

The Single Plan for Student Achievement

Central Middle School

41-69021-6044747
CDS Code

Date of this revision: May 23, 2013

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Steven Kaufman
Position: Principal
Telephone Number: 650-508-7311
Address: 828 Chestnut Street, San Carlos, CA 94070
E-mail Address: skaufman@sancarlos.k12.ca.us
San Carlos School District

The District Governing Board approved this revision of the School Plan on

_____.

CENTRAL MIDDLE SCHOOL

School Mission and Vision Statement

To create an exemplary Middle School in San Carlos that provides a rich curriculum with well defined standards that empower all students to develop and appreciate learning, creative expression and a commitment to responsible citizenship.

Our Vision:

Central Middle School will be an outstanding school where students have the opportunity to succeed through...

- A positive and inclusive school climate
- A rigorous standards based curriculum
- A safe and stimulating physical environment
- Consistent behavior expectations
- Opportunities for student leadership
- Support systems that allow for every child to access learning in the way that best meets their needs
- Collaboration, communication and partnership among students, parents, staff and the community

School Synopsis

Located on a tree-lined street in "The City of Good Living", San Carlos, California, Central Middle School has been described some as "a gem in the community". Central is a 5-8 middle school of 610 students. Guided by the principles outlined in middle grades reform documents such as Caught in the Middle and Taking Center Stage, the school embraces a unique physical configuration and has organized its student population into two houses: the "Lower House" for our fifth and sixth grade students and an "Upper House" for seventh and eighth grade students. Our "Lower House" attends classes with a core team of multiple-subject teachers and explores a large span of elective choices; whereas the "Upper House" attends classes taught by single subject teachers and have generally chosen an elective track to follow through their promotion to high school.

Central Middle School teachers provide a rigorous, standards-based core curriculum with opportunities for interdisciplinary units and hands-on learning. Teachers utilize "best practices" in teaching and differentiate their instruction and activities in order to meet the needs of all learners. Enrichment instruction and activities and classes for students needing academic intervention are added as needed in order to ensure that all students have opportunities to meet grade-level standards. Our teachers have high expectations for all of their students while maintaining warm and nurturing classroom environments that are conducive to learning. Students are held to a high standard of behavior and demonstrate kindness, respect and support to their peers and adults.

While we have high academic and behavior standards, we also strive to meet the needs of the "whole child". As such, there are many opportunities for personal growth, leadership development and service to the school and community through participation in co-curricular activities and athletics. Transition activities for our incoming fifth grade students focus on "welcoming everybody" and involve caring eighth graders who help to mentor their younger

peers. An elective-rich environment ensures that our students have opportunities to be creative and work collaboratively to solve problems.

A hallmark of our success as a school can be attributed to the strong support of our parent community. Parents are truly partners-in-education at Central. While it is typical for parent participation to drop off as children get older, we are lucky enough to have many parent volunteers who work tirelessly on projects at Central ranging from driving on field trips, working in the Student Store, to fundraising and coaching. Our PTA annually sponsors "Family Night" and the "Mustang Stampede" as well as a "Welcome to CMS Barbecue" as means of assisting the administration and faculty with building a strong sense of community among our staff, parents and students.

There is a true sense of school pride at Central Middle School that you can feel when you walk on to our campus.

School Accountability Report Card

The School Accountability Report Card is available from the San Carlos School District office and online at:

<http://www.sancarlos.k12.ca.us/academics/school-accountability-report-cards-2/>

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:
 - Instructional materials are aligned with State Standards
 - Utilizing district assessments, which align to standards
 - Conferencing with teachers, along with classroom observations, with instructional practices aligned with the California Standards for the Teaching Profession (CSTPs)
 - Instruction monitored to be aligned and consistent with State Standards
2. **Availability of standards-based instructional materials appropriate to all student groups:**
 - The currently utilized Math, Language Arts, History/Social Studies, and Science adopted materials are standards-based
3. **Alignment of staff development to standards, assessed student performance and professional needs:**
 - District-wide staff development in Special Education and the classroom teacher's role in supporting all learners
 - Professional development in the California English Language Development Test (CELDT) testing, scoring and analysis
 - Site-based staff development in correlating the ELD standards to the ELA Standards
 - Site-based staff development in the implementation ELD strategies to support all learners
 - We have implemented a Professional Learning Community approach to Staff Development
 - Professional development in supporting students on the Autistic Spectrum
 - BTSA, New Teacher Induction
 - District-wide staff implementation and use of Data Director
4. **Services provided by the regular program to enable underperforming students to meet standards:**
 - Teachers collaborate at grade levels to better target the needs of underperforming students, and analyze student work to plan for instruction to meet the needs of all students.
 - Differentiated instruction is provided at our school to meet the needs of students at all levels.
 - Counselor provides whole-class lessons in 5th and 6th grade on a monthly basis focusing on district wide Life Skill Topics, such as Acceptance, Friendship and Kindness.
 - The library provides educational materials and programs to meet the needs of all levels of learners.
 - Technology resources are provided and integrated into the curriculum both in class and through the use of the computer lab, as well the addition is iPads and Chromebooks.
 - Our Resource Teachers and SDC teachers collaborate with classroom teachers, to support instruction; the Para Educators also pushes in to work with students in the mainstream classrooms

