Coronado
Unified School District

Learning Action Plan for Board Goal #1

Board Goal: Discern the unique characteristics & learning traits of 21st century students and implement plans to educate students employing best practices with emphasis on using online instructional techniques and digital tools.

Strategy: We will integrate critical thinking, problem solving, and collaboration in preparation of 21st Century Learners by defining and implementing an integrated education technology system for all students.

Goal/Step	Action Steps	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
1.1	Create a new five year technology plan that provides 21st century learning through virtual use of technology.	Superintendent	Superintendents Principals Network Supervisor Site Tech Teams SDCOE staff	Staff time No extra cost	June 2012	Five year plan creates building steps in "pyramid" so that one module depends upon another for initial implementation; site plans reflect district tech plan.
1.2	Maintain the Students Achieving Through Technology in the 21st Century (SATT-21) Grant implementation.	Superintendent Director of Curriculum and Learning (C&L)	Superintendent Director of C&L Principals Site Faculty/Staff IT Staff (TRTs)	Staff Time Grant funding for professional development, hardware, and software	2009-2013	Ongoing assessments as required by grant; site SATT 21 grant implementation plans. Carryover funding will push partial implementation into 2013.
1.3	Develop a 3-year STEAM (science, technology, engineering, arts, and mathematics) course of study for all K-12 students.	Superintendent Director of C&L STEAM Vertical Team CSF	Superintendent Director of C&L Principals Site Faculty/Staff CSF	CSF Funding for courses, Professional Development, Extra-curricular clubs, materials	2012 ongoing	STEAM courses and pathways defined for all sites; STEAM 3-year implementation plan
1.4	Offer more CHS students learning opportunities by lengthening school hours, increasing course offerings, and supporting online learning at Palm Academy.	Director of C&L CHS Principal Palm Academy Principal	Director of C&L CHS Administrators Palm Academy Principal Faculty/Staff	Credit recovery, unit recovery and online learning courses	2012-13 ongoing	CHS/Palm Master Schedule; Multiple Pathways Flowchart; Expanded course offerings at Palm Academy; Student transcripts; Palm and CHS Strategic Plans

Goal/Step	Action Steps	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
1.5	Improve one to one (1:1) student computing by introducing digital textbooks in high school science courses.	Superintendent Director of C&L	Superintendent Director of C&L CHS Administrators CHS Science faculty	Purchase of personal computing devices to access online text; staff time to develop online CA standards-based course text/resources; professional development	2012-13 ongoing	Students in some CHS science courses use online textbooks during class and have access to online content at home via BYOT (Bring Your Own Tech) philosophy.
1.6	Emphasize an environment of student-centered thinking whereby the student believes he/she is personally in charge of his/her education and therefore motivated to be responsible for the outcomes of learning.	Superintendent Director of C&L	Superintendent Administrators Faculty Students	Staff time; professional development; consistent formative assessments in core areas; development of Personalized Education Plan (PEP)	2011-12 school year (benchmark) ongoing	Every student has a PEP as part of their permanent record; PEP used in goal-setting conferences with students; PEP used at parent-teacher conferences; PEP evidence in site plans; utilize frequently measured outcomes.
1.7	Create a charter school that develops the PEP philosophy, uses online/hybrid learning, emphasizes enrichment and remediation, and sharpens the focus on STEAM. This allows the charter to develop these elements to a higher degree than is currently being seen in other CUSD schools.	Superintendent Director of C&L	Superintendent Administrators Faculty Principals Students Board	Staff time; new staffing needs; MOU agreements with charter/district	2012-13 ongoing	Charter application approval; school in operation Fall 2013; 50 students enrolled

Fiscal Action Plan for Board Goal #2

Board Goal: Communicate the District's fiscal prudence and stress the need for additional significant financial support in order to sustain and expand student success.

Strategy: We will demonstrate operational efficiencies, ensure learning drives the budget, and actively pursue new funding by communicating the impact that each dollar makes on the whole child.

