

Solana Highlands Strategic Plan 2016-2017

GOAL 1:	Students' unique learning needs and academic achievement levels will be met through differentiated instruction using research based instructional strategies. Staff will collaborate using current data to determine optimal strategies to support student learning.
Related State Priorities:	Pupil Achievement, Pupil Engagement, Implementation of State Standards, Course Access

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	Continue to support California State Standards instruction in Language Arts and Mathematics utilizing differentiated instructional practices that focuses on personalized learning and integrates technology <ul style="list-style-type: none"> • Continue to follow year-long scope and sequence in support of instructional materials • Use Professional Learning Community (PLC) time to focus on California State Standards to align curriculum with standards instruction • Use Standards Implementation Support Teacher on Special Assignment (TOSA) to extend and connect ELA, Math, and Writing instruction to the California Standards • Use district support/network and professional learning opportunities to advance teacher "toolkit" • Use feedback from administrative learning walks to promote best practices • Develop supports that promote student ability to be successful on all assessments • Continue to pilot Lucy Calkins Writing Units of Study with the intent of eventual school-wide implementation 	The rigors and expectations of California State Standards require us to continue to modify our Standards-based instruction. We must continue to improve our instructional practice and deepen our knowledge of State Standards to provide authentic and meaningful Standards-based learning. Students must experience learning through real life applications, develop academic vocabulary in context and improve critical thinking. Teachers need to inform instruction through standards based assessment.	Instruction will be more closely aligned with California State Standards and will enhance levels of student achievement and engagement.	2016-2017	LCAP	PLC agendas, notes from site staff Learning Walks, notes from Administrative Learning Walks, student samples, anchor papers, and state/district assessment results. Students demonstrate increased critical thinking skills to an authentic audience through a variety of mediums emphasizing deeper, more complex understanding of standards based concepts.	Principal, teachers, Standards Implementation Support TOSA
1.2	Continue to develop Science, Technology, Research, Engineering, Arts, Mathematics (STREAM) program at Solana Highlands in conjunction with district wide STREAM initiative <ul style="list-style-type: none"> • Support Site STREAM TOSA in the continued development of STREAM curriculum 	In alignment with the District initiative to bring STREAM education to all SBS, we need to further develop STREAM	Meaningful opportunities for hands-on integrated STREAM activities to enhance	2016-2018	LCAP Foundation PTA	Notes from PLC meetings with TOSA, staff meeting agendas, notes from Learning Walks. Students are participating in	Principal, teachers, Site STREAM TOSA, District STREAM TOSA, District STREAM TOSAs, IA II STREAM Aide

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1.3	<ul style="list-style-type: none"> Utilize Instructional Services Department, District STREAM TOSA, and all site STREAM TOSAs to promote district-wide consistency Develop implementation of robotics instruction Incorporate newly created garden into hands-on STREAM learning Continue to provide Tinker Lab opportunities for all students grades K-3 Create a schedule that maximizes STREAM instruction Continue to build home/school connections and communications <p>Continue to implement Next Generation Science Standards (NGSS) for all Solana Highlands students</p> <ul style="list-style-type: none"> Continue to develop NGSS curriculum for K-3rd grade students Use STREAM TOSA PLC to make curriculum accessible to classroom teachers Use staff/grade level PLC meetings to discuss, collaborate, and give examples of implementation Provide opportunities for STREAM TOSA to support classroom instruction directly Continue to build student interest and curiosity in Sciences through school communications, assemblies, parent involvement, and extra-curricular activities 	<p>curriculum and continue to develop the program throughout the year to best fit the needs of our students. Students need to have engaging, collaborative opportunities that connect interests to real-world applications.</p> <p>NGSS are adopted standards by the state of California and our teachers are learning how to instruct our students so that they have a clear understanding of these concepts and can use their knowledge in meaningful ways</p>	<p>student engagement and learning</p> <p>Students will develop proficiency/ mastery of new science standards through meaningful instruction that is both engaging and rigorous</p>	2016-2018	LCAP Foundation	<p>STREAM related community events and opportunities in and outside of school.</p> <p>PLC Notes, staff meeting agendas, notes from Learning Walks</p>	Principal, teachers, Site STREAM TOSA, District STREAM TOSA, District

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1.4	Continue to expand the use of mobile technology that foster 21 st Century learning skills: Critical Thinking, Communication, Collaboration, and Creativity <ul style="list-style-type: none"> • Utilize district TOSAs to meet regularly with grade level teams to support use in the classrooms • Allocate funds for replacement plan for damaged/updating technology • Use PLC/Staff meeting time to share and learn best practices that focus on student production • Use devices in project based learning assignments • Incorporate district professional learning strategies into daily instruction • Use devices in STREAM Discovery Lab to advance STREAM instruction and learning opportunities 	As our school continues to integrate iPads into our instruction, teachers still need to increase their capacity to utilize the devices in meaningful ways that will promote students' 21 st Century Learning skills as well support learning in all curricular areas	Students will become even more adept at using the devices both independently and in small groups. They will also have a deeper understanding of California State Standards, NGSS, and STREAM concepts because the devices will provide opportunities to understand concepts at deeper levels	2016-17	LCAP Foundation	All classrooms (K-3) will be provided with 1-to-1 iPads, teachers sharing projects during PLC and staff meetings of completed work, parents see projects when visiting classrooms, students using devices during Admin/Teacher Learning Walks	Principal, teachers, District TOSAs, STREAM TOSA
1.5	Continue to foster and grow academic intervention opportunities for students who are not meeting standards and provide challenge opportunities for students exceeding standards before, during, and after school <ul style="list-style-type: none"> • Continue with Fall/Winter Student Success Days 	Accelerated or remedial student needs must be identified and provided intervention and support	All students will get the academic support they need, regardless of ability	2016-17	LCAP	Review of school, district, and state assessments	Principal, Teachers

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GOAL 2:	To support student learning by fostering a safe and positive school culture and learning environment that supports social/emotional well-being and promotes respect for diversity for all students, staff, and families.
Related State Priorities:	Basic Services, Parental Involvement, School Climate

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2.1	<p>Continue to utilize School Safety Procedures to ensure the safety of all students during morning drop off and afternoon dismissal as well as during the school day</p> <ul style="list-style-type: none"> • Follow procedures and protocols designed for the 2016-17 school year • Monthly 3 in 1 drills to practice for fires, lockdown, and earthquake emergencies • Complete annual Comprehensive Safety Drill and Outdoor Lockdown Drill • Communicate safety with community members through written/oral communications and live presentations 	In an ongoing effort to keep our school safe, we need to continue to follow our protocols and procedures that were created to ensure the safety of all our students	Students will continue to feel confident that their safety is a top priority of our school and that they can always feel comfortable during their school day	2016-17	LCAP	Feedback from staff, parents, and students as well as consistent analysis of safety protocols	Principal, teachers, staff, and families
2.2	Continue to promote a positive school culture through school PTA/Foundation sponsored community building events and activities.	School community members must feel welcomed and supported by the school and its families	Students will thrive in a school that the entire community supports and believes in	2016-17	PTA Foundation	Feedback from staff, parents, and students	Principal, Teachers, Staff, and Families
2.3	<p>Continue to foster a safe, orderly, inclusive, and positive school climate focused on student safety, academics, teaching and learning, diversity, and recognition of students in ways that promote positive character.</p> <ul style="list-style-type: none"> • Second Step used in all grade levels - that develops skills for social and emotional success • The use of Common Sense Media Digital Citizenship curriculum by Media Center teacher • Continue with Character Counts program including daily recognition and all-school assemblies • Focus on teaching all students to support students with special needs 	Students' social and emotional needs must be addressed in a comprehensive and consistent manner. Positive character and empathy needs to be overtly instructed. A positive, supportive school climate and culture with a focus on the whole child is necessary for lifelong well-being.	All students will feel supported by their peers and will focus on making good choices	2016-17	LCAP	Feedback from staff, parents, and students and students modeling positive character and acceptance of others. Observing students confidently transition from year to year as they progress through school with a positive outlook on their future while being supportive of their peers.	Principal, Teachers, Guidance Assistant, School Psychologist, Learning Specialists