



# Santa Maria-Bonita School District

## District Strategic Plan: Initiatives, Actions, and Services

### 2022-2023

**Broad Goal #2 - In order to maximize leadership, structure, processes of the organization, and to execute our vision of instruction as effectively and efficiently as possible, SMBSD will institute the practice of evaluation of programs and establish leadership and teacher development programs.**

#### **An explanation of why the LEA has developed this goal.**

This goal was developed to support ongoing teacher, administrator, and paraeducator professional learning to build and maintain a cohesive leadership team, create and communicate organizational clarity, and effectively build human systems. It was developed to ensure we hire and retain diverse staff and embed staff support systems with high-quality professional learning to continuously build instructional capacity. It was also developed to support the utilization of multiple sources of quantitative and qualitative data to assess and monitor instruction/improvement, create systems for consistent monitoring, and provide processes to ensure data is gathered to support teachers, administrators, and district staff in implementing testing and data evaluation, and frequent data collection. Additionally, it was created to ensure that data is used appropriately to drive continuous improvement and to support the development and implementation of processes used to monitor the school's/department's progress over time in meeting state, district, and school/department goals to ensure that all students will move a minimum of a grade level each year through effective first instruction practices.

The California State Dashboard (2019) shows that significant academic performance gaps continue to exist for multiple student groups including foster youth, students with disabilities, African American students, English learners, homeless students, and socioeconomically disadvantaged student groups. Santa Maria-Bonita School District's English learners, foster youth, and socioeconomically disadvantaged students continue to lag behind the district in both Literacy and Mathematics on state and local measures (SBAC/NWEA LCAP benchmark metric).

Educational partner feedback and recommendations for this goal include but are not limited to: the need to continue to provide high-quality, equitable grade-level instruction every day in every classroom, all students receive the core curriculum, continue school and districtwide assessment to help focus instruction, provide collaboration time for teachers to review data and plan next steps to support students who are struggling, and create pipeline programs for both certificated and classified staff. Furthermore, feedback from our educational partners indicates that providing high-quality professional learning to both our certificated and classified staff allows for a more personalized class environment and high-quality instruction. Our Educational Partners agreed that the District should continue to support aspiring, new, and existing leaders to ensure the focus areas of the District are carried out through direct support and coaching for all site administrators that will include the development of schoolwide leadership structures.

This goal will continue to help to close the gaps by providing an aligned organizational system, building instructional capacity, and incorporating

educational partner feedback. It also addresses the measuring and reporting results under Priority 4: (Student Achievement) which includes District Common Assessment Participation Rates for both reading and mathematics.

Final

Action	Title	Description	District Funds	Site Funds
2.1	Professional Learning	<p>The District will continue to provide ongoing teacher, administrator, and paraeducator professional learning to build and maintain a cohesive leadership team, create and communicate organizational clarity, and effectively build human systems. There will continue to be an expansion of support through our pipeline programs, onboarding for new teachers and leaders, and ongoing coaching for all administrators with a focus on developing our leaders' capacity to implement change and support the development of teachers in providing high-quality grade level instruction for increased outcomes in student achievement. In addition to the leadership development, professional learning will be provided around the operational structures that support leaders in the day-to-day operations of the school through monthly co-administrator meetings that will continue to take place.</p> <p>At a minimum, professional learning will include the following:</p> <ul style="list-style-type: none"> <li>● pipeline development and support for site coaches, new teachers, mentor teachers, student teachers, master teachers, and substitute teachers,</li> <li>● weekly collaboration for site coaches, monthly professional learning for new teachers, monthly onboarding for substitute teachers, and ongoing support for student teachers, mentor teachers, and master teachers,</li> <li>● workshops, coaching and conference opportunities, 1:1 coaching, and collaborative time to support the implementation of professional learning communities (PLCs) that will assist in building capacity regarding personnel practices, site management, and instructional leadership,</li> <li>● Year 1: new leader onboarding and monthly and quarterly meetings</li> <li>● Year 2: leader meetings focused on learning specific to SMBSD vision and goals</li> <li>● Lead Learner Team (LLT) meetings and Instructional Practice Walks (IPWs) that focus on high-quality instruction</li> <li>● Clear Administrative Credential Program professional learning with a focus on coaching strategies and techniques</li> <li>● Principal Institutes - six meetings a year for principals to develop their personal leadership skills</li> </ul>	\$200,000	N/A

- New Teacher Onboarding Week - a week devoted to acclimating new teachers and teachers new to SMBSD around district policies, procedures, curriculum, etc.
- Pipeline development through professional learning opportunities for our classified staff as well as collaborative efforts with the community college and other outside community agencies. These include learning opportunities for former students and/or community members that might enhance their interest in education and, in turn, support our goal to recruit and hire critical positions such as bilingual instructional aides and bilingual and trilingual translators/interpreters.

The modality of professional learning opportunities will include a hybrid learning model, virtual offerings, and in-person classes. The District will provide materials, mileage, lodging, registration, and meals to attend conferences/training for Santa Maria-Bonita School District staff. The allocation will be increased to cover any increase in the cost of professional learning services.

