

DAVIS JOINT UNIFIED
SCHOOL DISTRICT
STRATEGIC PLAN

2014-2019

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Belief Statements

We believe that every human being is unique and has inherent value.

We believe we are connected and have responsibility to ourselves, one another, and the whole.

We believe that a community has responsibility for the well-being of its members.

We believe that education is a fundamental right.

We believe that trust is essential to healthy relationships.

We believe that diverse perspectives enrich our community.

We believe that every person deserves to be treated with respect.

Davis Joint Unified School District Mission Statement

The mission of Davis Joint Unified School District, a leading center of educational innovation, is to ignite a love of learning and equip each student with the knowledge, skills, character, and well-being to thrive and contribute to an evolving and increasingly-connected world, through a system characterized by:

- Optimal conditions and environments for all students to learn
 - A team of talented, resourceful, and caring staff
 - Transforming teaching, learning, and operations in our continuing pursuit of excellence
 - Resourceful, transparent, and responsible fiscal planning, and
 - A diverse and inclusive culture
-

Strategic Objectives

Every student will set and pursue an academic, social, and personal goal at periodic intervals throughout their school career.

Every student will meet or exceed District academic standards.

Every student will demonstrate individual and social responsibility.

Strategies

We will develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction, and inquiry-based learning.

We will develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.

We will develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the Achievement Gap, and ensure that all students meet or exceed district standards.

We will develop and implement a system that enables each student to set and pursue academic, social, and personal goals.

Parameters

No new program or service will be accepted unless it is consistent with our mission and objectives, benefits outweigh costs, and provisions are made for professional growth and methods for evaluation.

School-based decisions will be consistent with the beliefs, mission and objectives of the district.

We will practice fiscal responsibility by balancing the educational opportunities with the community's ability to pay.

Strategy 1

We will develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction, and inquiry-based learning.

ACTION PLAN

Strategy Number: 1
 Plan: a
 Date: 2/22/14

STRATEGY: We will develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social- emotional intelligence, differentiated instruction and inquiry-based learning.

SPECIFIC RESULT: Establish a comprehensive, equitable and sustainable Professional Growth System (PGS) that creates a culture of continuous professional growth and development accessible to all DJUSD staff*.

		Suggested Implementation Timeline				
#	Action Step	Year 1	Year 2	Year 3	Year 4	Year 5
1	Conduct yearly needs assessment to determine the individual, school site and district-wide professional growth needs, with initial emphasis on: <ul style="list-style-type: none"> • Differentiated Instruction • Social-Emotional Intelligence • Inquiry-Based Learning 	X	X	X	X	X
2	Ensure there is staff buy-in and engagement in selecting professional growth topics and determining goals.	X	X	X	X	X
3	Capitalize on web-based technology to deliver resources, opportunities, and information to all staff in user-friendly and easily accessible format.		X	X	X	X
4	Use technology to support sharing of expertise, resources, and ideas among staff.		X	X	X	X
5	Create a Professional Growth System that is aligned with the California Standards for the Teaching Profession and that uses a self-assessment rubric that allows teachers to determine their own professional growth needs.		X			
6	a) Increase certificated staff contract days, by 3, then 4, and then 5 days in each subsequent year, to be set aside for required professional growth.		X	X	X	X
	b) Increase classified staff contract hours to be set aside for professional growth.		X	X	X	X

7	Create and maintain a system across sites that allows for staff to regularly share their expertise and collaborate (e.g., peer observations, co-lesson planning and lesson debriefing, and ongoing dialogue).		X	X	X	X
8	Create a system that ensures equitable access to professional development funds and opportunities by staff.		X			

Responsibility TBD

***staff refers to classified, certificated and administrative throughout document**

COST-BENEFIT ANALYSIS

Strategy Number: 1

Plan: a

Date: 2/22/14

STRATEGY: We will develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social- emotional intelligence, differentiated instruction and inquiry-based learning.

SPECIFIC RESULT: Establish a comprehensive, equitable and sustainable Professional Growth System (PGS) that creates a culture of continuous professional growth and development accessible to all DJUSD staff.

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> • Identified employees to carry out the outlined steps, create all aspects of the system and maintain it. • Webmaster to create and maintain an interactive website. • Website resources for creating interactive functionalities. • Staff compensation. <p>Intangible:</p> <ul style="list-style-type: none"> • Pressure to designate competent people to carry out this plan. • Some chaos as a new system is developed and put into place. • Inevitable criticism that things are not done the way some would like. • Lack of participation by some staff. • Challenges inherent in negotiating contract changes. 	<p>Tangible:</p> <ul style="list-style-type: none"> • There will be an organized system that will allow DJUSD staff to participate in professional growth and increase their efficacy working with our student population. • An organized one-stop site for staff to research, sign up for and track professional growth. • Treating staff professionally by paying them for their time sends a strong message that their work is valued. That translates into a higher level of professionalism overall. <p>Intangible:</p> <ul style="list-style-type: none"> • There is a real possibility to change the culture of DJUSD into a more professional one that values outside expertise. • Exposure to other methods and systems related to education. • Peer collaboration that happens organically as people begin to dialogue more. • Less isolation among all staff.

Strategy Number: 1

Plan: b

Date: 2/22/14

ACTION PLAN

STRATEGY: We will develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction, and inquiry-based learning.

SPECIFIC RESULT: Establish a district leadership structure with the authority, capacity, resources, and obligation to implement a new Professional Growth System (PGS).

