



Strategic Plan

from

2012 to 2017

The Systems Thinking Approach™

Part of a
Yearly Strategic Management System Cycle
(Planning—Leadership—Change)

National School District
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Introduction



Welcome to our Strategic Plan. This document is the dynamic blueprint for the growth of the National School District through the 21st century. It is the product of six months of intensive discussions by the Planning Team members and members of the National City community. Dr. Sheridan Barker of the Centre for Strategic Management TM in San Diego was our planning consultant and facilitator.

We now have a vision of where we want to be, an assessment of where we are now, and a set of criteria to measure our progress. We have defined the values that describe how we do business and developed a list of strategies and priorities to move us from where we are to where we want to be.

The future is uncertain. We will always be faced with change, so we need to manage change rather than react to it. This planning process has provided us with a system to lead, manage, and change the National School District in a well-planned, integrated manner based on our strategies. This systems approach also provides a management process that will change the way we do business day-to-day. The priorities from the plan become the priorities for our annual budgets, assuring that we focus our resources in those areas that move us toward our vision.

The Planning Committee is to be commended for their imagination, dedication, and perseverance throughout this process. I appreciate the vision and dedication that each person who worked on this project brought to this process.

A plan is of little value by itself. This document is the first step toward creating a high-performance, customer-focused organization that will benefit all stakeholders – our parents and students, our employees, the Governing Board, and all those with whom we do business. Our work in implementing this plan over the next few years will support our efforts to Create Successful Learners, Now!

Christopher Oram, Ed.D.
District Superintendent

NATIONAL SCHOOL DISTRICT

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Creating Successful Learners... Now

A Yearly Strategic Management System (Planning—Change—Leadership)

Topic

Five Phases

Environmental Scan.....

E

Creating Our Ideal Future.....

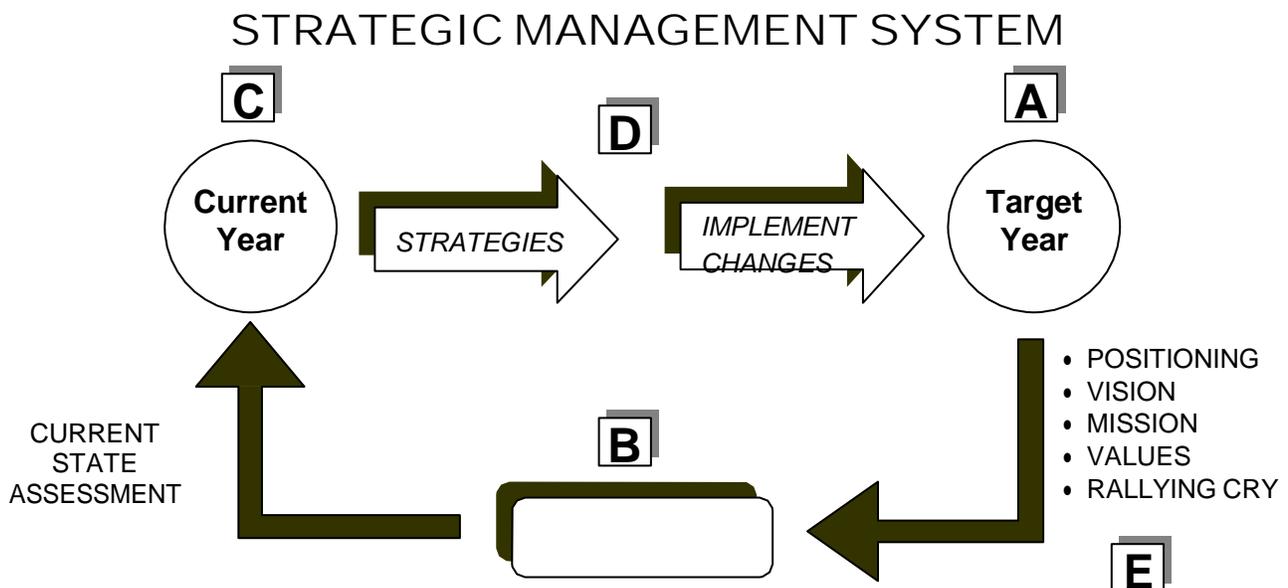
A

Measurements of Success

B

C

D



(SKEPTIC)

These are our projections of trends we anticipate out to the Year 2017 and beyond. We have asked ourselves, “What will or may change during the next 5 years that could impact the success of our strategic plan?”

