

CHAPTER V: SCHOOLWIDE ACTION PLANS

Part I. Development

The Murrieta Valley High School community participated in numerous surveys, observations, focus groups meetings and various other forms of constructive discourse to formulate three (3) Action Plans based on what our stakeholders perceived as our main areas for improvement.

During a WASC staff meeting in the fall of 2002, stakeholders engaged in “brainstorming sessions” where everyone was encouraged to share their recommendations for improvement. Our WASC coordinators listed the stakeholders’ input on several large poster papers. The suggestions for improvement were compiled, posted in the staff lounge for stakeholders to review, modify and submit to our focus groups. Subsequently, three (3) Action Plans were developed from the discussions in the focus groups. Representatives from the various stakeholder groups, including site and district staffs, students and parents, coalesced into the focus groups based on the WASC *Focus on Learning Criteria*:

- *Standards-Based Curriculum and Instruction*
- *Standards-Based Assessment and Accountability*
- *Support for Student Personal and Academic Growth*
- *Culture*
- *Leadership and Staff*
- *Vision and Purpose*

The focus groups were supported by the WASC Leadership Team to identify the improvement areas designed to enhance student learning and promote achievement. A compilation of all of the needs identified by the focus groups can be found in the Appendix portion of the WASC Self-Study Report. Each focus group submitted at least three (3) areas for improvement. The focus groups listed approximately eighteen (18) improvement areas and then further streamlined the list into three (3) main focus areas. The three foci reflect our major school initiatives (the two (2) *Critical Academic Needs*, the *MVHS Goals – 5_* and the key district theme of “*Individual Student Academic Success in a K-12 Sequence of Teaching, Learning, Assessment and Support*”) as follows:

- **Student Performance Action Plan**: Focuses on improving student performance at all grade levels and across disciplines as evidenced by a number of assessment indicators (further delineated in the *MVHS Goals-5_*)
- **Student Support Action Plan**: Focuses on “developmental assets”, strengthening of support services (in conjunction with the district’s new vision for learning directors/learning coordinators, “vertical teaming” and “university bound” mission and building opportunities for all students to reach their academic potential.

- **School Culture Action Plan**: Focuses on ongoing effort to boost staff morale and student pride/respect in the context of a rapidly increasing and changing school community demographic.

After compiling the suggestions from all six focus groups, all stakeholders were encouraged to work on the development of the Action Plans. The WASC Self-Study Co- Coordinators, along with the MVHS Administrative Team and WASC Focus Group Leaders, developed three (3) Action Plans based on the recommendations of the focus groups. The charts were disseminated to the stakeholders for their input as related to the “best interests” of students. Each Action Plan has a “communication” component to facilitate the dissemination of information to stakeholders regarding progress towards achievement of the Action Plans.

Particularly for the Student Performance Action Plan, staff members have begun implementation of the action plan strategies especially at the departmental level. The implementation involved primarily a review of student assessment data and creation of alignment charts for content standards, ESLRs and instructional/assessment practices. In addition, the MVHS Administrative Team incorporated study skills and CAHSEE/Proficiency Tests tutorial classes into the Master Schedule. This was further enhanced by additional tutorial services provided by teachers.

The Student Support Action Plan focuses on a more comprehensive implementation of the district-wide vision of “*Individual Student Academic Success through a K-12 Sequence of Teaching, Learning, Assessment and Support*”. The action plan strategies include the strengthening of vertical alignment activities district wide and the internal restructuring of MVHS student support services through a “school-within-a-school” teaming concept. To improve articulation among all district schools, MVHS became part of the Red Team in 2002. The Red Team encompasses the entire school community of MVHS and its feeder elementary and middle schools. This transformation is paralleled by the Blue Team, which includes the new high school, Vista Murrieta High, and its feeder schools. School staffs are now engaging in more articulation meetings to provide greater fluidity and consistency in instructional and assessment practices as students transition from one school to another. At curriculum council meetings, our district leadership sets aside agenda time for the *Red Team* and *Blue Team* to plan events.

Internally at MVHS, the transformation necessitated the restructuring of the student support network. This involved the creation of grade level teams whose main objectives would involve building team spirit and promoting a culture of high standards. In addition, grade level teams monitor, assess, review and modify every aspect of the academic and co-curricular programs to ensure student achievement across all grade levels. The team concept ensures that delivery of support services will be much more comprehensive and consistent with students’ academic and socio-personal needs at each developmental stage. Each grade level team consists of a Learning Director (formerly Assistant Principals), two (2) Learning Coordinators (formerly Counselors), an administrative secretary and all grade level instructional, support and security staff. Grade level team meetings assess student performance data and to design strategies for

improving the educational program. In addition, grade level teams hosts awards programs, including *Student of the Month* and *Soar to Success*, to celebrate student achievement with parents. The grade level teams also make class presentations and coordinate activities (including field trips) to encourage students to pursue higher education and top-tier careers. The class presentations also incorporate motivational techniques best suited to the students' developmental and academic needs.

