

**Solana Santa Fe
Strategic Action Plan
2011-2012
(Revised September 2011)**

Implement and communicate a comprehensive plan to ensure student academic success through curriculum, instruction and assessment.

The growth of each student is substantial and measurable.

Goal 1: Student learning occurs in a secure environment in which the Physical Safety, Physical Health and Emotional Well-being of the School Community is paramount.

Step No.	Action Plan (Safety)	Student Impact	Timeline	Funding	Evidence of Implementation	Comments/Who is Responsible
1.1	<p>Create a Culture that supports and nurtures the emotional needs of students, parents, staff and community members.</p> <ol style="list-style-type: none"> 1. Continue Implementation of “Second Step” Social Skills Curriculum 2. Conduct Staff Development trainings and parent workshops on “Second Step” Curriculum 3. Purchase, design and implement Peaceful Playgrounds. Focus on a comprehensive implementation plan to include Certificated and Classified Staff training; and ongoing student training of new games and rules integrated into current PE instruction 4. Redefine the role of our Guidance Assistant to include use of Second Step Curriculum and Peaceful Playgrounds 5. Communicate Emotional Health “plan” to all stakeholders 	<p>The percentage of children who feel safe at school and empowered when confronted with bully behaviors will increase by 3-5% as documented by school surveys</p>	2010-2012	District SSC PTO	<p>New Playground striping</p> <p>Lesson Plans</p> <p>Staff/PTO/SSC agendas</p> <p>Newsletters</p> <p>Websites</p>	<p>Principal</p> <p>Guidance Asst.</p> <p>Peaceful Playground Subcommittee</p>

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1.2	Provide a healthy school environment in which the Physical Health of the school community is emphasized. <ol style="list-style-type: none"> 1. Assess current perceptions of how healthy (or unhealthy) the school environment is...consider nutrition and exercise, physical and emotional safety 2. Communicate PE and Health standards and core beliefs to all stakeholders 3. Integrate 5th grade Physical Fitness activities into grades K-6 PE programs 	The percentage of students scoring In/Above the HFZ (Healthy Fitness Zone) will increase by 3-5% in five of six or six of six fitness standards as measured by the CA Physical and Health-Related Test	2008-2011	SSC	Ca. Physical & Health-Related Test results	Principal SSC Safety Committee Rtl Committee Staff Parents Students
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*Team Members: Julie Norby, Neal Taunt, Suzanne Gurley, Marilyn Tajalle, Sharon O'Brien, Linda Colby, Robyn Hubbard, Lydia Noble

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Goal 2: Students’ unique learning needs and academic achievement levels will be met through differentiated instruction with best practices and teaching methods.

Step No.	Action Plan (Curriculum/Instruction/Assessment)	Student Impact	Timeline	Funding	Evidence of Implementation	Comments/Who is Responsible
2.1	<p>Annually, staff will analyze State, District and Site assessment results to determine School, Grade-level and individual Student’s curriculum strengths and focus areas</p> <ol style="list-style-type: none"> 1. Staff will use this data to note <u>school-wide</u> trends, strengths, focus areas and to modify and adjust the Rtl model to meet areas of need identified 2. Grade-level PLC’s (professional learning communities) will use results to identify specific <u>grade-level</u> goals and to determine/write grade-level SMART Goals 3. Grade-level PLC’s will meet throughout the year to evaluate and adjust instruction and program implementation based on multiple assessments given throughout the school year 4. Individual teachers will use assessment results to identify <u>individual student’s</u> strengths and focus area(s) and will write individual learning goals (including MAP Growth Targets) and differentiated curriculum opportunities 	<p>The percentage of students scoring proficient or advanced will increase by 3% in ELA and 3% in Mathematics as measured by CST’s</p> <p>The percentage of students meeting their growth target will continue to be 75% or more in both ELA and</p>	Annually	N/A	<p>MAP GROWTH TARGET RESULTS % of Students Meeting their Growth Target</p> <p>READING 09-10 65% READING 10-11 77%</p> <p>MATH 09-10 78% MATH 10-11 79%</p> <p>Recording of School Goals</p> <p>Recording of grade-level SMART goals MAPS student goal’s sheets</p>	<p>Staff Principal Reading Specialist</p> <p>(CRT) Curriculum Resource Teacher</p>

