

# Pacific Grove Unified School District

2002-2005

## Long Range Plan

### Board of Education:

Jessie Bray  
Anne Hall  
Debi Page, President  
Rich Schramm  
Beth Shammass, Vice President

### District Administration:

Patrick Perry, Superintendent  
Robin Blakley, Assistant Superintendent  
Barbara Novelli, Curriculum Coordinator

## BACKGROUND

The Pacific Grove Unified School District and the Board of Education have been guided by the District Strategic Plan, which was developed in five-year segments. Each year the Board holds public meetings to review the Plan for accomplishments, progress and refinements.

In the last five years some of the major accomplishments in accordance with the Plan have been:

- Continued to develop comprehensive staff development plans with a focus toward improving instruction.
- Continued to develop partnerships with the community to implement meaningful plans for community service by students as well as partnerships with the City of Pacific Grove with regard to existing agreements for facilities use with a focus on recreational and community awareness activities for the youth of the community.
- Review of existing programs to ensure that programs have benefits that exceed costs, and make positive contributions toward the District's mission.
- Enlisted various community groups through the Facilities Use Committee and others to achieve the District's mission, objectives and action plans.
- Held five Public Hearings to collect community input regarding the reconfiguration of the District's K-12 program on recommendation of the Facilities Task Group, then took action to reconfigure the District and use excess properties to create an income stream to ensure effective use of all district property.
- Successfully placed a twelve million dollar bond on the ballot for improvement to our school sites on recommendation of the Facilities Task Group.
- Hired an interim Superintendent, launched the search and ultimately hired the current Superintendent.
- Created a Long Range Planning Committee to include the Board and representatives from administration, staff, and the community to develop the attached document for the purpose of creating a Long Range Plan to guide the District and the Board through decisions for the next three to five years.

The District's last updated Strategic Plan was completed in 1998. During the last three years the Board of Education used a yearly Priority List developed from the Strategic Plan and other areas to guide the District. In the Spring of 2001 the Board determined that a Long Range Planning process should be completed. This plan is to be reviewed and revised annually and direct the District's yearly operation.

## COMMITTEE MEMBERSHIP

The Pacific Grove Unified School District Plan was developed by a District/Community Committee. This committee met over a six month period of time. During this time they:

- Reviewed and discussed current District programs and identified strengths, weakness and needs.
- Reviewed and discussed research and Literature related to the future needs for students.
- Convened focus groups to gather information to assist in action plan development.

The following individuals were integral to the completion of the District's Long Range Plan. This Plan is a result of their commitment and dedication.

Board of Education:

Jessie Bray  
Anne Hall  
Debi Page, President  
Rich Schramm  
Beth Shammas, Vice President

Members:

Matt Bell, Principal  
Sandi Eason, Parent  
Rod Herndon, CSEA President  
Barbara Kiely, Parent  
Sandy Koffman, Mayor

Deborah Marchese, Parent  
Anna Mitchell, Confidential Staff  
John Mothershead, Student  
Mike Niccum, Parent  
Susan Nine, PGTA Co-President  
Nina Russo, Principal

Barbara Novelli                      Patrick Perry  
Facilitator                              Facilitator

The students of Pacific Grove Unified School District thank you for your efforts!

## VISION STATEMENT

Pacific Grove Unified School District through its long-range plan will accomplish a number of goals over the next three to five years. Indicators of these goals being accomplished are:

- Student educational outcomes have been clearly identified for the elementary, middle, and high school and course offering to meet these outcomes have been Board approved and offered to students.
- The classroom instructional program utilizes individual learning styles to enable students to apply, synthesize, and grow ideas.
- Computers used by students and staff which connect people and resources to extend and expand and enrich the learning environment.
- Students and staff attend clean, peaceful, and safe schools. School safety plans are available upon request and are well practiced.
- Staff participates in District professional development offerings which align with the District's long-range plan.
- The District's budgeting process includes funding priorities supportive of the District's long-range plan. The District's programs are routinely reviewed for relevance to the base program and the long-range plan.

## **MISSION STATEMENT**

With a clear commitment to the worth of every individual, the Mission of the Pacific Grove Unified School District, in partnership with home and community, is to challenge every student through a quality instructional program, a positive, safe, and stimulating environment, to acquire and apply the knowledge and skills, that develop the insight and character necessary for a productive and rewarding life.

## STRENGTHS AND WEAKNESSES

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STRENGTHS	WEAKNESS
1. Our District is small	1. Number of course offerings diminish – teachers must teach out of their expertise.
2. Pacific Grove has a comprehensive program	2. We have not effectively dealt with declining enrollment while maintaining a comprehensive program.
3. The District is financially stable. High level of accuracy in budget.	3. Budget process is lock step. Historical based budget limits ability to try new things.
4. Experienced staff.	4. Very few new teachers. Some experienced teachers need staff development.
5. Very involved parent and community – lots of support.	5. Polarized parent groups – passive vs. active, ability to almost help too much/not able to help at all.

