



Pathways 2020

Providing Pathways to Possibilities and Student Success

Executive Summary

Pathways 2020 – Providing Pathways to Possibilities and Student Success

The work on the Pathways 2020 Plan was started in the spring of 2012 when the Superintendent Chief Learning Officer conducted a comprehensive Listening and Learning tour of the school district. From this data, themes were identified in addition to looking at district and state assessment data for learning success and gaps. The governance team of the district (the Board of Education and Superintendent Chief Learning Officer) used this data to develop a new district vision and beliefs. In the absence of a strategic plan, the governance team developed a set of district goals and budget priorities for the 2012-13, 2013-14, 2014-15 school years. These documents are now a part of the Pathways 2020 plan, although the district will continue to develop a prioritization of goals and budget each year as part of the Local Control and Accountability Plan process required by the State of California.

In order to honor work done previously in the Tahoe Truckee Unified School District (TTUSD) community, the district also used the results of the Education Matters process completed in 2006. This community-wide effort identified eight priorities for education which are referenced in this plan. Additionally, the eight state goals identified in the Local Control & Accountability Plan requirements are aligned to the 2020 Pathways Plan.

In 2013, the governance team of the district developed eight strategic goals addressing:

1. Teaching and Learning
2. Resources
3. Communication
4. Personal Learning Plans
5. Technology
6. Physical, Social & Emotional Support and School Climate
7. Parent & Community Involvement
8. Facilities

Initial strategic actions steps were identified by the governance team, although the specific and final ones included in the plan were developed through a collaborative process that included parents, staff members, students, and community members. This process included several public workshops and committees to finalize the actions.

While the plan has been under development since 2013, many of the actions have been started and are underway in various forms. This document has served as a living guide to addressing all aspects of the school district since 2013. The plan will continue in "living" status through the end of 2020 with regular updates based on evaluations.

District Vision & Beliefs

Pathways 2020 – Providing Pathways to Possibilities and Student Success

District Vision

All Tahoe Truckee Unified School District scholars will be provided challenging and engaging learning opportunities in order to thrive and to be successful in a globally competitive age. This goal will be accomplished through collaboration with students, parents, staff, and the community, united in dedication to our children's future. Highly skilled, motivated, and caring principals and teachers will engage scholars in effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, teamwork, problem solving, respect for diversity, the ability to communicate in multiple languages, and the effective use of technology. A culture of quality, accountability, responsibility, and respect shall characterize the school district.

Beliefs

1. Students are the focus of all decisions.
2. A culture of accountability shall drive excellence and promote the district vision of teaching and learning.
3. Open, honest, respectful, and responsive communication is fundamental to the collaborative process.
4. The physical, social, and emotional well-being of students results from a partnership between families, the school staff, and the community.
5. Learning is a process that combines nurturing, creativity, imagination, honoring a sense of wonder, and exploration of individual interests.
6. We believe in embracing the diversity embodied within our community and appreciating the richness it adds to life.
7. The Lake Tahoe region is precious, and we value our physical environment and integrate this element into our educational goals.
8. Schools, families, and the community are partners in helping students develop a sense of ownership for their learning.
9. Teachers are passionate professionals entrusted with the duty of ensuring the highest level of learning for all students.
10. School principals are passionate professionals who are leaders of leaders and accountable for the success of the school.
11. All district staff members contribute to a safe environment conducive to providing challenging and engaging learning opportunities for students.

12. The Superintendent Chief Learning Officer has a critical responsibility to communicate a vision of the future and to initiate and support action toward the vision.
13. The Board of Education is entrusted with the responsibility for setting policies and strategies that are consistent with these beliefs and assures the district meets its vision.

Board Goals & Budget Priorities

Pathways 2020 – Providing Pathways to Possibilities and Student Success

- Focus on what is best for scholars in all decisions (All Goals)
- Maintain small class size (Goals 1 & 2)
- Develop, retain and attract high quality teachers (avoid layoffs) (All)
- Finalize Pathways 2020 Strategic Plan and Local Control Accountability Plan (LCAP) to guide the district in providing learning opportunities for all scholars (All Goals)
- Continue to provide support for the physical, social, and emotional well-being of scholars including school climate (Goals 1 & 6)
- Address district-wide safety and disaster-preparedness (Goals 2, 6, 8)
- Explore opportunities to further engage parents and members of the community (Goal 7)
- Explore alternative funding methods and practices to provide interscholastic athletic opportunities (Goals 1 & 2)
- Maintain, enhance, and evaluate educational programs and practices to address learning for all students (Goal 1):
 - Implement New California State Standards as aligned to district vision and beliefs with a focus on quality student learning opportunities
 - Provide resources required to transition to California Common Core State Standards
 - Transition to California Assessment of Student Performance and Progress (CASPP) including Smarter Balanced Assessments
 - Address literacy at all grade levels
 - Maintain efforts for quality instruction (Explicit Direct Instruction, Differentiated Instruction, GATE programs, etc.)
 - Refine and enhance English Learner programs and support
 - Provide intervention and enrichment opportunities
 - Continue to provide resources for professional development & collaboration
 - Continue and enhance educational options for scholars (Independent study, etc.)

- Continue implementation of Technology Plan Revision (Goals 1 & 8)
 - Continue Academic coaching
- Review classified staffing levels and consider options for restoration of reduced services and possible new services to support district vision, beliefs, and goals (All Goals)
- Explore funding opportunities to address facility needs throughout the school district (Goals 1 & 8)
- Explore transformative partnerships and potential grants for program and funding opportunities (Goal 2)
- Maintain transportation system (All Goals)
- Continue to explore options for programs that encroach on the district's general fund (Goal 1)

Overview of Strategic Goals

Pathways 2020 – Providing Pathways to Possibilities and Student Success

Strategic Goal 1: Teaching and Learning

We will ensure all staff members are implementing effective instructional strategies, providing quality learning opportunities, integrating technology, and utilizing data to actively engage each scholar to learn at the highest levels, gain 21st century skills and develop personal educational plans in order to be prepared for college, career, and life.

Strategic Goal 2: Resources

We will expand human, community, and financial resources and ensure these resources are used most effectively to achieve our vision for teaching and learning for all scholars.

Strategic Goal 3: Communication

We will ensure effective two-way communication that is honest, transparent, and timely to build trusting relationships and create a unified, collaborative, learning community.

Strategic Goal 4: Personal Learning Plans

We will design a system that creates challenging personal educational plans at each appropriate level in collaboration with scholars, families, and staff members.

Strategic Goal 5: Technology

We will integrate relevant technology into teaching, learning, and systems operations to achieve our vision.

Strategic Goal 6: Physical, Social, & Emotional Support and School Climate

We will provide for the physical, social, and emotional wellbeing of our scholars. We will also identify, model, and integrate positive character traits as well as develop means for assessment to help our scholars become contributing, responsible, and caring members of a diverse community.

Strategic Goal 7: Parent & Community Involvement

We will actively engage families and the broader community as valued partners in the education process.

Strategic Goal 8: Facilities

We will provide safe and clean facilities that support the educational goals of the district.

Strategic Goals & Actions

Pathways 2020 – Providing Pathways to Possibilities and Student Success

Strategic Goal 1: Teaching and Learning

We will ensure all staff members are implementing effective instructional strategies, providing quality learning opportunities, integrating technology and utilizing data to actively engage each scholar to learn at the highest levels, gain 21st century skills and develop personal educational plans in order to be prepared for college, career and life.

Strategic Action Steps

1. Implement New California State Standards (California State Standards, English Language Arts/English Language Development Standards, Mathematics, Next Generation Science Standards)
 - a. Utilize collaborative process with focus on developing quality engaging school work
 - b. Develop and conduct an analysis and evaluation of implementation (Implementation Science)
2. Provide required resources for standards implementation (time, materials, etc.)
 - a. Develop Scope and Sequence for English Language Arts/English Language Development Standards and Mathematics by grade level.
 - b. Provide staff development and work time
 - c. Provide appropriate instructional materials
 - d. Develop and implement common assessments
3. Address literacy at all grade levels
 - a. Address reading at grade level by end of third grade
 - b. Implement a strategic approach to reading instruction at all grade levels and all content areas and finalize district Literacy Plan
 - c. Implement Literacy Coaches at secondary schools per Literacy Plan
 - d. Provide summer programming to address school readiness and struggling readers
 - e. Address chronic absenteeism district-wide with particular emphasis on elementary grades
 - f. Continue to support smaller class size across the grade levels
4. Provide effective English Learner (EL) programs and support

- a. Adopt and plan for full implementation of the District EL Master Plan
 - b. Provide integrated English Language Development and access to core curriculum for all English Learners
 - c. Implement and monitor a newcomers program
- 5. Evaluate, continue and enhance implementation of identified effective instructional strategies
- 6. Continue professional collaboration opportunities
- 7. Evaluate, continue, and enhance targeted professional development opportunities
- 8. Explore additional ways to access world languages
- 9. Develop and implement "Life Skills" curriculum
- 10. Evaluate, continue, and enhance Academic Coaching
- 11. Evaluate, continue, and enhance STEAM/Career Technical Education (CTE) Pathways including visual and performing Arts
 - a. Engineering Pathway (NTHS, TTHS)
 - b. Biomedical Pathway (TTHS)
 - c. Public Safety Pathway (SHS)
 - d. Instrumental and choral music
 - e. Visual Art courses
 - f. Performing Arts
- 12. Provide acceleration opportunities and Gifted and Talented Education (GATE) Programs
- 13. Continue Honors and Advanced Placement (AP) Offerings with Evaluation of Efficacy
- 14. Evaluate, continue, and enhance Expeditionary Project-Based Learning Program (PEAK) at Tahoe Truckee High School and opportunities at North Tahoe High School
- 15. Evaluate, continue, and enhance educational options:
 - a. Sierra High School
 - b. Cold Stream Alternative School
 - c. Independent study programs
 - d. Independent study academies

- e. Ski academies (options for scholar-skiers, others)
 - f. Two-way Spanish/English immersion programs TK-12
 - g. Multi-age small school models
16. Explore programs and course offerings to increase college and career readiness for underrepresented students (AVID and other programs starting in middle school)
 17. Implement comprehensive Response to Instruction and Intervention (RtI²) model for academic and social emotional needs
 18. Evaluate, continue, and enhance community service graduation requirements
 19. Ensure that students with disabilities have access to the new California State Standards in general education classrooms

Coherence and Alignment

Vision and Beliefs

Will engage scholars in effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, team work, problem solving, respect for diversity, the ability to communicate in multiple languages and the effective use of technology.

1. Students are the focus of all decisions.
4. The physical, social and emotional well-being of students results from a partnership between families, the school staff, and the community.
5. Learning is a process that combines nurturing, creativity, imagination, honoring a sense of wonder, and exploration of individual interests.
6. We believe in embracing the diversity embodied within our community and appreciating the richness it adds to life.
7. The Lake Tahoe region is precious, and we value our physical environment and integrate this element into our educational goals.

Education Matters

Priority 1: Diverse Curriculum

Priority 4: Integrating Cultures & Successful Language Programs

Local Control & Accountability Plan (LCAP)

Student Achievement

Student Engagement

Course Access

Implementation of California Common Core State Standards (CCSS)

Strategic Goal 2: Resources

We will expand human, community and financial resources and ensure these resources are used most effectively to achieve our vision for teaching and learning for all scholars.

Strategic Action Steps

1. Develop, recruit, and retain high quality staff members including teachers
2. Create TTUSD leadership development program
3. Continue implementation of new accountability model aligning expenditures with goals including completing Local Control Accountability Plan (LCAP)
4. Revise budgeting process and timelines
5. Reestablish evaluation committees
6. Continue to budget expenditures and revenues carefully based on multi-year projections
7. Maintain reserve level aligned to board policy

Coherence and Alignment

Vision and Beliefs

A culture of quality, accountability, responsibility, and respect shall characterize the school district.

1. Students are the focus of all decisions.
2. A culture of accountability shall drive excellence and promote the district vision of teaching and learning.
3. Open, honest, respectful, and responsive communication is fundamental to the collaborative process.
11. All district staff members contribute to a safe environment conducive to providing challenging and engaging learning opportunities for students.

Education Matters,

Priority 2: Quality Teachers

Priority 8: Effective Leadership & Management

Local Control & Accountability Plan (LCAP)

Basic Services

Strategic Goal 3: Communication

We will ensure effective two-way communication that is honest, transparent and timely to build trusting relationships and create a unified collaborative learning community.

Strategic Action Steps

1. Evaluate, continue, and enhance communication methods at all levels of the school district
2. Evaluate, continue, and enhance plan to “tell our stories”
3. Evaluate, continue, and enhance the opportunities to include “student voice” in the decision-making process of the district
4. Evaluate, continue, and enhance implementation of new web system
5. Evaluate, continue, and enhance communications to community members
6. Evaluate, continue, and enhance Ambassador Program from school to school
7. Revise academic report cards
8. Explore options for a new student information system

Coherence and Alignment

Vision and Beliefs

A culture of quality, accountability, responsibility and respect shall characterize the school district.

1. Students are the focus of all decisions.
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3. Open, honest, respectful, and responsive communication is fundamental to the collaborative process.
8. Schools, families, and the community are partners in helping students develop a sense of ownership for their learning.

Education Matters

Priority 8: Effective Leadership & Management

Local Control & Accountability Plan (LCAP)

Basic Services

Strategic Goal 4: Personal Learning Plans

We will design a system that creates challenging personal educational plans at each appropriate level in collaboration with scholars, families and staff members.

Strategic Action Steps

1. Research, develop process, procedures and timelines to create Individual Learning Plans (ILPs) for each student
2. Increase 1:1 academic/career counseling at high schools
3. Evaluate, continue, and enhance implementation of Naviance system

Coherence and Alignment

Vision and Beliefs

Highly skilled, motivated, and caring principals and teachers will engage scholars in effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, teamwork, problem solving, respect for diversity, the ability to communicate in multiple languages, and the effective use of technology.

1. Students are the focus of all decisions.
5. Learning is a process that combines nurturing, creativity, imagination, honoring a sense of wonder, and exploration of individual interests.
8. Schools, families, and the community are partners in helping students develop a sense of ownership for their learning.
9. Teachers are passionate professionals entrusted with the duty of ensuring the highest level of learning for all students.

