



## CREATING THE CONDITIONS FOR SUCCESSFUL IMPLEMENTATION OF THE INSTRUCTIONAL FOCUS:

Galt Joint Union High School district prides itself on providing a caring, safe, enriched, student-centered learning environment where students come first and all participants strive for professional and academic excellence. Through our programs, students are able to realize their academic and creative potential, become involved and responsible citizens, appreciate cultural diversity and develop tolerance for others, and cultivate self-respect and personal pride.

Our award-winning staff sets high expectations for students and gives them the support they need to graduate with the academic and social skills necessary to embark on the college or career path of their choice.

Our partners in education -- parents, businesses, colleges, taxpayers -- work together

using our collective wisdom and active involvement to support our schools in educating students and ensuring their success. Together, we comprise a community of learners committed to a continuous process of intellectual, social, and emotional growth, focused on supporting our students in realizing their potential for success.

This document is the second part of our district's **Strategic Plan**; it is a complement to the **Instructional Focus** which district and school staffs, along with parent/community participants, developed.

This document outlines the specific improvements that we must make in our core instructional programs and our central office supports and services, in order to assure successful implementation of the Instructional Focus.

Strengthening Core Instructional Programs, Building Empowering Supports & Services

Galt Joint Union High School District

2011-2014 Strategic Plan

Continuous improvement of instructional programs demands alignment of the six components of standards-based teaching and learning; the **standards** (what students need to be able to know and do), **curriculum** (the content we teach), **assessments** (how we track student progress), how we teach (**curriculum** and **instruction**), the tools we use (**instructional materials**), and “safety nets” (**interventions**) available to all students. All of these components must be designed and implemented in ways that assure equity of access and opportunity for learning for every student, regardless of the student’s background, ‘condition’, or circumstance. What follows are the specific recommendations for strengthening the district’s core academic programs in these areas.

*English  
Language Arts*

*Mathematics*

*Science*

*History &  
Social Science*

*Visual &  
Performing Arts*

**Statement of Purpose**

Implement a comprehensive literacy program that enables all students to be proficient readers, writers, speakers, listeners, and thinkers.

Implement a rigorous and challenging mathematics program for every student, so all students meet or exceed California’s mathematics standards. Implement a comprehensive, high quality mathematics program designed to prepare students to choose from a full range of college and career paths.

Implement a rigorous and challenging science curriculum that creates opportunities for all students to construct, deepen and apply scientific skills, concepts, and knowledge. Implement a high quality standards-aligned science program designed to prepare students to choose from a full range of college and career paths.

Implement a comprehensive and rigorous History/Social Science curriculum to prepare students to function as fully contributing members of a democratic society and a competitive global economy.

Implement a comprehensive arts education program that provides a meaningful experience and breadth of knowledge of the arts so that students may apply their knowledge and experience to the creation of art and/or be better able to understand and appreciate artistic expression on the basis of that experience and knowledge. Implement a comprehensive arts education program that enables all students to study and create in one or more disciplines of the arts.

**Standards**

Ensure that all English Language Arts courses are district-adopted and aligned to California state standards.

Ensure that all mathematics courses are district-adopted and aligned to California state standards.

Ensure that all science courses are district-adopted and aligned to the Science Framework for California Public Schools.

Implement and support the History-Social Science Content Standards for California Public Schools, through courses that are district-adopted and standards-aligned, including World Geography, World History, U.S. History, Government and Economics.

Ensure that all arts education courses are district-adopted and aligned to the Visual and Performing Arts Content Standards for California Public Schools.

**Assessments: Summative**

Implement course pacing guides and benchmark assessments for all English Language Arts courses to ensure that all students are making progress toward proficiency as measured by California Standards Tests and the California High School Exit Exam.

Implement district-wide course pacing guides and benchmark assessments for all Algebra I and Geometry courses, to ensure that all students are making progress toward proficiency, as measured by California Standards Tests and the California High School Exit Exam.

Work toward developing district-wide course pacing guides and common assessments for all General Science, Biology, Chemistry and Physics courses, to ensure that all students are making progress toward proficiency, as measured by subject specific California Standards Tests. Results of summative assessments will be used to review and revise curriculum and instructional practices to focus on student support strategies and serve as data to drive instructional resource selections and decisions.

Work toward developing district-wide course pacing guides and common assessments for all core subjects in History/Social Science grades 9-11 to ensure that all students are making progress toward proficiency, as measured by subject specific California Standards Tests. Results of summative assessments will be used to review and revise curriculum and instructional practices to focus on student support strategies and serve as data to drive instructional resource selections and decisions.

As they study and create in the arts, encourage students to make connections they will need to prepare for standardized testing, the California High School Exit Exam and other state art assessments. Students in arts education are challenged to envision, set goals, determine a method to reach a goal and try it out, identify alternatives, evaluate, revise, solve problems, imagine, work collaboratively and apply self-discipline.

**Assessments: Formative**

Implement a district-wide progress monitoring framework that incorporates common assessments to provide meaningful feedback on meeting instructional goals. Assessments are reviewed collaboratively by teachers to inform instruction and improve practice.

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Work on developing consistent, common assessments for each subject. Work toward implementing a district-wide progress monitoring framework that incorporates common assessments to provide meaningful feedback on meeting instructional goals. Assessments are reviewed collaboratively by teachers to inform instruction and improve practice.

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Work toward a district-wide progress monitoring system that measures student progress toward meeting learning goals in each arts discipline. Assessments are reviewed by teachers and students to inform instruction and improve student learning.

## English Language Arts

## Mathematics

## Science

## History & Social Science

## Visual & Performing Arts

### Curriculum

Implement a district-wide, research-based English Language Arts curriculum with common courses of study. The curriculum is standards-aligned and articulated to provide a core English program as well as supplemental and enrichment opportunities, such as Intensive Support, Honors and Advanced Placement.

Implement a district-wide, research-based mathematics curriculum that is standards-aligned and articulated to provide a core math program as well as supplemental and enrichment opportunities, such as support classes and Advanced Placement.

Implement a district-wide, research-based science curriculum that is standards-aligned and articulated to provide a core science program as well as supplemental and enrichment opportunities, including Advanced Placement classes.

Implement a district-wide, standards-aligned, comprehensive History/Social Studies curriculum for all students with coursework that is designed to develop intellectual reasoning, reflection and research skills, with application to chronological and spatial thinking, historical research, evidence, point of view, and historical interpretation. Provide opportunities for enrichment coursework, such as Criminal Justice, Psychology, and AP courses.

Continue to implement a district-wide, culturally diverse arts education program that is standards-aligned and articulated to provide a range of experiences in the various disciplines of arts education, as well as supplemental and enrichment opportunities.

### Instruction

Utilize effective, evidence-based teaching practices that set high expectations for all students. Instruction clearly communicates learning goals and course specific standards. Instruction and student tasks are focused on the learning goal. Provide a differentiated professional development and feedback system for all teaching staff to fully and effectively implement the district-adopted instructional program.

Utilize effective, evidence-based teaching practices that set high expectations for all students. Instruction clearly communicates learning goals and course specific standards. Instruction and student tasks are focused on the learning goal. Provide a differentiated professional development and feedback system for all teaching staff, to fully and effectively implement the district-adopted instructional program.

Implement a variety of instructional strategies that provide appropriate content and opportunities for inquiry, including laboratory experiences, thus preparing students to be life-long learners and problem-solvers.

Implement a variety of instructional strategies that allow students not only to acquire core knowledge in history and social science, but also to develop the critical thinking skills to understand common and complex themes throughout history, making connections to their own lives and the lives of others.

Utilize effective, evidence-based teaching practices that set high expectations for all students. Instruction clearly communicates learning goals and course specific standards. Instruction and student tasks are focused on the learning goal.

### Instructional Materials

Acquire and utilize instructional materials that are district-adopted, standards-aligned, and that support the core program, as well as materials that address supplemental and enrichment opportunities.

Acquire and utilize district adopted instructional materials that are standards aligned and support the core program. Support regular use of technology, graphing calculators, scientific calculators and online resource, as well as materials that address intervention and enrichment opportunities.

Acquire and utilize district adopted instructional materials that are standards-aligned and support the core program, as well as technological resources and materials that address intervention and enrichment opportunities.

Acquire and utilize district-adopted instructional materials that are standards-aligned and match student needs, as well as supplemental materials that address enrichment and remediation.

Acquire and utilize district adopted instructional materials that are standards aligned and support the district adopted coursework, as well as materials that address supplemental and enrichment opportunities.

### Intervention

Provide interventions that are designed to ensure success and continuous progress for all students, within the school day, after school, and through summer school, as available. Implement a master schedule that is driven by student needs.

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Implement teaching strategies that enable all students to engage in higher levels of thinking, so that all students experience success in science.

Provide differentiated, student-centered instruction along with support strategies, that enable all students to engage in higher levels of thinking and meet or exceed proficiency in all subject specific standards.

Provide interventions that are designed to ensure success and continuous progress for all students. Encourage peer assistance, a supportive environment and parent involvement. Implement a master schedule that is driven by student needs.

World Languages

Agricultural Education

Health Education & Life Skills

Physical Education

Industrial Technology & BEST Academy

Statement of Purpose

Implement a comprehensive World Language and culture program that ensures continuous development of student knowledge of and proficiency in a language other than English.

Implement a comprehensive program of instruction in agriculture that integrates technical education with strong academic foundations in core subjects. Provide a foundation for students in the academic, technical, and leadership skills necessary for college, career and personal success.

Implement a Health Education curriculum that enables students to develop lifelong, positive health-related attitudes and behaviors. Provide a HEALS program that prepares students to become positive, productive members of the workforce, families, and the community through two complementary instructional programs: Consumer and Family Studies and Career Technical Education. Provide a foundation for students in the academic, technical and leadership skills necessary for college and selected career pathways.

Implement a comprehensive, inclusive and sequential physical education program that will prepare and encourage all students to take part in a lifelong commitment to physical activity, health and well-being.

Implement courses in Industrial Technology and specialized programs that engage all students in a dynamic and seamless learning experience resulting in their mastery of the career and academic knowledge and skills necessary to become productive, contributing members of society. Implement courses in Automotive Technology, and in the field of Biomedical Engineering Science Technology (BEST Academy) that prepare students for various career and college opportunities.

Standards

Ensure that all World Language courses are district-adopted, fully updated and aligned to the World Language Content Standards for California Public Schools.

Ensure that all core courses are district-adopted and aligned to state frameworks and content standards.

Ensure that all Health Education and HEALS courses are district-adopted and aligned to appropriate standards: Health Education Framework for California Public Schools and the Career Technical Education Framework for California Public Schools.

Ensure that all physical education courses are district-adopted and aligned to the Physical Education Model Content Standards for California Public Schools.

Ensure that all Industrial Technology courses are district-adopted and aligned to the Career Technical Education (CTE) Framework for California Public Schools, Project Lead the Way course standards, and Mathematics and Science state frameworks.

Assessments: Summative

Implement course pacing guides and benchmark assessments for all World Language courses, to ensure that all students are making progress toward meeting college entrance requirements and are prepared to take Scholastic Aptitude Testing II and Advanced Placement exams as appropriate.

Work toward developing district-wide course pacing guides and common assessments for all courses, to ensure that all students are making progress toward proficiency, as measured by subject specific California Standards Tests. Results of summative assessments will be used to review and revise curriculum and instructional practices to focus on student support strategies and serve as data to drive instructional resource selections and decisions.

Work toward developing district-wide course pacing guides and common assessments for all courses, so that students see a crossover from HEALS courses to the development of core skills necessary to become proficient learners as measured by subject specific California Standards Tests.

Teachers select or create assessment tools best suited to collect evidence of student learning and progress toward passage of all segments of the California Physical Fitness Test.

Students in Industrial Technology and specialized program courses increase their knowledge and skills in multiple arenas within the academic core, as they realize the broad knowledge and skill levels needed to adapt quickly and easily to the realities of a rapidly changing, knowledge-based economy. Students are encouraged to make connections they will need to prepare for mathematics and science standardized testing and the California High School Exit Exam.

Assessments: Formative

Implement a district-wide progress monitoring framework that incorporates common assessments to provide meaningful feedback on meeting instructional goals. Assessments are reviewed collaboratively by teachers to inform instruction and improve practice.

Work on developing consistent common assessments for each subject. Work toward developing authentic assessments of the knowledge, skills, and abilities students acquire through on-demand demonstrations and portfolios.

Work on developing consistent common assessments for each subject. Implement authentic assessments of the knowledge, skills, and abilities students are developing. Assessments are reviewed collaboratively by teachers to inform instruction and improve practice.

Implement a district-wide progress monitoring system that measures student progress toward meeting learning goals, including ongoing weekly fitness level assessments. Evaluate assessment data and make decisions about next steps.

Implement a progress monitoring system that measures student progress toward meeting learning goals in each course. Assessments are reviewed collaboratively by teachers to inform instruction and improve practice.

## World Languages

### Curriculum

Implement a district-wide research-based World Language curriculum that is standards-aligned and articulated to provide a core target language and culture program. The World Language curriculum is formalized in updated courses of study and includes supplemental and enrichment opportunities, such as courses for native speakers and Advanced Placement courses.

### Instruction

Utilize effective, evidence-based teaching practices, including technology that set high expectations for all students. Instruction clearly communicates learning goals and course specific standards. Instruction and student tasks are focused on the learning goal. Provide a differentiated professional development and feedback system for all teaching staff, to fully and effectively implement the district-adopted instructional program.

### Instructional Materials

Acquire and utilize instructional materials that are district-adopted, standards-aligned and support the core program, as well as materials that address supplemental and enrichment opportunities, including online sources.

### Intervention

Provide incentives and interventions, such as tutoring, re-teaching and retesting, which are designed to ensure success and continuous progress for all students. Implement a master schedule that is driven by student needs.

## Agricultural Education

Implement a district-wide curriculum that is based on performance and content standards, and reflects state and federal goals for high-quality agriculture education.

Agriculture education is based on three components: classroom instruction, Future Farmers of America (FFA) leadership activities, and supervised agricultural experience projects. Implement a variety of instructional strategies that provide appropriate content, lab skills, project-based learning and opportunities for inquiry, thus preparing students for college or entrance into agricultural careers.

Acquire and utilize district adopted instructional materials that are standards-aligned and support the core and ancillary programs, as well as materials that address intervention and enrichment opportunities.

Implement a broad range of methodologies, including hands-on and project based learning, that enable all students to engage in higher levels of thinking, so that all students experience success in agriculture.

## Health Education & Life Skills

Implement a district-wide, research-based Health Education curriculum that is standards-aligned. Implement HEALS coursework designed to prepare students to balance personal, family and work responsibilities, as well as prepare for career pathways in areas of Child Development and Education, Food and Nutrition, Interior Design, and Fashion Design and Merchandising.

Implement a variety of instructional strategies that provide appropriate content, project-based learning, and opportunities for inquiry, thus preparing students for college or entrance into career pathways.

Acquire and utilize district adopted materials that are standards-aligned and support the district-adopted curriculum.

Implement differentiated instructional strategies that enable all students to engage in higher levels of thinking, so that all students experience success in HEALS coursework.

## Physical Education

Implement a district-wide physical education program that is standards-based and articulated to provide a range of experiences in the various areas of physical education, as well as supplemental and enrichment opportunities.

Utilize effective, evidence-based teaching practices that set high expectations for all students. Create multiple opportunities for students to learn the content. Instruction clearly communicates learning goals and course specific standards. Instruction and student tasks are focused on the learning goal.

Acquire and utilize district-adopted instructional materials that are standards-aligned and support the district adopted coursework, as well as materials that address supplemental and enrichment opportunities.

Provide student-centered instruction that addresses all levels of physical activity and interest. Provide interventions that are designed to ensure success and continuous progress for all students.

## Industrial Technology & BEST Academy

Implement coursework in Industrial Technology and the BEST Academy specialized programs that are research-based and standards-aligned.

Utilize effective, evidence-based teaching practices that set high expectations for all students. Instruction clearly communicates learning goals and course specific standards. Instruction and student tasks are focused on the learning goal.

Acquire and utilize district-adopted instructional materials that support the district adopted coursework, as well as materials that address supplemental and enrichment opportunities.

Provide interventions that are designed to ensure success and continuous progress for all students. Encourage peer assistance, a supportive environment and parent and community involvement. Implement a master schedule that is driven by student needs.

## Schools Can't Do It Alone!

For Galt Joint Union High School District to function as a high-performing system, we must provide effective and efficient supports, operations and services to ensure the day-to-day delivery of quality instructional programs at the school level.

When these supports, operations and services are provided in ways that are responsive to the needs of all schools, they have a direct and significant impact on the quality of professional practices and, therefore, on outcomes for students.

### Partnerships with our Communities

The Galt Joint Union High School District will continue to promote opportunities for business, higher education and community groups to continually “invest” in our schools. We will:

- Expand public-private partnerships that strengthen effective relationships with the entire Galt community.
- Continue to work in “City and Schools Together” (CAST) in collaboration with the Galt Elementary District and the city of Galt.
- Continue to collaborate with “Linking Education and Economic Development” (LEED) in exploring career academics, and in networking through the Regional P-20 Council.

### Fiscal and Business Services

The Galt Joint Union High School District is committed to conducting all business practices in a clear, transparent, efficient and effective manner. In order to accomplish this, we will:

- Simplify work processes, such as phone and e-mail protocols; responsiveness to school sites; transparency of guidelines for key functions carried out by the department; purchasing; property management and replacement; etc.
- Use an inclusive, collaborative budgeting process.
- Build relationships with school sites, departments and employees by involving them in identifying standards of practice.
- Updating budget and business services district policies.

### Facilities

Galt Joint Union High School District is committed to provide students and staff a safe, secure, efficient, and well-maintained facility for learning and work. Our goals are the following:

- Train staff to perform daily responsibilities using best practices.
- Continue to develop plans for modernization funds and upgrading of portable classrooms at Galt High School.
- Continue on plans to renovate stadium facility at Galt High School
- and complete stadium facility at Liberty Ranch High School.
- Training students and staff on new energy conservation plan and continue to develop energy conservation ideas for savings in electrical, gas and water usage.

### Results-Focused Planning and Public Reporting

The Galt High School District believes in developing and executing a well thought-out data-focused and results-driven plan to measure student academic achievement. A sustained commitment of students, staff and parents can be earned through our follow-through on our plans and transparency in our reporting on progress. We will assure the following in our reporting process:

- Define annual performance objectives and milestones of progress for schools and district departments.
- Implement a continuous improvement plan based on data analysis through staff development to assist school/district teams in meeting their annual objectives.
- Provide an annual report on progress made on each vital sign of student learning, district operations, supports and services.
- Present timely progress reports to the Board.

## Technology

*Galt Joint Union High School District believes that technology can provide valuable assistance to the learning environment for all students. Galt Joint Union High School District has developed a three year Technology Plan to assist in student learning. Selected highlights of that plan include the following recommendations:*

- Secure equipment and staffing to support the overall educational vision of the district.
  - I. Develop surveys and reports to monitor, assess and modify as needed.
- Develop trainings and staff development for teachers and staff to better serve students.
- Provide an integrated approach to our 21st century learning environment to promote collaboration and investigation.
  - I. Through the curriculum development cycle, organize a review committee of teachers (including technology instructors), the Director of Technology, and Curriculum Coordinators to align the National Educational Technology Standards (NETS) for students.
- Investigate adaptive and alternative technologies/services to assess the potential of students to support their unique learning needs including, but not limited to, speech recognition software, vision assistance, laptops, recording devices and mobility devices.

## Human Resources Development

*The Human Resources Department is responsible for hiring and overseeing the needs of more than 300 employees. Human Resources is committed to operating in a manner that supports effective and caring relationships with employees, students, and the community. The department maintains the highest ethical standards in providing a recruitment and selection system that ensures equal opportunities for employment and excellence in staff hiring, retention, and recognition. Inherent in these functions will be:*

- Instituting efficient, uniform hiring practices, including job descriptions, postings, screening, interview protocols and hiring in a timely manner to include the establishment of a transparent process for prospective applicants.
- Attracting, recruiting and retaining highly productive and highly qualified personnel.
- Overseeing the compliance with all NCLB requirements and any federal, state, and district regulations as mandated.
- Ensuring that all staff are qualified and certified for job assignments.
- Improving customer service through timely, friendly, responsive feedback and follow-through.
- Promoting and ensuring a culture of appreciation, support and understanding for all employees.

## Food Services

*Galt Joint Union High School District believes that it must be recognized by all constituents as providers of the highest quality nutritional programs. The Food Service Department is committed to providing quality school nutrition programs as partners in academic achievement with the following goals:*

- Create menus that focus on high quality nutrition with balance and variety. Incorporate new trends in menu planning.
- Recruit, develop and retain the best human resources.
- Ensure that the preparation staff embrace a high level of service and pride in their work.
- View students as are our customers and maintain a high level of customer service. Meals will be served in timely manner so that all our customers can enjoy their meal experience.
- Manage costs while providing the highest quality nutrition to our students. The department is totally self-funded and will endeavor to never encroach on the general fund.
- Promote the professionalism of school nutrition.
- Increase public and legislative awareness that child nutrition and academic achievement go hand in hand.



# GALT JOINT UNION High School District

*Galt Joint Union  
High School District*

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The mission of the Galt Joint Union High School District is to ensure that each student graduates, achieves his/her goals, and becomes a contributing member of society through effective, personalized educational programs, efficient facilities, and partnership with family and community.