

# Carmel Creek Strategic Plan 2017-2018

<b>GOAL 1:</b>	<b>All students will meet or exceed grade-level standards. Students will receive instruction that is aligned with the California State Standards and supported by inquiry-based, hands-on learning experiences and the effective use of technology.</b>
<b>Related State Priorities:</b>	<b>Student Achievement, Student Engagement, Implement State Standards</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>Teachers will continue to review data and share best instructional practices.</p> <ul style="list-style-type: none"> <li>• Continue to support ELA and mathematics year-long scope and sequence through weekly grade level collaborations (PLC) with an emphasis on deep conceptual understanding and best instructional practices to achieve active student engagement.</li> <li>• Time for staff articulation and staff development in the area of California State Standards, writers workshop (i.e., Lucy Calkins), technology, reading, mathematics, project based Learning (PBL) and instructional practices.</li> <li>• Continue to implement mobile technology to support differentiated instruction and to promote Collaboration, Creativity, Critical Thinking, Global Connections and Communication with current district approved software.</li> <li>• Continue to utilize District TOSAs to support professional learning, to provide resources to staff and maintain consistencies across site and District grade level practices.</li> <li>• Review and align homework practices across all grade levels.</li> <li>• Digital Citizenship instruction to support student use and application of digital tools to support learning.</li> </ul>	<p>Teachers are well trained in personalized learning and California State Standards. Teachers continue to benefit from ongoing staff development in technology, differentiated instruction, strategies to achieve active student engagement and refining best instructional practices in order to meet student needs and maintain the highest educational standards.</p>	<p>Instruction will be aligned with California State Standards and will enhance levels of student achievement and engagement.</p> <p>Teachers will monitor student progress through the use of a variety of classroom summative and formative measures (e.g. Student work samples, district benchmark assessments, digital portfolios).</p>	2015 - 2018	General Fund	<ul style="list-style-type: none"> <li>• RtI/MTSS Programs</li> <li>• Student Success Day</li> <li>• Project Based learning opportunities</li> <li>• Purchase supplemental literature to support skills required by California State Standards (e.g., Lucy Calkins materials, mentor texts)</li> <li>• Ed Camp opportunities at staff meetings and PLC's</li> <li>• Regularly scheduled PLC's and Deep Dive Articulation Days by grade level and professional learning topic</li> </ul>	<p>Principal General Education Teachers Special Education Teachers Staff Reading Specialists STREAM TOSA Curriculum Resource Teacher Discovery Lab Instructors</p>

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1.2	<p>Continue to review student data for the purpose of monitoring and designing the best instructional programs to meet the unique needs of diverse student subgroups (English Language Learners, Economically Disadvantaged and Special Needs).</p> <ul style="list-style-type: none"> <li>Literacy and math intervention support will be provided to students not making expected progress toward grade level standards.</li> <li>Staff will monitor student progress and provide support for English language learners.</li> <li>Staff will continue to receive training for instructional practices, behavioral interventions and inclusion with special needs students.</li> <li>Continue Student Success Day bi-annually to ensure multi-tiered systems are in place for fine motor, social emotional, math, reading interventions and English Language Learners.</li> <li>Use of adaptive software at school and/or home to promote connected learning and to reinforce practice of skills learned.</li> <li>Weekly STREAM challenge for high achieving students that incorporates reading of non-fiction literature and real-world problem solving.</li> <li>Promoting Literacy by introducing class and schoolwide reading programs (Global Read Aloud, Reading Passports Across Genres).</li> </ul>	<p>Students identified in these subgroups scored lower on testing than other groups.</p> <p>There is a continued need to provide intervention opportunities for students who are not yet meeting standards and to provide students exceeding standards with additional learning opportunities.</p>	<p>Student progress will be monitored via district benchmark assessments including NWEA/MAP scores in the fall, winter, and spring as well as through ongoing classroom assessments and intervention progress monitoring.</p> <p>Third grade students will participate in the spring CAASPP testing (SBAC).</p> <p>Additional Instructional IA II staff to offer small group and 1:1 instruction.</p>	2015-2018	General Fund PTO SBSF	<ul style="list-style-type: none"> <li>CELDT &amp; ELPAC test results</li> <li>CAASPP, MAP test results</li> <li>Site Planning meeting</li> <li>Teacher led training</li> <li>Student Success Day (twice yearly)</li> <li>Staff access to community, county and outside professional learning (e.g., NCCSE)</li> <li>PLCs</li> <li>Students making global connections through uses of technology and social media. Connected Learning projects (e.g. Service Learning)</li> <li>Student blogs and skype connections with Career Professionals and grade level classes in other states.</li> </ul>	<p>Principal Staff Educational Specialist(s) School Psychologist Speech Language Pathologist ELD/Reading Specialists STREAM TOSA Curriculum Resource Teacher</p>
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1.3	Continue to integrate NGSS (Next Generation Science Standards) into each classroom and STREAM (Science, Technology, Research, Engineering, Art, and Math) into Discovery Lab/Enrichment classes <ul style="list-style-type: none"> <li>• Use of site STREAM TOSA and the district STREAM TOSA to integrate NGSS into grade level curriculum</li> <li>• Continue coding programs in the technology lab for all grade levels</li> <li>• Use grade level collaborations/PLC (Professional Learning Community) time to develop plans for meeting NGSS needs (i.e., STEMscopes) at each grade level.</li> <li>• Expand STREAM classroom space to support the design, engineering and building process as well as robotics programs.</li> <li>• Establish grade level STREAM liaisons to support integration of NGSS and to make classroom connections to the Discovery Lab programs.</li> </ul>	In alignment with the District initiative to bring STREAM education to all SBSD schools and to integrate the Next Generation Science Standards (NGSS), we need to begin implementing science curriculum and STREAM programs at the start of the school year and continue to develop its implementation throughout the year to best fit the needs of our students.	Additional opportunities for hands-on integrated STREAM activities to enhance student engagement and learning and exposure to real world problem solving that will prepare them for life and career.	2015-2018	General Fund SBSF PTO STREAM	<ul style="list-style-type: none"> <li>• Coding at every grade level</li> <li>• Notes from grade level articulation meetings between grade levels</li> <li>• Notes from meetings with TOSAs</li> <li>• Staff meeting agendas</li> <li>• Notes from Learning Walks</li> <li>• Discovery Lab weekly collaboration notes</li> <li>• Project Based Learning opportunities</li> <li>• Expanded STREAM space</li> </ul>	Principal STREAM TOSA Discovery Lab Instructors Teachers and staff