Goal/Step	Action Steps	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
2.1	Continue work on building "dashboard" access to data retrieval for improved decision-making to target academic, financial, and personnel resources.	Superintendent Asst. Supt. of Business Services	Superintendent Asst. Supt. of Business Services Business Services staff	Staff time; professional development SDCOE staff assistance	2012 ongoing	Dashboards used first by CUSD business staff, administrators, teachers, Governing Board, and then finally the public.
2.2	Request renewal of the Students Achieving Through Technology in the 21st Century (SATT 21) grant from the Department of Defense Education Association (DoDEA); renewal of this $1.25 million grant would continue the 1:1 trend and encourage individualized learning for all students.	Superintendent Director of C&L	Superintendent Director of C&L Principals Site Faculty/Staff IT Staff (TRTs)	Staff Time Grant funding for professional development, hardware, and software	2009-2013	Ongoing assessment as required by grant; SATT 21 embedded into site implementation plans

Communication Action Plan for Board Goal #3

Board Goal: Improve the content and frequency of communications with and among shareholders by using written, digital, and face to face methods.
Strategy: We will reach consensus on effective school and community communication tools to access information, increase understanding, and improve relationships.

Goal/Step	Action Steps	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
3.1	Implement methods of feedback that best achieve the strategy.	Superintendent District Administrators	Superintendent District Administrators Faculty Parents Students	Staff time	2012 ongoing	Digital and physical evidence that communication is consistently and clearly posted on District website, Coronado Communiqué (newsletters), email/phone blasts, digital surveys, community forums, community or group calendars Investigate and implement social networking methods such as Facebook and Twitter
3.2	Inform shareholders of communication methods and how to view or create these methods via trainings	Superintendent District Administrators	Superintendent District Administrators Faculty Parents Students	Staff time	2012 ongoing	Professional development times/days for staff; Parent and student trainings or forums
3.3	Assess the communication methods using multiple measures	Superintendent District Administrators	Superintendent District Administrators Faculty Parents Students	Staff time to review assessments on an ongoing basis	End of each year and ongoing as needed	Survey data Qualitative data Shareholder feedback

Character Education Action Plan for Board Goal #4

Board Goal: Promote character education community-wide and encourage all shareholders to model the Six Pillars of Character.
Strategy: We will provide a safe and healthy school climate that celebrates the worth and strengths of each person.

Goal/Step	Action Steps	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
4.1	Character Education will be delivered to K-6 through specific lessons via integrated instruction or approved curriculum.	Director of C&L Principals	Director of C&L Principals Site Counselors Military Family Life Counselors (MFLCs) CUSD Faculty and Staff	Staff time to develop lessons and collaborate with colleagues	2012 ongoing	Student work samples as evidence of character education lessons; fewer behavior referrals; qualitative data reports from sites; Character Counts assemblies; Character Counts posted throughout campuses embedded into site implementation plans
4.2	Character Education in grades 7-12 will also be delivered through actual life experiences via Project Based Learning or community service.	Director of C&L Principals	Director of C&L Principals Site Counselors Military Family Life Counselors (MFLCs) CUSD Faculty and Staff Student Organizations	Staff time to develop lessons, collaborate with colleagues, and network with community-based resources	2012 Ongoing	Student work samples as evidence of character education projects; examples of student projects and experiences posted on website and promoted on CHS and CMS campuses (i.e., broadcasts, announcements, website, etc.) fewer behavior referrals; qualitative data reports from sites; embedded into site implementation plans
4.3	Develop an assessment plan to show the effectiveness of character education.	Director of C&L Principals	Director of C&L Principals Counselors CUSD Faculty and Staff Students	Staff time to develop site assessment	2012 ongoing	Qualitative and quantitative data from each site; Board report during 2011-12 school year; results communicated to shareholders; embedded into site implementation plans

Assessment Action Plan for Board Goal #5

Board Goal: Encourage a culture where all shareholders seek the highest level of performance and develop assessments that evaluate progress toward this goal.

