

Solana Pacific School
Site Strategic Action Plan
2011-2012

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ACTION PLAN

Goal: #1
Date: 9/26/11

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	Current Status	Student Impact	Timeline	Funding	Evidence of Implementation	Comments
1.0	Implement a consistent, comprehensive Reading/Language Arts program as adopted by the Solana Beach School District.						
1.1	Implement <i>Treasures</i> curriculum with fidelity as our comprehensive school wide language arts program. <ul style="list-style-type: none"> Differentiate instruction for all students Minimum 90 minutes per day Continue teacher training Schedule time for teacher collaboration. Include collaboration regarding assessment practices Include skill instruction through parent led book clubs, Books & Beyond, and read alouds 	5 th 2011 CST: 92% proficient and advanced 6 th 2011 CST: 91% proficient and advanced	Increase the percentage of students who score proficient or advanced on CST English/ Language Arts by 1%	CST 2011- CST 2012		Student achievement CST data Instruction schedules reflect 90 minutes per day ELA\ Teacher book clubs Communication w/parents re: rationale for adoption	
1.2	Use MAP goal-setting templates and assessment data to develop personal goals for reading improvement. <ul style="list-style-type: none"> Communicate MAP goals/ongoing progress to parents after each MAP testing period 		All students will set personal reading goals based on MAP results.	After Fall MAP testing and before Fall Conferences		Common forma & students using MAP goal setting template, and parents informed and conferences	
1.3	Use Compass Learning and online text support for skill building. <ul style="list-style-type: none"> Communicate online resources to parents at Back To School Night 		Parent/student mutual effort to take advantage of online resources.	BTSN/ ongoing		Compass Learning User Reports	
1.4	Continue reading intervention for students scoring below proficient based on student performance, MAP & CST data.		Increase the percentage of students who score proficient or advanced on CST English/ Language Arts by 1%	2011/12 School Year		Intervention schedule	
1.5	Increase number of nonfiction books in media center. Supplement literature to align with <i>Treasures</i> themes.		More nonfiction books available for students.	2011/12 School Year		Media Center inventory increase in titles	

2.0	Implement and communicate a comprehensive plan to ensure student academic success in Mathematics through curriculum, instruction and assessment.					
2.1	Use a variety of curriculum materials, real applications & technology to differentiate instruction for <u>all</u> students. <ul style="list-style-type: none"> Continue strategies to meet the needs of students scoring below proficient in Math Assess MAP results and regroup for instruction based on Math levels/student needs Utilize Compass Learning & online text support for skill building & reaching goals at school & home Recruit volunteers to assist with weekly problem solving Provide structured materials and opportunities for advanced learners 	Determine # of students based on Spring, 2011 CST data	Increase # of students meeting MAP growth goals by 2%, from spring 2011 results to spring, 2012.	9/11-5/12	Monday math, small group instruction, volunteer count Improved CST/MAP scores Increased # using Compass, online programs Inventory/share materials Parents familiar with online resources	Teachers, Parent volunteers
			Offer Math Olympiad & noon math club/Math Counts program to challenge advanced students Explain Compass Learning and online textbook access @ BTSN	9/11		
			More individualized, small group instruction	9/11-2/12	Parent volunteers in class on regular basis	Teachers, Students
2.2	Use consistent school wide MAP goal-setting forms and assessment data to develop personal goals for Math improvement. <ul style="list-style-type: none"> Communicate Math MAP data/goals, graphs, and ongoing progress to parents 		100% of students will develop math goals based on MAP assessment data	9/11-5/12	Students use MAP goal setting in every classroom, goals shared with parents	
2.3	Continue Math intervention program for students scoring below proficient based on student performance, MAPs results, test data.	5 th 2011 CST: 90% proficient and advanced	Increase # students improving from below basic/basic to proficient by 2%	9/11-5/12	Intervention schedule Student data	Intervention teacher, Principal, Teachers
2.4	Teach & assess math vocabulary/terminology in written work and when showing math work on assignments.	6 th 2011 CST: 93% proficient and advanced	Improved math comprehension	9/11-6/12	Develop “no excuse” math vocab. glossary	Teachers
2.5	Teachers communicate grading policies. <ul style="list-style-type: none"> Open ended questions on tests Multiple choice for standardized test practice 		Teacher collaboration/improved communication to students/parents	9/11-6/12	Grade book data	Teachers
2.6	Foster collaboration between teachers to share effective practices.				PLC discussions, staff meeting agendas	

3.0	Strengthen the home/school connection to make homework meaningful and improve student learning.						
3.1	<u>Policies:</u> <ul style="list-style-type: none"> • Develop and communicate homework policies to parents/students • Insure that local practices follow policies and focus on student achievement • Publish homework assignments on teacher websites • Provide parents & students effective strategies to foster their student’s independent work habits • Survey parents/students annually 	Inconsistent posting of homework on class websites	<p>Students/parents have consistent access to daily homework assignments via websites, planners</p> <p>Parents provided strategies for assisting/supervising homework.</p>	Daily		<p>Share “Nine most successful types of homework” assignments, Newsletters, Parent meetings, Website</p> <p>Check websites for current information</p>	
3.2	<u>Teacher collaboration/assignment planning:</u> <ul style="list-style-type: none"> • Monitor amount of homework assigned • Coordinate quantity of work, tests and due dates between teachers who share students • Chunk larger assignments with interim/partial progress due dates. • Balance homework between content subjects, projects, studying for tests • Design homework to maximize the chances that students will complete it 	Inconsistent coordination of homework assignments	Higher percentage of completed homework			<p>Invite parents to Doug Fisher training, Teachers share strategies of most successful HW practices, Homework survey, Team collaboration, Pod meetings, Staff meetings, Study skills lessons</p>	
3.3	<u>Emphasize quality over quantity:</u> <ul style="list-style-type: none"> • Assign purposeful homework • Teach students strategies for effective study skills and time-management skills • Emphasize & reinforce learned skills, using caution to assign developing skills • Reduce/eliminate “busywork” such as coloring, multiple examples of similar problems 		Student achievement improves, as indicated by growth in CST/MAP in sections 1.1 & 2.1			<p>Provide examples of nine types of appropriate independent homework, Study skills class, Monitor/discuss types of homework assigned</p>	