

## Action Plan

**Action Plan Area # 1: Increase student achievement as measured by student performance on state and district assessments and semester grades through the further development of Professional Learning Communities.**

**Growth Targets:**      **Reduce the number of students testing at a substandard level as measured on the CST by 25%. Reduce the number of students earning D or F grades in core class assessments by 25%.**

**Rationale:**              **Scores on standardized test and classroom assessments need to reflect progress toward proficiency.**

**ESLRs:**                    **Engaged Learners, Critical Thinkers, Effective Communicators, Responsible 21<sup>st</sup> Century Citizens.**

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<b>Develop PLCs</b>					
<ul style="list-style-type: none"> <li>Train facilitators in each department to lead PLCs for each course/grade level team</li> </ul>	Fall of 2008 and ongoing	Administration, lead teachers, and department members	District training in PLC's	PLC monitoring forms	Regular report from each PLC
<ul style="list-style-type: none"> <li>Facilitators take PLCs through the cyclical PLC process of analyzing data, developing SMART goals, creating assessments, implementing new strategies, and reviewing data</li> </ul>	Fall 2009 and ongoing	PLC Leaders	Time for staff development	PLC minutes and accountability forms	Regular report from each PLC
<ul style="list-style-type: none"> <li>School administrators hold PLCs accountable and ensure that sufficient time is provided on a weekly basis for PLCs to meet and complete tasks</li> </ul>	August 2009	Administration	Training materials from summer of 2008	Collection and follow-up of accountability forms	PLC reports at staff meetings

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<b>Increase Algebra I Proficiency</b>					
<ul style="list-style-type: none"> <li>Eliminate Foundations of Algebra I course in order to raise expectations and to ensure all Algebra I students receive standards based instruction</li> </ul>	January 2009 and ongoing	Math Department and Administration	New texts	<ul style="list-style-type: none"> <li>Midterm</li> <li>Finals</li> <li>Standardized tests</li> </ul>	Assessment results and CST results
<ul style="list-style-type: none"> <li>New textbook adoption to align essential standards and instruction</li> </ul>	Fall 2009	District textbook committee	<ul style="list-style-type: none"> <li>Results of piloting</li> <li>Lottery funded</li> </ul>	<ul style="list-style-type: none"> <li>Benchmarks</li> <li>Unit tests</li> </ul>	PLC data analysis
<ul style="list-style-type: none"> <li>Mandate proficiency to move on to Algebra II</li> </ul>	Fall 2008	District Admin	<ul style="list-style-type: none"> <li>ALEKS</li> <li>ELO</li> <li>Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>CST score of 350</li> <li>District ALG II readiness test</li> </ul>	Math teachers common assessments
<ul style="list-style-type: none"> <li>Common benchmark testing and unit exams</li> </ul>	Fall of 2009	Math Department	Teacher support material	<ul style="list-style-type: none"> <li>Unit tests</li> <li>End of Course exams</li> </ul>	Teacher training

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<b>Increase English proficiency in grades 9-11</b>					
<ul style="list-style-type: none"> <li>Focus instruction on essential standards and base assessments on mastery</li> </ul>	January 2009	English Staff	Standards Plus binders	<ul style="list-style-type: none"> <li>EOC exams</li> <li>CST</li> <li>EPT</li> <li>DWA</li> <li>GPA</li> <li>Analysis of data from benchmark tests</li> </ul>	<ul style="list-style-type: none"> <li>PLC data evaluation</li> <li>Daily student work</li> </ul>
<ul style="list-style-type: none"> <li>Increase reading of non-fiction material for all English students to align with CST requirements.</li> </ul>	March 2009 and ongoing	English Department	<ul style="list-style-type: none"> <li>CSU reading strategies</li> <li>Teacher training</li> </ul>	<ul style="list-style-type: none"> <li>EAP</li> <li>CST</li> <li>EPT</li> <li>EOC</li> <li>DWA</li> </ul>	Department exam of all data

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<ul style="list-style-type: none"> <li>Increase the use of reading strategies in all content areas.</li> </ul>	March 2009 and ongoing	English Department	<ul style="list-style-type: none"> <li>Reading strategies binders</li> <li>Teacher training</li> </ul>	<ul style="list-style-type: none"> <li>EAP</li> <li>CST</li> <li>EPT</li> <li>EOC</li> <li>DWA</li> </ul>	Department exam of all data
<b>Increase the Academic Achievement of students in lower performing subgroups</b>					
<ul style="list-style-type: none"> <li>Identify and build awareness in staff through meetings to break down criteria for subgroups.</li> </ul>	February 2009 and ongoing	All department staff, administrators, and counselors	<ul style="list-style-type: none"> <li>Results of all testing</li> <li>SDAIE training techniques</li> <li>Differentiation strategies</li> <li>RTI</li> <li>READ 180</li> <li>ALEKS</li> <li>AVID</li> <li>Credit Recovery</li> <li>Adult Education</li> <li>Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Testing results</li> <li>GPA</li> <li>Attendance</li> </ul>	<ul style="list-style-type: none"> <li>Regular reports from assessment results</li> <li>Faculty meeting</li> <li>SARC</li> </ul>

