

**Board Goal #1**

**Board Goal: Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.**

**Site Strategy: CMS will create a culture of invested, empowered, and reflective learners and provide personalized learning approaches to meet the needs of all students.**

Goal/Step	Key Actions	Who's Responsible	Who's Involved	Resources (dollar amount and source, people, time)	Timeline	Evidence of Implementation
<p><b><u>HUMANITIES (ENGLISH AND HISTORY)</u></b></p> <p><b>1.1 <u>Curriculum:</u></b></p> <p>1. All humanities, English and History teachers will align our scope and sequences with the California State Standards</p> <p>2. Department will share best practices with department and grade-level</p>	<p><b>1a.</b> Refine created/Continue creating CCSS-aligned units based on new texts (fiction and nonfiction): creating our own “textbooks”</p> <p><b>1b.</b> Grade level and department collaboration time specifically allotted for identifying texts, materials, and tools, as well as creating new units, assessments, and curriculum that aligns with CCSS</p> <p><b>2a.</b> Obtain a shared running document of best practices</p> <p><b>2b.</b> Best practices will be shared at start of department and grade level meetings</p>	<p>Humanities Department</p>	<p>Humanities Staff and administrators</p> <p>Special education staff that support curriculum in the general education classrooms</p>	<p><b>Funding:</b>            Teacher pay/time for creation of new curriculum (creating own “textbooks”)             PD Funds from site and district             CSF Funds             EEF Funds</p> <p><b>Time:</b>            Release time             Wednesday PD and department meetings</p> <p><b>Resources:</b>            Access to primary sources (online tools)            Training and access to (teacher</p>	<p>2016-ongoing</p> <p>Release time at least three times yearly</p> <p>Wednesday PD and dept. meeting throughout the year</p>	<p>Scope and sequence document shared in Google drive with each grade level in the department.</p> <p>Goal setting and reflection requirements for collaborative group projects.</p> <p>Individualized student ELA PEPs</p> <p>All grade levels using primary source documents to meet the “Depth of Knowledge” requirements of Common Core.</p> <p>Best practices document in shared Google folder</p>

				accounts) a variety of tools that will help students work towards meeting personalized goals  Teacher selected technology based website subscriptions to support students		
<p><b>1.2 <u>Assessment</u></b></p> <p><b>1.</b> All humanities grade levels will assess students using MAP and students will create a PEP for reading.</p> <p><b>2.</b> All grade levels will use SBAC data to inform instruction</p>	<p><b>1a.</b> Make sure classrooms have access to efficient technologies - 2nd semester device survey</p> <p><b>1b.</b> Give students access to personal copies of MAP Goal Sheets in order to set personalized goals</p> <p><b>1c.</b> Allow students opportunities for practicing specific tasks aligned to personalized goals (Compass Learning, Achieve 3000)</p> <p><b>1d.</b> Increased training for teachers on compass learning and other tools for meeting this goal</p> <p><b>2.</b> Allotted time in Wednesday meetings to review SBAC data</p>	Humanities Department	Humanities department  Administration  TRT and other Technology Staff	<p><b>Resources:</b> MAP testing Compass Learning Achieve 3000</p> <p>Efficient Technology (netbooks, Chromebooks, desktops in minilabs, etc.)</p>	<p>Throughout school year</p> <p><b>By second week of school</b> (Compass Learning accounts, Achieve 3000 accounts)</p> <p>Twice yearly (surveys and upkeep) Weekly or bimonthly (Compass learning and/or Achieve 3000)</p> <p>Twice yearly (staff meetings for reviewing data)</p>	<p>MAP testing scores are discussed at least once a year with students as a goal setting tool in the areas of reading and written language.</p> <p>Evaluating SBAC results to determine further development of Common Core curriculum to support student learning in English language arts.</p>

