



San Gabriel Unified School District

Educational Master Plan, 2013-2016

Educational Master Plan Committee 2013-2014

The purposes of the Educational Master Plan Committee are as follows:

- ❖ Review the current EMP and receive an update on the Governing Board priorities.
- ❖ Develop a strategic plan that incorporates major district initiatives related to educational programs that will have a long-term positive impact on our students.
- ❖ Develop goals that include measurable outcomes, timelines, and person responsible to facilitate implementation.
- ❖ Identify people responsible for implementing each activity and reaching objective, to promote progress and ensure accountability.
- ❖ Focus District resources, including staff time and energy, efficiently on important long-range issues, consistent with the District's overall strategic directions.

Committee Members

Member of the Governing Board

Teamsters Representative

Elementary Principal

SGTA Representative

Secondary teacher

Secondary Principal

Secondary Parent

Assistant Superintendent

Elementary Teacher

Elementary Parent

Superintendent

Education Master Plan Goals

1. All students will demonstrate academic proficiency on the ELA and Math Common Core State Standards.
2. All students will demonstrate appropriate behaviors that are conducive to functioning successfully in a classroom environment.
3. All students will have access to technological resources and be proficient in the use of instructional technology.
4. All students will demonstrate proficiency in the ELA/ELD and math Common Core State Standards by reflecting growth in the areas of communication, collaboration, critical thinking, and creativity.
5. All students will demonstrate proficiency on formative and summative assessments aligned to the Common Core State Standards.
6. Students will graduate as responsible citizens who will be able to contribute positively to the local and greater community.

Glossary of Terms

Terms	Definitions
Basic Phonics Skills Test BPST	The Basic Phonics Skills Test is an assessment given in the primary grades that assesses skills such as letter naming, writing letters, identifying beginning, middle, and ending sounds, short vowel knowledge, digraphs, and some basic sight words.
Classroom Walk Through Data	Data and student quotes gathered by teams visiting classrooms.
Collaboration Time	Time set aside for teachers and site administrators to discuss student achievement data including assessment results and student work.
Common Core State Standards CCSS	The Common Core State Standards Initiative is a state-led effort that established a single set of clear educational standards for kindergarten through 12 th grade in English language arts and mathematics that states voluntarily adopt. The standards are designed to ensure that students graduating from high school are prepared to enter credit bearing entry courses in two or four year college programs or enter the workforce. The standards are clear and concise to ensure that parents, teachers, and students have a clear understanding of the expectations in reading, writing, speaking and listening, language and mathematics in school.
English Language Arts ELA	Subjects including fiction and nonfiction reading, phonemic awareness, conventions of written and oral English, as well as opinion, narrative and informational writing, that aim at developing the student's comprehension and capacity for use of written and oral language.
English Language Development ELD	In education, English Language Development (ELD) refers to improving the English skills of students, especially those who are learning English as a second language.

Glossary of Terms cont.

<p>Fountas and Pinnell F & P</p>	<p>A high quality, research based literacy assessment given 1:1 with a teacher and student that helps to determine student’s instructional and independent reading levels, comprehension, self-correction rate, fluency and word attack skills. Assessment results are immediately linked to next steps n literacy instruction.</p>
<p>High Quality Literacy Instruction</p>	<p>Literacy instruction based on decades of education research that includes whole group, small group and 1:1 conferring in both grade level and students’ instructional level reading and writing. A variety of materials may be used in this model, but instruction is based on ongoing formative and summative assessments.</p>
<p>Multiple Measures Assessments MMA’s</p>	<p>A variety of assessments in all subject areas developed by the district and used to measure individual progress as well as reviewing curriculum and instructional practices.</p>
<p>Performance Tasks PT</p>	<p>An assessment exercise that is goal directed. The exercise is developed to elicit students’ application of a wide range of skills and knowledge to solve a complex problem.</p>
<p>RTI Tier I</p>	<p>The first tier of a “Response to Intervention” model which includes effective and research based quality instruction based on the Common Core State Standards, uniform, positive and clear behavioral expectations.</p>
<p>RTI Tier II</p>	<p>The second tier of a “Response to Intervention” model which includes increased intensity, frequency or duration of intervention by classroom teacher, as well as additional support by site and district team members as determined through the SST process.</p>
<p>RTI Tier III</p>	<p>The third tier of a “Response to Intervention” model based on the SST process and possible assessments which may include Special Educational services, behavior interventions or extended learning opportunities if not eligible for Special Education.</p>

Glossary of Terms cont.

