

Every Child, Every School, Every Day... Making Equity a Reality

A Strategic Process for Creating Quality Schools in Every Neighborhood



Photo by Will Parson



San Diego Unified
SCHOOL DISTRICT

www.sandi.net

October 2012

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Acknowledgement: *Support provided by the Sidney E. Frank Foundation, the Panasonic Foundation and Perry and Associates, Inc. in assisting San Diego Unified in designing and facilitating the San Diego Unified Strategic Process and in preparing the document*



Introduction

The San Diego Unified School District provides an education to more than 117,000 students from pre-school to high school at more than 180 schools throughout the City of San Diego. In 2009, the Board of Education adopted its Mission Statement followed by the **Vision 2020 for Student Success**. This Vision outlines five areas that are critical to give the third graders in 2011 an opportunity for future success at the time of their high school graduation in the year 2020.



Vision 2020 provides a broad outline for district goals to create quality schools in every neighborhood in the following areas:

- Focus on Student Achievement
- Schools as Neighborhood Learning Centers
- Parents and Volunteers Engaged with Learning
- Effective Teachers in Active Learning Communities
- A Supportive District

In early 2011, the Board of Education directed the superintendent to initiate a process to translate the Vision 2020 into a collaborative plan to create a quality school in every neighborhood.

This **Strategic Process** is intended to be more than just another plan that will sit on shelves and computers throughout the district. The choice of the word “Process” is intentional and is meant to convey action, direction and movement rather than just a passive plan for the future.

What follows in the Strategic Process is a guideline for implementing research-based strategies that will provide for continuous improvement at each and every school during the next five years. The overarching goal of the process is to identify successful schools where collaborative community based strategies are working to increase student achievement and then bring those strategies to all schools in the district.

We must create a shared sense of urgency to expand and transfer the research-based strategies that are working for students in some schools to all schools in the district. This Strategic Process seeks to build on the collaborative learning teams that are succeeding in many of our schools to transform and improve student learning in all of our schools, rather than imposing the latest popular school reform strategy from the top.

Process:

1. a systematic series of actions directed to some end.
2. a continuous action, operation, or series of changes taking place in a definite manner

Dictionary.com



The Challenge

The Board of Education has challenged us all to achieve the goal of creating a quality school in every neighborhood throughout the district within five years.



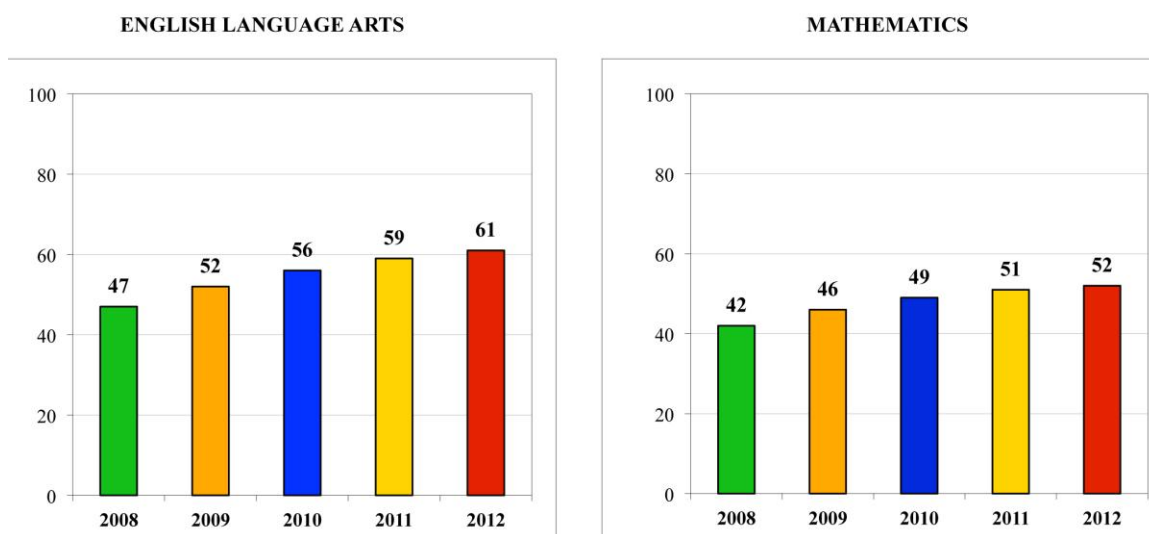
For the last two decades, San Diego Unified has attempted to provide equity and equal access to educational opportunities by creating magnet schools, school choice and access to bus transportation to move students from their neighborhoods to schools throughout the district. In spite of these efforts, after more than two decades, the district has achieved disappointing academic results for its economically disadvantaged and students of color. In addition, the district now has a disconnected system of neighborhood schools and themed schools served by an expensive transportation system.

As part of Vision 2020 and in response to community input, the Board of Education has challenged district leadership to create a new vision for the district where all neighborhood schools offer quality education and the need for busing students to schools outside their neighborhood can be reduced.