	by grade level					
<p><b><u>1.3 Multi-Tiered Systems of Support (MTSS):</u></b></p> <p>1.SBAC and MAP data will be used to identify student proficiency levels and support intervention/acceleration needs</p> <p>2.One co-taught classes in each grade level: humanities 6, humanities7 and English 8</p>	<p><b>1a.</b>Review and discuss SBAC and MAP data with grade level and department</p> <p><b>1b.</b>Project-based learning units</p> <p><b>1c.</b>Achieve 3000 will be used and student growth tracked</p> <p><b>1d.</b>Online resources at home (programs, videos, lessons, games)</p> <p><b>1e.</b>Appropriately advise placement from 8<sup>th</sup> grade to 9<sup>th</sup> grade</p> <p><b>2a.</b>Collaborate with SPED teacher on student accommodations/modifications</p>	Humanities Department and staff	Humanities Department  Administration  Library staff  Coronado Schools Foundation (CSF)	<p><b>Funding:</b> PD Funds from site and district</p> <p><b>Resources:</b> Beginning of year release day between teacher and co-teacher (within first two weeks)</p>	2016-ongoing  Beginning of year staff meeting and department and grade level meeting  Release time with SPED teachers	<p>Interactive teacher Haiku pages that give students the opportunity to ask questions of other students, take surveys and polls, and review instructional material through posted videos.</p> <p>Scaffolding strategies to support our EL and special education students.</p>
<p><b><u>SCIENCE</u></b></p> <p><b>1.1 Curriculum:</b></p> <p>All science grade levels will develop a scope and sequence for the new Next Generation Science Standards (NGSS)</p>	<p><b>1a.</b>Develop and edit digital textbook for all grade levels to maximize DOK across texts and inquiry.</p> <p><b>1b.</b>Design labs and refine activities aligned to NGSS Performance Expectations</p>	Science Department Teachers	Science Department Teachers, Administration, and CSF	<p><b>Funding:</b> \$3,500 through CSF / LIPP Grant</p> <p>Site and district PD Funds</p> <p>EEF monies</p> <p>District Funds for Digital Textbook Development and NGSS curriculum</p>	2016- Ongoing	<p>Scope and Sequence for each grade level shared vertically.</p> <p>Updated Digital Textbook found in CMS Science Department Google Drive Folder.</p> <p>The scope and sequence provides evidence of personalized education by developing</p>

	<p><b>1c.</b>Collaborate among departmental and grade level colleagues.</p> <p><b>1d.</b> Incorporate Evidence Statements and Framework into Scope and Sequences</p>			<p><b>Resources:</b> Technology Chromebooks, Haiku, digital Text</p> <p><b>Time:</b> Release time for teachers throughout school year Wednesday PD and dept. meetings</p>		<p>curriculum that addresses multiple learning needs and styles.</p> <p>Learning goals are posted on the classroom front board each day.</p> <p>LCAP- Evidence of NGSS Implementation from standards listed and addressed in scope and sequence.</p>
<p><b>1.2 Assessment:</b></p> <p>All science grade levels will develop and implement at least three summative assessments that do not include closed answer choices that align to NGSS Performance Expectations.</p>	<p><b>1a.</b>Design summative assessments that align to the NGSS Performance Expectations</p> <p><b>1b.</b>Collaboration among departmental and grade level colleagues.</p>	Science Department Teachers	Science Department Teachers	<p><b>Funding:</b> PD Funds CSF</p> <p><b>Time:</b> Release time for teachers throughout school year Wednesday PD and dept. meetings</p>	Throughout school year	<p>Evidence includes samples of the assessments.</p> <p>This provides evidence of personalized education by students being assessed by multiple measures of assessment and differentiated learning opportunities.</p> <p>LCAP- Evidence of NGSS Implementation through assessments aligned to the performance expectations of NGSS.</p>
<p><b>1.3 Multi-Tiered Systems of Supports (MTSS):</b></p> <p>1.SBAC data will be used to identify student</p>	<p><b>1a.</b>Review and discuss SBAC data with grade level/ department/other departments</p> <p><b>2a.</b>Haiku (assignments, videos,</p>	Science Department Teachers	Science Department, Administration, Coronado Schools Foundation (CSF)	<p><b>Funding:</b> PD Funds CSF</p> <p><b>Resources:</b> Haiku</p>	Throughout school year	<p>SBAC data and notation of student performance levels</p> <p>Evidence of a broad course of science opportunities for all</p>

