



Board Goal #1

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

Site Strategy: Students will access personalized assessments through software programs (i.e., Compass Learning, Ticket to Read) and other local measures and assessments to support achievement. All TK-5 students will have access to a PEP plan in one or more academic areas.

| Goal/Step | Key Actions | Who's Responsible | Who's Involved | Resources (dollar amount and source, people, time) | Timeline | Evidence of Implementation (must include data/required LCAP metric; refer to list from CG) |
|-----------|--|--|--|---|--|--|
| 1.1 | All English Learner (EL) and Reclassified Fluent English Proficient (RFEP) students will meet with the English Language Development (ELD) resource teacher/general education teacher to create a Personalized Education Plan (PEP) plan which will address a specific EL goal. | EL resource teacher, all teachers, site administrators | EL resource teacher, all teachers, site administrators | EL resource teacher (district funded) | Students will create a PEP plan within two weeks of completing the California English Development Test (CELDT) test - October 2016 | PEP plans will be accessible to students, parents, site administrators, EL resource teacher(s) and general education teachers. Reclassification rate and RFEP baseline performance on California Assessment of Student Performance and Progress (CAASPP). ELs becoming English Proficient (CELDT scores) |
| 1.2 | Students own their personalized learning in online learning tools across grade levels (i.e. Compass Learning, Sumdog, Ticket to Read, Assessment and Learning in Knowledge Spaces (ALEKS)) | All teachers, site administrators | All teachers, students, site administrators | Maintain and add (ALEKS) licenses based on need, and subscriptions to Ticket to Read. Maintain one log-in for each student in Sumdog. | 2016/2017 School year | Students' body of work in Ticket to Read, Sumdog, and ALEKS software programs. This data is preserved and not deleted as students move through grade levels. Data serves as evidence and digital portfolios of achievements. |

| | | | | | | |
|-----|--|--|--|--|-----------------------|---|
| 1.3 | Students in grades K-5 will use MAP/MPG data to create learning goals. | All teachers, TRT, district support staff | All teachers, TRT, district support staff | District to provide funding for Measures of Academic Progress (MAP) licenses | 2016/2017 School year | Data collection and analysis based on CUSD assessment calendar timelines. |
| 1.4 | Students 2-5 will use their Google accounts to create and collaborate on a variety of projects. | Students and all teachers | Students and all teachers | Hardware and Software | 2016/2017 School year | Teachers will provide timelines for grade level appropriate projects implementing Google docs. |
| 1.5 | Walk to Read allows all TK and K students 30 minutes of small group instructions with credentialed teachers daily. | TK -K Teachers | TK and K teachers and support staff | Read Well curriculum, TK and K teachers and support staff | 30 min daily | End of unit scores |
| 1.6 | Ticket to Read allows all students TK to 2 opportunity to utilize the computer program at their own reading level both at home and school. | TK - 2 Teachers | TK - 2 teachers and support staff | Read Well curriculum, TK - 2 teachers, tech support | 2016/2017 School year | Ticket to Read individual student reports |
| 1.7 | Utilizing the 8 domains in the Desired Results Developmental Profile (DRDP) 2015 teachers will recognize an area of need and develop a plan to support the students' growth and development. | Preschool special and general education teachers | Preschool special and general education teachers and support staff | DRDP 2016 document | 2016/2017 School year | DRDP observations |
| 1.8 | All students who take MAP tests will have a PEP, which will be provided to parents after each testing window. | Grades 2-5 teachers | Students, teachers, site administration, district | Release time for teacher training on PEP protocol | 2016/2017 School year | Agendas from Professional Development for teachers to support implementation of consistent PEP goal setting practices across the district |

| | | | | | | |
|------|--|----------------------------------|--|---|-----------------------|---|
| | Standardize creation of PEP template(s). | | | | | |
| 1.9 | Use NWEA MAP learning continuum resources to assist students with personalized goal develop in their RIT range target areas. | Grades 2-5 teachers | Students, parents, teachers, site administration, district | Release time for teachers to run, prepare, and analyze data. | 2016/2017 School year | Copies of PEP plans, documentation home to parents, RIT activity folders. |
| 1.10 | Release days provided for grade levels to develop differentiated math packets for a range of learners from enrichment to intervention levels. | Grades K-5 teachers | Teachers, site administration, district | Release days for core group of teachers to create and mass produce RIT folder activities for individualized learning. | 2016/2017 School year | RIT activity folders at all levels. |
| 1.11 | Promote stronger PBL link with grade level projects, and invite families to view problem-based learning units of study at culmination of the projects. | Grades K-5 teachers | Teachers, site administration, district | Space for displays of grade level projects, social media promotion, haiku | 2016/2017 School year | Student work samples and reflections. |
| 1.12 | For grades TK-5, provide intervention and enrichment services information to parents/guardians at Back To School night. | Grades TK-5 | Teachers, site administration | ASE program | 2016/2017 School year | Hard copies/links to parent information |
| 1.13 | Physical Education for grades 1-3, 5 days per week to support small guided reading groups. | Grades TK-5 | Teachers, site administration | Site budget | 2016/2017 School year | PE schedule and instructional minutes audit; grade 5 Fitness gram results |
| 1.14 | Maintain ASE-Learning Lab level of service and staffing ratios | District and Site Administration | District and Site Administration, Teachers, staff | District and Site Funding | 2016-ongoing | Data collection and analysis, PLC agenda's, ASE meeting agenda's, |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | Master-at-Risk list, progress reports, MTSS guidelines |
|--|--|--|--|--|--|--|