		Suggested Implementation Timeline				
#	Action Step	Year 1	Year 2	Year 3	Year 4	Year 5
1	Designate adequate quality and quantity of human resources to effectively accomplish the result.	X	X	X	X	X
2	Provide overall vision.	X	X	X	X	X
3	Create mechanism to require staff to participate in professional growth areas of District priority.		X			
4	Regularly collect & analyze relevant data.	X	X	X	X	X
5	Provide oversight and accountability.			X	X	X
6	Communicate effectively with all key stakeholders.	X	X	X	X	X
7	Collaborate as needed with other senior staff and departments.	X	X	X	X	X
8	Ensure regular and effective communication with and feedback from school site staff.	X	X	X	X	X
9	Ensure systemization, including a coordinated, integrated approach across recruiting, hiring, induction, placement, professional learning, and evaluation.			X	X	X

Responsibility TBD

COST-BENEFIT ANALYSIS

Strategy Number: 1

Plan: b

Date: 2/22/14

STRATEGY: We will develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction, and inquiry-based learning.

SPECIFIC RESULT: Establish a district leadership structure with the authority, capacity, resources, and obligation to implement a new Professional Growth System (PGS).

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> • Cost of human resources needed to accomplish result. • Cost of substitutes/paid overtime for training hours. • Cost of reorganizing district staff to systemization. <p>Intangible:</p> <ul style="list-style-type: none"> • Resistance to change. 	<p>Tangible:</p> <ul style="list-style-type: none"> • Increased use of data to inform decisions on PGS. • Increased communication across district level; vertically from district to school sites; and horizontally from site to site. • Increased participation and feedback from teaching and classified staff on PGS. • PGS reflects integrated approach across key personnel functions such as recruiting, hiring, induction, placement, professional learning, and evaluation. <p>Intangible:</p> <ul style="list-style-type: none"> • Deeper understanding and vision permeating the DJUSD system.

Strategy Number: 1

Plan: c

Date: 2/22/14

ACTION PLAN

STRATEGY: We will develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction, and inquiry-based learning.

SPECIFIC RESULT: Ensure regular formative and summative evaluation of the new Professional Growth System (PGS).

		Suggested Implementation Timeline				
#	Action Step	Year 1	Year 2	Year 3	Year 4	Year 5
1	Identify extramural expert partner(s) -- such as a public, private, non-profit/educational entity -- to assist with the development and implementation of an evidenced-based evaluation system of the Professional Growth System.	X				
2	Conduct on-going formative evaluations of the Professional Growth System based upon the outcomes specified in other action steps.		X	X	X	X
3	Contract with independent evaluator to perform a summative evaluation of the PGS based upon the outcomes specified in other action steps.					X
4	Establish a line-item in the District Budget for PGS Evaluation (as part of a larger line-item for the entire professional growth effort for the District) with an annual presentation to the Board on results.	X				

Responsibility TBD

Strategy Number: 1

Plan: c

Date: 2/22/14

COST-BENEFIT ANALYSIS

STRATEGY: We will develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction, and inquiry-based learning.

SPECIFIC RESULT: Ensure regular formative and summative evaluation of the new Professional Growth System (PGS).

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> • Cost of independent evaluator. • Staff time for planning, program design and implementation. • Employee time for implementation. • Paper/copying costs. <p>Intangible:</p> <ul style="list-style-type: none"> • Anxiety about performance measurement. • Complications for Union contract. 	<p>Tangible:</p> <ul style="list-style-type: none"> • Improved effectiveness in teaching, learning outcomes and administrative tasks. <p>Intangible:</p> <ul style="list-style-type: none"> • Increased job satisfaction. • Recognition of District as innovator.

Strategy Number: 1

Plan: d

Date: 2/22/14

ACTION PLAN

STRATEGY: We will develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction, and inquiry-based learning.

SPECIFIC RESULT: Identify and leverage current and new resources to support a high quality Professional Growth System (PGS).

		Suggested Implementation Timeline				
#	Action Step	Year 1	Year 2	Year 3	Year 4	Year 5
1	Identify current and new funding streams to support the new Professional Growth System.		X	X	X	X
	a. Identify business or foundation resources that could be leveraged for Professional Growth System.		X	X	X	X
	b. Explore feasibility and community support to generate additional revenue for district Professional Growth System.			X	X	X
	c. Identify districts with exemplary PGS programs and aim to fund DJUSD PGS program at a proportionally equivalent amount.	X	X	X	X	X
2	Explore and identify possible partnerships in development of regional Professional Growth innovation center, funded with extramural support, which would develop and disseminate leading practices.			X	X	X
3	Identify and map in-district expertise and resources that contribute to the Professional Growth System.	X	X	X	X	X

Responsibility TBD

Strategy Number 1
 Plan Number: d
 Date: 2/22/14

COST-BENEFIT ANALYSIS

STRATEGY: We will develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction, and inquiry-based learning.

SPECIFIC RESULT: Identify and leverage current and new resources to support a high quality Professional Growth System (PGS).

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> • Grant writer fee. • Baseline budget generated from current district resources. <p>Intangible:</p> <ul style="list-style-type: none"> • Will not know what resources might become available from outside entities. • Funding from year to year might be variable depending on outside funding. 	<p>Tangible:</p> <ul style="list-style-type: none"> • Adequate and sustainable resources for PGS. • Training for effective grant writing at multiple levels (administrators, teachers). • Building internal capacity to sustain PGS. • Innovation Center. <p>Intangible:</p> <ul style="list-style-type: none"> • Improved teacher morale and sense of professional accomplishment.

Strategy 2

We will develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.

Strategy Number: 2
 Plan Number: a
 Date: 2/22/14

ACTION PLAN

STRATEGY: We will develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.

SPECIFIC RESULT: Install wireless that will provide comprehensive coverage for a high-density environment (number of devices) at all DJUSD campuses.