<p>Smarter Balanced Assessment Consortium SBAC</p>	<p>The Smarter Balanced Assessment Consortium (Smarter Balanced) is a state-led consortium working to develop next-generation assessments that accurately measure student progress toward college- and career-readiness. Smarter Balanced is one of two multistate consortia awarded funding from the U.S. Department of Education in 2010 to develop an assessment system aligned to the Common Core State Standards (CCSS) by the 2014-2015 school year.</p>
<p>Student Study Team SST</p>	<p>An SST is a pre-referral action plan process for intervention. It is efficient and effective ways to bring together all resources in the best interest of helping a student reach his or her potential. The Student Study Team meets to explore and problem-solve, in order to help and support students facing challenges in general education classes. The team is a problem solving group that can define the needs of the students and help translate those needs into accommodated curriculum and instruction. The SST process is a function of general education that must be considered prior to a referral for special education services or 504 accommodations.</p>

Action Plans

Closing the Achievement Gap

Planned Improvements in Student Performance

GOAL: All students will demonstrate academic proficiency on the ELA and Math Common Core State Standards.

Action	Timeline	Person(s) Responsible	Success Measures/or Evaluation
Develop a collaboration time model at elementary and middle school levels that allows for student data discussions, data-driven instructional decisions, and sharing of research-based practices.	November-June 2015	Asst. Supt. of Ed. Services & Principals	Agendas, minutes, student work samples, student data
Develop a uniform Student Study Team (SST) process district-wide to ensure it meets the needs of general education students.	February 2015-June 2015	Director of Student Supports & Principals	SST process flowchart & documentation
Define district-wide expectations for ELA/ELD and Math Tier I, Tier II and Tier III instruction and intervention, purchase necessary research based tools, and monitor fidelity of implementation.	January 2015-June 2015	Asst. Supt. of Ed. Services & Principals	ELA/ELD and Math plans/materials & classroom walkthrough data
Build master schedules at all grade levels to accommodate ELA/ELD and Math Tier I, Tier II, and Tier III instruction and intervention during the school day and, if needed, hire intervention teachers.	August 2015-2016	Principals & Asst. Principals	Classroom walkthrough data and master schedules
Develop a K-5 expectation guide for high quality differentiated literacy instruction and intervention and for the consistent use of progress monitoring tools (such as Basic Phonics Skills Test (BPST), Fountas and Pinnell (F&P) and running records), and create a system of accountability for progress monitoring.	December 2013-June 2014	Asst. Supt. of Ed. Services & Principals	K-5 expectation guides Progress monitoring data & classroom

Action	Timeline	Person(s) Responsible	Success Measures/or Evaluation
<p>Conduct walk-throughs of K-5 classrooms to check fidelity of implementation of high quality differentiated literacy instruction and intervention and provide professional development in needed areas.</p> <p>Investigate ELA research-based small group instruction tools (Daily 5 tools, CAFÉ tools, Readers Workshop, F&P intervention kits), invest in tools for use by pilot group of teachers and provide training on use of tools. If tools prove to be successful with pilot group, then purchase for larger group and train all teachers in the use of these tools to build capacity for small group instruction.</p> <p>Evaluate new K-12 CCSS math curriculum.</p> <p>Evaluate new K-12 CCSS ELA/ELD curriculum.</p>	<p>November 2014-June 2015</p> <p>August 2013-June 2015</p> <p>August-December 2014</p> <p>January-March 2015 (if available)</p>	<p>ELA TOSA & Principals</p> <p>ELA TOSA & Principals</p> <p>Asst. Supt. Of Ed. Services</p> <p>Asst. Supt. Of Ed. Services</p>	<p>walkthrough data Classroom walkthrough data</p> <p>Student work samples, classroom walkthrough data, and schedule of visitations</p> <p>Adoption of math materials</p> <p>Adoption of ELA/ELD materials</p>

Planned Improvements in Student Performance

GOAL: All students will demonstrate appropriate behaviors that are conducive to functioning successfully in a classroom environment.