Action	Title	Description	District Funds	Site Funds
2.2	<b>Equity and Access - District and School Site Aligned Assessment System</b>	<p>The District will continue to expand and strengthen functions that support systems, processes, and practices to more effectively support and facilitate actions and services and to maximize impact at school sites down to the student level. Foster youth, English learners, low-income students, and all student groups are identified through disaggregated data and supported through equity and access goals (transparency, data and assessment literacy, and support for student needs). The Assessment and Accountability team will continue to provide processes to ensure data is gathered accurately to support teachers, administrators, and district staff in implementing aligned and data evaluation across the system.</p> <p>Furthermore, the team will continue to collect and analyze data in order to set targets for students and student groups at the district and site level.</p> <p>The District will continue to provide:</p> <ol style="list-style-type: none"> <li>1. A comprehensive assessment system for grades TK-8 in support of an aligned instructional system. Tools such as Northwest Evaluation Association Assessment (NWEA) Map Growth Tool and the Illuminate Education Programs will continue to be used.</li> <li>2. Data analysis technical support in the area of data management, statistical analysis and reporting, and assistance in designing data collection projects and activities.</li> <li>3. An assessment support team to assist designated staff to plan, organize, and conduct assessment activities for limited or non-English speaking students, including students with special needs, perform language census testing, and record the results as assigned. Administer, monitor, and score a variety of tests including criterion-referenced tests, general aptitude tests, and student proficiency levels.</li> <li>4. Centralized district operations cost to support program quality, as well as compliance.</li> </ol>	<b>\$626,125</b>	<b>\$9,920</b>

Action	Title	Description	District Funds	Site Funds
2.3	<b>Director, School Support &amp; Principal on Special Assignment</b>	The District will continue to provide one Director of School Support to provide direct support and coaching for all site administrators including the development of schoolwide leadership structures, the development and support for aspiring, new, and existing leaders through new leader onboarding, and support administrative teams development and professional learning through instructional practice walks (IPWs). This action to support leaders will ensure that the focus areas of the district are carried out by directly supporting and coaching all site administrators, including the development of schoolwide leadership structures. In addition, we will increase this service by providing one Principal on Special Assignment who will work directly with the Director of School Support Services to provide site administrator support through coaching and by providing professional learning through instructional practice walks.	\$418,336	N/A
Action	Title	Description	District Funds	Site Funds
2.4	<b>Coordinator of Assessment and Accountability &amp; Data Analyst Technician</b>	The District will continue to provide one Coordinator of Assessment and Accountability. This position will continue to support school sites and the District by providing data to assist in formulating the next steps around student-centered decisions. Furthermore, they will continue to provide professional learning, processes, procedures, and resources to support staff in analyzing and using data to inform instructional practices. In addition, we will increase this service by adding one Data Analyst Technician. This Data Analyst Technician will work directly with the Coordinator of Assessment and Accountability to provide direct services to the school site administrators and professional learning teams by providing data reports, supporting data analysis, and supporting professional learning offerings that will be offered.	\$185,656	N/A
Action	Title	Description	District Funds	Site Funds
2.5	<b>Teachers on Special Assignments (TOSA) (2)</b>	The District will continue to provide one teacher (full-time certificated) on special assignment for Assessment and Accountability and one teacher (full-time certificated) on special assignment for Teacher Development. The TOSA for Assessment and Accountability will provide support and resources for teachers and administrators in the understanding and use of data to	\$263,647	N/A

		inform instruction. The TOSA for Teacher Development will work with both Instructional Services and Human Resources in providing specialized expertise and a continuum of support for aspiring, new, and existing teachers to assist with teaching practices that will support foster youth, homelessness, and English learners and retain/recruit highly qualified teachers.		
Action	Title	Description	District Funds	Site Funds
2.6	<b>Program Specialists (PS) for Leadership, Teacher Development and Credential Analyst and Budget Manager for Teacher Development</b>	<p>The District will provide one Program Specialist for Leadership Development. This position will assist in planning, organizing, and directing a comprehensive professional development program for district administrators, co-administrators, and aspiring administrators. The position will also assist in developing and coordinating training for site leaders on creating effective learning environments, and communicating with district leaders in a timely manner to provide constructive feedback to improve their effectiveness which will lead to better outcomes for foster youth, low income, and English learners. The District will also provide one Program Specialist for Teacher Development. This position will work with both Instructional Services and Human Resources to provide specialized expertise and a continuum of support for aspiring, new, and existing teachers to assist with teaching practices that would support foster youth, low income, and English learners. This position will also help to retain/recruit highly qualified teachers. In addition, for the 2022-2023 academic year, the District will provide one Credential Analyst and Budget Manager for Teacher Development. This position will closely monitor the credential status of newly hired teachers, residents, and interns. They will monitor their progress throughout the induction process and be responsible for monitoring grants and tracking budgets associated with teacher development and pipeline work.</p> <p>All of these positions will continue to provide a robust system of support for all educators, including a comprehensive teacher pipeline and a district-sponsored induction program.</p>	\$475,413	N/A
<b>TOTAL</b>			<b>\$2,169,177</b>	<b>\$9,920</b>