

White Oaks Elementary School
San Carlos, California



**Site Plan
for
Teaching and Learning
2013 – 2014**

Submitted to the SCSD Board of Trustees
February 7, 2014

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**White Oaks Site Council Members
2013-2014**

Staff Members	Parents
Christine Fox-Sennett, 4 th Grade Teacher	Nadine Johnson
Sarah Griffiths, 2 nd Grade Teacher	Tammy Pigot
Allison Liner, Principal	Joyce Romeo, Member at Large
Terri Maccan, 4 th Grade Teacher	Linda Solon
Angela Seller, 2 nd Grade Teacher	Kathryn Tanner

White Oaks Vision Statement

White Oaks School is a safe and positive learning community of involved, caring parents, teachers, staff and volunteers who share a vision for engaging, educating and nurturing the whole child.

Our community strives to develop strong character traits in our students by encouraging their ability to work cooperatively and respect cultural differences.

Our community fosters personal connections and addresses various learning styles with the hope that students will leave White Oaks as independent successful, life-long learners who work to their personal best, show perseverance when faced with challenges, and are motivated to contribute positively to our ever-changing global community.

SCSD District Vision for Our Children

The San Carlos School District shall provide an innovative and engaging learning experience that fosters the development of the Whole Child to ensure all students are well prepared for success in the 21st Century, as evidenced by:

- Reaching their highest academic, social, emotional, intellectual, and physical potential; and
- Becoming problem solvers, critical thinkers, risk-takers, designers, collaborators, and innovators
- Developing into contributing, empathic citizens and leaders who are responsible stewards of their world and care about equity and justice, both locally and **worldwide**.

The following Site Plan identifies the goals of White Oaks School as we begin to implement the District Strategic Plan in the 2013-2014 school year, Year One of the District Implementation Plan.

The plan is divided into 3 strategy areas, based on the District Implementation Plan:

- **Aligning Curriculum and Instruction to a 21st Century Model of Learning:** Authentic Assessment/Exhibition, Common Core State Standards (CCSS), 21st Century Skills and Whole Child, and Project-Based Learning (PBL)
- **Aligning Human Capital to Support Staff as 21st Century Educators:** Collaborative Teaching Models, Professional Growth and Evaluation, and Parent and Community Partnerships & Education
- **Building Learning Environments for all SCSD Schools that will Reflect, Support, and Sustain 21st Century learners:** Facility Master Plan for 21st Century Learning Environments and Technology Infusion, Integration, and Infrastructure for Boundless Learning

At White Oaks this school year, we are focused on five implementation goals as listed below. This document outlines how these five goals connect to the District Strategic Plan, why these areas need improvement, the actions that will be taken this year, and how we will measure our progress.

Goal 1: Develop staff knowledge, leadership and capacity for implementing instructional and assessment practices that support the Common Core State Standards in ELA, with a PLC focus on opinion writing K-4.

Goal 2: Develop staff knowledge, leadership and capacity for implementing instructional and assessment practices that support the Common Core State Standards in Math, with a focus on re-energizing MARS/Problem of the Month as a tool to deepen application of the Standards for Mathematical Practice

Goal 3: Seed project-based learning targets with resources and support in instructional technology

Goal 4: Build collaborative structures and a sense of possibility for how 21st Century methods of collaboration can fuel our professional work and increase student learning.

Goal 5: Foster partnerships with parents by increasing the quality and relevance of communications, and engaging the community in a dialogue about school and District initiatives.

Year One Implementation, 2013-2014

I: Aligning Curriculum and Instruction to a 21st Century Model of Learning

1. Authentic Assessment/Exhibitions

The Strategic Plan envisions new rubrics, Personal Learning Plans (PLPs) and measurements of student, school, and district success that reflect the depth, quality and higher order displayed in student learning outcomes. Assessments will also include measures of Whole Child outcomes, (e.g. physical wellness, character development, etc.), a practice for collaborative review, and authentic assessment of student work. (SCSD Strategic Plan 2013-2018, page 5).

Year 5 Target: Students at all grade levels will establish Personal Learning Plans and exhibit work as examples of deep, high quality learning (the Five Cs of 21st Century Skills and Whole Child outcomes) using district rubrics that measure content knowledge, authenticity, and levels of engagement.

