

SOLANA HIGHLANDS Site Strategic Action Plan 2010 – 2011

Solana Beach School District
ACTION PLAN

Goal: Curriculum
Objective: 1
Date: June 2010

Areas of Focus- **Technology- Blue**, **Language Arts- Red**, **Professional Learning Communities-Green**

District Goal 1: Student Learning is supported by a consistent integrated enriched curriculum
School Goal 1: All students will progress towards proficient/advanced levels through active participation in a differentiated and challenging academic program.

Objective 1: Solana Highlands students will demonstrate optimal growth through utilization of the language arts curriculum that is research-based and incorporates best practices and differentiated instruction.

| Step No. | Action Plan | Student Impact | Timeline | Funding Source | Evidence of Implementation | Comments/Person Responsible |
|----------|--|--|-------------|----------------|---|---|
| 1.1.1 | Research and select systematic tiered Interventions for Language Arts to maximize learning for all students aligned with the new instructional materials | Percentage of students scoring proficient or advanced will increase by 2% (85.6-87.6) | 2010-2011 | | Completed tracking/monitoring system used by grade level teams | Grade-Level PLCs, Principal, Reading Specialist |
| 1.1.2 | Consistent implementation of LA curriculum (fidelity) | Reinforces knowledge of CA standards and benchmarks. | 2010 - 2012 | | Use of materials, PLC agendas, common assessments reflect consistent student learning | Teachers/ Principal |
| 1.1.3 | Use of all technology components in ELA materials to support core curriculum and select those to be used consistently within teams. | Teachers and students will increase their use of technology in ELA to support learning | 2010-2011 | | Staff meeting with time to explore resources. Agendas. | All Staff |

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| 1.1.4 | <p>Continue intervention programs for ELA before and during school.</p> <p>* Identify students, develop schedule, and continue to evaluate impact of effectiveness.</p> | <p>Increase # of students scoring proficient or advanced by 2% (85.6-87.6) by giving extra time and support and expanding learning opportunities</p> | 2010-2013 | | <p>Utilize new ELA materials, software/programs, e.g. Read Naturally, Compass Learning, Data showing improvement, Log-in times of students, Teacher lessons</p> | <p>Principal, All staff, Reading Specialist</p> |
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SOLANA HIGHLANDS Site Strategic Action Plan 2010 – 20011

Solana Beach School District
ACTION PLAN

Goal: Practices
Objective: 1
Date: June 2010

District Goal 2: Student Learning is supported by best practices and teaching methods
School Goal 2: All students will progress towards proficient/advanced levels as a result of staff collaboration and decision making based on timely response to data and common assessment.

Objective 1: Provide structured collaboration opportunities to impact student learning

| Step No. | Action Plan | Student Impact | Timeline | Funding Source | Evidence of Implementation | Comments/Person Responsible |
|----------|---|--|-----------|----------------|---|--|
| 2.1.1 | Continue to implement PLC meetings with focus on ELA in which grade-level teams are focused on student learning, committed to continuous improvement, data-oriented, action-oriented, and engage in collective inquiry into best practices <ul style="list-style-type: none"> * Focus on grade-level Essential Standards * Share common assessments * Plan for when students do not meet essential standards * Plan for extending the learning of GATE/Advanced students | Relevant and engaging instruction that is focused on essential standards to increase student achievement | 2010-2013 | | PLC agendas, Achievement on MAP/CST, utilization of Dufour's templates in Learning By Doing | All Staff, Grade-Level Leaders, Principal |
| 2.1.2 | Grade-level teams will analyze CST/MAP data, and district/grade-level assessments to determine plan to increase | Percentage of students in significant subgroups | 2010-2011 | | Grade levels meet their goals for student achievement | Grade-level Teams, Principal, Cabinet team, Media Center Teacher |

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| 2.1.3 | <p>student achievement in 1-3 areas in Reading</p> <ul style="list-style-type: none"> * Grade levels conduct two meetings Fall/Winter to review data and set grade-level and class goals based on student progress. * Utilize collaboration time to monitor student progress <p>Continue to foster teacher and parent understanding of data and how MAP can impact student learning. Communicate with parents regarding student progress and how they can support from home to foster student learning.</p> | <p>scoring proficient or advanced will increase by 2% (57.5% to 59.5% adv., 28%-30% prof. in ELA)</p> <p>Staff and parents are able to support student learning. Better parent understanding of data.</p> | 2010-2011 | | <p>Teachers use data to design instruction and communicate to parents. School Website with MAP information. Staff meeting agendas. Staff meeting on MAP and how to use it to design lessons</p> | <p>Director of Instructional Services, Teachers, Principal</p> |
| 2.1.4 | <p>Conduct Grade-level collaboration meetings with support teachers (Science, Music, Art, PE, Computers, Media) to develop integrated units that support core curriculum.</p> <ul style="list-style-type: none"> a. Focus on Cross-Curricular projects in technology during collaboration. b. Explore, select and implement 1-2 standards-based, grade-level projects. | <p>Expanded learning opportunities across curriculum areas. All students will participate in cohesive, technology integrated units of study. Increased engagement and consistent curriculum across grade levels.</p> | Sept. 2010 | | <p>Cross-Curricular integration in all classrooms and support classes. Meeting held in September and mid-year, Staff Meeting Agendas. Classroom teachers and support teachers will display and share student work. Technology embedded in student projects, Staff Meeting/PLC agendas</p> | <p>All staff, Principal, Assistant Superintendant of Curriculum</p> |