- New teachers are supported through the San Mateo New Teacher Induction Project (BTSA)
 - Healthy Cities tutors support and mentor underperforming students under the direction of the classroom teacher
- 5. Services provided by categorical and other funds to enable underperforming students to meet standards:**
- One ELD teacher works with our EL population on a daily or A/B schedule.
- 6. Use of state and local assessments to modify instruction and improve student achievement:**
- Through the use of Data Director, administrators and staff access STAR assessment scores and local assessments to analyze student assessment data.
 - Staff analysis of data including lists of grade-level “target” students identified for interventions
 - Data is utilized when filling out Pre-SST forms to inform the SST process
- 7. Number and percentage of teachers in academic areas experiencing low student performance:**
- All teachers have target students and use a variety of materials and teaching strategies to support their learning. They provide targeted, differentiated instruction in small groups or 1:1 during the school day as needed.
- 8. Family, school, district and community resources available to assist these students:**
- Resource teacher and Para Educator support students with and without IEPs in and out of the mainstream classrooms
 - San Carlos Healthy Cities Volunteer Tutors work on site 1:1
 - Parent Education is provided through PTA, SCSD, and SCEF.
 - The Central Middle School PTA and SCEF provide many enriching programs such as Music, Art-in-Action, Technology, Library.
 - District-provided translation services provide English-Spanish translations at Parent/Teacher Conferences, IEPs, SSTs, and school communications
 - The After-School SMART-E program at CMS supports students with after-care
- 9. School, district and community barriers to improvements in student achievement:**
- The need to fund and train teachers in new adoptions for Math and Language Arts, currently on hold due to budget considerations
 - The need for additional Healthy Cities volunteers
 - Collaboration and planning time is limited
- 10. Limitations of the current program to enable underperforming students to meet standards:**
- Money and time resources for staff development and planning time to fully coordinate curricula across and between grade levels
- 11. School, district and community resources that provide a whole-child school environment that goes beyond the standards-based curriculum and addresses the individual needs of each and every child.**
- A librarian technician is provided
 - PTA funds provide many resources for Art-in-Action

- PTA and parents help to support enriching and engaging study trips
- PTA-sponsored community building events such as Family Nights, and others

Reading/English Language Arts

GOAL: To provide a challenging and effective Language Arts curriculum that includes instruction in reading, writing and literature, focusing on the goal that all students will progress toward the proficient or advanced level on the California Standards Test.

District and School-wide Focus on "It"/ Common Best Practices - ELA		
+	--	△ Delta
<p>Existing District Reading & Writing Position Papers are in place.</p> <p>Some CMS teachers trained in Writing Workshop with rest of SCSD staff.</p> <p>Some CMS teachers are trained in Six traits writing.</p> <p>Central ELA PLC focused on writing this year</p>	<p>Staff has not reviewed district Reading & Writing Position Papers since 2006.</p> <p>Six Traits writing is used at some grade levels at Central Middle School</p> <p>Writing Workshop not consistently in practice; not all teachers trained;</p> <p>There is no district wide writing assessment at this time being used.</p> <p>Work with TL in identifying and establishing 'end of grade 8' outcomes authentic assessments. [District SP]</p>	<p>District Position Papers needs to be revisited and updated to reflect current curriculum and agreed upon best practices.</p> <p>Central will revisit our commitment to implementing six traits writing across the grade levels, we will align this to the Common Core Standards</p> <p>PD within the ELA department during the 2012-2013 will use a PLC approach with a focus on Six Traits writing.</p> <p>When possible in subject areas and/or grade level teams we are seeking to create common preparatory time.</p> <p>Engage teachers in a deeper awareness and understanding of Project-based learning, blended learning, flipped learning and other 21st Century teaching practices with a goal towards authentic projects, presentations, demonstrations and expressions of learning for our students. [District SP]</p>

Curriculum (ELA)		
+	--	△ Delta
<p>Use of class novels and ELA curriculum in all grade level</p> <p>Teachers work together to create a consistent approach in teaching English Language Arts</p> <p>Renaissance Learning assessments was implemented school wide in the Fall of 2012. This will provide formative assessment and progress monitoring tools. This will continue in 2013-2014.</p>	<p>Central Middle School does not have a formative assessment tool in place, or a progress monitoring tool.</p>	<p>Strengthen the TLC process of curriculum development</p> <p>Begin to implement the Common Core standards in ELA</p>