- S Socio-Demographic Changes:**
 - Aging population
 - Gentrification of National City
 - High percentage of teacher retirement
- K Competition:**
 - Charter schools, online schooling, and home schooling
 - Loss of student enrollment
- E Economic Conditions:**
 - Retirement reform
 - Recession continuing
 - Global economics impacting local economics
- E Environmental Issues:**
 - Poor air quality
 - Increasing “green” awareness
 - Rising cost of fuel
 - Push for healthier families & food
- P Political and Legislative Climate:**
 - NCLB moving toward growth targets
 - Expansion of charter schools
 - PERS/STRS changes
- T Technology Projections:**
 - 1 – 1 computing
 - All assessments online
 - Teacher lessons shared district-wide
 - Importance of computers and internet
- I Industry of Education Changes:**
 - Less content instruction and more problem solving
 - Less direct instruction and more self-directed learning
 - More focus on critical thinking skills
 - Flexible learning settings
- C Customer Changes:**
 - Business & society needs critical thinkers
 - Strong work ethic
 - College and career ready
 - Real world focus

Critical Issues List

This is a brainstormed list by district leadership, including the Board of Trustees, Spring 2011. It is not ranked, nor detailed; it simply lists concerns facing the District in the near future.

- Common Core standards
- Economically disadvantaged families
- National reauthorization of *No Child Left Behind* (NCLB) legislation
- Increased class size
- Ongoing professional development
- Educational funding
- Facilities upgrade
- Preparing students for the real world, global society
- Technology integration
- Changing organizational and community culture
- Divide between the four generations in the workforce: Traditionalists (born 1900-45), Baby Boomers (1946-64), Gen-X (1965-80, and Millennials (1981-1999)
- Divide between “haves” and “have-nots”
- Public education under attack
- Family support systems
- Finance challenges – dwindling resources
- Staffing and morale
- Community demographics
- Critical thinking
- Building better relationships
- Keeping up – technology changes and staff training
- 2024 – how to reinvent teaching and learning to prepare students for a different world
- Tolerance – accepting differences
- Assessment and data related to Common Core Standards

Our student vision describes the kind of mental skills and dispositions we intentionally help our students develop through the design of our school day and instructional processes.

Our Expected Student Learning Results (ESLRs)

- ◆ Critical Thinker
- ◆ Problem Solver
- ◆ Technology and Media Literate
- ◆ Effective Communicator
- ◆ Academically Successful
- ◆ Healthy Individual
- ◆ Ethical Decision Maker
- ◆ Socially Responsible Global Citizen
- ◆ Flexible Collaborator
- ◆ Creative Innovator

Vision Elements: 2017

- ◆ Dedication to student success
- ◆ High expectations for all – Every child by name – No excuse
- ◆ Top Ranking Title I school district in the nation
- ◆ Healthy environment
- ◆ Cutting edge technology
- ◆ Renewed emphasis on visual and performing arts
- ◆ Lifelong learners with the intrinsic motivation to learn and thrive
- ◆ Developing social responsibility
- ◆ Integration of state-of-the-art learning tools
- ◆ Community pride in our schools and student achievement
- ◆ Strong commitment to collaboration and Best Practices

Our Mission

Our mission statement outlines the purpose towards which we commit our work life. These are the reasons for the existence of National School District and it clearly describes who our customers are and what we produce as outcome benefits for them.

Creating Successful Learners NOW...

Mission

Each student in the National School District receives an exemplary, world-class education in a safe, nurturing environment. By collaborating with educators, staff, parents and our diverse community, all students attain the skills essential to succeed and thrive in a competitive, global society.

Our Core Values

Our core values describe how we should act in order to accomplish the tasks leading to achieving our mission. They create our desired culture, as they are the principles that guide the behaviors of all members of the National School District.

