Goal 3 (Area of Improvement): Raise proficiency levels through increased numeracy and literacy on all California Standards Tests.

Rationale: Critical Need:
While among the best high schools in California, __ is not satisfied until all students are proficient and successful. Strong student skills in English/Language Arts, Science, and Social Science can be further enhanced. Numeracy skills in lower level math courses can be examined for student proficiency needs. Self-Study findings indicate a need to improve student achievement in numeracy and literacy in Mathematics, English/Language Arts, Science, and Social Studies for all student groups. State assessments data (CSTs & CAHSEE), common assessments, discussions & recommendations from all focus groups & departments, & review of student work support this need. In order to provide opportunities for these students to access more challenging academic classes, all teachers must collaborate on designing the most effective instructional approaches in the skills and content needed for proficiency in the critical skills of reading, writing, problem solving and computing. A schoolwide focus on reading comprehension and problem solving skills will ensure equitable access for all students to meet state and federal proficiency goals, to successfully complete University of California a-g requirements, and to gain literacy and computational skills to successfully matriculate to colleges and postsecondary opportunities.

<table>
<thead>
<tr>
<th>Supporting 2011-2012 Data:</th>
<th>ELA</th>
<th>43% Advanced</th>
<th>Algebra I</th>
<th>39% Advanced</th>
<th>Geometry</th>
<th>20% Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>34% Proficient</td>
<td>28% Basic</td>
<td>9% Below Basic</td>
<td>9% Below Basic</td>
<td>1% Far Below Basic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17% Basic</td>
<td>13% Below Basic</td>
<td>3% Far Below Basic</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Growth Targets:
2012-2013:
- 2% more 9th & 10th graders, including subgroups, will move from Basic to Proficient or above on the CST's in English Language Arts, and Science and Social Studies.
- Increase this number to 4% for Algebra 1 and Geometry.
- 2% fewer 9th graders, including subgroups, will score in FBB/BB on the CST's in Mathematics.
- 2% more 10th grade students, including subgroups, will meet the AYP criteria for proficient (based on CAHSEE).
- 2% more 9th & 10th graders, including subgroups, will move from Basic to Proficient or above on the CST's in English Language Arts, and Science and Social Studies.
- 5% increase in proficiency on departmental Common Assessments in English, Mathematics, Science, and Social Studies.

2013-2014:
- Improve measures by 2% for 9th & 10th graders
- Same targets

ESLRs Addressed: Life-Long Learners, Effective Communicators:
Direct positive impact with steady progress on student learning of academic standards & ESLRs are expected.

Monitor Progress Tools
- California Standards Test data (CST)
- CAHSEE 10th AYP proficiency
- Common assessments
- Curriculum embedded assessments - 9th & 10th

Report Progress
- December; Common Assessments & CAHSEE;
- Action Plan Progress: Administrators & Action Plan Leaders will report progress to Board of Trustees, parents, staff & students (including advisory committees) annually in January & with annual reporting/approval of Single Plan for Student Achievement & to staff at department and at Back to School In-Service meetings.
- Action Plan modified, when necessary, at least annually.
<table>
<thead>
<tr>
<th>TASKS</th>
<th>RESPONSIBLE PERSON(S) INVOLVED</th>
<th>RESOURCES (Professional Development Listed Under Each Action Plan)</th>
<th>MEANS TO ASSESS IMPROVEMENT</th>
<th>TIMELINE</th>
<th>REPORTING</th>
</tr>
</thead>
</table>
| Research | Principal, Assistant Principal of Curriculum, Assistant Principal of Counseling, Leadership Team, FOL Coordinator, Language Arts Department, Math Department, ELD Department, Special Ed Department, Counseling Department, Literacy/Numeracy Action Plan Committee, School Board | • Release time for planning and research  
• Adopt proven strategies and implement  
• Staff participation and buy-in to strategies  
• Categorical Funds  
• Placentia Professional Development Program  
• County Office of Education  
• Colleges | • Status Reports to Staff  
• Departmental Agendas and Minutes | As it deals with Literacy  
#4, Spring 2013 Data-Fall 213  
#2-4,7 Fall 2013 Spring/Fall 2013 2014  
#5-8 Summer 2013 Fall 2013-2014  
Another group of stakeholders: As it deals with Numeracy  
#9, 1 Data Spring 2013 Fall 2013  
#10-11 Fall 2013 Spring/Fall 2013-2014  
#12 Summer 2013 Fall 2013 Then ongoing | • Reports to Staff  
• Newsletters  
• Parent Nights  
• School Site Council  
• Action Plan Progress  
• Action Plan modified as necessary  
• English/Math/ Social Science/ Science/ ELD/Spec Ed Department Agenda and Minutes  
• School Board Minutes |