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	<p>5. Communicate to stakeholders (parents and students) the conclusions of the data analysis- School, Grade Level, and individual student’s areas of strength and focus areas</p> <p>6. Communicate to stakeholders (parents and students) the individual learning goals and differentiated curriculum opportunities based on the multiple assessments (including MAPS results and Growth Targets), teacher observations and student performance</p>	<p>Math as measured by MAP Scores Fall-Spring</p>			<p>PTO/SSC/Staff/Grade level meeting agendas</p> <p>ILP’s (Individual Learning Plans) IEP’s (Individual Educational Plans)</p> <p>Record of Parent/Teacher conference</p>	
2.2	<p>Refine our Response to Intervention (Rtl) model/process</p> <ol style="list-style-type: none"> 1. Monitor effectiveness of SSF’s Rtl model and make adjustments as necessary 2. Refine Identification process of students who qualify for Tier 1, Tier 2 and Tier 3 Intervention programs 3. Continue Before School and In-Class Intervention Programs for non-proficient students in Reading and Math 4. Refine Math Rtl to include expanded use of DreamBox in K-3 and Fastt Math 2-4 	<p>The percentage of students scoring proficient or advanced will increase by 3% in ELA; and 3% in</p> <p>Mathematics as measured</p>	2010-2012	SSC PTO TIIG	<p><u>STAR RESULTS:</u></p> <p>ELA 08-09 89% ELA 09-10 85% ELA 10-11 87%</p> <p>MATH 08-09 91% MATH 09-10</p>	<p>Rtl Sub-committee Reading Specialist Math Specialist</p> <p>Staff Principal</p>

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	<ul style="list-style-type: none"> 5. Refine RtI Tracking and Monitoring forms to include regular Teacher/Student conferencing 6. Continue to enhance the “Avoid the Summer Slide Program” to include Retention of Basic Reading and Math Skills component; Focus on increasing student participation 	by CST’s			88% MATH 10-11 89%	
2.3	<p>Continue Implementation of Treasures ELA Curriculum. Ensure consistent program implementation and effectiveness through ongoing monitoring and evaluation</p> <ul style="list-style-type: none"> 1. Continue to support implementation of curriculum yearlong plans that follow the scope and sequence of instructional materials 2. Identify (using district criteria), purchase, and use supplementary literature for the independent practice of skills and strategies identified in scope and sequence. Maintain recommended balance of fiction (50%) and Non-fiction (50%) 3. Design a Writing Scope and Sequence (K-6) that integrates the Treasure’s Materials with Learning Headquarters materials and is aligned with the 	Ensures consistent instruction in the CA State Standards and use of Research-Based Materials and Instructional Strategies	2010-2012		Use of materials, use of common assessments Book Purchases per grade level Completed Writing Scope and Sequence	Support Staff Grade-Level Teams Writing Sub-Committee Principal

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	Common Core Standards					
2.4	<p>Develop a Homework philosophy that is aligned with the District Policy and Current Research about the effectiveness of Homework and the types of Homework that should be assigned-considering Doug Fischer’s Gradual Release Model and how that relates to homework being assigned.</p> <ol style="list-style-type: none"> 1. Staff will research Homework Best Practices 2. Staff will attend Doug Fischer’s Professional Development and apply Gradual Release Model to homework assignments 3. Each grade level will design age-appropriate homework that is consistent with District Policy and Current Research practices 4. Parent Forums will be conducted to communicate the philosophy and educate the parents on their role as it relates to supporting their child with homework 	Ensures that Best Practices are being used for homework assignments	2010-2011	<p>District - for Doug Fischer Staff Development</p> <p>Lottery - for Staff time to develop program</p>	<p>Sign in Sheets for Staff Development</p> <p>Completed Philosophy/ Recommendations and sample grade-level Homework Assignments</p> <p>Sign-in Sheets for Parent Forum(s)</p>	<p>Homework Sub-Committee</p> <p>Staff</p> <p>Principal</p>

*Team Members: Julie Norby, Natalie McPheters, Kelly Rampino, Cara Spitzmiller, Becky Gauthier, Andrea Dischler, Vicki Pilling, Lisa Owen, Veronica Reist, Robyn Hubbard

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Goal 3: Student learning occurs in well-equipped and resource-rich facilities.