Goal/Step	Action Steps	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
5.1	Implement district-wide the instructional process called Response to Intervention (RtI).	Assistant Superintendent of Student Services Director of C&L	Assistant Superintendent of Student Services Director of C&L CUSD Administrators CUSD Intervention Team CUSD Faculty and Staff	Staff time to develop CUSD Intervention Team; release and planning time for Team; Professional development for all CUSD staff	2011-13 school years (benchmark)	Response to Intervention organizational structure and plan communicated to all CUSD staff; Student Study Teams revised; Site RtI structure and plans embedded into site strategic plans; students receive appropriate tier interventions; improved student performance
5.2	Implement a system for sharing exemplary classroom best practices by setting criteria for best practices, establishing peer-sharing opportunities, and evaluating the impact of this practice.	Superintendent Director of C&L CUSD Administrators	Superintendent Director of C&L CUSD Administrators CUSD Faculty and Staff Vertical Teams	Staff time for horizontal and vertical teaming and collaboration; professional learning communities; Planning time for District Professional Development Days	2012 ongoing	Vertical Teams structure for all curricular areas, including Intervention and Technology to include release time for teams at least 3x/year; teacher evaluations; Common Core training
5.3	Elevate the importance of professional learning communities (PLC) as a best practice.	Superintendent Director of C&L CUSD Administrators	Superintendent Director of C&L CUSD Administrators CUSD Faculty and Staff	Staff time professional learning communities	2012 ongoing	PLC structure in place at all sites for faculty in all departments and grade levels, including intervention. PLC philosophy and expectations posted on District website. Common Core discussions should be prominent throughout these meetings.

Goal/Step	Action Steps	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
5.4	Create a new form of evaluation for all certificated staff , including administrators, that is designed to promote effectiveness, with multiple measures of assessment using input from all shareholders.	Superintendent Director of Human Resources	Superintendent Director of Human Resources Director of C&L CUSD Administrators Association of Coronado Teachers (ACT) Leadership CUSD Faculty	Staff time to develop evaluation instrument(s); Professional development for all CUSD faculty	2011-2013 ongoing	New evaluation instrument is approved by ACT and the Governing Board. New evaluation instrument is used as a process for continuous growth for all CUSD faculty and administrators.
5.5	Create a new form of evaluation for all classified staff as their job performance relates to student achievement. Develop criteria for assessing the impact on student achievement as it pertains to the idea of customer service philosophy from companies such as Nordstrom.	Superintendent Director of Human Resources	Superintendent Director of Human Resources CUSD Administrators CSEA Leadership CUSD Classified Staff	Staff time to develop evaluation instrument(s); Professional development for all CUSD classified staff	2011-2013 ongoing	New evaluation instrument is approved by CSEA and the Governing Board. New evaluation instrument is used as a process for continuous growth for all CUSD classified staff
5.6	Provide continuous formative assessments (i.e. Northwest Evaluation Association – Measures of Academic Progress) for all students that provide a high level of data to teachers and principals in order to inform instruction.	Director of C&L Principals	Director of C&L Principals CUSD Faculty and Staff IT and Business Services Departments Parents Students	Funding from SATT 21 Grant and CUSD; Staff time to coordinate MAP testing protocols and review data; IT department resources to ensure proper infrastructure for computer-based assessments; Business Services department as data link to NWEA; student-teacher-parent conference time	2012 ongoing	All students assessed using MAP 3x/year in ELA and Math. Teachers, students, and parents use data to set goals. MAP data used as multiple measure of CUSD student achievement.

List of Accomplishments from Past Strategic Plans

1. Identified members of the Department; include TRT positions by list of member responsibilities
2. Set roles and responsibilities for members by creating an organizational chart and revised annually. Completed December 2008
3. Develop plan for expanding department as needed and as financially able. Completed 2008
4. Defined state and national technology standards (2007) that are essential to Coronado Unified School District including collecting a wide variety of tech standards.
5. Established roles and responsibilities (2006) for Technology Resource Teachers (TRTs) for implementing staff development plans at each site; time expanded at CMS and CHS by CSF funding.
6. The GREAT Committee was formed (2007) and much information was obtained on ways to increase revenue. The recommendation from the Committee was that the only solution was to bring a Parcel Tax Election to the voters for an amount to be determined. To begin the process, the Committee recommended that an expert be hired to conduct a survey of the community as to the likelihood of a Parcel Tax being assessed by the electorate.
7. A professional survey was conducted in 2009 by Brad Senden of The Center for Community Opinion in San Ramon, CA. The results showed a Parcel Tax election would be poorly received by the voters with less than 40% favoring even a small amount of tax being assessed. Since the state requires a 66% approval of the voters, the Board decided to not pursue a Parcel Tax at this time.
8. The Board passed a resolution in 2010 favoring a state proposition to lower the approval rate needed to pass a Parcel Tax to 55%.
9. Special groups of shareholders were either created or continued including the following: Budget, Superintendent Teacher Advisory (STAC), Parent Leadership (P/CSF), Facilities, GREAT, City Leaders, Strategic Planning Teams for Site and District, Special Ed Parent Advisory (SEPAC), Community organizations, School Site organizations, Local Partnership Council (Navy/School), SC21 (Technology), Traffic Advisory, Board Workshops once a month.
10. Communication methods were analyzed and current opportunities used for dialogue that are effective were continued. Those that were not effective were ended or combined for more efficient effectiveness. A list of individuals who will provide the messages was developed. Options to increase parent/teacher conferences at the elementary level to 2x per year were evaluated and found to be not necessary.
11. Surveyed parent community on availability of electronic communication; Determined non-electronic alternatives; Analyzed webpage content and usage; Selected community websites with whom to align the District webpage; Publicized simple web address; Provided Board Meeting Agendas electronically on District website.
12. Completed articles in Eagle Journal for several months on financial crisis, 21st Century Learning goals, and aquatic facility plan clarification.