WE BELIEVE:

- **All students will learn**

- **Student success is everyone's responsibility**

- **Our community's cultural diversity enriches learning opportunities**

WE PROMISE:

- **A safe, nurturing learning environment**

- **An active partnership with parents and community**

- **A solid foundation in reading, writing, and problem-solving**

- **A focus on individual student achievement**

Our Strategic Parameters

Our strategic parameters define the operational principles that the Board uses to govern the National School District. These serve as an early warning system to alert the organization when it is about to do something either unwise or dangerous. These are the imperatives that keep this organization true to itself.

- We will operate all programs, services and facility needs within available resources while maintaining a prudent reserve.
- We will not initiate or retain any program or service unless it contributes to achieving our mission and goals, and benefits outweigh costs.
- We will make all decisions and take all actions based strictly on the best interest of the students.
- We will identify and actively address the needs of our diverse students, staff, parents and community.

Key Success Measures (KSM)

Our Key Success Measures are our outcome measures of success. They measure how effectively National School District is achieving our vision, mission, and values on a year-by-year basis. It is our scoreboard for continuous improvement of success.

THE QUADRUPLE BOTTOM LINE

Measurement Areas*

I. Financial:

1. District Solvency
2. Prudent Reserve maintained

II. Customer

3. Increase percentage of students achieving grade level proficiency in reading, writing and mathematics
4. Increased percentage of students modeling 21st Century skills
5. Increased parent satisfaction with student learning and support, customer service and home-school communication

III. Employee

6. All employees exhibit qualities of high quality, mission-driven effectiveness
7. Increased percentage of employee satisfaction and commitment to the mission

IV. Community/Society

8. Safe, healthy environment that supports learning and physical well-being of students, staff and our community
9. Increased percentage of high school graduated among National School District alumni

Current State Assessment (SWOT)

Current Internal Organizational Assessment (S–W)

<p style="text-align: center;">Strengths (To build on)</p>	<p style="text-align: center;">Weaknesses (To eliminate)</p>
<ul style="list-style-type: none"> • Staff/Students • Trans/collaboration/communication • Technology (Prom. Boards, Computers in the classrooms, comp. labs) • Diversity • Safety/Security • Great kids, staff, community • All stakeholders have the same goal--kids • Staff Commitment • High Quality Staff • Forethought for Strategic Planning • All stakeholders involved • Open Door Policy • Staff • Focus on data and student outcomes • Commitment and dedication of all stakeholders • High quality and caring staff • High expectations based on core values (all students will learn) • Sense of community • Staff knows and appreciates the community; understand needs • Highly trained staff to meet the specific needs of our students • Motivation to succeed/excel • Strong student, staff and community engagement • Collaboration and commitment • Stability 	<ul style="list-style-type: none"> • Not sufficient tech assets • Aging infrastructure (wiring, electrical busses) • School to school communication (highlight excellent practices) • 7-11 Strategic Planning 65% or lower (because of limited staffing) • NSD not fully aligned yet • Do not have consistent parent involvement at all levels yet • We need to strengthen the relationship between Union and Admin • Communication and public relations • Parent involvement • Older facilities/infrastructure • The process of change/react is slow. We need to implement action more quickly • Aging infrastructure • Inconsistency in communication • More Reactionary than proactive • Adaptation/evolution/change • Need to better anticipate challenges • Communication (with City Council, Chamber of Commerce, vendors, partners) • Aging facilities • Technology

Current External Assessment (O–T)

Opportunities	Threats
<ul style="list-style-type: none"> • Changing financial structure • Green initiatives • Common core/21st Century Skills • Research sustainable energy • Work with students in the field to help with manpower • Communication protocol • To become more efficient • Community Involvement • Pursue Grants • Partnerships with corporations/public agencies • Educate community • Reinvent ourselves to bring in students - innovation • 1:1/providing a variety of technology for all stakeholders and ongoing education • Community outreach—grants, working with agencies, develop alumni association • Technology • Common Core Staff Development-refresh, reenergize staff • Learn from other industries • Seek support from university • Grants • Reach out to community members for input and resources • Expand knowledge base on global trends (health/wellness) • Program improvement • CCSS-College/Career readiness 	<ul style="list-style-type: none"> • Extended individual student access to technology • Legislative mandates/supports • Security/Threats/School Safety • Increase violence/terrorism • Disenfranchised parents (home schooling) • Declining funding • Declining enrollment • Migration to private/online schools • PI3 current practices • Funding – LCFF/need to approve bond • Enrollment declines • Outdated infrastructure • Economics – funding • More diverse student needs • Parent involvement (lack of) • Political ramification • Budget • Competition • Political atmosphere • Lack of resources

Business Excellence Architecture

We are using the Business Excellence Architecture as a lens to ensure we are examining each area of our organization, and seeking to improve the entire system as we seek to ensure that “Each student in National School District receives an exemplary, world-class education in a safe, nurturing environment, and that students attain the skills essential to succeed and thrive in a competitive, global society.”