Achievement Gap Data

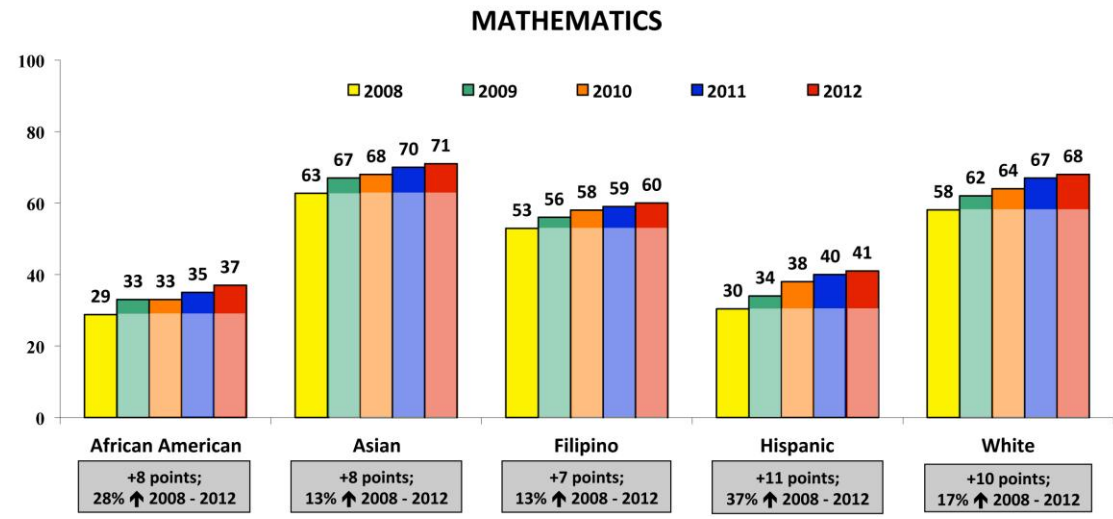
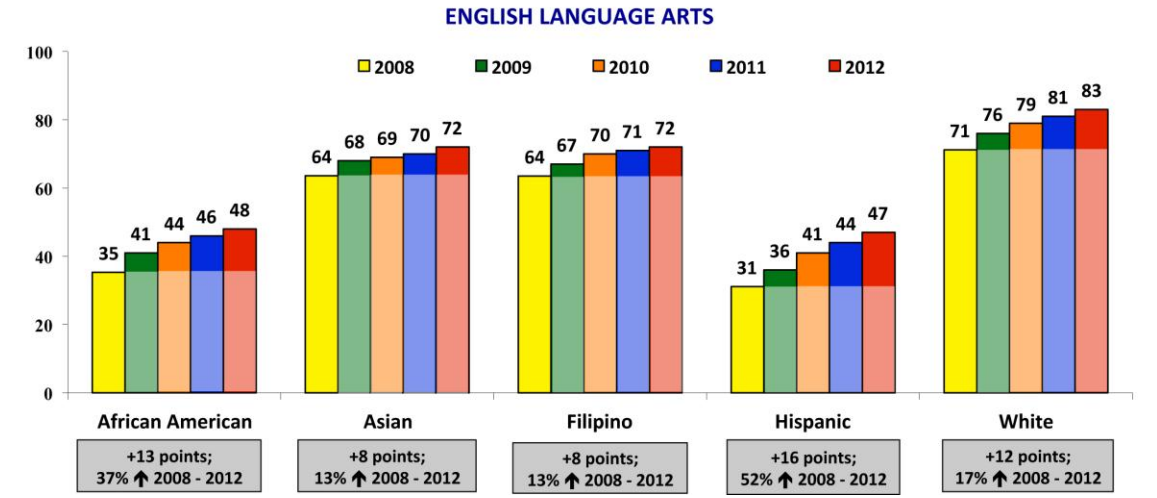
San Diego Unified has made consistent gains over the last five years in student achievement overall. These gains have been the result of focused leadership at school sites in the midst of superintendent turnover and budget reductions.

Overall student achievement in the district has climbed significantly since 2008 as shown in this chart.



Achievement Gap Data Tells Another Story

This overall achievement data, however, fails to tell the complete picture. Looking at student sub-groups, the achievement picture is different with a persistent achievement gap over time. These charts show that even though the district has successfully raised achievement levels for all subgroups, African American and Hispanic students still lag in achievement levels, a problem that must be addressed.



Similar gaps in achievement persist between economically disadvantaged students and students above poverty levels. Persistent achievement gaps also exist in History and Science scores.

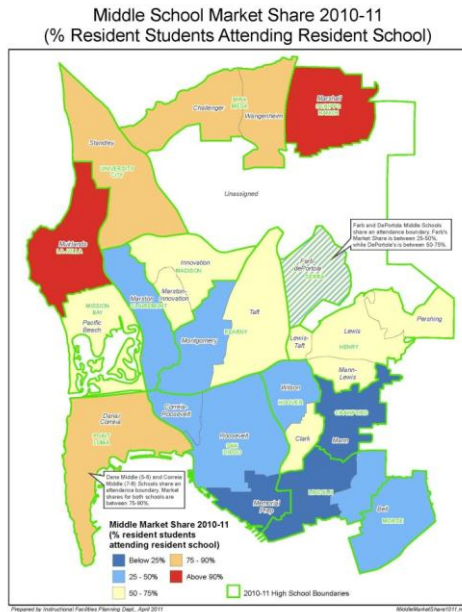
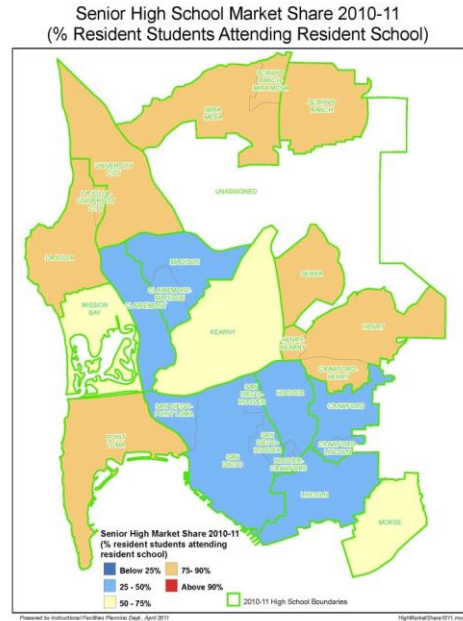
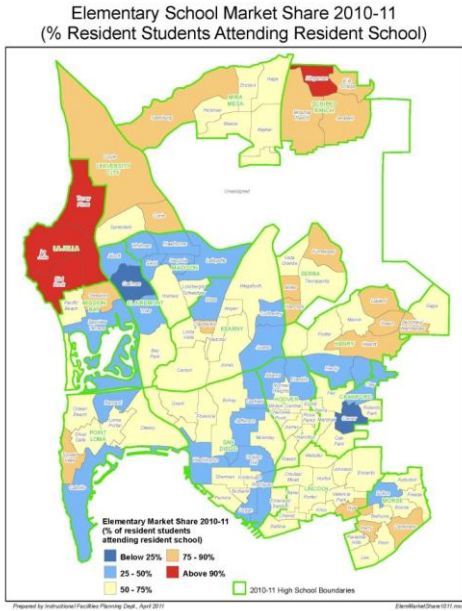
Attendance Market Share Data

