

# Solana Beach School District Strategic Plan 2017-2018

<b>GOAL 1:</b>	<b>All students will meet or exceed grade-level standards. Students will receive instruction aligned with the California State Standards and supported by inquiry-based, hands-on learning experiences and the effective use of technology.</b>
<b>Related State Priorities:</b>	<b>Basic Services, Implementation of State Standards, Course Access, Pupil Achievement, Other Pupil Outcomes, Pupil Engagement</b>

Action No.	Action Plan	Identified Need and Metric	What Will Be Different or Improved for Students?	Timeline	Funding	Evidence of Implementation	Person(s) Responsible
1.1	<p>Students will receive instruction aligned with the California State Standards (CSS) and supported by inquiry-based, hands-on learning experiences and the effective use of technology</p> <ul style="list-style-type: none"> <li>• Continue to align science instruction to the Next Generation Science Standards (NGSS)</li> <li>• Purchase materials and resources aligned to the Next Generation Science Standards (NGSS)</li> <li>• Continue to integrate STREAM (Science, Technology, Research, Engineering, Arts, and Mathematics) activities into Discovery Lab programs and classroom to support core curriculum instruction</li> <li>• Each site will have a full-time certificated Teacher on Special Assignment (TOSA) for STREAM to support student instruction and learning</li> <li>• Ensure consistent CSS implementation through ongoing monitoring and evaluation of the instructional programs</li> <li>• Identify and purchase primary and supplemental instructional materials aligned with the CSS as needed</li> <li>• Continue to refine the integration of technology into classroom instruction and provide opportunities for students to learn and practice life and career skills</li> <li>• Evaluate and recommend software applications to support student learning</li> <li>• Digital Citizenship instruction to support student</li> </ul>	<p>CSS aligned science and writing materials have been purchased</p> <p>Administrative and site learning walks focus on evidence of student engagement and learning as it aligns to CSS implementation</p> <p>Use and integration of mobile technology in grades K through 6, to research, create, and apply learning</p>	<p>Students will have CSS aligned materials to science and writing, and receive instruction aligned with the standards delivered using research-based instructional practices</p> <p>Students will learn and use life and career skills including critical thinking, communication, collaboration, creativity, and application of digital citizenship</p>	2017-2020	General Fund	<ul style="list-style-type: none"> <li>• Purchase orders, inventories, and availability of CSS aligned materials in classrooms</li> <li>• Classroom learning walks conducted in all schools two times each year</li> <li>• Implementation of STREAM units in Discovery Labs at all schools and the integration of science standards</li> <li>• Purchase of mobile technology software and equipment and supporting network infrastructure</li> <li>• Evidence of digital citizenship lessons and communication using Common Sense Media</li> <li>• District STREAM TOSA and a full-time STREAM TOSA at each site</li> </ul>	<p>Assistant Superintendent, Instructional Services</p> <p>Director, Instructional Services</p> <p>Director, Technology</p> <p>Principals</p> <p>Software Committee</p>

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	<p>use and application of digital tools to support learning</p> <ul style="list-style-type: none"> <li>Classroom learning-walks will be focused on student engagement and learning as it relates to the implementation of state standards</li> </ul>						
1.2	<p>Utilize data from standards-aligned assessments to support progress monitoring for all students</p> <ul style="list-style-type: none"> <li>Use data and assessment systems to monitor individual student progress and analyze program effectiveness</li> <li>Use standards-based student progress reports as benchmarks to measure growth</li> <li>Track progress of English Learners to ensure acquisition of English and academic achievement</li> <li>Ensure that long-term English Learners achieve reclassification prior to leaving the district at the completion of sixth grade</li> <li>Support schools in the use of district benchmark assessment results and frequent formative and summative assessments to determine grade-level, classroom, and individual student goals</li> <li>Students will participate in the state assessment system, the California Assessment of Student Progress and Performance (CAASPP), in spring 2018</li> <li>Pilot data management system to support student progress and instruction</li> </ul>	<p>The state's assessment system, CAASPP</p> <p>Students participate in district benchmark assessments and classroom assessments</p> <p>English Learners take the CELDT and/or ELPAC to track annual progress in English acquisition</p>	<p>Progress monitoring will ensure students make appropriate academic gains, students in need of additional support will be identified for intervention services</p>	2017-2020	General Fund	<ul style="list-style-type: none"> <li>Use of data to monitor student progress</li> <li>Grade-level, classroom, and individual goal setting documents</li> <li>Progress reports aligned to CA Standards</li> <li>CSS aligned classroom and district assessments</li> <li>District benchmark assessments aligned to Standards</li> <li>English Learners who do not make expected progress based on their ELD levels will be identified and given appropriate intervention services</li> </ul>	<p>Assistant Superintendent, Instructional Services</p> <p>Director, Instructional Services</p> <p>Director, Technology</p> <p>Principals</p>

