

Solana Beach School District Strategic Plan 2016-2017

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

| 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 that is 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"> • Ensure consistent CSS implementation through ongoing monitoring and evaluation of the instructional programs • Identify and purchase primary and supplemental instructional materials aligned with the CSS • Continue to integrate STREAM (Science, Technology, Research, Engineering, Arts, and Mathematics) activities into Discovery Lab programs and classroom to support core curriculum instruction • Purchase materials aligned to the Next Generation Science Standards (NGSS) and expand current resources and practices (e.g. robotics) • Continue to align science instruction to the Next Generation Science Standards (NGSS) • Each site will have a full time certificated Teacher on Special Assignment (TOSA) for STREAM to support student instruction and learning • Continue to refine the integration of technology into classroom instruction and provide opportunities for students to learn and practice 21st century skills • Classroom learning-walks will be focused on student learning and the implementation of state standards | <p>CSS aligned ELA, math, and science materials have been purchased</p> <p>Administrative and site learning walks focus on evidence of CSS implementation, teaching and learning</p> <p>Use and integration of mobile technology. In grades K through 2, students have access to 6 - 10 iPads per classroom, in grades 3 through 6 classrooms students have 1-to-1 iPads</p> | <p>Students will have CSS aligned materials and receive instruction aligned with the standards delivered using research-based instructional practices</p> <p>All students will experience STREAM activities in the Discovery Labs and in class</p> <p>Students will learn and use 21st century skills including critical thinking, communication, collaboration, and creativity</p> | 2014-2017 | LCAP | <ul style="list-style-type: none"> • Purchase orders, inventories, and availability of CSS aligned materials in classrooms • Classroom learning walks conducted in all schools three times each year • Implementation of STREAM units in Discovery Labs at all schools • Purchase of mobile technology software and equipment and supporting network infrastructure • District STREAM TOSA and a full time STREAM TOSA at each site | <p>Assistant Superintendent, Instructional Services</p> <p>Director, Instructional Services</p> <p>Director, Technology</p> <p>Principals</p> |

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| 1.2 | <p>Utilize data from standards-aligned assessments to support progress monitoring for all students</p> <ul style="list-style-type: none"> • Use data and assessment systems to monitor individual student progress and analyze program effectiveness • Use standards-based student progress reports as benchmarks to measure growth • Track progress of English Learners to ensure acquisition of English and academic achievement • Ensure that long-term English Learners achieve reclassification prior to leaving the district at the completion of sixth grade • 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 • Students will participate in the state assessment system, the California Assessment of Student Progress and Performance (CAASPP) again, in spring 2017 | <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 each fall 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> | 2014-2017 | LCAP | <ul style="list-style-type: none"> • Use of data to monitor student progress • Grade-level, classroom, and individual goal setting documents • Progress reports aligned to CA Standards • CSS aligned classroom and district assessments • District benchmark assessments aligned to Standards • English Learners who do not make expected progress based on their ELD levels will be identified and given appropriate intervention services | <p>Assistant Superintendent, Instructional Services</p> <p>Director, Instructional Services</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"> • Staff will receive training aligned to the CSS that supports best practices of teaching and learning • Instructional learning walks will monitor progress of CSS implementation and inform next steps for professional learning • Build and support instructional leadership with a focus on implementation of: CSS, research-based practices, and 21st century teaching and learning • Provide professional learning in STREAM activities and in the use of mobile technology that focuses on the district vision for supporting 21st century learning skills and ensures students are college and career ready • Extend training and resources to parents so they can support CSS implementation and assessment with their children • Two August Professional Learning Days will focus on instructional strategies to support state standards implementation • Professional learning for teachers, administrators, and support staff on the standards, technology integration, and instructional strategies to address the needs of: <ul style="list-style-type: none"> ○ English learners ○ Students with disability ○ Struggling students ○ Advanced learners | <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 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 support student learning</p> | <p>Instruction will be more closely aligned with CSS, with more opportunities for inquiry-based learning and will enhance levels of student achievement and engagement</p> <p>Strategies to assist students in accessing content will continue to be strengthened</p> <p>Students will learn and use 21st century skills in highly engaging learning experiences</p> <p>Parents and students will benefit from improved home-to-school communication</p> | 2014-2017 | LCAP | <ul style="list-style-type: none"> • Training agendas and evaluations, Professional Learning Symposium schedule • Implementation of CSS and use of mobile technology will be observable during learning walks conducted in all schools three times each year • Teachers on Special Assignment (TOSAs) will provide support and professional learning | <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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| | <p>Content areas may include:</p> <ul style="list-style-type: none"> ○ Mathematics ○ Literacy ○ Writing ○ Content area integration ○ Science <ul style="list-style-type: none"> ● The following Teacher on Special Assignment (TOSA) positions will provide support and professional learning: <ul style="list-style-type: none"> ○ Two and a half TOSAs for state standards implementation/technology integration ○ Half TOSA for BTSA ○ One TOSA for STREAM ○ One TOSA for Diverse Learners/Special Needs ○ Each site will have a full time certificated TOSA for STREAM ● Technology Replacement committee will evaluate ISTE standards and provide recommendations of technology needs and best practices | | | | | | |
| 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"> ● Certificated staff, with para-professional support, deliver direct instruction to students to target area(s) of need as it aligns to CSS ● Literacy and Math intervention supports will be provided to students not making expected progress toward grade level standards ● English Learner support teachers and staff deliver direct instruction to students, provide professional | <p>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</p> | <p>Students will receive additional instructional supports to enhance learning and improve progress made.</p> | 2015-17 | LCAP Intervention Special Ed Programs | <ul style="list-style-type: none"> ● Purchase orders to support professional learning opportunities ● Notes/agendas from collaboration meetings and trainings ● District/Site learning walks ● CAASPP data ● District assessments | <p>Assistant Superintendent, Instructional Services</p> <p>Director, Instructional Services</p> <p>District TOSA for Diverse Learners/Special</p> |