Throughout the district, the vertical alignment movement also emphasizes "Developmental Assets" activities, particularly events designed to boost students' self-esteem as they establish and work to achieve their goals. We believe that such activities will be instrumental in motivating students to pursue higher education and top-tier careers. Each staff development activity includes an asset builder. Through our "Assets in Motion" (AIMS) program, a staff member is selected to receive an award for exemplary implementation of the "Developmental Assets" in the classroom or on campus. Spearheading this effort at MVHS, PLUS Program Coordinator, John Vandenburg, Learning Coordinator Lisa Durham and their dedicated students, have already implemented numerous activities and programs that build "Developmental Assets". This progress will continue and will be further enhanced by other Student Support Action Plan strategies, which include the following:

- facilitating the transition of a new Activities Director
- expanding our award-winning co-curricular programs to encourage greater student and parent involvement (e.g. nationally-honored academic teams such as the *Odyssey of the Mind* team, state-honored activities program, championship athletic programs and internationally recognized performing arts groups)
- re-organizing and improving services provided through the Career and College Planning Center to better prepare our graduates for their post-high school endeavors
- strengthening vertical alignment strategies (more communication with feeder schools and prospective colleges)
- expanding PLUS Program activities, particularly Unity Forums and other support activities, not only at MVHS, but throughout the district and community.

The School Culture Action Plan focuses on building respect and morale throughout the campus. With regard to student disciplinary practices, the staff feels that violations of major rules are generally handled in an effective manner. However, revisions will be made to the current disciplinary matrix as well as enforcement practices to gain consistent control over minor infractions such as tardies, trancies, dress code violations and trash disposal. The proactive and inspirational school bulletin messages from our principal and student leaders will continue to offer a voice of reason, tolerance, acceptance of diversity and recognition of the importance of goal setting and personal achievement. Moreover, student-initiated and student-run organizations such as Peer Assistant Leaders (PALS), ASB, school clubs and PLUS Program components will be expanded to enable students to provide support to their peers and promote the appreciation of cultural diversity. In addition, the MVHS community will continue to celebrate stakeholder achievements. Grade level teams will work with lead teachers to develop a formal reporting format for staff to share conference experiences and training/expertise in current educational trends to promote use of these innovations in all

classrooms. All teaching staff will be encouraged to focus on instruction of the ESLRs and academic standards by communicating this goal in an obvious and visible manner (e.g. placing ESLRs and standards on the board and/or assignment handouts or including them on classroom visuals such as the overhead or Powerpoint lesson). The School Culture Action Plan focuses on encouraging all stakeholders to support and to involve themselves in the advancement of MVHS values and ideals in the following ways:

- collaboration activities with district staff, especially DSC Student Services
- bolster existing intervention practices
- effectively utilize all student publications/communications
- recognize the need for greater stakeholder involvement in implementation activities for the 40 “Developmental Assets”
- expand or create mentoring and tutoring programs as well as celebration of achievement activities.

Part II. Follow-Up Process

The WASC Focus on Learning Self-Study process has empowered stakeholders to make valuable contributions in relation to analyzing the efficacy of Murrieta Valley High School's ongoing school improvement efforts. Similar to other schools, however, MVHS faces the uncertainties of a budgetary shortfall and the rapidly increasing population boom in Riverside County. Nevertheless, our staff and school community believe that the follow-up process to enact the Action Plans will be consistent and ongoing because any impediments will be overcome by the dedicated efforts of our capable stakeholders. As described earlier, the improvement areas, identified by the focus groups, have been encompassed into three (3) major areas for which we have established a directive Action Plan. Combined with our *MVHS Goals, Critical Academic Needs* and district goals, the action plans will provide our focus for school improvement over the next six years.

The WASC Leadership Team, composed of the self-study coordinators (faculty, student and parent chairpersons), administration and focus group leaders, will be responsible for the ongoing meeting schedule needed to review progress on the Action Plans and ensure that progress is being made. In addition, the WASC Leadership Team will take the lead in the annual review of our students' achievement of our Expected Schoolwide Learning Results. Most of the task forces are already in place and have implemented a number of Action Plan strategies. To continue this enthusiasm, site administration has committed staff development time and site funds for the self-study process and will continue to support the task forces in their efforts.

