



SCSD

**SAN CARLOS
SCHOOL DISTRICT**

***Strategic Planning Process
SMESBA Meeting – January 27, 2014***



**Dr. Craig Baker
Superintendent**

A Study in Engagement

School Board

Staff

Community

"The Field"



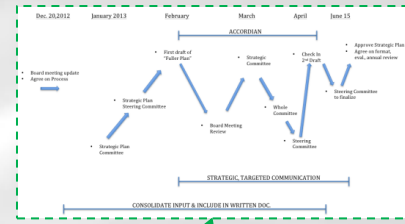
SESD Strategic Planning Process

3 large community/staff gatherings

- Bernie Trilling presentation
- Ken Robinson video
- Videos on school innovation
- Design/PBL workshops for parents

GETTING CONSENSUS THAT NOW IS THE TIME FOR CHANGE

E-mailed and posted videos, resources, and notes on district website

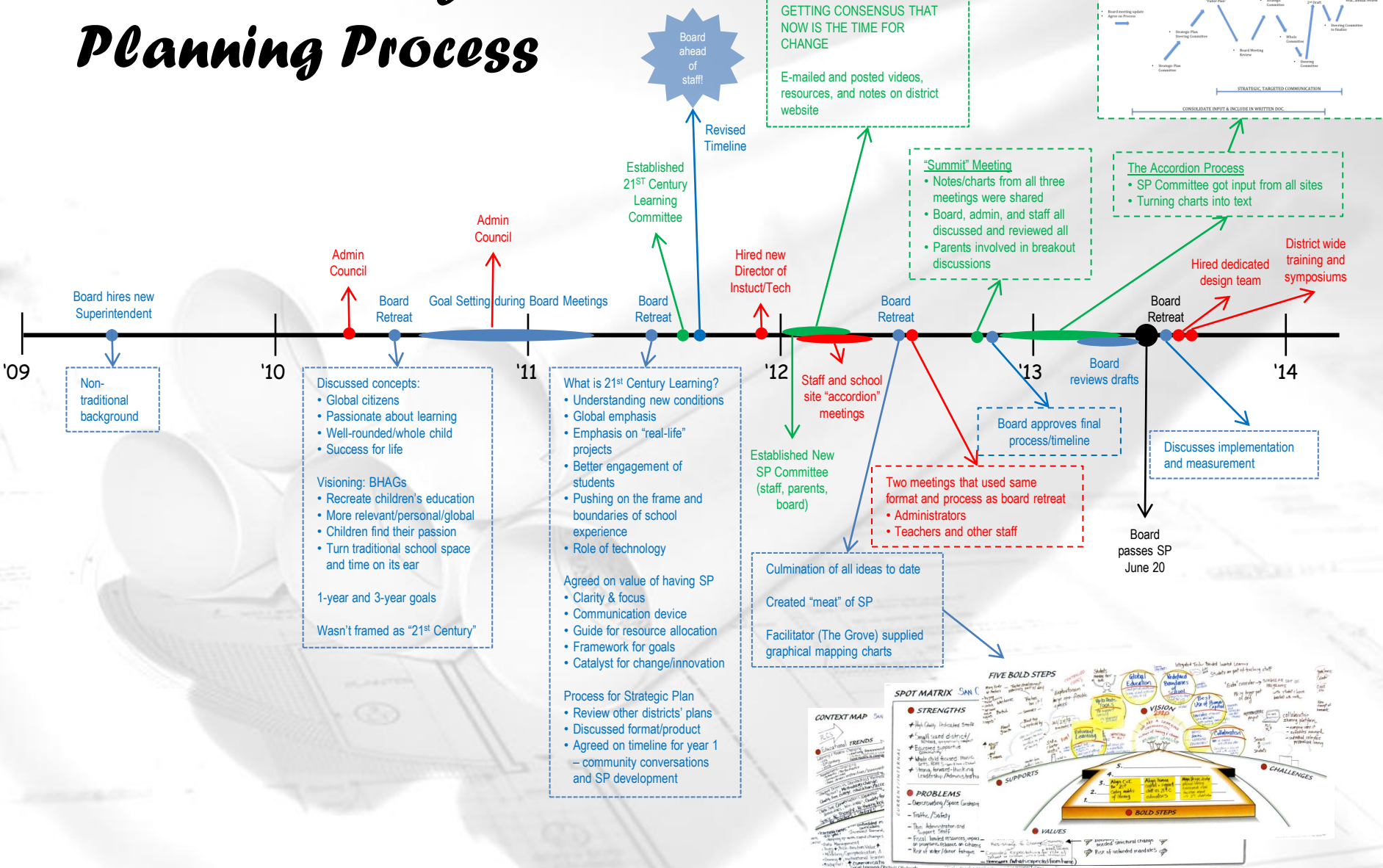


"Summit" Meeting

- Notes/charts from all three meetings were shared
- Board, admin, and staff all discussed and reviewed all
- Parents involved in breakout discussions

The Accordian Process

- SP Committee got input from all sites
- Turning charts into text



Board hires new Superintendent

Non-traditional background

Discussed concepts:

- Global citizens
- Passionate about learning
- Well-rounded/whole child
- Success for life

Visioning: BHAGs

- Recreate children's education
- More relevant/personal/global
- Children find their passion
- Turn traditional school space and time on its ear

1-year and 3-year goals

Wasn't framed as "21st Century"

What is 21st Century Learning?

