



# Strategic Plan

## Colton Joint Unified School District

### Our Mission

The Mission of the Colton Joint Unified School District, a team of caring employees dedicated to the education of children, is to ensure each student learns the academic knowledge and skills necessary to thrive in college or in the workforce and be responsible, productive citizens by providing engaging, challenging, and enriching opportunities and specialized programs in a safe environment in partnership with students, families and our diverse communities.

### 5-Year Objectives

1. To double the percentage of students who perform at the proficient and advanced level on the California Standards Tests.
2. To have at least 95% of our students graduate with a high school diploma.
3. To prepare 100% of our students for successful transition to college and/or a career technical field.
4. To provide the Board data and recommendations to assist it in maintaining the fiscal integrity of the District. Managed the resources of the District well.

## **BOARD OF EDUCATION:**

Patt Haro, President

Robert D. Armenta, Jr., Vice President

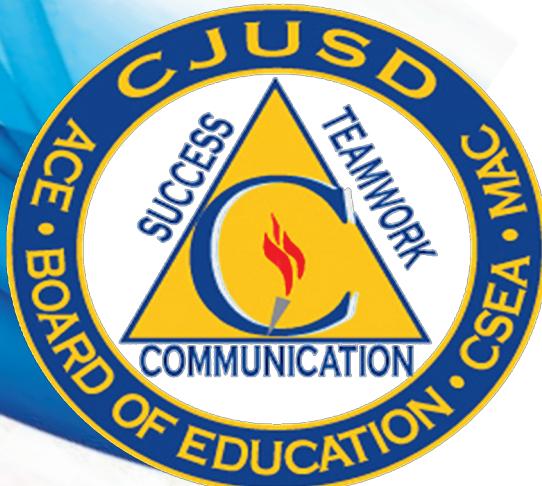
Frank A. Ibarra, Clerk

Randall Ceniceros

Roger Kowalski

Laura Morales

Pilar Tabera



**Superintendent**

Jerry Almendarez

## **Assistant Superintendents**

Mike Snellings, Educational Services

Jaime Ayala, Business Services

Ingrid Munsterman, Human Resources



# Strategy #1— Communications

## Communication - Technology - Personnel

The Superintendent continues to meet regularly with principals, parent groups and members of his Superintendent's Consortium and his Student Consortiums to both share information and gather input. Executive Cabinet meets regularly with the Association of Colton Educators. Special community meetings are held on specific critical issues such as boundary changes and the budget. Information is also shared with the community through regular press releases, Tele-Parent messages, flyers and meetings. The Superintendent sends messages directly to all staff monthly to share important information and offer support, praise and encouragement.

All Assistant Superintendents and the Superintendent continue to perform regular visits to school sites and review accomplishments with a special focus on the implementation of Explicit Direct Instruction. This information is then submitted to Executive Cabinet where the information is discussed. Talking Points from Executive Cabinet are emailed weekly to principals and department heads with instructions to share the information with staff.

We have increased the number of district translators and have been able to streamline the request for translations and created a filing system where translators in both the Communications and Language Support departments can share documents. As we continue to increase efficiency and collaboration, also more sites have been taking advantage of the service. During the month of May 2011, there were a total of 230 documents sent by school sites and departments to the district translators. Of those, 215, or more than 95 percent, were returned either the same day or the next day. We have purchased additional listening devices for interpretation during meetings to allow for use at school sites. While our current budget crisis precludes continuing to hire additional bilingual personnel at this time, district translators work with school sites to provide additional necessary interpretation services whenever possible.

Zangle is in its third year of full implementation and has met all of its expectation of the district. Student Connect and Pulse is actively being used at every secondary school as a means of school to parent, school to student and staff to staff communication. Student Connect instructions have been fully translated into Spanish per the request of the DELAC. Parents and students are increasingly relying on Student Connect to monitor classroom progress. This has brought to light the need for a board policy establishing expectations for the timely update of the Zangle Grade Book so that parents and students have consistent and up-to-date grade information. The website templates have been fully deployed for all sites and the district office. IT continues to work with the school sites to keep the web pages current.

The IT department has installed the wireless network systems at 17 school sites. Pending the receipt of future E-Rate funding, the district-wide wireless solution is scheduled to be completed in late 2012. This will enable more convenient access to internal district programs and services from anywhere in the district.

We continue to offer training on various Microsoft applications as well as our student information systems. Many of our sites have established parent resource centers that include computer access and educational materials as well as parent institutes to provide education on a variety of topics. These have served to be very valuable services to our parents.

Our current automated parent notification system will be adding an email broadcast feature in the coming year similar to its current telephone broadcast system. This will enable us to broadcast electronic newsletters and announcements.