Year 1 Target: District-wide development and piloting of draft rubrics to authentically assess depth of student content knowledge and mastery of the Five Cs of 21st Century Skills and craft student learning objectives.

White Oaks Goal: This is not a direct goal this year; however, our Design Team members are actively working towards this area of the plan.

Learner Outcome: Not applicable Year 1

Educator Outcome: Design team will generate a summary report based upon their pilots and volunteer teachers' pilots to summarize recommendations on modes of exhibiting student work for the 2014-2015. Report and share with the administrative team by June, 2014.

Authentic Assessment/Exhibitions				
+ What's Working	- What Requires Change	Δ Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
Design Team members are actively pursuing this goal as they explore implementation of PBL in classrooms		Participate in district development of rubrics for assessment, including exit rubrics, 5 C's, PBL. Try out some of these tools in the context of PBL units.	Design Team and PBL Cohort 1: Christine Fox Sennett, Dina Flanagan, Terri Maccan, Brenda Taylor	Ongoing 2013-14
		Participate in Student Presentations and Exhibitions	Self-selected staff and students including K/1 and 4 th grade teachers who attended PBL 101 in October 2013	Year long, 2013-14

2. Common Core State Standards (CCSS)

Our students will enter a world of work and social interaction that will be very different from those of their parents. In order to prepare them for the future and yet undefined careers, it is imperative to consider and address a number of emerging trends that provide the context and conditions for their future success. These trends include a Connected and Borderless World, Workplace Requirements for 21st Century Skills, and the Need for Global Environmental Awareness. California's adoption of the Common Core State Standards (CCSS) brings these new elements of teaching and learning to the forefront and helps address the opportunities and challenges we currently face. CCSS provides a more student-centered approach to assessment and gives teachers, schools, and school districts a richer set of formative data to inform teaching and learning, while allowing students to self-monitor their progress in real time. (SCSD Strategic Plan 2013-2018, pages 2-4).

Year 5 Target: CCSS, NGSS (Next Generation Science Standards), and Smarter Balanced assessments are fully implemented integrated with technology infused, Project Based Learning units, Blended Learning platforms, and authentic assessments in all grade levels.

Year 1 Target: All staff will demonstrate increased understanding of CCSS for their grade level or subject matter area, and collaborate with their colleagues to pilot and refine representative Mathematics and English Language Arts lessons. All teachers teaching science will develop a foundational understanding of the Next Generation Science Standards (NGSS).

White Oaks Goal: Develop staff knowledge, leadership and capacity for implementing instructional and assessment practices that support the Common Core State Standards in English Language Arts (ELA), with a Professional Learning Community (PLC) focus on opinion writing K-4.

- Using Webb’s Depth of Knowledge (DOK), understand how rigor in ELA is defined on the Smarter Balanced Assessment, and begin to apply this lens to literacy learning in the classroom
- Implement Lucy Calkins Units of Study in Narrative, Informational and Opinion writing K-4
- Build our collective understanding of how proficient writing grows K-4
- Utilize protocols and tools to capture student progress and inform instruction

White Oaks Goal: Develop staff knowledge, leadership and capacity for implementing instructional and assessment practices that support the Common Core State Standards in Mathematics, with a focus on re-energizing MARS/Problem of the Month as a tool to deepen application of the Standards for Mathematical Practice

- Using the DOK, understand how rigor in Mathematics is defined on the Smarter Balanced Assessment and begin to apply this lens to mathematics learning in the classroom
- Blend MARS tasks and Problem of the Month (POM) as a complement to Everyday Math (EDM) units
- Build our collective understanding of how proficient problem solving grows K-4
- Utilize protocols and tools to capture student progress and inform instruction

Learner Outcome: Not applicable year one.