- Understanding new conditions
- Global emphasis
- Emphasis on "real-life" projects
- Better engagement of students
- Pushing on the frame and boundaries of school experience
- Role of technology

Agreed on value of having SP

- Clarity & focus
- Communication device
- Guide for resource allocation
- Framework for goals
- Catalyst for change/innovation

Process for Strategic Plan

- Review other districts' plans
- Discussed format/product
- Agreed on timeline for year 1 – community conversations and SP development

Established New SP Committee (staff, parents, board)

Two meetings that used same format and process as board retreat

- Administrators
- Teachers and other staff

Culmination of all ideas to date

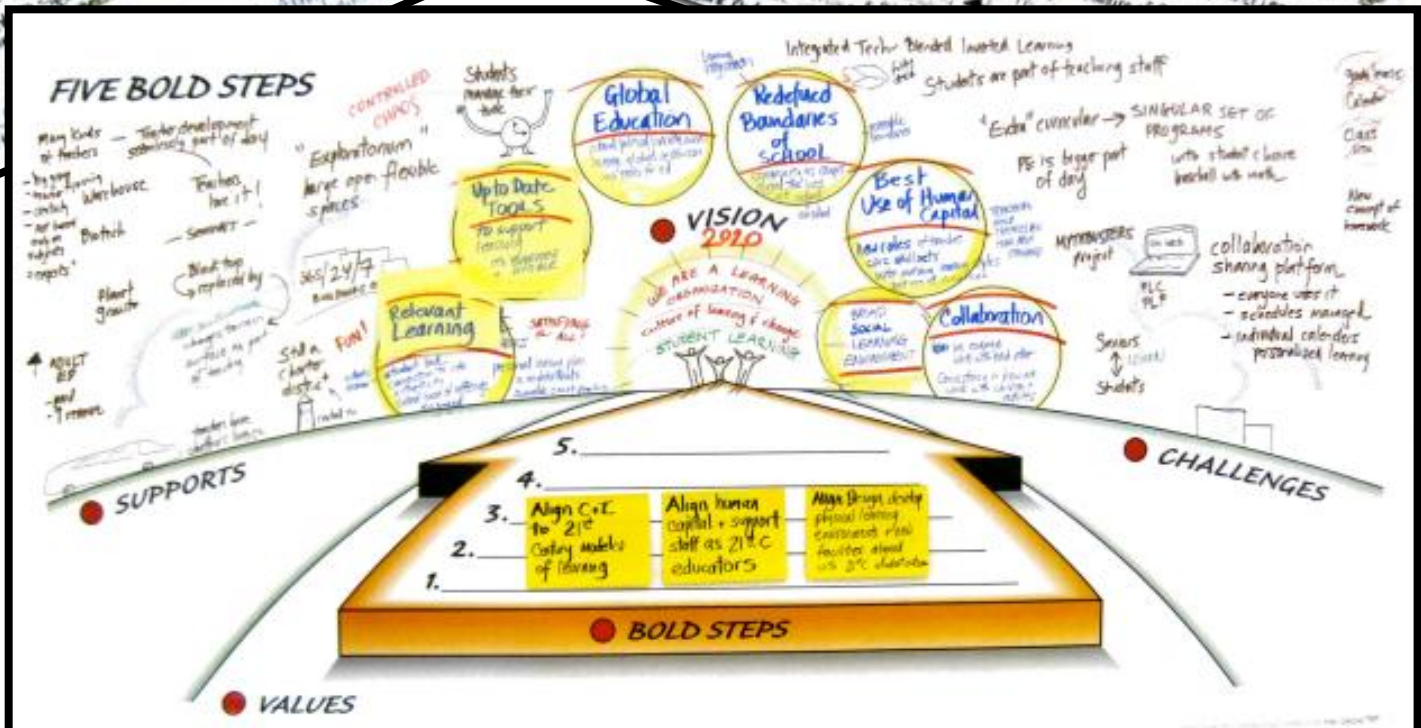
Created "meat" of SP

Facilitator (The Grove) supplied graphical mapping charts



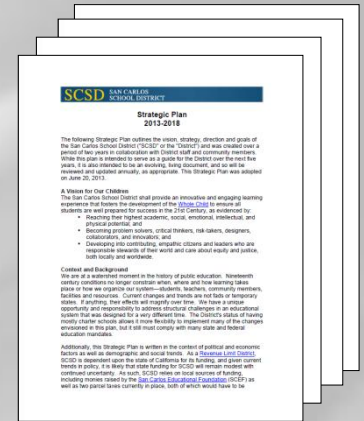
Discusses implementation and measurement