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# **GOALS AND ACTION PLANS**

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## Summary of Long Range Plan Goals/Objectives

### **Develop and implement a K-12 comprehensive program with respect to course offerings, class size, support program and facilities**

- Identify District base program offerings and support programs
- Identify suggested district basic course offerings and support programs
- Review and develop recommendation for class size and facility utilization
- Review staff instructional background/credentials and expertise to deliver the suggested course offerings and special programs

#### Vision Statement

- Each School reaches an equilibrium with staff regardless of the number of students and course offerings are held steady (set classes/programs are offered regardless of the number of students)
- Emphasis is on teaching the number of students with size appropriate to teaching tasks (rather than a set formula)
- Students and parents have a clear educational plan (including student outcomes) as early as sixth grade (Learning Plan for each student)
- Qualified staff (background credentials, training and experience) teach all courses and programs
- Facilities and staff are scheduled to offer the District's approved program (utilization of specialized classrooms and staff are maximized)

### **Establish a school environment, which is safe, clean and secure**

- A complete student support service program will be offered to all students
- Students will attend a clean campus
- Students on each campus will have a comprehensive Safe School Plan

#### Vision Statement

- Each campus is well lit, warm, litter free
- Schools are free of violence
- Conversations in the halls are respectful
- Students and staff come to school each day feeling safe, respected, proud and can comfortably focus on learning. Teachers mingle with students, and students interact and mix freely
- Each classroom has up to date furniture, carpet, curtains at the windows
- School safety plan is available to any one upon request
- Custodial and maintenance staff are trained

**Technology will be integrated into the curriculum and used as a tool to assist independent 21<sup>st</sup> Century Learning.**

- Establish a K-12 articulated curriculum
- Expand the integration of technology skills into the core curriculum
- Establish technology as a Board approved curriculum

Vision Statement

- Work samples exhibit use in technology
- Computers are constantly used in classroom
- Students work at terminals connecting them with people and resources on global scale
- Students are involved in distance learning
- All teachers use electronic communication
- Technology is available after school hours
- Students use power point, digital cameras etc. to produce final projects
- Students complete project based lessons
- Students are confident and able to use technology
- Smart boards are used in Middle School and High School classrooms
- Technology staff development is available for all staff

**Basic education will include critical thinking and higher order thinking skills in all areas of the curriculum**

- Expand/Design critical thinking into the K-12 curriculum and assessment program
- Complete staff training in critical thinking and the use of revised curriculum and assessments
- Develop/Revise assessments to measure student success in completing the critical thinking objectives
- Broaden a program to intellectually challenge students
- Enhance the instructional environment to adapt to how students learn

Vision Statement

- Assessments includes synthesis evaluation and higher level thinking skills
- Students are included in self assessment
- Students demonstrate ability to solve logical and abstract problems
- Students bring information gained outside of classroom back into the classroom to share and evaluate
- All staff are involved in professional development in areas of critical thinking
- Classes use the socratic method of questioning
- Students grading includes performance out comes
- Individual learning styles are met via music, drama, self evaluation, art, and various modalities
- Questioning actively engages all students and challenges them to apply and synthesize information
- Students are involved in outside classroom activities which apply learning

**Establish a professional development plan that will enable staff to implement the District Long Range Plan**

- Identify ways to encourage all staff (certificated, classified and administration) attend
- Identify needs of staff development

#### Vision Statement

- Staff buys into the long range plan by learning new teaching tools, methods
- Certain themes are common in every classroom (Rubrics, Critical Thinking Charts on the walls)
- Teachers teaching teachers (strategies, techniques, etc.) and are compensated
- Staff development offerings have a waiting list
- Lessons are presented in multi sensory learning styles (diverse ways that adapt to needs of diverse learners)
- Staff attends paid training during the summer
- Teacher credential and staff development certificates are visibly displayed in the classroom
- All classified staff is paid for taking part in training
- Staff development offerings match the long range plan

#### **Revise the District budgetary process to include Long Range Plan Goals**

- Update the Long Range Plan on an annual basis
- Place selected Long Range Goals into the budget

#### Vision Statement

- Funding priorities reflect goals
- A set percent per year is reserved to fund long range planning goals
- All programs are routinely reviewed for relevance to base program and long range plans
- District budget is available on the internet
- Budget planning meeting is conducted in November
- Funding sources and impact on general fund are clearly identified
- Budget process allows for ideas/projects (creative, innovative)
- Significant budget revisions are connected to the long range plan