

## Chapter II: Progress Report – Postsecondary Schools

### Significant developments since the last full visit:

- Something: keep these statements relatively brief as they are likely also described in either Chapter 1 or Chapter 3 as well; thus you don't need so much detail here
- Something: ensure they are "significant" (noteworthy, weighty, momentous, substantial)
- Something: think district as well as school; community as well as district

**WASC Visits:** The school conducted its last full self-study and visit in 2006 and hosted a revisit in 2009. Schoolwide key areas for follow-up from these visits were:

1. **Do** number these so you can refer easily to them (2006 – add which Visiting Committee made the recommendation)
2. In general, use the actual language from the visiting committee(s) (2006)
3. If a visiting committee repeated the same idea as a previous one, list it once and indicate (2006 and 2009)
4. *See red italicized text below as each section of the action plan is reported on (2006)*
5. Occasionally a Visiting Committee will indicate something that should be done but does not require incorporation into an action plan; rather it requires a brief "task force." Include it in the list! You'll deal with this separately. (2009)

### Procedures for managing the school's action plan:

- A bulleted list or a couple of paragraphs is sufficient.
- Include key data types that have been regularly reviewed and have impacted the action plan (what are the 5-9 most important pieces of data for your school)
- Include people/groups involved and their basic responsibilities along with a general timeline and reporting procedures
- This could be placed here or at the end.

**Action Plan 1:** Increase all students' writing abilities as measured by the school's adopted 5-point rubric

2006: 20% of all students scored at least a 4 on the schoolwide writing assignment

2008: 55% of all students scored at least a 4 on the schoolwide writing assignment  
Increase for EL students between 2006 and 2008 was 62%

2010: 92% of all students scored at least a 4 on the schoolwide writing assignment  
Increase for Special Education students between 2005 and 2010 was 76%

*(This incorporates key areas for follow-up 1 & 3)*

<i>Activities</i>	<i>Timeline</i>
<ul style="list-style-type: none"> <li>• <i>Review and revision of curricula districtwide to incorporate additional emphasis on non-fiction writing; Department work staggered over time; by Fall 2010 all work completed and writing standards are included in all courses and all departments</i></li> <li>• <i>Provide on-going professional development and coaching in application of and scoring of the rubric through departments and learning communities</i> <ul style="list-style-type: none"> <li>- <i>Intensive for all teachers</i></li> <li>- <i>Intensive for all teachers new to school</i></li> <li>- <i>Continuing reinforcement and coaching for all teachers</i></li> </ul> </li> <li>• <i>Identify and support three writing mentors</i></li> <li>• <i>Whatever else</i></li> <li>• <i>Of course, there's more</i></li> </ul>	<p>2007-2010</p> <p>2007-09</p> <p>2008-present</p> <p>2008-present</p> <p>Fall 2008-present</p> <p>When</p> <p>When</p>

**Action Plan 2:** Again the idea and the general measure and progress

2006 Identify baseline and measurement

2008: It's OK to slip back; there are anomalies and irregularities to data

2010:

***(This incorporates key areas for follow-up 1, 2, & 3; Make certain you incorporate all!)***

<i>Activities</i>	<i>Timeline</i>
<ul style="list-style-type: none"> <li>• <i>What you did in large chunks</i></li> <li>• <i>Plan revised to incorporate stronger intervention for 9<sup>th</sup> grade students</i></li> <li>• <i>More</i></li> <li>• <i>More</i></li> </ul>	<p>General timeline</p> <p>2009-10</p>

**Action Plan 3:** Again the idea and the general measure and progress

2006 Identify baseline and measurement

2008: More progress

2010: Success! Note the second bullet under activities

***(This incorporates key areas for follow-up 4; Make certain you incorporate all!)***

<i>Activities</i>	<i>Timeline</i>
<ul style="list-style-type: none"> <li>• <i>What you did in large chunks</i></li> <li>• <i>Plan revised to incorporate progress</i></li> <li>• <i>Removed from the action plan in 2010-11 as it achieved maintenance mode; data continue to be gathered to ensure continuing progress</i></li> </ul>	<p>General timeline</p> <p>2008-09</p> <p>2010-11</p>

(Continue through the several major areas of your action plan as appropriate. Note that the Visiting Committee will need to see 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 district personnel
- Identified cost
- Recruited business donors
- Resurfaced west parking lot 2011-12
- Awaiting funds for east parking lot, anticipated 2013-14

Other general notes to the school

- 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, Chapter 3 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." (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)!