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<ul style="list-style-type: none"> <li>Analyze formal and informal assessments in subgroups' performance in core content areas</li> </ul>	February 2009 and ongoing	All department staff, administrators, and counselors	<ul style="list-style-type: none"> <li>Results of all testing</li> <li>SDAIE training techniques</li> <li>Differentiation strategies</li> <li>RTI</li> <li>READ 180</li> <li>ALEKS</li> <li>AVID</li> <li>Credit Recovery</li> <li>Adult Education</li> <li>Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Testing results</li> <li>GPA</li> <li>Attendance</li> </ul>	<ul style="list-style-type: none"> <li>Regular reports from assessment results</li> <li>Faculty meeting</li> <li>SARC</li> </ul>

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<ul style="list-style-type: none"> <li>Develop a pyramid of interventions to ensure students receive additional time and support for learning</li> </ul>	February 2009 and ongoing	Department staff and administrators	<ul style="list-style-type: none"> <li>Results of all testing</li> <li>SDAIE training techniques</li> <li>Differentiation strategies</li> <li>RTI</li> <li>READ 180</li> <li>ALEKS</li> <li>AVID</li> <li>Credit Recovery</li> <li>Adult Education</li> <li>Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Testing results</li> <li>GPA</li> <li>Attendance</li> </ul>	<ul style="list-style-type: none"> <li>Regular reports from assessment results</li> <li>Faculty meeting</li> <li>SARC</li> </ul>

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<ul style="list-style-type: none"> <li>Develop vertical and horizontal integration to connect how each class correlates to other subject matters on campus and to real life.</li> </ul>	January 2009 and ongoing	<ul style="list-style-type: none"> <li>Department members</li> <li>Administrators</li> <li>District personnel</li> <li>All staff</li> <li>Counselors</li> </ul>	<ul style="list-style-type: none"> <li>In-service</li> <li>Department curriculum</li> <li>Library textbooks</li> <li>Teacher documents (shared teacher files)</li> </ul>	<ul style="list-style-type: none"> <li>PLC monitoring forms</li> <li>Department assessments</li> </ul>	<ul style="list-style-type: none"> <li>PLC reports</li> <li>Staff meeting (sharing and results)</li> <li>Self-analysis</li> </ul>
<ul style="list-style-type: none"> <li>Teams articulate with feeder schools to correlate content and expectations at the high school.</li> </ul>	August 2010	<ul style="list-style-type: none"> <li>District</li> <li>All feeder schools</li> <li>All departments</li> <li>Counselors</li> </ul>	Time (late start)	<ul style="list-style-type: none"> <li>Revisions to instructional blueprints</li> <li>Test results analysis</li> </ul>	Follow-up meetings with all involved sites to assess progress and results

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<ul style="list-style-type: none"> <li>Increase instructional strategies such as AVID, differentiation, reading strategies, multiple instructional models, and Marzano strategies to strengthen students' higher-level thinking skills.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Department members</li> <li>PLC's</li> <li>Administration</li> <li>District TOSA</li> <li>Educational Services</li> </ul>	<ul style="list-style-type: none"> <li>Trainings</li> <li>Staff development</li> <li>Website</li> </ul>	<ul style="list-style-type: none"> <li>PLC monitoring forms</li> <li>Analysis of common assessments</li> <li>Self reported use of strategies</li> <li>Student knowledge of strategies</li> </ul>	<ul style="list-style-type: none"> <li>PLC reports</li> <li>Staff meeting (sharing and results)</li> </ul>

**Action Plan Area # 2: Promote campus pride, student motivation, and engagement to achieve the ESLRs**

**Growth Target:** Increase student and staff participation in school activities and events by 10%

**Rationale:** A positive school environment and culture builds connection and fosters accountability.

**ESLRs:** Responsible 21<sup>st</sup> Century Citizens, Engaged Learners, and Effective Communicators

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<b>Improve Campus Appearance</b>					
<ul style="list-style-type: none"> <li>Clean campus program that divides campus into designated areas that are adopted by groups of students, clubs or teams.</li> </ul>	March 2009 and ongoing	<ul style="list-style-type: none"> <li>ASB</li> <li>Admin</li> <li>Custodians</li> <li>R.I.T.E. Committee</li> </ul>	Incentive awards	Grading system with custodians as judges (cleanliness report card)	Scoreboard and morning announcements
<ul style="list-style-type: none"> <li>R.I.T.E. student committee for diversity awareness, campus pride and cleanliness</li> </ul>	January 2009	<ul style="list-style-type: none"> <li>R.I.T.E. club advisor</li> <li>PLUS group and advisor</li> </ul>	School safety department	<ul style="list-style-type: none"> <li>Student/teacher surveys after events</li> <li>Monthly crime reports</li> <li>Cleanliness report card</li> </ul>	R.I.T.E. facilitators meet with admin monthly

