

Solana Santa Fe Strategic Plan 2014-2015

GOAL 1:	Students' unique learning needs and academic achievement levels will be met through differentiated and personalized instruction with best teaching practices supporting the Common Core State Standards.
Related State Priorities:	Basic services, implementation of common core state standards, course access, student achievement, student engagement and parent involvement

Action No.	Action Plan (<i>subgroup if applicable</i>)	Identified Need and Metric	What Will Be Different or Improved for Students?	Timeline	Funding	Evidence of Implementation	Person(s) Responsible
1.1	<p>Continue to analyze state (CASSPP), district and site assessment results to determine school, grade level and individual student's curriculum strengths and focus areas.</p> <ul style="list-style-type: none"> Staff will use this data to note <u>school wide</u> trends, strengths, focus areas and to modify and adjust the Rtl model to meet areas of need identified Grade level PLC's (Professional Learning Communities) will use results of multiple assessments (MAP, reading fluency and Treasure's theme data) to identify specific <u>grade level</u> goals and to determine and write grade level SMART goals) Grade level PLC's will meet throughout the year to evaluate and adjust instruction and program implementation based on multiple assessments given throughout the school year. Individual teachers will use assessment results to identify <u>individual student's</u> strengths and focus area(s) and will create individual learning goals with differentiated curriculum opportunities. Communicate to stakeholders (parents and students) the conclusions of the data analysis- school, grade level, and individual student's areas of strength and focus areas Communicate to stakeholders (parents and students) the individual learning goals and differentiated curriculum opportunities based 	With a diverse student population that includes Special Needs students, English Languages Learners, students that struggle with core academic subjects and students that excel in specific subject areas, it is important we provide all the interventions and growth opportunities possible to ensure academic success.	Students will make measureable growth and will feel more confident and comfortable in school because of these opportunities and growth.	Ongoing	LCAP PTO	Data Tracking Forms Improvement on Treasures Theme Tests Improvement of MAP scores Improvement on timed fluency tests Math Samples and Exit Tickets CAASP Assessment	Principal Staff – general ed. and special ed. STREAM/Differentiation Coach Instructional Aides

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	on the multiple assessments (including MAP results, reading fluency, and Treasure's theme data), teacher observations and student performance.						
1.2	<p>Ensure consistent implementation Common Core State Standards in both English Language Arts and Mathematics through ongoing monitoring and evaluation of the district programs and support from CCSS TOSAs.</p> <ul style="list-style-type: none"> Math Common Core State Standards professional development will be provided to staff throughout the year. Staff will collaborate with the district TOSAs during staff meetings and PLC meetings to create lessons aligned to the CCSS. Create a year-long writing plan for grades K-6 to align to the CCSS for ELA (Narrative, Opinion and Informative). 	As teachers gain a greater understanding of the CCSS instruction will be more aligned with the CCSS and will enhance levels of student achievement and engagement.	Instruction will be more closely aligned to CCSS and will enhance student achievement and engagement.	2014 - 2016	LCAP	<p>Grade level Year long plans and PLC agendas Learning Walks Completed writing scope and sequence and District Writing Assessment</p> <p>Meetings with TOSAs</p>	Principal Staff with access to TOSAs
1.3	<p>Continue to support planning time for grade level collaboration that includes support from the Differentiation/ STREAM coach.</p> <ul style="list-style-type: none"> The newly hired Differentiation/STREAM coach will collaborate with grade level teams during staff meetings and PLC meetings to ensure that all students' needs are being addressed. 	The district STREAM initiative and the need to ensure that students are receiving personalized instruction to support student achievement and engagement.	Students will make individual growth based on their own needs and interests while being actively engaged.	2014-2015	LCAP PTO	<p>PLC agendas MAP Assessments District Assessments</p>	Principal STREAM Coach
1.4	Continue to develop a homework philosophy that is aligned with the district guideline and current research about the effectiveness of homework and	Significant difference amongst grade levels	Vertical alignment, more consistency	Current	LCAP	Staff and Classroom observation School-wide practice	Staff Principal

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	the types of Homework that should be assigned- considering Doug Fischer's Gradual Release Model and how that relates to homework being assigned:						

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GOAL 2:	Student learning occurs in well equipped and resource rich facilities where STREAM education promotes critical thinking, collaboration and creativity strengthening global awareness and 21st century learning.
Related State Priorities:	Basic services, implementation of common core state standards, course access, student achievement, student engagement and other student outcomes

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2.1	<p>Refine the mobile technology project (1:1 iPad) integrating 21st Century Student outcomes and the Common Core State Standards for ELA and Mathematics; enhancing and enriching skill development, and the new College and Career Readiness Standards for ELA and Math:</p> <ul style="list-style-type: none"> Implementation of Common Core State aligned digital materials ISTE NETS standards. Continue to develop learning objectives, aligned with the 21st Century Skills and Common Core State Standards for ELA and Mathematics. Increase use of technology-to reinforce information, media and technology skills based on the SAMR model. 	The fact that we are a 1:1 school provides many opportunities for technology to be utilized throughout the school day and curriculum.	Curriculum can be designed using the SAMR model increasing the quality of student assignments, products, and achievement.	2014 - 2015	LCAP	Student work samples Teacher lesson plans	Principal Staff District TOSAs
2.2	<p>Continue to monitor and enhance technology integration throughout the school (grades K-6):</p> <ul style="list-style-type: none"> Continue staff development opportunities Grade level PLCs and staff meetings with TOSA focusing on the 21st Century Skills Upper grade "big buddy" classroom activities with "little buddy" class will include use of the iPads to provide staff awareness, staff development and learning opportunities for the primary teachers and students. Implement plan to ensure the replacement ¼ of the outdated iPads and outdated technology. 	In order to stay current with continuous changes the staff will need to attend trainings, meet in PLCs and work with district TOSAs to improve their knowledge and craft.	Students use technology to enhance their learning.	2014 - 2016	LCAP FFL	Student projects Teacher prepared lessons	Principal Staff District TOSAs

