

Goal 01: Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options using both in-person and distance learning instructional opportunities.

Actions

01.01: Professional development:

Develop and execute a comprehensive PD plan for teachers and paraprofessionals that focuses strengthening teacher understanding of the RLA and Math programs, but also provides training on on some of the following: intervention systems (academic, social-emotional, behavioral), ELD Standards, digital learning resources and Cultural Proficiency.

01.02: Assessment system:

Provide a diagnostic and formative assessment system (Dibels, STAR Reading & Math) in RLA and Math for K - 6th grade that provides information on student learning loss, and individual student learning needs.

01.03: Interventions (academic supports):

Provide a tiered RTI program in both RLA and Math that provides appropriate instruction to address the needs of students who are in need of additional support including: early screening, progress monitoring, student development of academic goals, additional instructional supports to address academic gaps, teacher collaboration to address barriers to academic success, intervention supports and referrals to the Student Study Team (SST), and an Intervention teacher to coordinate the RTI program.

01.04: EL support:

Provide a comprehensive ELD program for all ELs that includes both Intergrated ELD and Designated ELD. This program will be coordinated by the Intervention/Literacy Teacher and will include one IA who will work with the Intervention / Literacy Teacher to provide additional support to the EL population.

01.05: Traditional and digital curriculum:

Ensure that all students have access to CASS aligned curriculum in core subjects. Continue to research and evaluate science and PE CASS aligned materials.

01.06: Expanded learning opportunities:

Provide instructional small group support to close learning loss gaps utilizing both classroom teachers and the Intervention Teacher and instructional aides. In addition, provide expanded learning opportunities in partnership with YMCA after school as well as during summer and holiday school breaks.

01.07: Bilingual instructional support:

Provide bilingual IA to support ELs in their ELD and other learning as well as to provide outreach to their families.

01.08: Utilize the services of a CalPads consultant:

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01.09: Special Education Consortium:

Participate in the Santa Ynez Valley Special Education Consortium

01.10: 7th & 8th grade student MOU:

Continue MOU with the Solvang School District for the education of Ballard's 7th & 8th grade students.

Goal 02: Maintain a school environment that is physically, socially and emotionally safe and welcoming to all students, parents and community members causing connectedness with the school to increase.

Actions

02.01: School climate activities:

Continue to provide activities designed to increase student and parent engagement and connectivity with the school. These include in school activities like *Character Counts* with monthly recognition and student awards assemblies, field trips, enrichment classes and outside speakers. These also include after school activities like tutorial, enrichment activities, and *Homework Club*.

02.02: Interventions (behavior supports):

Support students who face barriers to academic achievement by: monitoring progress using an early intervention screener, coaching students in developing goals and assessing their progress, collaborating with colleagues to address barriers to success, facilitating intervention supports and referrals to the Student Study Team (SST) and continuing outreach to families.

02.03: Interventions (social emotional supports):

Implement social emotional supports including: superintendent and teachers contacting parents to determine school participation barriers for students, hiring a school counselor to provide education support and counseling services and utilizing the Second Step SEL program.

02.04: Improved Attendance Actions:

Communication to all educational partners at start of school year regarding the importance of attendance. Use letters to families reporting on excessive absences and tardies. Meet with parents of students identified as chronically absent (prior year) at the beginning of the school year and meet with the parents of those students approaching 'chronically absent' during the school year. Participate with SARB as needed.

02.05: Teachers collaboration:

Teachers regularly utilize time built into the school year calendar (non-student days, preparation periods, and minimum days) to collaborate with each other, identify the learning needs of every student, and plan for differentiated instruction. (2 additional teacher days prior to the beginning of the school year.)

02.06: Learning Environment:

Superintendent/principal, teachers, and staff develop and implement safe and healthy learning and work environment guidelines and protocols based upon resources and information provided by the California Department of Education, California Department of Public Health, and the Centers for Disease Control and Prevention to address the safety needs of all students and staff members.

02.07: Climate surveys:

Survey parents, certificated staff, classified staff and students annually using the ESE Climate survey or comparable survey tool. Share and discuss the results at a staff meeting and also at a PTA meeting.

02.08: Special Ed Services:

Provide special education services such as: speech / language therapy, counseling, physical / occupational therapy and orientation and mobility services, to all students who qualify.

Goal 03: Maintain high levels of parent and community participation in and connectedness with the schools will increase.

Actions

03.01: Parent communication:

Continue to utilize Parent Square, email and the school website to regularly communicate with parents.

03.02: Parent Survey:

Survey parents annually regarding priorities for the district, district execution on objectives, and parent perceptions of safety and the academic program.

03.03: PTA Partnership:

In partnership with the PTA, host two evening events related to issues relevant to parenting issues. Work with the PTA's social media chair to provide information about and promote both the PTA and the district

Goal 04: Ensure that all students receive a broad course of study.

Actions

04.01: Broad course of study:

Ballard will employ and/or contract with the following part time personnel as available: Technology educator, Music educator, School Garden educator, Science Teacher, Arts Outreach, and Physical Education educator. Students will also have the opportunity to participate in a variety of before and after school enrichment classes. These may include: science, technology, art, etc.

04.02: Technology support:

Provide a technology consultant to support teachers in utilizing technology including Parent Square and Google Classroom to communicate with parents about classroom activities.

04.03: Technology Access:

Purchase additional hardware and software to ensure that all students have access to a learning device that has connectivity. Ensure that technology hardware is working and well maintained.

04.04: :

Increase TK instructional time during the year by including all students with birthdays between 9/2 and 2/2.

04.05: :

Develop and implement, more project based activities that are aligned with CASS including STEAM units and lessons.
