

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.

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
<p>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</p> <p>1b. Review 9th & 10th grade standards-based curriculum to ensure that priority standards are addressed consistently among all grade level courses.</p>	<ul style="list-style-type: none"> ➤ Principal ➤ Leadership Team ➤ District Curriculum Specialists (ELA & EL) & Categorical Staff ➤ English Department 	<ul style="list-style-type: none"> ➤ Staff training on State Framework distinctions among the needs & support structures for strategic & intensive high school learners, with emphasis on English Learners ➤ Staff Rtl 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. <p>Resources: CAHSEE Blue Prints & California Standards, CST Results & text pacing calendar Funding: School Improvement or 466/472 Follow-up; 1193; AB430 funding; Title II A; General Fund</p>	<ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> ➤ Sept.-Oct. 2011 ➤ Sept. 11- AB430 training ➤ Dec. 2011 ➤ Completed by Aug. 2011 ➤ Start in Sept. 11 & then ongoing. 	<ul style="list-style-type: none"> ➤ Monthly discussions at Leadership Team ➤ December school-wide review of interventions diagram ➤ January reporting to Board & SSC & a parent newsletter ➤ Monthly English department meeting agenda topic with EL staff in attendance
<p>2. Establish an ELA placement system that determines whether incoming 9th grade students either</p> <ul style="list-style-type: none"> ○ have the necessary reading level to access the 9th grade core curriculum; ○ or; need to be placed in a accelerated reading intervention program (below 6th grade) ; or ○ need to be given a "strategic " intervention which may include a Strategic or ELD support 	<ul style="list-style-type: none"> ➤ Principal ➤ Leadership Team ➤ District Curriculum Specialist & Categorical Staff ➤ English Department ➤ EL teacher ➤ 9th Grade Counselor 	<ul style="list-style-type: none"> ➤ 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. <p>Funding: General Fund; School Improvement; Title II A;</p>	<ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> ➤ First week of school ➤ Written Regs.- Dec. 2011 ➤ Feb/March 12 - Meetings with feeder middle schools 	<ul style="list-style-type: none"> ➤ Initial communication with Board in November as part of Reading Intervention approval report ➤ January reporting to Board, parents, students