Education Matters

Priority 3: Individualized Instruction

Priority 5: Whole Child

Priority 7: Preparation for Life

Local Control & Accountability Plan (LCAP)

Student Achievement

Student Engagement

Other School Outcomes

Course Access

Strategic Goal 5: Technology

We will integrate relevant technology into teaching, learning and systems operations to achieve our vision.

Strategic Action Steps

1. Advance the use of technology to promote more relevant and effective learning
2. Sustain/support/advance current technology access and infrastructure at school and home and continue current level of information technology support
3. Continue to build digital-age teaching, learning, and career skills with technology
4. Create and support a technology enhanced learning environment that optimizes student and staff learning

Coherence and Alignment

Vision and Beliefs

All Tahoe Truckee Unified School District scholars will be provided challenging and engaging learning opportunities in order to thrive and to be successful in a globally competitive age.

Highly skilled, motivated, and caring principals and teachers will engage scholars in effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, teamwork, problem solving, respect for diversity, the ability to communicate in multiple languages, and the effective use of technology.

1. Students are the focus of all decisions.
5. Learning is a process that combines nurturing, creativity, imagination, honoring a sense of wonder, and exploration of individual interests.

Education Matters

Priority 1: Diverse Curriculum

Priority 3: Individualized Instruction

Priority 7: Preparation for Life

Local Control & Accountability Plan (LCAP)

Student Achievement

Implementation of Common Core State Standards

Strategic Goal 6: Physical, Social & Emotional Support and School Climate

We will provide for the physical, social, and emotional well-being of our scholars. We will also identify, model, and integrate positive character traits as well as develop means for assessment to help our scholars become contributing, responsible, and caring members of a diverse community.

Strategic Action Steps

1. Implement comprehensive RtI² model for academic and social emotional needs
2. Evaluate, continue, and enhance implementation of Second Step Character Education Curriculum in elementary and middle schools
3. Explore additional character education/development opportunities for high schools
4. Evaluate, continue, and enhance anti-bullying education and intervention
5. Require all schools to include a "school climate goal" in Accountability/SPSA plans
6. Evaluate, continue, and enhance implementation of wellness policies that support a healthy food environment (scratch cooking, food sales), nutrition education ("Harvest of the Month") and physical activity ("Be Fit")
7. Fully implement an educational campaign to provide support and resources for the school community to successfully embrace the 2015 TTUSD Wellness Policy Administrative Regulations
8. Strategically provide educational programming and partner alliances to address the negative impact of drugs and alcohol (7th, 9th and 11th) grade programming and alcohol education
9. Continue administration of the California Healthy Kids Survey including use of data in program analysis
10. Increase access to community-based mental and physical health services
11. Evaluate, continue, and enhance home to school transportation services

Coherence and Alignment

Vision and Beliefs

1. Students are the focus of all decisions.

4. The physical, social and emotional well-being of students results from a partnership between families, the school staff and the community.

5. Learning is a process that combines nurturing, creativity, imagination, honoring a sense of wonder, and exploration of individual interests.

6. We believe in embracing the diversity embodied within our community and appreciating the richness it adds to life.

Education Matters

Priority 3: Individualized Instruction

Priority 5: Whole Child

Priority 6: Safe, Healthy Environment

Priority 7: Preparation for Life

Local Control & Accountability Plan (LCAP)

School Climate

Student Achievement

Strategic Goal 7: Parent & Community Involvement

We will actively engage families and the broader community as valued partners in the education process.

Strategic Action Steps

1. Establish formal district-wide parent engagement standards
2. Enhance parent education opportunities to support students at all ages
3. Research and implement additional opportunities for parent involvement and engagement in secondary schools (grades 6 - 12)
4. Explore opportunities and concepts from Community Schools Model

Coherence and Alignment

Vision/Beliefs

This goal will be accomplished through collaboration with students, parents, staff, and the community, united in dedication to our children's future.

8. Schools, families, and the community are partners in helping students develop a sense of ownership for their learning.

Education Matters

Priority 3: Individualized Instruction

Priority 5: Whole Child

Priority 7: Preparation for Life

Local Control & Accountability Plan (LCAP)

Parental Involvement

Strategic Goal 8: Facilities

We will provide safe and clean facilities that support the educational goals of the district.

Strategic Action Steps

1. Evaluate, continue, and enhance implementation of Facilities Master Plan
2. Upgrade core telecommunications and safety infrastructure
3. Determine funding programs to implement Facilities Master Plan
4. Develop comprehensive Deferred Maintenance Plan for district facilities
5. Increase funding for routine and deferred maintenance programs for facilities

Coherence and Alignment

Vision/Beliefs

All Tahoe Truckee Unified School District scholars will be provided challenging and engaging learning opportunities in order to thrive and to be successful in a globally competitive age.

Highly skilled, motivated, and caring principals and teachers will engage scholars in effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, teamwork, problem solving, respect for diversity, the ability to communicate in multiple languages, and the effective use of technology.

1. Students are the focus of all decisions.

Education Matters

Priority 1: Diverse Curriculum

Priority 6: Safe, Healthy Environment

Local Control & Accountability Plan (LCAP)

Basic Services

Strategic Action Narratives, Time Lines, Evaluation & Funding

Pathways 2020 – Providing Pathways to Possibilities and Student Success

Strategic Goal 1: Teaching and Learning

Action Step 1: Implement California State Standards

(California State Standards, Next Generation Science Standards, English Language Arts/English Language Development Standards)

a. Utilize collaborative process with focus on quality engaging school work

The district will continue to refine practices of the academic coaches with the addition of Deputy Chief Learning Officer to create a structure of vertical and horizontal articulation to engage teachers in the implementation and professional development process. The process of collaboration will focus on developing the next phase of well-aligned scope and sequence documents for each grade (and content area) to support implementation of adopted New California State Standards. This includes the continued refinement of site-developed and site-specific scope and sequence documents that align at a district level. In addition, the collaboration around scope and sequence should also include interim (formative) and summative assessments resulting in the consistency of standards-referenced report cards. The role of assessment of student learning should include common rubrics across grades and content areas as well as calibration of what constitutes student proficiency. Strategic and systematically placed common assessments will be developed and implemented at sites and intra-district teams. The district needs to spend time identifying test banks and/ or assessment tools (e.g. EDAMS, Amplify, Data Director, etc.) to collect data from common assessments/benchmarks.

Time Line

Ongoing

Evaluation

Ongoing evaluations will include the use of district data based on common assessments and required state testing where appropriate. The district and sites will look for correlations between the implementation of standards with student achievement annually and determine if changes are needed. This will be included in School Site Accountability plans in addition to district-wide analysis. The model of small cycles of improvement (i.e. Plan, Do, Study, Act) will be used regularly as part of ongoing evaluation. See "b" below.

Funding

District General Fund

One-Time State Funding

Title II

b. Develop and conduct an analysis and evaluation of implementation (Implementation Science).

The process will be defined so that all voices of varied stakeholders are heard (i.e. feedback loop). Principals must ensure that dedicated time is set aside during staff collaboration meeting to report back from the district collaborative discussions and to solicit feedback to respond back at the district level. An important aspect of this analysis and evaluation is to use the systematic implementation of small cycles of improvement (i.e. Plan, Do, Study, Act) on each level of the team. Time must be set aside at sites and district teams to analyze and reflect upon student-based evidence and common assessment data in order to develop specific next steps to impact student learning through quality, research-based instruction. Professional Development activities must be developed to support teacher growth needs in areas of California State Standards instruction.

Time Line

Ongoing

Strategic Goal 1: Teaching and Learning

Action Step 2: Provide required resources for implementation New California State Standards

(time, materials, etc.)

a. Develop Scope and Sequence for English Language Arts/English Language Development Standards and Mathematics by Grade Level

Scope and Sequence documents provide a brief outline of the standards and a recommended teaching order for a particular course/grade-level. A course/grade-level Scope and Sequence document outlines for each grading cycle three crucial learning criteria:

- student standards that make up one or more learning unit/part of instruction in the grading cycle
- the suggested order for teaching the content and skills
- the recommended number of lessons and amount of time for instruction.

Each Scope and Sequence document reflects the number of available instructional days for the year and grading period. Information in a Scope and Sequence document mirrors selected information in the corresponding Planning Guides available for adopted instructional materials. District-specific deviations from these Planning Guides will be based on an analysis of appropriate data and reflected in the accountability process. The use of this document assists with district wide alignment of rigorous and relevant curriculum to ensure equity and access for all students and differentiation strategies to support English Learners and students in the Special Education program to access New California State standards-aligned curriculum. The use of these documents does not impact the individual and unique focus in each campus, such as Science or Arts Pathways, rather it allows the school staff to build their vision around rigorous and common grade level standards that are aligned to guaranteed and viable curriculum.

Time Line

Fall 2015: K-8 Scope and Sequence documents will be completed for English Language Arts/English Language Development and Math standards. High school courses will continue to be subject-based and designed according to class syllabi.

2016-17: Determine time line for other content area Scope and Sequence documents.

Evaluation

Ongoing evaluations will include the use of district data based on common assessments and required state testing where appropriate. The district and sites will look for correlations between the implementation of standards-aligned Scope and Sequence guides with student

achievement annually and determine if changes are needed. This will be included in School Site Accountability plans in addition to district-wide analysis. The model of small cycles of improvement (i.e. Plan, Do, Study, Act) will be used regularly as part of ongoing evaluation.

Funding

General Fund and One-Time State Money (2015-16)

b. Provide staff development & work time

As a result of the analysis of implementation of the standards, staff development topics will be identified. The process to ensure that professional development meets the needs of staff as well as addresses student learning will be established and include teacher voice and input. Additionally, principals and coaches will be involved in the process to guide the decisions to ensure that the quality and content of the workshops/trainings are aligned to the goals of the district and the vision of the school. It is recommended that teachers get additional time to collaborate as grade level and subject specific groups to develop, analyze and implement strategies to support student success in the CAASPP assessments and district assessments. Time for collaboration must be outside the classroom setting to limit interruption to daily instruction.

The district has identified Marzano's research to guide instruction in the classroom. Professional development activities should remain focused on Marzano's nine instructional strategies, build teacher-leaders and identify demonstration classrooms across the district to highlight best research-based instructional practices (see instructional strategies).

In order to connect technology skills both in teaching and learning, professional development activities should integrate technology. Highlighting skills around technology literacy, professional development activities will strategically build teacher skills in the use of instructional technology to be embedded in daily lesson plans. Identifying a clearly defined structure for technical skills development and support, the district will provide time and resources for teachers to collaborate around teaching and learning strategies that address 21st century skills for all students.

In order to address the achievement gap between subgroups, specific professional development sessions will be provided annually to support implementation of English Learner reclassification criteria. ELD standards instruction, differentiation strategies, along with trainings on writing 504 plans, SSTs and IEPs.

Time Line

Ongoing with use of minimum days, site staff meeting times, district-wide staff development days, after-school offerings and summer/break learning opportunities.

Evaluation

Ongoing evaluations will include the use of district data based on common assessments and required state testing where appropriate. The district and sites will look for correlations between the staff development activities with student achievement annually and determine if changes are needed. This will be included in School Site Accountability plans in addition to district-wide analysis. The model of small cycles of improvement (i.e. Plan, Do, Study, Act) will be used regularly as part of ongoing evaluation.

Funding

District General Fund

Title II

One-Time State Funds (2015-16)

b. Provide appropriate instructional materials

Appropriate instructional materials that are CDE approved and adopted by the local governing board will be provided and will include professional development in the instructional frameworks.

Time Line

2014-15: Implementation of College Preparatory Math (CPM) materials and Integrated Math Pathway at secondary level. Board adoption in spring of 2014

2014-15: Elementary review of math instructional materials and pilot. Board adoption of Everyday Math in spring of 2015, (K-5)

2014-15: Middle school review of math instructional materials and pilot. Board adoption of College Preparatory Math (CPM) Core Connections 2 and 3 in spring of 2015, (7-8)

2015-16: Continued implementation of College Preparatory Math (CPM) materials and Integrated Math Pathways at secondary level (Integrated II)

2015-16: Implementation of Everyday Math instructional materials at elementary level (K-5) with appropriate staff development

2015-16: Complete pilot of College Preparatory Math (CPM) Core Connections 1 and 2 in fall of 2015 for grade 6; present to board for adoption by January 2016

2015-16: Start evaluation process for English Language Arts/English Language Development instructional materials K-12

2016-17: Conduct pilots on potential English Language Arts/English Language Development instructional materials K-12; make recommendation for board adoption

2016-17: Continued implementation of College Preparatory Math (CPM) materials and Integrated Math Pathways at secondary level (Integrated III)

2016-17: Determine time lines for Next Generation Science standards-aligned instructional materials (K-12)

2016-17: Determine time lines for Social Science instructional materials (K-12)

2016-17: Determine time lines for other content area adoptions including secondary course offerings

2016 – Ongoing: Continue implementation of Everyday Math instructional materials in grades K-5

2016 – Ongoing: Continue implementation of College Preparatory Math (CPM) Core Connections 1, 2, & 3 in grades 6-8

2017-18: Implementation of adopted English Language Arts/English Language Development instructional materials

Evaluation

Ongoing with the use of district data based on common assessments and required state testing where appropriate. The district and sites will look for correlations between the implementation of standards-align instructional materials and activities with student achievement annually and determine if changes are needed. This will be included in School Site Accountability plans in addition to district-wide analysis. The model of small cycles of improvement (i.e. Plan, Do, Study, Act) will be used regularly as part of ongoing evaluation.

Funding

Lottery Instructional Materials Funding

Board Designated Instructional Materials Fund

General Fund

c. Develop and implement common assessments

We will refine and add common assessments which are in the draft development phase. This includes, but is not limited to, analyzing current teacher team-developed writing assessments, Interim Assessments from CAASPP digital library, and adopted instructional materials.

In order to ensure that teachers are supporting the success of at-risk students in becoming proficient and advanced in the New California State Standards, teacher training is needed for Tier 2 processes and

materials (i.e. Universal screening, diagnostics for students measuring below cut-off point on universal screening, intervention instructional materials). Additional training is required in ELD standards and strategies (including SDAIE) in order to implement the guidelines in the ELA/ ELD Framework to fidelity.