Today, the enrollment patterns for San Diego Unified schools tell another dramatic story. Schools south of I-8 and Clairemont and Linda Vista areas have a far lower percentage of



students attending neighborhood schools than schools in the northern and western areas of the district. This is especially true for middle and high school students. The correlation of this school market share data with poverty neighborhoods is especially disturbing since the data indicates the students from poorer neighborhoods are far more likely to be bused away from their neighborhood schools.

These school attendance maps below tell this dramatic story.



Doing MORE of What We Know Works

Another important part of the student achievement story at San Diego Unified is only revealed when the achievement gains of individual schools are examined. The **Academic Performance Index (API)** is a measurement of [academic performance](#) and progress of individual schools in California, United States. It is one of the main components of the [Public Schools Accountability Act](#) passed by the California legislature in 1999. API scores ranges from a low of 200 to a high of 1000.

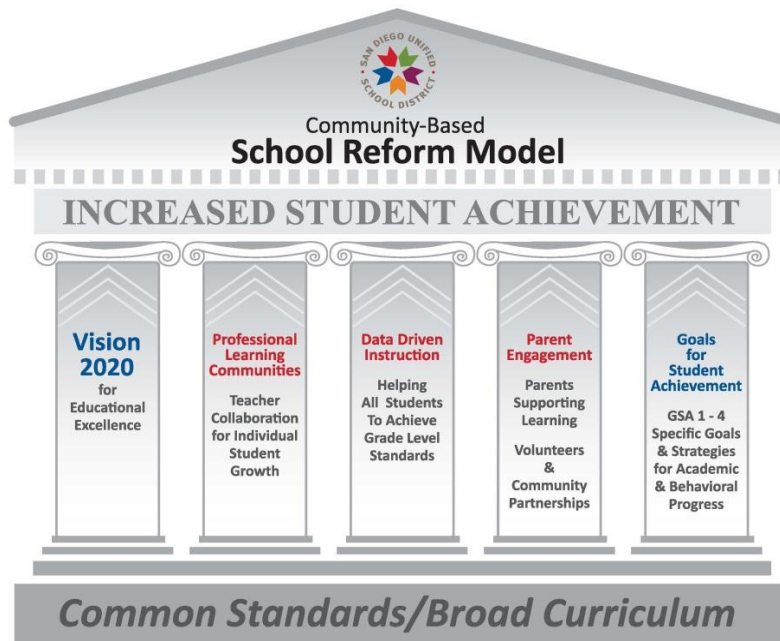
By the 2011/12 school year, San Diego Unified had more than 146 schools with an Academic Performance Index (API) of 800 or above. This is more than triple the number of 800 plus schools in 2007/08, an increase of 102 schools! And the story for API 900+ schools and Title I schools are similar as shown below:

	07/08	08/09	09/10	10/11	11/12
Number of schools with API score 900+	13	20	22	28	33
Number of schools with API score 800-899	31	47	59	76	113

There are many schools in the district that have economically disadvantaged student population, students of color and English Language Learners (ELL) that have also achieved significant gains in achievement.

Community-based reform is working at our schools throughout the district to yield achievement increases. In looking at successful achieving schools, the district believes that the “Pillars” shown below need to exist and be embraced by all staff at a school site:





The community-based reform model is based on proven research based strategies including those highlighted in the book “It’s Being Done” by Karen Chenoweth.

These are a few of the promising practices demonstrated in our schools that are showing significant growth in the achievement of all students:

- Consistent school-wide instruction
- Strong Instructional Leadership Team (ILT) working collectively to ensure quality instruction
- Strong professional learning communities with teachers collaborating on a laser-like focus on using data to differentiate instruction
- Implementation of Response to Instruction and Intervention (RTI2) strategies to support student learning
- Strong AVID program to support student learning
- Use of common formative assessments that are developed and modified by teachers

In her book, Chenoweth also identifies qualities of teachers, principals and schools where progress is made to boost student achievement

- They teach their students
- They don't teach to the state tests
- They have high expectations for their students
- They know what the stakes are
- They embrace and use data
- They use data to measure individual student progress
- They constantly reexamine what they do



- They make decisions based on kids not adults
- They use time wisely
- They include all staff in the educational mission of the school Principals are a constant message
- Schools that are a nice place to work

Rather than deploying a new model of school reform, the San Diego Unified Strategic Process seeks to take these characteristics of successful teaching and school leadership to transform teaching and learning throughout the district, achieving the overall goal of creating a quality school in every neighborhood.



