



SALIDA UNION SCHOOL DISTRICT

# The Possibilities in Every Student Inspire Us!



## Our Purpose

We are committed to inspiring the children entrusted to us to believe in and develop their potential, so that they become positive contributors to their community and their world.



2020-2025  
Instructional Focus Plan

# GOALS AND MEASURES OF STUDENT SUCCESS

Our **Goals** articulate our community's commitment to equipping each student with the knowledge, skills, and disposition they will need to actively shape a world yet to be imagined. Together, the four Goals give purpose and direction to decision-making and action in our school system.

Goals	Measures of Student Success
<b>1 Success in the Early Years</b>	<ul style="list-style-type: none"> <li>a. Increase percentages of students demonstrating acquisition of vocabulary and meaning, oral language and conversation skills (Language Development)</li> <li>b. Increased percentage of children meeting Kindergarten readiness criteria in Literacy</li> <li>c. Percentage of children acquiring Literacy and Numeracy foundational skills by the end of 2nd grade</li> <li>d. Percentage of students in grades K-3 who are on track for success in Reading</li> </ul>
<b>2 Self-responsibility, and self-discipline</b>	<ul style="list-style-type: none"> <li>a. Percentage of students engaged in healthy, constructive peer-relationships</li> <li>b. Increased percentage of students who arrive at school on time</li> <li>c. Increased percentage of students who receive positive recognition for following school norms</li> <li>d. Percentage of students meeting expectations for respect, caring for others and personal safety</li> </ul>
<b>3 Critical thinking and problem solving</b>	<ul style="list-style-type: none"> <li>a. Percentage of students who can justify a standard or decision with supporting evidence</li> <li>b. Percentage of students who can answer open-ended questions on a consistent basis</li> <li>c. Percentage of students [or student teams] that can solve real-world, interdisciplinary problems</li> <li>d. Percentage of time students spend in collaborative learning activities</li> </ul>
<b>4 Successful Transitions</b>	<ul style="list-style-type: none"> <li>a. Increased achievement rates for English Learners</li> <li>b. Increased proficiency rates in the core subjects for underperforming student-groups</li> <li>c. Increased percentage of students meeting standards for promotion to the next grade</li> <li>d. Increased percentage of students demonstrating mastery of 21<sup>st</sup> Century skills</li> </ul>



# PROFESSIONAL PRACTICES FOR INSTRUCTIONAL EFFECTIVENESS

All students will learn at high levels when instruction meets their needs. Therefore, the teachers, staff and administrators of Salida Union School District - in partnership with parents and community - are committed to continuous improvement of our *Teaching Practices, Leadership Practices and Organizational Practices*, because they are the precursors to *Student Learning*. Our **Four Pillars** define the capabilities we need and must develop in order to be true to our commitment.

	Pillar 1: High Expectations for All	Pillar 2: Standards-Aligned Differentiated Instruction	Pillar 3: Collegial Collaboration and Accountability	Pillar 4: Safe Climate and Strong Relationships
Teaching Practices	<p>T1: Teachers implement rigorous, high quality instruction around clear expectations</p> <p>T2: Teachers foster a positive classroom environment where students take ownership of their own learning</p>	<p>T3: Teachers challenge all students by organizing high-quality instruction that requires students to question, explore, research, make decisions, and apply their findings to real life/world.</p> <p>T4: Teachers use a variety of assessments and data to monitor correlation between instruction and student progress.</p>	<p>T5: Teachers use common planning time to address curriculum, reflect on instructional practices and assess students' academic and social/emotional needs based on observations and assessment data.</p> <p>T6: Teachers collaborate by sharing ideas, resources, strategies and analyze data to reach higher levels of performance and commitment.</p>	<p>T7: Teachers provide a caring, safe environment that supports student voice, high expectations, responsibility, independence, and social-emotional skills.</p> <p>T8: Teachers routinely communicate with students and families about academic and behavioral expectations to seek their involvement as peers.</p>
Leadership Practices	<p>L1: Principal/leadership encourages teaching teams to challenge their own beliefs, implicit biases, and actions about students to meet HIGH EXPECTATIONS and provide culturally relevant, ongoing professional learning.</p> <p>L2: Leaders communicate HIGH EXPECTATIONS by prioritizing mastery of instruction for ALL students and student-groups (e.g., English learners, students with disabilities), and continuous dialogue focused on student learning and teacher reflection.</p>	<p>L3: Principal/LC routinely provides and facilitates ongoing collaborative planning analysis to support student learning and instructional strategies.</p> <p>L4: Principal monitors classroom instruction and routinely give explicit feedback to teachers and staff regarding instructional effectiveness.</p>	<p>L5: Administration supports collaboration and collective teacher efficacy by providing equitable scheduled time for teachers to reflect on data and share professional practices.</p> <p>L6: Administration implements differentiated professional development and resources focused on continuous improvement of student learning and professional practice as identified through data analysis.</p>	<p>L7: Leadership team ensures consistent application of the classroom and school behavioral expectations and model positive relationship building.</p> <p>L8: Leadership team is highly visible and facilitate open communication of information among parents, teachers, and students to build a safe learning community.</p>
Organizational Practices	<p>O1: Stakeholders outline goals and set mutual expectations with frequent review.</p> <p>O2: District aligns resources equitably (i.e. people, time, budget, PD) and adjust accordingly.</p>	<p>O3: District allots time for PLC, training, preparation of standards-aligned instructional materials, and ensure site administration facilitating efficacy.</p> <p>O4: Provide training and support for teachers, administrators and support staff regarding effective differentiation, Universal for Design Learning (UDL) and Response to Intervention (RtI) strategies.</p>	<p>O5: District and School leadership models and monitor a variety of options for professional collaboration.</p> <p>O6: School support staff collaborates with grade level teams to share data about student progress and reflect on professional practices.</p>	<p>O7: District leaders, school staff, parents, and community partners uses a variety of tools regularly to facilitate interactions and communications to foster a safe and caring environment.</p> <p>O8: District leadership implements a universal vision and proactive data-driven plan for promoting, enhancing, and sustaining a high-achieving positive and safe climate.</p>