Action	Timeline	Person(s) Responsible	Success Measures/or Evaluation
Review and refine Schoolwide Behavior Expectations.	November 2013-June 2014	Principals, Assistant Principals & Counselors	Expectations shared with students & parents. Decrease in behavior referrals and suspensions.
Develop tools and/or incentives for teachers to use to support positive student behavior.	August 2014-June 2015	Principals, Assistant Principals & Counselors	Listing of Tools/ Incentives shared with students & parents.
Develop and implement a process to discuss students not responding to re-taught behavior expectations, in order to design Tier II behavior interventions and develop a monitoring plan.	August 2014-December 2014	Principals, Assistant Principals, Counselors & Psychologists	Sample monitoring plans, student data, and meeting and notes
Standardize Documentation of Behavior Supports and Intervention.	December 2014-June 2015	Director of Student Support, Principals, Assistant Principals & Counselors	Documentation review, student data, and summary report of student supports
Develop SST Articulation plan from Elementary Schools to Middle School and from Middle School to High School.	August 2014-June 2015	Director of Student Support, Principals, Assistant Principals & Counselors	Plan shared with staff. SST documentation

Planned Improvements in Student Performance

GOAL: All students will have access to technological resources and be proficient in the use of instructional technology.

Action	Timeline	Person(s) Responsible	Success Measures/or Evaluation
Evaluate existing technology paradigms (1:1 Device Implementation, Technology Labs, and Teacher Technology Devices) and adopt a K-12 Educational Technology Vision.	Dec 2013- June 2014	Educational Technology Vision Committee	Agendas, minutes, sign-in sheets, copy of current technology plan
Recommend a new Professional Development Implementation Plan.	January, 2015	Educational Technology Vision Committee	PD Implementation Plan
Develop a method to improve, measure, and track student technological proficiency.	June 2014-June 2015	Educational Technology Vision Committee	Student data, tracking protocol and meeting notes

Action Plans

Accountability

Planned Improvements in Student Performance

GOAL: All students will demonstrate proficiency in the ELA/ELD and math Common Core State Standards by reflecting growth in the areas of communication, collaboration, critical thinking, and creativity.

Action	Timeline	Person(s) Responsible	Success Measures/or Evaluation
Establish K-12 CCSS Committee to review and identify instructional shifts and curriculum changes needed to implement the CCSS. <ul style="list-style-type: none"> • Design and implement trial performance tasks (PT) • Creation and implementation of unit templates 	Est. Committee: 2011-2012 School Year <ul style="list-style-type: none"> • 2012-2013 • 2013-2014 	Assistant Superintendent Educational Services, Director of Special Projects, Principals, TOSAs, Teacher Leaders, teachers	Evaluate data from trial performance tasks, unit templates, revisions to performance tasks, and collection of student PT data. Math and ELA goals to be included in school SPSAs.
Establish CCSS Subject committees at the elementary and secondary levels to plan and develop instruction. <ul style="list-style-type: none"> -Elementary CCSS Language Arts Committee -Elementary CCSS Math Committee -Secondary CCSS Language Arts Committee -Secondary CCSS Math Committee • Design and implement trial performance tasks specific to grade and subject • Instructional focus will be aligned to the skills identified by the Common Core State Standards 	Elem ELA: 2011 and ongoing Sec. ELA: 2011-ongoing Elem MA: 2013-ongoing Sec. MA: 2013-ongoing	Assistant Superintendent Educational Services, Director of Special Projects, Members of CCSS committees, Principals, TOSAs	Evaluate data from trial performance tasks, unit templates, revisions to performance tasks, and collection of student PT data. Math and ELA goals to be included in school SPSAs. Site Professional Objectives Plan (POP) goal.

