

District Goals 2017-2020



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DISTRICT OFFICE

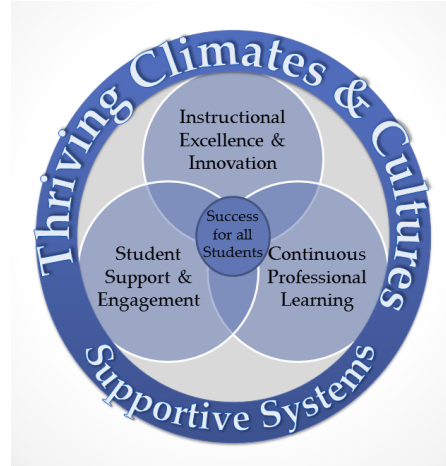
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Carmel Unified School District



DISTRICT MISSION STATEMENT

The Carmel Unified School District community produces lifelong learners who are prepared for the challenges of higher education, the workplace, and their role as citizens of an ever-changing global community.

We believe...

- ☆ in lifelong learning;
- ☆ high standards are essential for achieving excellence; everyone deserves the opportunity to develop his/her potential;
- ☆ all people have the right to be safe;
- ☆ the family is the most important element in the growth and development of an individual;
- ☆ it takes a whole community to educate a child;
- ☆ we have responsibility for the environment;
- ☆ everyone deserves respect;
- ☆ one person can make a difference;
- ☆ every individual can achieve personal excellence;
- ☆ we are responsible for our actions;
- ☆ growth of body, mind, and spirit are equally important and interrelated;
- ☆ in the importance of moral values and ethical standards;
- ☆ positive self-esteem is essential;
- ☆ living by example is the best expression of one's beliefs;
- ☆ in the importance of creativity and innovation;
- ☆ it is every employee's responsibility to support each student's success

GOAL 1: INSTRUCTIONAL EXCELLENCE & INNOVATION

All students will engage in challenging, innovative, and relevant learning experiences to prepare them for college, career and global citizenship.

MEASURABLE OUTCOMES
All students will graduate with the skills necessary to make informed decisions that align with their strengths, aptitudes, and college and career goals as evidenced by the completion of college/career goals.
Upon completion of a Career Technical Education (CTE) pathway, students will demonstrate acquisition of core pathway competencies; report baseline data for 2018-19.
65% of English Language Learners (EL students) will either move one level, maintain their current level for only a second year, and/or meet re-classification criteria. ❖
85% of targeted support students will meet their site defined growth target. ❖
Through annual analysis of site data and/or large scale survey results, 80% of students will report that their learning is meaningful/relevant to their lives.
85% of students will score at “Meets” or “Exceeds” on the English Language Arts (ELA) portion of the California Assessment of Student Performance and Progress (CAASPP). ❖
80% of students will score at “Meets” or “Exceeds” on the Mathematics portion of the California Assessment of Student Performance and Progress (CAASPP). ❖

ACTIONS & SERVICES
Continue to explore dual enrollment with Monterey Peninsula College or other colleges to expand opportunities as a part of a College and Career Awareness Pathways (CCAP) agreement.
Develop a CUSD model for educational technology and information technology supports in order to more effectively and efficiently support teacher and student learning, innovation, and Project 2020 outcomes.
Maintain a curriculum review and resource adoption/selection cycle and process in order to ensure ongoing alignment of state standards/frameworks, student/staff access to high quality resources, and consistency in budgetary planning.
Analyze student mathematics results (California Assessment of Student Performance and Progress, CORE Data, and Local Measures) in order to develop short and long term strategies addressing math instruction and intervention. ❖
Maintain a District science instructional leadership team (ILT) in order to assess the current status of K-12 Next Generation Science Standards (NGSS) and Environmental Principles and Concepts (EPC) instruction and develop/propose short and long term goals for science education in CUSD.
Provide all students identified for intervention with targeted strategies for support, and ensure all students receive instruction that is challenging for their assessed abilities. ❖
Provide career pathway awareness, exploration, and education to all students through site activities and instruction.
In support of all students graduating with the skills necessary to make informed decisions that align with their strengths, aptitudes, and college and career goals, staff will ensure: <ul style="list-style-type: none"> ⇒ Four-year college bound seniors will graduate having researched prospective colleges and majors, prioritizing fit over ranking. ⇒ Community college transfer students will graduate with a 2-3 year transfer plan. ⇒ CTE students will graduate having completed a 2-3 year plan leading to the completion of a certificate, license, or career placement.
Continue with the planned implementation of the data/assessment system (Illuminate) including identification of specific data and timelines related to the monitoring of student progress as well as professional learning for staff. ❖
Identify a Task Force to research and recommend a summer academic enrichment model for K-8 students focusing on the District’s low-income student population. ❖



GOAL 2 : STUDENT SUPPORT & ENGAGEMENT

All students will achieve personal wellness through an environment that fosters health and happiness.

