Dear Strategic Planning Group Members,

We are pleased to present for your review the work of Action Team 5. Our team was charged with formulating action plans that implement Strategy 5 and support the draft strategic mission and objectives.

Action team 5 members embraced this charge with enthusiasm and diligently began to unpack the strategy to identify the meaning. As a part of this process, the team discussed and agreed that all plans produced within this strategy would support student achievement. This agreed upon focus has served as an anchor and a beacon throughout our discussions over the past several months and has been integral in the development of plans that support student achievement.

For several weeks the team drilled down into the meaning of the strategy and collected information and data to develop a shared vision of the strategy fully implemented. This shared vision, in addition to our focus on student achievement, has been critical in the development of our action plans.

Within our quest for information and promising practices, several areas of research were reviewed and discussed: Bloom’s Digital Taxonomy, the International Society for Technology in Education’s (ISTE) National Educational Technology Standards (NETS), Partnership for 21 Century Skills and Marzano’s recent report titled “Evaluation Study of the Effects of Promethean ActivClassroom on Student Achievement.” Time and time again, the research and data sparked thoughtful dialogue and compelled the team to make bold action plans that involve the strengthened integration of technology in the classroom.

As an example, upon the team’s review of Marzano’s research, the team engaged in lengthy and lively discussions about what are essential technology elements in the classroom. From this conversation, several results statements were born, as it became undeniably clear that technology, when supported with strong teaching experience and professional development, can play an important role in improving student achievement.

The action plans presented before you generally fall within two areas: instructional support and operational support. Although these categories involve two different areas of support, a common thread throughout each plan is the belief that strengthened integration of technology within the classroom will significantly increase student achievement and engagement and will prepare San Juan students to be prepared and competitive in our changing global economy.

Action plans 1, 2, 3, 4, 5, 8 and 9 fall under the instructional support category as they directly impact instructional practices in the classroom. These plans involve the utilization of instructional technology support staff, the implementation of consistent technology structures within the classroom, the strengthening of professional development practices related to instructional technology, the adoption and
implementation of instructional technology standards, and the infusion of 21st century skills into staff and student practices.

Action plans 6, 7, and 10 fall under the operational support category. These support structures involve annual upgrades, servers, open directory systems, bandwidth and wireless infrastructures. Although this category focuses on building and supporting operational structures, these structures are necessary to fully integrate technology into teaching and learning.

In closing, we would like to underscore the fact that these plans were developed using a consensus model and represent our best thinking related to strategy 5. It is with great respect that we submit our plans for your review.

Sincerely,
Action Team 5
Strategy 4: We will design and implement a system that creates challenging personal education plans at each appropriate level in collaboration with students, families, and staff.

Action Team 4 believes that personal educational plans engage students with their learning. In order for educational plans to be effective, they must become a part of the culture of schools starting in kindergarten, if not pre-school. With this belief, Action Team 4 came across many challenges.

Action Team 4 started their journey by spending a great amount of time defining the Strategy 4. At first glance, the team tried not to assume that ‘educational plans’ meant ‘individualized educational plans’ similar to what is required in Special Education at this time. It raised the question of, how do you implement a system that creates challenging personal educational plans for all students? As the group worked on Strategy 4 Action Plans, the concepts and the actions became more abstract. As the group developed and choose questions for research, we hoped that this would begin to clarify our direction.

As the group researched its questions, a number of facts began to emerge. First from the group’s research, it became apparent that ‘programs’ or ‘educational plans’ focused on the high school level. There were some middle school programs, but very few. The second item that emerged was the plans seemed to be based at individual schools, not district-wide. The group also felt that the time allotted for research rushed the group and prevented them from being able to dig deeper in approaching this issue. This led to devising Action Plans that begin a process of developing a culture where students and their families are always mapping out a path that looks to the future through education.

Strategy 4 Action Plans fall into three groups. Getting to this point was difficult and the group needed to make some important decisions. The one year plans focus on starting the idea of developing culture around student and family engagement in education. The group hopes that by introducing these ideas, they would begin the process of engagement in the upper grades and begin moving those ideas down to the earlier grades. The first two Action Plans (1 and 2) focus on providing students and families with information on pathways to careers and higher education. The idea is to make students and families aware of what opportunities are available (2) and finding a way to track that information (1). The next two Action Plans look at developing programs that engage students within their interests. Action Plan 3 helps sites have information to develop career pathways at their specific sites. Action Plan 4 develops a ‘Middle College’ as defined by the National Consortium of Middle Colleges. The last two Action plans concentrate on individual students and their learning. Action Plan 5 establishes transition programs between all
campuses in the District. The group viewed this as an important process as student move from one site to another site. Their connection to their educational programs and transition to other programs, no matter the level, was very important in their overall engagement. Action Plan 6 focuses on students becoming aware of their learning style and interests in order to develop into self-directed learners. The group felt that developing a culture of self-responsible learning would lead to a full engagement of students, families, staff and community in their academic success.

