

Carmel Creek Strategic Plan 2016-2017

GOAL 1:	Students unique learning needs and academic levels will be met through rigorous, differentiated, and personalized instruction using research-based best practices that maximize student achievement to best prepare each individual student for 21st century college readiness and career choices.
Related State Priorities:	Student Achievement, Student Engagement, Implement State Standards

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"> • 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. • 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. • Continue to implement mobile technology to support differentiated instruction and to promote Collaboration, Creativity, Critical Thinking and Communication. • Continue to utilize District TOSA's, to support professional learning, to provide resources to staff and maintain consistencies across site and District grade level practices. • Review and align homework practices across all grade levels. 	<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 closely aligned with California State Standards and will enhance levels of student achievement and engagement.</p> <p>Student progress will be monitored via district benchmark assessments, NWEA/MAP scores in the fall, winter, and spring ongoing classroom assessments and The CAASPP (third grade only) will be administered in the spring. Teachers will monitor student progress through the use of a variety of classroom measures (eg. Student work samples, student portfolios)</p>	2015 - 2018	LCAP	<ul style="list-style-type: none"> • RtI/MTSS Programs • Weekly, grade level collaboration • Learning Walk notes • Classroom manipulatives • Parent/teacher conferences • Project Based learning opportunities • Teacher technology proposals and outcomes • Purchase supplemental literature to support skills required by California State Standards • Ed Camp opportunities at staff meetings 	Principal, General Education Teachers, Special Education Teachers, Staff, Reading Specialists, STREAM TOSA, Curriculum Resource Teacher and Discovery Lab Instructors.

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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"> • RtI/MTSS reading intervention with specialist support for all grade levels. • ELD support for English Language Learners. • Staff training for instructional practices, behavioral interventions and inclusion with special needs students. • Explore before school and/or after school reading and math intervention support. • Define MTSS (Multi-Tiered Support Systems) across learning domains (fine motor, math, reading, social emotional development). • Continue Student Success Day bi-annually • Use of adapted software at school and home (i.e. Zearn, Dreambox, Compass Learning) 	<p>Many 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.</p> <p>Third grade students will participate in the spring CAASPP testing (SBAC).</p>	2015-2018	LCAP, PTA	<ul style="list-style-type: none"> • SBAC test results • CELDT & MAP scores • Collaboration meetings • Site Planning meeting • Teacher led training 	Principal, Staff, Educational Specialist, School Psychologist, Speech Language Pathologist, ELD/Reading Specialists, STREAM TOSA, Curriculum Resource Teacher
1.3	<p>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</p> <ul style="list-style-type: none"> • Use of site STREAM TOSA and the district STREAM TOSA to integrate NGSS into grade level curriculum • Continue coding programs in the computer lab 	In alignment with the District initiative to bring STREAM education to all SBSB schools and to integrate the Next Generation Science Standards (NGSS), we	Additional opportunities for hands-on integrated STREAM activities to enhance student engagement and	2015-2018	LCAP SBSF PTA STREAM	<ul style="list-style-type: none"> • Coding at every grade level • Notes from meetings between grade levels • Notes from meetings with TOSA's • Staff meeting agendas • Notes from Learning 	Principal, teachers, STREAM TOSA, Discovery Lab Instructors Teachers and staff

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	for all grade levels <ul style="list-style-type: none"> • Use grade level collaborations/PLC (Professional Learning Community) time to develop plans for meeting NGSS needs (i.e., STEMscopes) at each grade level. • Expand STREAM classroom space to support the design, engineering and building process as well as robotics programs. • Form a committee to brainstorm ways to bring STREAM instruction into the classroom with Discovery Lab teachers. 	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.	learning and exposure to real world problem solving that will prepare them for life and career.			Walks <ul style="list-style-type: none"> • Discovery Lab weekly collaboration notes • Project Based Learning opportunities 	