Each Action Plan is based on clear objectives. However, in the ongoing review of our progress, revisions may be necessary to serve the "best interests" of our students. Written reports will be generated to summarize our accomplishments regularly or give a rationale for any change in direction. The "persons in charge" of the action steps will update the WASC Leadership Team. Similarly, lead teachers will provide updates on ways their respective departments have been supporting the action plan. The updates will be included in department meeting agendas, staff meeting items and agendas of other stakeholder groups such as the PTSA, ASB and School Site Council. Wherever necessary, committees and task force groups will be established to facilitate the gathering of data and sharing of concerns. Stakeholders will continually be asked for assistance, input and recommendations.

Our principal will be responsible for reporting progress on the Action Plans to the Murrieta Valley Unified School District Board of Education and district administration as well as to the School Site Council and PTSA. The school newsletter will contain action plan progress reports and examples of how students are accomplishing the ESLRs. Copies of the Action Plans, ESLRs, Mission Statement and any new modifications/innovations will continue to be disseminated to stakeholders through our web-site, handbooks, school newsletters and all other forms of communication. Minutes from future meetings, an annual report and updates at WASC Leadership Team meetings and faculty meetings will be a part of the reporting methods used to ensure progress.

Although Murrieta Valley High School is still organized by traditional departments. Our grade level teams will have significant roles in monitoring our progress on the Action Plans. Focus groups will continue to meet on an ongoing basis to evaluate progress and report outcomes at staff meetings. Task Force groups will actively monitor progress both on achievement of the Expected Schoolwide Learning Results and the three (3) Action Plans.

**Chapter V: Excerpt from the Schoolwide Action Plan for Murrieta Valley High School
SCHOOL CULTURE ACTION PLAN**

Standards-Based Student Outcome Goal(s): Promote a positive school culture characterized by a trustworthy, nurturing and professional staff as well as high expectations and accountability/respect amongst students

Rationale: From its inception, the MVHS school community expressed a great sense of pride in a positive school culture which showcased a safe, orderly and clean environment conducive to learning. However, the rapidly changing community demographics have necessitated a more encompassing and in-depth analysis and modification of existing practices to ensure the continuity of a positive school culture that reflects changing needs of all stakeholders

Critical Academic NEEDS Area/MVHS Goals-5_: “Improve Student Performance” and “Increase Meaningful Participation”

ESLR(s) Addressed: Hardworking Learners, Analytical Thinkers, Worthy Citizens, Knowledgeable Communicators

GOAL	STEPS	PERSON(S) RESPONSIBLE	TIMELINE	RESOURCES	ASSESS PROG
The school climate focuses on high expectations, accountability (especially in instilling respect and responsibility) and genuine caring and nurturing.	Form a committee (to include not only MVHS stakeholders, but VMHS, CHS and Tenaja Canyon Academy representatives) to review/revise current discipline matrix. Committee will ensure that stakeholder buy-in/approval of changes will be communicated in school publications (<i>MV Guide</i> , website, newsletter etc.), at meetings and presentations. Create task forces to oversee consistent enforcement of discipline consequences. Although major discipline violations were handled effectively, general staff sentiments reflect that minor rule violations (especially dress code, tardies and truancies) need to be handled more consistently on campus/in classroom by all staff.	Administrative Team, especially Dean, organize task forces (include “seasoned” faculty with strong classroom management history), security personnel, attendance clerks, students and parents DSC Student Services School Resource Officers Teachers Campus Supervisors	Begin Spring 2003 and ongoing	MV Guide Staff Expertise Safety Fund Student Involvement Parent Involvement	Clearly and enforce school appropriate consequences <i>Guidelines</i> pertinent to public Reduction in violation Improve students (tardies)
GOALS	STEPS	PERSON(S) RESPONSIBLE	TIMELINE	RESOURCES	ASSESS PROG

