

Norma Martinez, State Appointed Trustee, August 1, 2011
Goal & Performance Objectives Update

Goal: Develop a high functioning district with high academic achievement for students

Areas of Focus	Performance Objectives	Preliminary Implementation Strategies Developed in 2010-2011	Progress Toward Meeting Performance Objectives as of July 1, 2011
1. Conduct an Assessment of District Needs	Complete Comprehensive Assessment of the District's problems/deficits contributing to the underperformance of students	<p>DAIT provider will complete district capacity study.</p> <p>The DAIT provider will work with the Trustee and Superintendent to complete all assessments and reports of the district's problems and/or deficits contributing to the severe under-performance of students.</p> <p>Submitted to State Board of Education and approved prior to September 30, 2010</p>	<p><u>The following was accomplished:</u> Submitted to State Board of Education and approved prior to September 30, 2010</p>
2. Develop a District Corrective Action Plan	A Corrective Action Plan will be created based on the findings of the Comprehensive Needs Assessment Report	<p>The district will be required to implement the identified needs addressed in the Corrective Action Plan in the following areas: Governance, Instruction, Fiscal, Human Resources, Data Systems, Professional Development, & Parent/Community Involvement.</p> <p><i>(Performance objectives will be revised according to additional findings in assessment report.)</i></p>	<p><u>The following was accomplished:</u> Submitted to State Board of Education by November 30, 2010 and posted as an informational memo on April, 2011. This extensive Corrective Action Plan was developed and systematically implemented through:</p> <ol style="list-style-type: none"> 1) Approval of local Board of Trustees (November 18, 2010), 2) Review and implementation by the District Leadership Team; 3) Delivery of strategies through District mainstream and Special Education teachers as well as instructional support

			staff including all Coaches.
3. Improve District Governance	<p>Review all district Board policies, administrative regulations and protocols to conform to state and federal requirements.</p> <p>Board and Superintendent will work with the State Trustee to establish criteria for the District to move from Option A to self-governance.</p>	<p>All necessary revisions, additions, deletions of district board policies and administrative regulations will be reviewed by California School Board Association (CSBA) and district staff for board adoption as appropriate.</p> <p>Board and superintendent will demonstrate competence to assume full management and responsibility for self-governance and ensuring the continued growth of student achievement.</p>	<p><u>The following was accomplished:</u> 80% OF Board Policies and AR's were completed by July 1, 2011. The commitment is to complete all of the board policies and post them on-line for users. The Superintendent and her assistant have been designated to verify that all managers, schools and educational community committees have electronic access to up-to-date policies.</p> <p>Eight (8) Governance Training Sessions with the Superintendent and the Board conducted by CSBA were completed by July, 2011.</p> <p>The school board has a new Governance Handbook; a mission and vision statement; commitment statements; a code of conduct; a protocol for conducting public meetings; and a firm commitment to improved governance. All can be viewed on the GUSD Webpage.</p> <p>All board members have or will participate in CSBA's Master's in Governance program. Two Board members currently enrolled in Masters in Governance Training sessions through CSBA. Two of Board members hold a Certificate of Completion of Masters in Governance through CSBA. One member will be enrolled in the 2011-2012 school year.</p>
4. Establish an Effective	Create a two-way communication plan for	A Communication Plan will be developed with structures and	<p><u>The following was accomplished:</u> <i>All actions which included systems, structures and calendars have</i></p>