Strategy 1 was very broad in its scope encompassing technology, communication and personnel. The strategy continues to be of the highest priority as we make efficiency, communication and reaching out to all stakeholders an ever-evolving process.

**We will establish an effective internal and external communications system to keep all partners informed about our mission, objectives, strategies, policies, successes and strengths.**



# Strategy #2—

## Curriculum

### Literature - Language - Instruction

Implementation of Strategy 2 Curriculum continues to be reviewed and revised. Many of the goals under this area of the Strategic Plan have been realized and implemented however, with the changing needs of our students, curriculum requirements, state and federal guidelines and the development of the National Common Core Standards these goals are constantly being updated.

Placement protocols have been developed for both language arts and math. Staff has been trained in the administration of the assessments and placement procedures. All staff was provided a 5 day SB 472 training in the core adopted Math materials and there has not been a new adoption for English Language Arts. A three year staff development plan was funded and initiated during the 2011-12 school year to train all teachers in EDI (Explicit Direct Instruction) a research based, high yield instructional strategy that will address the needs of students in all content subject areas. As part of this three year plan and beginning in 2011-12, all administrators will be trained in leadership skills to effectively implement and monitor the EDI strategies. Identified instructional coaches at each site will be trained to give teachers additional support in EDI strategies. The next step is to work on an evaluation tool to review and monitor each sites placement process.

EL Placement protocols have been developed and continue to be refined. At the Elementary level, this protocol is used effectively to ensure a 30-40 minute ELD block for EL's at their appropriate level according to current CELDT scores. At the secondary level, there is a protocol for placement of EL students in the most appropriate instructional setting, including placement in advanced classes, or intervention classes. The next step is to train secondary counselors on the use of this protocol to place EL students in the appropriate instructional program.

There has been a concerted effort to provide teachers with high quality professional development district wide. A five day SB 472 English Learner Professional Development training was provided to elementary and secondary teachers. The next step is to provide teachers with coaching opportunities in the classroom to ensure the implementation of these strategies. The District has developed a walkthrough form to monitor the implementation of EL strategies that allows maximum opportunities for student engagement and student success. Next steps will be to continue regular classroom walkthroughs to ensure EL strategies are being implemented daily.

At the elementary level, ELD benchmarks have been identified within the RLA benchmarks given to all students. EL Students receiving a score below 60% on these ELD benchmarks receive interventions.

At the secondary level, teachers in SEI classes use VPOR to monitor progress of EL students in Levels 1, 2, and some 3's. The next step is to develop formative assessments for EL level 3's and 4's in ELM classes. We are currently piloting an Academic Language Development (ALD) program to address the needs of these EL students.

All Students, including English Learners, identified as being two or more years below grade level are placed in a reading intervention program. Teachers monitor student progress through the use of VPOR-on-line assessment tool.

The scope and sequence is in place for EL students in levels 1, 2 and some 3's. There is a need to develop a course to address the needs of "Long Term English Learners" who need Academic Language Development (ALD) and not necessarily English Language Development (ELD). This will prepare this group of students to be successful in mainstream English classes. The next step is to monitor the Pilot program "English 3D" to see if it meets the needs of our students. If the decision is made to keep the program, a course description will be developed and implemented.

**We will effectively implement state-adopted curriculum for all students and use assessment data to provide targeted assistance to non-proficient students in order to increase performance on state tests.**

# Strategy #2— Curriculum

## Training - Strategies - Assessments



Pacing guides are being revised during the 2011-12 school year to determine where social studies and science curriculum can be used to teach the language arts standards. We have identified this as a need in order to prepare students for the National Common Core Standards that will be assessed in the 2014-15 school year. Interpretation and analysis of science and social studies informational text is a significant part of the Language Arts National Common Core Standards. This will require a shift in classroom instruction.

As mentioned, a three year staff development plan was initiated in the 2011-12 school year and all administration, classroom teachers and instructional coaches will be trained in Explicit Direct Instruction. A walkthrough form has been developed to measure the level of implementation of EDI strategies in the classroom.

Standards aligned pacing guides were developed for English Language Arts and Math. Key standards were identified within the pacing guides and additional time to focus on these standards as well as re-teaching opportunities was allotted for.

Academic language has been identified and incorporated into the pacing guides. Supplemental materials have been identified in the pacing guides to assist teachers in teaching the California Content Standards.

Next steps include developing a vertical articulation plan to ensure the collaboration between grade levels and content areas to ensure the mastery and rigor of standards is being taught.

A district inventory data system is in the process of being implemented to track all instructional materials required to deliver Board adopted curriculum for each content area.