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1.3	<p>Provide professional learning focused on planning and implementing standards-based curriculum, instruction, and assessment</p> <ul style="list-style-type: none"> <li>• Staff will receive training aligned to the CSS that supports best practices of teaching and learning</li> <li>• Instructional learning walks will monitor progress of CSS implementation and inform next steps for professional learning</li> <li>• Provide professional learning in the integration of the Next Generation Science Standards (NGSS) and the purposeful use of mobile technology to support life and career skills</li> <li>• Two August Professional Learning Days will focus on instructional strategies to support state standards implementation</li> <li>• Professional learning for teachers, administrators, and support staff on instructional strategies to address the needs of:               <ul style="list-style-type: none"> <li>○ English learners</li> <li>○ Students with disability</li> <li>○ Struggling students</li> <li>○ Advanced learners</li> </ul> </li> </ul> <p>Content areas may include:</p> <ul style="list-style-type: none"> <li>○ Mathematics</li> <li>○ Literacy</li> <li>○ Writing</li> <li>○ Content area integration</li> </ul>	<p>Teachers have received training on CSS aligned materials, they will continue to benefit from ongoing training</p> <p>Administrative and Site learning walks focus on evidence of student engagement, learning and CSS implementation</p> <p>Leadership Team members attend applicable professional learning</p> <p>Research studies show high-quality professional learning, coupled with application has an impact on quality teaching and learning. Teachers need opportunities for professional learning and collaboration to</p>	<p>Instruction with science will be more closely aligned with NGSS</p> <p>Strategies to assist students in accessing content will continue to be strengthened</p> <p>Students will learn and use life and career skills in highly engaging learning experiences</p>	2017-2020	General Fund	<ul style="list-style-type: none"> <li>• Training agendas and evaluations, Professional Learning Symposium schedule</li> <li>• Implementation of CSS and use of mobile technology will be observable during learning walks conducted in all schools two times each year</li> <li>• Teachers on Special Assignment (TOSAs) will provide support and professional learning</li> <li>• Data from software applications used</li> </ul>	<p>Assistant Superintendent, Instructional Services</p> <p>Director, Instructional Services</p> <p>Director, Technology</p> <p>Principals</p> <p>District TOSAs</p>

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	<ul style="list-style-type: none"> <li>○ Science</li> <li>● The following Teacher on Special Assignment (TOSA) positions will provide support and professional learning:               <ul style="list-style-type: none"> <li>○ Two TOSAs for state standards implementation/technology integration</li> <li>○ Half TOSA for BTSA</li> <li>○ Half TOSA for Diverse Learners/Special Needs</li> <li>○ One TOSA for STREAM</li> <li>○ Each site will have a full time certificated TOSA for STREAM</li> </ul> </li> <li>● Software committee will reference ISTE standards and provide recommendations for software applications that promote best practices to further student learning and application</li> </ul>	support student learning					
1.4	<p>Provide intervention services to students who do not make expected progress toward achieving grade level standards:</p> <ul style="list-style-type: none"> <li>● Certificated staff, with para-professional support, deliver direct instruction to students to target area(s) of need as it aligns to CSS</li> <li>● Literacy and Math intervention supports will be provided to students not making expected progress toward grade level standards</li> <li>● English Learner support teachers and staff deliver direct instruction to students, provide professional learning to staff members working with English Learner students, and consult with</li> </ul>	District CAASPP data and district assessments show students are scoring below grade level standards, specific subgroups include English Learners, Economically Disadvantaged and Students with Disabilities	Students will receive additional instructional supports to enhance learning and improve progress made.	2017-2020	General Fund  Intervention  Special Ed Programs	<ul style="list-style-type: none"> <li>● Purchase orders to support professional learning opportunities</li> <li>● Notes/agendas from collaboration meetings and trainings</li> <li>● District/Site learning walks</li> <li>● CAASPP data</li> <li>● District assessments</li> <li>● CELDT/ELPAC scores</li> <li>● District</li> </ul>	<p>Assistant Superintendent, Instructional Services</p> <p>Director, Instructional Services</p> <p>District TOSA for Diverse Learners/Special Needs</p>