2010-2011 Accomplishments

1. Virtualized services such as cloud computing by contracting with the San Diego County Office of Education for data storage or warehousing. This service included migration of data, onsite/offsite backup, and retrieval.
2. Supported a resolution favoring a state proposition to lower the approval rate needed to pass a Parcel Tax to 55%.
3. Established multiple opportunities for more open dialogue with all shareholders in the community
4. Promote electronic communication and provide non-electronic alternative
5. Offered more written information to the community
6. Called for an Education Summit in Coronado to begin with the District Strategic Planning session in January and February 2011.
7. Encouraged district-wide collaboration by creating four days of professional development for all district staff in 11-12.
8. Character Education promoted community-wide by Board resolution, City Council Resolution, endorsement by parent organizations, CSF, and various community groups such as Chamber of Commerce, Rotary Club, Optimist Club, etc.
9. Implemented the NWEA MAP formative assessments and made plans for continuing that implementation in 11-12.
10. Improved the performance of SATT 21 implementation and increased the number of digital devices. Made application to DODEA for continuation of SATT 21 grant.
11. Created three days of professional development in 11-12 (Board approved in June) and began making plans to implement.
12. All strategic plans were performed and the planning process was realigned.

2011-2012 Accomplishments

1. Strengthened virtualized services for data storage including data migration, onsite/offsite backup, and retrieval.
2. Repaired and improved network infrastructure; moved Exchange 2003 services to virtual servers and upgraded to Exchange 2010
3. Supported a resolution favoring a state proposition to lower the approval rate needed to pass a Parcel Tax to 55%.
4. Established multiple opportunities for more open dialogue with all shareholders in the community, including an Educational forum and a Calendar Forum
5. Began the District Strategic Planning session in November 2011 to allow all other sites/departments to follow Board goals.
6. Encouraged district-wide collaboration by creating three days of professional development for all district staff
7. Character Education promoted community-wide by Board resolution, City Council Resolution, endorsement by parent organizations, CSF, and various community groups such as Chamber of Commerce, Rotary Club, Optimist Club, etc.
8. Implemented the NWEA MAP formative assessments to another 800 students bringing the total student count to over 1200
9. Implemented *Write On!*, a formative and summative District writing assessment for K-5
10. Conduct a needs assessment with Strategic Plan participants in November 2011 to determine the specific ways to communicate with groups.
11. Determined which communication forms work best for different groups.
12. Began to implement methods of feedback that best achieve the strategy of reaching consensus on effective school and community communication tools to access information, increase understanding, and improve relationships.
13. Developed a stronger relationship with Coronado SAFE using the Six Pillars of Character as the foundation for all learning
14. Began to implement instructional process called Response to Intervention (RtI)
15. Implemented Vertical Team structure in all school sites for sharing exemplary classroom best practices
16. Elevated the importance of professional learning communities (PLC) as a best practice to all staff

![Coronado Unified School District logo](palm tree)

Coronado
Unified School District

Special Education
Early Childhood

QUALITY EDUCATION FOR LIFE

Strategy: Promote Knowledge
Action Plan: 1
Update: SY 2012/13

STRATEGY: Promote knowledge of early childhood services for all children
ACTION PLAN: Expand continuum of options for early childhood services