Board Goal #2

Board Goal: Communicate openly, freely, and accurately to engage and involve all shareholders and increase parent involvement.

Site Strategy: To promote two way communication among all stakeholders.

| Goal/Step | Key Actions | Who's Responsible | Who's Involved | Resources (dollar amount and source, people, time) | Timeline | Evidence of Implementation (must include data/required LCAP metric; refer to list from CG) |
|-----------|--|---|---|--|------------------------------------|---|
| 2.1 | EL and RFEP parents will be invited to attend English Language Advisory Committee (ELAC) meetings throughout the year | EL resource teacher and/or site secretary will send invite requests | EL resource teacher(s), general education teachers, site administrators, parents, administrative assistants | District and site funding | 2016/2017 School year *ongoing | ELAC attendance rosters Parent email communication Agenda will be sent to parents prior to meetings, ELAC meetings take place both during and after school hours to increase attendance, throughout the year, ELAC minutes will be sent to all EL and RFEP parents. |
| 2.2 | EL resource teacher will communicate regularly with general education teachers regarding EL resources, support, professional developments and lessons. | EL resource teacher | EL resource teacher(s), general education teachers, site administrators, parents, administrative assistants | District and site funding | 2016/2017 School year *on going | Regular email summaries from EL resource teacher to grade level teams and administration. |
| 2.3 | Beginning of the year ELAC survey | Site administrators, EL resource teacher | Site administrators, EL resource teacher, | District and site funding | 2016/2017 School year | ELAC survey will be sent home after EL students are identified following CELDT results. |

| | | | | | | |
|------|---|--|--|------------------------|-----------------------|--|
| | | | teacher(s), EL and RFEF parents | | *yearly | |
| 2.4 | Utilize Schools connect/Edulink and Haiku pages to share teaching strategies, instructional videos, and web links with parents. | All teachers, site administration | All teachers, site administration | District funding | 2016/2017 School year | District Parent survey feedback |
| 2.5 | Opportunity for parent informational meetings (e.g. Math night, Walk to Read, volunteer meetings) | All teachers with administration input | All teachers, site and district administration | District/Site | As needed | Meeting dates calendared, on marquee, pushed out through social media |
| 2.6 | RFEF graduation ceremony | Administration and EL resource teacher | All teachers | Site budget | Annually | Celebration assembly and parent invitations |
| 2.7 | Restructure PTO meeting times *and include topics | PTO board and administration | PTO board, administration, and staff | PTO budget | Monthly | PTO agendas and Board minutes |
| 2.8 | School Site Council, Strategic Planning Day, Coffee and Conversation with Administration *(include a focus topic) | Teachers, Parents, Administration | Teachers, parents, administration | Site/District | On going | Agendas, postings on web, marquee, social media, Schools Connect/Edu Link |
| 2.9 | Operation PALS/Deployment Club/Everyone A Reader (EAR) community and parent volunteers | Administration, MFLC, Teachers | Administration, MFLC, teachers | Site/PTO | On going | Meeting dates calendared, on marquee, pushed out through social media |
| 2.11 | Streamline/consolidate communication | Teachers, administration, TRT | Teachers, administration, TRT, parents | Haiku, TRT | On going | One village Haiku page with a tab for each grade, group (i.e. PTO), enrichment, etc. |
| 2.12 | Parent technology tool education nights | Administration, TRT | Parents, students, administration, teachers, TRT | Google, Haiku, devices | On going | Meeting dates on calendar, on marquee, pushed out through social media |

| | | | | | | |
|------|---|-----------------------------|-----------------------------|-------------------|----------|--|
| 2.13 | regular communication of student progress | teachers, parents, students | Teachers, students, parents | teacher prep time | on going | PEP, student work, progress reports, SST's |
|------|---|-----------------------------|-----------------------------|-------------------|----------|--|

Board Goal #3

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

Site Strategy: To establish programs and provide resources to support the needs of all students and staff to maintain a safe and orderly campus.