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	classroom teachers <ul style="list-style-type: none"> <li>• Staff will continue to receive professional learning around English Language Development (ELD) Standards</li> <li>• English Learner support staff monitor student progress after reclassification and provides interventions if a student’s performance falls below the reclassification criteria</li> <li>• Cross-collaboration with San Dieguito Union High School District and neighboring elementary school districts to articulate supporting Long Term English Learners (LTEL) will continue</li> <li>• A full-time School-Community Liaison provides outreach with families, translations, and networks with community organizations</li> <li>• Extended day and extended year learning opportunities are provided for at-risk students</li> <li>• Low income students and low income English Learner students can be provided with scholarships to attend Summer Enrichment classes</li> <li>• Preschool learning opportunities for low income children to support early foundational skills</li> <li>• District TOSA for Diverse Learners/Special Needs supports teachers in professional learning around inclusive practices</li> </ul>					reclassification data	ELD Support Teachers

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<b>GOAL 2:</b>	<b>Foster a safe, purposeful, environment that is conducive to teaching and learning, and provide the climate and culture for positive, professional, collegial collaboration and learning.</b>
<b>Related State Priorities:</b>	<b>Basic Services, Other Pupil Outcomes, Parent Involvement, Pupil Engagement, School Climate</b>

Action No.	Action Plan	Identified Need and Metric	What Will Be Different or Improved for Students?	Timeline	Funding	Evidence of Implementation	Person(s) Responsible
2.1	<p>Continue to develop school, district and community level systems to support a climate that promotes social, emotional, and physical safety and wellbeing</p> <ul style="list-style-type: none"> <li>• Promote wellness activities for students, staff, and community</li> <li>• Support the development of life and career skills</li> <li>• Systemically integrate best practices of anti-bullying programs</li> <li>• Ensure all students receive instruction in Steps to Respect or Second Step and digital citizenship curriculum</li> <li>• Explore and evaluate resources to support student well-being (e.g. mental health supports)</li> <li>• Evaluate school climate through staff, student, and parent surveys and questionnaires</li> <li>• Administer California Healthy Kids Survey to gather data on student perceptions around school and student well-being</li> <li>• Guidance Assistants at each campus to support student well being</li> <li>• Maintain and support high levels of parent participation and leadership opportunities</li> <li>• Parent/Community involvement activities will include Strategic Planning, School Site Councils, DELAC and ELAC meetings, Back-to-School Nights and Open House events, Parent Conferences, parenting workshops, opportunities to volunteer on campus, PTA/PTO events, Solana Beach Schools Foundation events, Education Coalition</li> </ul>	<p>Schools sponsor wellness activities and have anti-bullying programs</p> <p>Truancy, absenteeism, suspension, and expulsion rates are significantly below state rates</p> <p>There is a high level of parent engagement and support and to continue this communication needs to continue to be strong</p>	<p>Improved social climate, health, and fitness for all students</p> <p>Truancy, absenteeism, suspension, and expulsion rates will remain low</p> <p>Maintain parent participation and leadership at current levels or higher</p> <p>Parents and students will benefit from improved community partnerships and home-to-school communication</p>	2017-2020	General Fund	<ul style="list-style-type: none"> <li>• Meeting rosters and completed surveys and questionnaires</li> <li>• Wellness committee meeting agendas and activities</li> <li>• Safety committee agendas</li> <li>• Second Step/Steps to Respect and digital citizenship materials will be in use at all schools</li> <li>• Guidance assistants on each campus will support positive school climate activities</li> <li>• 21<sup>st</sup> century life and career skills are included on the student progress reports</li> <li>• District and school safety plans</li> <li>• Child Nutrition Menu and resources</li> </ul>	<p>Superintendent</p> <p>Assistant Superintendent, Instructional Services</p> <p>Executive Director, Capital Programs and Technology</p> <p>Director, Instructional Services</p> <p>Director, Pupil Services</p> <p>Director, Child Nutrition Services</p> <p>Director, Maintenance, Operations, and Facilities</p> <p>Director, Child Development Center</p>