Board passes SP June 20



The Evolving Plan

- Written format (8 pages + glossary)
 - Include conditions (the “why now?”)
 - Have enough detail to make actionable
 - Not too much to make difficult to digest
- Future – make as interactive web site
- Accompanied by implementation plan and measurement system



Implementation Plan

SCSD 2013-2014

Implementation
[DR]

[This document is aimed aligning the required elements as identified as a district in Program implementation initiatives and actions to the goal 2013-2018.

The SCSD Strategic Plan 2013-2018 aims to provide an experience that fosters the development of the prepared for success in the 21st Century, as evidenced by:

- Reaching their highest academic, social, and emotional potential
- Becoming problem solvers, critical thinkers, and innovators; and
- Developing into contributing, empathetic citizens of their world.

The plan will realize this vision by these strategies:

- Aligning Curriculum and Instruction to the 21st Century
- Aligning Human Capital to Support Staff as 21st Century Educators
- Building Learning Environments for all to Sustain 21st Century learners

SCSD will also measure its progress on strategic goals with district stakeholders.

During the 2011-2012 and 2012-2013 the district implemented this plan by engaging its staff in a series of activities to prepare teachers, administrators, and students for the 21st Century. A series of 2012-2013 initiatives as outlined below:

- August 2012 Summer Institute – 5 day, Middle School Assistant Principals
- CCSS Awareness – Training for all teachers
- Technology Pilots – iPads at all school sites
- Technology Infrastructure – Network Upgrade
- Cloud Migration – Google Docs, PowerSchool
- Partnerships – Oracle, Edmodo, FOSST
- Launch of 4-5 Design Team
- Leadership Development – Napa Valley Weekend, NextGen Schools (June 7-9)
- Wellness – Sequoia Healthcare District

A number of themes and lessons learned emerged from the implementation process:

- Design learning and project-based learning for 21st Century Learning.

SCSD Implementation Plan 2013-2018 Draft 09/06/13

- Moving forward with systematic professional development for staff with these learning models could be a key to success.
- The move from traditional to 21st Century learning models would be a challenge.
- Piloting of models in a few schools would be a good idea.
- Work with the community on health and wellness.
- Collaborative learning models would broaden our learning experiences.

All of the above group elements of our LCA

For purposes of the LCA

- Compliance assignments
- Implementing State Board learners to a Language Development
- Parental involvement making decisions district prom students, Enrichment
- Student achievement data, college readiness
- Student engagement associated with learning
- School climate suspension, school connection
- The extent to that includes and perform including the disadvantaged needs.
- And, student study,

Year One Implementation, 2013-2014

I: Aligning Curriculum and Instruction

1. Authentic Assessment/Exhibitions
The Strategic Plan envisions new models of learning and district success that reflect the 21st Century. Assessments will also focus on student wellness, character development, and assessment of student work. (SCSD Strategic Plan 2013-2018, page 6)

Year 5 Target: Students at all grade levels will have learning plans and exhibit work that demonstrate 21st Century Skills and Whole Child of authenticity, and levels of engagement.

Year 1 Target: District-wide development of student content knowledge and depth of student content knowledge learning objectives.

Action	When	Who	Strategic Plan Measure	LCFF/LCAP Measure Target
1.1. Draft District exit rubrics which include the 5 C's, Whole Child, and Health and Wellness plan PD trainings for 3rd, 5th, and 8th grades that incorporate and measure authentic audiences and levels of engagement	2013-14 school year	Brittan Acres, White Oaks, Heather, and Arundel	8	2,4,5,7,8
1.2. Student Presentations and Exhibitions	Year-1	Tierra Linda, Central Middle School	8	2,4,5,7,8
1.3. Explore and pilot Student Digital Portfolios online platform and format appropriate to grade levels	January	Brittan Acres: K-4; Heather: 3rd-4th	1, 8	2,4,5,7,8
1.4. Research tools/instruments to measure social emotional learning TK to 8	Ongoing	Collaborative and Co-teachers	1, 8	2,4,5,6,7
1.5. Design a system of scheduled assessment feedback to parents via conferences and online platforms	2013-2014 school year	MJD, principals and students	1, 8	2,4,5,6,7
1.6. Research and recommend procedures and platforms for implementing and tracking student learning	Draft of 201 year			

II: Aligning Human Capital to Support Staff as 21st Century Educators

5. Collaborative Teaching Models

Many district teachers are either planning co-teaching pilot classes or have started to implement them fully, as envisioned in the Facility Master Plan to utilize flexible learning and collaboration spaces for students and educators. (SCSD Strategic Plan 2013-2018, page 6).