The Process for Creating a Quality School in Every Neighborhood

We know what is working for student achievement in our district and we know where achievement gains are being realized for our students. The challenge of the Strategic Process is to outline a series of continuous actions that can translate what is working for students at some schools to be in place at all schools throughout the district over the next five years.

The Strategic Process builds on Vision 2020 with a **Statement of Purpose** on excellence and equity for all schools:

It is our moral imperative to prepare ALL San Diego Unified students to succeed in college and careers by creating conditions that will eliminate racial and economic disparity in student achievement.

Translating this statement of purpose in to actions is the goal of the continuous Strategic Process. This is done simultaneously by embracing the equity and access imperative uniformly across all schools and the community-based school reform model initiated by the district in the 2010/11 school year which recognizes that every school is unique in its culture, its student characteristics and in its location and physical elements.

What is a “Quality School?”

Essential to the San Diego Unified Strategic Process is agreement about what makes a quality school. Beginning in May 2011, the Strategic Process Design Team and Working Groups identified and selected 12 Indicators of a Quality School that are consistent with the Board of Trustee’s mission statement, Vision 2020, and community-based reform model, and reflect research-based best practices. The 12 Indicators, as a whole, define quality in student terms – such as academic achievement, social-emotional and physical development, as well as in terms of a school being part of a neighborhood such as schools’ climate, operations and contributions to the community. The 12 Indicators describe the ideal that all schools should achieve within five years.

The Design Team and Working Groups identified evidence, for each Indicator, that can be gathered to measure progress toward the ideal over five years. Focusing on evidence signals a shift with past approaches. Often, strategic plans describe in detail the strategies or actions adults should take uniformly across schools. By focusing on measuring progress rather than adult actions, the San Diego Strategic Process is consistent with the beliefs embedded in the community-based reform model that each school must find the best ways to serve the needs of its students and community.

We have learned there is “no one way” or “cookie cutter” approach that will meet the needs of all schools. Schools need to know the destination and know how to measure their progress in reaching their destination. All schools sharing 12 Indicators based on equity and access and agreeing on the evidence used to measure progress will allow schools to learn from each other and from their experiences.



With the 12 Indicators and evidence in place, the Strategic Process calls for two simultaneous actions: each school identifies the strategies and actions it will use for each of the 12 Indicators, and central office and community partners identify the strategies and actions they will use to support the needs of school. Again, strategic planning processes are often “top-down”. Those outside of schools set direction and make resources available, and schools implement. The San Diego Unified Strategic Process is intended to be more interactive. Schools can use the 12 Indicators to apply resources and assistance where they need it most based on multiple measures.

NEXT STEPS

The San Diego Unified Strategic Process is underway. Three district-wide academic goals were used as a focus for 2011/12 – professional learning communities, parent and community engagement and college and career readiness. As the Strategic Process is refined in 2012/13 they will remain a priority that can help build a foundation for quality schools.

Beginning in the 2012/13 school year, the 12 Indicators will be used with schools to plan their annual improvement efforts, and to align central office and community resources to create a Quality School in Every San Diego Unified Neighborhood.



PART II

Quality School Indicators –



12 Indicators of a Quality School

There are many models in educational literature about what makes a quality schools. Most of these models are consistent and most share some form of the following elements which are identified as the 12 Indicators of a Quality School for San Diego Unified. We believe that quality neighborhood schools exist only through a coordinated approach to meet the objectives in all 12 Indicators.

1. **Quality Teaching**
2. **Quality Leadership**
3. **Professional Learning for All Staff**
4. **Access to a Broad and Challenging Curriculum**
5. **Closing the Achievement Gap with High Expectations For All**
6. **Parent/Community Engagement around Student Achievement**
7. **Quality Support Staff Integrated and Focused on Student Achievement**
8. **Valuing Diversity in the Service of Students**
9. **High Enrollment of Neighborhood Students**
10. **Digital Literacy**
11. **Neighborhood Center with Services Depending on Neighborhood Needs**
12. **Supportive Environment, Safe and Well-Maintained Facilities**

Theory of Action

If San Diego Unified implements its Strategic Process, placing emphasis on the 12 indicators of a quality school, *then* ALL San Diego Unified students will have access in a quality school in their neighborhood and graduate from high school prepared for success in college and careers.



The 12 Indicators – An Overview

As the 2012/13 school year began, the district leadership team identified the focus of the Strategic Process for the year would be on the first four Quality School Indicators. For this year, the academic team, from the Deputy Superintendent of Academics to all school site staff, would focus on reviewing schools on these four indicators and on implementing strategies to improve schools in these areas.

The remaining eight indicators will also be further developed in 2012/13 with school site level strategies and self-evaluations which will create system-wide baselines. Individual departments will also assess how they support schools achieve the quality indicators and engage in professional learning to enhance their service to schools.

The following is further elaboration on each of the 12 Quality School Indicators:

1. Quality Teaching

We know that the **quality of teaching** matters in preparing students for success in college and careers. Research shows that students who are assigned to less than effective teachers for three consecutive years may fall so far behind, that they simply do not catch up – ever. Our goal is to assure that every student has access to a highly effective teacher every year.

One of the tools used by effective teachers is **data-driven instruction**. Effective teachers collect, analyze and use a range of data to understand what students know, what they almost know, and what they need next for their learning. Teachers use data to better understand their students, their curriculum, and their instruction and they use these understandings to make informed instructional decisions.

Student success in San Diego Unified and beyond depends on establishing a high quality of instructional practice in every classroom Pre-K through Grade 12. If the curricula become consistent, then the quality of teaching practice must also. Teachers should be given a consistent and clear focus as well as support to improve their instructional practice.