Action	Timeline	Person(s) Responsible	Success Measures/or Evaluation
<p>Professional Development: To ensure Common Core implementation, the District will:</p> <ul style="list-style-type: none"> • Lead training on components of the CCSS and associated Smarter Balance Examination. • Send teachers and district staff to attend CCSS training sessions (Service Provider to be determined) • Train the CCSS Advisory Committee on CCSS on best practices, and sample performance tasks from other states and districts • Oversee site trainings on instructional strategies, PT and unit development and implementation. • Provide training on writing through the UCLA Writing Project and Units of Study (Lucy Calkins). • Offer opportunities for teachers and staff to attend conferences focused on CCSS topics. • Utilize members of the CCSS Advisory Committees to train school faculty. 	2011-ongoing	Assistant Superintendent Educational Services, Director of Special Projects, Members of CCSS committees, Principals, TOSAs	Training evaluations, classroom walk through data as observed by administrators, peer observations. Notes from conference/training session share outs.

Formative and Summative Assessments

GOAL: All students will demonstrate proficiency in the ELA/ELD and math Common Core State Standards by reflecting growth in the areas of communication, collaboration, critical thinking, and creativity.

Action	Timeline	Person(s) Responsible	Success Measures/or Evaluation
Technological infrastructure			
To prepare for administration of SBAC, evaluate infrastructure and hardware readiness.	Summer and fall 2013-2014	District Tech Staff. School Site Techs, Principals	Equipment inventories
Develop purchasing plan for hardware and software	Winter 2013-Spring 2015	District Tech Staff	Completed plan
Identify and train personnel to work as site technicians and proctors	Winter 2013-Spring 2015	Assistant Superintendent Educational Services, Principals, Director of Technology.	Hired staff, completed training plan
Install needed hardware and software for SBAC implementation	Winter 2013-Fall 2014	District Tech Staff	Computer labs functioning and ready for spring 2014 field testing.

Formative and Summative Assessments

GOAL: All students will demonstrate proficiency on formative and summative assessments aligned to the Common Core State Standards.

Action	Timeline	Person(s) Responsible	Success Measures/or Evaluation
<p>To ensure Common Core implementation, the District will utilize the K-12 CCSS Committees to review, revise, and create benchmark assessments and performance tasks aligned to the CCSS.</p> <ul style="list-style-type: none"> • CCSS Committees will create common language to ensure that performance tasks and benchmark assessments are consistent and well defined across school sites. • Elementary CCSS Committee will design and implement trial performance tasks (PT) per grade level • Secondary CCSS Committee will establish guidelines for creation and implementation of performance tasks per subject/discipline. 	<p>Elem: PT creation 2012-13</p> <p>Sec: PT Guidelines, design, implementation-2012-13.</p>	<p>Assistant Superintendent Educational Services, Director of Special Projects, Principals, TOSAs, Teacher Leaders, teachers</p>	<p>Trial performance tasks, revisions to performance tasks, collection of student PT data.</p>
<p>Benchmark Assessments: To ensure Common Core implementation, the District will:</p> <ul style="list-style-type: none"> • Departments and grade level teams revise benchmark assessments (to replace MMAs). • Departments and grade level teams administer new benchmark assessments in the fall of each school year. • Departments and grade level teams review fall benchmark data and administer new benchmark assessments in the winter and spring of each school year. 	<p>Review and Revision: to begin 2013-14 and ongoing.</p> <p>Administration of exams: to begin fall 2014-2015 and be ongoing.</p>	<p>Assistant Superintendent Educational Services, Director of Special Projects, Members of CCSS committees, Principals, TOSAs</p>	<p>Trial performance tasks, revisions to performance tasks, collection of student PT data.</p>

