

Solana Beach School District Strategic Plan 2011-2012

GOAL 1: Student learning occurs in well-equipped, resource-rich facilities that will be constructed and maintained to accommodate the evolving student population and instructional programs.

Step No.	Action Plan	Our Reality	Student Impact	Timeline	Funding	Evidence of Implementation	Comments
1.0	Develop a District-wide Facilities Master Plan including enrollment projections, asset management, school configurations, recommendations for appropriate sustainability practices and environmental sensitivity, etc.		Well-equipped, resource-rich facilities; equity across district	Current and ongoing	Developer Fees; Facilities; Deferred Maintenance	Community Involvement; Planning Document	Initial Plan 5-years; Update each year to add 1-year
2.0	Explore facilities modification to increase opportunities for expanded preparation and delivery of fresh food preparation and same-day delivery in the District Child Nutrition Services Program.		Health and education impact for students	Current and ongoing	Child Nutrition Services	Implementation of improved meal delivery to students	Collaborative work with CFO and Director of Child Nutrition Services
3.0	Design and determine construction schedule of the new school to meet enrollment projections and educational specifications (drafted in July 2010).		Well equipped, resource rich facilities; equity across district	Current to Time of Opening	Developer Fees; Facilities	Construction and Occupancy	
4.0	Design and modernize facilities that reduce the overall carbon footprint (e.g. lighting replacement, photo voltaic technologies, passive and active ventilation systems, day lighting, alternate materials, etc), meet enrollment projections and adhere to educational specifications (drafted in July 2010).		Educational opportunities around green building design and environment	Current and ongoing	Developer Fees; Facilities; Deferred Maintenance	Construction and Occupancy; Additional curriculum opportunities in area of environment	
5.0	Develop a training component for staff in the use of buildings that are becoming increasingly complex and highly technical (e.g. lighting controls, photo voltaic technologies, passive and active ventilation systems, day lighting, etc).		Educational opportunities around green building design and environment	Current and ongoing	Professional Development Funds	Post Occupancy; Additional curriculum opportunities in area of environment	
6.0	Establish an Energy Conservation Program <ul style="list-style-type: none"> • Maintain Comfortable Learning Environment • Create a Culture of Energy Efficiency • Eliminate Energy Wasters • Save Dollars 		Educational opportunities around green building design and environment	Current and ongoing	Maintenance and General Fund	Post Occupancy; Professional Development; Utility bill reduction	

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GOAL 2: Students' unique learning needs and academic achievement levels will be met through differentiated instruction with best practices and teaching methods.

Step No.	Action Plan	Our Reality	Student Impact	Timeline	Funding	Evidence of Implementation	Person(s) Responsible
2.1	<p>Student Academic Achievement Goal: All students will be proficient or advanced in grade-level standards.</p> <p>Current year focus goal: Increase the academic achievement of all significant subgroups.</p>	<p>88% of our students were proficient or advanced in E/LA on the CST in spring 2011.</p> <p>88% of our students were proficient or advanced in mathematics on the CST in Spring 2011.</p>	<p>90% of students will score proficient or advanced in E/LA.</p> <p>90% of students will score proficient or advanced in mathematics</p>	2011-2015		All statistically significant subgroups will meet AYP targets.	<p>Assistant Superintendent, Instructional Services</p> <p>Director, Instructional Services</p> <p>Principals</p>
2.1.1	<p>Implement the district adopted English/Language Arts program. Ensure consistent program effectiveness through ongoing monitoring and evaluation.</p> <p>District: Continue to support the implementation of yearlong curriculum plans that follow the scope and sequence of adopted instructional materials.</p> <p>Identify consistent criteria for the purchase of supplementary literature.</p> <p>Continue to build curriculum units for the technology lab that are aligned to the scope and sequence of English/Language Arts.</p>	<p>See 2.1</p> <p>See 2.1</p> <p>See 2.1</p>	<p>See 2.1</p> <p>See 2.1</p> <p>See 2.1</p>	<p>2011-2012</p> <p>2011</p> <p>2011-2012</p> <p>2011-2012</p>	<p>Title II \$15,000 per school</p>	<p>Instructional materials will be used consistently in all classrooms.</p> <p>Classroom walk-throughs will be conducted in all schools three times each year.</p> <p>Purchase orders and book inventories for each school site</p>	<p>See 2.1</p> <p>See 2.1</p>

