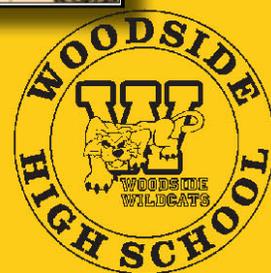


CHAPTER V

Action Plans



Chapter V: School-wide Action Plans

The Shared Decision-Making Council and School Site Council are charged with monitoring the progress on the action plans. The process of addressing the action plans is incorporated into the standard operating procedures of both bodies during joint meetings.

Critical Academic Need #1: To close the achievement gap through an emphasis on the development of literacy skills.

Rationale

A salient achievement gap exists between Caucasian students and other subgroups, including: Hispanic, African-American, Pacific Islander, socio-economically disadvantaged, students with special needs, and English learners.

Growth Targets – Annual goals (evaluated and approved by the SDMC/SSC)

- ALL students will advance to the next performance band in CST assessments.
- The number of graduates meeting the CSU and the UC A-G requirements will increase by a minimum of 5% in all subgroups over the 2010-2011 baseline.
- The number of students receiving a proficient score on each section of the CAHSEE will increase by a minimum of 5% over 2010-2011 baseline
- ELs consistently enrolled in WHS courses will advance at least one level of proficiency as measured by the total score on the Fall 2011 CELDT.
- The percentage of freshmen that complete at least 50 credits with a grade of C or better by the end of their freshman year will increase by 5% from 2010-2011 baseline.

ESLRs Addressed

All of the “8 Conditions” will need to be addressed in order for under-performing students to maximize their academic and personal potentials: Belonging, Heroes, Sense of Accomplishment, Fun and Excitement, Curiosity and Creativity, Spirit of Adventure, Leadership and Responsibility, Confidence to Take Action.

Steps to Achieve Goal	Responsible person(s)	Resources	Assessment of Improvement	Timeline
Apply for/ implement 21 st Century Grant to provide a comprehensive after-school program	Principal, Aspirations Program Coordinator, all staff	\$1.25M (over five years) grant from CDE	Annual evaluation and progress reports; external evaluator	Spring 2012— Spring 2018

Steps to Achieve Goal	Responsible person(s)	Resources	Assessment of Improvement	Timeline
Implement Title I Mentoring Program and Supplemental Educational Services (SES)	IVP, Guidance Counselors, Director of EL (SUHSD), Principal, Asst. Superintendent of Ed Services, All Staff	Title I funding; additional district funding for SES	Title I student grades and progress reports, homework accountability	Ongoing
Follow EPCs and continue work with DAIT provider	Principal, IVP, AVPs, department chairs, content coaches, all staff	District funding; Title I funding; Program Improvement funding	Achieve a rating of “4” (top rating) on each EPC as evaluated by DAIT provider	Ongoing
Identify 9 th - & 10 th -graders who are not meeting school goal of 25 credits with Cs or better at semester <i>and</i> place in appropriate intervention	Guidance Counselors, Admin Team, Bilingual Parent Coordinator, Special Ed case managers	Infinite Campus; Intervention Programs	Progress reports; quarter and semester grades; # of intervention referrals; Nova Net/ Cyber High credit recovery	Ongoing
Focus professional development opportunities on DII strategies	Principal, IVP, department chairs, Assistant Superintendent of Ed Services, content coaches	Professional development funds, release days, release time for coaches and instructional leaders	Student performance; best practices; teacher planning and curricular modification	Ongoing
Implement progressive discipline and positive behavior reinforcement	AVPs, Principal, IVP, all staff	Infinite Campus, KLEAR, mental health counseling, parent meetings	Number of expulsions and suspensions; No Privileges List; attendance/detentions; increased lunch and extra-curricular activities; use of tutorials for detention; “Stand-up Jar”	Ongoing
Work to foster the Quaglia Institute’s “8 Conditions”	Aspirations Leadership Team, SDMC, all stakeholders, Students-Offering-Support (SOS)	Quaglia Institute, district funding	<i>My Voice Survey</i> Results; School-wide writing assessment; ESLR reflection	Ongoing

