

# Solana Vista School Strategic Plan 2016-2017

<b>GOAL 1:</b>	<b>All students (E.g. English-Only, English-Learners, Low-Income, Special Education, High-Performing) will make academic gains in core content areas by participating in a rigorous, personalized, California standards-based curriculum.</b>
<b>Related State Priorities:</b>	<b>Basic Services, Pupil Achievement, Implement State Standards, Course Access, Student Achievement, Pupil Engagement</b>

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><b>Continue integrating technology and flexible learning spaces to personalize learning for all students</b></p> <ul style="list-style-type: none"> <li>• Use Substitution – Augmentation – Modification – Redefinition (S.A.M.R.) model to guide high-quality implementation</li> <li>• Use web-based and online resources to extend learning in English Language Arts (ELA), math, and science (E.g. Raz-Kids, Educreations, Zearn, FrontRow, Compass Learning, Read Naturally, Pebble Go, Seesaw, etc.)</li> <li>• Update technology (iPads, Bluetooth tools, keyboards, applications) as needed</li> <li>• Pilot keyboards for iPads in 2nd grade</li> <li>• Encourage Exploration Time/Genius Hour concept to allow students to discover topics of personal interest</li> <li>• Pilot iPad keyboards for in class MAPs and SBAC testing</li> <li>• Explore resources to support flexible learning spaces</li> <li>• Utilize garden as an outdoor learning environment</li> </ul>	<p>To provide 21<sup>st</sup> century learning opportunities that will prepare students to be College &amp; Career Ready</p> <p>To promote the use of technology to personalize learning, and provide students the opportunity for communication, creativity, collaboration, and critical thinking in a global setting</p> <p>To promote student innovation</p> <p>To provide opportunities for students to discover their passions</p>	<p>Students will be actively engaged through 1:1 learning experiences facilitated through the high quality implementation of technology</p> <p>Students will have additional access to content learning via multimedia tools</p> <p>Students will collaborate to create presentations guided by personal research</p> <p>Students will become better at typing with a keyboard in preparation for state testing</p>	2016-2018	LCAP SBSF	<ul style="list-style-type: none"> <li>• Grade level yearlong plans</li> <li>• PLC agendas/notes</li> <li>• Principal and peer observation of lessons</li> <li>• Student work artifacts, digital portfolios, and presentations</li> <li>• Application program data showing student usage minutes and progress</li> <li>• Student Engagement</li> <li>•</li> </ul>	<p>Classroom Teachers</p> <p>Site STREAM Teacher on Special Assignment (TOSA)</p> <p>District TOSAs</p> <p>District Technology Support Staff</p> <p>Curriculum Resource Teacher</p> <p>Garden Coordinator</p>

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1.2	<p><b>Promote ongoing professional learning and staff collaboration to support student learning</b></p> <ul style="list-style-type: none"> <li>• Provide Next Generation Science Standards (NGSS) and STEMscopes support</li> <li>• Provide Lucy Calkins Units of Study Writing support</li> <li>• Provide Technology, California State Standards (CSS), and STREAM support</li> <li>• Provide Inclusion and Co-Teaching Model support</li> <li>• Provide Social Skills curriculums and strategies (Superflex, Komochi, Second Step, classroom meetings, Mindfulness, Growth Mindset) support</li> <li>• Provide Personalized Learning Best Practices (including Flexible Seating, CAFE, Daily 5, etc.) support</li> </ul>	<p>To implement NGSS and CSS</p> <p>To ensure teacher knowledge and understanding of CSS, NGSS, Lucy Calkins, use of technology, data analysis, personalized learning strategies and inclusion</p> <p>To encourage best practices within and vertically among grade level teams</p> <p>To promote personalized Professional Learning for teachers</p>	<p>Students will learn from instruction that is systematic, differentiated, coherent, multidisciplinary, and hands-on</p> <p>Students will be engaged in 21<sup>st</sup> Century learning</p> <p>Teachers will be empowered by personalized learning opportunities</p>	2016-2017	LCAP SBSF	<ul style="list-style-type: none"> <li>• Grade level yearlong plans</li> <li>• Principal and peer observation of lessons</li> <li>• Student work samples and presentations</li> <li>• STEMscopes lesson planner &amp; curriculum map</li> <li>• Professional Learning agendas, schedules, and notes</li> <li>• Use of journal articles</li> <li>• Learning walks</li> <li>• Peer classroom observations</li> <li>• Co-teaching classrooms</li> <li>• Staff Meeting Ed Camps</li> </ul>	<p>Classroom Teachers</p> <p>District TOSAs</p> <p>Principal</p> <p>Special Education Staff</p> <p>Guidance Assistant</p> <p>Literacy Specialist</p> <p>ELD Teacher</p> <p>Para-professionals</p> <p>Curriculum Resource Teacher</p> <p>Site STREAM TOSA</p>