		Suggested Implementation Timeline				
#	Action Step	Year 1	Year 2	Year 3	Year 4	Year 5
1	Implement wireless in 1/3 of the district locations, to include Davis Senior High School	X				
2	Implement wireless in a second 1/3 of the district locations, giving priority to Junior High schools.		X			
3	Implement wireless in the remaining 1/3 of the district locations.			X		
4	Evaluate performance and coverage, scheduling infill and performance enhancements where necessary (ongoing – after each phase of the project).	X				
5	Seek public and private partnerships with businesses, the City of Davis, and university to support wireless implementations.	X				

Responsibility TBD

Strategy Number: 2
 Plan: a
 Date: 2/22/14

COST-BENEFIT ANALYSIS

STRATEGY: We will develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.

SPECIFIC RESULT: Install wireless that will provide comprehensive coverage for a high-density environment (number of devices) at all DJUSD Campuses.

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> Cost associated with increased support Cost of training staff Maintenance costs Increased energy costs <p>Intangible:</p> <ul style="list-style-type: none"> May increase overall device costs User frustration associated with new implementation or outages Expectations for use 	<p>Tangible:</p> <ul style="list-style-type: none"> Potential to free up current computer lab space Decreased paper cost <p>Intangible:</p> <ul style="list-style-type: none"> Flexibility in learning location/environment Increased digital literacy Increased innovation

Strategy Number: 2
 Plan: b
 Date: 2/22/14

ACTION PLAN

STRATEGY: We will develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.

SPECIFIC RESULT: Adequately fund maintenance and operations for existing facilities and grounds to create optimal conditions and environments for students to learn.

		Suggested Implementation Timeline				
#	Action Step	Year 1	Year 2	Year 3	Year 4	Year 5
1	Develop metrics and conduct needs assessment in order to adequately fund maintenance and operations. <u>Fund:</u>	X				
	a) Operations (custodial and grounds)	X				
	b) Facilities and grounds repair with emphasis on campus safety	X				
	c) Routine preventative maintenance		X			
	d) Deferred-maintenance projects (roofs, flooring, HVAC-heat/air)			X		

Responsibility TBD

Strategy Number: 2
 Plan: b
 Date: 2/22/14

COST-BENEFIT ANALYSIS

STRATEGY: We will develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.

SPECIFIC RESULT: Adequately fund maintenance and operations for existing facilities and grounds to create optimal conditions and environments for students to learn.

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> • Ongoing budget costs • One-time costs (repairs) • Materials/staff costs <p>Intangible:</p> <ul style="list-style-type: none"> • Staff time for assessments 	<p>Tangible:</p> <ul style="list-style-type: none"> • Increased safety • Increased morale • Increased student achievement <p>Intangible:</p> <ul style="list-style-type: none"> • Beautification of district sites • Pride in schools and facilities • Positive outlook generated by functioning spaces

Strategy Number: 2

Plan Number: c

Date: 2/22/14

ACTION PLAN

STRATEGY: We will develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.

SPECIFIC RESULT: Optimize interior instructional spaces to increase learning and innovation.

		Suggested Implementation Timeline				
#	Action Step	Year 1	Year 2	Year 3	Year 4	Year 5
1	Utilize staff to establish and implement a district classroom standard (e.g. every class has ceiling mounted projector, large screen, white board, audio capabilities, document camera, wireless)	X				
2	Analyze physical classroom space to achieve optimal, equal and safe access to curriculum (look at class size, furniture, technology, safe movement within class)	X				
3	Research and purchase classroom furniture options with collaboration in mind (could be phased in)	X				
4	Assess current state of specialty classrooms – music, science lab, libraries, industrial technology to design upgrade plan	X				
5	Devise more storage options for classrooms and start to de-clutter/dispose of obsolete materials		X			
6	Retrofit science classrooms (e.g., proper ventilation; plumbing-sinks with hot and cold water, eyewash stations; appropriate flooring for working with chemicals (no carpet); secure storage for chemicals; dedicated refrigeration for science supplies; space needed for safe classroom movement; separate supplies storeroom at high school)		X			
7	Retrofit/expand campus libraries (e.g., flexible furniture to accommodate students in library lectures setting and maximize space; library computer research stations at all sites; consider multi-age areas in library to increase engagement; assess adjustable lighting – natural, ability to darken for multimedia presentations)			X		

8	Retrofit music classrooms –(e.g., dedicated music space at elementary; update audio/visual equipment for concert playback sessions and listening to other musical performances; provide for secure instrument storage; adhere to music instruction standards for square footage, acoustics, lighting, ventilation, room temp and humidity; assess riser width, chairs and music stand storage at each site to maximize space; provide for running water/sinks to clean instruments)				X	
9	Create flexible multi-use spaces to promote innovation.					X

Responsibility TBD

Strategy Number: 2
 Plan Number: c
 Date: 2/22/14

COST-BENEFIT ANALYSIS

STRATEGY: We will develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.

SPECIFIC RESULT: Optimize interior instructional spaces to increase learning and innovation.

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> • Construction costs • Furniture/equipment • Potential fees for outside consultant • Displacement costs <p>Intangible:</p> <ul style="list-style-type: none"> • Potential loss of room space during construction 	<p>Tangible:</p> <ul style="list-style-type: none"> • Increased student achievement • Energy efficiency • Increased utilization of space • Increased interaction between students and staff • Increased innovation <p>Intangible:</p> <ul style="list-style-type: none"> • Improved student/staff morale and pride • Increased excitement about learning

Strategy Number: 2
 Plan: d
 Date: 2/22/14

ACTION PLAN

STRATEGY: We will develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.

SPECIFIC RESULT: Enhance exterior spaces for instructional purposes, including gardens and athletics, to optimize learning and school connectedness.