<p>Communication Process</p>	<p>all stakeholders regarding student achievement, academic expectations and accountability requirements.</p>	<p>protocols that outline the flow and means of communication among and between all employee groups and community. The Communication Plan will convey information about district initiatives, student achievement, academic expectations and accountability requirements.</p> <p>A list with calendared dates for Board meetings, agendas and minutes will be developed. All Board meetings will be followed by electronic communication to district administrators and principals of meeting outcomes and actions.</p> <p>An annual calendar and agenda format will be established for administrative meetings with outcomes communicated to participants and the Board of Education.</p> <p>A district bulletin system and administrative handbook will be developed.</p>	<p><i>been completed.</i></p> <p>A comprehensive communication plan was developed by the interim superintendent and was board approved in March, 2011. The purpose of the plan is to present a clear and concise framework for communicating with the school community. The plan addresses two main types of school district audiences: 1) internal (student, staff, administration, board of trustees) and 2) external (parents, businesses, civic groups, religious groups and other members of the Greenfield community). Examples include weekly newsletters to parents, community forums, media outreach, superintendent newsletters, board highlights, e-mail blasts, and other activities that give the district visibility in the community.</p>
<p>5. Improve Student Academic Achievement</p>	<p>Improve student performance at all schools:</p> <ul style="list-style-type: none"> • Two Schools out of four (Chavez & Oak) with an API of 700+ will exit Program Improvement 	<p>Review all relevant student data for improving instruction for students.</p> <p>Strict adherence and implementation of the Corrective Action Plan to improve student performance at all schools.</p>	<p><u>The following was accomplished:</u> By June 2011: Chavez & Oak Schools will have exited PI status. The district is awaiting results.</p> <p><u>Chavez:</u> STAR Test data will be released on August 24, 2011. Based on preliminary review of student by student data, it is anticipated that the District will have to complete some data correction during the October timeline provided by the CDE. With this anticipated</p>

	<ul style="list-style-type: none"> • Two Schools out of four (Vista Verde & GES) will attain safe harbor in program improvement • Remaining two schools (Vista Verde & GES) will exit Program Improvement 	<p>Strategies will include a focus on all subgroups and in particular students who are English Learners and students with disabilities.</p>	<p>correction, Chavez will be in a position to safe harbor and exit PI status.</p> <p><u>Oak</u>: A similar detailed review of Oak data will be completed</p> <p><u>Vista Verde</u>: Continue the strict adherence and implementation of the Corrective Action Plan and continued implementation of strategies with all focus groups and subgroups to meet June, 2012 timeline.</p> <p><u>GES</u>: Greenfield Elementary School was awarded a SIG Grant. The school was transformed via the design of two small academies: Mary Chapa K-2; El Camino Real, 3-5. Additionally, a decision was made to expand into grade 6 for the 2011-2012 school year. These academies are focused on academic acceleration through literacy, science and technology to reverse the chronic under achievement.</p>
<p>6. Comprehensive Professional Development Plan</p>	<p>Create a comprehensive professional development plan for all employees.</p>	<p>Implement the professional development component as identified in the Corrective Action Plan to include but not limited to:</p> <ul style="list-style-type: none"> - Provide materials-based training to teachers and administrators in the adopted mathematics and reading language arts instructional programs -Train principals and coaches to implement the curriculum and effective teaching techniques as measured by the academic program survey. -Provide training and ongoing support to coaches in assisting teachers with developing differentiated lesson plans 	<p><u>The following was accomplished:</u> A full calendar of professional development was achieved at the district and school sites resulting in cultural shifts, improved instruction, better leadership and systematic reform. Everyone is anxiously awaiting the test results.</p> <p>All principals participated in formal training and classroom walk through support.</p> <p>Additional teacher training was available this summer; 40-hours of support for <u>both</u> reading language arts and mathematics. All summer activities will be followed by extensive support throughout the school year.</p> <p>Classroom walk through training was provided this summer and additional site specific support is planned for 2011-12.</p> <p>The focus of 2010-11 has been refinement of data protocols. During 2011-12, principals and coaches will work with teachers to engage</p>

