

Solana Vista School Strategic Plan 2017-2018

GOAL 1:	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.
Related State Priorities:	Basic Services, Pupil Achievement, Implement State Standards, Course Access, Student Achievement, Pupil Engagement

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>Provide instruction aligned with the California State Standards (CSS) that integrates technology and flexible learning spaces to personalize learning for all students</p> <ul style="list-style-type: none"> • Use Substitution – Augmentation – Modification – Redefinition (S.A.M.R.) model to drive high quality implementation of CSS • Use web-based and online resources to extend learning in English Language Arts (ELA), math, and science • Update technology (iPads, Bluetooth tools, keyboards, applications) as needed • Explore, research, and test resources to support flexible learning spaces and furniture options for current classrooms and future school design 	<p>To provide learning opportunities that will prepare students to be College & Career Ready</p> <p>To use technology to provide students with greater access to CSS</p> <p>To use technology to personalize and redefine learning</p> <p>To provide students opportunity for communication, creativity, collaboration, and critical thinking in a global setting</p> <p>To promote student innovation</p> <p>To prepare for reconstruction of Solana Vista</p>	<p>Students will be actively engaged in technology rich learning experiences to enhance the implementation of CSS</p> <p>Students will have additional access to content learning via multimedia tools</p> <p>Students will collaborate with peers and experts beyond the classroom</p>	2017-2019	<p>General Fund</p> <p>Solana Beach Schools Foundation</p>	<ul style="list-style-type: none"> • Grade level yearlong plans • PLC agendas/notes • Principal and peer observation of lessons • Student work artifacts, digital portfolios, and presentations • Application program data showing student usage and progress • Student engagement • Weekly bulletin communication • Staff meeting agenda 	<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>Special Education Staff</p> <p>ELD Teacher</p> <p>Literacy Specialist</p>

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1.2	<p>Promote ongoing professional learning and staff collaboration to support student learning</p> <ul style="list-style-type: none"> • Provide Next Generation Science Standards (NGSS) support (ex. Use of Stemsscopes) • Provide Lucy Calkins Units of Study Writing support • Provide Technology, California State Standards (CSS), and STREAM support • Provide Inclusion and Co-Teaching Model support • Provide Personalized Learning Best Practices support (ex. Flexible Seating, CAFE, Daily 5, etc) • Explore and provide math intervention strategies and support • Explore and provide training for Special Education Instructional Aide Staff in best practices, data collection, and on task student engagement • Explore student engagement/discourse teaching strategies 	<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>To increase student engagement/discourse</p> <p>To provide an education to all</p>	<p>Students will learn from instruction that is systematic, differentiated, coherent, multidisciplinary, and hands-on</p> <p>Students will be engaged in learning that will prepare them for Career and College</p> <p>Teachers will be empowered by personalized learning opportunities</p> <p>Student engagement/discourse will increase</p>	2017-2019	<p>General Fund</p> <p>Solana Beach Schools Foundation</p>	<ul style="list-style-type: none"> • Grade level yearlong plans • Principal and peer observation of lessons • Student work samples, presentations, and digital portfolios • STEMscopes lesson planner & curriculum map • Professional Learning agendas, schedules, and notes • Use of journal articles • Learning walks • Peer classroom observations • Co-teaching classrooms • Meeting Agendas for STREAM Site TOSA/ Grade Level Classroom Teacher Collaboration • Staff Website 	<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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		students in the Least Restrictive Environment					
1.3	<p>Engage students in learning through Next Generation Science Standards (NGSS) in Discovery Labs, in the classroom, and during special school events</p> <ul style="list-style-type: none"> • Continue to integrate content between Discovery Labs and classroom lessons • Organize STREAM Nights for school community • Support classroom teachers in the use of available resources (ex. Stemscoptes) to teach NGSS • Recruit parent and community members to be active participants in STREAM education • Explore Family Math Nights and/or Family Coding Nights opportunities • Utilize garden and snack shack as an outdoor learning environment <p>Explore opportunities for students to connect and share with peers outside their classroom</p>	<p>To implement NGSS</p> <p>To provide learning opportunities that will prepare students to be College & Career Ready</p> <p>To promote STREAM Parent Education</p> <p>To promote student innovation</p> <p>To provide opportunities for students to explore and 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>	2017-2019	<p>General Fund</p> <p>Solana Beach Schools Foundation</p>	<ul style="list-style-type: none"> • Grade Level Yearlong Plans • STREAM/Discovery Lab Scope and Sequence • Principal and peer observation of classroom lessons • Student artifacts/Digital Portfolios • STREAM communication • Video clips of learning • Agenda/Notes from Discovery Lab PLCs and STREAM Site TOSA/Grade Level Classroom teacher Collaboration • Student engagement • In school STREAM Learning Walks 	<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>Community Liaison</p> <p>Garden Coordinator</p>

