

Chapter V: SAMPLE Excerpts from the SCHOOLWIDE ACTION PLAN

Goal 1: Improve student reading achievement for all low performing students with particular emphasis on EL/economically disadvantaged students

Rationale: Critical Need: State assessments data student D/F rates; discussions & recommendations from all focus groups & departments, & review of student work

Supporting 2012 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:

- 2014-15:
- 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.
- 2015-16:
- 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
 - 10% more 10th grade students, including 10% Econ. Dis. & EL's, will meet the AYP criteria for proficient (based on CAHSEE).
- 2016-17:
- Same (or modified) targets

Schoolwide Learner Outcomes Addressed: Educated Individuals, Effective Communicators

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

Monitor Progress Tools:

- California Standards Test data (CST) –English Language Arts (eventually all CSTs)
- CAHSEE 10th AYP proficiency
- EL's progress on the CELDT – one level increase per year.
- Curriculum embedded assessments
- Disaggregated results of school-wide learner outcomes 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 & learner outcomes assessments & master schedule allotments: September & February; Curriculum embedded assessments & CAHSEE; Support enrollments: at quarters & semester;
- Action Plan Progress: Administrators & Focus Group Leaders 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/FUNDING	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
				2014-15	
Develop understanding among site & district staff regarding needs of strategic & intensive learners & developing an English/ Language Arts system which includes interventions to support their achievement	Principal Leadership Team District Curriculum Specialists & Categorical Staff English Department	<ul style="list-style-type: none"> Staff training on State Framework distinctions among needs & support structures for strategic & intensive high school learners with emphasis on English Learners Staff RtI overview to develop idea of providing system of interventions. Introduction of selected Intervention training for administrative staff <p>Resources: General Fund</p>	<ul style="list-style-type: none"> Agreement of leadership & staff to offer system of differentiated interventions to students who are not performing at “proficient” level, including specific EL support. Diagram of interventions available to students 		<ul style="list-style-type: none"> Monthly discussions at Leadership Team December: school-wide review of interventions diagram January reporting: Board, SSC & parent newsletter
				2015-16	
Review 9 th & 10 th grade standards-based curriculum; ensure priority standards are addressed consistently.		<ul style="list-style-type: none"> Remainder of ELA & EL 9th & 10th grade teachers attend summer training on their instructional materials English Language Arts & EL staff & district English Language Arts specialist review pacing of 9-10th grade core program to ensure students are receiving common standards-based 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: Categorical</p>	<ul style="list-style-type: none"> 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"> Monthly English Department meetings with EL staff in attendance
Establish an ELA placement system that determines whether incoming 9 th grade students either <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 or need to be given a “strategic “ intervention 	Principal Leadership Team District Curriculum Specialist & Categorical Staff English Department EL teacher 9 th Grade Counselor	<ul style="list-style-type: none"> Meetings with District ELA & EL Specialists & English Department to determine assessments to be used & “cut points” for proficiency. Meetings with administrators & counselors to develop procedures & practices to ensure that testing occurs & 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. 	<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 	<ul style="list-style-type: none"> December: Written regulations February/March: 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: Report to Board, parents, students