Time Line

2015-16: Determine through grade-level/content area representative committees specific standards to be assessed through common assessments. This work will build on the activities completed in 2014-15 school year.

2015: By the December of 2016, the district will select a data management system with integration to the student information system (SIS) to prepare, conduct, score, and collect data based on common assessments (EDAMS, Amplify, Data Director, etc.)

2017 – Ongoing: Implement and continue to evaluate efficacy of common assessment/benchmark system in all grade levels and subject areas.

Evaluation

Ongoing with the use of district data based on common assessments and required state testing where appropriate. The district and sites will look for correlations between the implementation of standards-align instructional materials and activities with student achievement annually and determine if changes are needed. This will be included in School Site Accountability plans in addition to district-wide analysis.

Funding

District General Fund

One-Time State Funds (2015-16)

Strategic Goal 1: Teaching and Learning

Action Step 3: Address literacy at all grade levels

a. Address reading at grade level by end of third grade

The district is in transition to the New California State Standards, but has a strong foundation in basic literacy education for students. Gaps continue especially with some subgroups. In order to continue the work underway in the primary grades, there need to be district-wide common agreements:

- When do early interventions start?
- What measurement are we using?
- What resources will be universal?
- What interventions will be provided for students who are not at grade level?

Many of these agreements will be determined in the 2015-16 school year with the full transition to the New California State Standards and the district-wide implementation of intervention supports including materials at all schools as part of the RtI² program. Additionally, materials will be selected in the next two years for English Language Arts and English Language Development which will help standardize Tier I instruction in all primary classrooms with appropriate materials.

Time Line

Under Development

Evaluation

Under Development

Funding

Pending

b. Implement a strategic approach to reading instruction at all grade levels & all content areas and finalize district Literacy Plan ([DRAFT Literacy Plan](#))

The district's Literacy Plan outlines a strategic approach to literacy instruction and support at all grade levels. This includes all aspects of literacy including reading, writing, listening and speaking.

Time Line

See Draft District Literacy Plan

2015: Finalize District Literacy Plan

Evaluation

See District Literacy Plan

Funding

District General Funds

Grant Funding

Pending Additional Funding

c. Implement Literacy Coaches at Secondary per Literacy Plan

Secondary literacy has been an issue for a large number of our students', especially our Latino and English Language learners. This has affected students' ability to access post-secondary educational and career opportunities. This has been apparent in local and state assessments for some time. While the district has increased its graduation rates, the level of literacy required to access post-secondary opportunities is not necessarily reflected in this increase. In order to address this ongoing problem, the district, with local resources and grant funding, will provide each comprehensive high school with a literacy coach who will provide training and coaching to content teachers on how to address literacy (reading, writing, speaking and listening). The coaches will use a variety of methodologies including Reading Apprenticeship and other strategies specific to secondary teachers and students. The specifics of this program are found in the District's Literacy Plan in addition to the grant application submitted and funded by the SH Cowell Foundation.

Time Line

Fall 2015: Two coaches hired, trained and assigned to each comprehensive high school

Spring 2016: Determine ongoing program

Evaluation

The use of district data based on common assessments and required state testing where appropriate may be used as part of the evaluation process. The district and sites will look for correlations between the literacy coaching with literacy levels annually and determine if changes are needed. This will be included in School Site Accountability plans in addition to district-wide analysis. The grant will also require a submission of an evaluation instrument that must use student data.

Funding

District General Fund

SH Cowell Foundation Grant

d. Provide summer programming to address school readiness and struggling readers

The district's summer programming options address school readiness and literacy for students entering Transitional Kindergarten or Kindergarten through the K-Camp program. This four week program is open to all incoming Kinder students although only about 70% have

participated in the last three years. The program is held in the Truckee area and at a Lakeside school.

In addition to the K-Camp program, a program for identified students who are struggling readers and significantly below grade level is offered through the Summer Scholars program. The program originated with grades 1-2 with grade 3 added in 2014 and grade 4 added in 2015. The goal is to add grade 5 in the summer of 2016. This progression of support will then align with a continuum of summer offerings leading into the Aim High program.

Time Line

Summer 2016: Continue K-Camp Program

Summer 2016: Add grade 5 to Summer Scholar Program

Evaluation

Determination of an evaluation methodology for summer programming will be developed in the 2015-16 school year. This methodology will consider both anecdotal data in addition to a quantitative analysis of the short-term and long-term benefits of the program offerings.

Funding

Title I

e. Address chronic absenteeism district-wide with particular emphasis on elementary grades

The Superintendent Chief Learning Officer initiated a study of absenteeism in the school district in July 2012. Initial results were shared with school principals and a preliminary awareness campaign was initiated for the start of school activities. The Superintendent Chief Learning Officer reported results of the study to the board on September 5, 2013, indicating the district has a chronic absenteeism problem. From that time, absenteeism has become a part of the annual planning and reporting for all schools and the district.

The Superintendent CLO has provided specific recommendations to school principals on programs and practices that have been successful in other districts and recommended by the National Literacy Coalition and Attendance Works.

1. Messaging on the impact of chronic absenteeism on the individual student, the class, grade level and entire school at all school-wide events and all school publications.
2. Increased and regular phone calls home when students are absent (personal and robotic).
3. Increased and regular use of attendance letters (personal and automated).

4. Implementation of School Attendance Review Teams (SARTs) to provide intervention opportunities prior to becoming “chronically” absent or truant.
5. Clear and appropriate use of School Attendance Review Boards (SARB).
6. Incentive programs – recognitions and tangible incentives, house checks (community liaisons and school resource officers/personnel).
7. Examine factors contributing to chronic absence, especially from parent and youth perspectives.
8. Closely monitor attendance in the early grades and throughout a student’s academic career, particularly during the transitions from elementary school to middle school to high school.

The Superintendent CLO requires a “school climate” goal in each school’s Accountability Plan which should include both character education and other items related to the climate of learning at an individual school in addition to addressing chronic absenteeism. Significant progress has been made at the elementary levels and at particular grade levels across the school district.

Time Line

Ongoing

Evaluation

Annual evaluation of district-wide and school results will be conducted by the district. Each school will complete an analysis of their programs correlated to results achieved. Mitigating circumstances will be included in these reports which will be compiled and included in both the district report and the school Accountability Plan.

Funding

District General Fund/School Site Allocations

f. Continue to support smaller class size across grade levels

Although research often has contradictory recommendations about the potential impact on teaching and learning, the TTUSD community has expressed support for smaller class sizes. The district has maintained smaller class sizes than most school districts in the state and is committed to continuing to do this based on community input in addition to teacher input, the need for smaller class sizes. The district has maintained class size at lower ratios than identified in the collective bargaining agreement with the Tahoe Truckee Education Association and will continue this as long as fiscal conditions allow.

Time Line

Ongoing

Evaluation

The district will use anecdotal input from teachers, students, and parents as part of the ongoing evaluation of the impact of class size. The use of district data based on common assessments and required state testing where appropriate may be used. The district and sites will look for correlations between the class size with student achievement annually although this is often difficult to determine.

Funding

District General Fund through staffing allocations

Strategic Goal 1: Teaching and Learning

Action Step 4: Provide effective English Learner (EL) programs and support

a. Adopt and plan for full implementation of the District EL Master Plan

English Learners (ELs) face enormous challenges. They and their families must master a new language. They are expected to learn the content and meet demanding grade-level standards across the curriculum. The goal of the district English Learner Program is to develop English Learners' proficiency in English and in the district's core curriculum as rapidly and as effectively as possible in an established English-language classroom or in an alternative course of study (i.e. alternative program) with curriculum designed specifically for them.

English Learners are ultimately reclassified as Fluent English Proficient (FEP) after meeting established criteria to ensure that these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school district's native English-language speakers.

Since the district began implementation of the Master Plan for English Learners we have seen a rise in reclassification. The district is still experiencing high numbers of long-term English Learners which will require a specific focus as the new California State Standards and the new English Language Development Standards are implemented.

Time Line

See District EL Master Plan

Evaluation

See District EL Master Plan

Funding

District General Fund

Title I

Title III

b. Provide integrated English Language Development and access to core curriculum for all English Learners.

Additional training is required in ELD standards and strategies (including SDAIE) in order to implement the guidelines in the ELA/ ELD Framework and the District EL Plan to fidelity.

Additional narrative needed

Time Line

See District EL Master Plan

Evaluation

See District EL Master Plan

Funding

Pending

c. Implement and monitor a newcomers program

This program will be designed for students who are new to both the American school system and the English language. One model proposed requires that students spend 1-2 hours a day with the newcomer teacher. In the newcomer classroom, students are provided with a safe learning environment where they can take risks in learning social and academic English. The goal of the program is for students to learn basic language skills that will allow them to actively participate in their classroom. Students should learn English through hands-on, engaging activities. The newcomer curriculum is often taught in 12 week cycles. Students usually participate in the program for 24 weeks (no more than two twelve week cycles.) Specific exit criteria is developed and used for students to exit the program and/or enter other support programs.

Time Line

Under Development

Evaluation

Under Development

Funding

Under Development

Strategic Goal 1: Teaching and Learning

Action Step 5: Evaluate, continue and enhance implementation of identified effective instructional strategies

The TTUSD Teaching and Learning Committee spent several months in the 2014-15 school year reviewing instructional strategies and practices with the intent of identifying a core set of the most essential instructional strategies that should be supported in the district. The following purpose statement guided this work:

The Teaching and Learning Committee will identify those instructional strategies and practices which teachers and researchers uphold as the most effective for teaching and learning. These essential strategies would be explicit in district classrooms and help prioritize and align the allocation of resource.

The committee surveyed teachers and administrators, and reviewed applicable research including Robert Marzano and the research synthesis *Visible Learning* (2009) by John Hattie.

Through the process, it became apparent that the outcome of creating a concise list of effective strategies and practices was not appropriate. In the early stages of the work a long list was created by the Teaching and Learning Committee, and the thought was to condense it in order to be more focused. As the work continued, the "list" continued to contract and grow depending on the input received.

The Teaching and Learning Group ultimately determined to use the framework developed by Robert Marzano: "Nine Instructional Strategies for Effective Teaching and Learning." These nine strategies are the culmination of the research detailed *Classroom Instruction That Works* (Marzano, Pickering, and Pollock 2001); *Classroom Management That Works* (Marzano, Marzano, and Pickering 2003), and *Classroom Assessment and Grading That Work* (Marzano 2006). Additionally, the Marzano framework is supported through the meta analysis conducted by John Hattie and presented in *Visible Learning* (2009). The framework is included later in this document, in addition to specific areas identified for the school district.

Grade span groups created strategies/practices matrices, which used the Marzano framework as a starting point. These matrices are working documents designed to be used by teachers and administrators to inform practice, but are not designed to be "checklists" of activities. Additionally these working documents will help with the identification of strategies that can be supported through professional development, coaching, and resources. It is the expectation that small cycles of inquiry occurring in collaborative groups (PLCs) will ultimately determine what strategies work, when a strategy will have the most impact on student learning, and what may be additional strategies and resources needed. The strategies ultimately identified through this process are not the only strategies teachers should use, nor are they only ones to consider in the future. These "living" working documents are not included in the Pathways 2020 plan.

The Teaching and Learning Committee also determined, and district leadership supports, the concept that there is *no* expectation that every strategy included in the Marzano/district framework and the working matrices is seen in every lesson. The appropriate strategies would be explicit in classroom instruction, but the identification of what is “appropriate” should be based on student need, as determined by student-centered evidence and the classroom teacher, and supported through collaborative efforts with professional peers.

This concept reinforces the importance of regular collaborative efforts by grade level teachers and/or content area teachers around student learning experiences. The district has used the concepts of the Professional Learning Community (PLCs) to address this need for collaborative efforts, and this will continue into the future with the expectation to regularly look at student work and data in order to better inform instruction and determine strategies and practices that address the needs of all students. These regular collaborations will incorporate small cycles of inquiry as a regular feature in order to monitor student progress, determine student needs, and to inform instruction including needs for re-teaching, differentiation and other instructional strategies and practices.

Time Line

Ongoing

Evaluation

Ongoing with the use of district data based on common assessments and required state testing where appropriate. The district and sites will look for correlations between the instructional strategies with student achievement annually and determine if changes are needed. This will be included in School Site Accountability plans in addition to district-wide analysis.

Funding

District General Funds

One-Time State Funds

Title I

Title II

Instructional Strategy Framework for TTUSD

Strategy	What Research Says
1. Identifying similarities and differences	Students should compare, classify and create metaphors, analogies and non-linguistic or graphic representations
2. Summarizing and note taking	Students should learn to eliminate unnecessary information, substitute some information, keep important information, write/rewrite, and analyze information. Students should be encouraged to put some information into own words.
3. Reinforcing effort and providing recognition	Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards.
4. Homework and practice	Teachers should vary the amount of homework based on student grade level (less at the elementary level, more at the secondary level), state purpose and, if assigned, should be debriefed. Options for parent participation in homework activities should support independent work and not replace it.
5. Nonlinguistic representations	Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge.
6. Cooperative learning	Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse. Assign roles and responsibilities in groups. (flexible groups)
7. Setting objectives and providing feedback	Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely and specific to a criterion.
8. Generating and testing hypothesis	Students should generate, explain, test and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry and decision-making.

Strategy	What Research Says
9. Questions, cues and advance organizers	Teachers should use cues and questions that focus on what is important (rather than unusual), use ample wait time before accepting responses, eliciting inference and analysis. Advance organizers should focus on what is important and are more useful with information that is not well organized.
10. Others Specific to TTUSD: Reflecting on learning objectives and monitoring student achievement	Teachers should collaborate with students to set class-wide and personal learning goals. Teachers and students should monitor individual and class progress towards these goals and reflect on effective and ineffective strategies. Teachers will teach pupils specific strategies to set goals, and monitor and evaluate their own academic development. Likewise, teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning.