Action	Timeline	Person(s) Responsible	Success Measures/or Evaluation
<p>Performance Assessments: To ensure Common Core implementation, the following will occur in a yearly cycle:</p> <ul style="list-style-type: none"> • Departments/grade level teams evaluate performance task data and revise accordingly. • Administer one performance task per grade/course. • Departments and grade level teams create one additional performance task per grade/course for the next school year. • Administer first performance task in each grade/course. • Administer second performance task in each grade/course. 	<p>Evaluation/revision/administer first PT: fall 2013-14. Process to be ongoing.</p> <p>Design and administration of additional PTs: 1st PT in fall 2014-15, second in spring 2015. Process to be ongoing.</p>	<p>Assistant Superintendent Educational Services, Director of Special Projects, Members of CCSS committees, Principals, TOSAs</p>	<p>Trial performance tasks, revisions to performance tasks, collection of student PT data.</p>
<p>Data Analysis: To inform instructional and assessment decision-making to aid in Common Core implementation, the following will occur on a yearly cycle:</p> <ul style="list-style-type: none"> • Departments and grade level teams will utilize item analysis strategies to determine test question efficacy. • Departments and grade level teams will examine student responses to determine trends and gaps over time. • Teachers collaborate on performance task calibration and data analysis. 	<p>2013-14 and ongoing</p>	<p>Assistant Superintendent Educational Services, Director of Special Projects, Members of CCSS committees, Principals, TOSAs</p>	<p>Trial performance tasks, revisions to performance tasks, collection of student PT data.</p>

Action Plans

Citizenship

Planned Improvements in Student Performance

GOAL: Students will graduate as responsible citizens who will be able to contribute positively to the local and greater community.

Action	Timeline	Person(s) Responsible	Success Measures/or Evaluation
<p>Develop a series of behavioral interventions to reduce the disciplinary infractions in schools.</p> <p>Review disciplinary infractions from past years.</p> <p>Target high priority infractions.</p> <p>Set targets.</p>	<p>Draft of interventions developed by summer 2015, implementation in fall of 2016.</p>	<p>Director of Student Services Counselors School Admin</p>	<p>Count of disciplinary infractions in student information system (SIS), count interventions implemented in SIS, surveys (staff, parents)</p>

Action	Timeline	Person(s) Responsible	Success Measures/or Evaluation
Develop/implement regular meetings with counselors starting in 6 th grade that provides guidance to students/parents about life planning.	Meeting schedule to be developed by summer 2014, topics related to life planning to be developed by fall 2014 with implementation in spring 2015.	Principal/Head counselor at respective schools	Extract information from SIS showing the frequency and topic of the meetings.
Allowing/encouraging all student the opportunity for extra-curricular activities—the “everybody tries out” mentality. Develop an open access policy that allows all students the opportunity to be eligible.	Policy for open access to be developed by summer 2014. Implementation to start in fall 2015, with full implementation by fall 2016.	Policy developed by Ed Services and implemented by site administrators.	Teacher feedback, growth of programs (measured by student count) Increased participation of students in underrepresented subgroups
Investigate some type of community service requirement for graduation.	Form advisory committee to develop guidelines and requirement for community service by end winter 2014. Board approval in spring 2015 with implementation for freshman class in fall 2016.	Ed Services and Superintendent/Board	Measure the success by count of students who meet the requirements starting in 2020, when they are seniors.

Action	Timeline	Person(s) Responsible	Success Measures/or Evaluation
Investigate a “buddy program” for our elementary schools.	Form committee with preliminary study by summer 2015. Develop formal structure by spring 2016 with implementation in fall of 2016.	Director, Student Services or Ed Services	Surveys of students/parents/staff
Increase parent involvement that supports the school culture through community building activities.	Develop draft activities by summer 2014. Secure resources by fall of 2014. Begin implementation in spring 2015.	Structure of activities to be developed by principals, who will work with site staff, in coordination with Asst. Supt, Ed Services	Parent feedback, growth of activities.