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The school climate focuses on high expectations, accountability (especially in instilling respect and responsibility) and genuine caring and nurturing. (continued from previous page).	Collaborate with DSC Student Services to discuss CCR “compliance” requirements with staff especially re: Special Education, ELD and expulsion procedures. Bolster existing intervention practices (e.g. counseling presentations on conflict management, PALS, Unity Forum) with needed programs such as smoking cessation, anger management etc. Lessons include graded warm-up activities and daily quizzes to reduce student tardies.	MVHS administrative Team, especially Dean, organize task force (include “seasoned” faculty with strong classroom management history, security, attendance, student and parent representatives) DSC Student Services School Resource Officers MVHS administrative Team Faculty	Begin Spring 2003 and ongoing	MV Guide Staff Expertise Student Involvement Parent Involvement	Clearly and enforce school appropriate consequences <i>Guidelines</i> pertaining to public Reduction in violation Improve student tardies)
Stakeholder contributions to school improvement efforts are valued and celebrated through boosting staff morale and promoting student achievement.	Continue to expand staff and student recognition activities to include other stakeholders (e.g. encourage parent/district staff participation in <i>Give a Feather</i> , breakfasts, BBQ/luncheons, staff announcements Effectively utilize school publications (newsletter, website, student newspaper, yearbook, annual video) to showcase achievements and reach out to community newspapers	Principal Deputy Principal Learning Directors Learning Coordinators Lead Teachers Faculty Advisors Activities Director Athletic Director Coaching Staff	Begin Fall 2002 and ongoing	Site funds Staff Expertise Student Involvement Parent Involvement	Successful celebration
Students receive support, encouragement and formal training as they increase effectiveness in helping peers reach their potential. Students are supported in their efforts to build “Developmental Assets”.	Utilize student teams to implement activities that embody the “Developmental Assets” [include feeder schools in ASB, PLUS Program activities such as Unity Forum, PLUS anti-drug campaign, Hawk Watch safety, PLUS CORPS, PALS Inspirational bulletin messages continue to offer a voice of reason, tolerance, acceptance of diversity and importance of goal setting/personal achievement	Activities Director PALS/PLUS Advisors Administrative Team PLUS/PALS/Hawk Watch Students A.D./Coaches Nurse/Health Clerk Staff Staff Students	Begin Fall 2002 and ongoing Begin Fall 2002 and ongoing	Staff Expertise Student Involvement Parent Involvement Staff Students	Expansion of viable PL Reduction in setting
GOALS	STEPS	PERSON(S) RESPONSIBLE	TIMELINE	RESOURCES	ASSESSMENT OF PH
Students receive support, encouragement and formal training as they increase their effectiveness in helping their peers reach their potential. Students are supported in their efforts to build “Developmental Assets” (continued from previous page)	Expand mentor programs where upperclassmen ease high school transition and reduce fears of incoming students. Expand outreach programs such as ASB/school club outreach activities; Link Crew, PLUS Partners to encourage partnership of MVHS students with students from feeder schools. Establish a Mi.LC Program with ASB (mini-leadership program for future leaders at feeder schools) as per district-wide vertical alignment efforts Students work closely with PLUS	Activities Director Faculty Advisors K-12 Admin. Teams Students in PLUS Program/PALS/Hawk Watch School Resource Officers DSC Student Services Health Staff Psychologist Athletic Director Coaching Staff	Begin Fall 2002 and ongoing	Staff Expertise Student Involvement	Greater student involvement in school activities PLUS Program Establish (Mini Leadership) Conferen

	Coordinator, learning directors and learning coordinators to expand programs that help students cope with pressing concerns (e.g. PALS and conflict resolution/peer support as well as PLUS Tutor Team)				
MVHS stakeholders actively promote a safe, clean and orderly environment conducive to learning (campus beautification)	Organize a Campus Beautification Task Force oversees school cleanliness practices and dress code policies. Earth Club continues to implement viable activities to control littering and promote conservation on campus.	Administrative Team organize/oversee Campus Beautification Task Force Maintenance Crew Campus Supervisors Staff Earth Club	Fall 2002 and ongoing	Staff Expertise Earth Club Involvement	Clean campus Reduction in violations
A more formalized system exists to share and build staff expertise is needed. Staff members regularly review educational trends and are encouraged to implement innovative practices to promote student achievement.	Grade level teams work with lead teachers to develop a formal reporting format for staff regarding conferences/specialized training or expertise in educational trends and innovations	Principal Deputy Principal Learning Directors Learning Coordinators Lead Teachers DSC Education Services	Fall 2003 and ongoing	Staff Expertise Conference/Training Materials Educational Publications	Variety in assessment enhanced innovative in classroom
GOALS	STEPS	PERSON(S) RESPONSIBLE	TIMELINE	RESOURCES	ASSESSMENT OF PROGRESS
We need to embrace cultural diversity and promote respect and learn from the contributions of all stakeholders from all races, religions, genders, ages and abilities	Expand existing cultural celebration activities (e.g. luncheons celebrating ethnic foods, school club activities) to include an International Week. Hire staff with multi-lingual abilities to facilitate communication lines with students and their families. Hire more SDAIE-trained and CLAD-certified teachers	Admin. Team Activities Director Athletic Director Coaching Staff School Club Advisors School Club Members	Begin Fall 2002 and ongoing	Staff Expertise Student Involvement Parent Involvement Speakers/Reps of various groups	Establish International Week Increase celebration among students of varying backgrounds
Cultural unity and community participation need to be promoted throughout the entire school community.	Implement cultural sensitivity training	DSC and site administrators/learning coordinators DSC Student Services PLUS Program Coordinator	Begin Fall 2003 and ongoing	Staff Expertise Cultural Sensitivity Trainers/Experts	Implement cultural sensitivity training Impact on cultural awareness positive among ethnic students Decrease in discriminatory and prejudicial racial slurs