Strategic Goal 1: Teaching and Learning

Action Step 6: Continue professional collaboration opportunities

The idea of improving schools by developing professional learning communities has been a part of the TTUSD culture for some time. The professional learning community model has now reached a critical juncture, one well known to those who have witnessed the fate of other well-intentioned school reform efforts. In this all-too-familiar cycle, initial enthusiasm gives way to confusion about the fundamental concepts driving the initiative, followed by inevitable implementation problems, the conclusion that the reform has failed to bring about the desired results, abandonment of the reform, and the launch of a new search for the next promising initiative. Another reform movement has come and gone, reinforcing the conventional education wisdom that promises, "This too shall pass."

The movement to develop professional learning communities can avoid this cycle, but only if educators reflect critically on the concept's merits. What are the "big ideas" that represent the core principles of professional learning communities? How do these principles guide schools' efforts to sustain the professional learning community model until it becomes deeply embedded in the culture of the school? The district will continue with the fundamental concepts of professional learning communities through well-defined school-based collaboration that focus on the following:

- Ensuring That Students Learn
 - What do we want each student to learn?
 - How will we know when each student has learned it?
 - How will we respond when a student experiences difficulty in learning?
 - What will we do for students who master a standard quickly or arrive already having mastered them?
- Ensuring a Culture of Collaboration Permeates the School and District
- A Focus on Results

Time Line

Ongoing

Evaluation

Principals will include data on the efficacy of their collaborative teams in their School Accountability Plan and their individual evaluations with the Superintendent Chief Learning Officer. The use of district data based on common assessments and required state testing where appropriate may be used. The district and sites will look for correlations between collaborative efforts with student achievement annually and determine if changes are

needed. This will be included in School Site Accountability plans in addition to district-wide analysis.

Funding

District General Fund

Strategic Goal 1: Teaching and Learning

Action Step 7: Evaluate, continue, and enhance targeted professional development opportunities

Teaching quality has been defined as "instruction that enables a wide range of students to learn" (Darling-Hammond, 2012) and it is the strongest school-related factor that can improve student learning and achievement (Marzano, 2011). Knowing this, the district has identified the priority to foster and provide ongoing support for good teaching practices across all grades and all sites that build on individual teacher skills and promote the unique culture at each site. While every school is unique, research has identified several elements that can almost universally increase the chances for successful teacher development and create a powerful and positive school community. Using Marzano's research related to the nine instructional practices, the district has developed a plan for ongoing staff development around teaching and learning.

Current analysis suggests that the district staff is committed to efficient communication practices that builds trust and supports ongoing collaboration. For the past several years, teams of teachers and district and site administrators have participated in *Leadership Coaching for High Performance* provided by Results Coaching Global. The intent of this training has been to ensure that participants "recognize the key leadership factors that transform relationships, increase learning and dramatically change school cultures."

Using the Leadership Coaching model as foundation, the district has assigned coaches to sites whose primary role is to support individual teachers in their profession. Much of the work has been around discussions related to pedagogy, lesson design, classroom management and communication. Time has been allocated for principal-coach planning around staff development needs unique to each site.

The work around curriculum alignment with the advent of Common Core State Standards (CCSS) has been strategically planned and skillfully articulated. For the past three years, extensive training for teachers and administrators have focused on the instructional shifts related to the new CCSS curriculum, adoption of new math materials, shift to the Integrated Math course of studies and collaboration around standards-aligned grade level units and assessments. These planned activities have both engaged staff in discussions and also allowed each school or a particular grade at each school to delve deep in the new standards and develop pacing guides/scope and sequence/units of studies/common assessments.

A significant amount of work has also been accomplished around common standards-aligned grading at the elementary level; at the middle school level this has been piloted and further discussions are necessary for systemic shifts in this practice.

In the upcoming year, there will be further alignment of this work, both across the sites and across the district. Methods to ensure vertical and

horizontal articulation will be identified to ensure equity and access of all students to a guaranteed and viable curriculum.

Alignment work will start around grade level Scope and Sequence documents. The process will clearly reflect and acknowledge individual site or grade efforts as the district grade level scope and sequence is developed. This alignment will assist with district wide alignment of rigorous and relevant curriculum to ensure equity and access for all students along with the consistent implementation of differentiation strategies to support English Learners and students in the Special Education program with standards-aligned curriculum. The use of this document does not impact the individual and unique focus on each campus, such as Science or Arts Pathways, rather it allows the school staff to build their vision around rigorous and common grade level standards that are aligned to a common guaranteed and viable curriculum.

A realignment of the current coaching model will be needed to support this next step with alignment of curriculum across grades and across sites. In order to support the trainings and implementation of the new math curriculum and Next Generation Science Standards (NGSS) trainings across PreK-12, it is recommended that the work now prioritize grade level collaboration across the district to identify district-grade level Scope and Sequence, assessments and grading. Professional development will be provided for coaches to support this new shift as instructional/academic coaches where the skills needed are more in line with moving their peers from a place of comfort to a place of discomfort. Teachers will be working with each other, creating a common understanding and commitment to implementing key essential standards, identifying common assessments to guide their teaching and in the process, make the necessary shifts from their current work and lesson plans that may or may not be relevant to the grade level scope and sequence. Coaches will guide discussions, participate in instructional support, and provide hands-on advice on where to go as the possible next steps in order to achieve the goals of consistency with rigor and relevance related to a guaranteed and viable curriculum that is accessible to all students.

Additional work with identifying grading structures at the middle school will continue. This will be supporting the work around common Interim Formative assessments for each grade. Professional development around standards-based grading will be planned throughout the year. Time for collaboration in developing this scope and sequence documents will be provided, each site will be represented at each grade level discussion, and coaches will help facilitate the discussions leading to the final output.

The district has identified Marzano's research to guide instruction in the classroom. Professional development activities should remain focused on Marzano's nine instructional strategies, build teacher-leaders and identify demonstration classrooms across the district to highlight best research-based instructional practices.

In order to connect technology skills both in teaching and learning, professional development activities should integrate technology. Highlighting skills around technology literacy, professional development

activities will strategically build teacher skills in the use of instructional technology to be embedded in daily lesson plans. Identifying a clearly defined structure for technical skills development and support, the district will provide time and resources for teachers to collaborate around teaching and learning strategies that address 21st century skills for all students.

In order to address the achievement gap between subgroups, specific professional development sessions will be provided annually to support implementation of English Learner reclassification criteria, ELD standards instruction, differentiation strategies, along with trainings on writing 504 plans, SSTs and IEP plans.

To support acceleration and remediation, more support and training is needed in understanding assessment protocols and data points related to *Fountas & Pinnell and Accelerated Reading/STAR Reading*. Providing time for teacher leaders and administrators to sit with coaches and Curriculum and Instruction support staff to understand how to support the implementation of these tools with fidelity is a much needed next step to address both student success and teacher success. Additionally, there is a need to understand the data and to use the data to support site level decisions around student support and supplemental services.

Principles and Tech LITEs (Leaders in Technology Education) will be trained and supported in the districts transition to Aeries.net and in use of Assessment Test Banks. Additionally, working with the Information Technology team, school and district support staff will build teacher capacity to support the introduction of the ***Levels of Technology Certification*** that will ensure we continue to build staff capacity consistently across the district to promote 21st century schools.

Time Line

Start in September 2015 and ongoing

Evaluation

Curriculum and Instruction (C&I) staff and Principals will analyze data from each workshop and professional development activity to gauge the impact of the activity. Data will be collected from classroom observations and walk-through sessions for calibration purposes. Principals will design staff development activities that will build on the district wide professional development and support teachers in the implementation of best practices, solicit support from district C&I team for assistance with group or individual classroom practices and engage in data discussion at Principal PLCs to analyze the efficacy of the professional development activities.

Principals will also actively participate in their own professional development around instructional leadership, assessment and use of data-driven decision making and improving school culture. Current levels of practice and plans for improvement will be included in the School Accountability Plan and in their individual evaluations with the Superintendent Chief Learning Officer. The use of district database for common assessments and required state testing where appropriate may be used. The C&I team and sites will look for correlations between

collaborative efforts with student achievement annually and determine if changes are needed. This will be included in School Site Accountability plans in addition to district-wide analysis.

Funding

District General Fund

One-Time State Funds

Federal Programs

Strategic Goal 1: Teaching and Learning

Action Step 8: Explore additional ways to access world languages

Originally this action step was included to explore the expansion of a Two Way Immersion (TWI) program to Truckee Elementary. The Superintendent Chief Learning Officer and the Principal of Truckee Elementary completed an evaluation process for this proposal in the 2013-14 school year. As a result of this study and based on the ongoing success of the Kings Beach program including enrollment for Truckee area students, the recommendation was made to not create a "school within a school" Two Way Immersion Spanish program at Truckee Elementary. This does not preclude further studies, however, students in the district have access to a TWI program, and the potential impact to the successful educational program in place for all students at Truckee Elementary would be negatively impacted by the creation of a school within a school TWI program.

It is important, however, to continue to explore additional opportunities for all district students to access world languages especially at an early age. This includes conversation programs at all elementary schools and access to formalized programming at middle schools. Additionally, there is the need to add Spanish Language programming for native Spanish speakers at Truckee High School similar to the program that is a part of the TWI program that originates at Kings Beach Elementary and continues into North Tahoe School and North Tahoe High School. There is also the need to explore additional world language opportunities in addition to Spanish for students at the secondary level.

Time Line

2015-16: Determine structure and process for further exploration at all levels

2015-16: Add Spanish for Native Spanish Speakers at Truckee High School

Evaluation

Under Development

Funding

District General Fund

Strategic Goal 1: Teaching and Learning

Action Step 9: Develop and implement “Life Skills” curriculum

K-8 has implemented Second Step. This program fosters communicating, coping, and problem solving skills. Advisory and homeroom K-8 allow time for classmates and their teachers to build relations with each other. Student leadership teaches and fosters civil responsibility and social skills.

There is the opportunity for a supplemental “Life Skills” curriculum through the Student Success (THS) and Pathways (NTHS) programs. In Pathways, students are provided with grade-level curriculum related to social, school, future planning, and life skills. While the lower grades focus on social and study skills, Junior and Senior curricula focus on career education (resumes, interviews, personal portfolios, cover letters) and after high school life skills such as balancing a checkbook, applying for and managing credit cards, finding an apartment, and buying a car. For this curriculum, teachers use “On Your Own Kit.”

Time Line

2015 – Ongoing: Full implementation of programs for all three high schools

Evaluation

Determine evaluation methodologies to assess success of curriculum including student voice.

Funding

District General Fund

Strategic Goal 1: Teaching and Learning

Action Step 10: Evaluate, continue and enhance Academic Coaching

The district has employed academic coaches for several years using a model of assigning coaches to individual schools. Coaches were available to teachers who requested coaching in curriculum, instructional strategies, assessments, classroom management, and so on. Coaches also provided support to the school site administration in providing staff development and collaboration opportunities. Coaches are selected based on their expertise in teaching and learning in addition to their “coaching” skills. All district coaches have participated in the Coaching for Success training and several have become certified coaches through this program.

Starting in 2015-16, a new model of Academic Coaching has been introduced that assign coaches to elementary schools and content areas. This new plan will allow coaches to focus on curriculum and content in their areas of expertise and training will be provided to facilitate additional coaching skills beyond those in Coaching for Success. Coaches will also be trained in specific instructional strategies identified above that support grade levels and content areas.

Time Line

2015 – Ongoing: Implementation of new coaching model

Evaluation

Metrics and evaluation instruments including surveys and participation will be developed to determine if new program is working. The use of district data based on common assessments and required state testing where appropriate may be used. The district and sites will look for correlations between the academic coaching with student achievement annually and determine if changes are needed.

Funding

District General Fund

Title II

Strategic Goal 1: Teaching and Learning

Action Step 11: Evaluate, continue, and enhance STEAM/CTE Pathways including visual and performing Arts

- a. Engineering (NTHS, TTHS)**
- b. Biomedical (TTHS)**
- c. Public Safety Academy (SHS)**
- d. Instrumental and choral music**
- e. Visual Art courses**
- f. Performing arts**

TTUSD engages in a continuous process of evaluation of its Pathways, ensuring that it is providing opportunities for students to pursue a multitude of career pathways at a high level. In the realm of STEAM/CTE, TTUSD provides Pathways in Culinary Arts (NTHS and THS), Engineering (NTHS and THS), and Medical Science (THS). Sierra High School is currently developing a Pathway in Public Safety. Each of these programs is or will be articulated with local community college opportunities in the field and evaluated each year. Pathways are also provided in the realms of visual and performing arts with multi-level courses in this area. At THS, students are offered Concert Band, Symphonic Band, Jazz Band, and Introduction to Guitar. At NTHS, students are offered Wind Ensemble, Symphonic Band, Jazz Ensemble, Jazz Band and Music Production. In the field of art, students at THS can take Art 1, Art 2, and/or AP Art Portfolio, while students at NTHS can take Art, Ceramics and/or Photography.

Time Line

Ongoing

Evaluation

Evaluation is ongoing through student voice and course selection/interest data in addition to career data from a variety of professional sources related to career opportunity, needs and forecasts. Participation and completion data will also be used.

Funding

General Fund

Measure A for AP Offerings

Public Safety Academy Grant

Strategic Goal 1: Teaching and Learning

Action Step 12: Provide acceleration opportunities and Gifted and Talented Education (GATE) Programs

The district has developed an Accelerated Learner/GATE plan which provides direction on how to address the needs of these learners. A primary focus of the plan is to provide differentiation training for teachers who are then able to implement it in their classroom. Differentiation provides targeted instruction to those students most in needs of assistance and those who have already mastered the standards and need accelerated learning opportunities. Additionally, formal GATE testing/identification occurs in the third grade at all district schools.

The purpose of the Accelerated Learner and GATE Programs are to provide services for advanced learners that support their continuous academic progress and healthy social and emotional development. Just as we support those students who are most in need of assistance and the students in the middle with district wide services and programs, we also support the high performing students with Accelerated Learner and GATE opportunities to encourage growth for all students.

The district is piloting an elementary and middle school acceleration program at Glenshire Elementary and Truckee Elementary in addition to Alder Creek Middle School. At the elementary level, "in-the-day" offerings are provided to students for acceleration in addition to traditional after-school GATE programming (4-8). At middle school there are opportunities for acceleration in the math offerings, and specific courses/times for additional acceleration activities in the humanities. This includes the use of the Socratic Seminar. The goal of this pilot is to evaluate its efficacy and determine ongoing feasibility and expansion opportunities.

High school's address acceleration and gifted education through the honors and Advanced Placement (AP) course offerings. Investigation into middle school honors courses will be explored as well in the near future.

Time Line

Ongoing: Annual GATE testing and identification in third grade

Ongoing: GATE enrichment programs provided at all 4-8 schools

Ongoing: Honors and AP offerings at high schools

2014-15: Acceleration Learner pilot completed at Glenshire and Alder Creek Middle School

2015-16: Expansion of Accelerated Learner program to Truckee Elementary

Spring 2016: Complete evaluation and determine sustainability and expansion to North Tahoe School

2016-17: Expansion of Accelerated Learner program to North Tahoe School

Evaluation

An evaluation of the pilot program will be completed in the 2015-16 school year. Data used will include student focus groups, parent and student surveys, in addition to some form of student achievement data. Ongoing reporting will be included in site Accountability Plans.

Funding

District General Fund

Measure A for AP Offerings

Strategic Goal 1: Teaching and Learning

Action Step 13: Continue Honors and AP Offerings with Evaluation of Efficacy

Advanced Placement (AP) offerings throughout the district have increased greatly since 2012. In the 2015-16 school year, NTHS will offer 13 AP courses, TTHS will offer 13 AP courses, and Sierra High School and Cold Stream Alternative School students have access to both a variety of AP and Sierra College courses. A great deal of emphasis has been placed on teacher preparation and training. Training opportunities for three to four teachers to attend the College Board Summer workshop (five days) are provided. We will also provide opportunities for teachers at the ninth-10th grade level to attend the one day College Board workshops with an emphasis on vertical articulation.

Every effort will be made to provide equal access to all sub-groups using AP Potential, teacher recommendation and grades to identify students for the program. Evaluation of data to reflect participation and performance of all students will be used to identify areas in need of improvement. AP Potential reports may also be used to identify content areas to be added or eliminated based on student need or interest.

The AP Potential Program will also be used to help identify and encourage students who may not think they have AP potential to participate in program offerings. Letters are mailed home to all students who complete the Preliminary Scholastic Aptitude Test (PSAT) in their sophomore and junior year. In 2013-14 the district started administering the PSAT to all sophomores and will expand to all juniors in 2015-16. AP Prob/Stat was added at THS during 14-15, AP Calculus BC was added at THS for 2015-16, and AP Computer Science was added at NTHS for 2015-16.

Time Line

2014-15: AP Probability/Statistics added at TTHS

2015-16: AP Calculus BC added at TTHS and AP Computer Science will be added at NTHS

2015 – Ongoing: Provide PSAT testing to all sophomores and juniors

2015 – Ongoing: Use AP Potential data to identify potential course offerings and to increase access to the AP program.

Evaluation

Annually the school district will conduct an analysis of the AP program including course offerings, participation rates in both classes and AP tests. A comparison will be completed of similar districts on rates and offerings. Program offerings will be evaluated according to student interest and through the AP Potential program.

Funding

Measure A & General Fund

Strategic Goal 1: Teaching and Learning

Action Step 14: Evaluate, continue, and enhance Expeditionary Project-Based Learning Program at Tahoe Truckee High School (PEAK) and opportunities at North Tahoe High School

The PEAK program (Precision, Endurance, Action, Kindness) was implemented during the 14-15 school year. It includes an integrated approach to Global Studies and English at the ninth grade level. A great deal of emphasis was placed on Project Based Learning using technology in the classroom most days. The PEAK 10th grade program rolled out for the 2015-16 school year. It is an integrated curriculum to include River Ecology and Computer Science. Students will collect data in the field and report using various skills they learn in Computer Science. The PEAK 9 teachers attended the National Project Based Learning Conference in Napa CA. last summer. They will bring back information to use in the PEAK program and will also share information with other staff during PLC and Professional Development.

Time Line

2014-15: PEAK Grade 9 program implemented at TTHS

Summer 2015: Project Based Learning Training for Teachers

2015-16: PEAK 10 program implemented at TTHS

2015 – Ongoing: Continue PEAK 9 and 10 programs

Evaluation

Ongoing evaluations will include the use of district data based on common assessments and required state testing where appropriate. Truckee High School will look for correlations between the PEAK participation with student achievement annually and determine if changes are needed. This will be included in the School Site Accountability plan. Additionally, enrollment data and student feedback will be used as part of evaluation process. The model of small cycles of improvement (i.e. Plan, Do, Study, Act) will be used regularly as part of ongoing evaluation.

Funding

District General Fund

Strategic Goal 1: Teaching and Learning

Action Step 15: Evaluate, continue, and enhance educational options

- a. Sierra High School**
- b. Cold Stream Alternative School**
- c. Independent study programs**
- d. Independent study academies**
- e. Ski academies (options for scholar-skiers, others)**
- f. Two-way Spanish/English immersion programs TK-12**
- g. Multi-age small school models**

TTUSD provides personalized educational options for all students. Included in this are programs that extend beyond the traditional school experience and provide rigorous and relevant schoolwork that leads to college career readiness with skills required for the 21st century. The district is committed to maintaining and enhancing these programs as necessary to meet the needs of students who may not be successful in a traditional environment.

Students at Truckee High School and North Tahoe High School have the opportunity to enroll in Ski/Independent Study Academies. Students are enrolled in classes and independent study classes through Cold Stream Alternative School, Sierra College or other Independent Study course providers. This provides students the opportunity to be enrolled in school and have the flexibility to train and compete. The Ski/Independent Study Academies serve students who are committed and focused on their extracurricular activities. Students in the Ski/Independent Study Academies include skiers, dancers and race car drivers. North Tahoe High School has a Ski/Independent Study Academy coordinator who is the liaison between the students, parents, teachers, school administration, and community. Truckee High School offers an Academy option for the first time during the 2015-16 school year.

Time Line

2015 – Ongoing: Continue programs to address needs of students who need and/or want a different learning environment.

2015-16: Implement Ski/Independent Study Academy program at TTHS

Evaluation

Ongoing including participation rates and student surveys.

Funding

District General Fund

Strategic Goal 1: Teaching and Learning

Action Step 16: Explore programs and course offerings to increase college and career readiness for underrepresented students (AVID and other programs starting in middle school)

The district and school staff members will explore opportunities to increase access to college and career readiness including completion of A-G requirements with programs starting in middle schools. This could include implementation of Advancement Via Individual Determination (AVID). AVID is program designed to close the achievement gap by preparing all students for college and other postsecondary opportunities.

AVID provides training to educators in the use of proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education. AVID uses research-based strategies and curriculum. AVID provides training and methodologies that develop students' critical thinking, literacy and math skills across all content areas throughout the entire campus:

1. Teaches skills and behaviors for academic success
2. Provides intensive support with tutorials and strong student/teacher relationships
3. Creates a positive peer group for students
4. Develops a sense of hope for personal achievement gained through hard work and determination

Time Line

Under Development

Evaluation

Under Development

Funding

Under Development

Strategic Goal 1: Teaching and Learning

Action Step 17: Implement comprehensive RtI² model for academic & social emotional needs

Of the many solution strategies employed nationwide, Response to Instruction and Intervention (RtI²) is an approach with evidence of success with creating the conditions necessary for closing the achievement gap and improving problem behaviors. The RtI² process focuses on individual students who are struggling and provides a methodology for teamwork to strengthen their performances before educational problems increase in intensity. To be effective, RtI² must harness and coordinate the full resources of the school, district, and community. Administrators and their leadership teams, in collaboration with all teachers, have central roles in the planning, implementation, and successful day-to-day use of RtI².

Analysis of how students respond to instruction and interventions is an organizing principle for structures and programs that already exist in our schools including action in collaboration time. RtI² promotes collaboration and shared responsibility for the learning of all students across all personnel, programs, and parent inclusion processes located in any given school. Further, data gathered from RtI² can be utilized in the identification process to determine if a student requires special education services.

TTUSD's RtI² framework, supported by national research and in accordance with federal law, emphasizes effective instruction and earlier intervention for students experiencing difficulty learning to ensure that they are not misdiagnosed or over identified for special education services due to lack of appropriate instruction. The district has tiers or levels of both academic and social emotional support for students. Tier 1 addresses core instruction and supports for all students. Tier 2 provides targeted and specific programs for students most in need of assistance. Tier 3 is special programs and supports for students outside of core programs.

The Student Services Division and the Educational Services Division will work collaboratively to address district-wide programs and practices available at each school and/or through district-provided support services including Special Education.

Time Line

Ongoing

Evaluation

Ongoing with the use of district data based on common assessments and required state testing where appropriate. The district and sites will look for correlations between the implementation RtI² with student achievement annually and determine if changes are needed based on this data. This will be included in School Site Accountability plans in addition to district-wide analysis.

Students will be provided opportunities to provide feedback specific to RtI² offerings at the secondary level. This can include formal and informal methods including

regular meetings with the Superintendent Chief Learning Officer and members of the board of education. Additional opportunities are provided with the entire school board at the Student Voice Panels.

Funding

District General Fund

Special Education Fund

Strategic Goal 1: Teaching and Learning

Action Step 18: Evaluate, continue, and enhance community service graduation requirements

TTUSD believes that when students are actively involved in their community they develop compassion for helping others with the goal of giving back and becoming active participants in their community. Students are currently required to complete at least 30 hours of documented community service activities in order to graduate from a TTUSD high school program. 2015 was the first year of full implementation of the program and all seniors completed the requirement. Each school has developed appropriate methods to monitor community service requirements.

Time Line

Ongoing

Evaluation

Various data will be used to determine the efficacy of the program including data on areas of participation in addition to student voice and input.

Funding

District General Fund

Strategic Goal 1: Teaching and Learning

Action Step 19: Ensure that students with disabilities have access to the new California State Standards in general education classrooms.

Special Education service providers work collaboratively with General Education teachers to provide appropriate instructional strategies and supports to ensure access. Designated accommodations and modifications will be provided for student success.

Time Line

Ongoing

Evaluation

Ongoing evaluations will include the use of district data based on common assessments and required state testing where appropriate in addition to data associated with Individual Education Plans (IEP). Required state reporting and reviews look at program data and criteria related to proportionality and maintenance of effort.

Funding

District General Fund

Special Education Funding

Strategic Goal 2: Resources

Action Step 1: Develop, recruit, and retain high quality staff members including teachers

The district will actively work to develop, recruit, and retain, high quality staff members including teachers. The Human Resources Department in addition to other departments will work to find staff members to fill vacancies and/or new positions. The district will work through the negotiations process and with the employee associations on issues related to salary, benefits, and working conditions in order to aide in these efforts.

Time Line

Ongoing

Evaluation

Staffing reviews

Funding

District General Funds

Strategic Goal 2: Resources

Action Step 2: Create TTUSD leadership development program

The district will develop a leadership development program in order to help create a pool of internal candidates for leadership opportunities. In addition to an identified program, the district will find opportunities to provide leadership opportunities through the coaching program and other programs such as Summer Learning.

Time Line

Pending

Evaluation

Under Development

Funding

District General Fund

Special One-Time State Funds (2015-16)

Strategic Goal 2: Resources

Action Step 3: Continue implementation of new accountability model aligning expenditures with goals including completing Local Control Accountability Plan (LCAP)

The district has developed a comprehensive Accountability Model that is in alignment with state requirements for the Local Control and Accountability Plan (LCAP) in which district and site expenditures are evaluated in connection with programs. The efficacy of programs and associated expenditures are analyzed annually in the school Accountability Plans including federal funding and requirements of the Single Plan for Student Achievement. Additionally, principal and director evaluations are included in the Accountability Model where goals are directed to student learning and school operations in addition to personal development as leaders.

Based on the changes to the new California State Standards and discontinuation of the State Testing and Reporting System (STAR) the district has relied on school-site data in the accountability process in recent years. The district also stopped administering the old District Standards' Assessments (DSA) as movement to the new California State Standards was underway. The 2015-16 school year marks a milestone in the local and state accountability system with the implementation of the California Assessment of Student Performance and Progress (CASPP) testing system based on the new California State Standards (Common Core State Standards) using the Smarter Balanced Assessment System.

Using baseline data from the 2014-15 CASPP results, new goals and reporting will be available at both the district and school site using standardized and comparable data both locally and across the state. Additionally, Goal 1, Action Step 2 outlines missing components that will be completed in 2015-16 that will allow a better understanding of student progress towards meeting standards at various intervals. This work includes creation of Scope and Sequence in English Language Arts/English Language Development and Mathematics. These Scope and Sequence documents will allow the continued work on developing common assessments to be used across the district. Work started in the 2014-15 school year and will continue with implementation and refinements.

Time Line

2015-16: Determine through grade-level/content area representative committees specific standards to be assessed through common assessments. This work will build on the activities completed in 2014-15.

2015: By December of 2016, the district will select a data management system with integration to the student information system (SIS) to prepare, conduct, score, and collect data based on common assessments (EDAMS, Amplify, Data Director, etc.)

2017 – Ongoing: Implement and continue to evaluate efficacy of common assessment/benchmark system in all grade levels and subject areas.

Evaluation

Evaluations are included annually through school Accountability Reports and LCAP. Additionally, principal and director evaluations hold the principals and directors accountable for student learning and school operations. Additional reporting to the board and the community will be possible based on new assessment systems in place with CASPP and district common assessments.

Funding

District General Fund

Strategic Goal 2: Resources

Action Step 4: Revise budgeting process and time lines

Establish budget processes and timelines that encourage stakeholder input and provides enough time to implement changes for the next budget year. The process will include opportunities to evaluate the current year budgets and provide site and departmental feedback on the best uses of district funds. An evaluation tool will be created and Executive Cabinet will review programs for viability. The business office will also distribute budget enhancement requests which will be considered along with program evaluations.

The business office also plans to collaborate with the Human Resources department to achieve preliminary staffing numbers by late January. This will allow us to provide notices if required and have a draft budget plan well in advance of adoption. This will be our working budget document that will facilitate budget discussions and ideas.

Time Line

Ongoing

Evaluation

Review annually.

Funding

N/A

Strategic Goal 2: Resources

Action Step 5: Reestablish evaluation committees

The district will determine when it should reestablish evaluation committees in collaboration with the employee association and administration. Current litigation and legal issues has this process on hold.

Time Line

Pending

Evaluation

Pending

Funding

Pending

Strategic Goal 2: Resources

Action Step 6: Continue to budget expenditures and revenues carefully based on multiyear projections

The district will ensure a conservative approach in the development of assumptions for both revenues and expenditures (low on revenue/high on expenditures.)

The district will base assumptions on long-term trends not spikes.

The district will continue to research new tools and resources for projecting revenues and expenditures.

Staff will utilize other districts as resources; build contacts/relationships that can aid in the process.

Time Line

Ongoing

Evaluation

Ongoing

Funding

N/A

Strategic Goal 2: Resources

Action Step 7: Maintain reserve level aligned to board policy

Board Policy 3100 establishes a reserve for economic uncertainty with a range of 10-16%. The district will continue to monitor the budget and multi-year projections to ensure this range is maintained.

Time Line

Annually review multi-year projections

Evaluation

Multi-year projection process

Funding

N/A

Strategic Goal 3: Communication

Action Step 1: Evaluate, continue and enhance communication methods at all levels of the school district

The district is committed to ongoing communication both internally and externally. This includes regular communications from school sites to parents and from the district, including calls from the Superintendent Chief Learning Officer, a monthly district newsletter, regular press releases, working with local media, and so on. Additionally, the Superintendent Chief Learning Officer provides a variety of opportunities for sharing information (and collecting information) through community presentations and at least three yearly "Coffee and Conversations." Internally, the Superintendent Chief Learning Officer regularly posts information to a blog for staff members in addition to a regular "note" to staff.

In order to coordinate and increase district-wide communication, the position of Coordinator of Parent and Community Relations was created in the 2014-15 school year as part of the Superintendent Chief Learning Officer's office. The Coordinator has increased the number of stories appearing in local media, created a district promotional video, established credible relations with local media outlets, and facilitated the implementation of a new district and school site web hosting solution, in addition to many other activities. The Coordinator also assists with the writing of district-level grants.

The Superintendent Chief Learning Officer also hosts a Parent Superintendent Advisory Committee that serves as both a point of data collection, but also as a communication connection to the parents. Each year the Superintendent Chief Learning Officer also hosts Parent Teacher Organization (PTO) Leadership Summits where parent leaders from each school and the principals come together for education and updates in addition to providing input on school district programs.

Time Line

2014-15: Position of Coordinator of Parent and Community Relations Created

2015 – Ongoing: Regular communication with all stakeholders through a variety of media.

2015 – Ongoing: Continue Parent Superintendent Advisory Committee and PTO Leadership Summits

Evaluation

The Superintendent Chief Learning Officer will review the performance of the Coordinator annually and collect statistic relative to communication processes and procedures.

Funding

District General Fund

Strategic Goal 3: Communication

Action Step 2: Evaluate, continue and enhance plan to “tell our stories”

In the 2013-14 school year, the Superintendent Chief Learning Officer use the theme of “telling our stories” for the Welcome Back Convocation and the ongoing theme for the school year. During the convocation staff members were shown various videos that shared how other organizations tell their story. Additionally, story-telling techniques and organizers were shared and all staff members were asked to generate stories about TTUSD and/or individual schools. The result was a collection of stories that were shared over the school year and beyond.

This theme was introduced to staff as, “if we don’t tell our story, someone else will.” This was an opportunity to build on the reality versus long-standing misperceptions about the schools and programs in the district. Much of the “story” being told by others was inaccurate or not a current reflection of the true activities and programs underway at the district and at the schools. Much of this was data collected during the Superintendent Chief Learning Officer’s Listening and Learning Tour and through various public meetings.

The district will continue to use this theme both at school sites and the district level in making sure that “our” real stories are available and shared through a variety of media. The Superintendent Chief Learning Officer will continue to provides a variety of opportunities for sharing our story through community presentations, other public appearances and at least four yearly “Coffee and Conversations.” The Coordinator of Parent and Community Relations plays a key role in this effort.

Time Line

Ongoing

Evaluation

Perception data from parent surveys in addition to other anecdotal input.

Funding

N/A

Strategic Goal 3: Communication

Action Step 3: Evaluate, continue, and enhance the opportunities to include "Student Voice" in the decision-making process of the district

The term "Student Voice" describes how students give their input to what happens within the district, school and classroom. Our desire is for students to know that their expertise, opinions and ideas are valued in all aspects of school life. Student Voice permeates all levels of our work together, from students participating in small group classroom conversations to students partnering in curriculum design or establishing school norms and policy. Students play an important role in sharing their voice regularly with the district's governance team through panel discussions, focus groups, and leadership class visits.

One of the principles guiding the work in TTUSD is that student achievement and engagement will increase when students have more ownership of their school community. The key elements of student voice reinforce that:

- a. What students have to say matters in how learning happens.
- b. Students have untapped expertise and knowledge that can bring renewed relevance and authenticity to classrooms and school reform efforts.
- c. Students benefit from opportunities to practice the problem solving, leadership and creative thinking required to participate in a decision-making school community.

In addition to current efforts, the administration and board will determine additional ways to engage those students who may be underrepresented in traditional settings such as student leadership classes. These students include English Learners and students who are socioeconomically disadvantaged. Focus group sessions and other methods will be explored.

Time Line

Ongoing: regular student voice panels with school board annually in addition to alumni panels; the Superintendent Chief Learning Officer and board members visit student leadership classes at high schools and middle schools and other venues at the comprehensive high schools at least twice a year.

Evaluation

Ongoing

Funding

N/A

Strategic Goal 3: Communication

Action Step 4: Evaluate, continue, and enhance implementation of new web system

The district implemented a new web hosting system in 2013-14. The rationale for the change was ease of access by users, user friendly tools to facilitate the addition of information, a unified look and feel for all web pages. The goal was also to unify school site and district calendars into one database. The implementation and transition from the old system was a success and feedback has been very positive about the overall appearance and ease of use of the site.

The new system, however, has not met all expectations and has some limitations that were not apparent during the evaluation process. This was in part due to the purchase of the selected platform by another company. During the 2015-16 school year, staff will be looking at the functionality of the current system and the needs of users (both internal and external) in consideration of another change of web hosting services.

Time Line

2013-14: New web hosting service selected and content migrated to new system in addition to new elements.

2015-16: Evaluation of new hosting service for better options and functionality including integration with Google for Education.

2016-17: Implementation of new web hosting service.

Evaluation

Specific criteria will be developed based on current system to be used in the evaluation of a new hosting service. Ongoing evaluation will be done by the Technology & Information Services Department.

See District Technology Plan

<https://goo.gl/y8HIOX>

Funding

District General Fund

Strategic Goal 3: Communication

Action Step 5: Evaluate, continue, and enhance communications to community members

The district will continue to explore communication methods to reach members of our community who do not have students in TTUSD schools. This includes continued participation in community service clubs, outreach to local chamber members, and participation in collaborative efforts such as the Community Collaborative of Tahoe Truckee. The district will also provide programming and presentations annually to variety of audiences in the community such as the Tahoe City Breakfast Club and Good Morning Truckee to name a few. The district will continue to offer "community" meetings for programs updates as well as for the facility improvement program currently underway for Measures E and U.

Time Line

Ongoing

Evaluation

Ongoing

Funding

N/A

Strategic Goal 3: Communication

Action Step 6: Evaluate, continue, and enhance Ambassador Program from school to school

The Superintendent Chief Learning Officer will continue to encourage and support school site principals in efforts to provide parent and student ambassadors to feeder schools. These ambassadors should serve as a communication resource for the feeder schools on programs and realities of the different schools. These ambassadors are in place for high school to middle schools and from middle schools to elementary schools. These ambassadors are essential to provide first-hand information and insights on the schools to students who are about to matriculate from one grade span to another. Kindergarten orientations for incoming students are another opportunity for not only district personnel to share about the school, but also for current parents to tell their experiences.

Time Line

Ongoing

Evaluation

Principals will include information in their annual evaluation with the Superintendent Chief Learning Officer.

Funding

School Site Funds

Strategic Goal 3: Communication

Action Step 7: Revise academic report cards

The purpose of the TTUSD report card is to communicate with parents, students, and others, the scholar's learning progress during a specific time period based on school expectations and state standards. It is intended to celebrate learning successes and guide improvements in relationship to standards.

Time Line

2014-15: Elementary standards-aligned report cards revised to reflect new California State Standards

2015-16: Piloting and finalization of elementary standards-align report cards

2015-16: Middle school development of standards-aligned report cards

2016-17: Piloting and finalization of middle school standards-aligned report cards

2015-16: Continued work on grading rubrics at secondary

Evaluation

Teacher, student and parent input/feedback on newly developed report cards and grading rubrics.

Funding

District General Funds

Strategic Goal 3: Communication

Action Step 8: Explore options for a new student information system

With the implementation of the New California State Standards it is increasingly important to utilize new and more effective ways of communicating with our students, parents, and teachers regarding student performance. Our current tool for this purpose, the Aeries student information system, does not provide the needed feature set to transition especially with current restrictive hosting requirements with the county. Exploring options for a new student information system is referenced in Goal 2, District Access Action Step #1, of the current 2015-2018 TTUSD Technology Plan.

Time Line

Under Development

Evaluation

Under Development

Funding

Under Development

Strategic Goal 4: Personal Learning Plans

Action Step 1: Research, develop process, procedures and timelines to create Individual Learning Plans for each student

Individual Learning Plans (ILPs) can help direct the specific educational needs of students as they become college and career ready. Work will continue to determine expansion of the current programs in place through the Acceleration Pilot and with 10th grade counseling. In the Acceleration Pilot, and ultimately in the final program, ILPs are developed based on student's individual needs for acceleration or advanced learning opportunities. The goal is to expand this type of service and support beyond the Acceleration Program to all students. Work needs to be completed to determine the process, procedures, timelines, and staffing in order to accomplish this step.

The addition of a College and Career Technician has provided the opportunity for high school counselors to meet with each 10th grade student to prepare an Individual Learning Plan. This began in 2014-15 and the plan is to continue this support for our scholars. This complements the part time position that is in place at Sierra High School. Additionally, the Naviance system supports this.

Time Line

2014-15 – College & Career Technician hired

Additional timelines under development

Evaluation

Student Voice – Questions and comments through board meetings, leadership meetings, and other district-wide collection of data in addition to data from school sites.

Funding

General Fund for College & Career Technician

Under Development

Strategic Goal 4: Personal Learning Plans

Action Step 2: Increase 1:1 academic/career counseling at high schools

The addition of the College and Career Technician has helped increase the opportunities for 1:1 academic and career counseling in the district high school programs. The Technician has taken on a variety of support roles for the counselors effectively allowing them to focus more on counseling activities. An increase in the need for social/emotional support for students from counselors and an increase in enrollment at the two comprehensive high schools has had a significant impact on counselor's ability to provide all of the academic and career counseling.

While the district counselor to student ratio is better than most California school districts, it is still below what is recommended by the American School Counselor Association (ASCA). Although ASCA recommends a 250-to-1 ratio of students to counselors, the national average is actually 482-to-1 for the 2012-2013 school year (the most recent year for which data are available). The same data points out that the average in California is 826-to-1. As the needs for additional support from our counseling staff increases at the high school level in addition to increasing enrollment, the district should explore ways to increase the number of counselors at the secondary level.

Time Line

2014-15 – College & Career Technician hired

Additional timelines under development for increasing access to counselors.

Evaluation

Student Voice – Questions and comments through board meetings, leadership meetings, and other district-wide collection of data in addition to data from school sites.

Funding

General Fund for College & Career Technician

Explore additional funding options for increasing secondary counselors

Strategic Goal 4: Personal Learning Plans

Action Step 3: Evaluate, continue, and enhance implementation of Naviance system

Naviance is a college and career readiness computer platform that helps connect academic achievement to post-secondary goals. This college and career readiness solution empowers students and families to connect learning and life and provides schools and the district with the information they need to help students prepare for life after high school. It also allows students to create a plan for their futures by helping them discover their individual strengths and learning styles and explore college and career options based on their results.

Preparing students for post-secondary success is a multi-dimensional process. Students begin by learning about themselves and exploring careers, then create plans and develop the skills and knowledge to accomplish their goals. Institutions also need the tools to support students at each step. Naviance brings these dimensions of readiness into one comprehensive online platform.

Naviance was introduced in TTUSD at the two comprehensive high schools starting in 2013-14 with a grant from Excellence in Education submitted by the high school counselors at North Tahoe High School with the support of the Superintendent Chief Learning Officer. The district has committed to the ongoing support of the program. Students are introduced to the system starting in the ninth grade by the high school counselors and the College and Career Technician. Parent information sessions are provided during Back to School Nights in addition to the 10th grade counseling meetings. Training sessions have also been provided to all secondary counselors and principals in addition to interested teachers.

The goal is to increase participation by all high school students and to explore expansion and introduction of the program to middle school students.

Time Line

2013-14 – Naviance purchased and implemented at comprehensive high schools

2014-15 and ongoing – Continued support of program and exploration of expansion to more students and consideration of middle school program.

Evaluation

Data from the system will be used to determine usage and the ongoing monitoring of students' post-secondary experiences. Student input on the use and functionality will be used to help determine efficacy of the system. Ongoing feedback from parents, counselors, and teachers will be used to monitor the overall success of the system.

Funding

One-time grant from the Excellence in Education Foundation for initial purchase

Ongoing support from General Fund

Strategic Goal 5: Technology

The TTUSD Technology Plan has been designed to sustain the District's commitment to innovation and creativity, connecting our scholars to a variety of technological resources and expanding and enhancing learning across all grade levels and content areas. This commitment not only expands student learning within the content areas but also ensures that students are proficient technology users who have the skills needed to navigate in a constantly changing world. TTUSD is dedicated to integrating these technologies, information literacy, and 21st Century skills into the core curriculum and the content area standards in order to support student achievement, develop lifelong learners, and prepare our scholars to successfully meet the demands of an increasingly connected society and global economy.

With the collaborative work of the TTUSD Technology Committee in response to the 2012-2015 tech plan and subsequent Addendum, TTUSD began to ensure that all students have improved access to technology throughout the school day with district-wide network infrastructure upgrades, lab and media center updates, 1:1 programs and the adoption of Google Apps for Education. The current Technology Plan continues to support student learning by ensuring access to devices, integration of technology into the classroom, building our students' and teachers' technology skills, and supporting the technology enhanced learning environment. The problems of the digital divide, wherein wealthier students have more technology and access to high-speed Internet resources than students living in poverty, makes access and use of student computers in the classroom all more important (Barone, 2012). Students and teachers are increasing their use of technology in the classroom, which support learning of the necessary skills of communication, collaboration, creativity, and critical thinking (4Cs), use of assistive technology, and becoming positive digital citizens. Digital communication increases student engagement by connecting our scholars with a broader "real world" audience and encouraging collaboration (Pew Research, 2013). Technology is a key driver towards instruction that impacts student learning outcomes, both on standardized assessments and for 21st Century Learning skills. One of the most potentially powerful tools for student learning is in-class formative assessments that provide real-time feedback on what students know and understand (Technology Counts Report, 2014). In addition to assessment and feedback, students must have regular opportunities to engage in the 4Cs.

Strategic Goal 5: Technology

Action Step 1: Advance (Increase) use of technology to promote more relevant and effective learning.

This goal includes how teachers and students are using technology in the classroom, the use of Communication, Collaboration, Creativity, and Critical Thinking (4 Cs), the integration of assistive technology, the teaching of digital citizenship and implementing digital assessment strategies.

Technology is a key driver towards instruction that impacts student learning outcomes, both on standardized assessments and for 21st Century learning skills. Students must have regular opportunities to engage in the 4Cs. In addition, they must have access to the instant feedback enabled by digital assessment and customized assistive technology. This goal raises awareness of the classroom setting and the integration of technology to support effective student learning.

Time Line

See District Technology Plan

Evaluation

See District Technology Plan

<https://goo.gl/y8HIOX>

The use of district data based on common assessments and required state testing where appropriate may be used as part of an ongoing evaluation system. The district and sites will look for correlations between the technology use and student achievement annually and determine if changes are needed. This will be included in School Site Accountability plans in addition to district-wide analysis.

Funding

District General Fund

Grant Funding

Microsoft Voucher Funding

Strategic Goal 5: Technology

Action Step 2: Sustain/support/advance current technology access and infrastructure at school and home and continue current level of information technology support

Teachers' and students' access to technology at school is a prerequisite for 21st Century Learning. The ratio of students to computers in the average American classroom every day is 5 to 1. With the collaborative work completed in response to the 2012-2015 tech plan addendum, we are ensuring that all students at all schools have improved access to technology throughout the school day, with TTUSD at a 2:1 ratio of computers to students. Teachers who perceive that the quality of technology support is high are more likely to try new lessons or learning activities with technology integrated. This is because they feel confident that someone will be able to help them if a problem or disruption occurs.

Time Line

See District Technology Plan

Evaluation

See District Technology Plan

<https://goo.gl/y8HIOX>

Funding

District General Fund

Grant Funding

Microsoft Voucher Funding

Strategic Goal 5: Technology

Action Step 3: Continue to build digital-age teaching, learning and career skills with technology

Teachers that prepare students for college and career seamlessly integrate technology into daily instruction in a way that intentionally scaffolds students' technology skills. Effective professional development for teachers can have an enormous impact on teaching and learning in an organization. Although today's students are digital natives with many skills in social networking, the majority of them are not social learners with the ability to apply complex technology skills to everyday challenges. A modern curriculum must purposefully include incremental technology-infused skill acquisition for students.

Time Line

See District Technology Plan

Evaluation

See District Technology Plan

<https://goo.gl/y8HIOX>

The use of district data based on common assessments and required state testing where appropriate may be used as part of an ongoing evaluation system. The district and sites will look for correlations between the technology use and student achievement annually and determine if changes are needed. This will be included in School Site Accountability plans in addition to district-wide analysis.

Funding

District General Fund

Grant Funding

Microsoft Voucher Funding

Strategic Goal 5: Technology

Action Step 4: Create and support a technology enhanced learning environment that optimizes student and staff learning

In schools that support 21st century learning, staff regularly engage with each other about best practices for teaching with technology. Creating an environment that supports and acknowledges teachers and students for their efforts with new technologies is necessary for transformational learning district-wide. During the 2014-2015 school year a team of six teachers worked together to research and experiment with learning environments in their classrooms that combined pedagogy, physical space, and technology, and their findings will be incorporated into the Facilities Master Plan as a "classroom design" framework.

Time Line

See District Technology Plan

Evaluation

See District Technology Plan

<https://goo.gl/y8HIOX>

The use of district data based on common assessments and required state testing where appropriate may be used as part of an ongoing evaluation system. The district and sites will look for correlations between the technology use and student achievement annually and determine if changes are needed. This will be included in School Site Accountability plans in addition to district-wide analysis.

Funding

District General Fund

Grant Funding

Microsoft Voucher Funding

Strategic Goal 6: Physical, Social & Emotional Support and School Climate

Action Step 1: Implement comprehensive RtI² Model for academic & social emotional needs

Of the many solution strategies employed nationwide, Response to Instruction and Intervention (RtI²) is an approach with evidence of success creating the conditions necessary for closing the achievement gap and improving problem behaviors. The RtI² process focuses on individual students who are struggling and provides a vehicle for teamwork to strengthen their performances before educational problems increase in intensity. To be effective, RtI² must harness and coordinate the full resources of the school, district, and community. Administrators and their leadership teams, in collaboration with all teachers, have central roles in the planning, implementation, and successful day-to-day use of RtI².

Analysis of how students respond to instruction and interventions is an organizing principle for structures and programs that already exist in our schools. RtI² promotes collaboration and shared responsibility for the learning of all students across all personnel, programs and parent inclusion processes located in any given school. Further, data gathered from RtI² can be utilized in the identification process to determine if a student requires special education services.

TTUSD's RtI² framework, supported by national research and in accordance with federal law, emphasizes effective instruction and earlier intervention for students experiencing difficulty learning to ensure that they are not misdiagnosed or over identified for special education services due to lack of appropriate instruction. The district has tiers or levels of both academic and social emotional support for students. Tier 1 addresses core instruction and supports for all students. Tier 2 provides targeted and specific programs for students most in need of assistance. Tier 3 is special programs and supports for students outside of core programs.

The Student Services Division and the Educational Services Division will work collaboratively to address district-wide programs and practices available at each school or through district-provided support services including Special Education.

Time Line

Ongoing

Evaluation

Ongoing with the use of district data based on common assessments and required state testing where appropriate. The district and sites will look for correlations between the implementation RtI² with student achievement annually and determine if changes are needed based on these data. This will be included in School Site Accountability plans in addition to district-wide analysis. Students will provide input on the efficacy and structure of RtI² program offerings in addition to enrichment offerings provided during intervention times.

Funding

District General Funds

Strategic Goal 6: Physical, Social & Emotional Support and School Climate

Action Step 2: Evaluate, continue, and enhance implementation of Second Step Curriculum in elementary and middle schools

Social-emotional skills—like math skills—build on each other. Second Step is a classroom-based program designed to teach children how to understand and manage their emotions, control their reactions, be aware of others' feelings, and have the skills to problem-solve and make responsible decisions. Each grade-level curriculum includes easy-to-teach, short weekly lessons, engaging songs and games, and daily activities and take-home materials to reinforce learning.

Students in grades K–5 continue developing their social-emotional skills—including making friends, managing emotions, and solving problems—to set them on the path for social success and academic readiness.

Middle-school students are better prepared to navigate adolescence with communication, coping, and decision-making skills that help them make good choices and avoid pitfalls, such as peer pressure, substance abuse, and bullying.

Time Line

2012-13 Second Step pilot completed at two elementary schools

2013-14 Second Step introduced at elementary schools

2014-15 Second Step introduced at middle schools

Ongoing Support full implementation of Second Step

Evaluation

Second Step was originally evaluated during the pilot process and in subsequent rollouts to other schools. Ongoing evaluations will be completed through the Accountability Process where schools will include appropriate data associated with Second Step including parent and student surveys in addition to data such as discipline referrals, suspension, and so on.

Funding

District General Fund

Grants

Strategic Goal 6: Physical, Social & Emotional Support and School Climate

Action Step 3: Explore additional character education/development opportunities for high schools

The district and high schools will explore additional opportunities for character education and development. Currently there are a number of programs in place although not a systemic curriculum such as Second Step. Each comprehensive high school offers Challenge Day in the ninth grade which is a powerful program that has had lasting impacts on students. Challenge Day's mission is to provide youth and their communities with experiential workshops and programs that demonstrate the possibility of love and connection through the celebration of diversity, truth and full expression. The six and a half hour Challenge Day program is designed to build connection and empathy, and to fulfill our vision that every child lives in a world where they feel safe, loved, and celebrated. Challenge Day is more than a one-day program; the program go beyond traditional anti-bullying efforts, building empathy and igniting a movement of compassion and positive change, known as the "Be the Change" movement. Each school continues the efforts of Challenge Days with peer counselors, Sources of Strengths clubs, and other efforts. Training will also be provided to staff members in grades 6-12 to help extend the learning into the classroom and other school activities.

Each comprehensive high school also has a Wellness Center and Sierra High School receives wellness programming. Wellness Centers directly address the social emotional component of the TTUSD intervention pyramid. They are a proven model of providing supports and interventions for students' social and emotional needs. This concept also complements the TTUSD Wellness Policy.

Counselors and faculty advisors also provide support for students through different programs and clubs. These include clubs such as Gay-Straight Alliance, Teen Peace Project, Friday Night Live, and so on.

Time Line

Ongoing

Evaluation

Ongoing evaluations will be completed through the Accountability Process where schools will include appropriate data associated with Second Step including parent and student surveys in addition to data such as discipline referrals, suspension, and so on.

Funding

District General Funds

Grant Funds

Strategic Goal 6: Physical, Social & Emotional Support and School Climate

Action Step 4: Evaluate, continue, and enhance anti-bullying education and intervention

Second Step and BEST continue to be the primary anti-bullying programs in the school district. These programs and systems are based on the research in the field and put to the test in real classrooms so teachers can trust they're making the best use of class time. Through online training, school staff members learn to work with all students involved in bullying, including bystanders, for an improved school climate and reduced bullying.

All staff members learn how to effectively recognize and respond to bullying through the online training, an individualized experience that can be completed alone or during an in-service. Stories co-written by a beloved children's author come to life through claymation, animation, and live-action videos designed to help kids recognize, report, and refuse bullying.

Family materials reinforce the learning beyond the school and teach adult family members to distinguish between peer conflict and bullying.

Time Line

2012-13 Second Step pilot completed at two elementary schools.

2013-14 Second Step introduced at elementary schools.

2014-15 Second Step introduced at middle schools.

Ongoing Supporting full implementation of Second Step.

BEST implementation has been ongoing.

Evaluation

Second Step was originally evaluated during the pilot process and in subsequent rollouts to other schools. Ongoing evaluations will be completed through the Accountability Process where schools will include appropriate data associated with Second Step.

Funding

General Fund

Grants

Strategic Goal 6: Physical, Social & Emotional Support and School Climate

Action Step 5: Require all schools to include a “school climate goal” in Accountability/SPSA plans

All schools have included a “school climate” and safety goal in the Accountability/SPSA Plans since the 2013-14 school year. This goal addresses a number of areas including most of the action items within Strategic Goal 6. This provides an opportunity for each school to annually review these district-wide actions in addition to local actions and activities to support the physical, social emotional, well-being of students and school climate.

Time Line

2013 - Ongoing

Evaluation

Each plan includes school-specific evaluations of the district-wide and local efforts. Additionally, the Student Services Division staff members review the programs supported district-wide and use a variety of data to assess the efficacy of these programs. These include the aggregate of the school site parent surveys conducted each year and the California Healthy Kids Survey conducted every other school year.

Funding

District General Fund

Grants

Strategic Goal 6: Physical, Social & Emotional Support and School Climate

Action Step 6: Evaluate, continue, and enhance implementation of wellness policies that support a healthy food environment (scratch cooking, food sales), nutrition education (“Harvest of the Month”) and physical activity (“Be Fit”).

The District’s food service program provides high quality nutritious meals that meet federal and state guidelines. In addition students are offered a selection of healthy alternatives at meals and can choose their preference. Salad bars are offered at each campus and the District works with local produce providers to ensure that students are offered a quality product. Sustainability is emphasized in each cafeteria and students are engaged in practices that support the environment. Partnerships with the Tahoe Forest Hospital Wellness Program and site Parent Teacher Organizations support nutrition and education at our elementary campuses. “Harvest of the Month” exposes students to an interesting vegetable and a health lesson each month. The learning is extended through classroom lessons, articles in the school newsletter and information on the website. Physical activity is also emphasized and the “Be Fit” program encourages teachers to weave in activity bursts throughout the instructional day. The District is also fortunate to have a strong K-12 physical education program in which credentialed teachers provide a full continuum of research based instruction in the areas of health and physical education.

Time Line

2013-Ongoing

Evaluation

Participation in the school lunch program is monitored on a regular basis and students are often regularly on their preferences. Menus are adjusted to maximize participation. The District’s Physical Education program includes embedded curriculum assessment and students participate in the California Physical Fitness assessment program on an annual basis.

Funding

District General Funds

Grants

Strategic Goal 6: Physical, Social & Emotional Support and School Climate

Action Step 7: Fully implement an educational campaign to provide support and resources for the school community to successfully embrace the 2015 TTUSD Wellness Policy Administrative Regulations

The Wellness Policy Administrative Regulations were developed through the collaborative efforts of administrators, teachers, parents and students. The regulations define nutritional practices, and set standards for food offered outside of the breakfast and lunch program. Guidelines for lunch periods, celebrations, food sales, nutrition education, health and physical activity are also included as part of the regulations. The cohesive District policy brings schools together to embrace health and create the best possible learning environment for students.

