# Chapter II

## Significant Developments

Describe any significant developments that have had a major impact on the school, its programs, and/or students since the last full visit. This could be narrative or a bulleted list. It's helpful to indicate the time frame of the change.

## Ongoing School Improvement

Private schools have great flexibility in designing a process for managing its action plan. Any process should include who does what when with thought to what permissions for changes are required. Often done by school and department/grade leaders with support from the administration, Ensure an appropriate timeline for the work. A narrative or a timeline to describe this system would work equally well.

## Schoolwide Action Plan Progress

This is a quality and quantity report on student progress based on your action plan that has been enhanced by recommendations from WASC visiting committees. First, list all of the schoolwide key areas for follow-up from all of the committees that have come to the school starting with the last full visit. For most schools, there has been at least one mid-cycle visit.

1.  School leadership and instructional staff establish and employ a systematic use of student performance strategies to measure the effectiveness of the school's programs and services, to guide professional development and instructional modifications to improve student achievement in the critical areas of reading and writing and assist the school in measuring its schoolwide learner goal of being effective communicators in the 21st century. (2007, 2010)
2.  Use the exact wording from the visiting committees; identify which committee made the recommendations
3.  It's helpful to number these so you can refer to them later

Now, **START** with last year's report and add. If you do this annually, your self-study progress report is done almost before you start!

**Goal 1**: Improve **reading comprehension** for all students with particular emphasis on those students scoring below grade level on nationally normed standardized tests.

**Schoolwide Learner Outcome**: Students will be effective communicators in the 21st century.

> ***This incorporates Schoolwide Key Areas for Follow-up 1 and 3 (With this general reference, readers must infer how these match up).***

**Progress:**

> **2007: 27% of all students scored below grade level on the Gates MacGinitie Reading test.**
>
> **2009:** 25%.....
> **2011:** 30%.....

**Activities:** (Within this section incorporate the appropriate Key Areas for Follow-up within your text. All do not need to be included in every section however you incorporate ALL of them somewhere in the report on the action plan)

**Fall 2008-Fall 2009**: Identify specific activities, courses, students involved in whatever. The first year it might be just teachers working or studying the problem more deeply

**Spring 2010:** Initial implementation and assessment of effectiveness in the first and second grade students. Teachers: grading rubric refined; student response gathered

**Fall 2019 – Fall 2011:** Continue describing program – likely now implemented at lease as a pilot program/activity to test its efficacy; moving thorough the grade levels.

**Fall 2011-Fall 2013:** Continue to describe major activities

**Evidence:** Professional development and department records, CST scores

**Goal 2**: Improve **critical thinking** for all students

<mark>**(This example makes an explicit reference to the identified Schoolwide Key Areas for Follow-up).**</mark>

**Schoolwide Learner Outcome**: Cross-cultural development and understanding particularly learning to examine problems/ issues based from different perspectives.

P**rogress:**

**2007:** No measure available
**2009:** 49% of students scored at least 3 on a 5-point rubric designed to measure elements of critical thinking
**2010-12:** 57% of students scored at least 4 on a 5-point rubric designed to measure critical thinking.

| Schoolwide Key Area(s) for Follow-up | Time Frame | Activities/Evidence |
|---|---|---|
| 1 and 3 | 2007-08 | Identify major activities and point out key evidence |
| 2 | 2008-09 | • Consider using a bulleted list<br>• Incomplete sentences are OK here<br>• Evidence: Student work and completion of the a-g requirements |
| 3 | | Using the table will take more room! |
| 1, 2, 3 | 2010-12 | Make sure to include adds and deletions as you moved forward |

Continue through the several major areas of your action plan as appropriate. Note that the Visiting Committee will want to see some documentation of all visits, annual reports, progress reports to WASC, and annual action plans.)

In addition, key area for follow-up 5 was addressed by the "Pave the Parking Lot Task Force" between 2010 and continuing
- Established task force of both school and board personnel
- Identified cost
- Recruited business donors
- Resurfaced west parking lot 2011-12; now awaiting funds for east parking lot, anticipated 2013-14

**Other general notes**
• As always, format is much less important than content. Feel free to use narrative rather than bullets and/or tables.
• With the addition of key pieces of significant data at the beginning, this outline can serve as your local annual report. Just think, if you did this annually the school's Progress Report would be simply gathering things together and Chapter III would almost be written by the time of the next full visit!
• Visiting Committee recommendations should almost always be about the "what" of an improvement, not about the "how" incorporating both the "who" and the "why." (Instructional Staff should more fully incorporate the use of the vast array of technology at the school into all curricular areas to strengthen learning and improved students' technology literacy" rather than "Purchase additional computers to……" or "Implement the XYZ Program to……"). If a recommendation is a "how," look for the "what;" then address that.
• Occasionally (in fact, only very occasionally), a Visiting Committee will identify an area of general weakness that requires the school to develop an entirely NEW section of the action plan. Do be clear about those schoolwide key areas for follow-up at the time of the visit(s)! Make sure you understand their language!
• During the six-year cycle some items may have been removed from the Action Plan as they reached stability or maintenance. Report on them ONY until "completed.