Steps to Achieve Goal	Responsible person(s)	Resources	Assessment of Improvement	Timeline
Continue to foster AVID and ALearn programs	Principal, IVP, District Office, AVID Coordinator, Mathematics department chair, all staff	District funding, private funds	Number of under-represented students in AS/AP classes; A-G completion rates	Ongoing
Continue to foster Compass and Summer Math Acceleration program	Principal, IVP, staff, Mathematics department chair, District Office	District funding, private funds (Foundation)	Number of 9 th -graders earning 50 credits or more with Cs or better; increased Math placements	Ongoing

Critical Academic Need #2: To establish a school culture based on the 8 Conditions and to build a spirited school community.

Rationale

The Shared Decision-making Council (SDMC) reviewed the *My Voice* surveys from Spring 2011 for students, staff, and parents. Some of the findings from the review that served as a catalyst for dialogue included:

- 86% of students say that they want to do better in school
- 64% of students say that they feel teachers respect them
- 59% of students say that they are excited to tell friends when they get good grades
- 51% of students say that students are supportive of each other
- 46% of students say that they feel staff have fun at school
- 44% of students say that they find school boring
- 42% of students say that students respect teachers
- 41% of students say that they are a valued member of the school community
- 40% of students say that they respect each other (males 47%, females 34%)
- 39% of students say that bullying is an issue

Growth Targets

The *My Voice* surveys for students, staff, and parents will be administered on an annual basis. The SDMC will review the data with a particular focus on the areas stated above as well as other indicators of school culture, including: rates of student participation in extra-curricular activities, athletics, clubs, dances, and rallies. Teachers also have access to Quaglia’s iKnow surveys which allow teachers to gather perception data for specific classes.

ESLRs Addressed

The Woodside High School community is committed to fostering the following “8 Conditions” in order to maintain a healthy school culture: Belonging, Heroes, Sense of Accomplishment, Fun and Excitement, Curiosity and Creativity, Spirit of Adventure, Leadership and Responsibility, Confidence to Take Action.

Steps to Achieve Goal	Responsible person(s)	Resources	Assessment of improvement	Timeline
Continue Aspirations work with the Quaglia Institute	Aspirations Leadership Team, SDMC, Principal	District funding	<i>My Voice</i> surveys; student and staff interviews	Ongoing through 2012-13

Steps to Achieve Goal	Responsible person(s)	Resources	Assessment of Improvement	Timeline
Create and implement a reflection for newly adopted ESLRs (8 Conditions)	SDMC	SDMC ad-hoc time	SDMC reflection; feedback from students and staff	Ongoing
Continue to support school activities that foster school spirit (e.g. all school and freshman assembly)	All stakeholders Student Leadership coordinator and classes	School communications: <i>Communicat</i> , website, weekly bulletin, Collaboration 2 group “Connections,” planner, calendar, announcements, digital newspaper	Student feedback; staff feedback; <i>My Voice</i> surveys	Ongoing
Commit resources and time to programs and collaborations with an emphasis to foster and enhance a positive school climate	Principal, administration, SDMC, Students-Offering-Support (SOS)	21 st Century Grant, private funding, “Special Project” days (College Day, Club Day, Writing Day, School Rally), Collaboration 2 groups, California Partnership Academies	Writing Day 2012 agenda (time for two periods of “Special Projects”); Collaboration Schedule; Positive School Climate Collaboration 2 Group minutes and initiatives	Ongoing
Integrate/ embed “8 Conditions” into curriculum/lessons	Teachers, department chairs, administration	Quaglia Institute, department meetings and collaborations	Lesson plans; assignments and projects; syllabi; class observations	Ongoing
Recognize Positive Behaviors	Administration, all staff, all stakeholders	Professional development, Infinite Campus, department meetings and collaborations	Positive phone calls and postcards home; student recognitions; Infinite Campus documentations	Ongoing