ENTERPRISE-WIDE ASSESSMENT
through
THE BUSINESS EXCELLENCE ARCHITECTURE
 THE SYSTEMS THINKING APPROACH™ TO CREATING YOUR COMPETITIVE BUSINESS ADVANTAGE



These focus areas are built upon the Baldrige Award Criteria, and include one additional area that is not overtly included in the Baldrige Criteria: Building a Culture of Performance Excellence. Additional information on each of these areas is available through the

HAINES CENTRE for STRATEGIC MANAGEMENT
[www. Hainescentre.com](http://www.Hainescentre.com)

Core Strategies are the primary ways we “close the gap” between today and our desired Future Mission and Vision. Thus, they are also the “glue” and “organizing framework” for all parts of the organization. They replace the obsolete concept of separate site or department goals. These are those goals; the same for each segment of the National School District.

1. Title: High Quality, Standards-based Instructional Program

We will refine and implement core instructional strategies, practices and resources to ensure that every student makes measurable progress in their academic and social development.

2. Title: High Quality Staff

We will ensure that every student is taught by high quality, effective and well-trained staff.

3. Title: Safe & Healthy Environment

We will enhance safe and healthy environments that support learning and physical well-being for students, staff and our community.

4. Title: Effective Communication and Outreach

We will ensure that teachers, staff, parents and community are well informed through timely and effective two-way communication that enhances collaboration, decision-making, and partnerships in service of student success.

5. Title: Managing Fiscal Resources

We will ensure the effective use of District fiscal resources to support student achievement.

High Quality, Standards-based Instructional Program

We will refine and implement core instructional strategies, practices and resources to ensure that every student makes measurable progress in their academic and social development.

<i>How is it changing?</i>		
<i>FROM (2011)</i>	<i>→</i>	<i>TO (2017)</i>
No identified core instructional strategies district-wide	→	Consistent implementation of core instructional strategies using the NSD Instructional Model
ELL and Special Ed students not making adequate progress	→	ELL and Special Ed students closing the achievement gap
Insufficient ELD strategies to support the core curriculum	→	Robust set of ELD strategies used consistently in core instruction throughout the district
Inconsistent program for high achieving students	→	Consistent, high quality program for advanced learners
California 1997 Standards	→	Full implementation of Common Core

<i>Priority Action</i>	
1.1	Refine the NSD 4D Instructional model by merging EDI practices with the instructional shifts required by Common Core
1.2	Expand data teams to include ELA & Math, with a focus on collaboration to improve instruction
1.3	Train and support teachers in using new Common Core instructional strategies with focus on text complexity, citing evidence from text and instructional planning
1.4	Expand walk-through process for instructional practice to all PI Year 3 schools

Core Strategy #2

High Quality Staff

We will ensure that every student is supported by high quality, effective and well-trained staff.

<i>How is it changing?</i>		
<i>FROM (2011)</i>	<i>→</i>	<i>TO (2017)</i>
Obtaining: <ul style="list-style-type: none"> ▪ Work with universities & provide induction ▪ Post positions with bilingual preferred 	<i>→</i>	Obtaining: <ul style="list-style-type: none"> ▪ Active partnerships with IHEs to recruit world-class staff ▪ Support program for 1st year employees to ensure alignment to district and exemplary teaching skills
Maintaining: <ul style="list-style-type: none"> ▪ District PD focuses on annual district needs ▪ New hire boot camp (2 days) for cert. staff ▪ Tech Liaison meetings for certificated staff ▪ Inconsistent approach to identifying & building leadership 	<i>→</i>	Maintaining: <ul style="list-style-type: none"> ▪ Long term, targeted, focused and differentiated PD ▪ Ongoing, differentiated support for new & existing staff ▪ Long term, differentiated PD in technology ▪ Institutionalized system to develop distributed leadership
Retaining: <ul style="list-style-type: none"> ▪ Employee of the MO-most depts. & District-wide ▪ Recognition for student attendance & achievement ▪ Encourage professional growth through salary step increases for additional units 	<i>→</i>	Retaining: <ul style="list-style-type: none"> ▪ District-wide events that build morale & community ▪ Recognition for staff & student attendance and achievement ▪ Provide online or district/University partnership so teachers can continue to build capacity and education (option to earn units)

