Chapter V: Excerpts from the Schoolwide Action Plan

**Goal 1 (Area of Improvement):** Develop a comprehensive English Language Arts system that has structures in place to help students to learn to read & achieve grade level ELA standards.

**Rationale: Critical Need:** Self-Study findings indicate a need to improve student achievement in English Language Arts/Reading for all student groups. State assessments data (CST's & CAHSEE), student D/F rates; discussions & recommendations from all focus groups & departments, & review of student work support this need.

**Supporting 2010 Data:**
- **9th Grade:** 76% of students scored below proficient on the ELA CST: 26% Basic; 26% BB & 24% FBB
- Only 15% of the Economically Disadvantaged scored proficient or above & only 5% of EL’s
- **10th Grade:** 83% of students scored below proficient on the ELA CST: 30% Basic; 25% BB & 28% FBB;
- **10th Grade CAHSEE:** 58% of 10th graders passed the ELA CAHSEE compared to 77% in state.

**Growth Targets:**
- **2011-12:**
  - 5% more 9th & 10th graders will score proficient or above on the CST's.
  - Within this 5% increase, there will be a 10% increase for Economically Disadvantaged & 10% increase for EL’s
  - 10% fewer 9th graders will score in FBB/BB on the CST’s
    - Within this 5% decrease, there will be a 10% decrease for Economically Disadvantaged & 10% fewer EL’s; and
    - 35% of EL student CELDT scores will increase one level each year.
  - 10% more 10th grade students, including 10% Econ. Dis. & EL’s, will meet the AYP criteria for proficient (based on CAHSEE).
- **2012-13:**
  - Additional 5% 9th & 10th graders will score proficient or above on the CST’s.
  - Within this 5% increase, there will be a 10% increase for Economically Disadvantaged & 10% increase EL’s; &
  - 35% of EL student CELDT scores will increase one level each year.
  - 10% fewer 10th graders will score in FBB/BB on the CST’s
    - Within this 5% decrease, there will be a 10% decrease for Economically Disadvantaged & 10% fewer EL’s
- **2013-14:**
  - Same targets

**ESLRs Addressed:** Educated Individuals, Effective Communicators

**Impact on student learning of academic standards & ESLRs:** Direct positive impact with slow, steady progress on student learning of academic standards & ESLRs are expected, as reading is fundamental to success in all disciplines.

**Monitor Progress Tools:**
- California Standards Test data (CST) – English Language Arts: All students, Economically Disadvantaged & EL’s
- CAHSEE 10th AYP proficiency – All students, Economically Disadvantaged & EL’s; Progress on the CELDT – one level increase per year.
- Curriculum embedded assessments – 9th & 10th grade core & reading intervention
- Disaggregated results of school-wide ESLR ELA Assessment
- Number of English Language Arts strategic & intervention sections in the master schedule
- Enrollment in CAHSEE remediation classes (during & outside of school day)

**Report Progress:**
- Data Reporting: State & ESLR Assessments & Master schedule allotments: September & February; Curriculum Embedded Assessments & CAHSEE; Support enrollments: at quarters & semester;
- Action Plan Progress: Administrators & Focus Group 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 monthly faculty meetings. Action Plan modified, when necessary, at least annually.
### 1a. Develop an understanding among site & district staff regarding the needs of strategic & intensive learners & developing an English/Language Arts system which includes interventions to support their achievement

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| 1a. Develop an understanding among site & district staff regarding the needs of strategic & intensive learners & developing an English/Language Arts system which includes interventions to support their achievement | ➢ Principal  
➢ Leadership Team  
➢ District Curriculum Specialists (ELA & EL) & Categorical Staff  
➢ English Department | ➢ Staff training on State Framework distinctions among the needs & support structures for strategic & intensive high school learners, with emphasis on English Learners  
➢ Staff RtI overview to develop the idea of providing a system of interventions  
➢ Introduction to Dr. Dufour’s Pyramid of Intervention model  
➢ AB75/430 training for administrative staff  
➢ Remainder of ELA & EL 9th & 10th grade teachers attend summer 466 training on their instructional materials (State 466/472 Funding with $500 teacher stipend)  
➢ English Language Arts & EL staff working with district English Language Arts specialist reviews pacing of 9-10th grade core program to ensure that students are receiving a common California standards level curriculum & that teachers have a common understanding of grade level achievement of priority standards. | ➢ Agreement of Leadership & staff to offer a system of differentiated interventions to students who are not performing at the “proficient” level, including specific EL support  
➢ Diagram of interventions available to students --- differentiating intervention to student learning level & skill needs.  
➢ 9th & 10th grade ELA pacing guides are developed & indicate priority standards  
➢ Principal walk-throughs indicate that the pacing calendar is being implemented faithfully | ➢ Sept.-Oct. 2011  
➢ Sept. 11-AB430 training  
➢ Dec. 2011 | ➢ Monthly discussions at Leadership Team  
➢ December school-wide review of interventions diagram  
➢ January reporting to Board & SSC & a parent newsletter |
| 1b. Review 9th & 10th grade standards-based curriculum to ensure that priority standards are addressed consistently among all grade level courses. | ➢ Principal  
➢ Leadership Team  
➢ District Curriculum Specialists (ELA & EL) & Categorical Staff  
➢ English Department | ➢ Meetings with District ELA & EL Specialists & English Department to determine assessments to be used & the “cut points” for proficiency.  
➢ Meetings with Administrators & counselors to develop procedures & practices that will ensure that this testing occurs & it is acted upon in a timely manner.  
➢ Meetings with feeder schools to develop agreements for core program placement tests to be given at end of the 8th grade year. | ➢ Written regulations regarding placement assessment system which includes the list of diagnostic assessments with entrance & exit “cut points” for core, strategic & intensive intervention courses | ➢ Completed by Aug. 2011  
➢ Start in Sept. 11 & then ongoing. | ➢ Monthly English department meeting agenda topic with EL staff in attendance |

### 2. Establish an ELA placement system that determines whether incoming 9th grade students either  
- have the necessary reading level to access the 9th grade core curriculum;  
- or; need to be placed in an accelerated reading intervention program (below 6th grade); or  
- need to be given a “strategic “ intervention which may include a Strategic or ELD support

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- or; need to be placed in an accelerated reading intervention program (below 6th grade); or  
- need to be given a “strategic “ intervention which may include a Strategic or ELD support | ➢ Principal  
➢ Leadership Team  
➢ District Curriculum Specialist & Categorical Staff  
➢ English Department  
➢ EL teacher  
➢ 9th Grade Counselor | ➢ Meetings with District ELA & EL Specialists & English Department to determine assessments to be used & the “cut points” for proficiency.  
➢ Meetings with Administrators & counselors to develop procedures & practices that will ensure that this testing occurs & it is acted upon in a timely manner.  
➢ Meetings with feeder schools to develop agreements for core program placement tests to be given at end of the 8th grade year. | ➢ 9th grade ELA teachers give language arts instructional materials placement exam & develop a “watch list “ for those students who do not have the reading ability for success in the program.  
➢ Written regulations regarding placement assessment system which includes the list of diagnostic assessments with entrance & exit “cut points” for core, strategic & intensive intervention courses | ➢ First week of school  
➢ Written Regs.-Dec. 2011  
➢ Feb/March 12 - Meetings with feeder middle schools | ➢ Initial communication with Board in November as part of Reading Intervention approval report  
➢ January reporting to Board, parents, students |