Board Goal	Step No.	Key Actions	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
2	1.1	Communicate Early Childhood Literacy program results to district staff and parents	Assistant Superintendent, Site Administrators, Teachers	Assistant Superintendent, Director of Curriculum and Learning, Special Education Teachers, Site Administrators	Staff time	SY 2012/13 On-going	Collect Early Childhood literacy program student data , Present student data to staff and parents, Site level communication distributed to staff and parents for effectiveness
2	1.3	Investigate use of pre-school to generate income for district	Assistant Superintendent, Associate Superintendent Director of Curriculum and Learning	Associate Superintendent Assistant Superintendent, Director of Curriculum and Learning, Elementary Site Administrators	Staff time	SY 2012/13 On-going	Present plan to Superintendant for approval

Special Education
Early Childhood

QUALITY EDUCATION FOR LIFE

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These key actions have been accomplished, continue to be implemented at our site, and are part of our Strategic Plan.	

Goal/Step	Key Actions	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
3,4,5	Support high school and college internships in early childhood education, Seek grants	Assistant Superintendent, Site Administrators, Director of Curriculum and Learning, IHE staff	Site Administrators, Early Childhood Teachers, Related Service Providers, High School Students	Staff time, Professional development, Fiscal support	On-going	Operationalize Intern Program, Student Intern Portfolio, Testimonials from successful students
2	Support Early Childhood Literacy program	Associate Superintendent, Assistant Superintendent, Site Administrators, Director of Curriculum and Learning	Site Administrators, Early Childhood Teachers, Contract trainers	Staff time, Professional development, Fiscal support	On-going	Curriculum researched, Curriculum purchased, Staff training, Program implemented, Ongoing evaluation of program impact

Special Education
K-12

QUALITY EDUCATION FOR LIFE

Strategy: Increase Knowledge
Action Plan: 1
Update: SY 2012/13

STRATEGY: Increase staff knowledge of K-12 special education
ACTION PLAN: Develop vertical planning process to ensure consistent k-12 articulation

Board Goal	Step No.	Key Actions	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
2	1.1	Communicate literacy program results to district staff and parents	Assistant Superintendent, Site Administrators, Teachers	Assistant Superintendent, Director of Curriculum and Learning, Special Education Teachers, Site Administrators	Staff time	SY 2012/13 On-going	Collect literacy program student data , Present student data results to staff and parents
2	1.2	Continue cross training & generalization of Assistive Technology and literacy programs into general education	Assistant Superintendent, Director of Curriculum and Learning, Site Administrators	Assistant Superintendent, Director of Curriculum and Learning, Site Administrators, Site Teachers	Staff time	SY 2012/13 On-going	Assistive Technology tools and literacy programs in general education classes
1,3,4,5	1.3	Create Special Education & Student Services Newsletter to provide updates on staff training opportunities	Assistant Superintendent Student Services, Administrative Assistant Student Services	Site Administrators, Special Education Staff, General Education Staff, Volunteer Staff	Staff time	SY 2012/13 On-going	Newsletter, Attendance Logs, Feedback from training attendees

QUALITY EDUCATION FOR LIFE

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Goal/Step	**Key Actions**	**Who's Responsible**	**Who's Involved**	**Resources ($, People, Time)**	**Timeline**	**Evidence of Implementation**
1,3,5	Support education and training program for all teachers in the area of district literacy programs, e.g., LANGUAGE!, & Read Well	Assistant Superintendent Student Services, Site Administrators	Associate Superintendent, Assistant Superintendent Student Services, Site Administrators, School Psychologists, Related Service Providers	Professional development, Staff release time	On-going	Professional development materials, Professional development attendance Logs
3,5	Enhance articulation between SST, Intervention Programs, §504 and IEP: Education and Collaboration	Assistant Superintendent Student Services, Director of Curriculum and Learning, Site Administrators	Site Administrators, Special Education Staff, General Education Staff	Professional development, Staff release time	On-going	Training logs, *Student/ parent/ teacher feedback to show coordination of all interventions*

Special Education
Transition

QUALITY EDUCATION FOR LIFE

Strategy: Increase Knowledge
Action Plan: 1
Update: SY 2012/13

STRATEGY: Increase knowledge of Transition and Workability services
ACTION PLAN: Develop vertical planning process and increase awareness