Educator Outcome: All staff will demonstrate increased knowledge and initial implementation of CCSSs and will report they are fully prepared to implement CCSS for 2014-2015, as measured by processes established by principals

White Oaks Measures: Teacher exit cards from PLC sessions to measure efficacy of PLC sessions; student writing samples to measure impact of PLC and instruction on student learning; student samples of mathematical thinking to measure impact of MARS/POM on learning; spring survey of teachers to measure preparedness for CCSS implementation in 2014-2015

Common Core State Standards (CCSS)				
+ What’s Working	- What Requires Change	Δ Action	Who	When

Data/Evidence to improve		What we're going to do-- the commitment to improve		
Math: Everyday Math CCSS	Need to deepen and increase problem solving opportunities to reach higher levels of rigor and more complex chains of reasoning as defined in the Standards for Mathematical Practice	<p>K-4 Educators will instruct students using CCSS in Mathematics</p> <p>Teachers will examine Webb's DOK and reflect on how levels of rigor are reflected in EDM lessons, MARS/POM, and PBL opportunities. Teachers will begin to blend resources in units of instruction in order to provide rich problem solving experiences that match CCSS</p> <p>Self selected teachers will attend professional development sessions with the Silicon Valley Math Initiative ((SVMI) to collaborate with colleagues across this professional network, gather tools and develop their understanding of how mathematics instruction will shift with the CCSS</p>	<p>All K-4 teachers</p> <p>All K-4 teachers</p> <p>Self selected teachers</p>	<p>Ongoing 2013-14</p> <p>Staff meetings November – May</p> <p>SVMI meetings fall-spring</p>
Writing and Language: New CCSS Unit of Study in writing	<p>Need time to learn new units of study and what is required by the CCSS</p> <p>Need to calibrate our collective staff understanding of what proficiency looks like K-4 in order to ensure that expectations and feedback to students reflect new standards</p>	<p>K-4 Educators will instruct students using CCSS in English Language Arts</p> <p>Engage in targeted, practical professional development in CCSS, in depth, over time through strands of ongoing professional learning opportunities with a focus on opinion writing and the use of new units of study/rubrics</p>	<p>All staff</p> <p>All staff</p>	<p>Ongoing 2013-14</p> <p>PLC sessions Sep-May</p>

	Need to measure how students are progressing using common tools in order to monitor progress, inform instruction, and utilize the power of team collaboration	Attend Common Core Writing Conference with coaches from the Reading and Writing Project at Teachers College, Columbia University (writers of our new curriculum) Summer Institute with coaches from The Reading and Writing Project, Teachers College, Columbia University	5 teachers and principal (Andersen, Cohen, Martin, Norgaard, Richards) Up to 50 staff members (25 K-2 and 25 3-5)	October 2013 Summer 2014
Reading: Strong history of professional study in this area. Library of guided reading books and strong classroom practices in instruction and assessment. Literacy teacher supports readers K-2 who need extra support Strong history of using DRA assessment. District is shifting to common practices and the use of DRA2	Expand reading selections in information and opinion writing as mentor texts for writing and sources for research. Need to collect this data as a school in order to better monitor student progress	K-4 Educators will instruct students using CCSS in English Language Arts Implement PebbleGo and RAZ Kids as online tools for primary readers Teachers will report independent DRA 2 scores using new District protocols Inventory school library collection, establish a purchasing plan, and purchase more nonfiction books for our school library Inventory guided reading library collection, establish a purchasing plan, and purchase more nonfiction books	All staff Teachers and Tech Associate Teachers Librarian Teacher TBD	Ongoing 2013-2014 November 2013 Each trimester 2013-2014 March 2014 May 2014

3. 21st Century Skills and Whole Child

In order to develop relevant, real-world, global curricula that builds extended learning experiences and integrates both the Whole Child approach and Environmental Stewardship, the Strategic Plan seeks to align curricula to focus on 21st Century Skills, especially the 5 Cs -- Critical Thinking & Problem Solving, Communication, Collaboration, Citizenship (Global) and Creativity & Innovation. In addition, the Strategic Plan emphasizes new, expanded practices in Whole Child learning and teaching, Physical, Social, and Emotional Health and Wellness Programs, CCSS, and Science, Technology, Engineering and Math (STEM). (SCSD Strategic Plan 2013-2018, page 2-4).

Year 5 Target: All aspects of teaching and learning will integrate 21st Century Skills and the Whole Child practices as implemented by a collaborative team of educators.