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

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| 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"> • Promote wellness activities for students, staff, and community • Support the development of 21st century life and career skills • Systemically integrate best practices of anti-bullying programs • Ensure all students receive instruction in Steps to Respect or Second Step and digital citizenship curriculum • Evaluate school climate through staff, student, and parent surveys and questionnaires • Maintain and support high levels of parent participation and leadership opportunities • 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 meetings • Site safety and security features/procedures will be reviewed and updated • Districtwide safety committee will convene to review current procedures and make recommendations | <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</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 home-to-school communication</p> | 2014-2017 | LCAP | <ul style="list-style-type: none"> • Meeting rosters and completed surveys and questionnaires • Wellness committee meeting agendas and activities • Second Step/Steps to Respect and digital citizenship materials will be in use at all schools • Guidance assistants on each campus will support positive school climate activities • 21st century life and career skills are included on the revised student progress reports • District and school safety plans • Child Nutrition Menu and resources | <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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| | <ul style="list-style-type: none"> • A full-time School-Community Liaison provides outreach with families, translations, and networks with community organizations • The Child Nutrition Program will <ul style="list-style-type: none"> ○ continue to expand, offering students fresh, healthy, and appealing meals ○ provide nutrition information and education ○ continue to refine communication • Ensure school site and preschool staff communicate when students transition from community preschool programs (Casa de Amistad, Head Start) and CDC Preschool to kindergarten | | | | | | Principals School-Community Liaison Wellness Committee |

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| GOAL 3: | Student learning occurs in well equipped, resource rich facilities that will be constructed and maintained to accommodate the evolving student population and instructional programs. |
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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"> • Design and modernize facilities to reduce the overall carbon footprint, meet enrollment projections, adhere to educational specifications, and create optimal learning environments • Develop training for staff in the use of buildings that are becoming increasingly complex and highly technical • Energy Conservation Programs and systems will be reviewed and implemented as appropriate: <ul style="list-style-type: none"> ○ Solar energy cost/benefit ○ Technology infrastructure capacity ○ Recycling ○ Gardening and garden-to-table • Learning spaces will be evaluated and updated to meet the needs of STREAM instruction and 21st century learning • Kitchen facilities will be updated to support the enhanced Child Nutrition Program • The district has a bond measure to fund capital improvements • The district will evaluate the need for shade structures and available drinking water at sites | <p>FIT (Facility Inspection Tool) Reports, SARC (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> | 2014-2017 | <p>LCAP</p> <p>Building Funds</p> <p>Maintenance and Operations Funds</p> <p>Bond (if applicable)</p> | <ul style="list-style-type: none"> • Construction, maintenance, and repair records • Records of staff training in use of building systems including HVAC, power conservation, and audio/visual equipment • Energy conservation program in place | <p>Superintendent</p> <p>Assistant Superintendent, Business Services</p> <p>Executive Director, Capital Programs and Technology</p> <p>Director, Child Nutrition Services</p> <p>Director, Maintenance, Operations, and Facilities</p> <p>Director, Instructional Services</p> |