<p>proficiency levels and support student needs</p> <p>2. All science students will be offered multiple, unique opportunities to extend their learning beyond “regular” class.</p>	<p>lessons, digital textbook, simulations, games, articles, intervention/extension opportunities)</p> <p>2b.Science Saturday School</p> <p>2c Online resources at school and home via Haiku</p>			<p><b>Time:</b> Throughout school year</p>		<p>students listed on Haiku.</p> <p>Evidence of Haiku use statistics for use of resources on Haiku.</p> <p>Teacher attendance at science PD opportunities</p>
<p><b><u>MATHEMATICS</u></b></p> <p><b>1.1 Curriculum:</b></p> <p>1.Implement new math curriculum text College Preparatory Math (CPM)</p>	<p>1a.Training</p> <p>1b. Grade level team and department collaboration</p> <p>1c. Hold a Parent Information Night in Fall</p>	Math Department and Administration	Math Department and Administration	<p><b>Funding:</b></p> <p>CPM PD thru District Funds Site PD</p> <p>\$3,500 CSF / LIPP Grant</p> <p>EEF monies</p> <p><b>Resources:</b></p> <p>CPM Text</p> <p><b>Time:</b></p> <p>Wednesday PD Release time After school</p>	Throughout school year	<p>Lesson plans</p> <p>Notes from department and vertical team meetings</p> <p>Parent Night Information</p>
<p><b>1.2 Assessment:</b></p> <p>1.Utilize CPM assessments</p> <p>2.Use SBAC and MAP data to inform placement</p>	<p>1a.Analyze assessment results to inform instruction and look for patterns.</p>	Math Department	Math Department	<p><b>Time:</b></p> <p>Wednesday PD Release time After school</p> <p><b>Resources:</b></p> <p>CPM Text MAP assessment</p>	<p>Throughout the year</p> <p>Fall 2016</p> <p>Spring 2017</p>	<p>Google spreadsheet with data</p> <p>Identify patterns to correlate SBAC claims to levels of proficiency already identified with MAP</p> <p>Use data to identify advanced and below</p>

						proficient students
<p><b>1.3 Multi-Tiered Systems of Support (MTSS):</b></p> <p>1. SBAC and MAP data will be used to identify student proficiency levels and support student needs</p> <p>2. Continue intervention support and accelerated courses</p>	<p><b>1a.</b> Identify student proficiency levels through SBAC and MAP data with grade level department</p> <p><b>2a.</b> Identify students through various multiple-measures of assessment to determine placement in classes Assessments: SBAC MAP CPM – Placement assessments</p> <p>New students: Students interested in acceleration will take a placement assessment from CPM when enrolling</p> <p><b>2b.</b> Continue to monitor throughout the school to make adjustments as needed.</p>	Math Department	Math Department and Administration	<p><b>Resources:</b> CPM, MAP, SBAC data and assessments</p> <p><b>Time:</b> Wednesday PD After school and/or release time</p>	<p>Throughout school year</p> <p>Fall 2016</p> <p>Spring 2017</p>	<p>Documentation of below proficient identified students</p> <p>Courses included in master schedule</p> <p>MAP, SBAC, and other placement assessment results</p> <p>Create a Personalized Education Plan for below proficient students and students identified in special populations (EL, RFEP, SPED)</p> <p>Placement of students in appropriate math courses including math support classes</p>
<p><b><u>ELECTIVES</u></b></p> <p><b>1.1 Curriculum:</b></p> <p>1. Electives teachers will integrate question</p>	<p><b>1a.</b> During class discussions, exit questions, warm-ups teachers will guide students in making connections between</p>	Teachers of specific elective classes	Teachers of specific electives courses	<p><b>Funding:</b> Site PD monies</p> <p><b>Resources:</b> Content from other</p>	2016-17 and ongoing	Electives teachers will share connections students have made during the, “Best Practice” sharing time at department meetings.