<i>Priority Action</i>	
2.1	Continue to align all school goals, action plans and budgets (SPSA) & department plans to NSD Strategic Plan
2.2	Create long-term plan Common Core professional development
2.3	Develop and implement Phase 2 of employee recognition program to strengthen sense of community
2.4	Develop and implement Phase 2 to align district hiring practices to promote district vision & goals
2.5	Develop and implement Phase 2 to align district supervision practices to promote district vision & goals

Safe & Healthy Environment

We will enhance safe and healthy environments that support learning and physical well-being for students, staff and our community.

<i>How is it changing?</i>		
<i>FROM (2011)</i>	→	<i>TO (2017)</i>
Anti-bullying/PBIS program – 3 schools	→	Anti-bullying/PBIS program – all schools
Safe Routes traffic calming	→	Safe Routes to include parent involvement
59% obese students or high risk for obesity	→	Reduce percentage of obese children to 40%
PE teacher grant – short term	→	Fully implement PE curriculum
40% of students eating school breakfast	→	75% of students eating school breakfast district-wide
Fragmented approach to addressing students with special	→	Centralized, coordinated system to address students with special health needs
Inconsistent implementation of district Wellness Policy	→	Consistent implementation of Wellness Policy district-wide including parent
Have reached electrical capacity at all schools	→	Sufficient electrical capacity at all sites to meet infrastructure and instructional priorities of the district.

<i>Priority Action</i>	
3.1	Develop a plan to upgrade electrical requirements to accommodate Common Core expectations
3.2	Increase District IT network to support Common Core instructional requirements
3.3	Implement and monitor plan to increase wireless capacity district-wide
3.4	Implement Wellness Policy district-wide
3.5	Develop district-wide Positive Behavior Interventions & supports plan (PBIS) and related site PBIS plans
3.6	Expand Breakfast in the Classroom pilot program to 2 additional schools

Core Strategy #4

Effective Communication and Community Outreach

We will ensure that teachers, staff, parents and community are well informed through timely and effective two-way communication that enhances collaboration, decision-making, and partnerships in service of student success.

<i>How is it changing?</i>		
<i>FROM (2011)</i>	→	<i>TO (2017)</i>
Ineffective communication throughout district – not consistent school to school and district-wide	→	<ul style="list-style-type: none"> ▪ Effective communication system district- wide ▪ Employees feel informed and supported in multiple ways
Parents feel unwelcome & disconnected at some schools	→	Increased parent involvement; parents feel positive and welcome at all schools
No standard for customer service for external or internal customers	→	Consistent implementation of district standards for customer service for external and internal customers

<i>Priority Action</i>	
4.1	Develop a district-wide communication plan
4.2	Develop consistent site-level newsletter
4.3	Implement plan to train PTO Boards to increased parent/guardian engagement
4.4	Develop criteria and assess quality of customer service for parents, community, vendors and internal customers

Managing Fiscal Resources

We will ensure the effective use of District fiscal resources to support student achievement.

<i>How is it changing?</i>		
<i>FROM (2011)</i>	→	<i>TO (2017)</i>
Response to changing environment trends toward reactionary	→	Pro-active planning and response to rapidly changing environment
Decreasing school funding	→	Develop a decision-making process to assist district & site to make fiscal decisions based on student needs
Upgrades needed to facilities district-wide	→	Upgrades in the Facilities Plan completed district-wide
Aging technology district-wide, no system to ensure replacement & upgrades	→	Site/district maintaining up-to-date, effective technology system that enhances student learning

<i>Priority Action</i>	
5.1	Due to the new LCFF funding model, realign district & site budget to the Strategic Plan
5.2	Develop and implement a Facilities Master Plan
5.3	Develop and implement a plan to provide LCFF and LCAP information to sites, staff & community

C

Major Change Summary

1. **Quality, Standards-based Instructional Program:** Refine and implement non-negotiable instructional strategies, practices and resources to ensure that every student makes measurable progress in their academic and social development.

