



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). EL's becoming English Proficient (CELDT scores)
1.2	Students own their personalized learning in online learning tools across grade levels (ie. 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		
1.12	For grades TK-5, provide intervention and enrichment services information to parents/guardians at Back To School night.					
1.13	Physical Education for grades 1-3, 5 days per week to support small guided reading groups.					
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
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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 RFEP 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	RFEP 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
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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	On going 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.					
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2015-16 CUSD Site Strategic Planning Template Guidance

Note: Since the Board Goals are so broad, they will encompass many components. If you feel like a one of your action steps goes in two places, do your best to put it under just one Board Goal to be consistent/simplify things. Action Steps may also be subdivided as you see fit (1.1.1, 1.1.2 etc.)

Board Goal	Appropriate Site Goals/Action Steps for Board Goals	LCAP Metrics that MUST be included in Evidence in Site Plans (bold font) (and other possible ideas)
<p>Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.</p>	<ul style="list-style-type: none"> ● <u>Academic Achievement</u>; anything related to academic <u>data</u>; academic achievement of subgroups of students must be listed in this category, namely: ELs, RFEPs, Students with Disabilities, Low Income/Homeless/Foster Youth, Military, any other subgroup for which there is a need at your site ● Anything related to <u>assessment</u> (Smarter Balanced Assessment implementation; MAP implementation; common benchmark assessments; proficiency level descriptors, new report card, etc.) ● Anything related to <u>academics</u> for any content area, but <i>must</i> include Math, ELA, Science instruction (CCSS and NGSS implementation) ● Anything relating to <u>Personalized Education Plans</u> (PEPs, goal setting, <i>Naviance</i>, interest inventories, <i>guidance</i> counselors) 	<ul style="list-style-type: none"> ● Baseline data from SBA for ELA and math; CST for science; MAP scores (SBA grade 11 will give baseline of College and Career Readiness which is required) ● API (3 year average) ● AP pass rate; EAP college ready ● ELs becoming English proficient (CELDT) ● Reclassification rate and RFEP baseline performance on SBA and CST ● Student, staff, and parent <u>CUSD survey results</u> relating to PEPs, student options, performance ● The degree of site CCSS and NGSS implementation

	<ul style="list-style-type: none"> ● Anything related to <u>CTE/ROP/Adult Education/CUSD STEAM pathways</u> of Arts, Engineering, Health Sciences, Digital Media) ● Anything related to <u>academic interventions/Multi-tiered Systems of Support (MTSS)</u> ● Anything related to <u>flexibilities/options</u> for students (various, bell schedules, online learning, etc.) ● Anything related to <u>after school learning</u> activities or <u>enrichment</u> activities ● Anything related to <u>21st Century Learning/Digital Literacy</u> for students 	<ul style="list-style-type: none"> ● Evidence of a broad course of study for all students <p>Other:</p> <ul style="list-style-type: none"> ● DoDEA PEP survey results ● % of CUSD students with some kind of PEP ● CTE/ROP data ● Any STEAM data that could be collected (DoDEA elementary engineering units data) ● Master schedule flexibilities ● After school learning or enrichment data ● Data relating to 21st C learning/digital literacy (BYOD % of students, Keyboarding proficiency baseline data, usage of Haiku, Compass Learning, Edgenuity, ALEKS, etc.)
<p>Communicate openly, freely, and accurately to engage and involve all shareholders.</p>	<ul style="list-style-type: none"> ● Anything related to <u>internal or external communication with shareholders</u> (parents/community; classified, certificated, and administrative staff; students) and to the different methods by which communication is accomplished ● Anything related to <u>parent/community involvement</u>, including parent trainings ● Anything related to <u>classified/certificated/administrative staff involvement</u> such as on leadership teams, etc. ● Anything related to <u>student involvement</u> ● <u>Anything related to site/staff articulation</u> (or any faction of our preschool-adult unified school district) 	<ul style="list-style-type: none"> ● Evidence of efforts to seek parent input in decision making (SSC, PTO, ELAC, Title I, etc.) ● Evidence of promotion of parent participation ● Student, staff, and parent <u>CUSD survey results</u> relating to communication <p>Other:</p> <ul style="list-style-type: none"> ● CUSD parent conference attendance data ● Back to School Night/Open House attendance data

		<ul style="list-style-type: none"> ● Parent volunteer logs/data ● Volunteer and community supports data (Operation BIGS/PALS, EAR, Lunch with a Scientist, etc.) <p>Note: <i>Family Engagement Framework</i> from CDE is a current and excellent resource: http://www.cde.ca.gov/nr/ne/yr14/yr14rel107.asp Other sources are also at http://www.cde.ca.gov/ls/pf/</p>
<p>Maintain safe and supportive schools where students and staff thrive.</p>	<ul style="list-style-type: none"> ● Anything related to <u>student safety</u> ● Anything related to <u>non-guidance counseling and behavior related interventions</u> (mental health, MFLC, etc.) ● <u>Student attendance and absenteeism</u> ● <u>Any and all Staff PD</u> (any content area but must include CCSS/NGSS, Assessment, Digital Literacy/21 C) ● <u>School climate/culture/mindset for growth and inclusion</u> 	<ul style="list-style-type: none"> ● Anything related to facilities, safety plans, etc. ● FIT report should maintain “good” or above for all areas (see Harrold for this information) ● Student attendance rates ● Chronic absenteeism rates ● middle and high school dropout rates ● high school graduation rates ● pupil suspension and expulsion rates ● Student, staff, and parent CUSD survey data relating to climate and engagement <p>Other: as determined by site, if any.</p>

Successes for 2015-16 for *Village Elementary*