Lower 20% (ELA)		
+	--	△ Delta

<p>Central Middle added an ELL class this school year.</p> <p>Renaissance Learning assessments was be implemented school wide in the Fall of 2012. This will provide formative assessment and progress monitoring tools.</p> <p>Utilize special services team to address the special needs of students with & without IEPs</p>	<p>The need to purposefully frontload all subjects within the classroom instruction.</p> <p>Time and resources for teachers to collaborate and discuss best practices and strategies to meet the needs of their EL learners.</p>	<p>As a way to explore the collaborative teaching model, we are fully including the 5th grade RSP or strategic level students into the General Education classes. To support the Common Core standards we are also creating this collaborative model in Social Studies/History.</p> <p>We will have 12 co-taught, these collaboratively classes will cover grades 5-8 and will occur in various content areas. classes in 2013-2014 – common prep time when possible for co-teachers.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

MATH

GOAL: To provide a challenging and effective cohesive Math program that includes instruction both computation skills and problem solving strategies focusing on the goal that all students will progress toward the proficient or advanced level on the California Standards Test.

District and School-wide Focus on "It"/ Common Best Practices - Math		
+	--	△
<p>Existing Math Position Paper is in place.</p> <p>Focus on problem solving in classroom instruction –</p> <p>Attention to students approaching standards, at BASIC</p> <p>Central Middle School along with Tierra Linda have had multiple workshops diving into the CCSS.</p>	<p>District Math Position Paper has not been reviewed by staff since 2006.</p> <p>Math discussions around best practices and math P.D. have not been sustained since BASRC, along with new staff that did not participate in the 3-year math P.D.; teachers are asking for curriculum materials, and continued curriculum support and development.</p> <p>Use of MARS Practice Tests and Pre-Assessments, along with analyzing student work with District Math Coach and planning for student re-engagement with problem solving— [not in place at this time].</p>	<p>District Position Papers needs to be revisited and updated to reflect current curriculum and agreed upon best practices.</p> <p>The district is pursuing re-entry into the NOYCE foundation – Middle School Math Initiative</p> <p>Math department will continue to implement and 'unpack' the Common Core Standards</p> <p>Create additional "time" for teachers to engage in professional learning and collaboration by developing programs and utilizing support staff (music, health educators/counselors, Librarians, Technology Associates, etc.) to work in teams, providing extended learning experiences for students. [District SP]</p> <p>Assemble a cogent set of support providers (parents, program/community partners, elective teachers, etc.) working with students in and out of school environments [District SP]</p> <p>Build an awareness (with staff, students and parents) of project-based learning; practicing 21st Century skills, to create high-quality, authentic projects and presentations. Looking for ways to engage students during this process of awareness [District SP]</p> <p>Research and experiment with the integration of technology curriculum that aligns with Common Core Standards,</p>

		<p>Project Based Learning, and 21- Century Learning programs including (but not limited to) an online repository of resources/curriculum for staff and community to access [District SP]</p> <p>Work with all district schools to align curriculum to emphasize PK-8 scope and sequence in new effective practices in whole child, health/wellness, Common Core Standards, and 21- Century Learning. [District SP]</p>
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Curriculum (Math)		
+	--	△
<p>CMS teachers have built a consistent math program that supports students at all grade levels. Built into our program we have accelerated math classes in 6th, 7th and 8th grade.</p> <p>New criteria for math placement developed by the math PLC this year. Criteria development resulted in course title changes and clarified consistent math pathways between the middle schools.</p>	<p>5th grade teachers have not worked with the 4th grade teachers at feeder schools to articulated math goals and expectations for incoming students.</p>	<p>Specifically in the 5th grade we have adopted Every Day Math. The 5th grade teachers will work closely with the 4th grade teachers at both White Oaks and at Brittan Acres to support the transition to middle school.</p> <p>The CMS math teachers will continue to work with Tierra Linda to further align the math programs at both middle schools.</p>

Lower 20% Student Subgroups (Math)		
+	--	△
<p>Teachers support students in math classes with after school study sessions, study guides</p> <p>ALEKS was added as a math interventions for students in all grade 6-8th grade.</p> <p>One SPED teacher had intensive training with the Making Math real intervention/remediation program. She presented this to small groups at a staff meeting.</p>	<p>Math intervention is needed, similar to the intervention strategies and programs in place for literacy.</p>	<p>Site and district-wide discussions, with Teacher Leaders as to how we can better support our student subgroups.</p>

HEALTH & WELL-BEING

GOAL: Provide a safe nurturing environment where we can support the whole child.