It is important to remember that this is the start of the development of creating educational plans for all students. Action Team 4 wants to be very clear, that in the end, a culture must be established starting when a student enters the educational system that creates a focus for students to be engaged in their educational successes. Students who see reason for the hard work of learning will be rewarded in academic success. The idea of student goal setting at all levels is an important point to have within the culture of the district. That these students become self-directed learners taking responsibility for their learning with guidance from school staff is an important element in educational planning.

We have, as a group, come to consensus on these Action Plans and submit these proposals to the Planning Team Members for consideration.

Thank-you
Action Team 4
Dear Strategic Planning Group Members:

Briefly, we would like to describe to you the process that Strategy 1 experienced as we worked through the steps needed to arrive at a workable and dynamic action plan. To begin with, Strategy 1 has something of an overview perspective of the heart of the complete Strategic Plan. Our strategy states:

We will ensure all staff are implementing effective instructional strategies, integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards, 21st century skills, and personal education plans.

Our first hurdle came when we tried to define the term, “all staff.”

Who comprises our staff? Teachers, paraprofessionals, clerical, administrative, support, district, parents, community members, students? While it eventually became clear that the target group staff—as intended in the strategy statement—primarily indicates teachers, it also intends that all others investing in the education and future of our students are included within the scope of all staff. And it is in the interpersonal dynamics we experienced in coming to that conclusion that provided our strategy group its identity, and from that identity comes the heart of what we have found critical in attaining the goals of the strategy and the objective of the strategic plan.

Professional development is a key component of Strategy 1, as evidenced in Action Plans 5, 6, 7, and 9.

21st century skills—and related curriculum—is evidenced in Action Plans 1, 2, 5, 8, and 9.

State standards and benchmarks are focus points in Action Plans 2, 3, and 4.

The mandates of the strategic statement are found within the action plans.

- Implement effective instructional strategies:
  ✓ 1: Implement effective strategies and 21st century skills.
  ✓ 2: Ensure the implementation of a standards-aligned curriculum at each grade level.
  ✓ 3: Implement... a comprehensive intervention support model for all students not proficient in ELA and math.
  ✓ 5: Develop and implement a comprehensive, ongoing cycle of professional development aligned to SJUSD mission and objectives, integrating effective instructional strategies.
  ✓ 9: Ensure that every teacher and student has the tools and support to realize effective instruction and learning.
Integrate technology and utilize assessment data to… engage each student to increase achievement:
✓ 4: Administer frequent district level benchmarks and site level common assessments in ELA and math.
✓ 5: Develop and implement a comprehensive, ongoing cycle of professional development aligned to SJUSD mission and objectives, integrating effective instructional strategies, assessment models, and instructional technology.
✓ 8: Implement a technology support model providing support staff (certificated and classified).

Increase achievement on state standards, 21st century skills, and personal education plans:
✓ 1: Implement effective instructional strategies and 21st century skills.
✓ 2: Ensure the implementation of a standards-aligned curriculum at each grade level.
✓ 3: Implement… a comprehensive intervention support model for all students not proficient in ELA and math.
✓ 4: Administer frequent district level benchmarks and site level common assessments in ELA and math.
✓ 6: Implement district training on cultural proficiency for all staff.
✓ 9: Ensure that every teacher and student has the tools and support to realize effective instruction and learning.

Even though the action plans are well-integrated, comfortably overlap one another and are mutually supportive, the steps taken to create them and come to consensus upon them were difficult. A great deal of tug-of-war dynamics ensued as a sense of an “either/or” attitude—related to the prioritization and distribution of resources—surfaced, based upon a realization that adequate resources to implement all action steps might not be available. However, another realization began to take hold of our group, a realization that over a five year period resources could be adequately distributed to meet the needs of each action plan, provided that an intentional and focused reallocation of resources, from current purposes to those identified in the Strategic Plan, be applied. With that in mind, a collaborative effort to put into place all envisioned aspects of our strategy’s action plans followed.

The approach we have taken to realize the imperatives in our strategy—to implement effective instructional strategies, to integrate technology and utilize assessment data, and to increase achievement on state standards, 21st century skills, and personal education plans—begins with a change in classroom instruction and system wide support, prefaced and sustained by comprehensive, multi-level professional development, with measurable results in teaching and learning methods and outcomes. Introduced in manageable increments, we foresee productive and positive change for San Juan Unified School District.

Accordingly, we respectfully submit to you the action plans for Strategy I.

Action Team I