Board Goal	Step No.	Key Actions	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
1,3,5	1.1	Increase knowledge of Transition Program to all special education parents	Assistant Superintendent, Transition Teacher	Assistant Superintendent, Transition teacher, Student Services Administrative Assistant	Staff time	SY 2012/13	Attendance at SEPAC meetings, Transition page on Coronado Unified School District web site
1,3,5	1.2	Increase awareness of Workability Program to special education staff and parents	Assistant Superintendent, Workability Coordinator, Workability Coach	Workability Coordinator, Workability Coach, Student Services Administrative Assistant	Staff time	SY 2012/13	Attendance at SEPAC meeting, Workability Page on Coronado Unified School District Web Site, Newsletter, Staff Development at Secondary Schools SPED Staff Meetings

QUALITY EDUCATION FOR LIFE

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Goal/Step	Key Actions	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
1,3,5	Support transition curriculum at Coronado High School	Assistant Superintendent Student Services, Site Administrators, Transition teacher	Assistant Superintendent , Site Administrators, Special Education Teachers	Staff time, Professional development, Curriculum	On going	Teacher data collection, Student work samples, Feedback from students related to learning
3	Attend site level department meetings at Coronado High School and Coronado Middle School	Assistant Superintendent Student Services, Transition Teacher	Site Administrators, Special Education Department Chairs, Special Education Teachers	Staff time	On-going	Attendance logs, Agenda and minutes
1,3,5	Implement WorkAbility process guide	Assistant Superintendent, Site Administrators	Transition Teacher, Special Education Teachers, WorkAbility Job Coach	Staff time, Professional development	On-going	Process guide, Flow chart, Feedback from teachers, WorkAbility Coordinator and WorkAbility Job Coach

QUALITY EDUCATION FOR LIFE

Strategy: Enhance Awareness
Action Plan: 1
Update: SY 2012/13

STRATEGY: Enhance the awareness of District staff and families with regard to the role of Health Services
ACTION PLAN: Create vertical planning for the uniform implementation of Health Services

Board Goal	Step No.	Key Actions	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
3,5	1.1	Create and implement standards & procedures regarding student health and emergency matters	Assistant Superintendent Student Services, District Nurse	District Nurse, Health Technicians	Staff time	SY 2012/13 On-going	Standard of Procedures developed and implemented district wide, Make information available for staff and parents
3, 5	1.2	Review Board Policies and Administrative Regulations to ensure district/site policies and practices are aligned	Assistant Superintendent Student Services, District Nurse	Assistant Superintendent Student Services, District Nurse	Staff time	SY 2012/13 On-going	Revision of district/site policies if needed. Information dispersed to all sites to ensure consistent information provided to staff and parents. Review site distribution of policies and practices annually to ensure ongoing consistency

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Goal/Step	**Key Actions**	**Who's Responsible**	**Who's Involved**	**Resources ($, People, Time)**	**Timeline**	**Evidence of Implementation**
3,5	Engage Health Services in prevention program with focus on healthy diets and exercise	Assistant Superintendent Student Services, District Nurse, Director of Curriculum and Learning	District Nurse, Site Administrators, Health Technicians	Curriculum, Professional development	On-going	Written outline of prevention progress, Meeting logs, Feedback from site administrators, staff, and parents
3,5	CPR training available for all staff	Associate Superintendent, Assistant Superintendent, District Nurse	Human Resources, District Nurse, Health Technicians, Outside Contractor	Curriculum, Professional development; Fiscal support	On-going	Certification logs, Recording effective implementation when appropriate

QUALITY EDUCATION FOR LIFE

Strategy: Clarify Requirements
Action Plan: 1
Update: SY 2012/13

STRATEGY: Clarify requirements related to residency as it pertains to Interdistrict transfers
ACTION PLAN: Operationalize District policy and procedures

Board Goal	Step No.	Key Actions	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
4	1.1	Investigate the potential effects to the district regarding the promotion of interdistrict transfers in support of specialized programs	Assistant Superintendent Student Services	Superintendent Cabinet, Administrator Cabinet	Administrator time	SY 2012/13	Recommendation for action/non-action on identified programs
3	1.2	Review updated Board Policies and Administrative Regulations with necessary school personnel to ensure all are aware of current policies as they pertain to residency and enrollment matters	Assistant Superintendent Student Services	Assistant Superintendent, Administrative Assistant Student Services, Site Administrators, Site Registrars, Staff Time	Administrator time, Staff time	SY 2012/13	Meeting Agenda Attendance Log