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			Students will connect, collaborate, and communicate by sharing ideas, learning, and projects with peers and adults beyond the classroom				
1.4	<p>Utilize District ELA/Math assessments and other assessments to drive instruction to meet student needs</p> <ul style="list-style-type: none"> Use CSS aligned rubrics to score assessments Align teaching strategies and student tasks to CSS and format/structure of new assessments Use District, MAPs, and Site assessments to support instructional decision making 	<p>To deepen students' conceptual understanding of CSS content</p> <p>To provide individualized intervention based on student performance and need</p>	<p>Students will be prepared to respond to CSS aligned performance tasks</p> <p>Students will be prepared to comprehend the academic language of required assessments</p> <p>Students will receive instruction based on individual needs</p>	2017-2019	General Fund	<ul style="list-style-type: none"> PLC meeting agenda reflecting time to review student work Calibration of rubric scoring Student work artifacts/Digital portfolios Teacher lesson plans Grade level yearlong plans Principal and peer observation of lessons Student Success Day Data 	<p>Classroom Teachers</p> <p>Literacy Specialist</p> <p>ELD Teacher</p> <p>Principal</p> <p>District TOSAs</p> <p>Special Education Staff</p>
1.5	<p>Provide intervention programs that give all students access to multiple opportunities for extended learning time and achievement gains</p> <ul style="list-style-type: none"> Analyze data from 16-17 morning intervention 	<p>To close ELA and Math achievement gaps among sub groups</p> <p>To provide Least</p>	<p>Students will participate in intervention learning opportunities for ELA and Math</p> <p>Students will use</p>	2017-2019	General Fund	<ul style="list-style-type: none"> ELA/Math Intervention Schedules Student artifacts/Digital 	<p>Principal</p> <p>Literacy Specialist</p>

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	<p>program to determine its effectiveness</p> <ul style="list-style-type: none"> • Continue morning intervention program if found effective and/or explore other intervention options (if found ineffective) • Implement inclusion model for Special Education students • Explore and develop a Tier 2 Math Intervention program • Explore and Provide ELA and Math enrichment opportunities • Synchronize services provided by La Clase Magica, Casa de Amistad, Calvary Church Tutoring program and PIQE to support students with targeted learning 	<p>Restrictive Environment for Special Education students</p> <p>To provide a rigorous curriculum to meet the needs of all students</p> <p>To continue relevant learning opportunities for English Language Learners beyond the school day</p>	<p>technology based programs which adapt to students' learning needs/levels</p> <p>Teachers will provide targeted small group instruction in ELA and Math based on assessment results</p> <p>School will work with La Clase Magica, Casa de Amistad, Calvary Church, and PIQE to target student/parent needs</p>			<p>Portfolios</p> <ul style="list-style-type: none"> • Learning Center Schedules • Student Success Day Agenda and Data • Application Usage Report (i.e. Read Naturally, Dream Box, RAZ kids) • Grade level Enrichment Book Clubs • PIQE curriculum and schedule • Special Education Inclusion Schedules • Meeting notes/ communication with La Clase Magica, Casa de Amistad, and Calvary Church Tutoring programs 	<p>ELD Teacher</p> <p>Classroom Teachers</p> <p>Discovery Lab Instructors</p> <p>Para-professionals</p> <p>Parents</p> <p>Special Education Staff</p> <p>District TOSAs</p> <p>Curriculum Resource Teacher</p>