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES/FUNDING	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Visit other high schools with successful strategies for improving students' reading schoolwide		Funding: General Fund; Categorical			
				2016-17	
<p>Select & implement research proven accelerated reading intervention; & establish support structure to ensure effective & ongoing administration of diagnostic & progress monitoring assessments.</p> <p>Determine staff changes that will be necessary in order to offer at least 2 levels of the reading intervention (2 period block per level) – at second semester & then as many as are needed for next school year.</p>	Principal District Curriculum Specialists (ELA & EL) & Categorical Staff English Department Leadership Team	<ul style="list-style-type: none"> Meeting with County office staff for overview of research–proven reading intervention programs Staff visitations to other high schools with data to show that their reading intervention programs are successfully moving students out of the FBB/BB levels, including EL students. Training for reading intervention teachers & developing expertise for in-house training over time. Meeting with district personnel staff to determine Highly Qualified Teacher requirements for teaching the reading intervention class. <p>Funding: Instructional Materials; General Fund; Categorical</p>	<ul style="list-style-type: none"> Board Minutes show reading Intervention program approved by the local board Diagnostic assessment scores of students; “watch list” & indication of program placement. 40 9th grade students scheduled into the Reading Intervention class at the semester. Master schedule shows two 2-period blocks for reading intervention. Quarterly reports of student progress Review of 9th to 10th grade disaggregated CST scores to see if growth targets have been met Full implementation of accelerated reading intervention at 9th & 10th grade 	<ul style="list-style-type: none"> Fall January/ February August Starting 2016-17 annual review 	<ul style="list-style-type: none"> Board notification in November with adoption of program January: Counseling contacts with parents to discuss purpose & impact of intervention & removing student from core English class. Ongoing parent information August/September: School-wide & community review student achievement results including progress of students in reading intervention & ELD classes.
				2017-18	
<p>Implement “Strategic” classes for English Language Arts 9th graders who are within 2 years of grade level or having at least 6th grade reading skills.</p> <p>Secure funding and/or shift personnel to staff the strategic periods.</p> <p>Develop the curriculum using English I materials as the base</p>	Principal District Curriculum Specialists & Categorical Staff English Department Leadership Team	<ul style="list-style-type: none"> Training on what is to occur in strategic period (content & effective delivery strategies) including developing expertise for in-house training over time. Time for teachers to build curriculum building on 9th grade core curriculum Training for the ELD staff on the ELD supplemental materials, required core curriculum & ELD standards. Planning/collaboration time during school year for Strategic teachers & ELD teachers & core teachers to review student progress & effectiveness of Strategic period. 	<ul style="list-style-type: none"> Master schedule indicates that at least 2 strategic periods are implemented for 9th grade English Language Arts & at least two periods of ELD support Review of student English I unit assessments will show that students in Strategic and/or ELD classes are performing at a proficient level in the core course. Review of 9th to 10th grade 	<ul style="list-style-type: none"> May-August: Training/ Curriculum Planning September: classes start Ongoing Quarterly Monitoring August: Review program & determine future plans 	<ul style="list-style-type: none"> March-April: Parent newsletters & individual counseling contacts with parents to discuss purpose & impact of placement into “Strategic” ELA class (loss of elective). August/September: Communications school/community to review student

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<p>Implement at least 2 ELD support classes for those EL students who need English Language Development support</p> <p>Visit other high schools with successful strategies for improving students' reading schoolwide</p>		<ul style="list-style-type: none"> Research & visit other high schools to identify other interventions that can be implemented <p>Funding: General Fund; Categorical</p>	<ul style="list-style-type: none"> disaggregated CST scores to see if growth targets have been met Full implementation of the Strategic class at 9th grade & ELD classes for 9th & 10th graders 	<ul style="list-style-type: none"> Starting 2017-18; annual review Spring - School visits 	achievement results
2018-19					
<p>Implement additional school-wide classroom interventions with agreement on school-wide teaching/learning strategies to support student reading skills.</p> <p>Implement additional, short-term interventions at the strategic level for specific English Language Arts 9th through 12th grade academic needs,</p>	Principal District Curriculum Specialists & Categorical Staff English Department Representatives Leadership Team (all departments represented)	<ul style="list-style-type: none"> Introduce staff to various research proven strategies Planning time to ensure these strategies directly relate to students academic needs/ training including developing expertise for in-house training over time. <p>Funding: General Fund; Categorical</p>	<ul style="list-style-type: none"> Principal walk-throughs indicate that agreed upon strategies are being used by faculty. Disaggregated CST scores will be tracked to determine the effectiveness of the intervention Full implementation of the strategic school-wide strategies to support student reading & writing skills 	<ul style="list-style-type: none"> August: Pre-day & 1 fall day All staff training on selected strategies September: School-wide implementation of interventions August: Review CST's Starting with 2019-20 annual review 	<ul style="list-style-type: none"> Monthly discussion topic at individual department meetings & at the Leadership team level Continue semi-annual data review & annual reporting
<p>Provide coaching support for staff to implement agreed-to interventions. Secure school wide understanding of the role of the coach.</p> <p>Begin total program review/revision; Consideration of moving to writing skills as well</p>	Principal District Curriculum Specialists (ELA & EL) & Categorical Staff Leadership Team (all departments represented)	<ul style="list-style-type: none"> Train coaches in the various programs & strategies & how to be an effective, content-coach. <p>Funding: General Fund</p>	<ul style="list-style-type: none"> Coach Activity Log Teacher pre/post survey 	<ul style="list-style-type: none"> Coaching services start at beginning of school year; ongoing with annual review 	<ul style="list-style-type: none"> Monthly discussion of role & activity of the coach at Leadership team Meetings. Continue semi-annual data review & annual reporting

Goal 2: Improve student mathematics achievement for all low performing students with particular emphasis on EL/ economically disadvantaged students