Time Line

2013-14: Nutrition Coalition explored new state and federal guidelines and gathered data.

2014-15: Draft Administrative Regulations was developed and shared with school sites for consideration and feedback.

2015-16: Educational campaign and implementation of new Administrative Regulations and the TTUSD Wellness Policy.

Evaluation

Sites will provide ongoing feedback on implementation through participation in the District's monthly Nutrition Coalition meeting. The annual parent survey will also be used as data point.

Funding

District General Funds

Strategic Goal 6: Physical, Social & Emotional Support and School Climate

Action Step 8: Strategically provide educational programming and partner alliances to address the negative impact of drugs and alcohol (seventh, ninth and 11th grade programming, Alcohol Edu, Athlete Committed)

The District's K-8 Second Step Character Education program provides students with a solid foundation in Social Emotional Learning. The program's emphasis on empathy, emotional regulation and decision making prepares students to make positive choices as they move up into high school. The ninth grade Challenge Day experience and additional targeted assemblies focus on student leadership and encourage students to make positive choices. In addition specific education on the negative impact of drugs and alcohol is embedded into the health and physical education curriculum throughout the grades. The Alcohol Edu program reinforces that teaching during Health at the high school level and students participate in an in-depth online education program that includes a parent component. The Athlete Committed program focuses on high school athletes and emphasizes staying "clean" to ensure peak performance and maximum training effect. Athletes set goals and are held to high standards of conduct. Discipline for drug and alcohol offenses also includes a strong educational component. CORR Drug Education classes are offered on each of our high school campuses and student violations often result in mandatory participation in the eight-week educational program. The Friday Night Live clubs provide students with positive social events that are drug and alcohol free. Many community alliances support these activities. Tahoe Truckee Future without Drug Dependency, Nevada and Placer County Behavioral Health and the Tahoe Forest Hospital Wellness Program are but a few of the agencies that support our youth. Positive collaborative relationships have led to increased resources for our youth.

Time Line

Ongoing

Evaluation

The California Healthy Kids Survey is given to fifth, seventh, ninth, and 11th grade students bi-annually. The questions related to drug and alcohol use give us solid data points to measure change over time.

Funding

District General Funds support staffing allocation

Grants

Strategic Goal 6: Physical, Social & Emotional Support and School Climate

Action Step 9: Continue administration of the California Healthy Kids Survey including use of data in program analysis

The district will continue to fund the California Healthy Kids Survey every other year in order to collect data from our students regarding social-emotional well-being, safety, drug and alcohol use. This data will continue to be used as part of the school-site accountability planning process in addition to district-wide analysis of efforts both internally and externally. The data will be shared with partner organizations in order to determine external program efficacy and changes.

Time Line

Every other year

Evaluation

Each school will use these data for school-specific evaluations of the district-wide and local efforts. Additionally, the Student Services Division staff members review the programs supported district-wide using these data in addition to others for program efficacy.

Funding

General Fund

Strategic Goal 6: Physical, Social & Emotional Support and School Climate

Action Step 10: Increase access to mental and physical health services

The rural nature of our community makes accessing mental and physical health services challenging. Although our school counselors, psychologists and nurses provide basic care, many of our students need additional services and are often referred out to community resources. Those resources are limited and students needs go unmet. Various collaborative partnerships have developed to support additional onsite services. For example: Tahoe Safe Alliance and Gateway Mountain Center provide ongoing groups to support students' emotional growth and recent partnerships with Nevada and Placer Behavioral Health have brought school based counseling services to our school sites. In addition a Federal Rural Health Planning Grant resulted in the formation of the Truckee North Tahoe Youth Health Coalition and brought together Tahoe Truckee Unified School District, Tahoe Forest Hospital and Placer and Nevada County agencies to collectively address the specific challenges that youth face when accessing mental and physical health services. The solution extends far beyond the scope of the school district and by working together with outside agencies we have begun to address this important need.

Time Line

2013-14: School Counselor and Psychologists PLC's focused on maximizing school resources to support our most needy students. Placer and Nevada County Behavior Health grants funded High School Wellness Centers and support services at middle schools.

2014-15: Truckee North Tahoe Rural Health Planning Grant received and collaborative partners worked together to access needs and develop a strategic plan. In addition district funds were allocated and MOU's were developed with Nevada and Placer County Behavioral Health to bring school based mental health services to middle and high schools. Wellness Center funding continued.

2015-16: Collaborative efforts continue to support the Truckee North Tahoe Rural Youth Health Initiative which focuses on four key areas; 1.Wellness Centers, 2.Youth Behavioral Health, Alcohol and Drug Diversion Services, 3. School-based Oral Health Initiative, 4.Reproductive Health Services. Nevada and Placer County Behavioral Health services are consistently available at middle and high schools. Funding for Wellness Centers increased.

2016-17: Identify ongoing funding sources to continue to support services for youth.

Evaluation

Each grant has an annual evaluation component that includes participation and survey data. The programs are also evaluated for their efficacy and impact on school climate through site accountability plans. The California

Healthy Kids survey data and student forums are used to gather student input and ensure that programs are meeting the needs of students.

Funding

District General Funds

Grants

Strategic Goal 6: Physical, Social & Emotional Support and School Climate

Action Step 11: Evaluate, continue, and enhance home to school transportation services

Recognizing that transportation services provide access to school and other school related activities for a large percentage of our student population, it is essential to monitor the effectiveness and available resources for the department. Transportation services is a school related service that ensures that our scholars arrive to school ready to learn and then return home safely.

Time Line

Ongoing

Evaluation

Ongoing evaluation of transportation programs including reviews of ridership, payment and results of parent and student surveys. Routes are reviewed and adjusted annually based on need.

Funding

District General Fund

Strategic Goal 7: Parent & Community Involvement

We will cultivate strong partnerships with families, educators, and the community to ensure scholars are successful and prepared to be productive in a globally competitive age. Every school site will provide opportunities for families to feel connected and involved in their child's education.

District-Wide Parent Engagement Standards:

- Standard 1: We welcome all families.
- Standard 2: We have open, two-way communication between home and school.
- Standard 3: Families are included in the educational process and play an integral role in student learning.
- Standard 4: We collaborate with the community to strengthen school programs and student learning.

Implementation of Parent Engagement Standards:

- Standard 1: We welcome all families:
- All school and district office staff provide a warm, welcoming environment and are ready to engage with visiting families.
 - Consistent messages about parent involvement opportunities will be included in each newsletter.
 - Volunteer opportunities, inside and outside of the classroom, will be communicated and included in parent updates.
 - Communication will focus on strategies to support home school partnerships that enhance student success.
- Standard 2: We will have open, two-way communication between home and school.
- Regular school communication avenues exist to communicate important events, dates, and news about the school, staff and student accomplishments. There will be a consistent flow of quality information throughout the year.
 - All communication and interaction with parents is based on mutual respect and an attitude of a true partnership in their child's education.
 - School staff members are accessible to respond to parents' questions, inquiries and ideas.
 - An established communication protocol for public input and follow-up is available at all sites.
 - School and district newsletters will include a standardized method for community feedback.

Standard 3: Families will be included in the educational process so they can play an integral role in assisting student learning.

Schools will provide all parents the opportunity to engage in activities that support student social, emotional and academic success.

Standard 4: We collaborate with the community to strengthen school programs and student learning.

Design partnerships with the community at large to leverage resources and maximize opportunities for students.

Strategic Goal 7: Parent & Community Involvement

Action Step 1: We will establish formal district-wide parent engagement standards

The four research-based approved standards will be implemented consistently across the district. Action steps will include:

1. Customer service training to the front office staff including cultural awareness tips and the importance and meaning of full names will be provided.
2. Parent newsletters will include a parent voice and student voice during the year. (i.e. featuring a student's perspective or a parent sharing how they got involved at school and why it was rewarding)
3. Conduct Kinder previews at each elementary school to welcome new families to the district. Target new families at Back to School nights and host a "social" (i.e.: incoming K, fifth, sixth, ninth grade parents) for special welcome.
4. Implement traditional Latino event "Dia del Niño" on designated day district-wide to honor kids and their culture.
5. Celebrate and share best practices from each school site.
6. Place a suggestion box at school and respond in a timely manner.

Time Line

Ongoing

Evaluation

Parent surveys, suggestions boxes, parent nights, back to school events, open houses, and other methods will be used to determine how well we are implementing the standards.

Funding

District General Fund

School Site Fund

PTO and other organization funds

Strategic Goal 7: Parent & Community Involvement

Action Step 2: Enhance parent education opportunities to support students at all ages

We will conduct parent surveys to develop workshops and trainings around interests and needs in both English and Spanish.

Schools will provide multiple learning opportunities to enable parents/community to navigate the educational system and to support their children's learning. Topics to cover include:

1. Developmental stages of your scholar - primary, middle school and secondary; what to know and how to best support your child
2. Academic topics such as educational standards, assessment tools, helping with homework
3. Family topics such as child development, children's eating habits and family services available in the community
4. Bullying prevention
5. Responsible social media and digital literacy
6. Teen talk
7. Drug and alcohol prevention and importance to brain development
8. How to conduct effective meetings and creating agendas, etc. (DELAC, ELAC)
9. Naviance
10. Aeries.net
11. College applications and scholarship opportunities
12. Tips on how to get the most out of parent teacher conferences

The district will also be implementing Parent Institute for Quality Education's (PIQE) signature program: Parent Engagement Education Program. The program educates parents on how to foster a positive educational environment for their children both at home and at school.

The program, which lasts nine weeks, is free to parents. Parents who participate learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their kids' surrounding their academic successes and challenges; discussing children's college expectations; and more.

Creating a bridge between home and school is also emphasized. Parents learn about how grades are used for college admittance; what classes are important and needed for children planning to attend college; how to navigate the school system, and other information vital to academic success of their children.

Time Line

Fall 2015 Implement PIQE

Other items underdevelopment

Evaluation

Under Development

Funding

District General Fund

Grants

Title I

Strategic Goal 7: Parent & Community Involvement

Action Step 3: Research and implement additional opportunities for parent involvement and engagement in secondary schools (grades six - 12)

1. We will communicate grade-level expectations every year, and how to support and advocate for students to ensure academic success for all scholars.
2. Provide specific training on how to read report cards/transcripts and how to access online grades throughout the school year.
3. We will provide tools to parents on how to encourage their scholars to read, at every grade level and during the summer.
4. We will provide Individual Learning Plan's for all 10th grade students and families.
5. We will host parent and college workshops for 11th and 12th grade students and families.
6. Explain options around CTE, AP and Pathways.

Time Line

Under Development

Evaluation

Under Development

Funding

Under Development

Strategic Goal 7: Parent & Community Involvement

Action Step 4: Explore opportunities and concepts from Community Schools Model

1. Launch "family room" (or "family center") pilot at two schools. This will provide a convenient place set aside in the school to make the school accessible to families and encouraging adult engagement in their children's education. Hours will match the needs of the families
2. Center will provide parents and families with a room for their own use and facilitate communication between families and the school.
3. Center will provide opportunities for parents to get to know each other and network
4. Center will offer educational and socializing opportunities.
5. Center will serve various needs of families to assist them in supporting their children.
6. Center can provide ESL classes.

Time Line

Under Development

Evaluation

Under Development

Funding

Under Development

Strategic Goal 8: Facilities

Action Step 1: Evaluate, continue, and enhance implementation of Facilities Master Plan

The Facilities Master Plan is focused on safe, comfortable, and energy efficient environments that support student learning. The plan will be implemented through the funding received from the passing of Measures E and U. The Facilities department has identified a team consisting of project managers, consultants, contractors, site committees (students, parents, community members) and design teams to implement the Facilities Master Plan.

Time Line

See Facilities Implementation Plan for Measures E and U for detailed timelines.

Evaluation

The Facilities Master Plan must be monitored and evaluated on an ongoing basis. It will be evaluated by the Facilities department, design teams and the executive facilities committee throughout the course of the bond projects. Financial accountability for the bond projects will be monitored through the Citizen's Oversight Committee which will report to the Board of Trustees on an annual basis.

Funding

See Facilities Implementation Plan for Measures E and U for detailed budgets in addition to project sheets posted to district web site for ongoing updates on budget.

Strategic Goal 8: Facilities

Action Step 2: Upgrade core telecommunications and safety infrastructure

Completed, 2014

Strategic Goal 8: Facilities

Action Step 3: Determine funding programs to implement Facilities Master Plan

The passage of Measures E and U have provided a basis of funding to move forward on the Facilities Master Plan. Funding will also become available through Prop 39 and developer fees. In the near future there is a possibility of state funding to assist with completion of master plan projects. If approved, this funding could be used to work on the master plan beyond current prioritized projects.

Time Line

Ongoing through 2020

Evaluation

Board of Education

Executive Facilities Committee

Measure E Community Oversight Committee

Measure U Community Oversight Committee

Strategic Goal 8: Facilities

Action Step 4: Develop comprehensive Deferred Maintenance Plan for district facilities

The Deferred Maintenance Program exists to ensure that routine maintenance is completed on our current facilities. This supports student and staff safety and the overall longevity of our facilities (including electrical, network, and HVAC systems). The Deferred Maintenance Plan assists the Facilities department in identifying, prioritizing and securing funding to support an effective learning environment.

In addition to deferred and routine repair and maintenance of the facilities, the district is committed to custodial support to maintain the facilities in a safe and clean fashion. In order to accomplish this, additional custodial staff has been hired in the past two years and a Custodial Supervisor was hired. Work is also underway to recruit and train more custodial substitutes to help either as needed for specific tasks or when regular staff is absent.

Time Line

2014-15 Custodial Supervisor Hired

2015-16 Updated Deferred Maintenance Plan complete

Evaluation

Ongoing

Funding

District Deferred Maintenance Fund

Strategic Goal 8: Facilities

Action Step 5: Increase funding for routine and deferred maintenance programs for facilities

California state law requires districts to provide an annual 3% contribution for deferred maintenance. This funding will provide the resources necessary to maintain the Deferred Maintenance Plan.

Time Line

Ongoing

Evaluation

Ongoing

Funding

District General Fund

District Restrict Routine Maintenance Fund

District Deferred Maintenance Fund