		Suggested Implementation Timeline				
#	Action Step	Year 1	Year 2	Year 3	Year 4	Year 5
1	Conduct a categorical assessment of district exterior spaces, listing needs for: <ul style="list-style-type: none"> • Alternative gathering spaces • Gardens • Athletics • Physical Education 	X				X
2	Determine standards to be met in each type of space	X				
3	Develop a per site prioritized project list, ranking each project as A, B, or C	X				
4	Determine costs and develop plans for all Level A projects.	X				
5	Determine how to best comply with Food Safety Modernization Action (FSMA) (garden programs)	X				
6	Conduct RFP or solicit bids for all Level A projects.		X			
7	Complete Level A projects.		X			
8	Prepare plans for Level B projects.		X			
9	Conduct RFP or solicit bids for all Level B projects.			X		
10	Complete Level B projects			X		
11	Prepare plans for Level C projects.			X		
12	Conduct RFP or solicit bids for all Level C projects.				X	

13	Complete Level C projects.				X	
14	Perform infill projects determined necessary during Years 1-4.					X

Responsibility TBD

Strategy Number: 2
 Plan Number: d
 Date: 2/22/14

COST-BENEFIT ANALYSIS

STRATEGY: We will develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.

SPECIFIC RESULT: Enhance exterior spaces for instructional purposes, including gardens and athletics, to optimize learning and school connectedness.

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> Cost of staff and/or consultants to perform assessment Cost of personnel to establish standards Cost of personnel, possibly a facilitator, to develop per project lists (ranked A, B, or C) <p>Intangible:</p>	<p>Tangible:</p> <ul style="list-style-type: none"> Enhanced learning environments Student connections and engagement Leadership skills and ability to perform under pressure Planning and goal-setting skills <p>Intangible:</p> <ul style="list-style-type: none"> Enhanced school spirit

ACTION PLAN

Strategy Number: 2

Plan: e

Date: 2/22/14

STRATEGY: We will develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.

SPECIFIC RESULT: Create exceptional interior and exterior communal spaces.

		Suggested Implementation Timeline				
#	Action Step	Year 1	Year 2	Year 3	Year 4	Year 5
1	Conduct needs assessments: <ul style="list-style-type: none"> • Interior space including but not limited to: multi-use and sized flexible gathering, eating (MPR), private conference rooms (4-6 people), staff collaboration meeting (15-20 people), student groups, and parent outreach/PTA. • Exterior Space including but not limited to: welcoming gathering space, playground, shade, and lunch time to promote healthy lifestyle. 	X				
2	Develop a funding plan.		X			
3	Implement construction process.			X		

Responsibility TBD

Strategy Number: 2
 Plan: f
 Date: 2/22/14

ACTION PLAN

STRATEGY: We will develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.

SPECIFIC RESULT: Upgrade/redesign school entries and passageways at each site to make them safe, functional and attractive.

		Suggested Implementation Timeline				
#	Action Step	Year 1	Year 2	Year 3	Year 4	Year 5
1	Assess site entrances for security risks and implement site-specific security mitigation plan.	X				
2	Assess signage needs to direct visitors and parents.	X				
3	Assess staff and visitor parking (lot conditions and number/size of spaces).	X				
4	Assess site storage needs and locations (e.g., move sheds further into campus).	X				
5	Implement safe route to schools recommendations.	X				
6	Upgrade/create entrance with flower and shrub plantings for appearance and horticultural education.		X			

Responsibility TBD

Strategy Number: 2

Plan Number: f

Date: 2/22/14

COST-BENEFIT ANALYSIS

STRATEGY: We will develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.

SPECIFIC RESULT: Upgrade/redesign school entries and passageways at each site to make them safe, functional and attractive.

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> • Cost of implementing safe route to schools recommendations • Cost of plantings • Cost of sheds • Cost of signage <p>Intangible:</p> <ul style="list-style-type: none"> • Staff and community time 	<p>Tangible:</p> <ul style="list-style-type: none"> • Increased neighborhood value • Decreased liability • Reduction of carbon emissions • Prolong equipment and decrease replacement costs (prevent theft) <p>Intangible:</p> <ul style="list-style-type: none"> • Increase sense of pride • Reduce congestion and stress associated with drop-off and pick-up

Strategy 3

We will develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the Achievement Gap, and ensure that all students meet or exceed district standards.

Strategy Number: 3

Plan: a

Date: 2/22/14

ACTION PLAN

STRATEGY: We will develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.

SPECIFIC RESULT: Incorporate the Common Core State Standards and its implied assessment practices into the district’s standards, instruction, and assessment system.

		Suggested Implementation Timeline				
#	Action Step	Year 1	Year 2	Year 3	Year 4	Year 5
1	Information Distribution: Disseminate background information and purpose relative to the Common Core State Standards to key stakeholders.	X	X	X	X	X
2	<u>Staff Development: Develop an understanding</u> of the Common Core State Standards and assessment practices among all staff.	X	X	X	X	X
3	<u>Classroom Practice: Incorporate the underlying concepts and assessment practices</u> in the Common Core State Standards with other district and state standards and curricula, and course guides.	X	X	X	X	X
4	Adjust formative and summative assessments to align with revisions to the written curriculum. Ensure these are appropriate to assess progress of students below, at and above grade level standards.		X	X	X	X
5	Determine needed resources and materials related to the potential instructional changes to ensure revisions to the written curricula are implemented.		X	X	X	X
6	Provide staff development related to curricular, instructional, and assessment changes to ensure the successful transition to the Common Core State Standards. Staff will identify district and site professional development needs.		X	X	X	X
7	Develop a timeline for the implementation of adjusted curriculum, purchase of materials, and and/or related		X			

	staff development as needed.					
8	Implement revised curriculum in preschool, TK-12 classrooms; assess needs for computer-training for students.		X			
9	Evaluate the implementation of Common Core utilizing parent, student, and teacher feedback on a regular basis. Evaluate progress of subgroups including below, at and above grade level students (see definition page for specific students).		X	X	X	X
10	Review curriculum adoptions, assessments and degree of implementation success of CC. Assess whether/what additional PD/curriculum is needed and at which grade levels, sites or subgroup of students being taught.		X	X	X	X
11	Evaluate Smarter Balanced assessments to inform formative and interim assessment needs.		X	X	X	X

Responsibility TBD

Strategy Number: 3

Plan Number: a

Date: 2/22/14

COST-BENEFIT ANALYSIS

STRATEGY: We will develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.