| Goal/Step | Key Actions | Who's Responsible | Who's Involved | Resources (dollar amount and source, people, time) | Timeline | Evidence of Implementation (must include data/required LCAP metric; see end of this document) |
|-----------|---|--|--|---|---|---|
| 3.1 | Explore social emotional curriculum/ resources for all grade levels | Site and District Administrators | Site and District Administrators, Counselors, | Counselors, social/emotional curriculum/ resources | On going | Supporting students' emotional and social well being |
| 3.2 | Implement a Co-teaching model in TK-K (2015-2016), 1-2 (2016-2017), and 3-5 (2017-2018) and explore alternative SAI delivery models | Site and District Administrators, General Education Teachers, Special Education Teachers | Site and District Administrators, General Education Teachers, Special Education Teachers | Special Education staff, General Education collaboration/ planning time. | Multi-year roll out 2015/2016 - 2017-2018 School Year | Supporting student IEP goals in the general education classroom. Progress on IEP goals. Student, staff, and parent CUSD data relating to climate and engagement |
| 3.3 | Provide professional development/ resources to all staff to meet the unique needs of all students | Site and District Administrators, General Education Teachers, Special Education Teachers | Site and District Administrators, General Education Teachers, Special Education Teachers | Professional development on special education resources and multiple intelligences. | On going | Supporting staff to meet the unique needs of all students. Progress on IEP goals. |
| 3.4 | Continue to provide leadership opportunities for students | Administration, teachers, Club advisors, PTO, volunteers | Administration, teachers, Club advisors, PTO, volunteers | Site, grade-level, PTO | On going | Master Calendar, registration lists, and attendance |

| | | | | | | |
|------|---|--|---|---------------|---------------------------------|--|
| 3.5 | Continued implementation of Afterschool Learning, Enrichment Clubs, and ASE teachers | Administration | Administration and teachers | Site/District | On going | ASE program, Afterschool learning rosters and attendance, and Enrichment Club rosters |
| 3.6 | Exploration of an articulated MTSS system to ensure that the needs of all students are being met. | Site and District Administration, General Education Teachers, Counselors | Site and District Administration, General Education Staff, Counselors, Students | Site/District | Ongoing Yearly | SST meetings, After School Learning, ASE classes, counseling services |
| 3.7 | Continue partnership with Coronado S.A.F.E. | Administration, SAFE staff, and teachers | Volunteers from SAFE and parent volunteers | Monthly | On going | Calendar of events |
| 3.8 | Continue emergency drills (lockdown, fire, and earthquake) | Administration | All teachers and support staff | Site/District | As needed | Log of scheduled drills |
| 3.9 | Dismissal for after school enrichment clubs | Administration, PTO | Site Administrators and general education teachers | Site | Beginning 2016/2017 School Year | Sign in and out |
| 3.11 | Explore adjusting arrival and dismissal between sites to decrease traffic concerns. | Site and District Administrators | District and Site Administration, TK/K general education teachers | Site/District | immediately | Master Calendar, Schedule of dismissal time, drop off monitor, volunteer police |
| 3.12 | Younger students wash hands before lunch | General Education Teachers | Site Administration, General Education Teachers | Site | Ongoing | Added to daily classroom schedule and routines, discuss with staff and develop a plan to create access |
| 3.13 | Inform/enforce nutrition policy | Site and District Administrators | Site and District Administrators, General Education Teachers, Parent | Site/District | Ongoing | Nutrition policy guidelines provided at back to school night, online |

| | | | | | | |
|------|--|----------------------------------|---|---------------|---|--|
| 3.14 | Improve security of access in and out of gates. | Maintenance and Operations | Site and District Administrators, all Staff | Site | Ongoing | Providing secure materials that will allow doors to automatically close and limit accessibility to easily open gates from the outside. |
| 3.15 | Increasing enrichment opportunities for younger children | PTO | Site Administrators, PTO, CSF, Community Partners | Site | Ongoing | Providing information via district websites, Edulink |
| 3.16 | Eliminate parent lunch due to safety concerns/allergies/academic focus/difficult transitions | Site Administrators | Site Administrators strategic plan stakeholders | Site | Beginning 2016/2017 school year | Communication on district websites and classroom teachers |
| 3.17 | Increase communication regarding upcoming and potential enrichment opportunities and student support opportunities on campus | Site Administrators | Site Administrators, general education teachers | Site | Beginning 2016/2017 school year and ongoing | Communication through Edulink, school website, haiku |
| 3.18 | Improve social interactions or challenges on the playground | School Counselor, MFLC | Site Administrators, all staff, parent volunteers, Peace Patrol | Site | Ongoing | Variety of options for children during recess |
| 3.19 | Update student cell phone policy | District and Site Administrators | District and Site Administrators, General education teachers | District/Site | Ongoing | Policy and procedures updated around BYOD. |
| 3.2 | Increase communication with parents regarding upcoming emergency drills to help parents front load their children | District and Site Administrators | District and Site Administrators, General Education Teachers, parents | District/Site | Ongoing | Communication via website, haiku, e-mail |

| | | | | | | |
|--|--|--|--|--|--|--|
| | and process their experience post drills. | | | | | |
|--|--|--|--|--|--|--|