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1.3	<p><b>Maintain student participation in STREAM learning activities across our Discovery Labs, in the classroom, and during special school events.</b></p> <ul style="list-style-type: none"> <li>Integrate content between Discovery Labs and classroom lessons</li> <li>Organize STREAM Nights for school community</li> <li>Encourage classroom teachers to use STEMscopes to teach NGSS</li> <li>Recruit parent and community members to be active participants in STREAM education</li> </ul>	<p>To implement NGSS</p> <p>To provide 21<sup>st</sup> century learning opportunities that will prepare students to be College &amp; Career Ready</p> <p>To promote STREAM Parent Education</p> <p>To promote student innovation</p> <p>To provide opportunities for students to discover their passions</p>	<p>Students will engage in STREAM learning activities that focus on real life application and authentic audiences</p> <p>Students will perform reflection and inquiry through the application of Project-Based Learning (PBL) pedagogy</p> <p>Students will experience STREAM lessons that have been designed using the 5-E learning model</p> <p>Discovery Lab Instructors will collaborate weekly.</p> <p>STREAM TOSA will collaborate with grade level teams with regularity.</p>	2016-2018	LCAP SBSF	<ul style="list-style-type: none"> <li>Grade Level Yearlong Plans</li> <li>STREAM/Discovery Lab Scope and Sequence</li> <li>Principal and peer observation of classroom lessons</li> <li>Student artifacts</li> <li>STREAM communication</li> <li>Video clips of learning</li> <li>Agenda/Note from Discovery Lab Collaboration</li> <li>PIQE STEM Education Lesson Plans/Attendance</li> <li>Student engagement</li> </ul>	<p>Site STREAM TOSA</p> <p>Classroom Teachers</p> <p>Discovery Lab Instructors</p> <p>Principal</p> <p>District STREAM TOSA</p> <p>Parents</p> <p>Para-professionals</p> <p>ELD Teacher</p> <p>Community Liaison</p>

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1.4	<p><b>Utilize District ELA/Math assessments to drive instruction to meet student needs.</b></p> <ul style="list-style-type: none"> <li>• Use CSS aligned rubrics to score assessments</li> <li>• Align teaching strategies and student tasks to CSS and format/structure of new assessments</li> <li>• Use district and MAP assessments to support instructional decision making</li> </ul>	<p>To provide supplemental CSS aligned materials</p> <p>To deepen students' conceptual understanding of CSS content</p>	<p>Students will be better prepared to respond to CSS aligned performance tasks</p> <p>Students will be better prepared to comprehend the academic language of required assessments</p>	2015-2017	LCAP	<ul style="list-style-type: none"> <li>• PLC meeting agenda reflecting time to review student work</li> <li>• Calibration of rubric scoring</li> <li>• Student work artifacts</li> <li>• Teacher lesson plans</li> <li>• Grade level yearlong plans</li> <li>• Principal and peer observation of lessons</li> </ul>	<p>Classroom Teachers</p> <p>Literacy Specialist</p> <p>ELD Teacher</p> <p>Principal</p> <p>District TOSAs</p>
1.5	<p><b>Continue closing the achievement gap by providing before, during, and after school programs that give all students access to multiple opportunities for extended time on learning.</b></p> <ul style="list-style-type: none"> <li>• Implement a morning intervention program</li> <li>• Implement a "Push-In" RTI (Response to Intervention) program</li> <li>• Explore after school intervention and enrichment programs</li> <li>• Utilize technology programs (desktop and mobile) at school and at home to provide targeted 1-on-1 academic intervention to students</li> <li>• Support inclusion model for Special Education students</li> </ul>	<p>To close achievement gaps among sub groups</p> <p>To provide Parent Education</p> <p>To provide Least Restrictive Environment for Special Education students</p>	<p>Students will participate in intervention learning opportunities</p> <p>Students will use technology based programs which adapt to students' learning needs/levels</p> <p>Teachers will provide targeted small group instruction based on assessment results</p> <p>School will work with La</p>	2016-2017	LCAP	<ul style="list-style-type: none"> <li>• Schedules for before and after school programs</li> <li>• Weekly RTI Schedule</li> <li>• Record of invitation to all students for intervention opportunities</li> <li>• Student artifacts</li> <li>• Learning Center Schedules</li> <li>• Student Success Day Agenda and Data</li> <li>• Application Usage Report (i.e. Compass</li> </ul>	<p>Principal</p> <p>Literacy Specialist</p> <p>ELD Teacher</p> <p>Classroom Teachers</p> <p>Discovery Lab Instructors</p> <p>Para-professionals</p>