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<b>Related State Priorities:</b>	<b>Student Achievement, Student Engagement, School Climate, Parent Involvement</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
2.1	<p>Maintain an orderly and purposeful environment that is conducive to teaching, learning, healthy choices and the social emotional development of each student. This will include:</p> <ul style="list-style-type: none"> <li>• Continue student wellness and growth mindset/mindfulness opportunities.</li> <li>• Continue implementation of social emotional curriculum and intervention strategies to define multiple tiers of support.</li> <li>• Communicate (e.g., E-blast) about social emotional programs to parents.</li> <li>• Continue Peaceful Playground –Restripe playground to support continuation of program.</li> <li>• Consider nutrition and fitness education through supportive efforts guided by the American Heart Association.</li> <li>• Guidance Assistant and School Psychologist to provide social emotional lessons via: in-class lessons, teacher support and CCN presentations (content and video).</li> <li>• Provide flexible learning spaces and multi-sensory resources.</li> <li>• Staff training on best practices to support inclusion in the Least Restrictive Environment for children with disabilities and mindfulness.</li> </ul>	<p>There is a continual need for consistent behavior expectations, development of social thinking, communication of feelings and emotions, leadership and empathy that will contribute life and career skills, high levels of student engagement and a positive learning environment for all students.</p> <p>There is a need to instill intrinsic motivation, strategies for resiliency to cope with challenge, to foster creativity and to develop empathy in order to encourage real-world problem solving and the development of emotional intelligence and cognitive flexibility.</p>	<p>Students will communicate emotions and feelings using common language and vocabulary presented through social emotional programs.</p> <p>Encourage leadership opportunities to promote social growth.</p> <p>Create flexible learning spaces with rich resources that promote positive behavior, self-regulation, self-advocacy and high levels of student engagement.</p>	2015-18	General Fund PTO SBSF	<ul style="list-style-type: none"> <li>• PTO/Foundation and SSC Agendas</li> <li>• Newsletters/Parent Letters</li> <li>• CCN broadcast</li> <li>• Committee/Student Success Day Notes agendas</li> <li>• Consider Teacher survey/Parent Survey</li> <li>• Provide rules visually outside. Group outside practice of rules.</li> <li>• Social Ambassador Program</li> <li>• Implement Tinker Lab and lunch time clubs</li> <li>• Love and Logic training for parents. Continue teacher Love and Logic training opportunities and/or making resources available.</li> <li>• Student service learning projects.</li> <li>• Grade level fitness clubs.</li> </ul>	<p>Principal Staff Guidance Assistant School Psychologist Parents Students District Inclusion TOSA Curriculum Resource Teacher Wellness Committee Members</p>