Solana Vista School Strategic Plan 2017-2018

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

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
2.1	<p>Continue school-wide implementation of the Social Emotional Curriculum and positive reinforcement systems</p> <ul style="list-style-type: none"> • Teach Second Step lessons in the classroom regularly and reinforce concepts throughout the school day • Support Superflex program pilot in Kindergarten and explore opportunities for other grade levels to access the materials • Research and share children’s literature/resources that will support Superflex/Second Steps concepts • 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) • Explore school/home communication strategies regarding social emotional curriculum • Implement a school wide growth mindset focus to help students embrace a healthy learning process • Provide common information for parents regarding growth mindset at BTSN and parent conferences 	<p>To enhance classroom instruction involving the use of positive social skills, modeling, and social play</p> <p>To encourage/instill Emotional Intelligence skills to prepare students for college and career</p> <p>To provide a common language for social emotional development within the classroom, across grade levels and at home</p>	<p>Staff will teach and reinforce the Social Emotional Curriculums 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 and use common language at home</p> <p>Staff and students will exhibit perseverance, grit, flexible thinking, risk taking, Emotional Intelligence, problem solving, and growth mindset</p>	2017-2019	General Fund	<ul style="list-style-type: none"> • Observation of social skills lessons • Student presentations, artifacts, and Digital portfolios • Drop of the Week • Bucket Fillers • Golden Tickets • Discovery Lab Support Report • Behavior Reports • Principal Newsletter • Staff Website • Seesaw Communication • BTSN presentations • Parent Conference Agendas/Handouts 	<p>Students</p> <p>Staff</p> <p>Parents</p> <p>Principal</p> <p>Guidance Assistant</p> <p>School Psychologist</p> <p>Speech/ Language Specialist</p>

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2.2	<p>Provide staff and students with access to social emotional strategies/programs and support groups as needed</p> <ul style="list-style-type: none"> • Provide student access to programs and strategies including Superflex, Kimochi, and Zones of Regulation (Tier 2 intervention) • Provide staff training and materials for classroom implementation of Tier 2 social/emotional intervention strategies • Provide parents access to strategies to implement at home 	<p>To teach self-regulation strategies to students</p> <p>To encourage/instill emotional intelligence skills to prepare students for college and career</p> <p>To provide common language for students/staff between Tier 2 support and the general education classroom</p>	<p>Students will receive instruction to develop greater Emotional Intelligence skills</p> <p>Parents will be provided Home/School Connection materials</p> <p>Staff will implement tiered RTI Support for Social Emotional development</p>	2017-2019	General Fund	<ul style="list-style-type: none"> • Guidance Assistant/School Psychologist schedules • Parent permission slips • Observation of student use of strategies • Referral records • Student artifacts • Online resources for parents • Student Success Team Notes • Wellness Meeting • Student Success Day data 	<p>Guidance Assistant</p> <p>School Psychologist</p> <p>Classroom teachers</p> <p>Parents</p> <p>Para-professionals</p>
2.3	<p>Support supervision staff</p> <ul style="list-style-type: none"> • Provide Professional Learning for playground/lunch supervision • Hold regular meetings to discuss supervision and safety on the playground • Examine and revise existing playground and lunch procedures 	<p>To provide clear playground/lunch expectations for students and staff</p> <p>To increase supervisors' awareness of student safety on playground and at lunch</p> <p>To increase communication regarding behavior between supervision staff and classroom teachers</p>	<p>Students will have clear expectations of behavior at recess and at lunch times</p> <p>Supervisors will be empowered to improve student behavior with clear procedures</p>	2017-2019	General Fund	<ul style="list-style-type: none"> • Established procedures • Meeting Agendas • Communication between supervisors and classroom teachers • Behavior Report Records • Supervision Maps 	<p>Principal</p> <p>Classroom Teachers</p> <p>Guidance Assistant</p> <p>Para-professionals</p>