District and School-wide Focus on “It”/ Common Best Practices – Well-Being

+	--	△
<p>Counselor works closely with the 5th and 6th grade students. On a monthly basis classroom lessons are presented to all students in a class setting;</p> <p>SST Process to support the emotional, social and behavioral needs of students;</p> <p>Electives were added for all grade levels. Both 5th and 6th grade added an elective when experience;</p> <p>AVID was brought back as an elective choice and will continue into 2013-2014;</p> <p>The SST process was a topic of conversation at staff meetings this year, pre-SST agreements were made;</p>	<p>There are a limited number of lunch time activities for students to participate in;</p>	<p>Continue to explore school wide programs to build a culture of support and curb teasing and bullying behaviors;</p> <p>Improve the cleanliness of the campus, using student leadership and self-motivation;</p> <p>Add Electives to the Master schedule, including wheel opportunities in the lower house. Further changes to the wheel will be made for 2013-2014</p> <p>Bring AVID back to the Master Schedule</p> <p>Strengthen the SST process, particularly with the Pre-SST procedures</p> <p>Cultivate, develop and support teams of PLCs in areas beyond the core subjects; such as, master scheduling, student support, special education, 21st century teaching and learning. [District SP]</p>

Curriculum (Health & Well-Being)		
+	--	△
<p>Life Skills are embedded in CMS. This is evident and supported by the Administrative team.</p>	<p>Need for a comprehensive curriculum to help social development skills and improve emotional development; time to fit it into the instructional day.</p>	

Lower 20% (Health & Well-Being)		
+	--	△
<p>At CMS, Section 504s are coordinated by the Counselor, and is supported by the principal and assistant principals;</p> <p>The SST process is likewise coordinated by the Counselor, and is supported by the principal and assistant principals.</p>	<p>Limited District Nurse time has meant that some health issues must wait until nurse is available to assist.</p>	<p>The food offered at the student store will meet all federal guidelines, as well as meet the district wellness policy and administrative regulations.</p>

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	2012-2013 Allocation
California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$ 406.00
Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$
High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$
School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	FAN \$19,856.00 TDev \$854.00 FLEX \$47,904.00 ChBall \$7889.00 Total \$76503.00
Total amount of state categorical funds allocated to this school	\$ 406.00

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
Title I, Part A: School-wide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 11,083.00
Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
Total amount of state and federal categorical funds allocated to this school	\$ 87,992.00

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Todd Schofield				X
Gayle Hoch				X
Julia Horak				X
Tammy Bene				X
Steven Kaufman	X			
Joan Purcell		X		
Gigi Banfield		X		
Annie Stephanoes		X		
Numbers of members of each category	1	3	0	4

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following individuals, groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (Literacy Associates, Friendship Counselor, RSP teacher, Librarian Tech, teacher representatives)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on May 23, 2013.

Attested:

Steven Kaufman
Typed name of school principal

Signature of school principal

Date

Gayle Hoch
Typed name of SSC representative

Signature of SSC representative

Date

San Carlos School District Strategic Plan 2013-2018

Year One Implementation Plan, 2013-2014

Central Middle School

I: Aligning Curriculum and Instruction to a 21st Century Model of Learning			
Goal 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.		
Action	When	Who	Central Middle School Actions
1.1. Draft District exit rubrics and plan PD trainings for 3rd, 5th, and 8th grades that incorporate and measure authentic audiences and levels of engagement	By end of 2013-2014 school year	Admin Leadership and Design Team (11)	District Level Action
1.2. Student Presentations and Exhibitions	Year-long	Self-selected staff and students	Teachers currently piloting. Student presentations will be held in May 2014
1.3. Explore and pilot Student Digital Portfolios online platform and format appropriate to grade levels	January, 2014	TK & Design Team	District Level Action
1.4. Research, draft and pilot rubrics for the 5 C's for grades TK-3, 4-5, and 6-8 that integrate with the exit rubrics in 1.1	By end of 2013-2014 school year	Design Team (11)	District Level Action
1.5. Design a system of scheduled assessment feedback to parents via conferences and online platforms	By end of 2013-2014 school year	Design Team (11)	District Level Action
1.6. Research, pilot and recommend procedures and platforms for implementing and tracking student Personal Learning Plans and Project Based Learning	Draft Plan by the end of 2013-2014 school year	Administrative Council in consultation with Design Team	District Level Action