Year 1 Target: All staff will demonstrate increased awareness and explore implementation of diversification beyond traditional academics; including Social-Emotional Learning, the Arts, Health and Wellness and the Five Cs of 21st Century Skills. Rubrics will be developed, piloted, and refined for application by all staff in Year 2.

White Oaks Goal: Although this is not a stated goal area, we are building strong foundations for this work. As a school team, we are collaborating with our new Legarza P.E. staff to ensure that P.E. is supporting health and fitness. In addition, we are expanding our lunchtime offerings to provide a range of activities that meet the social and emotional needs of our learners. Through our initial work with PBL, we are aligning our work with the 5Cs, noting where we already stretch students in these areas as well as where we need to go next in order to provide opportunities for students to engage in deeper ways.

Learner Outcomes: All students (whose teacher is participating in the Project-Based Learning institute) will demonstrate through portfolios and/or exhibitions of projects their ability to integrate subject matters across multiple disciplines (art, language arts, math, etc.)

Educator Outcome: An online repository of educator-designed, units/themes and lessons reflecting integration of the arts, design and health education across the curriculum will be created, posted and accessible by district staff. This is a District-led outcome.

21 st Century Skills and Whole Child				
+ What's Working	- What Requires Change	Δ Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
Strong history of integrated units of study over time	Need to develop District-wide understanding of 5Cs	Develop and pilot Learning Outcomes for Grade 3, 5 & 8	Design Team (Flanagan, Maccan, Taylor)	Ongoing by Spring 2014
		Pilot Five Cs and Whole Child projects and design rubrics to	Design Team (Flanagan, Maccan, Taylor)	Ongoing 2013-14

		be disseminated with all educators		
	Need to provide time for educators to reflect on how 5Cs connect to CCSS, what is in place already, and where students will need to stretch in new ways.	Implement at least one lesson explicitly incorporating the Five C's	All Staff	Ongoing 2013-14
		Collaboratively plan at least one activity that is integrated across curriculum including, but not limited to, music art, etc.	All Staff	Ongoing 2013-14
Partnership with PTA "Green Team", Garden Team, and Recology to increase awareness and improve recycling practices	Need to add composting	Increase knowledge and awareness of environmental education opportunities (e.g. recycling programs, trash reductions	All Staff	Ongoing 2013-14

4. Project-Based Learning (PBL)

The Strategic Plan envisions greater emphasis on Project-Based Learning (PBL) to focus on problem-solving, collaboration, critical-thinking skills, and time management skills in order to develop greater student engagement and ownership of their learning. The district will contract with a PBL trainer or training organization to build district capacity for effective PBL instruction that enables the implementation of the CCSS, the 5 Cs, and technology-infused Boundless Learning. (SCSD Strategic Plan 2013-2018, pages 4-5).

Year 5 Target: All students Grades Pre through 8 will be engaged in multiple PBL projects as common aspects of learning.

Year 1 Target: Expand district capacity to lead implementation of PBL: (1.) Train Design Team of Teacher/Admin leaders, and (2.) Prepare principals to lead instructional transformation; and 3) Design team members will bridge from current "projects" to more formalized PBL model.

White Oaks Goal: Seed project-based learning (PBL) targets with resources and support in instructional technology.

- With input from Site Council, develop our site position paper on how and why technology will improve learning
- Implement Chromebooks in Grades 3-4 and iPads in K-2
- Pilot Google Android tablets in Grade 2

- Explore how the use of apps, photos and video can enhance PBL K-4

Learner Outcome: Learners participating in PBL pilot projects will demonstrate their learning through (yet to be developed) sharing their units with the greater group and online in a repository

Educator Outcome: Not applicable in Year 1.