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Step No.	Action Plan	Our Reality	Student Impact	Timeline	Funding	Evidence of Implementation	Person(s) Responsible
2.1.1 Cont.	<p>Sites: Implement yearlong curriculum plans that follow the scope and sequence of adopted instructional materials.</p> <p>Identify and use supplementary literature for the independent practice of skills and strategies identified in the scope and sequence. Maintain balance of fiction (50%) and non-fiction (50%)</p> <p>Support classroom teacher collaboration with enrichment instructors to coordinate yearlong pacing and curriculum integration, aligning the scope and sequence of the enrichment curriculum to English/Language Arts.</p>			<p>2011-2015</p> <p>2011-2012</p> <p>2011-2012</p>	<p>Title II \$15,000 per school</p>	<p>Technology lab units. Site collaboration agendas.</p> <p>Classroom walk-throughs observations. Instructional timelines posted on the SBSB wiki.</p> <p>Purchase orders and book inventories for each school site.</p> <p>Collaboration meetings once or twice each year at each school site.</p>	<p>Director, Instructional Services Principals</p> <p>Principals</p> <p>Principals</p>
2.1.2	Increase support for English Language Development particularly for English learners at the beginner, early intermediate and intermediate levels.	<p>62.4% of our English learners were proficient or advanced in E/LA on the CST in Spring 2011.</p> <p>64% of our English learners were proficient or advanced in</p>	<p>78.4% of our English learners will score proficient or advanced in E/LA on the CST in Spring 2012.</p> <p>79% of our English learners will score proficient or advanced in</p>	2011-2012	General fund	<p>Installation of <i>English in a Flash</i> software. GLAD training offered and delivered to all interested teachers. Follow-up training for all GLAD-trained teachers.</p>	<p>Assistant Superintendent, Instructional Services</p> <p>Director, Instructional Services</p> <p>Principals</p>

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2.1.2 Cont.		mathematics on the CST in Spring 2011.	mathematics on the CST in Spring 2012.				
2.1.3	Implement software program in every school to improve math fact automaticity.	See 2.1	See 2.1	2011-2012	General fund	Fastt Math installed in every school. Data analysis tracking improvement of non-proficient students.	Principals
2.1.4	Implement software program in every school to improve mathematics concept development for all K-1 students.	See 2.1	See 2.1	2011-2012	General fund	DreamBox installed in every school. Data analysis tracking progress of all students.	Assistant Superintendent, Instructional Services Principals
2.1.5	Train Technology Lab instructors and interested classroom teachers to use Google tools. Redesign Technology Lab curriculum units as appropriate to integrate use of tools.	See 2.1	See 2.1	2011-2012	General fund	Modifications to technology lab lesson plans.	Director, Instructional Services
2.1.6	Pilot the use of mobile technology and consider implications for the District Technology Replacement Plan.	See 2.1	See 2.1	2011-2012	General fund	Purchase of iPads and iPods. Changes in instructional plans. Use of technology by students. Monthly iPilot meeting agendas.	Director, Instructional Services Principals

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Step No.	Action Plan	Our Reality	Student Impact	Timeline	Funding	Evidence of Implementation	Person(s) Responsible
2.1.7	Update District Technology Plan	See 2.1	See 2.1	2011-2012		Updated District Technology Plan.	Director, Technology and New Facilitie Director, Instructional Services
2.2	<p>Assessment and Accountability Goal: Provide cohesive, consistent, reliable assessments that support progress monitoring for all students.</p> <p>Current year focus: Construct end-of-trimester or unit benchmark assessments for each grade level aligned to English/language arts instructional materials</p>	See 2.1	See 2.1	2011-2015	General fund	Progress and growth monitoring for all students will occur three times each year.	Assistant Superintendent, Instructional Services Principals

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Step No.	Action Plan	Our Reality	Student Impact	Timeline	Funding	Evidence of Implementation	Person(s) Responsible
2.2.1	<p>Use data and assessment systems to analyze program effectiveness and monitor individual student progress.</p> <p>District and Sites: Continue training to interpret and use assessment results for curriculum planning that will challenge advanced students and support intervention for struggling students.</p> <p>Use systems for data analysis demographically, longitudinally, and by curriculum strand.</p> <p>Sites: Use District Benchmark Assessment results and frequent formative and summative common assessments. Determine next steps by developing classroom, grade-level, and individual SMART goals.</p>	See 2.1	See 2.1	2011-2015	General fund	Use Data Director to monitor all student progress on District Benchmark Assessments. Analysis of validity and reliability of District Benchmark test items.	Director, Instructional Services Principals
2.3	Professional Development and Support for Student Learning Goal: Provide research-based professional development focused on planning and implementing standards-based curriculum, instruction, and assessment.	See 2.1	See 2.1	2011-2015			
2.3.1	Staff (<i>classroom teachers, reading teachers, E.L.D. teachers, and Special Education teachers</i>) will receive ongoing training in the Gradual Release of Responsibility model and Essential Elements of Instruction.	See 2.1	See 2.1	2011-2012	Title II	Doug Fisher training will be provided three or more times during the year. Trainers will create implementation plans for sites.	Assistant Superintendent, Instructional Services Principals