		<p>and implementing high-probability instructional strategies for students with disabilities and English learners.</p> <p>-Establish a district calendar for comprehensive professional development and ongoing support.</p>	<p>the process within the classroom. Data results will be used to measure the outcome.</p> <p>OARS was widely trained and used.</p> <p>Use of a common data protocol and analysis was modeled three times at every site using individual formative student data from new assessments. This practice will be continued in coming year with more activities connected to classroom walk through data and formative results.</p>
7. Evaluation Systems of District Employees	Create effective evaluation documents and protocols for evaluating staff.	<p>Design effective evaluation tools for administrators and teachers.</p> <p>Formulate, define, and adopt systems for evaluation which include student performance as one criterion.</p>	<p><u>The following was accomplished:</u> The State Trustee has implemented a district systematic plan to build specific leadership skills that ensure principal support and increased student achievement. All programs have been fully implemented; formative data collected; collaborative settings have been used to review results and discuss next steps to improve instruction quarterly; and teachers have received real time feedback on student achievement. Principals have participated in all the collaborative meetings. An executive coach has assisted principals to improve their skills and will continue in 2011-2012.</p> <p>Revision of the teacher evaluation process has been slated for action for the 2011-2012 school year by the district leadership and the Greenfield’s Teacher’s Association.</p> <p>A review of the existing administrator evaluation process and timelines was begun in the fall of 2010. However, the subsequent retirement of the superintendent postponed progress in this area pending a selection of the permanent superintendent.</p>
8. Improve Data Collection & Data Analysis	All school sites will uniformly administer and analyze common district benchmark assessments.	District will be using the On-line Assessment Reporting System (OARS) operating system to develop formative assessments appropriate to grade	<p><u>The following was accomplished:</u> OARS was reinstated, DIBELS was administered three times at all grade levels, and INSPECT Formative Assessments were used three times to measure standards-based learning. Data were reviewed by</p>

		levels, student placement, and academic requirements and to monitor student academic progress.	<p>teachers and principals quarterly with external expert support to interpret and act on results.</p> <p>District began successful implementation of transition from SASI to eSchoolPlus by July 1, 2011. This was considered a major undertaking due to inconsistencies in SASI information system.</p> <p>A fully implemented and monitored district system for providing, giving, analyzing, and using student formative assessments aligned to state standards was established and required at all sites. A district assessment matrix was developed and implemented.</p>
9. Collective Bargaining Contracts	The district's collective bargaining agreements will be negotiated and ratified.	Meet as necessary with the union leadership to meet and confer regarding negotiation and ratification of the collective bargaining contract.	<p><u>The following was accomplished:</u></p> <p>By November, 2010, Superintendent and District team successfully negotiated with the Greenfield Teachers Association completion of the 2008-2009, 2009-2010, and 2010-2011 bargaining agreements, which had not been current. Both teams are in the beginning stages of negotiating the new contract for the 2011-2012.</p> <p>Regularly scheduled monthly meetings with GTA/CSEA (part of communication plan) lead to resolution of both certificated and classified issues as they arose including the sensitive personnel in teacher re-assignments necessary for meeting the needs of children for the 2011-2012 school year.</p> <p>There was one CSEA grievance that was filed and resolved amicably recognizing that no contract violation had occurred for the entire year.</p> <p>This positive relationship allowed the focus to remain on curriculum restructuring, professional development, and a system that is student focused and data driven.</p>
10. School Facilities	A District Facilities Master Plan will be developed and	Trustee will work with Superintendent and staff to design the new facilities master plan for potential student	<p><u>The following was accomplished:</u></p> <p>The current Facility Master Plan is four years old. However, on November 18, 2010, a comprehensive District facility update was</p>

	implemented.	growth.	<p>presented to the Board of Trustees, in the context of bond measure, redevelopment fees, and deferred maintenance allocations. All projects were delineated by specific site.</p> <p>The District is currently working with VANIR Associates to complete a feasibility review for constructing a new school at the original Greenfield Elementary School site. The District has secured funding of \$74,000 grant for initial Toxic Substance Control study and report.</p> <p>Plans are underway through staff and VANIR Associates to request funding through one or more School Facility Program projects. The Board has taken action to designate District representatives to accomplish the task of obtaining funding for a new school.</p>
11. Systems	Develop structures and systems at the district, site and classroom levels for long-term student success	Program Advisories will be a standard format for school and district communication throughout the system and communicate the full implementation of the Academic Program.	<p><u>The following was accomplished:</u> Previous Superintendent developed a template for the “Program Advisory”. Upon her retirement on December 31, 2010, this particular action step was deferred for implementation in year 2011-2012.</p>