



Board Goal #1: Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success

Site Strategy: Emphasize personalized learning and acquisition of new standards for students

Goal/Step	Key Actions	Who's Responsible	Who's Involved	Resources (dollar amount and source, people, time)	Timeline	Evidence of Implementation
1.1	<p>Maintain Academic Support & Enrichment (ASE) program as budgetary constraints allow; keep ASE teachers @ .6FTE to continue participation in professional development/staff/collaboration meetings, etc.</p> <ul style="list-style-type: none"> Continue to carefully analyze data and allocate ASE resources to support most "at risk" student groups (i.e.- Title I, SpEd, etc.) Continue Before/After School Academic Assistance program; staff at lower teacher/student ratio as budgetary constraints allow Investigate afternoon ASE scheduling as budgetary and instructional time block constraints allow 	Principal	Principal; Teachers; Reading Specialist	Title I; CSF; M3 Grant; LCFF/Impact Aid; TIG; PTO; Dollar amount and source TBD depending on funding cycle/caps	2016-2017	<p>Student achievement will be measured by SBAC, MAP, DRA2, Read Well, and other resources of valid data</p> <p>Master schedule</p>
1.2	<p>Utilize resources tied to Measures of Academic Progress (MAP) and Compass Learning Odyssey (CLO)</p> <ul style="list-style-type: none"> Prioritize resources that differentiate for student learning needs (i.e.- MAP Learning Continuums and CLO individualized learning paths) Study data re: student achievement 	Principal	Principal; TRT; DoDEA grant Project Director; Teachers	M3 Grant; CSF	2016-2017	<p>Student achievement will be measured by SBAC, MAP, DRA2, Read Well, and other resources of valid data</p> <p>Teacher usage will be measured by utilization of</p>

	<p>growth tied to time spent on CLO and percentage correct on activities</p> <ul style="list-style-type: none"> Consider standardizing expectations for CLO in grades 3-5 for students to use the program for minimum of 30 minutes per week in class or for homework 					MAP reports, Academic At Risk supports and interventions charts, etc.; Student usage will be measured by CLO reports
1.3	Utilize recommendations from CUSD's PEP Study Committee (i.e.-possible use of Haiku's digital portfolio feature, etc.)	Principal	Principal; Teachers; Students	N/A	2016-2017	100% of students in grades 2-5; successful implementation of PEP Study Committee recommendations
1.4	<p>Continue to expand to investigate and utilize resources to address the more rigorous DRA2 benchmarks and expectations:</p> <ul style="list-style-type: none"> As budgetary constraints allow, purchase some book sets from the DRA2 leveled text recommendations for 4th/5th and begin creating lesson plans/writing templates to practice DRA2 testing skills in reading groups (particularly upper levels that have limited sets in the book room). Continue to utilize DRA2 "Focus for Instruction" suggestions in 4th & 5th grades and expand to 2nd & 3rd grades. Continue to provide additional integration of writing component in GR groups in 4th & 5th grades and expand to 2nd & 3rd grades. Gather samples of DRA2 written responses (2nd-5th) for inter-rater reliability. Make sample available to classroom and ASE teachers. Continue to provide opportunities to observe each other in guided reading groups in 4th & 5th and expand to 2nd & 3rd. Score DRA2 tests 	Principal	Principal; Teachers; Reading Specialist	N/A	2016-2017	Student achievement will be measured by SBAC, MAP, DRA2, Read Well, and other resources of valid data

	together (classroom & ASE teachers during PD and/or articulation and/or grade level meetings in 2nd-5th grades.)					
1.5	<p>SMART Goals (generally based on +2% from previous baseline year):</p> <ul style="list-style-type: none"> 87% of Gr. 2-5 students who begin the school year at Silver Strand will meet Reading benchmarks for their final MAP testing session; 74% will do so for Math 72% of students in Gr. 3-5 will meet or exceed expected proficiency levels on SBAC ELA; 61% will do so for Math Subgroups: Title I – MAP: Reading= 55% SBAC: ELA = 30% RFEP – MAP: Reading = 69% Math = 69% SBAC: ELA =73% Math = 59% RSP – MAP: Reading = 37% Math = 37% SBAC: ELA = 38% Math = 31% 59% of Gr. K-1 students who begin the school year at Silver Strand will meet end year Read Well benchmarks. Subgroups: Title I = 35% RFEP = 77% RSP = 75% English Learners (EL): 75% of EL students will make 		Principal; Teachers; Reading Specialist; ELD Teacher	Title I; CSF; M3 Grant; LCFF/Impact Aid; TIG; PTO; Dollar amount and source TBD depending on funding cycle/caps	2016-2017	Student achievement will be measured by SBAC, MAP, DRA2, Read Well, and other resources of valid data