All site administration and staff have been trained in the implementation of Response to Intervention (RtI) All sites have developed an RtI pyramid to strategically and systematically place students into intervention programs. A universal screening has been implemented to identify and progress monitor all students needing intervention. Tier one of the pyramid is identified as effective implementation of the core program, differentiating instruction and maximizing instructional time. The training of all staff in the Explicit Direct Instruction will support Tier I of the RtI process. The Language! Program has been implemented at the elementary and middle school level as a Tier 3 intensive intervention program to meet the needs of students who are 2 or more years below grade level. The district continues to provide ongoing staff development in the implementation of the RtI process.

Standards aligned benchmarks were developed with the help of a benchmark committee comprised of teacher representatives from each site. These benchmarks will be revised next year to begin to bridge the gaps between our current standards and the National Common Core standards. All ELA benchmarks have been aligned to California Content Standards. Teachers complete a data analysis protocol after all ELA and Math benchmark assessments to determine student's strengths and weaknesses and to guide instruction. Elementary Assistant Principals were trained as data coaches to provide staff development and ongoing coaching at the sites.

Next steps are being planned to address the goals under these plans. As mentioned in plan 4 and 5, we are currently evaluating how we can incorporate social studies and science curriculum in the teaching of the language arts standards in preparation for National Common Core standards. This will be an area of focus for 2012-13 school year.

**We will effectively implement state-adopted curriculum for all students and use assessment data to provide targeted assistance to non-proficient students in order to increase performance on state tests.**



# Strategy #3— Program Evaluation

## Programs - Policies - Procedures

A board policy has been completed and adopted by the Board of Education. The policy was written to encompass the evaluation of both curricular and non-curricular programs. This will be an on-going process that evaluates newly proposed programs and allows for the evaluation of existing programs.

Two Advisory Committees have been formed to evaluate curricular and non-curricular programs and are in place to meet as needed to evaluate programs.

This process of program evaluation will ensure the effectiveness of district services that make the greatest contribution to the educational program.

The non-curricular program evaluation committee utilized its established processes to evaluate the implementation of an email archiving system. After its comprehensive review was conducted, approval was granted to purchase the system.

Both of the advisory committees are in place and are available to review programs that are proposed.

**We will create a district-wide policy and decision-making process that will be used to adopt and regularly review and evaluate every district program.**

# Strategy #4— Facilities

## Master Plan - Building - Modernization



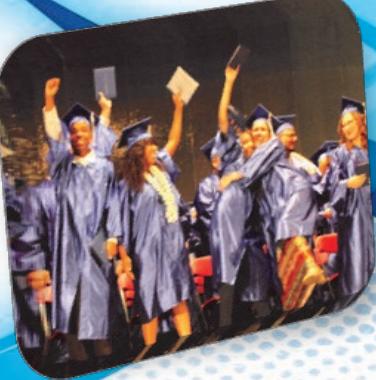
Facilities has developed and completed a Facilities Master Plan and Educational Specifications. This effort was in cooperation with other district office departments, community members and other key stakeholders. The documents will serve as a guide to meet the intent of the Measure G bond language.

Facilities staff has substantially completed the Blooming High School Math and Science building. Students and staff occupied the new building for classes on October, 2011. Work will continue on “punchlist” and closeout items after school hours and on the next few weekends. Fire Alarm and communications upgrades were completed at Wilson, Jurupa Vista, Reche Canyon Elementary Schools and Bloomington Middle School. Progress continues on Colton High School Math and Science, Joe Baca Middle School, Grand Terrace High School and the design of the cafeteria/multipurpose rooms.

Additionally several smaller projects are complete or underway. Completed projects include Alice Birney bus drop-off parking and fence improvements, Building N egress/ingress improvements at Bloomington Middle School. Site access and security improvements were completed at D’Arcy and basketball courts were installed at Lewis Elementary. Other small projects are in various stages of design or pre-construction or construction. These include parking improvements at Terrace View Elementary, shade shelter additions at Lincoln and Washington and fire alarm and intercom upgrades at several sites.

In addition to these core activities, the Facilities department is seeking to reduce the district reliance on leased portable classrooms over the term of the Measure G program. While the removal of portables has not begun in a significant way facilities staff renegotiated all existing portable leases to more favorable terms – approximately a 50% reduction overall.

**We will develop and implement a facilities master plan that will provide functional and equitable facilities to accommodate all students and staff.**



# Strategy #5— Career / College

## Industry - Courses - Partnerships

All career and technical courses have continued to be reviewed and aligned with industry standards and CTE requirements. We have increased the number of District CTE courses in 2011-12 school year by restructuring the teaching allocations at our secondary school.