# VITAL SIGNS SCORECARD™

Our Vital Signs Scorecard™ enables us to pay consistent attention to our intention. Our key performance indicators provide transparent accountability about our progress relative to our professional practices and student learning.

## Student Learning & Growth

Vital Sign	2020 Baseline	Excellence Target
Percentage students with at least 95% Attendance rate	TBD	TBD
Percentage of students meeting expectations for respect, caring for others, and personal safety	TBD	TBD
Percentage of students who experience growth of at least one performance level on the Academic Discourse developmental rubric	TBD	TBD
Percentage of identified students who receive timely and appropriate academic and/or behavioral intervention services	TBD	TBD
Percentage students "meeting/exceeding benchmark" in: (i) Reading/English Language Arts	41.5%	TBD
Percentage students "meeting/exceeding benchmark" in: (ii) Mathematics	35.5%	TBD
Percentage students "meeting/exceeding benchmark" in: (iii) Science	22.9%	TBD

## Teaching Practices & Strategies

Vital Sign	2020 Baseline	Excellence Target
Percentage of students who "Agree/Strongly Agree" that "My teacher sets high expectations for me, and engages me directly in meeting learning standards."	TBD	95%
Percentage teachers who experience growth of at least one performance level on the three agreed-upon core instructional strategies effectively: (i) Learning intentions; (ii) Success criteria; (iii) Learning progressions	TBD	95%
Percentage of teachers who experience growth of at least one performance level on the Academic Discourse professional practice rubric	TBD	95%
Percentage of grade level/department teams using agreed-upon local curriculum-embedded assessments to guide collaborative conversations about professional practice	95.3%	95%

## Leadership Practices & Strategies

Vital Sign	2020 Baseline	Excellence Target
Percentage teachers and staff who "Agree / Strongly Agree" that "My principal is visible in my class and school, treats me with respect, and works with me to improve my day-to-day professional practices"	90.8%	95%
Decrease in number of discipline referrals	377	200
Percentage of teachers who receive specific, timely instructional feedback from the Principal: (i) at least four times per month at the Elementary school level; (ii) at least once per month at the Middle school level	78.4%	95%
Percentage of principals who complete at least 8 positive home-contacts monthly.	55%	100%
Percentage of principals who analyze and take action on the PBIS data at least once a month	75%	100%

## Organizational Practices & Strategies

Vital Sign	2020 Baseline	Excellence Target
Percentage of parents who "Agree/Strongly Agree" that "My child and I feel safe and welcomed at this school."	95%	95%
Percentage of parents who complete at least two parent/teacher conferences (in-person or call-in/virtual)	87%	95%
Percentage of certificated staff who "Agree/Strongly Agree" that "District leadership implements a universal vision and proactive data-driven plan for promoting, enhancing, and sustaining a high-achieving positive and safe climate."	87.6%	95%
Percentage of certificated staff who "Agree/Strongly Agree" that "District allots time for PLC, training, preparation of standards-aligned instructional materials, and ensure site administration facilitating efficacy."	95.3%	95%

## SALIDA UNION SCHOOL DISTRICT

4801 Sisk Road, Salida, CA 95368

Phone: 209-545-0339

<https://www.salida.k12.ca.us/>

Superintendent: Twila Tosh

## Board of Trustees:

Ms. Linda Brughelli - Trustee Area #1

Ms. Virginia L. Berry - Trustee Area #2

Ms. Maria Elena Magana- Trustee Area #3

Dr. Gary Dew - Trustee Area #4

Mrs. Nanci E. Fox - Trustee Area #5