SPECIFIC RESULT: Incorporate the Common Core State Standards and its implied assessment practices into the district’s standards, instruction, and assessment system.

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> • Funding for staff development either beyond contract time or as release time. • Material and staff costs for information distribution including workshops and community outreach • Purchase of materials that may be needed to support assessments • Technology upgrade costs. <p>Intangible:</p> <ul style="list-style-type: none"> • Loss of instructional time and additional workload on staff while staff is involved in release time activities. • Loss of instructional time to assess computer training needs for students. • Anxiety over change for staff, parents and students. • Time to build consensus on most appropriate materials. • Impatience to rush program development may increase student and staff stress due to learning curve. • New assessments may cause additional teacher and student stress. 	<p>Tangible:</p> <ul style="list-style-type: none"> • Invest in staff to help develop program. • Future consultant savings through in-house development of program. Less reliance on outside sources so there is a decrease in costs to district. • Narrow focus on specific grade level and content needs by grade level and content staff for increased expertise. • Focus on sequential and timely development supported by staff. • Increased student competence and success. • Feedback for adjusting program for targeted groups and others. • Ability to fine tune and adjust program as needed. • Up-to-date practices to measure student progress. <p>Intangible:</p> <ul style="list-style-type: none"> • Increase staff motivation, competence and empowerment. Larger buy-in to success. • Support for adopted programs and grade level needs. • Increase staff ability to provide various strategies to address specific needs of all students. • Increased community confidence and support for implementation. • Improve implementation of program. Increase student success, confidence, and college and career readiness.

Strategy Number: 3

Plan Number: b

Date: 2/22/14

ACTION PLAN

STRATEGY: We will develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.

SPECIFIC RESULT: Implement district-wide, teacher-developed, common formative assessment practices in which analysis of student work is used to inform instruction ensuring all students achieve their maximum growth as learners.

		Suggested Implementation Timeline				
#	Action Step	Year 1	Year 2	Year 3	Year 4	Year 5
1	Identify professional growth opportunities in the areas of formative assessment for all subject areas and for all students.		X	X	X	X
2	Plan and facilitate workshops to review analysis of student work (e.g., Collaborative Data Driven Decision Making) so that all teachers and administrators understand the purposes and process of formative assessment practices. Pilot select materials and models.		X	X	X	X
3	Consider the pilot process. Continue and or increase time for teacher collaboration to allow time for the development and analysis of formative assessments.		X	X		
4	Collaboratively develop timelines for implementation of formative assessments in the different subject areas and within different grade levels.		X	X		
5	Create and implement teacher-developed formative assessment materials.		X	X	X	X
6	Support and use the formative assessment analysis to inform instruction.		X	X	X	X
7	Evaluate formative assessment practices efficacy utilizing student achievement data and teacher feedback.			X	X	X

Responsibility TBD

Strategy Number: 3

Plan Number: b

Date: 2/22/14

COST-BENEFIT ANALYSIS

STRATEGY: We will develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.

SPECIFIC RESULT: Implement district-wide, teacher-developed, common formative assessment practices in which analysis of student work is used to inform instruction ensuring all students achieve their maximum growth as learners.

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> • Loss of instructional time when teachers are working outside of the classroom. • Funding for staff development either beyond contract time or as release time. • Time and funding for staff to identify professional learning needs. • Assuming each teacher is available to meet with colleagues on a regular basis. • Time in class for students to complete assessments. • Administrative support for this activity requires principals to stay abreast of what the teachers have discussed and the decisions they have made regarding their instruction. Administrators will have less time and attention for other activities. • Purchase of materials that may be needed to support formative assessments. • Material and staff costs for information distribution including workshops and community outreach. <p>Intangible:</p> <ul style="list-style-type: none"> • Loss of activities we are currently doing that must stop in order to make time to incorporate new priorities. • Anxiety over change for staff, parents and students. • Time to build consensus on most appropriate assessment tool and frequency of administration. 	<p>Tangible:</p> <ul style="list-style-type: none"> • Recognize teachers and administrators in the district experienced and knowledgeable about formative assessment. • Workshops will be targeted to staff needs by building on existing capacity. • Teachers learn from and with one another by designing and analyzing assessment tasks. • Instruction becomes more student-centered. • Everyone in the district “being on the same page” about the process and the purpose of this assessment practice. • Teachers can identify the most beneficial time to teach specific components of the curriculum given their understanding of their curriculum and their students. • Teacher-developed tasks should align well with curriculum. • Students can get timely and/or ongoing feedback about their learning. • Support will enable teachers to adjust instruction as needed. This may include changing pacing of topics, approaches to instruction and grouping practices in their classroom. • Enables adjustments to the system as needed • Determine ways to enhance collaborative discussions. • Up-to-date assessment practices to measure student progress and program effectiveness.