QUALITY EDUCATION FOR LIFE

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Goal/Step	Key Actions	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
4	Consideration by District that children of staff be given priority through interdistrict transfer process	Assistant Superintendent Student Services	Superintendent Cabinet	Administrator time	SY 2011/12	Recommendation brought to Superintendent for Board approval, Memorialized in Board Policies and Administrative Regulations
3	Developed objective guidelines in Administrative Regulations regarding interdistrict transfer process	Assistant Superintendent Student Services	Assistant Superintendent, Administrative Assistant Student Services	Administrator, Staff time	SY 2011/12	Memorialized in Administrative Regulations

QUALITY EDUCATION FOR LIFE

Strategy: Increase Options
Action Plan: 1
Update: SY 2012/13

STRATEGY: Increase counseling options District-wide
ACTION PLAN: Develop vertical planning process

Board Goal	Step No.	Key Actions	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
3,4,5	1.2	Support buddy system for potential at-risk students at all sites	Assistant Superintendent Student Services, Site Administrators , Counselors	Site Administrators, Counselors	Professional development	SY 2012/13 On-going	List of potential buddies provided to Site Administrators and Counselors
3,4,5	1.3	Support staff development program for at-risk student intervention	Assistant Superintendent Student Services, Site Administrators, Counselors	Site Administrators, Counselors	Professional development, Release time for training and implementation	SY 2012/13 On-going	Staff development dates and agendas, Feedback from participants regarding student impact

QUALITY EDUCATION FOR LIFE

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Goal/Step	**Key Actions**	**Who's Responsible**	**Who's Involved**	**Resources ($, People, Time)**	**Timeline**	**Evidence of Implementation**
3,4,5	Meet with at risk groups to develop individual learning plans	Assistant Superintendent Student Services, Site Administrators, Counselors	Site Administrators, Counselors	Professional development, Release time for training and implementation	On-going	Individual Learning Plans in place for students, Feedback from Site Administrators and Counselors regarding student needs, Feedback from parents and students

QUALITY EDUCATION FOR LIFE

Strategy: Operationalize Process
Action Plan: 1
Update: SY 2012/13

STRATEGY: Operationalize the student discipline process for students at-risk and/or recommended for suspension/expulsion
ACTION PLAN: Develop vertical planning process to ensure consistent treatment of all students

Board Goal	Step No.	Key Actions	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
2,3,4,5,	1.1	Develop pre-suspension/expulsion "Progressive Discipline" programs to include mentor programs and counseling	Assistant Superintendent, Site Administrators	Site Administrators Site Counselors, School Psychologists, Teachers	Staff Time	SY 2012/13	Program at all sites, Service logs
2,3,4,5	1.2	Develop a hierarchy of consequences that are clear, defined, and followed; not punitive but productive, Investigate training in restorative justice	Assistant Superintendent, Site Administrators	Site Administrators, Counselors, School Psychologists, Teachers	Staff Time	SY 2012/13	Written consequences, Hierarchy developed, Training logs
2,3,4,5	1.3	Teachers and Administrator training regarding Ed. Code requirements to ensure articulation site to site	Assistant Superintendent, Site Administrators	Assistant Superintendent, Site Administrators District Legal Counsel	Staff Time, Professional Development, Fiscal support	SY 2012/13 On-going	Professional development, attendance logs

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Goal/Step	Key Actions	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation

STUDENT SERVICES STRATEGIC PLAN

Child Welfare and Attendance
Student Attendance Review Team (SART)/Student Attendance Review Board(SARB)

QUALITY EDUCATION FOR LIFE

Strategy: Operationalize Process
Action Plan: 1
Update: SY 2012/13

STRATEGY: Operationalize the attendance intervention process District-wide
ACTION PLAN: Develop vertical planning process to ensure consistent administration

Board Goal	Step No.	Key Actions	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
2,3,4,5	1.1	Support attendance incentives, rewards & recognition with limitations… Attach to being good citizens	Superintendent, Associate Superintendent, Assistant Superintendent, Site Administrators	Site Administrators, Counselors, Psychologists, Teachers	Staff Time	SY 2012/13 On-going	Incentives identified, Log of awards provided, Attendance logs indicate improvement
2,3,4,5	1.2	Develop Peer Tutoring program for High School Students who need a makeup day e.g., tutor at CHS/CMS Saturday School, and/or Campus Beautification projects	Associate Superintendent, Assistant Superintendent, Site Administrators	Site Administrators, Counselors, Teachers	Staff Time, Fiscal Support	SY 2012/13 On-going	Attendance logs, Fiscal logs of ADA recoup