San Carlos School District Strategic Plan 2013-2018

Year One Implementation Plan, 2013-2014

Central Middle School

I: Aligning Curriculum and Instruction to a 21st Century Model of Learning			
Goal 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 21 st 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).		
Action	When	Who	Central Middle School Actions
2.1 K-8 Educators will instruct students using English Language Arts (ELA) and Math CCSS	Ongoing 2013-2015	Educators; Principals	In Process: In house Training, Teacher Committee, Workshops, etc. In conjunction with Sequoia District. Teacher staff meeting trainings, some of this work is supported by joint PD with Tierra Linda
2.2. District, sites, and County Office of Education will provide targeted, practical professional development in CCSS throughout the school year allowing for staff to complete training in depth over time through strands of ongoing professional learning opportunities	Ongoing 2013-2014	Mary Jude Doerpinghaus (MJD) in coordination with in-house and outsourced staff	CMS staff and educators will attend throughout 2013-2014

San Carlos School District Strategic Plan 2013-2018

Year One Implementation Plan, 2013-2014

Central Middle School

2.3. District to support educators participation in Next Generation Science Standards (NGSS) Training through SMCOE to enhance awareness/knowledge	SMCOE offerings in Fall of 2013	Tom Keating (TK), Content K-8 teachers of Science	Attending
2.4 District to offer Project Based Learning (PBL) training in implementing CCSS to core early implementing group including Design team and select group of Project-Based Learning (PBL) "leaders"	3-5 days during month of September, 2013 and then ongoing throughout the school year	Buck Institute with Design Team Members, Administrators and non-selected design team applicants	CMS Teachers attended 3-day and CMS Administrators will attend 1-day in November, with follow-up meeting in early 2014
2.5. District will investigate models of Blended Learning and promote in support of CCSS objectives	Ongoing 2013-14	Design Team working with pilot teachers	CMS teachers involved in pilot
2.6 District will gather and analyze baseline data via surveys and interviews following every Professional Development opportunity to assess efficacy of training and for future planning	Ongoing 2013-2014	Design Team	District Level Action. TL to look into Site Level Surveys as part of planning
2.7 District to host collaboration "forums" for middle and elementary to share about CCSS which could include the following: video, photos, blogs, online resource, PLC share outs, cross school opportunities, etc.	Ongoing 2013-2014	Design Team; MJD; TK and Self-Selected staff	Attending session on Nov 6th
2.8 District will create a lively, interactive repository of lessons, reflections and comments for ongoing learning	Ongoing 2013-2014	TK, Design Team; self-selected staff	TL to provide input to district. Investigate TL Site level repository that aligns to district as part of Site level planning. (Note: First planning session will be held on November 7th with Site Council)

San Carlos School District Strategic Plan 2013-2018

Year One Implementation Plan, 2013-2014

Central Middle School

<p>2.9 Communication with staff and parents around CCSS and Smarter Balance via website, news blasts, Changing times, etc.</p>	<p>Ongoing 2013-2014</p>	<p>Craig Dr. Baker, Robert Porter, MJD, TK, Mindy Hill (MH), Christina Carrier</p>	<p>Weekly Principal updates currently in place. TL Communication plan to be developed as part of Site level planning (Note: First planning session will be held on November 7th with Site Council)</p>
<p>2.10 District will work with staff to align curriculum implementation K-8 to reflect CCSS</p>	<p>Ongoing 2013-2014</p>		<p>Provide input to District as requested</p>

San Carlos School District Strategic Plan 2013-2018

Year One Implementation Plan, 2013-2014

Central Middle School

I: Aligning Curriculum and Instruction to a 21st Century Model of Learning			
Goal 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 21 st Century Skills as integrated in the Buck Institute PBL model, specifically 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 21 st 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 21 st Century Skills (as integrated in the Buck Institute PBL Model.) Rubrics will be developed, piloted, and refined for application by all staff in Year 2.		
Action	When	Who	Central Middle School Actions
3.1. A first cohort of teachers will receive training in the 5 C's as part of the 3 day PBL101 training by Buck Institute	Oct-13	Buck Institute	Complete
3.2. All Design Team and PBL Cohort 1 teachers will implement at least one lesson that explicitly incorporates the Five C's to share with principals	Spring 2014	Design Team and Cohort 1 teachers	Implemented at class level and will be presented during May 28th 2014 session
3.3. Design team will pilot Five Cs and Whole Child projects and design rubrics as part of ongoing professional development on PBL with Buck Institute;	Ongoing 2013-14	Design Team teachers	CMS Teachers currently part of pilot