<ul style="list-style-type: none">• Impatience to rush program development may increase student and staff stress due to learning curve.• New and more frequent assessments may cause additional teacher and student stress.	<p>Intangible:</p> <ul style="list-style-type: none">• Demonstrate a formative assessment process among the staff in the district.• Identify staff knowledge.• Collaboration among teachers promotes a cooperative school culture.• Establishing this approach to instruction as a priority.• Teachers will be more invested in a system that they have helped to develop.• Assessment tasks will be more informative when they are aligned with the curriculum and fit well into classroom activity.• More frequent, less formal assessments may decrease students' stress level.• Feeling supported will enable teachers to take the risks necessary to change their instruction.• Model the same kind of assessment system that teachers are supposed to use.
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Strategy Number: 3

Plan Number: c

Date: 2/22/14

ACTION PLAN

STRATEGY: We will develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.

SPECIFIC RESULT: Determine appropriate district-wide interim assessment tools that are aligned with the Smarter Balanced testing system to identify instructional program growth.

		Suggested Implementation Timeline				
#	Action Step	Year 1	Year 2	Year 3	Year 4	Year 5
1	Explain the purpose of interim assessments to all stakeholders.		X	X	X	X
2	Collaboratively review current practice and identify potential changes in assessments.			X	X	X
3	Identify professional learning regarding interim assessment for teachers in all subject areas.		X	X	X	X
4	Provide necessary infrastructure and resources for development of assessments and assessment systems, and for the collection, analysis, communication, and use of data to improve instruction.			X	X	X
5	Develop timelines for implementation of interim assessments within subject areas and within grade levels.		X	X	X	X
6	Assess student learning and provide timely results to appropriate stakeholders.			X	X	X
7	Aggregate findings of interim assessments to determine instructional program growth.				X	X
8	Develop district plan to address issues of instructional growth, based on assessment results.				X	X
9	Evaluate the progress of subgroups identified in the LCAP (Local Control Accountability Plan).				X	X
10	Evaluate program efficacy to refine efforts.				X	X

Responsibility TBD

Strategy Number: 3

Plan Number: c

Date: 2/22/14

COST-BENEFIT ANALYSIS

STRATEGY: We will develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.

SPECIFIC RESULT: Determine appropriate district-wide interim assessment tools that are aligned with the Smarter Balanced testing system to identify instructional program needs.

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> • Funding for staff development either beyond contract time or as release time. • Material and staff costs for information distribution including workshops and community outreach. • Purchase of materials that may be needed to support interim assessments. • Technology upgrade costs. • Funding and time to determine infrastructure needs and then make upgrades as appropriate (materials, technology support, reporting cycles). • Provide time to analyze assessment results and to respond to instructional needs. • Time to evaluate implementation and develop tool to process feedback. <p>Intangible:</p> <ul style="list-style-type: none"> • Loss of instructional time and additional workload on staff while staff is involved in release time activities. • Loss of instructional time to assess computer training needs for students. • Loss of activities we are currently doing that must stop in order to make time to incorporate new priorities. • Anxiety over change for staff, parents and students. • Time to build consensus on most appropriate assessment tool and frequency of administration. 	<p>Tangible:</p> <ul style="list-style-type: none"> • Recognize teachers and administrators in the district experienced and knowledgeable about formative assessment. • Workshops will be targeted to staff needs by building on existing capacity. • Teachers learn from and with one another by designing and analyzing assessment tasks. • Instruction becomes more student-centered. • Everyone in the district “being on the same page” about the process and the purpose of this assessment practice. • Invest in staff to help develop program. • Competent staff to develop program. • Future consultant savings through in-house development of program. Less reliance on outside sources so there is a decrease in costs to district. • More timely identification of specific program needs. • More immediate feedback of student achievement to staff and students. • Provide district-wide and site specific perspectives. • Increased student competence and success. • Narrow focus on specific grade level and content needs. • Increase expertise at grade level and in content areas.

<ul style="list-style-type: none">• Impatience to rush program development may increase student and staff stress due to learning curve.• New and more frequent assessments may cause additional teacher and student stress.	<ul style="list-style-type: none">• Provides structure for sequential and timely development of district-wide assessment system.• More immediate feedback for adjusting programs for targeted student groups.• Ability to fine tune and adjust all programs more frequently as needed.• Up-to-date assessment practices to measure student progress and program effectiveness. <p>Intangible:</p> <ul style="list-style-type: none">• Increase staff motivation, competence and empowerment.• Support for assessment practices in grade levels and content areas.• Increase staff ability to provide various strategies to address specific needs of all students.• Increased community confidence and support for implementation.• Improve implementation of program.• Increase student success, confidence, and college and career readiness.
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Strategy Number: 3

Plan Number: d

Date: 2/22/14

ACTION PLAN

STRATEGY: We will develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.

SPECIFIC RESULT: Assess, build and support school culture to bolster academic success and connectedness.

RATIONALE: *In addition to the types of assessments described in plans a-c, DJUSD also needs to build and support the culture of our schools –the actual learning environments – to ensure that students, parents and staff feel connected enough to collaborate in building the best possible educational environments for all of our children. Potential assessments would be district-wide and site-specific. Some tools would assess school culture by studying attitudes, such as personal safety, social acceptance, and academic encouragement, and others would examine behaviors, such as parent and student participation in voluntary activities as well as teacher’s collaborations with one another.*

		Suggested Implementation Timeline				
#	Action Step	Year 1	Year 2	Year 3	Year 4	Year 5
1	Form a district taskforce made up of representatives of teachers, administrators, parents, and middle and high school students to select and develop district-wide and site-based school culture assessment tools.	X	X	X	X	X
2	Research and select school culture assessment tools so district can tap into best practices and experience of school culture improvement. Particular focus should be on cultural attributes that correlate to success of groups identified in the LCAP. This may lead to policy recommendations to the Board of Education. District and schools identify characteristics of a healthy school culture based on research.	X				
3	Conduct district-wide assessments to obtain base line results and share with stake holder groups (parents, students, teachers, administrators, school board) and help identify issues and assets.		X end of yr 2			
4	District leadership and staff examine results of district-wide school culture assessments and report results both on a district-wide and school-specific basis.		X end of yr 2	X	X	X

5	School site climate committees examine district-wide and site-specific school culture assessment results and compare with definition of school culture, identified assets, and initiatives to create improved school culture.		X	X	X	X
6	Engage with teachers, parents, and students regarding how to measure school culture and what site-unique assessment tools will be used regularly to support initiative			X	X	X
7	Climate Committees review progress towards district and site initiatives.			X	X	X
8	Conduct annual district-wide assessment.			X	X	X
9	Evaluate the effectiveness of the assessment tools for school culture at the district and school site levels. (Cross reference 4a)			X	X	X

Responsibility TBD

Strategy Number: 3

Plan: d

Date: 2/22/14

COST-BENEFIT ANALYSIS

STRATEGY: We will develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.

SPECIFIC RESULT: Assess, build and support school culture to bolster academic success and connectedness.

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> • Loss of instructional time when teachers are working outside of the classroom. • Funding for staff development either beyond contract time or as release time to learn about school culture. • Time and funding for staff to analyze results and identify district and school culture priorities. • Time in class for students to complete school culture surveys. • Purchase of materials that may be needed to support school culture survey. • Material and staff costs for information distribution including workshops and community outreach about the impact of school culture. <p>Intangible:</p> <ul style="list-style-type: none"> • Loss of activities we are currently doing that must stop in order to make time to incorporate new priorities based on survey results. • Individual personnel may feel threatened if their practices do not support an improved school culture. • Time to build consensus on most appropriate assessment tool(s) and frequency of administration. • New and more frequent assessments may cause additional teacher and student stress. • More collaboration is expected so 	<p>Tangible:</p> <ul style="list-style-type: none"> • Recognize teachers and administrators in the district experienced and knowledgeable about school culture. • Support programs for more inclusive school cultures to address achievement gap. • Additional support of staff due to increased parent and community involvement. • Reduce student and staff absences and they feel more connected to school community. • Decrease student discipline, behavior problems, bullying and alienation. • Increase focus on culture that supports the whole child by having everyone “on the same page” about the importance of school culture and its’ impact on student learning. • Reduce crises that come to administrative staff. Schools will get feedback about their school climate to address deficiencies proactively. • Increase parent support for schools-- and support for tax measures-- as they will be surveyed as their attitudes and perceptions. • Measure and guide initiative to enhance collaboration. • Support for LCAP efforts by monitoring and bolstering the educational

<p>administrative initiative may be slower to implement.</p>	<p>experience of LCAP targeted groups and their families.</p> <ul style="list-style-type: none">• Increase effectiveness of parent involvement efforts by monitoring experiences and attitudes of parents.• Reduce student crises (suicide threats, decompensations, behavioral issues) through better monitoring of attitudes and stress levels.• Measure the effectiveness of schools' ability to meet the needs of the whole student; not just academic goals. <p>Intangible:</p> <ul style="list-style-type: none">• Children's social growth accelerated as collaboration and volunteerism recognized and rewarded among adult role model due to increase adult/child contact and mentoring.• Improved staff, administrative and community collaboration and trust may accelerate implementation of programs through increased collaboration and sharing of best practices.• Improved teacher-district climate to may benefit collective bargaining practices.• Increase collaboration among teachers promotes a cooperative school culture and speed sharing and experimenting with of best/new practices.• Increase student connectedness to school and thus achievement.• Enable teachers to take the risks necessary to change their instruction.• Stronger connections between teachers/staff and school to better tap into a variety of resources existing in the Davis community.
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Strategy 4

We will develop and implement a system that enables each student to set and pursue academic, social, and personal goals.

Strategy Number: 4
 Plan: a
 Date: 2/22/14

ACTION PLAN

STRATEGY: We will develop and implement a system that enables each student to set and pursue academic, social, and personal goals.

SPECIFIC RESULT: Support the development of the whole child and help all students set and pursue goals to gain greater self-awareness of their abilities and strengths.

		Suggested Implementation Timeline				
#	Action Step	Year 1	Year 2	Year 3	Year 4	Year 5
1	Establish and provide an equitable baseline of support services needed to assist all students with social and emotional growth, beginning at the elementary grades.	X	X			
2	Provide all schools with the financing, staffing, and professional growth needed to help all students set and pursue social, academic and personal goals.	X	X			
3	Establish means by which all students take personal ownership of setting and pursuing personal, academic and social goals.		X (2 nd half of yr.)	X	X	X
4	Conduct professional growth for teachers to refine their methods of differentiating their students' educational experience. (Cross-reference Strategy #1)	X		X	X	X

Responsibility TBD

Strategy Number: 4
 Plan: a
 Date: 2/22/14

COST-BENEFIT ANALYSIS

STRATEGY: We will develop and implement a system that enables each student to set and pursue academic, social, and personal goals.

SPECIFIC RESULT: Support the development of the whole child and help all students set and pursue goals to gain greater self-awareness of their abilities and strengths.

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> • Training and staff development costs • Curriculum and materials <p>Intangible:</p> <ul style="list-style-type: none"> • Time to develop and implement system • Anxiety about change 	<p>Tangible:</p> <ul style="list-style-type: none"> • Students planning and accomplishing their own academic and social goals • Increased staff collaboration • Depth of student understanding and complexity of thinking <p>Intangible:</p> <ul style="list-style-type: none"> • Improved school climate • Improved student connectedness with school • Improved academic engagement of students

ACTION PLAN

Strategy Number: 4

Plan: b

Date: 2/22/14

STRATEGY: We will develop and implement a system that enables each student to set and pursue academic, social, and personal goals.

SPECIFIC RESULT: Promote connectedness through small learning environments to better meet each student’s needs.