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2.3	Develop a STREAM curriculum and units of study for grades K – 6 that incorporates opportunities for students to create and collaborate together to produce innovative STREAM projects.	The district STREAM initiative and the staff's desire to implement a STREAM curriculum that supports the Next Generation Science Standards.	Students will have the opportunity to engage in meaningful engineering, science, programming, and technology activities that support academic growth.	2014 - 2016	LCAP PTO	Coding in computer lab K – 6 Grade Level Units	Principal STREAM coach STREAM Committee members Discovery Lab Teachers
2.4	Introduce Next Generation Science Standards and district scope and sequence for the STREAM initiative and technology in grades K – 6 within the Discovery Labs.	Teachers need to be introduced to the Next Generation Science Standards and various STREAM activities being implemented.	Students will have the opportunity to engage in meaningful engineering, science, programming, and technology activities that support academic growth.	2014 - 2016	LCAP	Discovery Lab lessons	Principal STREAM coach STREAM Committee members Discovery Lab Teachers
2.5	Provide time for the Discovery Lab teachers, the classroom teachers, the STREAM coach and the STREAM TOSA to collaborate throughout the year.	Teachers need time to collaborate with the Discovery Lab teachers, STREAM coach and STREAM TOSA to support integration of activities within the	Students will have the opportunity to engage in meaningful engineering, science, programming, and technology	2014 - 2016	LCAP PTO	Articulation meeting in fall STREAM coach present at staff meetings and attend PLC meetings	Principal STREAM coach STREAM Committee members Discovery Lab Teachers

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		classroom and the Discovery Labs.	activities that support academic growth.				

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GOAL 3:	Student learning occurs where social, emotional and physical needs are met, where positive, professional and collegial collaboration occurs and a partnership with parents and community is continuously nurtured.
Related State Priorities:	School climate, basic services, student engagement, parent involvement and other student outcomes

Action No.	Action Plan (<i>subgroup if applicable</i>)	Identified Need and Metric	What Will Be Different or Improved for Students?	Timeline	Funding	Evidence of Implementation	Person(s) Responsible
3.1	<p>Establish a safe, inclusive and positive school climate focused on teaching and learning and recognition of students in ways that promote good character, leadership and a growth mindset.</p> <ul style="list-style-type: none"> Continue use of “Second Step” pro-social skills curriculum Implement Common Sense Media’s Digital Citizenship lessons in both the Discovery Computer Lab and classrooms. Continue consistent comprehensive implementation of identified positive school culture anti bullying programs. (Second Steps; Peaceful Playgrounds; Guidance Assistant; 7 Habits of Highly Effective Student; Great Kindness Challenge; etc.). Guidance counselor will provide lessons on conflict resolution and Second Step in class lessons to all K – 6 classrooms. Implement Certificated and Classified staff training at the beginning of the year covering school-wide behavior expectations. Student Recognition based on work toward Career and Life Skill and the 7 Habits of Highly Effective Student. Communicate emotional health “plan” to all stakeholders. 	In order for students to make academic gains they must feel safe and supported in their learning environment while learning to be persistent in their own learning.	Students will learn that everyone can learn and become more intelligent through persistence and stamina. Students will see failure as a chance to learn from mistakes and are the key to achieving their personal best.	2014 - 2016	LCAP	<p>Lesson Plans</p> <p>School-wide assembly</p> <p>Staff Development</p>	Principal School Psychologist Guidance Counselor Staff
3.2	<p>Provide a healthy school environment in which the physical health of the school community is emphasized.</p> <ul style="list-style-type: none"> All K – 6 classes participate in at least 200 	Students should strive to be in a Healthy Fitness Zone and maintain healthy	More students will be in the healthy zone as measured by the California	2014 - 2015	LCAP	<p>Lesson Plans</p> <p>California Physical Fitness Test</p>	Staff PE Instructor

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	minutes of Physical Education every two <ul style="list-style-type: none"> Integrate 5th grade physical fitness activities into grades K-6 physical education programs. Through ongoing modeling teachers and Instructional Assistants communicate and reinforce Peaceful Playground and healthy lifestyle choices. Communicate physical education and health standards and core beliefs to all stakeholders Promote the Coyotes on the Run lunch club. 	habits.	Physical Fitness Test.				
3.3	Promote a climate of inclusion and positivity for all students. <ul style="list-style-type: none"> Provide opportunities for students, parents and staff to include the mod-severe handicap students in the Solana Santa Fe community. Have students participate in peer tutoring opportunities. Establish an Ability Awareness week to help students recognize and appreciate each individual's unique abilities. 	Students need to be aware and appreciative of individual differences.	All students will be supported and feel included in the school community.	2014 - 2015	LCAP PTO	Ability Awareness Week Flyer Peer tutors	Principal Ability Awareness Committee Guidance Counselor
3.4	Implement a Behavioral Response to Intervention Plan focusing on: A) identifying students for each tier (with specific target goals); B) tracking frequency of the intervention and student; C) create opportunities for positive recognition and leadership opportunities. <ul style="list-style-type: none"> Identify students who are struggling socially or emotionally at the Student Success Day in the fall. Review students of greatest need socially or emotionally at bi-monthly wellness committee meetings. 	In order for students to make academic gains they must have their social and emotional needs met.	All students will be supported and feel included in the school community.	2014 - 2016	LCAP	Notes from Student Success Day Notes from Wellness Committee Meeting	Principal Wellness Committee – School Psychologist, Guidance Counselor, Health Clerk

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