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2.2	<p>Parent Outreach-Parent Communication to support student academic, social emotional growth and inclusion of all students and families.</p> <ul style="list-style-type: none"> <li>• Communicate to parents, Carmel Creek’s character education programs through Parent Trainings and school events.</li> <li>• Digital resources for parents.</li> <li>• Promote increased parent volunteer opportunities for those with limited English.</li> <li>• Continue Heritage Night Event, a celebration of Carmel Creek’s diversity.</li> <li>• Keep a current list of translators.</li> <li>• Pair new families with established families of common background.</li> <li>• Maintain and support a high level of parent involvement for special student events/assemblies and in the classroom curricular programs.</li> <li>• Explore and build community partnerships to support learning.</li> <li>• Parent (PTO) involvement.</li> <li>• Participation outreach through Operation School Bell.</li> </ul>	<p>There is a continued need to educate parents on the California State Standards, NGSS (Next Generation Science Standards), social emotional/bullying prevention programs.</p> <p>Due to the diverse population and variety of languages spoken in the school, we need multiple ways to communicate with our parents.</p> <p>Many parents choose to not participate in school activities and/or volunteer because of their limited English.</p>	<p>Parents will participate in parent education opportunities to help support their children at home.</p> <p>Parents will have easy and quick access to student information, resource availability, and parent opportunities at school.</p> <p>Students will utilize technology to enhance communication.</p> <p>Expanded volunteer opportunities across all school programs.</p>	2015-2018	General Fund, PTO	<ul style="list-style-type: none"> <li>• BTSN</li> <li>• CC Website (E-Blasts)</li> <li>• Parent/Principal meeting opportunities</li> <li>• PTO Meeting Agendas</li> <li>• ELAC parent liaison</li> <li>• Volunteer opportunity list regularly updated</li> <li>• Parent translation list updated</li> <li>• Heritage Night</li> <li>• New Family Welcome (twice yearly)</li> <li>• Kindergarten Summer Playdates</li> <li>• EL quick link, QrCode to site ELD resources</li> <li>• ELAC regular meeting agendas</li> </ul>	<p>Principal Teachers Staff Parents ELD Teachers Curriculum Resource Teacher PTO New Family Liaison</p>

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2.3	<p>Policies and procedures for the safety of our students and staff will continually be evaluated and refined:</p> <ul style="list-style-type: none"> <li>• Continue annual review of school safety measures. Monthly review of safety drill procedures.</li> <li>• Staff and student allergy awareness, annual epi-pen training and allergy safety education.</li> <li>• Staff development with police department or community resources for pedestrian and building safety procedures.</li> <li>• Replenish and maintain school disaster supplies (e.g., safety red backpacks, flashlights, water supply, food supply).</li> <li>• Provide wellness activities and resources for students, parents and staff.</li> <li>• Annual review of staff supervision duty procedures.</li> <li>• Staff will complete the Mandatory Reporter Training annually.</li> <li>• Staff to wear orange vests while on supervision duty.</li> <li>• Staff to use walkie-talkie communication while on duty.</li> <li>• Staff representation at district safety committee to ensure consistency with district procedures.</li> </ul>	<p>Student and staff safety is always a priority.</p> <p>The site disaster shed was very low on supplies and there was a need to maintain supplies and consistency of supply materials across all SBSD school sites.</p>	<p>Participation in district wide disaster and safety committee.</p> <p>School Site Council (SSC) will review safety measures annually.</p> <p>Staff, along with consultation from San Diego PD, will review site pedestrian traffic, drill and safety procedures.</p> <p>Students can easily identify supervision staff, as staff will wear orange/yellow safety vests while on duty.</p>	2015 - 2018	General Fund, PTO, Ride and Roll Grant	<ul style="list-style-type: none"> <li>• BTSN</li> <li>• Staff Training/ Meeting Agendas</li> <li>• San Diego PD training</li> <li>• Assemblies and/or CCN</li> <li>• CC Website Parent Safety Section</li> <li>• Mad-Mimi (E-Blasts)</li> <li>• Parent/Staff/ Principal meeting opportunities</li> <li>• San Diego PD to attend safety drills (at least once yearly) and Fire Extinguisher Training (every two years)</li> <li>• City Traffic and Safety Review</li> <li>• Staff to participate in the development of the supervision, duty schedule</li> <li>• Annual safety plan review</li> <li>• Monthly drill log sheets</li> <li>• Flexible gating</li> <li>• CCN broadcast/video models</li> </ul>	Principal Staff Parents District Nurse