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<b>Strengthen Student Connectedness</b>					•
<ul style="list-style-type: none"> <li>Establish interclub connections</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Coaches</li> <li>Advisors</li> <li>ASB</li> <li>Administration</li> <li>Athletic Director</li> </ul>	Time/meetings	<ul style="list-style-type: none"> <li>Attendance</li> <li>Support for each other at events</li> </ul>	<ul style="list-style-type: none"> <li>Monthly updates at ASB meetings</li> <li>School events and club meetings</li> </ul>
<ul style="list-style-type: none"> <li>Promote excellent attendance</li> </ul>	Ongoing (every 6 weeks)	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> </ul>	Student recognition funds	Attendance records	Counselor and admin review of GPA and attendance reports
<ul style="list-style-type: none"> <li>Re-emphasize staff participation in student activities</li> </ul>	Ongoing	All staff	<ul style="list-style-type: none"> <li>Staff apparel</li> <li>College Thursdays</li> <li>ASB</li> </ul>	Percentage of participation	<ul style="list-style-type: none"> <li>ASB advisor report</li> <li>Posted results</li> </ul>
<ul style="list-style-type: none"> <li>Regularly conduct PLUS forums, incorporating school history and traditions.</li> </ul>	Fall 2009	<ul style="list-style-type: none"> <li>PLUS advisor</li> <li>Administration</li> </ul>	School safety funds	Collect data from students who have gone through forums	<ul style="list-style-type: none"> <li>Monthly report by PLUS team</li> <li>Report to Human Relations Council (HRC)</li> </ul>
<ul style="list-style-type: none"> <li>Establish R.I.T.E. (Respect, Integrity, Teamwork, and Excellence) Award</li> </ul>	February 2009 and ongoing	ASB advisor	Photos and certificates	Gallery of Stars	Report from ASB advisor

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<b>Consistent Application of Rules</b>					
<ul style="list-style-type: none"> <li>Timely and clear communication of school wide rules and policies leading to more consistent implementation of rules and procedures</li> </ul>	Ongoing	All staff	<ul style="list-style-type: none"> <li>MV Guide</li> <li>Daily announcements</li> <li>Daily bulletin</li> <li>Assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Student surveys</li> <li>Staff survey</li> </ul>	<ul style="list-style-type: none"> <li>Survey results</li> <li>MV Guide</li> <li>Course catalog</li> </ul>

**Action Plan Area # 3: Expand the use of and access to technology to increase student achievement.**

**Growth Target:** All classrooms and computer labs are equipped with up-to-date computers, LCD projectors, and document cameras.

**Rationale:** 21<sup>st</sup> Century learners need greater access to technology.

**ESLRs:** Engaged Learners, Effective Communicators, Critical Thinkers, and Responsible 21<sup>st</sup> Century Citizens.

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<b>Increase Student Access to Technology</b>					
<ul style="list-style-type: none"> <li>Increase student access to technology, including hardware, software and online assessments</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Administration</li> <li>Technology Department</li> <li>Technology Committee</li> </ul>	<ul style="list-style-type: none"> <li>Software publishers</li> <li>Curriculum</li> <li>Industry and business partnerships</li> <li>Library</li> </ul>	Classroom inventories and teacher/student surveys	Use of classroom inventories and student/teacher surveys
<ul style="list-style-type: none"> <li>Purchase or identify available hardware and software to enhance instruction</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Administration</li> <li>Technology Department</li> <li>Technology Committee</li> </ul>	<ul style="list-style-type: none"> <li>Software publishers</li> <li>Curriculum</li> <li>Industry and business partnerships</li> <li>Library</li> </ul>	Classroom inventories and teacher/student surveys	Use of classroom inventories and student/teacher surveys