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	<p>meetings</p> <ul style="list-style-type: none"> <li>• Explore and build community partnerships to support student learning</li> <li>• Refine current communication methods between district/site/parent/community to continue to support a positive learning environment</li> <li>• Site safety and security features/procedures will be reviewed and updated</li> <li>• Districtwide safety committee will convene to review current procedures and make recommendations</li> <li>• A full-time School-Community Liaison provides outreach with families, translations, and networks with community organizations</li> <li>• The Child Nutrition Program will               <ul style="list-style-type: none"> <li>○ continue to expand, offering students fresh, healthy, and appealing meals</li> <li>○ provide and promote nutrition information and education</li> <li>○ continue to refine communication</li> </ul> </li> <li>• Ensure school site and preschool staff communicate when students transition from community preschool programs (Casa de Amistad, Head Start) and CDC Preschool to kindergarten</li> </ul>						Principals School-Community Liaison Wellness Committee Safety Committee

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3.1	<p>Student learning will occur in well equipped, resource rich facilities that will be constructed and maintained to accommodate the evolving student population and instructional programs</p> <ul style="list-style-type: none"> <li>• Design and modernize facilities to reduce the overall carbon footprint, meet enrollment projections, adhere to educational specifications, and create optimal learning environments</li> <li>• Develop training for staff in the use of buildings that are becoming increasingly complex and highly technical</li> <li>• Energy Conservation Programs and systems will be reviewed and implemented as appropriate:               <ul style="list-style-type: none"> <li>○ Solar energy cost/benefit</li> <li>○ Technology infrastructure capacity</li> <li>○ Recycling</li> <li>○ Gardening and garden-to-table</li> </ul> </li> <li>• Learning spaces will be evaluated and updated to meet the needs of STREAM instruction and 21<sup>st</sup> century learning</li> <li>• Kitchen facilities will be updated to support the enhanced Child Nutrition Program</li> <li>• The district passed a bond measure (JJ) to fund capital improvements, which initiated the establishment of the Independent Citizens' Oversight Committee (ICOC)               <ul style="list-style-type: none"> <li>○ Skyline Reconstruction</li> <li>○ Solana Highlands Modernization</li> <li>○ Solana Pacific Solar Panels</li> <li>○ Solana Vista Design</li> </ul> </li> </ul>	<p>FIT (Facility Inspection Tool) Reports, SARCs (School Accountability Report Card), and Williams Reports indicate that facilities are in good condition. Some older school sites are in need of modernization/remodeling.</p> <p>There have been no Williams Settlement complaints.</p> <p>With the Child Nutrition Initiative, kitchens will need to be redesigned to support changes in how food is prepped.</p>	<p>Ongoing updates, maintenance, and repairs will ensure students are learning in optimal environments.</p> <p>Students will experience educational opportunities related to green building design and environments</p>	2017-18	<p>General Fund</p> <p>Building Funds</p> <p>Maintenance and Operations Funds</p> <p>Measure JJ funds</p>	<ul style="list-style-type: none"> <li>• Construction, maintenance, and repair records</li> <li>• Records of staff training in use of building systems including HVAC, power conservation, and audio/visual equipment</li> <li>• Energy conservation program in place</li> </ul>	<p>Superintendent</p> <p>Assistant Superintendent, Business Services</p> <p>Executive Director, Capital Programs and Technology</p> <p>Director, Maintenance, Operations, and Facilities</p> <p>Assistant Superintendent, Instructional Services</p>



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	<ul style="list-style-type: none"> <li>○ Solana Santa Fe shade structure</li> <li>● The district will evaluate the need for shade structures and available drinking water at sites</li> <li>● Other district facilities projects:               <ul style="list-style-type: none"> <li>○ Determine facility needs for potential student growth</li> <li>○ Explore Child Development Center facilities districtwide</li> </ul> </li> </ul>						
3.2	Ongoing communication regarding progress of goals indicated in the Long Range Facilities Master Plan <ul style="list-style-type: none"> <li>● Website</li> <li>● Principal weekly communication</li> <li>● Local media outlets</li> </ul>	Continue strong communication to support learning environments	Strengthens Home/School/Community Connections	Ongoing	N/A	Constituency feedback	Executive Director, Capital Programs and Technology  Superintendent