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	<ul style="list-style-type: none"> <li>Synchronize services provided by La Clase Magica, Casa de Amistad, and PIQE to support students with targeted learning during out-of-school programs</li> </ul>		Clase Magica, Casa de Amistad and PIQE to target student/parent needs			Learning, Dream Box, RAZ kids)	Parents  Learning Specialists  District TOSAs

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<b>GOAL 2:</b>	<b>All students and staff will have a safe learning environment that promotes healthy choices, leadership, responsibility, and the social-emotional well being.</b>
<b>Related State Priorities:</b>	<b>Basic Services, Pupil Achievement, Course Access, Pupil Engagement</b>

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2.1	<p><b>Continue the school-wide implementation of the Second Step social skills program and Bucket-filler positive reinforcement system</b></p> <ul style="list-style-type: none"> <li>• Follow the yearlong curriculum map</li> <li>• Teach Second Step lessons and reinforce concepts throughout the school day</li> <li>• Encourage bucket-filler “drops” between individuals to show appreciation and acknowledge positive behavior (student to student, student to staff, staff to student, staff to staff)</li> <li>• Explore school/home communication strategies regarding social emotional curriculum</li> </ul>	<p>To enhance classroom instruction involving the use of positive social skills, modeling, and social play.</p> <p>To promote social emotional skills to develop the whole child.</p> <p>To instill 21<sup>st</sup> century social skills that will prepare students to be College &amp; Career Ready.</p>	<p>Staff will teach and reinforce social skills school wide.</p> <p>Staff and students will be encouraged to focus on building strong relationships, positive self-esteem and a sense of community.</p> <p>Parents will have the ability to reinforce strategies at home.</p>	2016-2017	LCAP	<ul style="list-style-type: none"> <li>• Observation of Second Step lessons</li> <li>• Second Step Pacing Guide</li> <li>• Student presentations and artifacts</li> <li>• Drop of the Week</li> <li>• Bucket Fillers</li> <li>• Golden Tickets</li> <li>• Discovery Lab Support Report</li> <li>• Behavior Reports</li> <li>• Principal Newsletter</li> </ul>	<p>Students</p> <p>Staff</p> <p>Parents</p> <p>Principal</p>
2.2	<p><b>Provide students with access to social emotional strategies/programs and support groups as needed</b></p> <ul style="list-style-type: none"> <li>• Implement school-wide referral process for students to access social skills services</li> <li>• Provide student access to programs and strategies including Superflex, Kimochi, and Zones of Regulation</li> <li>• Provide staff and parents access to strategies to implement in classroom, with a group of students, and/or at home</li> </ul>	<p>To teach self-regulation strategies.</p> <p>To instill 21<sup>st</sup> century social skills that will prepare students to be College &amp; Career Ready.</p>	<p>Students will receive instruction to develop greater inter/intrapersonal skills.</p> <p>Parents will be provided Home/School Connection materials.</p> <p>Staff will implement tiered RTI Support for Social Emotional development.</p>	2016-2017	LCAP	<ul style="list-style-type: none"> <li>• Guidance Assistant/School Psychologist schedules</li> <li>• Parent permission slips</li> <li>• Observation of student use of strategies</li> <li>• Referral records</li> <li>• Student artifacts</li> <li>• Online resources for parents</li> <li>• Student Success Team Notes</li> <li>• Wellness Meeting</li> </ul>	<p>Guidance Assistant</p> <p>School Psychologist</p> <p>Classroom teachers</p> <p>Parents</p>