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<b>Explore Technology Funding</b>					
<ul style="list-style-type: none"> <li>Establish an MVHS Technology Committee to explore alternative funding methods and monitor resources</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Advisors</li> <li>Counselors</li> <li>Class advisors</li> <li>Teachers</li> <li>Community volunteers</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Websites</li> <li>Publications providing information on funding access</li> </ul>	<ul style="list-style-type: none"> <li>Grants obtained</li> <li>Donations received</li> <li>Equipment and software purchased or leased</li> </ul>	Records of funds received and allocated
<ul style="list-style-type: none"> <li>Conduct a school-wide inventory of technology and complete a needs/use assessment. Determine shareable resources</li> </ul>	<ul style="list-style-type: none"> <li>Needs assessment June 2009</li> <li>Inventory September 2009</li> <li>Use assessment June 2010</li> </ul>	Technology committee	<ul style="list-style-type: none"> <li>Inventory of equipment and condition by teacher/classroom</li> <li>Electronic survey</li> <li>Share best practices of technology use</li> <li>District technology plan</li> </ul>	Report technology usage and needs to faculty	<ul style="list-style-type: none"> <li>Survey results</li> <li>Equipment inventory</li> <li>Observation records</li> </ul>

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<b>Teacher Technology Training</b>					
<ul style="list-style-type: none"> <li>Increase use of technology in instruction</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Technology Coordinator</li> <li>Webmaster</li> </ul>	<ul style="list-style-type: none"> <li>PAR/BTSA</li> <li>District TOSAs</li> <li>SIP days</li> <li>Minimum/Late Start days</li> <li>Categorical grants</li> <li>Weblockrz</li> <li>Technology students</li> <li>Teacher partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Teacher surveys</li> <li>Sign in sheets for trainings</li> <li>Schedule of training sessions</li> <li>Demonstrations of technology projects</li> <li>Student surveys</li> <li>Classroom observations</li> </ul>	<ul style="list-style-type: none"> <li>Annual comprehensive technology usage</li> <li>Report card using data from surveys</li> </ul>

**Action Plan Area # 4: Strengthen communication with parents and students regarding student progress.**

**Growth Targets:** Establish teacher websites and inform all shareholders of existing technology to monitor student progress.

**Rationale:** Increased communication will strengthen student accountability and achievement.

**ESLRs:** Responsible 21<sup>st</sup> Century Citizens

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<b>Strengthen Ongoing Communication</b>					
<ul style="list-style-type: none"> <li>Educate parents and students about the existing means of checking on student progress</li> </ul>	By spring 2010	<ul style="list-style-type: none"> <li>Webmaster</li> <li>Technician</li> <li>Principal</li> </ul>	Develop tutorial web page	<ul style="list-style-type: none"> <li>Parent feedback at meetings</li> <li>Survey</li> </ul>	<ul style="list-style-type: none"> <li>Update frequently</li> <li>Rate frequency of parent updates</li> </ul>
<ul style="list-style-type: none"> <li>Increase the number of teachers who have an active web page from 10% to 80%</li> </ul>	By spring 2010	<ul style="list-style-type: none"> <li>Webmaster</li> <li>Teachers</li> <li>Tech students</li> </ul>	Web page training	Checking number of active websites	<ul style="list-style-type: none"> <li>Celebrate new teachers with websites</li> </ul>
<ul style="list-style-type: none"> <li>Explore and learn all features of ABI through ABI in-service</li> </ul>	Two workshops	<ul style="list-style-type: none"> <li>Webmaster</li> <li>Technician</li> <li>Teachers</li> </ul>	Staff development time in the computer lab	Assessment of ABI features	<ul style="list-style-type: none"> <li>Teacher use of report and data information./</li> </ul>
<ul style="list-style-type: none"> <li>Technology uploads grades weekly</li> </ul>	Weekly beginning February	Technician	Aeries system	Students have fewer missing assignments and improved	<ul style="list-style-type: none"> <li>Parent survey</li> <li>Student grade report</li> </ul>

	2009			homework	
<ul style="list-style-type: none"> <li>Encourage all staff to use the school's grade reporting software/post assessments on a regular basis</li> </ul>	Ongoing	All staff	<ul style="list-style-type: none"> <li>Grade Quick</li> <li>Edline</li> </ul>	<ul style="list-style-type: none"> <li>Parent/student feedback</li> <li>Increased student responsibility for grades</li> </ul>	<ul style="list-style-type: none"> <li>Parent survey</li> <li>Student grade reports</li> </ul>
<ul style="list-style-type: none"> <li>Contact parents when assessments/engagement show significant change</li> </ul>	Ongoing	All staff, counselors, administrators and coaches	<ul style="list-style-type: none"> <li>Student observation</li> </ul>	<ul style="list-style-type: none"> <li>Parent meetings and feedback</li> </ul>	<ul style="list-style-type: none"> <li>Increased parent communication through emails, letters, phone calls, and meetings</li> </ul>