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GOAL 2:		Student learning occurs in a safe, well equipped, resource rich facility that promotes a positive school culture, collegial collaborations, social emotional development, parent partnerships and respect for diversity.					
Related State Priorities:		Student Achievement, Student Engagement, School Climate, 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
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"> • Continuing Wellness Committee • Continuing use of Second Step as part of Tier I interventions • Continuing use of Kimochi’s 7 Keys of Communication as a component of Tier II social emotional intervention support • Continuing Character Counts • Continuing Character Committee • Communicate (eg. Website, MadMimi) about social emotional programs to parents • Continuing Peaceful Playground • Exploring opportunities for nutrition education • Continuing Cougars In Motion • Continuing Leader In Me Student Book Club • Guidance Assistant and School Psychologist to provide social emotional lessons via: in-class lessons, teacher support and CCN presentations (content and video) • Exploring flexible learning spaces (a “learning studio”) and resources • Staff training on best practices to support inclusion in the Least Restrictive Environment for children with disabilities • Supporting Staff, through professional learning on research and best practices in growth mindset 	<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>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 learning spaces that promote positive behavior, self-regulation and high levels of student engagement.</p>	2015-18	LCAP PTA SBSF	<ul style="list-style-type: none"> • Lesson Plans • PTA/Foundation and SSC Agendas • Workshop Attendance Sheets • Newsletters/Parent Letters • CCN broadcast • Student survey results • Committee agendas • Staff meeting agendas • Teacher survey • Parent letters • Year-long plan • Provide rules visually outside 	Principal, Staff, Guidance Assistant, School Psychologist, Parents, Students, District Inclusion TOSA, Curriculum Resource Teacher

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2.2	Parent Outreach-Parent Communication to support student academic, social emotional growth and inclusion <ul style="list-style-type: none"> • Communicate to parents, Carmel Creek’s character education programs through Parent Trainings and school events (e.g. STREAM Nights, Parenting with Love and Logic, Leader In Me student-parent book club, Second Step home activities, Kimochi’s Information and CCN broadcasts). • Digital Resources for parents (i.e. Newsletters, online resources, class webpages). • Promote increased parent volunteer opportunities for those with limited English (i.e., STREAM Lab, Art Lab, Cougars In Motion, Tinker Lab, garden). • Continue Heritage Night Event, a celebration of Carmel Creek’s diversity. • Keep a current list of translators. • Pair new families with established families of common background. 	There is a continued need to educate parents on the California State Standards, NGSS (Next Generation Science Standards), social emotional/bullying prevention programs and home to school resources to support positive student outcomes. Due to our diverse population, we need multiple ways to communicate with our parents to help them understand our educational system and ways to support their children. Many parents choose not to participate in school activities because of their limited English.	Parents will participate in parent education opportunities to help support their children at home. Parents will have easy and quick access to student information, resource availability, and parent opportunities at school.	2015-2018	LCAP	<ul style="list-style-type: none"> • Cougar Clips • BTSN • CC Website • Mad-Mimi (E-Blasts) • Parent/Principal meeting opportunities • Teacher-Class newsletters and/or email correspondence • Social Media (e.g., twitter, facebook) • Continue ELAC parent liaison • Volunteer opportunity list • Parent translation list • Feedback from buddy students and families 	Principal, Teachers, Staff, Parents, ELD Teachers, Curriculum Resource Teacher

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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"> • Continue annual review of school safety measures • Staff and student allergy awareness, annual epi-pen training and allergy safety education • Encourage healthy classroom party options through nutrition education • Staff development with police department or community resources for pedestrian and building safety procedures • Replenish and maintain school disaster supplies (e.g., safety red backpacks, flashlights, water supply, food supply) 	Student and staff safety is always a priority.	<p>Staff and Disaster Committee will review drill procedures</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>	2015 - 2018	LCAP, PTA	<ul style="list-style-type: none"> • Cougar Clips • BTSN • Staff Training/Meeting Agendas • Assemblies • CC Website • Mad-Mimi (E-Blasts) • Parent/Staff/Principal meeting opportunities 	Principal, Staff, Parents, District Nurse, District