2. Quality Leadership

Quality leadership is best characterized as the actions of a leader(s) that positively and effectively contributes to heighten productivity and promotes the successful performance of an organization. Quality leadership is evidenced by the effective implementation of a clear vision with a unifying purpose that motivates, empowers, and inspires all stakeholders to achieve the common goal of improving student achievement and creating a quality, culturally responsive, neighborhood school. School effectiveness research indicates that strong administrative leadership is a key factor in schools with high student achievement.



3. Professional Learning

Professional learning for all staff is a significant part of the San Diego Unified's response to the task of improving leadership and teaching and implementing a broad and challenging curriculum in each and every neighborhood school. The need for professional learning goes beyond just providing opportunities for teachers. If we want adults throughout the system to improve, we must show them how to do so.

Professional learning is and has been part of San Diego Unified's strategies for continuous improvement.

4. Access to a Broad and Challenging Curriculum

Access to a broad and challenging curriculum may be best-defined as the knowledge; skills and dispositions students need to be fully prepared to enter college as well as a career of their choice. Career choices may include long-term goals of advanced college degrees or entering the workforce during and immediately after high school. San Diego Unified must prepare ALL students to be successful in taking advantage of multiple opportunities after high school.

Currently, there is disparity among San Diego Unified schools in terms of college preparatory courses offered and available to students. While all San Diego Unified middle and high schools offer all courses required for eligibility to the University of California (UC) and California State University (CSU) systems, better known as UC "a-g" subject area courses, the variety and number of sections of those course offerings differ significantly from school to school. Further, as the requirements for high school graduation, college entrance and career readiness increase, students will have less choice in the courses available in their areas of interest.

The district must be committed to address and resolve these issues to ensure that all students have access to challenging courses and courses that meet their interests.

5. Closing the Achievement Gap With High Expectations For All

High expectations for students and adults recognize that students, parents, teachers and administrators need to examine our beliefs and re-think our approaches to learning. It is not enough to set the target that all students are to be proficient and successful in meeting grade level expectations each and every year. Systems of support need to be in place to help students close gaps in their achievement and prepare all students for success in college and careers. High expectations need to be integrated in all structures and practices that touch the lives of students and the adults who serve them.

6. Parent/Community Engagement around Student Achievement

Parents are the primary educators and advocates of their children. While schools have responsibility for student achievement, there can be no doubt that **parent and community engagement** is important to creating the expectations, and providing support, necessary in preparing all students for college and careers. San Diego Unified has an obligation to reach out to parents as partners in their children's education, and to provide parents with the information necessary to know whether their sons or daughters are on track to success. It has begun to



fulfill its obligation by establishing monthly meetings of 16 cluster councils whose members include parents, students, community and staff. Similarly, communities are necessary to provide the support and resources to raise expectations and provide encouragement for students.

7. Quality Support Staff Integrated and Focused on Student Achievement

Quality support staff integrated and focused on student achievement refers to appreciating and supporting the adults in schools who provide various services essential to educating students. Bus drivers, aides, clerks, secretaries, cafeteria workers, custodial staff, and outreach workers contribute to the well-being of students in order for them to learn. Just as with teachers and administrators, support staff needs to be clear about their responsibilities, and receive appropriate training and direction to be effective.

8. Valuing Diversity to Make Equity a Reality

The diversity within San Diego Unified is one of our strengths. **Valuing diversity to make equity a reality** means that we adults need to understand, appreciate and engage the differences among students so that all students learn to higher levels. Experiences of all students are richer when we embrace rich cultural heritages and languages other than English as learning opportunities. We also need to help students see the strengths in our diversity and how they can contribute in appropriate and respectfully ways that result in collaborative work among students of different backgrounds.

9. High Enrollment of Neighborhood Students

The vision of a quality school in each neighborhood will be realized when parents begin to choose their neighborhood school as a first choice because of high quality educational programs and achievement results. To support schools in achieving this indicator, the district will develop and support vertical clusters of schools that provide continuous, integrated academic and social emotional development programs beginning in pre-kindergarten and build at each grade to assure that all students graduate from high school prepared to succeed in college and careers.

Preparation for success in college and careers does not begin in high school, but on the first day that students arrive in a neighborhood school. In order to prepare all students for success, adults in and across schools must work together from **pre-kindergarten through grade 12** to promote **vertical integration and collaboration**.

10. Digital Literacy

San Diego Unified has made significant progress in preparing students for **digital literacy**. In order for students to be as comfortable in using technology in their learning as they are for their entertainment, students must have access to the latest technologies in their classrooms, and to teachers who know how to use technology to engage and empower students to take control of their learning. Access for parents, particularly in communicating with schools, is also part of our definition of digital literacy.



11. Neighborhood Center with Services Depending on Neighborhood Needs

Schools are central to their neighborhoods. As such, schools should be utilized as *centers for community services* that offer academic and social services. Services can impact student success directly, such as tutoring and after-school programs, or indirectly such as wrap-around services to address physical or emotional growth.

12. Supportive Environment, Safe and Well-Maintained Facilities

It is San Diego Unified's obligation to assure that each school is *safe, secure and a well-maintained facility*. Safety, security and appearance are essential to creating a positive learning environment. But there is more. The "feel" and "tone" of the school – how adults and students act with each other, how welcoming the school is to parents, families and community - contributes to student learning.



PART III

Quality School Indicators –

Destinations and School Level Evidence



Quality School Indicators

Destinations and Evidence of Arrival

1. Quality Teaching

Destination: Every student has access to a highly effective teacher every year. Effective teachers collect, analyze and use a range of data to understand what students know, what they almost know and what they need next for their learning. Teachers collect enough of the right data aligned to learning goals, which include the results from high stakes assessments as well as periodic district-wide assessments and more frequent classroom assessments. Teachers analyze data using collaborative processes. Teachers act on their analysis to improve student achievement.

