Specialists have received professional development on the Bullying Detective program with the plan to begin implementation in January 2025. Student Support Specialists have successfully implemented Restorative Storytelling across grades PK-3, with plans to expand up to 6th grade in January 2025.
<b>Area 2.2:</b> Implement the restorative practices roll-out plan	<b>In Progress</b>	Two sessions of Restorative Practices training have been completed: one in August and one in September. We have a Trainer of Trainers professional development that will be held Feb. 18-20

<b>Area 2.3:</b> Implement the restorative practices roll-out plan		THIS IS THE SAME AS 2.2
<b>Area 2.3:</b> Sustain elementary counselors to serve all sites	<b>Met/Ongoing</b>	There is one school counselor at every elementary site.
<b>Area 2.3:</b> Monitor access and use of wellness resources by students and staff	<b>In Progress</b>	The Wellness Center at Creekside Middle School is open to support all students and staff. Staffing for a Wellness Coordinator needs to occur to provide sustainability for the center. Construction for Patterson High's Wellness Center is still occurring. Apricot Valley Elementary is planning to open a Wellness Center by August 2025.
<b>Area 2.3:</b> Regularly conduct surveys and screeners to inform intervention planning, to include CHKS (annual), Covitality (biannual), and PLUS student survey (more than biannual); provide annual reports to the board and the community	<b>In Progress</b>	CHKS was conducted in November 2024; CHKS student results will be available in Jan. 2025. The Covitality Screener could not be administered due to discontinuation of the screener.  PLUS surveys have been conducted three times at both CMS and PHS.
<b>Area 2.3:</b> Identify service gaps and develop solutions to address them	<b>Met/Ongoing</b>	A full time elementary school counselor was hired for Grayson Elementary this school year. All elementary schools now have a full time school counselor.  Student Support Specialists (SSS) have been hired for school sites, including two district-wide SSS to support youth experiencing homelessness and youth in the foster care program.
<b>Area 2.3:</b> Evaluate effectiveness and cost-benefit of programs	<b>Met/Ongoing</b>	Student Assistance Program curriculums were evaluated for effectiveness via Student Support Specialist pre/post data and the decision was made to sustain the use of Tree House, A Window between Worlds and SEL Harmony. The secondary curriculum Strong Teens was discontinued, and replaced with School Connect.
<b>Area 2.4:</b> Sustain SEL integration into PBIS (as measured by TFI companion)	<b>In Progress</b>	SEL Integration is checked during TFI classroom companion walkthroughs, which are planned to occur during the Spring 2025 semester.

<b>Area 2.4:</b> Implement and sustain attendance action plan for students and staff to include incentive programs	<b>In Progress</b>	Each site has an action plan, including goal setting, for attendance that includes incentives for students. Sites are working on implementing incentives for staff.
<b>Area 2.4:</b> Monitor site use of A2A data, tools, conferencing, and SART interventions	<b>In Progress</b>	Regular use of A2A is utilized by the attendance technicians, administrator and attendance liaisons to schedule SART meetings, make phone calls and meet with students.
<b>Area 2.4:</b> Organize a district equity team, develop equity action plan	<b>In Progress</b>	Researching the best approach to roll out equity work. Also, how to find the time to fit it in and not impact team members more than they are currently.
<b>Area 2.4:</b> Facilitate quarterly equity action team meetings to monitor data related to fidelity of implementation of the districtwide equity action plan and intended outcomes	<b>Not yet started</b>	Equity Action Team has yet to be established.
<b>Area 2.4:</b> Collaborate with other departments and local districts on culturally sustaining equity work (measured by meetings and cross-dept membership on equity team)	<b>Not yet started</b>	Equity Action Team has yet to be established.
<b>Area 2.4:</b> Explore Parent Ambassadors program (Modesto City Schools model), provide written summary on fit and feasibility for PJUSD	<b>Not yet started</b>	Exploration of this program for fit and feasibility for the PJUSD district will occur in Spring 2025.
<b>Area 2.5:</b> Review/update the ATOD curriculum inventory	<b>Met/Ongoing</b>	ATOD curriculum was reviewed for effectiveness, and three programs were chosen for districtwide use: My Healthy Futures, Our Healthy Futures, and Teen Intervene. The flowchart and referral form were shared with all site administrators.

<b>Area 2.5:</b> Monitor fidelity of curriculum and intervention delivery	<b>Met/Ongoing</b>	Student Support Specialists conduct pre-assessments to establish baselines for each student they provide support to; then, mid-way check-ins and post-assessments to monitor progress and effectiveness.
<b>Area 2.5:</b> Review CHKS, Covitality, and discipline data to identify unaddressed risk factors and emerging trends	<b>In Progress</b>	CHKS was conducted in November 2024; CHKS student results will be available in Jan. 2025. The Covitality Screener was not able to be administered due to discontinuation of the screener. Meetings to review discipline data pulled from STATS are occurring on a monthly basis between the Director of Child Welfare and Attendance and site administrators.
<b>Area 2.5:</b> Support elementary sites in implementing PHASTjv	<b>Met/Ongoing</b>	All elementary schools are currently being implementing PHASTjv, which is called PHAST Recruits.
<b>Area 2.5:</b> Sustain PHAST and PHASTjv at all secondary sites	<b>Met/Ongoing</b>	PHAST and PHASTjv Programs are currently being implemented at all secondary sites, including Open Valley Independent Study.
<b>Area 2.5:</b> Sustain targeted ATOD interventions, increase intervention use as alternative to suspension	<b>Met/Ongoing</b>	ATOD curriculum was reviewed for effectiveness, and three programs were chosen for districtwide use: My Healthy Futures, Our Healthy Futures, and Teen Intervene. 24 referrals have been completed as alternatives to suspensions so far.

# Year 2 Strategic Plan Goals - Administrative Services

**FOCUS AREA: AREA 3 – FACILITIES AND RESOURCES**

Goal	Status	Evidence
<b>Area 3.1:</b> Review actual revenue streams against the fiscal year budget and adjust projections accordingly.	<b>In Progress</b>	The Fiscal team has reviewed all our revenue streams in preparation for First Interim and have adjusted our projections accordingly. As the year goes by we will update again for Second Interim in March and End of Year in May.
<b>Area 3.1:</b> Participate in the annual Board study session to clarify reasons for budget increases or shortfalls and their impact on facilities.	<b>Not Scheduled Yet</b>	Will work with Superintendent's office to schedule this study session.
<b>Area 3.2:</b> Collaborate with Communications to add a Bond Projects web page to Facilities Department to provide timely updates on Bond Construction.	<b>Not Started Yet</b>	Working on developing web page for newly adopted developer fees and bond information.
<b>Area 3.3:</b> Continue to plan and construct projects on deferred maintenance list and adjust according to District priorities.	<b>In Progress</b>	Currently the Facilities and Operations Department is undertaking several deferred maintenance projects including the Grayson Elementary Water Project, Upgrading Intrusion Systems at Apricot Valley Elementary and Walnut Grove Elementary, E Wing plumbing replacement at CMS, and painting and restriping parking lots. Additionally, Facilities and Operations will continue to construct projects on the deferred maintenance list including painting exterior and interiors of classroom buildings on a rotating schedule.

<p><b>Area 3.3:</b> Implement energy upgrades as budget permits continue to research available grant funding.</p>	<p><b>In Progress</b></p>	<p>Facilities and Operations continues to work on the CalSHAPE Grant aimed at providing filter and HVAC services at all school sites. Additionally, the Grounds Department has began the process of changing out current machines and will replace with “green” equipment.</p>
<p><b>Area 3.3:</b> Evaluate current custodial equipment, phasing out obsolete equipment; implement the use of higher technology and equipment in District facilities custodial processes. Evaluate current custodial staffing and increase as needed according to available budget.</p>	<p><b>Met/Ongoing</b></p>	<p>District Custodial/Grounds/Maintenance Teams were trained on IncidendiQ - work order technology that allows all of our Custodial/Grounds/Maintenance employees to submit work orders and communicate on the completion of the work orders to other employees. Additionally, the Grounds and Maintenance Departments have recently added two additional employees each to expand the departments.</p> <p>Equipment purchased by custodial staff:</p> <ul style="list-style-type: none"> <li>● 8 shop vacs</li> <li>● T90 Scrubber for Rising Sun</li> <li>● 14 inch scrubber for Performing Arts Center</li> <li>● 4 New Burnishers</li> </ul>
<p><b>Area 3.3:</b> Continue to convert additional sites to full access control as the budget allows.</p>	<p><b>In Progress</b></p>	<p>District is currently evaluating sites with regards to conversion to access control and available funding for projects.</p>
<p><b>Area 3.4:</b> Continue working with existing transportation partners to refine the process of determining which students need transportation.</p>	<p><b>In Progress</b></p>	<p>At the beginning of the 24/25 school year, the district secured contracts with charter bus companies to ensure lowest rates. The Transportation Department continues to work with school sites to determine when district owned vehicles can be used in the place of charter buses.</p>
<p><b>Area 3.4:</b> Develop a District Bus Driver Job Description.</p>	<p><b>In Progress</b></p>	<p>Administrative Services is currently working on a Bus Driver Job Description as well as working to certify our district owned bus.</p>
<p><b>Area 3.4:</b> Develop a District Bus Driver training and safety program.</p>	<p><b>Not Started Yet</b></p>	<p>Working on certification of PJUSD bus.</p>

<p><b>Area 3.4:</b> Implement a plan for the formation/construction of a District owned fleet of buses.</p>	<p><b>Not Started Yet</b></p>	<p>Will continue to monitor cost vs. savings of having a PJUSD fleet.</p>
<p><b>Area 3.4:</b> Continue utilizing ParentSquare for transportation updates, refining process as needed.</p>	<p><b>Met/Ongoing</b></p>	<p>Parent Square is currently used to report all transportation updates. The District continues to work closely with First Student to get up to date notifications to keep all educational partners current with information.</p>
<p><b>Area 3.5:</b> Continue to evaluate and implement year one plans</p>	<p><b>Met/Ongoing</b></p>	<p>Administrative Services continues to work on year one plans including:</p> <ul style="list-style-type: none"> <li>• Design standards for classroom furniture and equipment</li> <li>• Creating 5 Year Deferred Maintenance Plan</li> <li>• Creating and Maintaining Facility Master Plan</li> </ul> <p>Information Technology continues to work on priorities:</p> <ul style="list-style-type: none"> <li>• Disaster Recovery Plan, Incident Response Plan, and Testing</li> <li>• Cybersecurity practices, system reviews, environment hardening</li> <li>• Device Life-Cycle being evaluated and defined</li> </ul>
<p><b>Area 3.5:</b> Test and Evaluate Network Disaster Recovery plan</p>	<p><b>Met/Ongoing</b></p>	<p>Technology Disaster Recovery Plan continues to be a priority</p> <ul style="list-style-type: none"> <li>• The plan has been written in Summer 2024</li> <li>• Core Server Infrastructure has been refreshed</li> <li>• Begun deploying some server workloads to the cloud</li> <li>• Cloud Backup Solution has been implemented and tested</li> <li>• Cloud Disaster Recovery for Critical System is being designed</li> <li>• Table Top Exercise to test DRP being schedule for Q1</li> </ul>
<p><b>Area 3.5:</b> Review effectiveness of Cyber Security systems</p>	<p><b>Met/Ongoing</b></p>	<p>Cyber Security Solutions are moving forward with positive improvements</p> <ul style="list-style-type: none"> <li>• Hired Information Technology Security Specialist</li> <li>• Enabled storage quotas for Staff and Students</li> <li>• Deployed Student MFA solution to all Secondary Students</li> <li>• Deployed Enterprise Password Vault to secure passwords for technology staff and systems</li> <li>• Updated Authorized Use Policy for Students and Staff</li> <li>• Added Annual Employee CyberSecurity Training</li> <li>• Deploying Role-Based Access to minimize access to critical systems</li> </ul>

		<ul style="list-style-type: none"> <li>Partnered with Sacramento County Sheriff Cybersecurity Task Force to complete an internal scan of our network. Audit report findings have been addressed</li> <li>Hired a 3rd party security firm to perform internal and external penetration tests. Audit reports are being addressed</li> <li>Scheduled an audit review of our Google Workspace environment</li> </ul>
<b>Area 3.5:</b> Prepare plan to replace outdated technology as needed	<b>Met/Ongoing</b>	<p>Refresh device cycles are ongoing.</p> <ul style="list-style-type: none"> <li>Redefining technology needs by position will help us determine the number of devices needed for our teams to be successful</li> <li>Secondary students have received refreshed devices</li> <li>New staff loaner devices have been received and deployed to elementary sites to support staff training days</li> <li>New staff devices have been ordered and will be used to update aging staff devices</li> <li>Plans to migrate to Windows 11 are in the works</li> <li>Less than 30 classrooms are left to update to Viewsonic Viewboards</li> <li>E-waste processes are being updated</li> <li>Licensing renewals for services and products are being reviewed</li> </ul>
<b>Area 3.5:</b> Roll-out new completed and tested District website	<b>Met/Ongoing</b>	District website was successfully launched in November 2023.
<b>Area 3.5:</b> Reduce dependency on 3rd-Party vendors	<b>In Progress</b>	Maintenance/Grounds/Custodial continue to reduce dependency on 3rd-Party vendors by strategically purchasing equipment for in-house repairs and maintenance. Equipment includes: a scissor lift, scaffolding, paint sprayer for striping parking lots and fields, grounds equipment (scraper and aerator), and a ticketing a purchase system for the performing arts center.
<b>Area 3.6:</b> Complete an assessment of existing kitchen facilities and equipment and determine where upgrades are needed.	<b>Not Started Yet</b>	A new Director has been hired and will start January 2025. Our first priority will be doing a needs assessment for each kitchen and using our KIT funds to get new equipment.

<p><b>Area 3.6:</b> Implement cafeteria and student eating area design upgrades to create a more inviting environment.</p>	<p><b>In Progress</b></p>	<p>Completed repainting interior of the PHS cafeteria. Continue to upgrade outdoor eating areas with shaded structures and umbrellas.</p>
<p><b>Area 3.6:</b> Continue to work with nutritional partners to improve and expand the food program.</p>	<p><b>In Progress</b></p>	<p>The new Director is very experienced on this subject and we anticipate she will be working on this project after she has been here a few months.</p>

# Year 2 Strategic Plan Goals - Grants & Communications

## FOCUS AREA: AREA 4 – Communications and Collaboration

Goal	Status	Evidence
<p><b>Area 4.1:</b> Implement and monitor: Begin implementing communication plan/guide and monitor its effectiveness through regular evaluations and assessments</p>	<p><b>Met / Ongoing</b></p>	<p>The first edition of our district's Communications Guide, published at the end of the 2023-24 school year, included information on district stakeholders, the strategic plan, branding guidelines, communication platforms, social media, and calendar expectations. The second edition, to be released on the district's website in December 2024, expands on these topics with enhanced branding guidelines (typography, color palette, imagery standards, templates, email signatures, and messaging), refined social media standards (official vs. non-official pages, account requests, admin access, and content guidelines), and new Crisis Communication standards outlining stakeholder roles, responsibilities, and protocols during crisis situations. This updated guide remains a work in progress, designed to support staff and community communication needs effectively.</p>
<p><b>Area 4.2:</b> 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><b>Met / Ongoing</b></p>	<p>The district communications team has hosted multiple training sessions this year to share the PJUSD Promise communication strategy and branding guidelines. In August, a professional development session for administrators and staff focused on crisis communications, websites, and social media usage. In November, a session for classified staff in direct service roles emphasized customer service standards, linking them to the PJUSD Promise and highlighting the importance of professional communication in shaping the district's brand. The upcoming December training will support administrators and staff who create messages, flyers, and digital content. It will cover branding guidelines, effective communication strategies, aligning school branding with district standards, and providing branding toolkits, templates, and other resources for school communicators.</p>
<p><b>Area 4.2:</b> Implement district-wide <b>Parent/Guardian</b> communications audit/survey (survey) to evaluate communication practices and preferences</p>	<p><b>In Progress</b></p>	<p>After the first communications survey was distributed in June 2024, the next annual survey is scheduled for release to district staff, students, and the community around Spring Break 2025.</p>

<p><b>Area 4.2:</b> Evaluate and adjust communication and branding efforts to ensure that it remains effective and relevant, considering communication audit findings and possible integration of new technologies and platforms where appropriate.</p>	<p><b>Met / Ongoing</b></p>	<p>Based on feedback from the first communications survey in June 2024, the district implemented several updates to its communication methods this school year. These include standardizing Crisis Communication through ParentSquare Smart Alerts, which use text features for urgent updates, and centralizing district Facebook accounts by creating a Meta Business portfolio. This ensures all official social media accounts are managed within the district’s business profile, distinguishing them from non-official accounts and allowing contributors to manage school accounts through the Meta Business Suite instead of personal profiles. The district looks forward to gathering additional feedback from the next communications survey, scheduled for release around Spring Break 2025.</p>
<p><b>Area 4.2:</b> Present PJUSD Promise branding strategy and communication audit findings to School Board of Trustees/community.</p>	<p><b>Met / Ongoing</b></p>	<p>The district’s Communications Guide is available on the Communications Department page of our website. The next edition will be shared with trustees through weekly updates once ready for publication. A presentation can be scheduled at the Board’s request.</p>
<p><b>Area 4.3:</b> 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.</p>	<p><b>Met / Ongoing</b></p>	<p>PJUSD’s Student Services Department has hosted a series of Parent Education events, including Student Attendance and Wellness in September, Student Behavioral Support in October, and Leadership and Housing Resources with guest speakers from Invest In Me and Project Sentinel in November. The district will continue collaborating with departments and staff to develop and promote additional parent education events on a variety of topics.</p>
<p><b>Area 4.3:</b> Evaluate event successes/areas of growth by gathering feedback from participants to ensure future improvement.</p>	<p><b>Met / Ongoing</b></p>	<p>Evaluation of the feedback provided by parents attending the Parent Education Events hosted by the Student Services Department is still in progress.</p>
<p><b>Area 4.3:</b> Review and update Parents tab on district website to incorporate relevant information and resources for parents.</p>	<p><b>In Progress</b></p>	<p>District IT Department has begun working on a demonstration video series for Aeries accounts to add to ParentSquare and has connected with the Communications Department to add to the Parents Tab, however, the development of this series is still a work in progress.</p>

<p><b>Area 4.3:</b> Collaborate with district partners to identify complementary education programs and parent/student resources.</p>	<p><b>Met / Ongoing</b></p>	<p>The District has hosted two United Patterson Partner meetings in September and November 2024. These meetings bring together educational partners from throughout the community (businesses, nonprofits, health organizations, local government, etc.) to collaborate on district and community initiatives and identify areas where programs and services complement PJUSD programs and resources.</p>
<p><b>Area 4.3:</b> Evaluate and adjust parent education programs to ensure that they remain effective and relevant, considering feedback from parents and staff</p>	<p><b>Met / Ongoing</b></p>	<p>Evaluation of the feedback provided by parents attending the Parent Education Events hosted by the Student Services Department is still in progress. Additionally, a districtwide communications survey is scheduled to be distributed in Spring 2025 to help evaluate parent, staff, and student feedback.</p>
<p><b>Area 4.3:</b> Present to the School Board of Trustees/community program successes and feedback findings.</p>	<p><b>Met / Ongoing</b></p>	<p>The Board of Trustees is notified of these events via weekly updates when the events occur. A presentation can be scheduled at the Board's request.</p>
<p><b>Area 4.4:</b> 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.</p>	<p><b>Met / Ongoing</b></p>	<p>Since July 1, 2024, the district has made 191 social media posts (as of Nov. 19) showcasing the achievements of students and the district. These posts have reached an average of 127K people per post, with 576K views and a total following of 7K. Of the district's followers, 78% are women, 57% of whom are aged 25-54.</p>
<p><b>Area 4.4:</b> 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><b>Met / Ongoing</b></p>	<p>Based on feedback from the last communications survey, requesting an expansion to Instagram, and data insights from the Meta Business Suite, the district plans to launch an official Instagram account in the second half of the 2024-25 school year. The goal is to expand its reach to the younger adult demographic (ages 18-24), which currently represents just 3% of followers on the district's Facebook account.</p>

<p><b>Area 4.4:</b> Implement identified areas of improvement utilizing feedback from educational partners, such as United Patterson.</p>	<p><b>In Progress</b></p>	<p>The district hosted two United Patterson partner meetings in September and November, providing opportunities for partners to share resources, events, and feedback on district programs and initiatives. A more direct feedback survey will be shared with UP Partners at the final meeting of the school year in May 2025.</p>
<p><b>Area 4.4:</b> 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><b>Met / Ongoing</b></p>	<p>This year, the district has evaluated and updated its communication channels as follows:</p> <ul style="list-style-type: none"> <li>● <b>Crisis Communication:</b> Transitioned from ParentSquare posts (email/preference-based) to ParentSquare Smart Alerts (text/override notifications).</li> <li>● <b>Social Media Oversight:</b> All official district social media accounts were claimed under the PJUSD Meta Business Portfolio, ensuring district oversight while providing appropriate access for content contributors and school-site administrators.</li> <li>● <b>School Branding Training:</b> Conducted training for school communication staff to align messaging, formatting, professionalism, timing, and frequency with district brand standards.</li> <li>● <b>Intranet Launch:</b> Scheduled to launch in the second half of the school year, this internal staff portal on the district's website will provide easy access to important district resources and serve as a platform for staff feedback and suggestions.</li> <li>● <b>Instagram Launch:</b> A district-official Instagram account has been claimed and will be implemented in the second half of the school year.</li> <li>● <b>Social Media Management:</b> Evaluated the potential use of Hootsuite to support expanded platforms like YouTube and LinkedIn.</li> <li>● <b>Virtual Phone System:</b> Explored adding a ParentSquare virtual phone for improved oversight, accountability, and potential cost savings on phone services.</li> </ul> <p>The communications department will continue assessing and implementing these initiatives to enhance district communication standards as appropriate.</p>
<p><b>Area 4.4:</b> Present to School Board of Trustees/community communication channels relating to partner engagement , district successes, and feedback findings.</p>	<p><b>Met / Ongoing</b></p>	<p>Implementation and evaluation results of communication channels were shared with Trustees through weekly Board updates. A presentation can be scheduled upon the Board's request.</p>

<p><b>Area 4.5:</b> Hire a webmaster to regularly monitor the website and ensure it meets the district and educational partners' needs.</p>	<p><b>Met / Ongoing</b></p>	<p>A PJUSD Webmaster has joined the communications team, playing a key role in developing and maintaining the district and school websites. The Webmaster:</p> <ul style="list-style-type: none"> <li>● Maintains a weekly log of department and school site check-ins to ensure pages are up-to-date.</li> <li>● Facilitated the official claiming of Google webpages for all school sites and the district, ensuring full control over online presence and analytics.</li> <li>● Provides monthly website reports to district management, highlighting growth areas and identifying popular pages to better understand web visitor interests.</li> <li>● Assists with and conducts communications training for staff on website access, available tools, and the application of district standards to school and department websites.</li> </ul>
<p><b>Area 4.5:</b> Implement updates to the website, testing and refining, as needed.</p>	<p><b>Met / Ongoing</b></p>	<p>A PJUSD Webmaster has joined the communications team, playing a key role in developing and maintaining the district and school websites. The Webmaster:</p> <ul style="list-style-type: none"> <li>● Maintains a weekly log of department and school site check-ins to ensure pages are up-to-date.</li> <li>● Facilitated the official claiming of Google webpages for all school sites and the district, ensuring full control over online presence and analytics.</li> <li>● Provides monthly website reports to district management, highlighting growth areas and identifying popular pages to better understand web visitor interests.</li> <li>● Assists with and conducts communications training for staff on website access, available tools, and the application of district standards to school and department websites.</li> <li>● Developed district intranet to provide staff secure and easy access to important district resources and serve as a platform for staff feedback and suggestions.</li> </ul>
<p><b>Area 4.5:</b> Utilize analytics to regularly monitor and analyze effectiveness of communication efforts.</p>	<p><b>Met / Ongoing</b></p>	<p>The PJUSD Webmaster provides monthly website reports to district management, highlighting growth areas and identifying popular pages to better understand web visitor interests.</p>

# Year 2 Strategic Plan Goals - Human Resources/Ed. Services

## FOCUS AREA: AREA 5 - Employee Success and Leadership Development

Goal	Status	Evidence
<p><b>Area 5.1:</b> Begin implementation of the comprehensive professional development plan.</p>	<p><b>Met/Ongoing</b></p>	<ul style="list-style-type: none"> <li>● <b>Science of Reading Training:</b> Educational Services provided professional development through SCOE's Getting Reading Right training, with two out of four sessions completed for each grade-level cohort.</li> <li>● <b>Curriculum Training:</b> Focused sessions conducted for high school and middle school teachers (August), K-5 teachers (September), and 6th-grade teachers (October).</li> <li>● <b>New Hire Academy:</b> 72 new hires across three cohorts have completed five sessions, covering Aeries, iReady, curriculum, classroom management, MTSS, and PBIS.</li> <li>● <b>Blended Learning Academy:</b> Six sessions completed, addressing instructional technology tools and strategies, with participants reading <i>The Complete Guide to Blended Learning</i>.</li> <li>● <b>Science Collaboration:</b> Partnered with Fresno County Office of Education for classroom walkthroughs and planning meetings to enhance science instruction.</li> <li>● <b>CAASPP and Data Review:</b> Disaggregated assessment data shared with district administrators; staff trained in STATS data filters and Performance Matters (PM) system usage.</li> <li>● <b>iReady and Additional Assessments:</b> Administered iReady diagnostics for K-12 and STAR Spanish Reading for dual-language students; Interim ELPAC conducted for English learners.</li> <li>● <b>Assessment Tutorials:</b> PAW expectations video (83% completion rate) prepared teachers for fall and spring assessments. Math FIABs for grades 6-12 in fall, grades 3-12 in March 2025.</li> <li>● <b>Leadership Academy 2.0:</b> Focused on leadership development across sessions held in September, October, and December.</li> <li>● <b>Professional Learning Communities (PLCs):</b> Training sessions held in partnership with Solution Tree, culminating in district-wide PD on November 1 and ongoing sessions through early 2025.</li> <li>● <b>Grayson Literacy Plan:</b> Development initiated with educational partner input; aligned with training in SCOE's Getting Reading Right, 95% Group, and Corrective Reading programs.</li> </ul>
<p><b>Area 5.1:</b> Increase the use of technology to support the implementation of the professional development plan and create new</p>	<p><b>Met/Ongoing</b></p>	<p>A PJUSD Professional Development Google Calendar is used to organize all district wide professional development and a Google Sheet is used to track staff participation.</p>

systems to keep track of employee progress.		
<b>Area 5.2:</b> Develop a plan for involving families and community members in understanding and evaluating educational programs.	<b>Met/Ongoing</b>	PJUSD has implemented the Parent Institute for Quality Education (PIQE) this Fall. PIQE is a nonprofit organization dedicated to empowering families through education, fostering partnerships between parents, schools, and communities to support student success. PIQE provides training and workshops that equip parents with the tools and knowledge to actively engage in their children's education and advocate for academic achievement.
<b>Area 5.3:</b> Increase opportunities for teachers to provide feedback on the effectiveness of instructional support.	<b>Met/Ongoing</b>	Teachers provide feedback through professional development surveys and the data is analyzed to make necessary adjustments to future professional development.
<b>Area 5.3:</b> Evaluate coaching model and program effectiveness, revise as necessary.	<b>Met/Ongoing</b>	Gary Soto Consulting, Inc. worked with the Educational Services on August 6 and August 7 to develop a coaching cycle and create a graphic representation for PJUSD. On September 23, the graphic was shared at the Leadership Academy. A follow-up training was held on September 25 to further support the coaches and the graphic of the PJUSD Coaching Cycle has been shared with staff.
<b>Area 5.4:</b> By 9/1/24 identify if the district should continue an Aspiring Administrator or Teacher Program and implement the program.	<b>Met/Ongoing</b>	The Aspiring Administrator Program will take place January through May of 2025 and be held every other year. The Aspiring Teacher Program was held during the 2023-2024 school year and will also be held every other year.
<b>Area 5.4:</b> Expand opportunities as prescribed in Year 1 reflections.	<b>In Progress</b>	This item is currently in progress.
<b>Area 5.4:</b> Begin to utilize community partnerships with surrounding universities and junior colleges to provide training and leadership opportunities.	<b>In Progress and Ongoing</b>	The District has community partnerships with several surrounding universities and colleges.  The District has partnered with TriGroup, Inc. to provide one on one coaching and leadership development to all school site principals this Fall. This will continue into the Winter and Spring of 2025.

<b>Area 5.5:</b> Create opportunities for staff to provide feedback on the effectiveness of the staff code of conduct and training.	<b>In Progress</b>	The Code of Conduct is in the development stage.
<b>Area 5.5:</b> Monitor progress and adjust the staff code of conduct as necessary	<b>Not started yet</b>	Work on this item has not started yet.

## Strategic Plan Overview

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