

SOLANA VISTA SCHOOL
Site Strategic Action Plan
2009 – 2010

Team Members: Joyce Krzmarzick, Justine Gallant, Leah Engbrecht, Kelsey Holahan, Natasha Moore, Jesse Atkins

ACTION PLAN: Writing

Solana Beach School District

Goal 1: To develop consistent and effective practices to positively impact student achievement in writing.

Objective 1: Expand the implementation of research-based “best practices” in writing effectiveness and conventions to all grade levels.

Step No.	Action Plan	Student Impact	Timeline	Funding Source	Evidence of Implementation	Comments
1.	All teachers will be trained in the Columbia University model originated by Lucy Calkins and all classroom teachers will implement the Units of Study.	The percentage of students proficient or advanced in kindergarten through 3 rd grade will increase by 5% as measured by the district writing benchmark assessments.	Fall 2009	District Funded	Staff and grade-level notes	Principal, Assistant Superintendent of Curriculum and Instruction
2.	Gather materials/resources necessary to support this program		Fall 2009-2010	District Funded	Materials on site/in classrooms	Principal, Assistant Superintendent of C&I and Media Center Teacher
3.	Provide time during regularly scheduled staff meetings, as well as vertical team meetings, for teachers to collaborate regarding the Lucy Calkins Units of Study.		2009-2010		Staff meetings, grade-level notes	Principal, Grade-Level Chairs
4.	Articulate with Skyline to create common academic language in writing.		Ongoing 2009-2010		SV and Skyline Principals, classroom teachers, Skyline staff	SV and Skyline Principals, classroom teachers, Skyline staff

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Team Members: Amber Hishmeh, Leilani Johnson, Jill Cooper, Isa Harley (Matthew Veseskis), Natalie Ochoa (Sue Britt), Shannon Reichert, Kathy Zakoski

ACTION PLAN: Math

Solana Beach School District

Goal 2: To increase student achievement in math.

Objective 1: To increase collaboration and communication among staff members and between staff and the community through continued training and more effective use of resources.

Step No.	Action Plan	Student Impact	Timeline	Funding	Evidence of Implementation	Comments
1.	Staff members will foster better home/school connections through Family Math Nights, the integration of technology (Compass and Adoption materials), and consistent use of the home/school resources within the math adoption.	All Solana Vista students will show at least a 5% growth in math skills, as measured by MAPs.	Two Family Math Nights in the Fall (K/1 and 2/3), Two Family Math Nights in the Spring (K/1 and 2/3) during the 2009-2010 school year	Compensation for staff members involved in Family Math Nights. (Staffing and materials costs not to exceed \$1,500)	School Calendar of Events	Principal and Staff
2.	Teachers will meet on a regular basis in grade levels to plan, coordinate, and integrate the use of math components, such as Think Math, the Cathy Fosnot Units, and Marcy Cook Activities.		Ongoing during the 2009-2010 School Year		Grade-Level Meeting Notes	Grade-level chairpersons, Curriculum Resource Teacher, Principal
3.	Purchase supplemental math materials (such as Marcy Cook Activities, Cathy Fosnot Unit materials, and VersaTiles Activities), to support the needs of high achievers.		Fall 2009	\$5,000 (School Library)	Purchase orders and materials in use	Curriculum Resource Teacher, Principal

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Team Members: Susana Baum, Mary Emert, Carole Preece, Marci Greim, Diana Taylor, Natalie Hollingbery, Jenell Strickland, Shawntanet Jara (Megan Costello)

ACTION PLAN: Response to Instruction (RTI)

Solana Beach School District

Goal 3: All students' unique academic learning levels and social and emotional needs will be met through a rigorous academic program.

Objective 1: The Solana Vista staff will identify students' abilities and needs and will deliver instructional programs that use best practices and differentiated instruction, as well as a multi-level intervention program, that supports academic and social/emotional growth for all students.

Step No.	Action Steps	Student Impact	Timeline	Funding Source	Evidence of Implementation	Comments
1.	Collaboration will continue at all grade levels through grade-level planning days, Rtl meetings, staff meetings, Student Success Day Meetings, and weekly Wheel Planning Meetings for staff to work together to address the needs of all students.	The percentage of students in significant subgroups scoring proficient or advanced on our multiple measures (Timed fluency, MAP, DRA, etc.) will increase by 5% during the 2009-2010 school year in Language Arts and Math.	Ongoing in 2009-2010	\$6,000 for Grade-Level Planning Days (substitutes) (TIIG)	Meeting minutes, notes, agendas, student progress reports, SDD Matrices	Grade-level Staff Members, Specialists, Special Ed teachers and other Support Staff, Curriculum Resource Teacher, and Principal

Step No.	Action Steps	Student Impact	Timeline	Funding Source	Evidence of Implementation	Comments	
2.	Implement parent recruitment and training for programs to support at-risk students (i.e. Read Naturally, Compass Learning, Fine Motor Lab, GLAD unit preparation, OASIS, Rolling Readers, etc.)	The percentage of students in significant subgroups scoring proficient or advanced on our multiple measures (Timed fluency, MAP, DRA, etc.) will increase by 5% during the 2009-2010 school year in Language Arts and Math			Parent training logs, support programs in place	Principal, Title 1 Bilingual Resource Teacher	
3.	At least 50% of certificated staff will be GLAD trained and will implement GLAD units to support ELD instruction in the classroom.			District Funded	GLAD training logs, evidence of Implementation by staff	District Director of Categorical Programs, Principal	
4.	Continue to foster parent involvement and home-to-school communication, (Wednesday Envelope news board, ELAC participation, PTA tech link, web pages, etc.)			\$1,500 stipend for ELAC coordinator (TIIG)	ELAC attendance roster, web pages, links, newsletters	Bilingual Resource Teacher, Principal	
5.	Purchase additional supplemental materials for our high achieving students in reading/language arts.			\$2,000 (School Library)	Purchase orders and materials	Curriculum Resource Teacher, Principal	
6.	Continue to provide before-school intervention programs to support our at-risk students in reading and math, and provide opportunities for the classroom teachers and intervention support staff to plan instruction and monitor student progress and growth.			Fall, Winter and Spring intervention classes for the 2009-2010 school year.	\$4,000 for reading/math intervention teachers' salaries (School Library, TIIG, Lottery)	MAP data, attendance rosters, student progress reports	Classroom Teachers, Support Intervention Teachers, Principal, TI and ELD Teachers