strategies to guide students toward building connections across the curriculum.	current and past subjects studied across the curriculum.  <b>1b.</b> Electives teachers will communicate with content area teachers for a list of subjects covered.			discipline areas Collaboration with content teachers  <b>Time:</b> Release to plan and develop Wednesday PD		Department Chair will add in a section on the meeting agenda for electives teachers to fill out before the meeting.  Warm-up activities, discussion items
<b>1.2 <u>Assessment:</u></b>  1.Students will synthesize information to make academic connections and deepen understanding of content	1. The connections students make will be evaluated in formative and summative assessments in class, such as during discussion, exit questions, warm-ups and in class activities.	Teachers and Administration	Students/ Teachers of specific electives classes	<b>Funding:</b> Site PD monies  <b>Time:</b> Release to plan and develop Wednesday PD	2016-17 and ongoing	Compiled strategies for formatively assessing
<b>1.3 <u>Multi-Tiered Systems of Support (MTSS):</u></b>  1. Create a growth mindset learning environment by students setting individual goals based on a self-evaluation.	<i>Spanish Classes:</i> Students self-reflect by using project rubrics to guide their learning process.  <i>KCMS:</i> -meet individually with students to look at growth and goals  <i>Art:</i> -based on self-critiquing of artwork, student enhance their work  <i>Band:</i> -After evaluation a piece, students will set	Teachers of specific electives classes/students	Teachers of specific electives classes/students/parents/guardians	<b>Funding:</b> Site PD monies  <b>Time:</b> Release to plan and develop Wednesday PD	Ongoing	Evidence of improvement based on student self-evaluations and summative and formative assessments  The student goal and self-evaluation system will be the foundation of their PEP in electives classes.  Integrated student learning outcomes

	goals and re-evaluate  <i>APA:</i> Students will set a goal to focus on for solo performance and evaluate following.					
<b><u>PHYSICAL EDUCATION:</u></b>  <b><u>1.1 Curriculum:</u></b>  1.Continue development of 7 <sup>th</sup> grade Hybrid PE course content and refine 8 <sup>th</sup> grade content  2 All CMS PE teachers will develop standards-based curriculum to implement a personal fitness plan for each student.	<b>1a.</b> PE Team will collaborate and write course modules for grade 7.  <b>2a.</b> Gather fitness data from a fitness pre-test.  <b>2b.</b> Support student development of personal fitness plans.  <b>2c.</b> Gather fitness data from a fitness post- test to see student progress.	CMS PE Dept.	CMS PE Dept.	<b>Funding:</b>  District PD and Site PD  <b>Resources:</b> Course content  <b>Time:</b> Release Days	2016-2017	Completed course modules for grade 7 Hybrid PE  Completed and updated modules for grade 8 Hybrid PE  PFT data  Student Personal Fitness plans and activity log  Student data submission.
<b><u>1.2 Assessment:</u></b>  1.Develop 7 <sup>th</sup> grade Hybrid PE course online assessments  2.All PE grade levels will develop and implement at least one Fitnessgram assessment component to support PE state standards	<b>1a.</b> PE Team collaboration to develop 7 <sup>th</sup> grade Hybrid PE assessments  <b>2a.</b> Data will be gathered for Aerobic capacity.  <b>2b.</b> Data will be gathered for muscular strength and endurance.  <b>2c.</b> Data will be	CMS PE Dept.	CMS PE Dept.	<b>Funding:</b> District PD and Site PD  <b>Resources:</b> Course content  <b>Time:</b> Release Days	2016-2017	Activity logs  Hybrid PE assessments Fitness plans  Students data submission



	gathered for muscular flexibility.					
<p><b>1.3 Multi-Tiered Systems of Support (MTSS):</b></p> <p>All PE students will be offered multiple, unique opportunities to extend their learning beyond “regular” class.</p>	<p><b>1a.</b>Activity Logs and Home credit logs.</p> <p><b>1b.</b>Fitnessgram</p> <p><b>1c.</b>At home online resources.</p> <p><b>1d.</b>Personal Fitness plans with the support of the teacher.</p>	CMS PE Dept.	CMS PE Dept.	CMS PE Dept.	2016-2017	<p>Fitnessgram reports</p> <p>Goal-setting meetings with teacher.</p>

## Board Goal #2

**Board Goal: Communicate openly, freely, and accurately to engage and involve all shareholders.**

**Site Strategy:** Staff, parents, students and key shareholders will have the opportunity to utilize a standardized technology communication system.