**SOLANA HIGHLANDS
Site Strategic Action Plan
2010 – 2011**

Solana Beach School District
ACTION PLAN

Goal: Practices
Objective: 2
Date: June 2010

District Goal 2: Student Learning is supported by best practices and teaching methods
School Goal 2: All students will progress toward proficient/advanced levels as a result of staff collaboration and decision-making based on timely response to data and common assessment.

Objective 2: Provide teachers with professional development to support student learning

| Step No. | Action Plan | Student Impact | Timeline | Funding Source | Evidence of Implementation | Comments/Person Responsible |
|----------|--|--|-----------|----------------|--|---|
| 2.2.1 | Continue training and support ensuring that each grade level operates as a learning community during collaboration time. | Discussions will focus on student learning and best practices | 2010-2011 | | Collaboration agendas and observations of PLC sessions by principal. Conferences attended. | Principal, Teachers, Regular feedback to teacher leaders, SSC |
| 2.2.3 | Support and explore professional development opportunities for teachers | Focus on current research and best practices to promote student learning | 2010-2011 | | Send groups of teachers to conferences (e.g. CUE, PLC, ELA), other schools, districts, etc. Designate 5 staff meetings to teach best practice in ELA throughout 2010-2011 and designate 2-4 staff meetings on implementing best practices in technology. | Staff |

SOLANA HIGHLANDS Site Strategic Action Plan 2010 – 2011

Solana Beach School District
ACTION PLAN

Goal: Environment
Objective: 1
Date: June 2010

District Goal 3: Student Learning occurs in a positive and resource rich environment
School Goal 3: Student Learning is supported by an environment that reinforces all modalities.

Objective 1: Maintain and expand opportunities that impact student learning in a positive environment

| Step No. | Action Plan | Student Impact | Timeline | Funding Source | Evidence of Implementation | Comments/Person Responsible |
|----------|---|--|-----------|----------------------|--|--------------------------------------|
| 3.1.1 | Continue to expand the use of technology in the hands of students | Greater use of technology by students, student engagement, 21 st Century Skills | 2010-2013 | | Funding is identified to purchase laptops and other emerging technology | PTA, Principal, Parent volunteers |
| 3.1.2 | Continue lunchtime programs and increase physical opportunities and social interactions during school and at lunch (e.g. Playground Partners) | Increased student involvement, physical fitness, inclusion, positive school environment | 2010-2011 | PTA | Parent volunteers | PTA, Principal, Media Center Teacher |
| 3.1.3 | Gold Medal—All students to earn through peer reading * Upper Grade students will read with primary students | Increased fluency, comprehension and motivation to read | 2010-2013 | PTA, Scholastic Fair | Percentage of students receiving their gold medal increased as well as pages read. | |

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| 3.1.4 | Maintain Character Development Program Character Counts | Develop good citizens and maintain positive environment and culture at school. | 2010-2011 | | | |
| 3.1.5 | Connect Home and school use of technology | Students, parents, and teachers will be able to communicate and work together, Improved communication with community and parents, increased student performance | | | Parent survey to prioritize parent needs, Parent Night at Mini-Open House, Link on School website to scope and sequence for keyboarding, Back-to-School Night, Support communication through email, web pages, Podcasting, Blogs, Wikis, Weblinks, online homework, and online newsletters | All Staff, Grade-level leaders |

The following items have been institutionalized as a part of our school culture and have been removed from the plan.

- ❖ Continue to provide opportunities for visitations from visiting poets, authors, playwrights, journalists, storytellers, and scientists (Science Day) to increase academic learning of all students.
- ❖ Review assembly options with staff. Make assembly decisions with PTA. Evaluate impact on student learning.
- ❖ Encourage and support the use of centralized resources to provide learning opportunities to individuals at student levels (e.g. Lexiles, Guided Reading Level).
- ❖ Align use of School Garden to curriculum standards and student leadership. Maintain and consider expanding garden.