**Chapter V: Excerpt from the Schoolwide Action Plan for Murrieta Valley High School
STUDENT PERFORMANCE ACTION PLAN**

Standards-Based Student Outcome Goal(s): Implement a Schoolwide Systematic Use of Assessment Data to Guide Staff and Program Resource Allocation, Modify Instruction and Improve Student Achievement of the ESLRs and Academic Standards.

GOALS	STEPS	PERSON(S) RESPONSIBLE	TIMELINE	RESOURCES	ASSESS PROGR
<p>Coordinate collection, analysis and dissemination of assessment data (continued from previous page)</p>	<p>program/departmental “audit” with above data with schoolwide and departmental language arts and math assessments</p> <ul style="list-style-type: none"> Using CDE materials (CA <i>Blueprint, Frameworks, Content Standards</i>), conduct individual student performance “audit” using all assessment results above <p>Identify department and classroom student performance measures that are linked to ESLRs, Content Standards, MVHS-Goals- 5_</p>		<p>Begin Spring 2003 and ongoing</p>	<p>CDE and other educational materials; site/classroom assessment data</p>	<p>ESLR/Star Instruction Chart</p>
<p>Establish levels of accomplishment for academic standards and ESLRs and create a system to continually assess student progress through a comprehensive assessment program that emphasizes student knowledge, performance and depth of application</p>	<p>Complete alignment of departmental practices and assessments with ESLRs, Content Standards, MVHS-Goals-5_</p>	<p>Principal Admin. Team (esp. Learning Director over Assessment) Lead Teachers DSC Educational Services (esp. Director of Asst/Research)</p>	<p>Begin Spring 2003 and ongoing</p>	<p>CDE and other educational materials Site/classroom assessment data Staff Expertise</p>	<p>Samples of units to reflect instruction practices</p>
<p>Provide timely and appropriate reports of assessment and planning efforts to all stakeholder groups to build group consensus on program development and resource allocation that serve the students’ “best interests”</p>	<p>Conduct in-service on developing rubrics and infusing ESLRs, Content Standards and MVHS-Goals-5_ into courses of study. Expand development of common assessments schoolwide (e.g. common departmental midterms/finals; common rubrics for term papers etc.) Develop departmental and schoolwide rubrics that will assess students’ attainment of ESLRs, Content Standards, MVHS-Goals-5_</p>	<p>Principal Deputy Principal Lead Teachers Professional Staff Development Experts DSC Ed. Services</p> <p>Principal Deputy Principal Lead Teachers Key Department Teachers</p>	<p>Begin Fall 2002 and ongoing</p> <p>Begin August 2003 and ongoing</p>	<p>Staff Expertise</p> <p>Existing models of ESLR use in classes. Staff development stipends/release time for teachers</p>	<p>In-service completed</p> <p>Review of rubrics</p>
<p>Encourage student involvement in developing and conducting their own assessment to provide a basis for evaluation, meaningful reflection, appropriate development and sustained achievement</p>	<p>Develop and implement ways to gather, disseminate, and analyze data to use in making decisions about program development and resource allocation</p>	<p>Principal Administrative Team Lead Teachers Faculty School Site Council</p>	<p>Begin Fall 2002 and ongoing</p>	<p>DSC Ed.Services Expertise of key on-site personnel School Site Council Student Input Parent Input</p>	<p>Teacher re Standardiz curriculum results SARC SCBP</p>
<p>Establish a means of educating students and parents in the value of student self-assessment as a tool for their own successful educational growth and development</p> <p>Teach students how to interpret their own assessment data, set goals and place findings to update their Individual Learning Plans</p>	<p>Establish a means of educating students and parents in the value of student self-assessment as a tool for their own successful educational growth and development</p> <p>Teach students how to interpret their own assessment data, set goals and place findings to update their Individual Learning Plans</p>	<p>Principal MVHS and DSC administrative teams Teachers Learning Coordinators Parents Students</p>	<p>Begin August 2003 and ongoing</p>	<p>Student grades Test results Student portfolios Educational research and data Student Involvement Parent Involvement Staff Expertise</p>	<p>Student self document evaluation</p>

**Chapter V: Excerpt from the Schoolwide Action Plan for Murrieta Valley High School
STUDENT SUPPORT ACTION PLAN**

Standards-Based Student Outcome Goal(s): Implement a comprehensive system of support that ensures all students are connected to the school in meaningful ways through ready accessibility of a quality academic program, co-curricular activities, work-based learning and/or counseling and health-based services.

