



SOLANA HIGHLANDS Site Strategic Action Plan 2011 – 2012

Solana Beach School District
ACTION PLAN
June 2011

Goal: Curriculum

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

Goal 1: Students' unique learning needs and academic achievement levels will be met through differentiated instruction with best practices and teaching methods.

Step No.	Action Plan	Our Reality	Student Impact	Timeline	Funding Source	Evidence of Implementation	Comments/Person Responsible
1.1.1	Continue to Implement ELA curriculum. Ensure consistent program effectiveness through ongoing monitoring and evaluation.	89% of our students were prof./ adv. in ELA. 11% - nonproficient	Reinforces knowledge of CA standards and benchmarks.	2011-2012		Use of materials, use of common assessment, PLC agendas, Data uploaded into Data Director and results shared with the grade-level team. Writing Module will be taught to the staff at staff meeting.	Support Staff Teachers Principal
1.1.2	Continue to support implementation of year-long plans that follow the scope and sequence of instructional materials <ul style="list-style-type: none"> • Support classroom teacher collaboration with enrichment instructors (2x per year) to coordinate yearlong pacing and curriculum integration, aligning the scope and sequence of the 	Currently done 1x in August	Increased alignment of what is taught and learned, All students will participate in a cohesive and integrated curriculum	2011-2012		Scope and Sequence Posted on Site Wiki	Grade-level teams, Principal, Support Staff, Grade-level liaisons

1.1.3	<p>enrichment curriculum to ELA and other areas of the curriculum (math, science, social studies)</p> <p>Identify (using district criteria), purchase, and use supplementary literature for the independent practice of skills and strategies identified in scope and sequence. Maintain balance of fiction (50%) and Non-fiction (50%)</p>		Increased practice using skills and strategies taught from the Core	2011-2012	District	Books purchased, Student groups reading at appropriate levels in small groups, CRT and grade-level teams will communicate purchases with vertical grades at SH and SP	
1.1.4	<p>Professional development and Support for Student Learning</p> <ul style="list-style-type: none"> • Create ongoing training in the Gradual Release Model and Essential Elements of Instruction (Particular focus on Teaching to One Objective and Student Engagement), and Independent Learning Tasks. • Ongoing training and support ensuring that each grade level operates as a learning community during collaboration time 			2011-2012		Optional Book Study: Better Learning Through Structured Teaching and Productive Group Work (Dr. Fisher), Opportunities for teachers to be trained in GLAD, Staff Meeting and District Staff Development Trainings	Staff and Principal
1.1.5	Foster sharing of best practices across district through grade-level visitations of Solana Beach schools	K and 3	Increased alignment of what is taught and learned, Sharing of best practices	2011-2012	Site budget for subs		Grade-Level Teams Principal

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Goal: Collaboration
June 2011

Goal 2: All students will make progress towards proficient/advanced levels as a result of staff collaboration and decision making based on timely response to data and common assessment.

Step No.	Action Plan	Our Reality	Student Impact	Timeline	Funding Source	Evidence of Implementation	Comments/Person Responsible
2.1.1	Utilize ELA Unit district benchmark assessments for each grade level aligned to English/language arts instructional materials. <ul style="list-style-type: none"> • Grade levels share results to ensure all students learn skills taught 	Inconsistent use of unit assessments	Increased consistency on grade-level teams, increased student learning and collaboration based on analysis of student data, increased sharing of best practices	2011-2012		Use of Grade-level Common Assessments, Student Results Grade-level teams will utilize data from Data Director to provide support to students.	Teachers
2.1.2	Grade-level teams will use formative and summative common assessments (e.g. MAP, CST, writing assessment, ELA unit benchmark Assessments) to determine plan to increase student achievement in 1-3 areas in reading and math by developing classroom, grade-level, and individual SMART goals.	Grade levels currently meet 1 hour 1x per week	Increased Student achievement	2011-2012		SMART Goals written, monitored, and evaluated	Grade-Level Teams Principal

2.1.3	<p>Continue to implement weekly PLC meetings in which grade-level teams are focused on student learning, committed to continuous improvement, data oriented, action oriented, and engaged in collective inquiry and best practices.</p> <ul style="list-style-type: none"> • Sharing of common assessments • Focus on grade-level essential standards • Plan for extending the learning of GATE/Advanced students • Plan for when students do not meet essential standards • Consider ongoing prof. development on PLC facilitation of meetings • Develop consistent structures for meeting content and processes 		Increased Student achievement	2011-2012		PLC Agendas and Training	Grade-level Teams Principal
2.1.4	<p>Form School Intervention Team made up of EL, Reading Intervention, Learning Center, Media Center, and Primary and Upper Grade Teachers</p> <ul style="list-style-type: none"> • Decide on grade-level common assessments and consistent tiered interventions that are aligned to district-adopted materials • Reading Intervention Teacher assists Grade-level Teams in instructing and monitoring use of aides • Cluster students (EL, Learning Center, Reading Intervention, and Speech) based on ability and needs to 	Varied tiers of intervention and tracking of students	Decreased # of students non-proficient in ELA from 12% to 10% and 9% in Math to 7%	2011-2012		Creation of monitoring and tracking forms, Intervention Team meetings every other week, Staff Meeting on 10-5 to explain new process, Members of team attend weekly PLC meetings	Intervention Team, Grade-level teams, Reading Specialist and EL teacher, Principal

2.1.5	<p>maximize level of support and services to each student</p> <p>Continue Intervention programs for ELA and Math before, during, and after school.</p> <ul style="list-style-type: none"> Identify students, develop schedule, and continue to evaluate for effectiveness 	12% and 9% non-proficient in Reading and Math respectively	Increase # of students scoring proficient or advanced by 2% by giving extra time and support and expanding learning opportunities	2011-2012	District Centralized ELD Monies and Site – Carryover TIIG	Utilization of district software – Read Naturally, Fastt Math, DreamBox, Compass Learning, Fountas and Pinnell Curriculum, Reading Together with 2 nd and 4 th graders	Staff, Principal, Intervention Team, Reading Specialist
2.1.6	<p>Increase the academic achievement of all significant subgroups in reading, writing and math.</p> <ul style="list-style-type: none"> PLC meetings to determine instructional needs of students 	89% of students were prof./adv. in ELA. 11% -non-proficient	Increased # sense and math fluency. Decrease non-proficient from 9% to 7%	2011-2012	District Centralized ELD Monies	Consistent use of Instructional Materials in all classrooms, Tracking and logging computer-based programs (e.g., Read Naturally, Compass Learning, Fastt Math, DreamBox), All staff will track student progress, Data Director strand test results will be used to guide instruction.	All Staff, Principal, Intervention Team, Reading Specialist
2.1.7	Implement <i>Fastt Math</i> software program to improve math fact automaticity (2-4) <i>DreamBox</i> software, and Kathy Fosnot units of study to improve mathematics concept development for all K-1 students.	9% of students non-proficient in math on CST				Staff Dev. Training – Buy Back Days, Student Logins, Increased MAP/CST scores, Progress monitoring of grade-level math assessments DreamBox used as H.W. when appropriate.	Staff Intervention Team Principal

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Goal: Environment
Date: June 2011

Goal 3: School Culture and Learning Environment: Student Learning is supported by an environment that reinforces all modalities and creates a partnership with parents and community.

Step No.	Action Plan	Our Reality	Student Impact	Timeline	Funding Source	Evidence of Implementation	Comments/Person Responsible
3.1.1	<p>Develop Mobile Technology pilot in some grade levels focusing on Reading Comprehension, Fluency, and Math Automaticity. An emphasis will also be placed on fostering skills such as: Problem Solving, Critical Thinking, Communication, Collaboration, Innovation, and Creativity, etc.</p> <ul style="list-style-type: none"> • Identify Teachers • Visit Central School in Escondido • Teachers attend monthly trainings and possibly CUE conference • Evaluate effectiveness based on student MAP, Fluency, and other Math and Reading assessments. 	Currently using computers in classrooms, lab, media center, and laptop cart.	Increased Student Engagement	2011-2012	Foundation PTA District - Trainings	<p>Observation, Student Projects, Data tracking of MAP scores in reading and math, and fluency</p> <p>4th Grade has 2 teachers with 1-to-1 iPod touches</p> <p>K- Two teachers 5 iPads each</p> <p>1st-Three teachers with 5 iPads each</p> <p>2nd-Two teachers with 5 ipads each</p> <p>Reading Intervention/EL – 6 iPads</p> <p>Speech – 1 iPad</p> <p>Identify Teachers</p> <p>Apple Training</p> <p>Monthly Meetings, Evaluation includes goals built around the intentional use of mobile devices and tracking of data.</p>	Principal-selected teachers District Principal