Quality Teaching	
Objectives	Evidence/Data Source
<ul style="list-style-type: none"> Teachers engage and support all students in learning 	<ul style="list-style-type: none"> Differentiated instruction and teachers engage students in meaningful learning tasks that are relevant, authentic and reflect real world situations
<ul style="list-style-type: none"> Teachers create and maintain effective environments for student learning 	<ul style="list-style-type: none"> Classroom observations Use of effective behavioral strategies (PBIS)
<ul style="list-style-type: none"> Teachers understand and organize subject matter 	<ul style="list-style-type: none"> Teachers employ varied instructional strategies Teachers demonstrate knowledge of content
<ul style="list-style-type: none"> Teachers plan instruction and design learning experiences for all students 	<ul style="list-style-type: none"> Using student data in planning instruction Use of effective research based strategies for teaching ELL and special education students Effective use of RTi and UDL strategies
<ul style="list-style-type: none"> Teachers effectively assess student learning 	<ul style="list-style-type: none"> Using frequent and formative assessments linked to state/federal expectations Frequent monitoring of student data Grading policies and grades reflect student learning Teachers facilitate high level complex conversations and discussions; Timely descriptive feedback to students
<ul style="list-style-type: none"> Teachers develop as a professional educators 	<ul style="list-style-type: none">
School Strategies	
<p>This section will be developed by each school as the implementation of the Strategic Process continues.</p>	



2. Quality Leadership

Destination: Leaders positively and effectively contribute to heighten productivity and promote the successful performance of the school/department/division. Quality leaders set a unifying direction with a focus on student learning (including the analysis of data to monitor and inform instructional decisions); develop people by providing targeted professional development to build their capacity and knowledge to support student learning success; and structure their organization to fully support teaching and learning.

Quality Leadership	
Objectives	Evidence/Data Source
<ul style="list-style-type: none"> Develop a purposeful community that promotes collaboration among all staff 	<ul style="list-style-type: none"> Promote collaboration between/across PLCs/grade level groups Implement a system of shared/collective responsibility (distributed leadership) Supports risk-taking/creativity Monitoring student progress Climate of trust and open communication
<ul style="list-style-type: none"> Leaders manage and lead change as needed within the school 	<ul style="list-style-type: none"> Students on track to meeting UC's-g' graduation requirements Teachers have opportunities to initiate and demonstrate leadership beyond their classrooms
<ul style="list-style-type: none"> Leaders chooses the right focus that supports the achievement of all students 	<ul style="list-style-type: none"> Creative and ethical management of resources Coach teachers/learn from teachers Use of the cycle of continuous improvement
School Strategies	
<p>This section will be developed by each school as the implementation of the Strategic Process continues.</p>	



3. Professional Learning

Destination: All San Diego Unified employees are engaged in continuous, strategic, intentional and differentiated professional learning for the purpose of supporting excellence and equity in all schools. A continuous and annual system of professional learning for all staff in implementing established district-wide initiatives or focus areas is in place.

Professional Learning	
Objectives	Evidence/Data Source
<ul style="list-style-type: none"> Establish and sustain quality Professional Learning Communities at all schools 	<ul style="list-style-type: none"> All teachers participate in PLCs to use data to identify student instructional needs; cycles of intervention are planned to provide targeted support; progress is monitored and celebrate results Time built in the day for PLCs to meet to analyze data, plan for instructional cycles Use of PLC rubric to improve implementation
<ul style="list-style-type: none"> Sharing of best practices from all sources 	<ul style="list-style-type: none"> Cross visitation within and between schools opportunities Online communities of practice Professional reading
<ul style="list-style-type: none"> Professional development topics are focused on promoting equity and based on data 	<ul style="list-style-type: none"> Build regular professional development time into the work day Feedback on professional development is used in designing follow-up A culture of on-going reflection and professional learning for all staff Regular, ongoing and continuous professional development for each employee group
<ul style="list-style-type: none"> Professional learning plans are based on identified needs, evidenced by appropriate data and connected directly to annual focus areas 	<ul style="list-style-type: none"> Resources are allocated and aligned with achievement goals Targeted on achievement gaps and performance groups Observation of professional development objectives implemented in classrooms and work environments Differentiated professional development based on individual needs
School Strategies	
<p>This section will be developed by each school as the implementation of the Strategic Process continues.</p>	



4. Access to a Broad and Challenging Curriculum

Destination: All students have equitable access to a broad and challenging curriculum, aligned to California/common core state standards, that engages them in inquiry, critical thinking and creativity and provides them with a strong foundation in the academic disciplines, broad exposure to the liberal arts and opportunities to pursue individual interests. Teachers are prepared to provide a broad and challenging curriculum.

Access to a Broad and Challenging Curriculum	
Objectives	Evidence/Data Source
<ul style="list-style-type: none"> One hundred per cent of students will graduate and complete UC 'a-g' subject area requirements 	<ul style="list-style-type: none"> Master Schedules that Guaranteed access to UC 'a-g' courses and CTE Access to honors and AP/IB courses A-g success rate Enrollment in a-g courses
<ul style="list-style-type: none"> Full implementation of common core curriculum and assessments pre-kindergarten to grade 12 	<ul style="list-style-type: none"> Number of teachers participating in professional development for common core curriculum implementation Classroom observation of Teachers implementing the teaching of the Common Core State Standards
<ul style="list-style-type: none"> All students have access to challenging courses and access to liberal arts courses (e.g., music, arts, languages, sciences, etc.) 	<ul style="list-style-type: none"> Establish multiple pathways, general education and online Variety of courses available Percent of student groups in most challenging courses Advanced courses offered with supports to ensure student success
School Strategies	
<p>This section will be developed by each school as the implementation of the Strategic Process continues.</p>	



5. Closing the Achievement Gap With High Expectations For All

Destination: All schools are places in which high expectations for success in meeting the requirements of a broad and challenging curriculum. High expectations are held by ALL students and the adults who serve them.