Rationale: The MVHS school community has identified improved communication and increased stakeholder involvement that build upon the “developmental assets” as critical supports for students that directly link to academic and social success. The strategies needed for effective implementation of the identified needs reflect the district-wide “vertical teaming” of elementary, middle and high school staffs to achieve the vision of “*Student Academic Success through a K-12 Sequence of Teaching, Learning, Assessment and Support*”.

Critical Academic Needs Area/MVHS Goals-5_: “Improve Support Services and Opportunities for All Students to Reach their Academic Potential” as follows: Increase Meaningful Participation in School by 25% (*MVHS Goals-5_–fifth goal*)

ESLR (s) Addressed: Hardworking Learners; Analytical Thinkers; Worthy Citizens; Knowledgeable Communicators and Skilled Users of Technology

GOAL	STEPS	PERSON(S) RESPONSIBLE	TIMELINE	RESOURCES	ASSESSMENT PROGRESS
A comprehensive system of support will ensure meaningful connections through strong and varied academic and co-curricular programs and/or counseling and health services.	Clearly define staff roles in grade level teams to reflect major initiatives at state and federal level (e.g. <i>No Child Left Behind, Aiming High, National Counseling Standards</i>) and at district and school level (e.g. <i>MVHS Goals - 5_</i> [updated version of Critical Academic Needs], <i>K-12 Sequence</i>)	Principal Deputy Principal DSC Administrators K-12 Learning Directors K-12 Learning Coordinators	Begin Spring 2003 and ongoing	Staffs at MVHS with partner teams at the elementary and middle school level	Timeline of meetings Review and delineate job responsibilities administrative monitoring progress and effectiveness
	Enhance articulation with feeder schools.	Principal Deputy Principal DSC administrators K-12 Learning Directors K-12 Learning Coordinators	Begin scheduled articulation meetings in Fall 2003 and ongoing	Staffs at respective schools District funding	Collaborate with stakeholder participation and feeder Survey results collaborative feedback meetings
GOAL	STEPS	PERSON(S) RESPONSIBLE	TIMELINE	RESOURCES	ASSESSMENT PROGRESS
Resources and support activities are focused on helping all students meet the challenges of a rigorous, meaning-centered curriculum which parallels the academic standards and ESLRs. All students can rely on an extensive integrated network of course offerings such as enabling classes that prepare Services for special needs students, English Language Learners	Develop Master Schedule which continues to incorporate traditionally effective practices as follows: <ul style="list-style-type: none"> In-depth analysis of student needs from data gathered from student input in Individualized Learning Plans, planning conferences with staff and student performance data Utilizes student performance data to periodically monitor and adjust curriculum to address weaknesses from data interpretation 	Principal Deputy Principal DSC administrators K-12 Learning Directors K-12 Learning Coordinators	Ongoing as progress assessments are analyzed and innovations are implemented	Staff Expertise Student performance data Categorical, SBCEP, Title, ELL, Summer School, remediation and other available funds Tutorials College and business reps Teacher inservice/work days Teacher	Comprehensive Based Master Comparative assessment student performance to determine targets are progress/achieving ILP goals, effectiveness accomplished ESLRs and Teacher