San Carlos School District Strategic Plan 2013-2018

Year One Implementation Plan, 2013-2014

Central Middle School

<p>3.4. District staff will identify effective practices currently being used internally and research new promising practices, pilot and compile a resource to be used to draft an aligned P-8 social-emotional learning curriculum in the 2014-2015 school year.</p>	<p>Ongoing 2013-14</p>	<p>Design Team and site administrators</p>	<p>Julie Jobak with support of teachers and site admin has been in classrooms on a regular basis in grades 5-7. She has focussed time in the 7th grade leadership class, and the 7/8 AVID class. She has also been using Smartlyu, supported by District staff, and has continued to do monthly lessons in the 5th and 6th grades</p>
<p>3.5. All teachers will collaboratively plan at least one activity that is integrated across curriculum including, but not limited to, music, art, etc.</p>	<p>Ongoing 2013-1014</p>	<p>Design Team</p>	<p>Is not in place yet at CMS</p>
<p>3.6. Staff and students will increase their awareness and ability to embed improved health and wellness choices into their daily lives including physical fitness, healthy nutrition, etc., through implementation of the Health and Wellness Initiative and selected goals</p>	<p>Research, Awareness & pilots Ongoing 2013-2014</p>	<p>MJD in collaboration with Counselors, Psychologists, Mindy Hill, and potentially outside partners</p>	<p>CMS Fitness and Wellness Staff along with TL have met three times so far this year along with site admin and Mindy Hill to look at these issues</p>
<p>3.7 Staff and students will increase their knowledge and awareness of environmental education opportunities (e.g. recycling programs, trash reductions) and strive to compost at all schools</p>	<p>Ongoing 2013-2014</p>	<p>All staff including elective teachers in coordination with principals</p>	<p>At CMS this has occurred in our 6th grade science classes, additionally we have conversation beginning to be held in the leadership classes</p>
	<p>Ongoing 2013-2014</p>	<p>Mindy Hill (MH) & MJD in collaboration with Wellness Committee; site Health & Fitness Educators; and with partners (e.g. Sequoia Healthcare District/Pamela Kurtzman; Teen Talk; Hidden Villa, CAFF Harvest of the Month; Sobrato Center, Safe Routes to School Group; Weight Watchers, Boot Camp, PAMF, and local medical professionals)</p>	<p>TBD</p>

San Carlos School District Strategic Plan 2013-2018

Year One Implementation Plan, 2013-2014

Central Middle School

	Ongoing 2013-2014	MH; MJD; Principals; Educators; The Lunch Masters and Recology; C/CAG	TBD
--	-------------------	--------------------------------------------------------------------------------	-----

San Carlos School District Strategic Plan 2013-2018

Year One Implementation Plan, 2013-2014

Central Middle School

I: Aligning Curriculum and Instruction to a 21st Century Model of Learning			
Goal 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 the Buck Institute 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.		
Action	When	Who	Central Middle School Actions
4.1. Intensive K-8 Summer Institute - PBL, Design Learning, Learning Environments, Mindset will be provided to selected teachers	August 12-16	Design Team (13 Teacher Leaders selected) and TK, Marie Crawford (MC),	Complete
4.2. Staff will select PBL Training Organization/Trainers and PBL model of instruction for school year	August 5-9, 2013	TK, MC, MJD	Complete
4.3. PBL awareness training will be offered during district sponsored Professional Development before school	August 21-22	Buck Institute	Complete
4.4. A three day Introduction to PBL course for an initial cohort of Design Team Teaches and additional early adopter teachers	October 2013;	Buck Institute Training Faculty	Complete
4.5. One day PBL Administrator Leadership Development for school site administrators	Nov-13	Buck Institute and all school-site Administrators	Complete
4.6. Teacher PBL Readiness Survey provided by Buck Institute	Fall, 2013 Spring, 2014	Buck Institute, MJD, TK, MC, Sarah Orton (SO)	Complete
4.7. Teachers attending the Cohort 1 PBL101 training will design, pilot and share a minimum of two PBL units aligned with CCSS and the 5 C's over the course of the school year	Spring, 2014	Design and Cohort 1 teachers	In process
4.8. PBL Sharing Community to showcase examples of Pre-8 PBL units	One district-wide meeting at end of year participation in an online community	Design Team plus additional Cohort 1 early adopters	CMS will participate in May 28th, 2014 session

San Carlos School District Strategic Plan 2013-2018
Year One Implementation Plan, 2013-2014
 Central Middle School

II: Aligning Human Capital to Support Staff as 21st Century Educators			
Goal 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,		
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.		
Action	When	Who	Central Middle School Actions
5.1. Self-selected school-sites and teams will begin new co-teaching pilot projects	2013-14 school year	Brittan Acres Grade 4; White Oaks K and 4; Heather: 1st grade team	N/A
5.2. Middle school-sites will expand current co-teaching implementation to a broader group of students	2013-14 school year	Tierra Linda, Central Middle School	CMS has 13 co-taught classes in the 5-8th grade in ELA, Hist, and Science.
5.3. Selected sites will pilot inclusion models for intervention continuum (RTI, SPED)	2013-14 school year	Brittan Acres: K-4; Heather: 3rd-4th	N/A
5.4 Special Education "inclusion" model will be piloted in Transitional Kindergarten	2013-14 school year	Arundel	N/A
5.5 District and school sites will provide differentiation coaching and/or co-teaching training and/or professional growth opportunity for staff	At least once/year 2013-14 school year	Administrators and staff will co-develop the "how"	All co-teachers went through a comprehensive PD in August to support teachers. Teachers and admin have met to discussed the status of these classes. Steven and Loranine have met with with Suzanne to discuss co-teaching at both schools. CMS is setting up a meeting with Suzanne to look more closely at how co-teaching is working