White Oaks Measures: Completed position paper, spring teacher survey, spring student survey, samples of student work on Google Docs

Project-Based Learning (PBL)				
+ What's Working	- What Requires Change	Δ Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
Teacher interest in PBL – Good timing in the context of new standards	Teachers need support and tools to get started	Participate in Intensive K-8 Summer Institute- PBL, Design Learning, Learning Environments, Mindset	Design Team (Flanagan, Maccan, Taylor)	August 2013
Chromebooks and iPads provide an opportunity for boundless learning as described in Strategic Plan	Teachers need time and training to learn how these tools can help increase student engagement and learning	Support teachers with training and communications. Support from conferences, District Tech Dept and Parent Tech Team	All teachers	Ongoing 2013-2104
Commitment to iPads focused in K-2 per the Strategic Plan	Difficulty managing apps Need to ensure equity of access for all children	Develop an app management plan	District and site tech staff	February 2014
		Develop a purchasing plan to ensure that all K-2 classrooms have access to tablets. This includes piloting Android tablets this school year.	Principal with District Tech staff	April 2014
Training with Buck Institute		PBL "Leader Training"	Design Tem (Flangan, Maccan, Taylor)	October 2013
		Training for principals	Principal	November 8, 2013
All teachers will be trained over 3 years	All teachers need time and support to learn more. Some want to move forward more	Participate in district-planned P.D. in PBL	All Staff	District PD winter and spring 2014

	quickly.	Site P.D. in PBL, sharing progress, successes and challenges	K/1 and 4 th grade teachers who already participated in PBL 101 and are implementing projects	March staff meeting
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II: Aligning Human Capital to Support Staff as 21st Century Educators

5. Collaborative Teaching Models

Many district teachers are either planning co-teaching pilot classes or have started to implement them fully, as envisioned in the Facility Master Plan to utilize flexible learning and collaboration spaces for students and educators. (SCSD Strategic Plan 2013-2018, page 6).

Year 5 Target: Learning environments will feature collaboration, multi-age groupings, inclusion, and co-teaching models to differentiate instruction for students.

Year 1 Target: Implementation of Collaborative Teaching models will take place at CMS and TL, and pilot projects will be launched at several elementary schools. All staff will become aware of and explore models of multi-age grouping, inclusion and differentiation. As a result, a cadre of 20 staff making up multiple groups of representative groups at each school will develop professional learning committees to share and report their work and outcomes to their site and district colleagues.

White Oaks Goal 4: Build collaborative structures and a sense of possibility for how 21st Century methods of collaboration can fuel our professional work and increase student learning

- 4.1 Support the K/1 team with professional learning time to observe other multiage models and reflect with other teachers across the District who are implementing collaborative models of teaching.
- 4.2 Refine the Kid-by-Kid/Classroom SST process to support student progress within an RTI model.
- 4.3 Utilize Google Drive to capture our professional communications

Learner Outcome: Not applicable in year one.

Educator Outcome: Not applicable in year one.

White Oaks Measures: Staff survey

Collaborative Teaching Models				
+ What's Working	- What Requires Change	Δ Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
Strong history of multiage teaching New "open hallway" between two classrooms to facilitate co-teaching	Teachers need opportunity to study a variety of models, reflect on our school successes and identify where refinements could support student success	Begin new co-teaching/regrouping of students for instruction pilot projects Visit multiage classes in the Bay Area and connect with other pilot teachers in SCSD	White Oaks K/1 Team (Andersen/Cohen) White Oaks K/1 Team (Andersen/Cohen)	Ongoing 2013-14 By May 2014
Strong history of SST process to support learning	Increase opportunities for classroom teachers and specialists to collaborate	Broaden Classroom SST/Kid-by-Kid to include specialists and action planning within the meeting	Principal	October 2013 and January 2014
Staff commitment to professional learning and collaboration	Staff needs time to build collaborative team with new principal and review strategic plan to set goals for this school year Need a tool to capture notes and resources	Whole staff retreat in August to dive into Strategic Plan and set goals for this school year Implement Google Drive as a tool for capturing PLC notes, SST notes and resources, as well as weekly staff news	All staff Principal	August 2013 October 2013

6. Professional Growth and Evaluation

The Strategic Plan aims to enhance and professionalize the role of the educator by providing a greater level of autonomy, responsibility, and support. The two main avenues for achieving this model include: (1) Building a robust professional development ("PD") plan to provide all staff with ongoing professional learning to support their ability to teach in new ways and with new emerging tools; (2) Establishing a new system of evaluation for all staff (e.g. teachers, administrators, classified staff, etc.) based on professional growth, coaching and mentoring. (SCSD Strategic Plan 2013-2018, pages 5-6). The district has increased its ability to implement the strategic plan effectively through the launch of a district Admin Design Team (Mary Jude Doerpinghaus, Dr. Tom Keating, Marie Crawford, Sarah Orton, Ray Dawley) and Educator Design Team.

Year 5 Target: Full implementation of a Professional Growth and Evaluation Model that incorporates new roles and responsibilities, Professional Development (PD), Coaching, and Mentoring for all staff – certified, classified, and administrative.

Year 1 Target: The Professional Growth and Evaluation Model will be developed by the District-Union Committee and readied for piloting in Year 2.

White Oaks Goal: This is not a direct goal this year; however, we have solidified our own site PD plan for 2013-2014 and teachers are accessing voluntary District PD to address professional interests and needs.

Professional Growth and Evaluation				
+ What's Working	- What Requires Change	Δ Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
Our teachers are eager to learn more about the Strategic Plan and how to implement practices in the classroom	Teachers have different professional learning needs and interests. We need differentiated PD as well as some PD that is shared among all staff.	Develop a Site PD plan and share information about voluntary PD sessions around the District	Principal	October 2013
	Teachers need time to collaborate with each other as implementation continues	PE classes for each grade level through Legarza PE – Facilitate common planning time for teachers to access as they choose.	Principal	August 2013
Our staff brings many strengths, experiences and interests to the implementation plan	Teachers need time to “see themselves” in the Strategic Plan and reflect on their individual implementation goals	Teachers will set personalized professional growth goal(s)	All Staff	December 2013

7. Parent & Community Partnerships & Education

The district is committed to ensuring all staff and parents are informed and educated on the Strategic Plan as well as progress made toward its objectives. Additionally, parent and student input will be solicited as to how we are succeeding in meeting our goals at site and student levels. During the implementation years, the district will solicit parent input, report findings, and create action plans regarding student experiences, growth and Whole Child well-being and understanding of 21st Century Learning practices. (SCSD Strategic Plan 2013-2018, pages 7-8).

The district aims to explore, establish, and evaluate community relationships and partnerships with non-profit organizations, industry, local businesses as well as state and federal government agencies in order to engage external partners and funders for the implementation of the Strategic Plan. The district will aggressively pursue alternative sources of funding from foundations and other related organizations that may help fund innovative programs contained in this plan. (SCSD Strategic Plan 2013-2018, pages 5, 8).

Year 5 Target: SCSD Is recognized as an exemplar of school innovation and a center for professional development and visitation in which boundaries between home and school are blurred, parents, community members and global partnerships are engaged co-participants and contributors in meaningful 21st Century Learning activities both in and out of school.

Year 1 Target: A formalized resource of and for parents and community partners (industry, non-profit, etc.) will be developed that supports the implementation and evolution of the Strategic and Facilities plans, and expands the parent and community knowledge base in 21st Century Learning.

White Oaks Goal 5: Foster partnerships with parents by increasing the quality and relevance of communications, and engaging the community in a dialogue about school and District initiatives

- 5.1 Improve the White Oaks website
- 5.2 Publish Principal's Posts and weekly "From the Principal" updates
- 5.3 Conduct evening parent education events in CCSS Math and Writing
- 5.4 Explore how the use of video/live stream can enhance communications

Learner Outcome: Not applicable during year one.

Educator Outcome: Not applicable in year one.

White Oaks Measures: Parent survey

Parent & Community Partnerships & Education				
+ What's Working	- What Requires Change	Δ Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
Strong partnerships with an engaged community of parents	Spring 2013 parent survey indicated that parents want more information about how our school is targeting instructional improvement	Implement goals as written above to engage the community in a dialogue about school and District initiatives	Principal	Ongoing 2013-14
		Develop a comprehensive communication plan to ensure ongoing communication with White Oaks and district community	Principal and PTA President	Ongoing 2013-14

III: Building Learning Environments for all SCSD Schools that will Reflect, Support, and Sustain 21st Century learners

8. Facility Master Plan for 21st Century Learning Environments

The Facility Master Plan envisions flexible learning and collaboration spaces for students and educators, including spaces designated for: (a) individual, (b) small group/large group, (c) indoor/outdoor, (d) whole campus use, and (e) collaboration work. (SCSD Strategic Plan 2013-2018, pages 2-5).