MEASURABLE OUTCOMES
Student reports of caring relationships and school connectedness will exceed 95% on the California Healthy Kids Survey. ❖
Student reports of drug or alcohol abuse, feelings of sadness or hopelessness, and harassment or bullying will be 10% below state averages on the California Healthy Kids Survey and local measures. ❖
Student reports of school stress and academic worries will decrease by at least 5%, as measured by the Stanford Survey of Adolescent School Experiences, and local measures.
The overall suspension rates will decrease and the specific rate for any subgroup will not exceed 1.5%.
ACTIONS & SERVICES
Provide programs/activities and behavioral support services focused on social-emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. ❖
Establish a Digital Citizenship curriculum (K-12) and communicate it with staff, parents, and the community.
Maintain and refine programs and services that successfully reduce the percent of students using drugs and alcohol.
CHS staff in partnership with student leadership will create a task force to promote healthy decision making, including social norms and identify supplemental resources to be used for this purpose. ❖
Sites will establish a school MTSS (Multi-Tiered System of Supports) leadership team to continue the work of developing and aligning academic, behavioral and social-emotional support systems. This will include acknowledgement systems and identification criteria that is data-based and formalized (tiered-intervention matrices). ❖

GOAL 3 : CONTINUOUS PROFESSIONAL LEARNING

All staff will engage in high quality professional learning to meet the district's academic and social-emotional goals.

MEASURABLE OUTCOMES
90% of certificated and classified employees will "Agree" or "Strongly Agree" that professional learning is useful in their work, as measured through the CUSD Professional Learning Feedback Survey. ❖
The number of teachers participating in instructional or curricular supports will increase by 25%.
All classified staff will have the opportunity to participate in at least one professional learning opportunity.
ACTIONS & SERVICES
The K-12 Instructional Coaching Instructional Leadership Team will monitor, refine, and facilitate the implementation of the Professional Learning Plan.
Develop a Professional Learning Community (PLC)/team facilitator training that promotes a collaborative process for teams and grade levels/departments.
Develop and implement a plan to grow the culture of coaching and job-embedded professional learning.
Provide all science and elementary teachers access to professional learning that supports the implementation of Next Generation Science Standards (NGSS) and Environmental Principles and Concepts (EPC).
Support all math teachers in analyzing student performance data to identify areas of growth in math concepts, practices, and performance tasks. ❖
Provide teachers and site leaders access to professional learning focused on instructional strategies supporting all students, including UDL (Universal Design for Learning), with particular attention to English learners, special education, disadvantaged and advanced learner students. ❖
Provide all teachers with time, protocols, and resources for vertical articulation related to their content areas, with increased emphasis on the up-per elementary to middle school, and middle school to high school articulations focused on closing achievement gaps. ❖
Coordinate with managers to develop professional learning opportunities for every classified and non-represented staff member.

GOAL 4: SYSTEMIC SUPPORTS

Carmel Unified School District will maintain strong and responsive systemic supports in pursuit of its overall mission and through the development and maintenance of facilities, responsive and innovative technologies, alignment of budgetary resources to district goals, and the recruitment and retention of highly qualified staff.

<p style="text-align: center;">HUMAN RESOURCES</p>	<ul style="list-style-type: none"> ⇒ Implement the recruitment plan including the use of an online “Letter of Intent” survey distributed in early March, regular attendance at area job fairs, increased presence on social media (Twitter), and utilization of recruitment platforms/services specific to the position being advertised. ⇒ Finalize, approve, and implement the new certificated evaluation plan. Develop and implement a training program for administration and certificated staff. Schedule review of the evaluation plan utilizing staff and administrative feedback. Make changes to the plan in the 2019-2020 and 2020-2021 based on the results of the feedback form from staff and administration. ⇒ Promote practices that support a safe and healthy environment for adult work and learning, leading to “Agree” or “Strongly Agree” on the Working Environment subsection of the California School Climate Survey.
<p style="text-align: center;">TECHNOLOGY</p>	<ul style="list-style-type: none"> ⇒ Improve technology supported to staff, students and parents by implementing Project 2020 and the 2017-2020 Technology Plan.
<p style="text-align: center;">BUSINESS/FINANCE</p>	<ul style="list-style-type: none"> ⇒ Ensure financial resources are prioritized in support of organization goals and the Local Control Accountability Plan (LCAP) while maintaining appropriate reserves.
<p style="text-align: center;">FACILITIES</p>	<ul style="list-style-type: none"> ⇒ Continue the development of Facilities Master Plan (FMP) to support the educational vision and enrollment projections through an inclusive process that includes the prioritization of projects and examination of financing options.
<p style="text-align: center;">COMMUNICATION</p>	<ul style="list-style-type: none"> ⇒ Formulate a plan to improve frequency and quality of communications with our stakeholder groups.
<p style="text-align: center;">GOVERNANCE</p>	<ul style="list-style-type: none"> ⇒ Update Board policies to reflect changing laws. ⇒ Continue adherence to Board Governance protocols.
<p style="text-align: center;">SAFETY & SECURITY</p>	<ul style="list-style-type: none"> ⇒ Develop an implementation plan and associated financing plan for surveillance and speaker systems at each site. ⇒ Identify future financial support to sustain the partnership with the County to provide a School Resource Officer for CHS/CUSD. ⇒ Develop and implement ALICE safety training at all sites.

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