FROM (2011)	→	TO (2017)
No identified core instructional strategies district-wide	→	Consistent implementation of core instructional strategies using the NSD Instructional Model
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California 1997 Standards	→	Full implementation of Common Core

2. **High Quality Staff:** Ensure that every student is taught by high quality, effective and well-trained staff.

FROM (2011)	→	TO (2017)
Obtaining: <ul style="list-style-type: none"> ▪ Work with universities & provide induction ▪ Post positions with bilingual preferred 	→	Obtaining: <ul style="list-style-type: none"> ▪ Active partnerships with IHEs to recruit world-class staff ▪ Support program for 1st year employees to ensure alignment to district and exemplary teaching skills
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Retaining: <ul style="list-style-type: none"> ▪ Employee of the month--most departments & District-wide ▪ Recognition for student attendance & achievement ▪ Encourage professional growth through salary step increases for additional units 	→	Retaining: <ul style="list-style-type: none"> ▪ District-wide events that build morale & community ▪ Recognition for staff & student attendance and achievement ▪ Provide online or district/University partnership so teachers can continue to build capacity and education (option to earn units)

3. **Safe & Healthy Environment:** Enhance safe and healthy environments that support learning and physical well-being for students, staff and our community.

FROM (2011)	→	TO (2017)
Anti-bullying/PBIS program – 3 schools	→	Anti-bullying/PBIS program – all schools
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Have reached electrical capacity at all schools	→	Sufficient electrical capacity at all sites to meet infrastructure and instructional priorities of the district.

4. **Effective Communication and Community Outreach:** Ensure that teachers, staff, parents and community are well informed through timely and effective two-way communication that enhances collaboration, decision-making, and partnerships in service of student success.

FROM (2011)	→	TO
Ineffective communication throughout district – not consistent school to school and district-wide	→	Effective communication system district-wide Employees feel informed and supported
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No standard for customer service for external or internal customers	→	Consistent implementation of district standards for customer service for external and internal customers

5. **Managing Fiscal Resources:** Ensure the effective use of District fiscal resources to support student achievement.

FROM (2011)	→	TO
Response to changing environment trends toward reactionary	→	Pro-active planning and response to rapidly changing environment
Decreasing school funding	→	Develop a decision-making process to assist district & site to make fiscal decisions based on student needs
Upgrades needed to facilities district-wide	→	Upgrades in the Facilities Plan completed district-wide
Aging technology district-wide, no system to ensure replacement & upgrades	→	Site/district maintaining up-to-date, effective technology system that enhances student learning

Yearly Comprehensive Plan

Strategic Change Comprehensive Map

Year: 2013		Involvement? "People support what they help create" – "People do what we inspect, not what we expect"						
	Strategic Leadership Team Meetings	Cabinet Meetings	Employee Involvement: Site & District	Annual Work Plan Review (Lead Team)	Annual Update of Strategic Plan/Changes (Sheri & Original Group)	Board Meeting Dates	Board Reporting and Approval Sessions	Budget Development
JAN	--	21				8		Approve Audit Report
						23		
FEB	25	25				13		
						27		
MAR	18	18				13		Approve 2 nd Interim
						--		
APR	22	22		16		17		
						24		
MAY	20	20	Staff Presentations & Work Alignment			8		
						22		
JUNE	10	10				12		
						26		
JULY	15	15				10		
						24		
AUG	19	19	Survey Staff & Community			14		
						28		
SEPT	16	16	Communicate Goals to Staff & Community		14	11		Approve Budgets
						--		
OCT	28	28				9		
						23		
NOV	18	18				13	13	
						--		
DEC	16	16	Newsletter to Update Parents and Staff			11		Approve 1 st Interim
						--		
JAN 2013	27	27			Develop 2013-14 Annual Priorities	22		
						--		