Goal/Step	Key Actions	Who's Responsible	Who's Involved	Resources (dollar amount and source, people, time)	Timeline	Evidence of Implementation
<p><b>2.1 <u>Communication:</u></b></p> <p>1.All certificated staff will utilize a learning management system in order to communicate frequently to key shareholders (i.e.: students and parents)</p> <p>2.Regularly update and use CMS Website to inform families and public of school schedules, offerings, policies, events, and opportunities</p>	<p>1a.Regular posting of assignments, assessments, and classroom related work and information through the use of the HAIKU LMS system</p> <p>2a.Regular Web, Facebook and Twitter postings and weekly parent update email from CMS Principal</p>	Certificated Staff and Administration	Certificated Staff, Administration, Specific CMS office staff and	<p><b>Funding</b> district office and site based budget for licenses</p> <p><b>Resources:</b> HAIKU, school website, InTouch email system, Facebook and Twitter</p> <p><b>People:</b> Support from district IT department and other related staff</p> <p><b>Time</b> to develop, integrate and post (implement) frequent communiqué</p>	Fall 2016 and continuous throughout the school year	<p>receipts of emails from HAIKU postings on website archives calendar</p> <p>Reviewing student and parent feedback on the topic of “communication” from annual parent and student survey results</p> <p>Soliciting informal parent and student feedback during meetings (PTO, SSC, classroom visits, KCMS) about “communication” sent out from the school</p>
<p><b>2.2 <u>Communication:</u></b></p> <p>1.Involve shareholders in meaningful discussions and decision making</p>	<p>1a.Schedule weekly meetings with TLTeam</p> <p>1b.Schedule monthly meetings with Department Chairs, SSC, and PTO.</p>	CMS Administration And Department Chairs	CMS Administration And Department Chairs	<p><b>Funding :</b> site based budget</p> <p><b>Time:</b> Weekly Mondays Monthly Tuesdays Monthly Thursdays</p>	Fall 2016 and continuous throughout the school year	<p>Postings on website</p> <p>CMS Calendar</p> <p>CMS Wave</p> <p>Principal Weekly Update email</p>

<p>through regularly scheduled TLT, Department Chair, SSC, and PTO meetings</p>	<p><b>1c.</b>Increase leadership responsibilities for Department Chairs</p> <p><b>1d.</b>Work with PTO and staff to include teacher presentations and topical discussions at meetings for greater relevance, interest, and awareness.</p> <p><b>1e.</b>Prepare budget and resource information for review and approval by SSC, including CSF requests.</p> <p><b>1f.</b>All departments and certificated staff will share best practices</p>					<p>Department Chair, SSC, TLT minutes</p> <p>PTO presentations</p> <p>Documentation of best practices</p>
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## Board Goal #3

**Board Goal:** Maintain safe and supportive schools where students and staff thrive.

**Site Strategy:** Provide meaningful opportunities for students and staff in order to support all students with their academic development and social / emotional well-being.

Goal/Step	Key Actions	Who's Responsible	Who's Involved	Resources (dollar amount and source, people, time)	Timeline	Evidence of Implementation (must include data/require LCAP metric; see end of this document)
<p><b>3.1 <u>CMS Vision</u></b></p> <p>1.Implement CMS Vision and Student Learning Outcomes</p> <p>2.Continue to implement Growth Mindset</p>	<p><b>1a.</b>Create posters for each classroom</p> <p><b>1b.</b>Teachers will integrate the SLO's into their instruction</p> <p><b>2a.</b>Provide students with mindset activities -weekly quotes -discussions -videos -survey</p>	CMS Administration and Staff	CMS Administration and Staff	<p><b>Funding:</b> CMS monies</p> <p><b>Resources:</b> Mindset information</p>	Fall 2016 and ongoing	<p>Posters visible around campus</p> <p>Student survey results</p> <p>Create a Google folder with mindset information</p>
<p><b>3.2 <u>Supports for Students</u></b></p> <p>1.Provide both academic and social / emotional supports for all students, in order to promote healthy, age appropriate development on campus</p>	<p><b>1a.</b>Plan and implement school wide assemblies promoting safety, healthy lifestyle choices, and character development</p>	1a.CMS Administration and Counselors	1.Administration, Teachers, Counselors, service providers	<p><b>Time:</b> to plan, implement and follow-up on assemblies or programs</p> <p><b>Funding:</b> ASB, CMS Site Funds</p>	1a. Assemblies - Fall, Winter and Spring of 2016-2017	Student Information Assembly, Keith Hawkins Assembly, Character Education Assembly