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Step No.	Action Plan	Our Reality	Student Impact	Timeline	Funding	Evidence of Implementation	Person(s) Responsible
2.3.2	Staff will receive an introduction to the Common Core standards and consider the implications for English/Language Arts and mathematics instruction	See 2.1	See 2.1	2011	State funding for PD	Professional Development Symposium.	Assistant Superintendent, Instructional Services
2.3.3	Create collaborative administrative teams to develop and use classroom walk-through protocols to monitor and evaluate consistent and effective implementation of the instructional program.	See 2.1	See 2.1	2011-2015		Classroom walk-through schedule.	Instructional Services Department and Principals
2.3.4	Continue to build and support district staff and principal instructional leadership.	See 2.1	See 2.1	2011-2012		Leadership Team agendas.	Assistant Superintendent, Instructional Services
2.3.5	Train interested teachers in Guided Language Acquisition Design (GLAD). Provide Job-imbedded coaching for teachers who have already attended Project GLAD training	See 2.1	See 2.1	2011-2012	Title II \$30,000	Training schedule	Assistant Superintendent, Instructional Services
2.3.6	Train English Language Development (ELD) teachers, and interested classroom teachers in ELD and SDAIE strategies.	See 2.1	See 2.1	2011-2012	Title II \$10,000	Training schedule	Director Instructional Services

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2.4	<p>School Culture and Learning Environment Goal: Maintain an orderly and purposeful environment that is conducive to teaching and learning. Provide the climate and culture for positive, professional, collegial collaboration.</p> <p>Continue to develop a collaborative culture with a focus on learning and results.</p> <p>Refine the answers to critical questions:</p> <ol style="list-style-type: none"> 1. What are students expected to learn? 2. How will we know when they have learned it? 3. How will we respond when students do not learn it? 4. How will we respond when they already know it? 			2011-2015		<p>Collaboration meeting agendas are focused on learning and results and constructed to answer critical questions.</p> <p>Progress monitoring for students meeting growth targets in 2011 and 2012 will occur each trimester at each school site.</p> <p>Intervention alternatives will be available to all students who need support.</p>	<p>Assistant Superintendent, Instructional Services</p> <p>Director, Instructional Services</p> <p>Principals</p>

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GOAL 3: Develop, expand and/or maintain robust, fee-based Child Development Center preschool, school-age, and enrichment programs that preserve fiscal responsibility and provide appropriate inclusion of children with special needs within the framework of the District Strategic Planning process.

Step No.	Action Plan	Our Reality	Student Impact	Timeline	Funding	Evidence of Implementation	Comments
1.0	Integrate CDC Strategic Planning Activities into the Comprehensive District Strategic Planning process.		Smooth student transition and alignment within district	By Fall 2012, then ongoing	Program revenue	Board approval of CDC Strategic Plan will be aligned with K-6 plan approval	Plan approval alignment by Fall 2011. Fully aligned participation with K-6 sites by District Update in Fall 2012
2.0	Develop and maintain effective vertical alignment between Preschool and K-6 curriculum with emphasis on linkage of the California Preschool Foundations with Common Core standards in language arts and mathematics.		Teaching with a purpose to increase student learning	By Fall 2012 then ongoing	Program revenue	Availability of aligned curricular materials	Little Treasures linked to K-6 Treasures adoption.
3.0	Implement research-based strategies for effective integration and inclusion of special needs preschool population (36 months to 5 years) with typical peers.		Individual student needs identified and instruction differentiated	Ongoing	Program Revenue, State and Federal funding	Presence of included children with special needs and appropriate staff support	Collaborative work with CDC Principal and Director of Pupil Services
4.0	Develop and maintain effective structures for communication between families and program staff about all aspects of the preschool and school-age programs.		Increased home/school connection that focus on student needs	Ongoing	Program revenue	Website, electronic and print communication, improved billing processes	Significant efforts underway. Responsibility of CDC Principal
5.0	Assure that all program operations support student learning in engaging, safe, well-maintained, resource-rich environments with fully trained, cohesive and collaborative staff.		Increased student enrollment and systematized safety plan	Ongoing	Program revenue	Observation of facilities' conditions and resources and effective instructional strategies. Record of appropriate staff development	Collaborative work with CDC Principal and Assistant Supt. of Administrative Services

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						completion	
6.0	Begin preparation for expansion of preschool program services to School #7		Expanded access for families in Pacific Highlands Ranch will increase overall impact to more children	By Fall 2013	Program revenue	Presence of preschool facilities and program operation at SBSB School #7	Collaborative work with CDC Principal, Superintendent, Assistant Supt. of Administrative Services, and Director of New Facilities