Step No.	ACTION PLAN (TECHNOLOGY)	Student Impact	Timeline	Funding	Evidence of Implementation	Comments/Who is Responsible
3.1	<p>Develop a Mobile Technology pilot (1:1 iPad and/or iPods) integrating 21st Century Skills and the Common Core Standards for ELA and Math; focus will be on the devices supporting our Rtl model of Intervention, enhancing and enriching skill development, and the new College and Career Readiness Standards for ELA and Math</p> <ol style="list-style-type: none"> 1. Develop a device management system for the devices 2. Determine Grade-Level Team and identify Support Teacher(s) to Pilot project 3. Develop learning objectives, interventions applications (apps), aligned with the 21st Century Skills and Common Core Standards for ELA and Math 4. Develop an evaluation process to determine effectiveness of devices and applications 5. Design Staff Development Opportunities for Pilot teacher and other interested staff 6. Visit other sites to learn from their 	<p>Increased Student Engagement</p> <p>Increased quality of Student Assignments and Student Products</p> <p>Increased Student Achievement</p>	2010-2012	<p>Foundation For Learning</p> <p>PTO</p> <p>Lottery</p> <p>Special Projects (D.O) for Professional Development</p>	<p>Final iPad/iPod Pilot proposal</p> <p>Student Projects</p> <p>Assessment Data (Fall-Spring)</p> <p>Teacher/Parent/ Student Pre and Post Surveys</p> <p>Teacher-prepared Units</p> <p>Teacher-developed evaluation of project, including anecdotal data about the benefits of the project and the different devices</p>	Principal Staff Special Projects (D.O)

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	<p>Implementation process and programs</p> <p>7. Curriculum Resource Teacher to work alongside pilot teachers to develop program and to increase the use of technology in the Media Center</p> <p>8. Increased use of technology, wiki's, blogs etc. to reinforce basic skill acquisition through homework assignments</p>					
3.2	<p>Continue to Expand the project annually by at least 2 new grade levels (Grades 3 & 5 next year; Grades 2 & 6 the following year)</p> <p>1. Prepare upcoming grade levels to ensure readiness for implementation-including Staff Development opportunities and access to Mobile Technologies for professional growth</p>	<p>Increase staff and student access to emerging technologies</p>	2010-2012			
3.3	<p>Curriculum Resource Teacher (CRT) to work alongside pilot teachers to develop the pilot program and to increase the use of technology in the Media Center</p> <p>1. Incorporate the CRT position into all aspects of the pilot and staff development opportunities</p>	<p>Increase Student access to emerging technologies and increased proficiency in the Skills for the 21st</p>	2010-2012			

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	<p>2. CRT to work with staff to redesign our Media Center to align with the vision of 21st Century Schools</p> <p>3. Work with grade-level teams to design curriculum and projects to maximize student engagement with mobile devices and to integrate instruction to align with Common Core Standards and 21st Century Schools Standards</p>	<p>Century School AND the College and Career Readiness Anchor Standards</p>				
3.4	Communicate Technology goals to all stakeholders: Students, Staff, and Parents	<p>Effective Implementation of Technology Plan and Pilot Project</p>	Ongoing	N/A	<p>Staff, PTO, SSC meeting Agendas, Newsletter Articles</p>	Principal and Staff

Team Members: Julie Norby, Christy Campbell, Alison Lazerus, Suzie Shea, Ruth Foley, Suzanne Gurley, Neal Taunt, Becky Gauthier, Cara Spitzmiller, Angie Tremble, Marsi Hays, Veronica Reist