<p><b>2.</b> Provide both academic and social / emotional supports for special populations <i>(Special Populations; Special Education - IEP, Military Dependents, Below Proficient, English Language Learners - EL/ELD, and Low Socio-economic – SES)</i></p>	<p><b>1b.</b> Review and interpret data from a wide variety of resources to understand the needs of students</p> <p><b>1c.</b>Implement Student Study Team (SST) process – Hold meetings with students, parents and staff</p> <p><b>1d.</b>Regularly update Haiku Counseling Page</p> <p><b>1e.</b>Academic and social / emotional counseling team to have regular individual and group meetings to build competencies among students</p> <p><b>2a.</b>Identify students through various multiple-measures of assessment to determine placement in classes</p> <p><b>2b.</b>Establish intervention classes to address needs of student</p>	<p><b>1b.</b> CMS Counselors</p> <p><b>1c.</b>CMS and Teachers, and administration</p> <p><b>1d.</b> CMS Counselors</p> <p><b>1e.</b> CMS Counselors</p> <p><b>2a&amp;b.</b> CMS Administration, Counselors</p>	<p><b>2.</b> Administration and Counselors</p>	<p><b>Time:</b> to plan, implement SST meeting and follow-up</p> <p><b>Funding:</b> CMS site funds Specific budget for assessment and intervention programs (MAP, Compass, ALEKS, Achieve 3000)</p> <p><b>Time:</b> to interpret data – release day, Wednesdays, or P.D. time</p>	<p><b>1b.</b>Fall 2016 and throughout the year, weekly/monthly</p> <p><b>1c.</b>all 2016 and ongoing</p> <p><b>1d.</b>2016 and ongoing</p> <p><b>1e.</b>2016 and ongoing</p> <p><b>2a.</b>Fall, Winter and Spring of 2016-2017</p> <p><b>2b.</b>Fall 2016</p>	<p>Gather and review informal and formal data from students including; - surveys, discussions. Data from Healthy Kids Survey, CMS culture survey</p> <p>Review academic grades, referral(s) and/or suspension(s) on students who have/had SST, including absent rate</p> <p>Review MAP data, CAASPP data, IEP assessment data, CELDT data, MDTP data, grades in classes, department and grade level assessments, student PEP</p>
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<p><b>3.3 <u>Extended student opportunities</u></b></p> <p>CMS will offer opportunities to extend their learning beyond the school day</p>	<p>Homework Club</p> <p>Saturday School enrichment opportunities</p> <p>CMS Clubs</p>	<p>CMS Administration, Counselors, Teachers</p>	<p>CMS Administration, Counselors, Teachers</p>	<p><b>Funding:</b> CMS site funds Extended Day monies</p>	<p>Fall 2016 and ongoing</p>	<p>Website posting of Saturday School opportunities and clubs</p>
<p><b>3.4 <u>Supports for Staff</u></b></p> <p>1. Provide staff development regarding social / emotional/safety supports for all students</p> <p>2. Provide staff and students safety support training</p>	<p><b>1a.</b> Trauma awareness training for staff</p> <p><b>1b.</b> Student connections activity</p> <p><b>1c.</b> Discipline process review</p> <p><b>2a.</b> Staff training on emergency procedures and drills</p>	<p>CMS Counseling and Administration</p>	<p>CMS Administration, Counselors, Teachers</p>	<p><b>Resources:</b> Data, emergency procedures information, support from CPD and CUSD</p> <p><b>Time:</b> Wednesday PD and during regular school day</p>	<p>2016 and ongoing</p>	<p>Resources for staff re: trauma awareness</p> <p>Challenge Day</p> <p>MFLC Kids Club</p> <p>Project Welcome</p> <p>Data from connections activity</p> <p>Review of discipline data and policy</p> <p>Emergency preparedness handbook</p> <p>SARC Report</p> <p>Documentation of training and reflective information</p> <p>Documentation of drill notes</p>