Year 5 Target: Opening of two new 4-5 schools and completion of 21st Century redesign of existing schools.

Year 1 Target: Successful piloting of innovative classroom learning environments and library/media centers. District will evaluate pilots and employ lessons learned into next phase of facility planning.

White Oaks Goal: This is not a direct goal this year; however, we have several teachers interested in how shifts in the learning environment can impact learning.

Learner Outcome: Not applicable during this first year.

Educator Outcome: Not applicable during this first year.

Facility Master Plan for 21st Century Learning Environments				
+ What's Working	- What Requires Change	Δ Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
Many teachers are interested in this area of the implementation plan.	We will need new furniture and opportunities for teacher to reconsider how space is used. We do not have funds in the site budget to support this at this time.	Encourage and support staff to pilot new classroom learning environments which support different teaching models	Principal and teaching staff	Ongoing 2013-14
		Encourage and support staff to pilot new models on how to use new spaces including furniture, equipment etc.	Principal and teaching staff	Ongoing 2013-14

9. Technology Infusion, Integration, and Infrastructure for Boundless Learning

The Strategic Plan sees great potential through developments in technology and social networking that have given us the opportunity to create new forms of collaboration and communication systems to change the way educators, students, and community members interact. The plan aims to implement a comprehensive, district-wide Technology Plan outlining learner outcomes and effective use of technology for teaching and learning, data collection and analysis, and district-wide operations. The Technology Plan shall include a robust infrastructure, capacity for one-to-one computing, a platform for district-wide collaboration and sharing, and sufficient training for staff, students, and parents in its use. (SCSD Strategic Plan 2013-2018, page 5).

Year 5 Target: Technology integration in classrooms, and connections with the outside world will be seamless and robust. Students will have ubiquitous access to boundless learning 24/7.

Year 1 Target: Implementation of a fully functioning, robust network and infrastructure across all schools, both in school and after school, with all staff

White Oaks Goal*: Seed project-based learning (PBL) targets with resources and support in instructional technology.

- With input from Site Council, develop our site position paper on how and why technology will improve learning
- Implement Chromebooks in Grades 3-4 and iPads in K-2
- Pilot Google Android tablets in Grade 2
- Explore how the use of apps, photos and video can enhance PBL K-4

*NOTE: This goal also listed under Project-Based Learning above. Please see that section for details.

Learner Outcome: Every student in the district will experience high quality technology enabled learning and access to computing platforms

Educator Outcome: All teachers will use a technology tool or system to enhance student learning

White Oaks Measures: Complete position paper, spring teacher survey, spring student survey of 3rd and 4th graders

White Oaks Site Plan Budget 2013-2014

Goal 1: Develop staff knowledge, leadership and capacity for implementing instructional and assessment practices that support the Common Core State Standards in ELA, with a PLC focus on opinion writing K-4.

Item	Funding Source	Estimated Cost
Professional books for PLC	SCEF	\$800
Heinemann Writing Units of Study	District	\$3500
Release time for teachers: DRA assessments, Reading and Writing Project Conference	SCEF	\$5000
Summer Writing Institute with TCRWP	District	\$15,000
Supplies for PLC meetings	PTA	\$500
Nonfiction books for school library and/or guided reading library	PTA	\$3000

Goal 2: Develop staff knowledge, leadership and capacity for implementing instructional and assessment practices that support the Common Core State Standards in Math, with a focus on re-energizing MARS/Problem of the Month as a tool to deepen application of the Standards for Mathematical Practice

Item	Funding Source	Estimated Cost
Release time for teachers to attend SVMII professional development	District	\$2000

Goal 3: Seed project-based learning targets with resources and support in instructional technology

Item	Funding Source	Estimated Cost
60 Chromebooks and 2 storage carts	District	\$25,000