San Carlos School District Strategic Plan 2013-2018

Year One Implementation Plan, 2013-2014

Central Middle School

<p>5.6 District staff in coordination with school sites will create a student-focus group to solicit input on collaborative teaching models (e.g. student council, leadership, etc.) to gather baseline data</p>	<p>2013-2014 school year</p>	<p>MJD, principals and students</p>	<p>CMS has begun a student shadowing program where teachers are released for the whole day and shadow a student for the entire day. During the shadowing experience teachers are asking our students specific questions, they stay with them through all of their classes, lunch and recess. At the end of the day the teachers call parents and ask them a series of questions related to the student. More of these shadowing experiences will occur in Feb and March</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------	-------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

San Carlos School District Strategic Plan 2013-2018

Year One Implementation Plan, 2013-2014

Central Middle School

II: Aligning Human Capital to Support Staff as 21st Century Educators

Goal 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
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.

Action	When	Who	Central Middle School Actions
6.1. A new, multiple measure Educator Evaluation Measure model will be created in collaboration staff and administration	Ongoing	District-Union Committee	CMS will provide feedback and partner with district staff as requested
6.2. District and school-sites will provide professional development (PD) growth opportunities via staff meetings, Wednesday early-release afternoons and selected PD Days	Agreed to by 10/1/13 at each site and August 21-22 as well as integrated throughout 2013-14 School Year	All schools; MJD and District Staff	This occurs every other Tuesday staff meeting along with the occasional Wednesday meeting. Feb., 2014 CMS has included an outside Equity coach, Al Gonzales, to work with teachers in the 'master schedule' PLC
6.3. School sites will send staff on "study tours" to exemplary 21st Century Learning districts, schools, and programs to develop further understanding of programmatic and facility opportunities	Ongoing; 2013-14 School Year	Teachers, administrators	Admin have done some visits to nearby schools
6.4. Site principals will facilitate increased time for teachers for professional learning (e.g. Legarza "time", Wednesdays, staff meetings, etc.)	Ongoing; 2013-14 School Year;	Teachers, administrators	Staff meetings have been redesigned to be focused on development. Every other staff meeting has PLC focus around redesigning the "master schedule"
6.5. District staff in collaboration with educational and Human Resource (HR) staff will develop a "new teacher" induction training to be implemented at the onset of the 2014-15 school year	Spring, 2014	District Union Committee in coordination with HR and CTA	District Action
6.6 Staff will set personalized professional growth goal(s) (formal or informally as determined by site administration)	Aug-13	Admin and Staff	Not currently happening in a formal way
6.7 Online registration system will support self-selected staff development	August-September, 2013 and ongoing reflection	Staff and Administrators	Complete
6.8 Students of self-selected pilot teachers will provide feedback on a targeted activity, project, etc. to refine teaching practices	Spring, 2014	Students of selected subgroup and selected staff	Will be provided as part of May 28th session

San Carlos School District Strategic Plan 2013-2018
Year One Implementation Plan, 2013-2014
 Central Middle School

II: Aligning Human Capital to Support Staff as 21st Century Educators			
Goal 7. Parent & Community Partnership & 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		
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.		
Action	When	Who	Central Middle School Actions
7.1. Staff will identify, categorize, and disseminate a rich resource of parental and community supports available to support 21 st century learning for students	Ongoing 2013-2014	MJD in coordination with administrators, educators, parents and community partners	CMS supports this through communication of events and with Site Based conversations at Site Council
7.2. District staff will design and deliver an enhanced parent education series including a variety of workshops, forums, meetings, etc. on targeted topics to ensure parents have access to learning opportunities around 21 st century learning	Ongoing, 2013-2014 Year; evenings	MJD in coordination with administrators, educators, parents and community partners	District level action - in process. CMS supports this
7.3 District staff will develop a comprehensive communication plan to ensure ongoing communication occurs through various media including, but not limited to, ~Website development, ~District and school site newsletters, ~E-communications	December, 2013; ongoing	Craig Baker, Mary Jude Doerpinghaus, Robert Porter, Tom Keating, Mindy Hill, and Christina Carrier	CMS has changed the format of the newsletter to decrease the burnout associated with weekly communication. Most teachers at CMS have created websites to communicate classroom information, teachers are also using Edmodo to increase communication between home and school
7.4 District staff will explore possibilities in social media as a means to enhance communication and information dissemination to all stakeholders (e.g. Facebook, Edmodo, Twitter, etc.)	Ongoing 2013-2014	TK	Will provide input to district as needed
7.5 District staff will create a fund development plan to explore promising partnerships and develop a small cogent set of targeted partners to support 21 st Century learning	Ongoing 2013-2014	TK, Craig and Carol Elliott, District staff	TL to identify opportunities as part of site level planning (Note: First planning session will be held on November 7th with Site Council).