Year 5 Target: Learning environments will feature collaboration, multi-age groupings, inclusion, and co-teaching models to differentiate instruction for students.

Year 1 Target: Implementation of Collaborative Teaching models will take place at CMS and TL, and pilot projects will be launched at several elementary schools. All staff will become aware of and explore models of multi-age grouping, inclusion and differentiation. As a result, a cadre of 20 staff making up multiple groups of representative groups at each school will develop professional learning committees to share and report their work and outcomes to their site and district colleagues.

Action	When	Who	Strategic Plan Measure	LCFF/LCAP Measure Target
5.1. Self-selected school-sites and teams will begin new co-teaching and collaborative teaching pilot projects at elementary schools	2013-14 school year	Brittan Acres, White Oaks, Heather, and Arundel	8	2,4,5,7,8
5.2. Middle school-sites will expand current co-teaching implementation to a broader group of students	2013-14 school year	Tierra Linda, Central Middle School	8	2,4,5,7,8
5.3. Selected sites will pilot inclusion models for intervention continuum (RTI, SPED)	2013-14 school year	Brittan Acres: K-4; Heather: 3rd-4th	1, 8	2,4,5,7,8
5.4. District and school sites will provide differentiation coaching and/or co-teaching training and ongoing professional growth opportunities for staff	Ongoing	Collaborative and Co-teachers	1, 8	2,4,5,6,7
5.5. District staff in coordination with school sites will create a student focus group to solicit input on collaborative teaching models (e.g. student council, leadership, etc.) to gather data	2013-2014 school year	MJD, principals and students	1, 8	2,4,5,6,7

SCSD Implementation

SCSD Implementation Plan 2013

Dashboard

Measurement and Outcomes

Measurement and Outcomes

Measurement and Outcomes

This is a critical year for the development and piloting of instruments that will allow us to get to systemically assess students. By doing this, it will allow us to create student outcome measures to implement in 2014-2015.

I. Authentic, Student Centered Assessment

What are we Measuring?	How will we measure progress?	Progress Measure and Timeline	Who is responsible for Measuring?
1) Completion of draft of "Exit Outcomes" for grades 3, 5, & 8 on rubrics for: <ul style="list-style-type: none"> • 5 C's • Whole child • Physical Fitness • Subject Matter Mastery 	Delivery of draft outcomes to Board	Completed <i>Product Outcome</i> by June, 2014	Design Team
2) Approximately 15% of certificated Educators (PBL Cohort 1/Early Adopters) prepared to implement high quality PBL with fidelity	Pre and Post measures on the Buck Institute "PBL Preparedness Survey"	Completed analysis of <i>Surveys</i> as follows: Fall, 2013 (pre- test) and May/June, 2014 (post-test)	Tom Keating (lead)
3) Completion of a high quality "Whole Child" Measurement Scale	Instrument developed in partnership with outside agency/group to assess key areas of student well being including: social-emotional learning and physical fitness for use in 2014-2015 A group of teachers will pilot the scale in June, 2014 and provide positive feedback overall in ease in use and quality and applicability of information received	Completed <i>Product Outcome of Rubric and Summary</i> as follows: Draft of instrument completed by April, 2014 Pilot of instrument in May and June, 2014 Analyze and finalize instrument during Summer, 2014	Design Team in collaboration with Counselors

SCSD Strategic Plan Pillars

Technology-infused

Global Curriculum

Design Thinking

Educators Broadly Defined

STEM

Blended Learning

The 5 Cs

Project-Based Learning

Professional Learning Communities

Redesign Learning Environments

Health & Wellness

Common Core Standards

Facility Master Plan

Environmental Stewardship

Authentic Assessment

LCAPs

Whole Child

Learning Organization

Broaden and Strengthen Human Capital

Implement 21st Century Curriculum & Instruction

Key Lessons

- Don't use short-term problems as excuse to not focus on long-term
- Pay attention to where each individual board member is
- Build excitement among staff – but be patient!
- Brace yourself for setbacks
 - e.g. negotiations will seem even more out of context
- Make everything align

What's Next

- Implementation
 - Year 1 focus on professional development and experimentation
- Finalize new assessments/dashboard
- Alignment with our new school construction
- Re-visit yearly – it's a “living document”

The background of the slide is a collage of images. The top section shows a group of children looking down at something. The middle section features a close-up of a young girl playing a violin. The bottom section shows a group of children holding large, colorful balls (blue, yellow, and red) above their heads.

SCSD

**SAN CARLOS
SCHOOL DISTRICT**

Thank You!

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