1 | CWA (SART/SARB)

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Goal/Step	**Key Actions**	**Who's Responsible**	**Who's Involved**	**Resources ($, People, Time)**	**Timeline**	**Evidence of Implementation**
2,3,4,5	Support Saturday School District-wide to recoup ADA and as an enrichment opportunity involving community members, seminars, etc	Associate Superintendent, Assistant Superintendent	Site Administrators, Counselors, Teachers, Community Members	Staff Time, Fiscal Support	On-going	Attendance logs, Fiscal logs, Feedback survey from students, parents, and community members participating

STUDENT SERVICES STRATEGIC PLAN

Child Welfare and Attendance
Crisis Response and Threat Assessment

QUALITY EDUCATION FOR LIFE

Strategy: Operationalize the Process
Action Plan: 1
Update: SY 2012/13

STRATEGY:: Operationalize Process and Increase Awareness of the crisis response and threat assessment process for the District
ACTION PLAN: Develop vertical planning process to ensure consistent intervention District-wide

Board Goal	Step No.	Key Actions	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
3	1.1	Increase awareness of Crisis Response Team (CRT) with District-wide and site specific plans	Associate Superintendent, Assistant Superintendent, Site Administrators	Associate Superintendent, Assistant Superintendent, Site Administrators, Counselors, School Psychologists, Contractors	Staff Time, Professional development, Fiscal support	SY 2012/13 On-going	List of CRT members, Budget, Training log, Review of District and Site Plans periodically to insure appropriate implementation
3	1.2	Implementation of crisis intervention training to reinforce the role of personnel at the District and Site levels	Assistant Superintendent, Site Administrators	Associate Superintendent, Assistant Superintendent, Site Administrators, Counselors, School Psychologists	Staff Time, Professional development, Fiscal support	SY 2012/13 On-going	Flow Chart, Attendance Log

Coronado
Unified School District

QUALITY EDUCATION FOR LIFE

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Goal/Step	Key Actions	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
3	Support model and district plan for crisis response and threat assessment	Assistant Superintendent Student Services, Site Administrators	Assistant Superintendents, Site Administrators , Counselors, School Psychologists, Contractors	Staff Time, Fiscal support	On-going	Model plans brought to Superintendent' s and Administrator's Cabinet
3	Review District plans as appropriate to facilitate discussion and new learning	Assistant Superintendent Student Services, Site Administrators	Associate Superintendent, Assistant Superintendent, Site Administrators , Counselors, School Psychologists, Contractors	Staff Time	On-going	Attendance Log, Meeting Agenda

QUALITY EDUCATION FOR LIFE

Strategy: Increase Knowledge
Action Plan: 1
Update: SY 2012/13

STRATEGY: Increase staff and parent knowledge of §504
ACTION PLAN: Operationalize the process, requirements & services under §504

Board Goal	Step No.	Key Actions	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
3	1.1	Research current requirements under §504	Assistant Superintendent Student Services	Associate Superintendent, Assistant Superintendent Student, Administrative Assistant Student Services, Legal Counsel	Staff time, Fiscal Support	SY 2012/13	Best practices identified
3	1.2	Revise current §504 practices to reflect current requirements	Assistant Superintendent Student Services	Assistant Superintendent Student Services, Administrative Assistant Student Services, Legal Counsel	Staff time	SY 2012/13	Develop and Implement revised 504 forms district-wide
3,5	1.3	Provide District staff with professional development regarding §504	Assistant Superintendent Student Services	Assistant Superintendent Student Services, Site Administrators, Counselors Legal Counsel	Staff time, Professional development, Fiscal Support	SY 2012/13	Staff development logs, Feedback survey from district staff
3,5	1.4	Implement revised §504 process	Assistant Superintendent Student Services	Assistant Superintendent Student Services, Site Administrators, Counselors	Staff time	SY 2012/13	Student 504 Plan

QUALITY EDUCATION FOR LIFE

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Goal/Step	Key Actions	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation