

Solana Santa Fe School Strategic Plan 2016-2017

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| GOAL 1: | Students' unique learning needs and academic achievement levels will be met through rigorous and personalized instruction that is student centered and utilizes research based teaching methods and are aligned to California State Standards. |
| Related State Priorities: | Basic services, implementation of California 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 California Assessment of Student Performance and Progress (CASSPP) – state assessment, district and site assessment results to determine school, grade level and individual students' academic strengths and focus areas.</p> <ul style="list-style-type: none"> Staff will develop a school wide focus aligned to standards which encourage the growth of teachers professionally and students academically. Staff will use data to note school wide trends, strengths, focus areas and to modify and adjust the RtI model to meet areas of need identified. Grade level PLC's will evaluate and adjust instruction and program implementation based on multiple assessments given throughout the school year. Individual teachers will use assessment results to identify individual students' strengths and focus area(s) and will create individual learning goals with personalized learning opportunities. Communicate to stakeholders (parents and students) the conclusions of the data analysis- school, grade level, and individual students' areas of strength and focus areas. Communicate to stakeholders (parents and students) the individual learning goals and differentiated curriculum opportunities based on the multiple assessments (including MAP results, reading fluency), teacher observations and student performance. | <p>With a diverse student population that includes special needs students, English Language 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.</p> | <p>Students will make measureable growth and will feel more confident and comfortable in school because of these opportunities and growth.</p> | Ongoing | LCAP PTO | <p>Improvement on District ELA benchmark assessments (Fall, Winter, Spring)</p> <p>Improvement of MAP scores</p> <p>Math Samples and Exit Tickets</p> <p>On-demand Writing Assessments</p> <p>End of Module Math Tests</p> <p>CAASPP Assessment</p> | <p>Principal Certificated Staff – general ed. and special ed. Instructional aides</p> |

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| 1.2 | <p>Continue to support California State Standards in English Language Arts (ELA) and Mathematics utilizing practices that focus on personalized learning and integration of technology.</p> <ul style="list-style-type: none"> • Continue implementation of Writer's Workshop schoolwide. • Pilot Reader's Workshop as part of an integrated ELA program. • Staff will collaborate with the district TOSAs during staff meetings and PLC meetings to create lessons aligned to the standards. • Implement recommendations and curricular/assessment materials created during the 2016 summer task force. • Explore ways to personalize instruction in ELA and math for all students to increase student engagement. | As teachers gain a greater understanding of the State Standards, instruction will be more aligned with the California State Standards and will enhance levels of student achievement and engagement. | Instruction will be more closely aligned to California State Standards and will enhance student achievement and engagement. | 2016 - 2018 | LCAP | Grade Level Yearlong plans and PLC agendas Learning Walks On-Demand Writing samples CASSPP MAPs Meetings with TOSAs | Principal Staff with access to TOSAs |
| 1.3 | <p>STREAM and Project Based Learning (PBL) opportunities will continue to be implemented in the Discovery Labs and classrooms.</p> <ul style="list-style-type: none"> • Continue to have all grade levels participate in PBLs that include engineering, robotics and coding with real world applications. • TOSA will collaborate with classroom teachers to integrate NGSS and STREAM opportunities into the classroom. • Students will develop stronger inquiry based skills through Project Based Learning (PBL) investigations that are engaging and rigorous. • Create and maintain STREAM website that hosts student digital portfolios, STREAM updates and information on social media. | Increased exposure to Next Generation Science Standards (NGSS) aligned to STREAM topics in the Discovery Labs and classrooms. | Increased STREAM related, hands-on activities within the classroom and increased STREAM opportunities for students. | 2016 - 2018 | LCAP PTO | Classroom Learning Walks Observation | Principal Site STREAM TOSA District STREAM TOSA Staff |

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| 1.4 | Continue the implementation of the Next Generation Science Standards (NGSS). <ul style="list-style-type: none"> • Teach the NGSS in the classroom and the STREAM Lab. • STREAM TOSA to support classroom and lab instruction. • Use PLCs and staff meetings to support the staff with classroom implementation process. | The district STREAM initiative and the adoption of the NGSS require teachers to include science instruction regularly. | Students will develop stronger science skills through meaningful instruction that is engaging and rigorous. | 2014-2017 | LCAP PTO | PLC agendas Staff Meeting agendas District Assessments | Principal STREAM TOSA Staff |
| 1.5 | Continue purposeful integration of technology in all curricular areas and focus on the implementation of the ISTE NETS standards and developing a greater understanding of the SAMR model at our school. | The 1:1 device program provides opportunities for integrated technology use throughout the school day. | Curriculum can be designed using the SAMR model and the ISTE standards. | 2016 - 2017 | LCAP SBSF PTO | Student work samples and projects Teacher lesson plans | Staff Principal |
| 1.6 | Continue to develop a program that supports personalized instruction at home and school that is rigorous and aligned to the California State Standards, district guidelines and current research. <ul style="list-style-type: none"> • Teach students and parents the importance of a growth mindset and grit. • Facilitate collaboration among grade levels to improve consistency across the school. • Develop a homework philosophy that is aligned to the district guidelines and current research. • Homework that is assigned-considers Doug Fischer's Gradual Release Model and is meaningful. | There is a significant difference amongst individual teachers and grade levels related to differentiation and homework and with many new staff members it is important to revisit capacity on our campus. | Vertical alignment, will provide more consistency and students will make individual growth based on their needs and interests while being actively engaged. | 2015 - 2017 | LCAP | Staff and Classroom observation School-wide practice Learning Walks | Staff Principal |