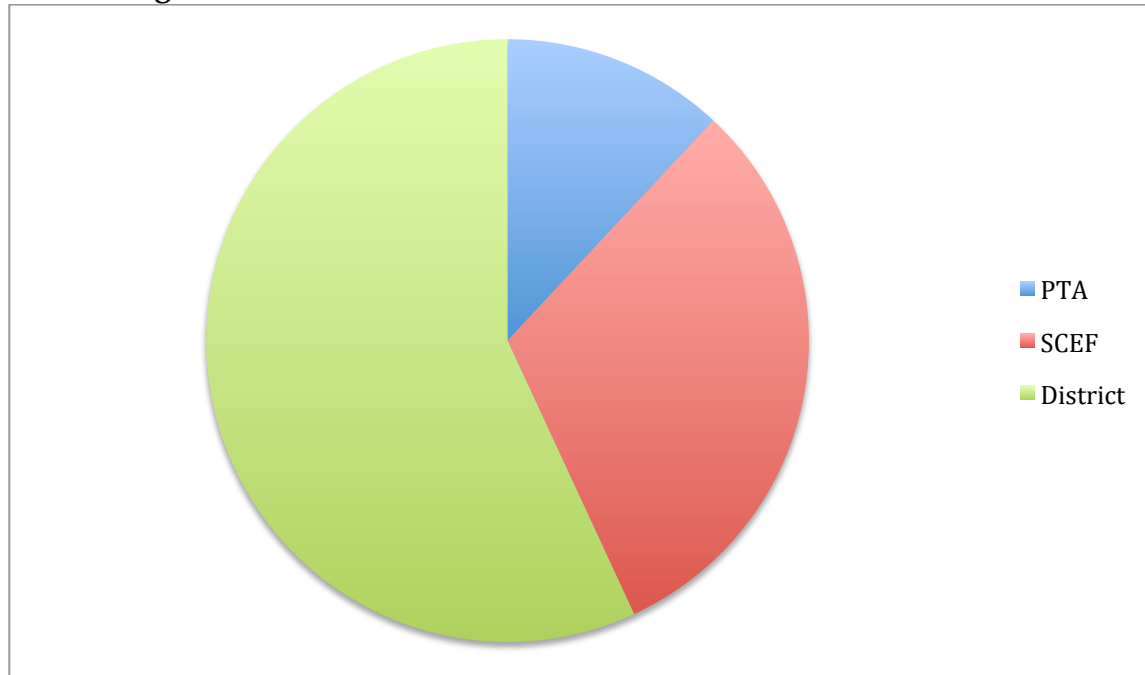
	(and PTA donation from prior year)	
Headphones for students	SCEF	\$1500
Online research and reading tools (RAZ, PebbleGo)	PTA	\$2000
Annual technology supplies and repairs	SCEF	\$4500
Conferences and release time Ed Tech Teacher iPad Summit 3 teachers and principal to attend	PTA and SCEF	\$6000
Release time for teachers to attend PBL 101 with Buck Institute	District	\$2300
Planning time for PBL teachers to collaborate during non-school time (weekends/summer)	SCEF	\$1500

Goal 4: Build collaborative structures and a sense of possibility for how 21st Century methods of collaboration can fuel our professional work and increase student learning.

Item	Funding Source	Estimated Cost
Staff retreat in August	PTA/SCEF	\$7000
Release time for Kid-by-Kid, multiage observations	SCEF	\$2500
Scanner to facilitate the use of Google Drive	SCEF	\$600

Goal 5: Foster partnerships with parents by increasing the quality and relevance of communications, and engaging the community in a dialogue about school and District initiatives.

Item	Funding Source	Estimated Cost
Parent Education events: Teacher hourly rate, childcare, supplies, presenter rates	PTA and SCEF	\$1500
Supplies for Principal's Coffees	District	\$250

Total Budget Towards Site Plan Goals: \$ 84,450**Resources for Additional Information**

San Carlos School District Strategic Plan: http://www.sancarlos.k12.ca.us/wp-content/uploads/SP_5-Year_Final_cb6-15-13-Clean.pdf

Buck Institute Project Based Learning: http://bie.org/about/why_pbl

Ed Tech Teacher: <http://edtechteacher.org/>

Silicon Valley Math Initiative: <http://www.svmimac.org/>

Teachers College Reading and Writing Project (TCRWP) at Columbia University: <http://readingandwritingproject.com/about/overview.html>

White Oaks Professional Development Plan: <https://drive.google.com/a/scsdk8.org/file/d/0B3XvNWaLXyjbNqyM3VoOU9aVUk/edit?usp=sharing>