San Carlos School District Strategic Plan 2013-2018

Year One Implementation Plan, 2013-2014

Central Middle School

7.6 District staff will explore possibilities of grant writing as means for fiscal support of our work	Ongoing 2013-2014	TK and CB	District level action
--------------------------------------------------------------------------------------------------------	-------------------	-----------	-----------------------

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

Goal 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.

Action	When	Who	Central Middle School Actions
8.1. 4-5 Bridge Schools: Arroyo Dartmouth	2015-16 2016-17 2017-2018	Design Team	District Level action
8.2. Encourage Pilot Classroom Learning Environments for Co-Teaching/ Collaborative Teaching	Ongoing	Subset teachers	In process
8.3. Conceptualize and plan Computer Lab transitions and Library transformations	Ongoing	Design Team/CMS staff and Site Council	CMS has had some conversations with staff and Site Council about alternatives to the lab, additionally with three chromebook carts and 1 iPad cart in place we have been testing out the viability and the logistics around mobile carts of devices
8.4. Begin to pilot furniture and equipment in new PD Center and selected classrooms as budget permits	Roll Out Fall, 2013	PD Center at new district office, selected classrooms	CMS has done research in this area, we have some pilot furniture in place in the innovation lab, and in a classroom
8.5 Study Tours to exemplary facilities	Roll Out Fall, 2013; Ongoing 2013-2014	Selected subgroups	Steven, Marie and Ray have actively reached out to schools locally and across the country.

San Carlos School District Strategic Plan 2013-2018

Year One Implementation Plan, 2013-2014

Central Middle School

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

Goal 9. Technology Infusion, Integration, and Infrastructure for Boundless Learning	<p>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).</p>
Year 5 Target:	<p>Technology integration in classrooms, and connections with the outside world will be seamless and robust. Students will have ubiquitous access to boundless learning in classrooms and outside classrooms 24/7.</p>
Year 1 Target:	<p>Implementation of a fully functioning, robust network and infrastructure across all schools, both in school and after school, with all staff and students experimenting in a host of tech platforms in support of student learning (Edmodo, Google Docs, Gmail, and Blended Learning).</p>

Action	When	Who	Central Middle School Actions
9.1. Provide professional development and rollout cloud-based environments (Edmodo and Google Apps) to support student learning.	August 21-22 and Monthly	TK & Tech Team	Site level participation in Technology committee
9.2. Continue to upgrade Network Infrastructure to bring all schools to 1 GB connectivity over the internet (Currently 250 MB Bandwidth)	Ongoing and 1GB by June 2014	TK & Tech Team	District Level action - Network is working well and meeting increased demand as of Feb., 2014
9.3. Completion of comprehensive technology plan/roadmap for the next 5 years that outlines how to achieve ubiquitous access to technology in and out of school.	First Year Draft September, 2013 Final 5 Year Draft June, 2014	TK & Design Team & Tech Team	Site level participation in Technology committee
9.4. Create Project/Lesson Repository and Discussion Platform for Teachers	Roll Out, January, 2014 & ongoing	TK & Tech Team	CMS to provide input as needed. Will include in Site Level planning Staff at Central are sharing ideas and practices around the use of devices and cloud based tools
9.5. Create a plan to redesign Tech Associate Position to support Boundless Learning	February, 2014	TK & Design Team HR	District level action
9.6. Pilot Mobile Computing/ Media Center model	August, 2013 and ongoing	Heather Staff and Admin, TK & Tech Team	N/A
9.7. Establish a district technology committee that will meet a minimum of four times a year to assess Tech equipment, software, and staffing needs.	Sep-13	District Staff, TK, parents, board	Site level participation in Technology committee

San Carlos School District Strategic Plan 2013-2018

Year One Implementation Plan, 2013-2014

Central Middle School

9.8. Investigate platforms and hardware to connect classrooms to each other and the outside world via video conferencing	Ongoing during 2013-14 school year	TK and Design Team	Site level participation in Technology committee
--------------------------------------------------------------------------------------------------------------------------	------------------------------------	--------------------	--------------------------------------------------