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| 1.7 | Continue to foster and grow intervention opportunities for students who are not meeting standards and provide challenge opportunities for students exceeding standards. | We have many interventions, however, we want to continue to monitor for effectiveness. | All students will get the support they need, regardless of ability. | 2015-2017 | LCAP PTO | Challenge Math and Language Arts opportunities created in grade level teams and through Parent Volunteers Interventions – Maggie's Club (Therapy Dogs), Fluency Lab, Reading Intervention, Math Lab, Use of Adaptive Software at school and at home (e.g. Dreambox, Compass, Zearn) Implement new (non-computer based) ways to provide math | Reading Intervention and EL Teacher Learning Specialists Principal Classroom Teachers |
| 1.8 | Foster the sharing of best practices throughout the school. <ul style="list-style-type: none"> • Continue to support staff development and collaboration across grade levels. • Continue to support the sharing of best practices for all staff members. • Continue to support planning time for grade level collaboration that includes support from the STREAM TOSA and district TOSAs. • The STREAM TOSA will collaborate with grade level teams during staff meetings, PLC meetings, and 3 times annually to ensure that all students' needs are being addressed. • Provide time for the Discovery Lab Instructors to collaborate and develop integrated STREAM lessons. | 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. | 2015 - 2018 | LCAP PTO | PLC agendas Staff Meeting agendas Shared Google Doc of long range Science Plans Reinstate the fall Articulation Meeting in the fall of 2016 | Principal District TOSAs STREAM TOSA Envision Team Discovery Lab Teachers |

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| GOAL 2: | Student learning occurs where social, emotional and physical needs are met, where positive, professional 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 |

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| 2.1 | <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 consistent comprehensive implementation of identified pro-social, positive school culture and anti-bullying programs. (Second Step; Peaceful Playgrounds; Guidance Assistant; 7 Habits of Highly Effective Student; Great Kindness Challenge; etc.). • Continue implementation of Common Sense Media’s Digital Citizenship lessons in both the Discovery Computer Lab and classrooms. • Anti-bullying protocol consistently followed when student or parent reports an incident. • Guidance counselor will provide pro-social lessons based on Second Step and 7 Habits to all K – 6 classrooms. • Implement Certificated and Classified staff training at the beginning of the year covering school-wide behavior expectations. • Hold school-wide discipline assemblies so all students receive a consistent message. • Introduce a literature-based character education program to supplement the lessons in Second Step and enhance the 7 – Habits Language. • Explore and learn the value in structuring classrooms to optimize learning in order to foster resiliency, empathy and collaboration. | <p>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.</p> | <p>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.</p> | 2016 - 2017 | LCAP | <p>Lesson Plans</p> <p>School-wide assembly</p> <p>Staff Development</p> | <p>Principal</p> <p>School Psychologist</p> <p>Guidance Counselor</p> <p>Staff</p> |

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| | <ul style="list-style-type: none"> ○ Mindfulness ○ Flexible learning spaces ○ Cultivate a sense of community ● Communicate emotional health “plan” to all stakeholders. | | | | | | |
| 2.2 | School Safety Procedures will be implemented and revisited to ensure the physical safety of all students. <ul style="list-style-type: none"> ● Develop a safety committee comprised of staff and parents. ● Review safety procedures annually with staff and share with parents. | In an ongoing effort to keep our school safe, we need to examine our protocols and procedures annually to ensure the safety of all our students. | All the stake holders (students and parents will feel confident that safety is a top priority of our school. | 2016 - 2017 | LCAP PTO | Standardized safety procedures Communication to parents | Principal Staff Parents |
| 2.3 | Provide a healthy school environment in which the physical health of the school community is emphasized. <ul style="list-style-type: none"> ● Revisit the wellness policies of the district and determine a consistent plan for food during classroom celebrations. <ul style="list-style-type: none"> ○ No food for birthday celebrations ○ Limit class celebrations to 3 times a year plus an end of year celebration ● All K – 6 classes participate in at least 200 minutes of Physical Education every ten days. ● 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 Running Club. | Students should strive to be in a Healthy Fitness Zone and maintain healthy habits. | More students will be in the healthy zone as measured by the California Physical Fitness Test. | 2015 - 2017 | LCAP | Lesson Plans California Physical Fitness Test | Principal Staff PE Instructor |

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| 2.4 | 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 all students in the Solana Santa Fe community • Have students participate in peer tutoring opportunities. • Coyote Cares opportunities throughout the year. <ul style="list-style-type: none"> ○ Grade levels determine a month and community service project to organize ○ Promote schoolwide involvement | Students need to be aware and appreciative of individual differences. | All students will be supported and feel included in the school community. | 2015 - 2017 | LCAP PTO | Community Service Projects Student Ambassadors | Principal Guidance Counselor Staff |
| 2.5 | Implement a Behavior 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 and in the winter. • Review students of greatest need socially or emotionally at bi-monthly wellness committee meetings. • Create leadership opportunities for children. | 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. | 2015 - 2017 | LCAP | Notes from Student Success Day Notes from Wellness Committee Meeting | Principal Wellness Committee – School Psychologist, Guidance Counselor, Health Clerk |