Closing the Achievement Gap with High Expectations for All	
Objectives	Evidence/Data Source
<ul style="list-style-type: none"> • Close the achievement gap 	<ul style="list-style-type: none"> • All students meeting academic expectations of SDUSD • In schools(clusters) with high percentage of ELL students, rates of students in quality biliteracy programs • African American students have access to support programs included in the AAAE Blueprint
<ul style="list-style-type: none"> • All students participate in coursework with increasing levels of rigor across the grades 	<ul style="list-style-type: none"> • Number of students in GATE/Seminar/AVID • Open access for all students to AP/IB/ Honors • Intervention system to support student achievement are utilized and impactful • Students engaged/have a voice in decision making
<ul style="list-style-type: none"> • Pedagogy, curriculum, assessments, and practice reflect high expectations for students 	<ul style="list-style-type: none"> • Grades (particularly a decrease in the number of Ds and Fs) and retention rates decrease • API Score and Student performance indicators – trend to Proficiency and above • Higher order thinking reflected in instructional activities and assignments • Increase the number of students reclassified as fluent English proficient and exit special education • Celebrations of student success connected to academic focus • AP/IB passing rates
<ul style="list-style-type: none"> • Students move on to success in post-secondary education and quality career options 	<ul style="list-style-type: none"> • Number of students completing applications and acceptance to college and jobs • Increased CTE UC approved courses and grades of CTE students and industry certifications • Decrease dropout rates
School Strategies	
<p>This section will be developed by each school as the implementation of the Strategic Process continues.</p>	



6. Parent/Community Engagement around Student Achievement

Destination: All schools reach out to parents as partners in their children’s education and provide parents with the information necessary to know whether their sons and daughters are on-track to success. Entire communities provide the support and resources to raise expectations and encourage students to graduate ready for success in college and careers.

Parent/Community Engagement around Student Achievement	
Objectives	Evidence/Data Source
<ul style="list-style-type: none"> Parents are engaged in supporting student learning and in understanding San Diego Unified graduation requirements (A-G) and grade level expectations 	<ul style="list-style-type: none"> Parent Connect use Use of Naviance Implementation of SPSA and Title I parent policies Student led conferences/exhibitions Parent participation in 4-year plan Parent use of intervention to support their students
<ul style="list-style-type: none"> A school culture that demonstrates a family–friendly approach to parents and engages parents in student achievement and school decision making 	<ul style="list-style-type: none"> Observations of schools using iForm survey to be developed Community student achievement data review Celebrations around achievement Representation of parents in leadership positions on school/cluster/district committees
<ul style="list-style-type: none"> Proactive method of alerting parents of all students about student performance 	<ul style="list-style-type: none"> Student Success Dashboard Use Parent communications and training Parent meetings and events at schools
School Strategies	
<p>This section will be developed by each school as the implementation of the Strategic Process continues.</p>	



7. Quality Support Staff Integrated and Focused on Student Achievement

Destination: All schools and departments are staffed by effective classified and certificated support staff who contribute to high level student achievement and advance the site’s efforts in creating quality, equitable, neighborhood schools.

Quality Support Staff Integrated and Focused on Student Achievement	
Objectives	Evidence/Data Source
<ul style="list-style-type: none"> • Demonstrate high expectations 	<ul style="list-style-type: none"> • Evaluated on updated, consistent performance outcomes – attendance counseling support services, medical, customer service, cleanliness
<ul style="list-style-type: none"> • Involved/empowered to make decisions focused on supporting student achievement 	<ul style="list-style-type: none"> • SSCs/ SGTs/ ILTs/ • Staff are contributors toward student achievement • Trained fully in all responsibilities • Knowledgeable about the school’s achievement goals (Survey) • Use is optimized toward student achievement goals
<ul style="list-style-type: none"> • Accomplish tasks necessary for student success and be service-orientated toward stakeholders 	<ul style="list-style-type: none"> • Accountability to shared implementation of school vision, goals and outcomes • Clearly defined position descriptions are readily accessible • Service oriented toward stakeholders
School Strategies	
<p>This section will be developed by each school as the implementation of the Strategic Process continues.</p>	



8. Valuing Diversity to Make Equality a Reality

Destination: All employees have knowledge and skills necessary to make equity a reality as they support and serve the learning needs of diverse student populations. Students demonstrate the knowledge and skills, and act respectfully in order to learn collaboratively with, and value the contributions of, students of different backgrounds.

Valuing Diversity to Make Equity a Reality	
Objectives	Evidence/Data Source
<ul style="list-style-type: none"> All employees are culturally proficient 	<ul style="list-style-type: none"> Cultural proficiency training for all staff and students Classroom observation
<ul style="list-style-type: none"> Eliminate overrepresentation of African American, Latino, and male students in special education, suspensions and expulsions 	<ul style="list-style-type: none"> Rates of African American, Latino, and male students in special education, suspensions and expulsions
<ul style="list-style-type: none"> All students are culturally proficient 	<ul style="list-style-type: none"> Decrease in bullying School culture climate survey Increase student participation in clubs and activities Classes, student leadership and clubs reflect the student population School has academic and social expectations
<ul style="list-style-type: none"> Decision making that promotes equity 	<ul style="list-style-type: none"> Full implementation of inclusion model Targeted resource allocation Staffing decisions Student services and student placement Parent involvement and leadership participation that reflects the demographics of the school
School Strategies	
<p>This section will be developed by each school as the implementation of the Strategic Process continues.</p>	



9. High Enrollment of Neighborhood Students

Destination: Neighborhood schools will attract and retain a high enrollment of students in their attendance boundaries. Parents will choose the neighborhood school as a first choice because of high quality educational programs and achievement results. Vertical clusters of schools provide continuous, integrated academic and social emotional development programs beginning in pre-kindergarten and build at each grade to assure that all students graduate from high school prepared to succeed in college and careers.