<p>and “at-risk” students are thoughtfully planned and closely monitored by grade level teams to encourage achievement. Support services draw from a wide representation of stakeholders who share leadership and assume responsibility of holding students accountable.</p>	<ul style="list-style-type: none"> • Survey staff on areas of instructional expertise, strength, and interests and assign teachers based upon teachers’ professional and personal strengths. Enable staff to update skills by attending conferences • Determine areas of need for remediation/extra assistance and incorporate enabling programs to encourage high achievement for all students (e.g. expand/improve study skills classes and tutoring services esp. Special Ed., 504, ELD students) • Continue to research and implement the most highly rated programs (e.g. AP classes, AVID, Model United Nations, Odyssey of the Mind, Mock Trial, Academic Decathlon and International Baccalaureate) • Expand partnerships with colleges and businesses to link classes with real-life practices <p>Grade level teams help students develop and closely monitor progress on Individualized Learning Plans which reflect students’ college/career plans and personal interests</p>		<p>Ongoing</p>	<p>collaboration time Inservice/Late Start/Minimum Days Trainers outside or site trainers State Standards and Frameworks</p> <p>Staff Expertise</p>	<p>training, n progress Implement innovation developme</p> <p>Compare t performan current res if growth t</p>
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GOALS	STEPS	PERSON(S) RESPONSIBLE	TIMELINE	RESOURCES	ASSESSMENT PROGRESS
Increase participation in school-sponsored activities, such as clubs, sports, and service organizations, which are tied to the schoolwide vision of success for all students. Student participation in these activities reflects the diversity of the student population.	<p>Expand programs where upperclassmen mentor young students to ease high school transition (e.g. expansion of ASB/school club outreach activities; Link Crew, PLUS Program) to encourage partnership of MVHS students with students from feeder schools)</p> <p>Establish a consolidated Mi.LC Program with ASB (mini-leadership program for future leaders at feeder schools) as per district-wide vertical alignment efforts</p> <p>Students receive training and work closely with PLUS Coordinator, learning directors and learning coordinators to expand programs that help students cope with pressing concerns and build “Developmental Assets” (e.g. PALS and conflict resolution/peer support as well as PLUS Tutor Team)</p>	Activities Director Faculty Advisors Administrative Team Students School Resource Officers DSC Student Services	Begin Fall 2002 and ongoing	Staff Expertise Student Involvement Stakeholder Input	More integ among sch organizatio work in isc Establishm
The Career Center represents a viable resource that empowers students to effectively research and prepare themselves for post-secondary learning and successful achievement of personal/professional goals. MVHS actively pursues partnerships with post-secondary institutions and business to support students seeking higher education and professional career opportunities (continued on next page)	<p><i>Create a committee consisting of volunteer stakeholders to identify areas of need by:</i></p> <ul style="list-style-type: none"> • <i>Conducting student and staff surveys re: Career Center activities</i> • <i>Visit model Career Centers/Programs in other districts</i> • <i>Determine types of relevant activities to incorporate in Career Center Calendar</i> <p>Investigate ways to improve links between academics and Career Fair and to expand the scope of Career Fair.</p>	Admin. Team Career/Work Experience Teachers Volunteer Stakeholders	Begin Fall 2003 and ongoing	Stakeholder input Model Career Centers College and business reps Expertise	Minutes of Group disc Survey res Notes from Visitations Career Cei
		Administrative Team Career Fair Team Community Reps.	Begin Fall 2003 and ongoing	Staff Expertise College/Business Reps	Feedback : participant

GOALS	STEPS	PERSON(S) RESPONSIBLE	TIMELINE	RESOURCES	ASSESSMENT PROGRESS
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<p>The Career Center represents a viable resource that empowers students to effectively research and prepare themselves for post-secondary learning and successful achievement of personal/professional goals. MVHS actively pursues partnerships with post-secondary institutions and business to support students seeking higher education and professional career opportunities (continued from previous page)</p>	<p>Assist students with development, monitoring and adjustment of Individual Learning Plans through ongoing class presentations and scheduled class visits to Career Center. Involve guest speakers, especially college and business representatives in presentations</p> <p>Enhance relevance in the curriculum with career guidance lessons. Form curricular links between departments so students can relate their studies to career/personal goals. Teachers incorporate real-life situations into instruction</p> <p>--Field trips --Guest speakers --Class projects based real life situations --Community projects --Job shadowing</p>	<p>Grade Level Teams Career/Work Experience Teachers Staff College/Business Reps</p> <p>Admin. Team Career Center Committee Site/district admin. Career/Work Experience Teachers Lead Teachers Community Leaders Business Reps</p>	<p>Begin Fall 2002 and ongoing</p> <p>Begin Fall 2003 on-going</p>	<p>Staff Expertise Speakers Current research and educational materials on goal setting and career presentations</p> <p>Staff Expertise Speakers Current research and educational materials on goal setting/career strategies</p>	<p>Feasibi Individ Plans Feedba Present</p> <p>Observ Depart minute: Lesson Assess</p>
<p>Strong communication lines ensure that staff members are familiar with all support services available at the site, district and community level. Staff initiates discussions or procedures aimed at seeking support and solutions especially for students struggling to achieve standards and ESLRs.</p>	<p>Provide appropriate/adequate training to all teaching staff members in the use of technology to monitor student performance. This will facilitate staff efforts to share student progress information on a more regular basis with students and parents</p> <p>Continue to hire staff with multi-lingual abilities. Expand communication with community service agencies (e.g. <i>Helpline</i> etc.)</p> <p>Identify community agencies that can provide translation services and explore developing links with agencies.</p>	<p>Principal Administrative Team Staff District Technology Services MVHS Technology Specialists</p> <p>Principal Deputy Principal District Human Resources</p> <p>Administrative Team DSC Student Serv.</p>	<p>Began prior to 2000 with <i>Digital High School Grant</i> and ongoing</p> <p>Ongoing</p> <p>Begin Fall 2003 and ongoing</p>	<p>Staff expertise Current research on technology use <i>DHS Grant</i> now district/site funds</p> <p>Staff</p> <p>Staff Community Agencies</p>	<p>Numbe using to deliver Periodi teacher ease of and ad</p> <p>Growt staff or multilin</p> <p>List of identifi contact</p>