	annual progress on the CELDT in meeting AMAO I 74% of EL students will achieve English Proficiency as measured by the CELDT in meeting AMAO II					
1.6	Maintain a minimum of one general education instructional assistant (more as budgetary constraints allow), and continue to prioritize this support in classes/grades with high enrollment and/or at primary grades	Principal	Principal; Teachers	Site Budget	2016-2017	Schedule of instructional assistant(s), prioritizing support in classes/grades with high enrollment and/or combo classes
1.7	Maintain partnership with Coronado High School National Honor Society student volunteers providing homework assistance, and investigate ways to extend homework assistance (i.e.-re-establish partnership with Operation Hero, etc.)	Principal	Principal; Counselor; CHS NHS Advisor; Teachers	N/A	2016/17	Functioning homework assistance program with a target of one afternoon a week
1.8	Maintain TRT support/leadership at current level or higher if budgetary constraints allow	Principal	Principal	CSF	2016/17	TRT funded at .75FTE or more
1.9	Pursue expanded applications of Project-Based Learning and/or integrated instruction (i.e.-Specials teachers/gen ed teachers; CoSA/gen ed teachers, etc.)	Principal	Principal; Shane Schmeichel (New DoDEA grant writer): Laurel Wheeler/Wendy VanLandingham (Makers Space grant writers); Teachers	CSF; DoDEA grant (pending approval in summer of 2016/17)Makers' Space Grant (pending approval in summer of 2016/17)	2016/17	Extended PBL and/or integrated arts lessons across grade levels and "departments" (i.e.-Specials/gen ed)
1.10	Continue gradual transition to NGSS, beginning with upper elementary grades	Principal; Senior Director of Learning	Principal; Senior Director of Learning; Teachers	District	2016/17	Per CUSD's implementation plan

Board Goal #2: Communicate openly, freely, and accurately to engage and involve all stakeholders

Site Strategy: Increase social-emotional and engagement opportunities for students and parents

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)
2.1	<p>Create ways to celebrate and demystify understanding of new standards for students and parents</p> <ul style="list-style-type: none"> • Example: “Math March Madness” to include: <ul style="list-style-type: none"> ○ Student participation in national Sumdog (online math) competition ○ CHS National Honor Society students will provide free drop-in math homework tutoring with the requirement that parents attend with their child to gain a better understanding of how to help with math homework at home. ○ Grade level specific "math computational strategies" sent home as a resource to parents ○ PTO Family Fun Games Night to include games with a mathematical content/connection ○ “Chicken Challenge”: whole school incentive program to increase use of CLO (math focus in March) and other related software programs 	Principal	Principal; TRT; M3 Grant Project Director; Site Math Teacher Leaders; CHS National Honor Society Advisor; PTO; Parents; Teachers	M3Grant; PTO	2016-2017	Successful implementation of a majority Key Action examples; participation records via Family Fun Night, CLO, etc.

2.2	Provide parents with training, or access to videos re: pertinent topics (i.e.-Jo Boalar “mindset”, etc.) and/or pursue posting webinars (i.e.-by CUSD Senior Director of Learning)	Principal	Principal; Parents; Senior Director of Learning; M3 Grant Project Director; Teachers	District	2016-2017	Parent surveys, parent sign-in sheets, meeting schedules, PTO and SSC feedback will measure the effectiveness of parent communication.
2.3	Increase parent awareness and understanding of Digital Literacy Scope and Sequence (i.e.-meetings, resources sent home; use of videos; simple student/grade level “checklist” of skills, etc.)	Principal	Principal; TRT; Senior Director of Learning	District	2016/17	Parent surveys, parent sign-in sheets, meeting schedules, PTO and SSC feedback will measure the effectiveness of parent communication
2.4	Consider standardizing teacher use of Haiku as common communication system between class and home parents	Principal	Principal; Teachers; TRT	N/A	2016/17	Standardized use of Haiku by all teachers if site consensus is reached, or district direction provided, to do so

Board Goal #3: Maintain safe and supportive schools where students and staff thrive.

Site Strategy: Provide opportunities for meaningful staff development, student enrichment, student mindset, and supports for transitioning students/families to grow.

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)
3.1	Expand and utilize resources tied to new DoDEA M3 grant (i.e.- for professional development via Project Director, data/assessment meetings, etc.)	Principal	Principal; M3 Project Director; Senior Director of Learning; SDCOE; Teachers;	M3 Grant; Title II, Educator Effectiveness Funds	2016-2017	Effectiveness of teachers' use of resources and improved instruction in mathematics will be measured by classroom observation, student achievement data, and staff feedback.
3.2	Maintain, and extend within budgetary constraints, arts opportunities for students	Principal	Principal; ; Shane Schmeichel (New DoDEA grant	CSF; DoDEA grant (pending approval in summer of 2016/17)	2016-2017	At minimum, two successfully functioning arts-related programs/opportunities

	(i.e.-Gr. 4 & 5 band, choir, etc.)		writer); Teachers			before/after school for students
3.3	Maintain weekly Specials/PLC's	Principal	Principal; Teachers	CSF	2016-2017	Effectiveness of Specials opportunities for students and teachers' PLCs will be measured by classroom observation, student achievement data, and staff feedback.
3.4	Maintain Enrichment Clubs	Principal	Principal; Counselor (Coordinator)	PTO	2016-2017	Effectiveness of Enrichment Clubs will be measured by classroom observation, student survey results and enrichment club enrollment, and staff/student/parent feedback.
3.5	Counselors to develop resources and trainings for staff re: students with "at risk" with social-emotional issues	Principal	Principal; Counselor; Military & Family Life Consultant; Staff	N/A	2016-2017	Copies of training resources and meeting attendance records
3.6	Counselors to develop steps and incentives to improve student attendance and decrease chronic absenteeism	Principal	Principal; Counselor; Military & Family Life Consultant; Staff	N/A	2016-2017	Records of steps and incentives implemented; attendance records demonstrating a decrease in chronic absenteeism
3.7	Maintain some increased FTE for PE teacher re: further development and coordination of new SPARKS PE/health curriculum and related activities (i.e.-re: character education, Safe Routes to School, etc.)	Principal	Principal	Site Budget	2016-2017	At minimum, .6FTE for PE teacher