		Suggested Implementation Timeline				
#	Action Step	Year 1	Year 2	Year 3	Year 4	Year 5
1	Lower class size.	X	X			
2	Conduct professional learning for teachers to utilize small groups and facilitate differentiated learning. (Cross-reference Strategy #1)	X	X	X	X	X
3	Explore establishing strategies, (e.g., “schools-within-a-school”) to facilitate goal-setting, college and career readiness, and school-connectedness for secondary students.		X	X		
4	Develop a community-wide volunteer network to further support small group learning environments throughout the district.	X	X	X	X	
5	Conduct an evaluation related to this result on an annual basis to determine continuance or alteration of each action.			X	X	X

Responsibility TBD

Strategy Number: 4
 Plan Number: b
 Date: 2/22/14

COST-BENEFIT ANALYSIS

STRATEGY: We will develop and implement a system that enables each student to set and pursue academic, social, and personal goals.

SPECIFIC RESULT: Promote connectedness through small learning environments to better meet each student’s needs.

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> • Additional teacher salaries-ongoing • Professional development-ongoing • Physical space including additional classrooms or learning areas to accommodate small groups <p>Intangible:</p> <ul style="list-style-type: none"> • Time for training • Time for establishing volunteer network • Increased responsibility assigned to administrators to oversee implementation 	<p>Tangible:</p> <ul style="list-style-type: none"> • More teacher/staff contact • Increased differentiated learning opportunities • Increased academic achievement • Increased instructional time • Increased engagement of staff and students <p>Intangible:</p> <ul style="list-style-type: none"> • Improved school climate • Improved staff morale • Improved student satisfaction

ACTION PLAN

Strategy Number: 4

Plan: c

Date: 2/22/14

STRATEGY: We will develop and implement a system that enables each student to set and pursue academic, social, and personal goals.

SPECIFIC RESULT: Engage students to become lifelong learners able to pursue postsecondary options of their choice.

		Suggested Implementation Timeline				
#	Action Step	Year 1	Year 2	Year 3	Year 4	Year 5
1	Identify and work to eliminate barriers so that all students can access extended learning opportunities (e.g., before, noon-time, and afterschool programs and activities).	X	X			
2	Provide all students with access to the technology necessary to complete their school work and meet college/career readiness expectations. (Cross-reference with Strategy 2)	X	X	X		
2a	Define pathways for career success that do not include a 4 year postsecondary education.					
3	Enhance opportunities and provide resources for 21st century learning (e.g., mentoring, project-based learning, internships/externships,, volunteering, and other applied, real-world learning opportunities) to teach and inspire students to reach their full potential.			X	X	X
4	Develop means to collect feedback from DJUSD alumni on college and career readiness.	X	X	X	X	X
5	Conduct an evaluation of this result on an annual basis to determine continuance or alteration of each action.	X	X	X	X	X

Responsibility TBD

Strategy Number: 4
 Plan: c
 Date: 2/22/14

COST-BENEFIT ANALYSIS

STRATEGY: We will develop and implement a system that enables each student to set and pursue academic, social, and personal goals.

SPECIFIC RESULT: Engage students to become college and career ready and life-long learners.

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> • Training and staff development costs • Curriculum and materials costs • Additional staffing • Increased cost for technology, support, and extended school day <p>Intangible:</p> <ul style="list-style-type: none"> • Time for planning, training and implementation • Anxiety about change 	<p>Tangible:</p> <ul style="list-style-type: none"> • Increased partnerships with the community • Greater student access to technology • Improved opportunities for all students • Increased student preparedness for post-secondary education and careers • Increased engagement for students and staff • Greater equity for students and families • Increased collaboration <p>Intangible:</p> <ul style="list-style-type: none"> • Increased student involvement in their community • Opportunities for students to explore their interests and passions • Increased depth of instructional practices • Increased collaboration among teachers • Students more globally competitive

Strategy Number: 4

Plan: d

Date: 2/22/14

ACTION PLAN

STRATEGY: We will develop and implement a system that enables each student to set and pursue academic, social, and personal goals.

SPECIFIC RESULT: Increase communication with all parents/guardians, students, and community members to foster school connectedness, provide information, and encourage participation in the school community.

		Suggested Implementation Timeline				
#	Action Step (number each one)	Year 1	Year 2	Year 3	Year 4	Year 5
1	Communicate to parents, teachers, students and community members a shared vision of high standards of learning and behavior, including, but not limited to, the Common Core.	X	X	X	X	X
2	Share information in multiple languages about programs, opportunities, and goal-setting with parents, students, and community members through informational events, School Loop, the DJUSD website, newsletters, and other forms of two-way communication.	X	X	X	X	X
3	Seek partnerships to help DJUSD better serve its students and families.		X	X	X	X
4	Evaluate the effectiveness of the specific result (cross reference 3d)					

Responsibility TBD

Strategy Number: 4

Plan: d

Date: 2/22/14

COST-BENEFIT ANALYSIS

STRATEGY: We will develop and implement a system that enables each student to set and pursue academic, social, and personal goals.

SPECIFIC RESULT: Increase communication with all parents/guardians, students, and community members to foster school connectedness, provide information, and encourage participation in the school community.

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> • Translators for written and in-person outreach • Additional staff to establish volunteer network and community outreach • Costs for materials such as paper, subscriptions to digital communication tools <p>Intangible:</p> <ul style="list-style-type: none"> • Time for establishing volunteer network and linking to all school sites • Time for school sites to communicate about high standards 	<p>Tangible:</p> <ul style="list-style-type: none"> • Increased family and community involvement • Increased number of adults to assist with campus activities • Greater community awareness of schools and their needs <p>Intangible:</p> <ul style="list-style-type: none"> • Increased family well-being when supported by community-wide organizations • Improve intra-school spirit • Foster a healthier school climate