GOALS	STEPS	PERSON(S) RESPONSIBLE	TIMELINE	RESOURCES	AS. PR.
Strong communication lines ensure that staff members are familiar with all support services available at the site, district and community level. Staff members initiate discussions or procedures aimed at seeking support and solutions especially for students struggling to achieve the academic standards and ESLRs (continued from previous page)	<p>Highlight ways for parents to be involved at school through:</p> <ul style="list-style-type: none"> • Parent Newsletter • Provide flyers at school events to inform parents of opportunities for involvement (e.g. Back to School Night, Awards/Scholarship Events, WASC and committee meetings, staff-parent conferences) • Expand bus transportation to facilitate parent participation at school events (e.g. bus taking community members to football games) • Explore possibility of cluster meetings in neighborhoods within MVHS and feeder school attendance area • Continue the use of automated phone system to communicate with parents • Regularly update school web page, e-mail system as a means of communication with parent • Update and expand teacher web pages to post assignments, e-mail, class requirements, and class information • Submit school calendar to local newspapers 	Administrative Team Attendance Clerks Office Staff Faculty Tech. Specialists District Transportation	Begin 2002 and ongoing	Site and/or district funds Staff Stakeholder Volunteers Technology	Inc par Dis flye con Bus Ag Coj nev Coj nev Lis idej of c Tea link wel MV upd wex infc
Guidance and counseling remains a district-wide endeavor that reflects the <i>“Student Academic Success through a K-12 Sequence of Teaching, Learning, Assessment and Support.”</i> From a longitudinal growth perspective, stakeholders work together to identify and be advocates for “at-risk” students and intervene proactively.	<p>Conduct ongoing longitudinal studies to ensure that all students are continuing to “grow over time” by accomplishing the ESLRs and academic standards as well as achieving goals in their Individual Learning Plans (ILP)</p> <p>Develop and implement a more effective system for conducting follow-up studies on our graduates.</p>	Principals Deputy Principal Learning Coordinators Learning Directors DSC Ed. Services DSC Student Services Lead Teachers Focus Groups	<p>Research began in 2000 and ongoing.</p> <p>Vert. Alignment began in 2002 and ongoing.</p>	<p>Student Records (esp. student performance data) Site/district funds Articulation meetings Staff State frameworks Stakeholder input (esp. by students and parents).</p>	Stu dat: ach goa Sta (esj at c ses:
GOALS	STEPS	PERSON(S) RESPONSIBLE	TIMELINE	RESOURCES	AS. PR.
Guidance and counseling remains a district-wide endeavor that reflects the <i>“Student Academic Success through a K-12 Sequence of Teaching, Learning, Assessment and Support.”</i> From a longitudinal growth perspective, staffs work with students, families and members of the community to identify and be advocates for “at-risk” students and intervene proactively (continued from previous page).	<p>Regularly review effectiveness of existing support programs and implement innovations to continue school improvement efforts</p> <ul style="list-style-type: none"> • Research and Implement appropriate intervention strategies to address each targeted area for improvement in student learning and “Developmental Assets” • Develop a collaborative plan of multiple methods to follow-up on graduates in addition to the <i>Senior Survey</i> to determine effectiveness of school programs to prepare more students for higher learning and career-related jobs <p>Continue and expand partnerships with Mt. San Jacinto College, other post-secondary institutions and business.</p>	K-12 Principals Deputy Principal K-12 Learning Coordinators K-12 Learning Directors DSC Administrators Lead Teachers Focus Groups Faculty Advisors College/Business Reps	<p>Research began in 2000 and ongoing.</p> <p>Vertical alignment teamwork begin formally in Fall 2003 and ongoing</p>	<p>Student Records (esp. student performance data) Site/district funds Articulation meetings Staff Expertise Student Involvement Parent Involvement College/Business Reps State frameworks Current research and educational materials on intervention strategies (e.g. <i>National Counseling Standards, Aiming</i></p>	Coi cur: to t det: targ Imj effe stu of t aca Stu dat: and bas gra: stu: pro and are: Sta Sur Lin

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