CJUSD has articulation agreements with San Bernardino Valley College and Riverside Community College in Business courses which allows for the completion of college units prior to high school graduation.

DeVry University has partnered with CJUSD on providing College and Career information to students, including hosting “Her Way” a one day workshop for female CTE students. We have also been providing on and off campus opportunities for students to experience real world connections between core curriculum and CTE pathways. Exploratory Work Experience course was implemented in 2009-10 school year which allow students to earn credit for volunteering.

Our new high school will open with a Health careers pathway and Information Technology strand in networking. At Bloomngton High, Virtual Enterprise pathway was created with the assistance of CRY-ROP. At Colton High and Bloomington High, we have Law Enforcement pathways. We have also developed small learning communities/academies/pathways on the comprehensive high school campuses to be implemented on a phase in basis.

Procedures to inform students of college and career opportunities have been established at all sites. We have embed career information throughout the middle school and elementary campuses. Mostly all of our school sites have an annual Career Day to promote different the professions. Two CTE courses have been developed in the last two years to provide students with exploration of different careers.

Our counselors are provided annual training and information through SB 70 Counselor meetings. SB70 funding provides for parent night activities and presentations of careers and materials in English and Spanish for parents and students. San Bernardino Community College District SB70 grant is used to provide real world experiences for middle school and high school students on technology.

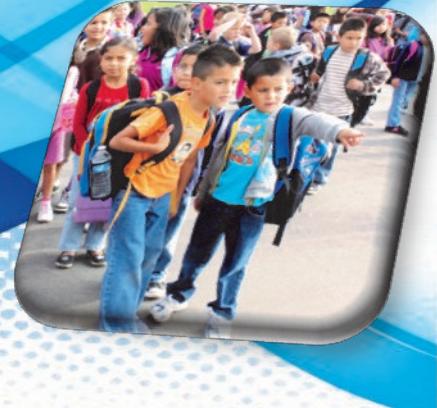
### ***Good Thing—***

Career Technical Student Organizations (CTSOs) have expanded in the area of FHA-Hero and Virtual Enterprise in the last two years. Colton High FHA-HERO was honored for being the fastest growing CTSO. Bloomington High Skills USA has sent students to Nationals for six years in a row.

**We will identify students' college and career aspirations, expand career and technical pathways and prepare students for successful transition to the workforce and/or further eduction.**

# Strategy #6— Characters

Respect - Responsibility - Caring - Trustworthiness



Strategy 6 has been extremely successful. A committee has been developed with representatives from each employee group, management, parents and board representation. The committee publishes a newsletter every other month highlighting school sites' character programs, employee recognition recipients as well as articles written by staff members that talk about implementation of the character traits throughout the district. After a presentation was conducted to our DELAC group, we have had additional volunteers from our parents to participate in the committee.

Each school site has adopted a program and many sites have expanded on the four original character traits by adopting additional virtues. It appears that all of the elementary schools have become highly involved in the program and have integrated throughout their daily routines. The secondary schools have also included the character traits in their website, newsletters and announcements.

The strategy will be fully implemented this school year with all steps having been addressed and ahead of schedule. The committee will continue to work on educating our schools, students and parents on our devotion to building strong character.

The adopted virtues: Respect, Responsibility, Caring and Trustworthiness were based in part on the pillars of character from the Josephson Institute:

We will identify, model, reinforce and integrate the character traits students need to graduate and thrive in further education and the workplace.



## **Shared Community Beliefs**

- Every human being has intrinsic worth.
- Every person is responsible for their own choices and actions.
- Honesty and Integrity are essential to build trust.
- Everyone has the potential to learn.
- High Expectations inspire higher levels of performance.
- Motivation and effort are essential to achieve full potential.
- A good education empowers people and expands their opportunities.
- A positive attitude promotes a healthy environment.
- Every individual can contribute to the success of an organization.
- Teamwork is imperative to achieve a common goal.
- The family plays a vital role in the development of an individual.
- The success of our children ensures the long-term success of our community.

## **Parameters**

1. We will always maintain safe learning environments.
2. We will not tolerate behavior that demeans the dignity or worth of any individual or group.
3. No new program, service, or position will be approved unless it is consistent with the strategic plan, benefits clearly justify the cost, and provisions are made for staff development and program evaluation.
4. No program or service will be retained unless it continues to make an optimal contribution to the mission and benefits continue to justify the cost.
5. Site-based plans will always be consistent with the Strategic Plan.
6. We will not accept ineffective performance by any staff member.
7. We will practice fiscal responsibility by balancing the educational needs of our students with the district's long-term financial stability.