3.1.2	Continue to expand student projects (at least 2 per grade in grades 2-4) that incorporate technology, are standards-based, and help foster 21 st Century learning skills. (ex: blogs, Glogster, web 2.0 tools, Kidspiration)	Each grade level has at least one project that incorporates tech.	Greater use of technology by students, engagement, 21 st Century skills	2011-2012	Foundation	Grade-Level Projects, CUE conference Attendance, Staff Meeting Share-Outs	Teachers Principal
3.1.3	Provide a climate and culture for positive, professional, collegial collaboration. <ul style="list-style-type: none"> • Develop strategies to build a more inclusive school culture to include effective communication strategies • Create a school team to provide a proactive means for problem solving and collaboration • Allow for increased input and inclusion of new staff members 	Initial Climate Survey Results done by Dr. Mark Baldwin		2011-12	DTiR Grant District	Formation of School Climate Team, Meeting Agendas, Staff Meetings with Team-Building Exercises, Summative Survey mid-year and end-of-the-year	All Staff
3.1.4	Communicate with parents regarding student progress and how they can support from home to foster student learning.			2011-12		Grade-Level Road Map from Treasures Website shared with parents at BTSN and conferences, Grade levels communicate weekly reading strategies and skills taught in ELA curriculum by providing information from Home/School connection on Treasures Website at least minimally per unit, Thematic Reading	Grade-Level Teams and Principal

3.1.5	Continue to explore and participate in county-wide programs that provide enrichment opportunities for our adv. students (example: Math Field Day, Word Masters)	Math Field Day	Increased enrichment opportunities for our advanced learners	2012-2014	PTA funds for assembly	<p>lists and other Family Resources linked to SH home page, Sharing of MAP data at student conferences</p> <p>Participation in enrichment programs</p>	All Staff, District Psychologist, Principal
3.1.6	<p>Students will improve conflict-resolution strategies, appreciation of peers' differences, and improved behavior</p> <ul style="list-style-type: none"> • All staff will be trained in how to positively redirect student behavior and teach students how to improve conflict-resolution strategies • Review of behavior expectation with all staff to ensure consistent follow-through 	Spring parenting class offered	Continued climate of support and acceptance, Development of good citizenship and character	2011-2012		<p>District Psychologist will train staff in August Staff Meeting and will train parents in Fall or Spring thru Parenting Workshop using Love and Logic® Materials, Review of behavior expectations with all staff to ensure consistent follow-through, Principal Behavior/Expectation Assembly in Sept., Research 2nd Steps and Steps to Respect, Identify interested Teachers, Visit local Schools, pilot in some grade-level classes, Behavior Tier 1 Rtl, Pilot Tier II Direct instruction on Social Skills Behavior Interventions</p>	Principal, Staff, and Parents Learning Specialist

3.1.7	Encourage Summer Reading and use of Compass Learning by promoting the “Dolphin Reading Challenge”	102 students	Reduction of Summer Slide and Increased student participation	2011-2012		Student logs turned in and students recognized at first Friday Assembly of the Year (105 students, 20 more than last year)	
3.1.8	Implement Reading Together Program for identified 2 nd and 4 th Grade students (30 students)	87% and 96% of last years 2 nd and 4 th grade students were prof. on CST	Increased Self-esteem of students participating, Positive 4 th grade leadership and role model opportunities, increased proficiency for students	2011-2012		Attendance kept for 15 weeks (2 days a week)	Reading Specialist, CRT, Guidance Asst., Science Teacher, Principal

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, story tellers, 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.
- ❖ Character Counts!™ is integrated in school and all classrooms.