



MBUSD BOARD GOALS 2018-19

MBUSD provides a safe, learner-centered, engaging and challenging environment that focuses on inquiry and problem solving. MBUSD creates opportunities that foster collaboration, innovation, persistence and curiosity, inspiring students to be lifelong learners who contribute responsibly to their community and the world.

1) **Maximize success for all students.**

- a) Improve student achievement through teachers further implementing research-based personalized learning strategies.
 - Develop and provide a *Guaranteed and Viable Curriculum*.
 - Continue development and implementation of curriculum maps.
 - Create, administer, and analyze common formative and summative assessments for all content areas K-12 in order to enhance each school's ability to measure rigor, relevance and coherency on an ongoing basis.
 - Use relevant data to personalize learning, including reteaching or providing extension activities.
 - Evaluate program and student success, potentially through Professional Learning Communities (PLCs), using a variety of data points.
 - Develop a multi-tiered system of supports (MTSS) utilizing personalized learning strategies for students above, at, and below grade level standards:
 - Utilize appropriately challenging and enriching strategies for all students by modifying the depth, complexity, pacing, and structure of lessons and assignments to meet individual needs.
 - Ensure teacher awareness of students with exceptional needs.
 - Use data to determine needed interventions for students not meeting proficiency.
 - Identify students who need varying levels of support to master curriculum and provide appropriately targeted intervention.
 - Increase utilization of Personalized Learning Collaborators.
 - Promote belief in a growth mindset.
 - Utilize benchmarks to measure the implementation and effectiveness of personalized learning strategies.
 - Strengthen home-to-school connections and community partnerships in order to increase understanding of the work that has been done to implement personalized learning strategies and the plans to further this work.

- Infuse the Eight Standards for Mathematical Practice into daily mathematics instruction through performance tasks, conferring, small group instruction, teacher to student discourse, and student to student discourse using:
 - Cognitively Guided Instruction (CGI).
 - Balanced Mathematics 6-12: conceptual understanding, application, and procedural and skill fluency.
 - Further integrate NGSS throughout all grade levels by emphasizing CER (Claim Evidence Reasoning) scientific writing.
 - Continue refining the implementation of a Balanced Literacy approach with a focus on conferring and small group instruction.
 - Explore the new California History-Social Science Framework in grades 6-12.
 - Reexamine technology use for students in grades 3-12.
 - Integrate elements of science, technology, engineering, arts and mathematics (STEAM) into the instructional program at all levels:
- b) Create a culture of inclusion and care that supports and engages all students, staff, stakeholders and community members.
- Create a uniform vision and strategy for social emotional wellness and character development throughout the district.
 - Identify sources of student stress and provide resources and strategies for students, parents, and staff.
 - Implement and support mindfulness activities and Second Step curriculum.
 - Proactively address and educate students on issues of wellness
 - Expand and leverage the work of organizations such as Beach Cities Health District and South Bay Families Connected to parents in all schools.
 - Continue to study then implement secondary bell schedules for MBMS and Mira Costa High School that promote high-quality instruction, reduce student stress, and include a student advisory system.
 - Identify overarching core values to provide coherence among the character education efforts of each school site and the work of the EMPact, SEW, SEAC, and PBIS Committees.
 - Incorporate the themes of the STAND UP commitment into ongoing practices at each school site.
 - Examine and develop ways to measure inclusion and character education efforts
 - Comprehensively examine school and district policies and practices to help reduce student stress.
 - Analyze student attendance and absence data, including school sponsored overnight trips and unexcused absences, to consider, develop, and refine district policies and procedures that will support a culture of full attendance, reduce absenteeism, and also recognize the impact of non-school day requirements on social emotional wellness, teaching and learning.

- Work with the community on the critical issues of cultural sensitivity, empathy, digital citizenship, and social emotional wellness.
 - Utilize technology to personalize learning
 - Continue to incorporate local assessments and other local data into the Aeries Student Information system.
 - Maximize the use of data, including data in the Aeries Student Information System, to accurately record, analyze, and disaggregate data to inform improvement plans for individual students and for schools and the district as a whole.
 - Continue to implement the District’s learning management systems including Canvas and e-Backpack
 - Continue communicating with the entire MBUSD community through a variety of methods to share successes and information on District programs and board goals.
 - Effectively communicate information from committees and other working groups with their represented stakeholders so that those stakeholders can provide feedback and participate in ongoing discussions.
 - Develop MTSS structures utilizing Positive Behavior Intervention Strategies (PBIS) for students who need behavioral, attendance, and/or social emotional support.
 - Share PBIS strategies with the MBUSD community.
 - Continue training school teams in PBIS strategies in order to create school environments that model excellence in trust, respect, and professionalism.
- c) Continue to develop and implement plans to ensure that all campuses provide a safe and secure learning environment for all students and staff, and that all stakeholders are prepared to be appropriately responsive in emergency situations.
- Provide job and safety-related professional development opportunities for certificated and classified staff, substitute employees, and grounds supervisors.
 - Follow up on the August 20 safety presentations by MBPD and MBFD with several professional development workshops at each site in the District.
- d) Develop leadership and talent at all levels to build instructional capacity, in order to replicate and build upon best practices districtwide.
- Use teacher collaboration time to foster reflection and professional growth to examine the following questions:
 - What do we expect students to learn? (curriculum maps/goals/expectations)
 - How will we know they are learning? (assessment)
 - How will we respond when they don’t learn? (intervention)
 - How will we respond if they already know it? (gifted/accelerated)
 - Develop Teacher-Leaders at all levels in all departments.

- Collaborate with other districts to provide professional learning cadres for teacher-leaders and administrators.
- Support employees through BTSA and Administrator Induction Program.
- Provide professional development for certificated staff targeted on closing the gap between research and practice, resulting in consistency in all district classrooms with:
 - Going beyond memorization; focusing on conceptual understanding and real life application.
 - Personalized and differentiated learning.
 - Learner-centered classrooms that regularly incorporate inquiry, discovery, research, application, high quality practice, collaboration, communication, and creativity.
- Provide professional growth opportunities for all administrators in the District
 - MBUSD specific workshops
 - Collaboration with local and comparable districts
 - Safety and emergency response training
- Mentor and develop new Coordinator of Special Education, and support newly acquired SELPA Regionalized Special Education Programs
- Publicize the role of district vice principals and help them to be more visible leaders.

2) Maintain a Comprehensive Plan for Operational and Long-Term Infrastructure Needs.

- Utilize the Measure C and Measure EE bond programs to develop strategies to ensure that District's facilities include a well-maintained infrastructure and are designed to maximize student safety and security and meet the needs of the instructional program.
- Continue to communicate and maintain transparency in budget process.
- Monitor and manage reserve levels and projected future increases to expenditures in order to maintain a sufficient fund balance to ensure ongoing fiscal solvency while also utilizing an appropriate amount of available funding to meet current needs.
- Monitor both certificated and classified staffing levels to ensure appropriate ratios to meet instructional, safety, facility, and maintenance needs.
- Utilize the Health Benefits Committee to monitor costs of health and welfare benefits and ensure that the District continues to offer cost effective high quality benefits packages.