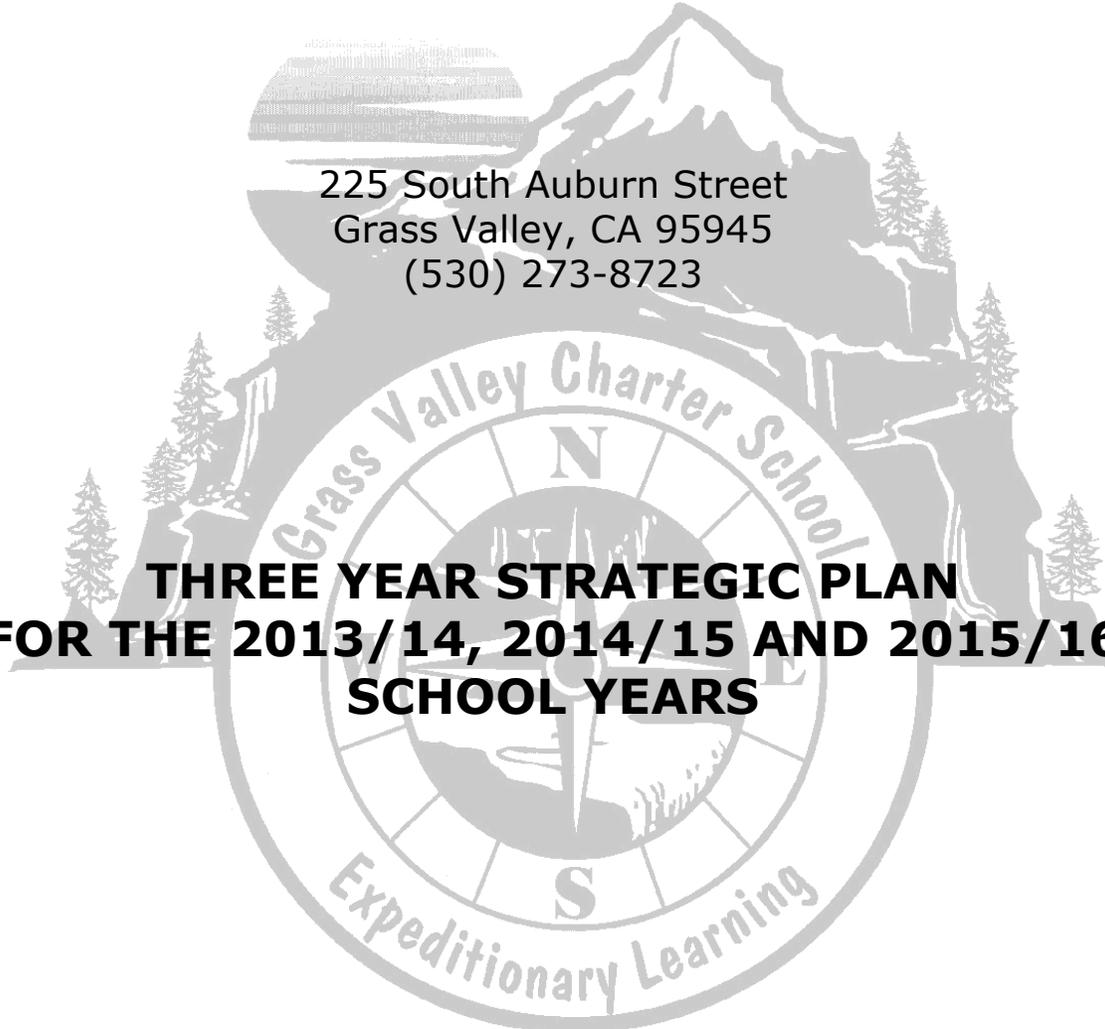


GRASS VALLEY CHARTER SCHOOL

225 South Auburn Street
Grass Valley, CA 95945
(530) 273-8723



THREE YEAR STRATEGIC PLAN FOR THE 2013/14, 2014/15 AND 2015/16 SCHOOL YEARS

"We are crew, not passengers."

Charter Council Approval: 2-19-14
GVSD Board Approval: 3-11-14

Updated: 3/1/2014

Table of Contents

Mission and Values of Grass Valley Charter School	3
I. Introduction	6
II. History and Description	7
III. Expeditionary Learning	7-10
IV Fieldwork, Adventure and Service Accomplishments	10-11
V. GVCS Strategic Plan Performance Areas	12-21
1. Curriculum	12-13
2. Instruction	14-15
3. Assessment	16-17
4. Culture and Character	18-19
5. Leadership	20-21
6. Other	

OUR MISSION

The mission of Grass Valley Charter School is to inspire students to achieve high standards, create quality work and embrace lifelong learning and service through Expeditionary Learning.

OUR VALUES

At Grass Valley Charter School, we...

- understand that individuals learn best through purposeful experiences that provide opportunities to become active learners -- taking responsibility for their own learning
- value the use of the world existing beyond the classroom walls in order to teach compassion, service, stewardship, discipline and respect
- develop a sense of civic and social activism in students
- believe that we have a responsibility to provide stewardship of the Earth
- focus on development of individual character steeped in our "design principles" and "character traits" including Respect, Responsibility, Discipline, Compassion, Courage, Crew, Integrity, Perseverance, Spirit of Adventure, and Stewardship.
- foster a culture of reflection, critique and revision
- incorporate project-based learning, fieldwork and the arts into purposeful and rigorous Learning Expeditions
- blend a strong sense of community, supportive environments, and parent involvement

I. Introduction

The Grass Valley Charter School Strategic Plan is a three year Strategic Plan that provides a framework for education at our school from 2013 through 2016. There are six Performance Areas:

- Curriculum
- Instruction
- Assessment
- Culture and Character
- Leadership
- Other

These Performance Areas come directly from Expeditionary Learning's Core Practice Benchmark Dimensions. Details on these core practice benchmark areas can be found online at <http://www.elschools.org>. A short description of these is as follows:

Curriculum. Our approach to curriculum makes standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom. Our schools ensure that all students have access to a rigorous college preparatory curriculum, and regularly analyze the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Instruction. Our classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement.

Assessment. Our leaders, teachers, and students embrace the power of student-engaged assessment practices to build student ownership of learning, focus students on reaching standards-based learning targets, and drive achievement. This approach to assessment is key to ensuring that schools achieve educational equity. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Staff

members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from formal assessments, disaggregating data by groups of students to recognize and address gaps in achievement.

Culture and Character. Our schools build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. School structures and traditions such as crew, community meetings, exhibitions of student work, and service learning ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible.

Leadership. Our school leaders build a cohesive school vision focused on student achievement and continuous improvement, and they align all activities in the school to that vision. Leaders use data wisely, boldly shape school structures to best meet student needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration. Leadership in our schools goes beyond a single person or team-it is a role and expectation for all

This Strategic Plan is meant to be incorporated into the day-to-day management and operations of the Grass Valley Charter School. All elements of this plan are to be reviewed and approved by the Charter Council. The Strategic Plan will be reviewed by the Strategic Plan Committee, on an annual basis, and updates will be presented at “all parent” meeting as well as other groups as appropriate.

The following Volunteer Committees help oversee the implementation and oversight of this Strategic Plan and are organized primarily by the Parent Leadership Group (PLG). All parents are encouraged to participate in at least one of the many Volunteer Committees at GVCS. Below are a few that support implementation of this Strategic Plan:

- Strategic Plan Committee manages and updates this plan.
- Grass Valley Charter School Foundation through fundraising and management of funds that support the school.
- Parent Leadership Group to facilitate committees and school-wide volunteers.
- Creating Our Campus Committee implements campus murals, “greening” projects, and school artwork, playground, and courtyard improvements as well as projects like the playground and building projects.

- Going Green Committee works to create an eco-friendly campus.
- Community Partnership Committee will form mutually beneficial partnerships with organizations to support EL and fundraising goals.

II. History and Description

Grass Valley Charter School is a public charter school incorporated in 1993. We are the 22nd charter school in the state of California and are formally affiliated with the nationally recognized Expeditionary Learning Organization which is a chartered entity of Outward Bound. Extensive information about both these organizations can be found at www.elschools.org and www.outwardbound.org.

Utilizing this unique educational model, the school now earns among the top academic scores in the state of California. Grass Valley Charter School is currently a Mentor School in the Expeditionary Learning network of schools and is considered a model school.

Since we opened our doors in 1993 our enrollment has steadily increased to 420 in our Core Program, 24 students in our Pre-School program, and 72 students in our Discovery Studies program (home school). This is true even though many other schools have seen student population declines. We attribute this to our exceptional staff, committed parents and the educational philosophy behind Expeditionary Learning.

III. Expeditionary Learning

Expeditionary Learning is a proven model for comprehensive school reform for elementary, middle and high school. Nationally 48,000 students in 170 schools benefit from Expeditionary Learning. Grass Valley Charter School is one of sixteen schools that have earned the honor of being an Expeditionary Learning Mentor School. Research has shown that schools that fully

Expeditionary Learning Design Principles

- The Primacy of Self-Discovery
- The Having of Wonderful Ideas
- Responsibility for Learning
- Empathy and Caring
- Success and Failure
- Collaboration and Competition
- Diversity and Inclusion
- The Natural World
- Solitude and Reflection
- Service and Compassion

implement this model on average outperform their districts reading proficiency by 11.4% and math proficiency by 6.1%. Grass Valley Charter School not only confirms the findings of this national data, but also boasts even greater gains when compared to the district. GVCS

consistently outperforms the district and state in reading and math proficiency.

Dimensions of Expeditionary Learning:

The five dimensions of Expeditionary Learning include: Curriculum, Instruction, Assessment, Culture and Character, and Leadership.

In Expeditionary Learning schools...

Learning is active. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions.

Learning is challenging. Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking.

Learning is meaningful. Students apply their skills and knowledge to real-world issues and problems and make positive change in their communities. They see the relevance of their learning and are motivated by understanding that learning has purpose.

Learning is public. Through formal structures of presentation, exhibition, critique, and data analysis, students and teachers build a shared vision of pathways to achievement.

Learning is collaborative. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior. Trust, respect, responsibility, and joy in learning permeate the school culture.

Expeditionary Learning Design Principles:

THE PRIMACY OF SELF"DISCOVERY

Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

THE HAVING OF WONDERFUL IDEAS

Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

THE RESPONSIBILITY FOR LEARNING

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

EMPATHY AND CARING

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

SUCCESS AND FAILURE

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

COLLABORATION AND COMPETITION

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

DIVERSITY AND INCLUSION

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

THE NATURAL WORLD

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

SOLITUDE AND REFLECTION

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other students and with adults.

SERVICE AND COMPASSION

We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

Habits of Work and Learning (HOWL's)

GVCS has developed Habits of Work and Learning as part of its continued refinement of developing student character. The Habits are identified as:

- 1) Inquiry – Students seek truth, information, and knowledge through questioning strategies.
- 2) Craftsmanship – Students are careful in all the details of their work, both in what they do and how they explain it.

- 3) Goal Setting – Students make a plan setting logical steps for success and check their own progress toward reaching goals.
- 4) Perseverance – Students show resilience in overcoming obstacles in achieving goals.
- 5) Responsibility – Students take responsibility for their own learning.

IV. Adventure and Service Program

The Adventure Benchmark curriculum is designed to give students a tangible anchor experience with the character traits of Grass Valley Charter School. This experience is then leveraged once students return to the classroom creating the transference of these traits from the context of the Adventure Benchmark to the academic and personal lives of GVCS students.

Though Adventure Benchmarks are a stand alone component of a students education at GVCS, not necessarily tied to the Learning Expedition, they are structured and scaffolded by grade level. Adventure Benchmarks follow three

themes: Watershed Stewardship, Winter Perseverance and Spelunking/Rock Climbing. Within each grade level grouping (K-2nd, 3rd – 5th & 6th – 8th grade) students have the opportunity to participate in all three themed Adventure Benchmarks and as such internalize GVCS’s character traits. As students progress through the k-8th grade continuum they revisit both the Adventure Benchmark activity as well as the targeted character traits in a developmentally age appropriate way with regards to the activity and the internalization of the character traits. This scaffolding allows for the creation of optimal situations for experiencing and fostering the character traits and developing the hard skills associated with each Adventure Benchmark.

The 10 Character Traits at GVCS

- Compassion
- Courage
- Spirit of Adventure
- Perseverance
- Responsibility
- Self – Discipline
- Stewardship
- Crew
- Respect
- Integrity

Service Learning at GVCS is structured to build independence and responsibility within the student as they progress through the K- 8th grade continuum. As such, Service takes many forms at Grass Valley Charter School.

Often it is imbedded within a Learning Expedition in a way that heightens and lends authenticity, urgency and an application for their newly gained skills. This authenticity is the cure for the age-old

question asked of teachers by their students: "Why do I need to know this?" Students immersed in authentic Service Learning always know "why."

School Wide Service occurs in two fashions, in response to an immediate need within our local or global community or as an ongoing project. Some immediate needs that have resulted in school wide service have been Hurricane Katrina, the 2006 Tsunami, as well as responding to medical costs associated with the accident related hospitalization of members of our community. Currently we are launching a school-wide, multi-year service project involving the restoration of the State Parks Bennett Street Meadow. Removal of non-native invasive plants paired with the seeding of native plants in addition to the creation of guides to the meadow are but a few of the anticipated acts of service to be performed at the Bennett Street Meadow.

The 8th grade service graduation requirement is the culmination of students service learning experience at Grass Valley Charter School. These students are required to research, initiate and complete their own service project over the course of the year. Students complete a minimum of 30 hours of service during the course of the year. Not only is the 8th grade service graduation requirement a celebration of students independence and their ability to be of service, it is also an opportunity for students to expand their community beyond that of Grass Valley Charter School as they prepare to enter high school. Service Learning at Grass Valley Charter School is a powerful tool that allows students to discover the world beyond themselves, the compassion within themselves and their ability to affect change. Coupled, Adventure Benchmarks and Service Learning are the tools through which we build the foundation of character evident in our students.

Performance Areas

Performance Area 1: Curriculum

Expeditionary Learning’s approach to curriculum makes standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom. EL schools ensure that all students have access to a rigorous college preparatory curriculum, and regularly analyze the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Current Assessment:

At GVCS we have developed two learning expeditions for each grade level. These are documented on EL Commons (Expeditionary Learning’s online tool for teachers) and refined as the year progresses.

Extensive staff development, supported by full EL contracts, has been completed over the past three years. This has deepened our understanding and implementation of quality learning expeditions for students.

Goals and Objectives:

Goal #1: GVCS will create and implement a school-wide content map that is CCSS based.			
#	Objective	Timeline	Responsible*
1	Examine common core standards and their connection to current expeditions and case studies	6/15/14	Teachers
2	Review and revise GVCS content/expedition map to connect it to CCSS	6/15/14	Teachers
3	Annually review and revise GVCS content map to connect to current expeditions and CCSS	June of each year.	Leaders
Goal #2: GVCS will create expectations for Habits Of Work and Learning (HOWL’s)			
#	Objective	Timeline	Responsible
1	Create a HOWL’s Leadership Group that provides a roll-out of HOWL’s curriculum.	10/1/13	HOWL Vision Group

2	All teachers will implement Inquiry and Craftsmanship HOWL's.	5/15/14	Teachers
3	All teachers will implement Goal Setting, Perseverance, and Responsibility HOWL's	5/15/15	Teachers
Goal #3: Students will have access to the courses and opportunities that prepare them for a college bound high school curriculum through science materials and technology.			
#	Objective	Timeline	Responsible
1	Create a committee to direct the organization and implementation of the GVCS Science Lab.	1/30/14	Staff
2	Research and find science lab models on which to plan, implement, and structure our GVCS Science Lab	6/1/14	Science Lab Committee
3	Raise, if necessary, funds to implement the GVCS science lab.	6/1/15	GVCS Foundation
4	Decided on procedures and structures, and organization for use of science lab by 6-8 and preK-5.	1/30/14	Teachers
5	Support K-5 science by exploring funding options for a garden coordinator.	5/1/14	Teachers
6	Create a technology plan with input from all stakeholders that plans for sufficient technology for our students and staff.	8/15/14	Tech Coordinator

*** Person responsible is just the person who will organize, they are not solely responsible.**

Performance Area 2: Instruction

Expeditionary Learning classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students, foster equity and cultivate a culture of high achievement.

Current Assessment:

GVCS has always used a variety of instructional strategies to keep students engaged in the learning process. In the last three years, with the help of full EL contracts, we have expanded our use of instructional strategies and use of protocols in the classroom. During most school years staff attends off-site EL institutes as well as having a school designer here for about 20+ days each year.

GVCS has developed a team approach to grade levels and a meeting structure to foster a continuous learning and professional learning communities.

Goals and Objectives:

Goal #1: Improve proficiency in inquiry-based math through Professional Development to include peer teacher observation.			
#	Objective	Timeline	Responsible
1	Put inquiry-based math on our 13-14 EL work plan	8/1/13	ELC Heard
2	Create a website that hosts high quality inquiry based math lessons	12/1/13	IG
3	Teachers will participate in 2 lesson studies for the 13-14 school year.	6/1/14	School Designer/IG
4	Implement a school-wide practice of including a math problem of the week or month in math curriculum.	8/1/14 - 6/1/15	Teachers
5	Implement and integrate EL's Math Workshop 2.0 school-wide.	6/1/14	Teachers
6	Debrief efforts toward inquiry-based math proficiency, identify criteria and prioritize next steps.	8/15/14	Administration
Goal #2: Quality art instruction across grade levels and disciplines.			
#	Objective	Timeline	Responsible
1	Create a list/inventory of visual and performing arts that occur at each grade	10/1/15	Administration

	level.		
2	Identify local experts, specialties, grade level expertise and availability.	2/1/16	Teachers
3	Identify the media/art forms that teachers use to support age-appropriate growth in craftsmanship of products at GVCS.	2/1/16	Teachers
4	Build a resource list of media/art forms for use in supporting reflection on, and interpretation of expedition content.	6/1/16	Staff
5	Research what quality art instruction is at an EL School and where we need to fill in the gaps at GVCS.	6/15/16	Art Instruction Committee
Goal #3: Fitness and wellness goal setting for all students.			
#	Objective	Timeline	Responsible
1	Create a fitness and wellness vision group	8/15/14	Administration
2	Research best practices and programs in fitness and wellness.	2/1/15	Fitness and Wellness Vision Group
3	Brainstorm, design and implement school-wide fitness and wellness program at GVCS. This will include funding, research, and steps to attain.	8/15/15	Fitness and Wellness Vision Group
4	Align fitness and wellness goals with adventure and possible other fieldwork when appropriate and backward plan.	6/1/15	Teachers and Adventure

Performance Area 3: Assessment

Expeditionary Learning School leaders, teachers, and students embrace the power of student-engaged assessment practices to build student ownership of learning, focus students on reaching standards-based learning targets, and drive achievement. This approach to assessment is key to ensuring that schools achieve educational equity. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from formal assessments, disaggregating data by groups of students to recognize and respond to gaps in achievement.

Current Assessment:

GVCS uses a variety of assessments both formative and summative to gauge student learning. Classrooms use protocols for students to self assess and peer critique. Both formal and informal assessments track student progress. Assessments include written, verbal and performance formats.

Goals and Objectives:

Goal #1: Revise report cards to reflect Common Core standards and show alignment among grade levels.			
#	Objective	Timeline	Responsible
1	Representatives from each grade level will align report card horizontally and vertically to reflect Common Core standards	8/30/14	Teachers/Admin
2	Integrate Habits of Work and Learning (HOWL's), Character Traits, and Design Principles on report cards.	8/30/14	Teachers/Admin
Goal #2: All teachers use criteria lists and rubrics throughout the instructional process to clarify tasks, help students revise their work, evaluate the product or performance, and engage students in reflection.			
#	Objective	Timeline	Responsible
1	DIG vision group create a bank of rubrics/criteria lists on server for all grades to access.	5/30/14	DIG Vision Group
2	Hardcopy of server-based rubrics/criteria lists in binder in IG's office.	5/30/14	DIG Vision Group
3	Grade level partners create rubrics for evidence-based common core writing	8/30/15	Teachers/Admin

4	Students learn to interpret their own assessment data and set personal goals for improvement.	12/1/15	Teachers
Goal #3: Students will practice and gain proficiency in taking online assessments.			
#	Objective	Timeline	Responsible
1	Students will gain specific computer skills such as touch screen, navigation, keyboarding, etc.	12/1/14	Teachers
2	Students will practice Smarter Balance assessments multiple times.	12/1/14	Teachers

Performance Area 4: Culture and Character

Expeditionary Learning schools build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. School structures and traditions such as crew, community meetings, exhibitions of student work, and service learning ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible.

Current Assessment:

GVCS invests significant resources in our character trait program. As our school has grown, we have added additional support to the Adventure Program. We have character traits, developed an Adventure Benchmark Program, presented our work multiple times at EL National Conferences, and have started developing assessments around Character Development. We also have started our work around service standards.

The EL Network (visitors, staff, and other school designers) recognizes the positive culture at GVCS as a strength and model within the Network. Once a small school, our significant growth these past few years required adjustments and reflection by leadership and staff as to how to foster the intimate culture of our once small school into a caring, responsive culture of it's larger configuration.

Goal #1: Create beautiful spaces in our hallways and classrooms, which celebrate learning.			
#	Objective	Timeline	Responsible
1	Establish hallway beautification committee (HBC)	6/15/14	Admin
2	Create hallway beautification plan	10/31/14	HBC
Goal #2: Build authentic crew and meaningful cross-age interactions to develop clear and positive school-wide culture.			
#	Objective	Timeline	Responsible
1	Develop buddy time criteria list and expectations (#interactions, etc)	6/30/14	Teachers
2	Calendar buddy time	8/30/14	Buddy Teachers
3	Service Friday launch for 8 th grade	8/30/14	Scott/Cynthia
4	Teachers will brainstorm other opportunities for cross-age interactions	6/30/15	Admin

Goal #3: Increase and improve parent understanding of and involvement in GVCS.			
#	Objective	Timeline	Responsible
1	Create a vision group targeted at involving parents (FIPE)	6/15/13	Staff
2	Plan and implement a family fun night and a parent-to-parent workshop.	11/1/13	FIPE
3	Plan All Parent Meeting.	1/30/14	FIPE
4	Plan and implement a parent volunteer thank you event.	5/30/14	FIPE
5	Include EL Educational Piece Regularly in <i>The Howl Newsletter</i> .	1/1/14	Scott
Goal #4: Integrate Habits of Work and Learning (HOWL's), Character traits and Design Principles.			
#	Objective	Timeline	Responsible
1	Roll out all 5 HOWL's into classrooms	6/1/15	HOWL's Vision Group.
2	Develop assessments for HOWL's	12/1/15	Teachers
3	Annually analyze HOWL's assessment data.	In April each year.	Teachers

Performance Area 5: Leadership

Expeditionary Learning school leaders build a cohesive school vision focused on student achievement and continuous improvement, and they align all activities in the school to that vision. Leaders use data wisely, boldly shape school structures to best meet student needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration. Leadership in EL schools goes beyond a single person or team-it is a role and expectation for all.

Current Assessment:

Over the past three years GVCS has experienced significant growth requiring adjustment to a larger staff size. Previous goals of adequate facilities have been addressed with a move to the Hennessy Campus. We now enjoy space for all programs and a MPR that accommodates whole-school community meetings and learning celebrations. Revised decision-making protocols and a new ABCD decision-making model have been developed that honors our tradition of shared leadership.

A leadership team has been developed and meets to address school-wide goals. The Discovery Studies program continues to grow and is at capacity at 70+ students. Our for fee pre-school program has grown into a second classroom. The school also operates a before and after school program to support families.

Goal #1: Support new and continuing teachers.			
#	Objective	Timeline	Responsible
1	Provide a detailed notebook to include: job descriptions, expectations, responsibilities, evaluation process, student behavior protocols, SST's, grade level content maps, parent-teacher communication expectations, and fieldwork and risk management guidelines.	8/1/13	Administration
2	Provide a calendar of events for the year that enables teachers to adequately anticipate and plan.	8/1/13	Administration
3	Provide an experienced partner teacher for new teachers. Monitor the partnership to ensure that the communication is ongoing and beneficial.	8/1/13	Administration and IG
4	Provide on and off site professional development appropriate for beginning and continuing teachers.	6/30/14	Administration

5	Provide Coaching cycles with our Instructional Guide (IG) for all new teachers. If time permits also include 2 nd year teachers.	6/15/14	IG
6	Provide coaching support for all teachers as appropriate and time dictates	Ongoing	IG
Goal #2: Allocate and schedule annual opportunities for instructional rounds and/or peer teacher observations.			
#	Objective	Timeline	Responsible
1	Teachers will participate in 2 cycles of lesson study or instructional rounds	6/1/14,6/1/15	IG
2	Teachers will be encouraged to take release time to observe other teachers.	Ongoing	Administration
Goal #3: Continue to be a Mentor School.			
#	Objective	Timeline	Responsible
1	All staff will participate in planning and hosting a site seminar	4/1/15	ELC
2	Participate and excel in credential process.	6/1/15	Administration
3	Make contribution to EL's intellectual capital as directed by EL.	Ongoing	IG

Performance Area 6: Other

This section is for goals/objectives that don't fit in the above areas.