High Enrollment of Neighborhood Students	
Objectives	Evidence/Data Source
<ul style="list-style-type: none"> The school has a high enrollment of neighborhood students 	<ul style="list-style-type: none"> Market share data Marketing plan and tools Website school information available, brochures, newsletters
<ul style="list-style-type: none"> Articulation pathway through the cluster that has a pre K through 12 focus on providing preparation for college/career. 	<ul style="list-style-type: none"> Articulation plans Uninterrupted instructional strands within the cluster 4-year plans for each student and GSA 2 benchmarks met Master schedules Principal collaboration within clusters
<ul style="list-style-type: none"> Parents, students, staff and the community are aware of neighborhood school achievements and engaged in the development and promotion of school programs 	<ul style="list-style-type: none"> Participation in cluster organization that serves as forum for parent involvement Cluster programs that serve the needs of students and parents based on analysis of cluster data Specific support programs in each cluster Parent communications Stakeholder survey
School Strategies	
<p>This section will be developed by each school as the implementation of the Strategic Process continues.</p>	



10. Digital Literacy

Destination: All schools are equipped and capable of bridging the “digital divide” among students, staff, parents and their communities and their peers in other high quality schools.

Digital Literacy	
Objectives	Evidence/Data Source
<ul style="list-style-type: none"> All students have equitable access to a variety of technologies and applications in all core curriculum classrooms 	<ul style="list-style-type: none"> Increased number of students using netbooks at home and school Increased responses to Parent Connect, Naviance, and e-mail Monitored usage of websites (# of times connected) Two-way communication collected, compiled, summarized and reviewed Attendance records of school site workshops and assemblies on digital citizenship Stakeholder surveys
<ul style="list-style-type: none"> All teachers seamlessly embed technology into the curriculum to differentiate instruction in order to better meet the needs and learning styles of today’s students. 	<ul style="list-style-type: none"> Technology integrated into student products as evidenced in all academic content areas Teachers appropriately integrate technology into instruction in all content areas Lesson plans (content warehouse) Technology-integrated curriculum guides and maps Classroom observations Stakeholder surveys
<ul style="list-style-type: none"> All teachers will attend professional development to provide students with a 21st century learning environment that is rigorous, interactive, and engaging. 	<ul style="list-style-type: none"> Records of i21 district professional development Records of cluster and site based collaboration including vertical teaming to develop i21 technology strategies Lesson Plans (Content Warehouse) Technology-integrated curriculum guides and maps
School Strategies	
<p>This section will be developed by each school as the implementation of the Strategic Process continues.</p>	



11. Neighborhood Center with Services Depending on Neighborhood Needs

Destination: The school site is a hub connecting families to wrap-around services (including academic and social services) and/or resources needed by students and communities to ensure equity. Services can impact students’ academic development directly, such as tutoring or after school programs, or indirectly such as services to address physical or emotional growth.

Serves as a Neighborhood Center with Services Depending on Neighborhood Needs	
Objectives	Evidence/Data Source
<ul style="list-style-type: none"> The school has established access to services/programs that address the needs of students. 	<ul style="list-style-type: none"> Site has analyzed the data and identified student needs Students have access to services/ interventions
<ul style="list-style-type: none"> The parents and students are informed and connected to appropriate services. 	<ul style="list-style-type: none"> Information pamphlet for parents, updated website, marquee Targeted information parent meeting agendas Attendance/participation data for wrap around services/interventions
<ul style="list-style-type: none"> The school monitors the impact of the wrap around services/ interventions and uses this information to inform site decision-making. 	<ul style="list-style-type: none"> Student achievement, attendance and social/emotional data results SSC monitors effectiveness of wrap around services and interventions
<ul style="list-style-type: none"> The school is available for community activities that promote partnerships and a better understanding of public education. 	<ul style="list-style-type: none"> Joint use facilities available Community climate survey
School Strategies	
<p>This section will be developed by each school as the implementation of the Strategic Process continues.</p>	



12. Supportive Environment, Safe and Well-Maintained Facilities

Destination: All schools are clean, safe, and well-organized and have a positive climate that supports the academic, emotional and physical needs of students through appropriate supervision, positive behavior intervention and support and customer service.

Supportive Environment, Safe and Well-Maintained Facilities	
Objectives	Evidence/Data Source
<ul style="list-style-type: none"> • An inviting, well maintained campus 	<ul style="list-style-type: none"> • Family friendly evaluation • Aesthetically pleasing and clean campus • Williams Act facility deficiencies are identified and resolved • Facility Condition Index
<ul style="list-style-type: none"> • A learning environment that is safe for all students. 	<ul style="list-style-type: none"> • Student behavior is managed following the PBIS model • A climate of acceptance and tolerance exists • Positive (improving) data by student group over three years: <ul style="list-style-type: none"> ○ Suspension and expulsion ○ Serious disciplinary infractions ○ SST referrals ○ Bullying offenses
School Strategies	
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