

Chapter V

SCHOOLWIDE ACTION PLANS

ACTION PLAN #1

Review and revise El Molino's Expected Student Learning Results (ESLRS)

ACTION PLAN # 2

Strengthen El Molino's academic program to assure that it motivates and challenges all students to achieve academic success.

ACTION PLAN #3

All students for all classes at each academic level will have current and appropriate Standards-based instructional materials and textbooks.

ACTION PLAN #4

Develop a framework to review individual student scores on the CST, CAHSEE, CELDT, SAT, AP in order to track individual students' progress in a format in which it can be used to develop an educational plan that will lead to increased success.

ACTION PLAN #5

A system of communication will be developed between the several constituencies within the school community so that members of each component of the school community are working together toward the goal of success for each student.

Follow-up Process

ACTION PLAN #1
Review and revise El Molino’s Expected Student Learning Results (ESLRS).

Critical Need Area: Student, teacher and parent surveys indicate that the current ESLRs are not helping guide the school. Part of the problem is that they are too long and numerous to be memorable. Moreover, many of the current ESLRs have proven difficult to measure.

Rationale: Self-Study Report Chapter II STUDENT/COMMUNITY PROFILE – *Overall Summary from Analysis of Profile Data*

Implications of the Data With Respect to Student Performance

(8)The Expected Student Learning Results (ESLRs) are used by only 43% of teachers, and only 34% of the parents and students were familiar with them. The ESLRs should reflect the agreement of the El Molino High School community of what each student should achieve by graduation.

Important Questions Raised by the Analysis of the Student Performance, Demographic and Perception data:

(6) Why do students and parents feel that they are not familiar with the school’s ESLRS?

ESLR(S): *See Action Plan #1*

COMPONENT GOAL: Rewrite ESLRS so that they are global in nature, broad in scope, and few in number

Steps	Persons Responsible	Timeline	Resources	Assessment Process	Reporting Process
1. Generate new list of potential ESLRs using research, faculty, student and parent input.	Ray Teurfs/Adam Schaible	Jan/Feb 2006	None	Approval of first list of potential new ESLRs by Rewrite committee.	Faculty presentation
2. Vote on “top 4” new ESLRs from list of potentials. All stakeholders have opportunity to vote.	Ray Teurfs/Adam Schaible	March 2006	None	Approval of potential ESLRs based on two standards – length and global relevance. Stakeholder vote.	Publish new ESLRs

ACTION PLAN # 2

Strengthen El Molino’s academic program to assure that it motivates and challenges all students to achieve academic success.

CRITICAL NEEDS AREAS:

- (1) The academic program for middle/lower achieving students needs to be strengthened to motivate students and to allow students to achieve greater academic success
 - (a) Varied teaching strategies must be employed so that all students can learn.
 - (b) Elective programs should meet all students’ needs.
 - (c) Career path classes need relevant and appropriately rigorous curriculum as well as up to date facilities and relevant programs.
 - (d) More academic opportunities should be offered for EL students.
 - (e) Diverse instructional materials and other resources are needed to meet the needs of all students.
 - (f) Specific grade level objectives need to be established.
- (2) Large class size is a serious threat to student learning. Larger classes are not conducive to the best delivery of curriculum. This is an important factor in rising the achievement levels of students who score below the Proficient level on California Standards Tests.

RATIONALE:

Self-Study Report Chapter II STUDENT/COMMUNITY PROFILE – Overall Summary from Analysis of Profile Data

Implications of the Data With Respect to Student Performance

- (1) The middle and lower achieving students are not achieving success in raising their level of proficiency on CST test scores.
- (3) The CST and CAHSEE test scores for English Learners and Disadvantaged students are below those of English only and non-disadvantaged students. The achievement of Disadvantaged students who are part of the Title 1 program is equal to non-disadvantaged students in the Title 1 program.
- (5) While there has been a steady increase in the number of teachers with CLAD, BCLAD, and/or SDAIE certification, almost one half of our teachers remain uncertified.

- (6) El Molino's unrestricted allocation to the Site Budget is 33.3% lower in 2005-2006 than it was in 2003-2004. El Molino's restricted allocation is 4% higher due to an increase in Title 1 funding. Allocations for other restricted programs have decreased.
- (7) El Molino's demographic profile has shown some changes. In 2002-2003 Spanish was the primary language of 4.3% of the students. In October 2005 Spanish is the primary language of 8.6 of the students. In 2002-2003 El Molino's dropout rate was 3%. In 2004-2005 El Molino's drop-out rate was 8%. Part of this change involves the drop out rate of our Russian River Ramparts Independent Study Program.

Important Questions Raised by the Analysis of the Student Performance, Demographic and Perception data:

- (1) How do we attain the resources necessary to meet the critical needs?
- (3) How do we blend teaching higher level skills with teaching to basic standards to meet the needs of all students?
- (7) Why do so few students take advantage of tutoring in spite of the fact that parents want struggling students to do so? Parent and student surveys seem to indicate that both groups understand that tutoring is available.
- (8) Is the perception accurate that more students are failing classes and a greater number of students seem unmotivated?
- (10) What about students who want to be challenged but don't get into the challenging classes for various reasons, such as schedule, class size, staffing ratios, and AP class entrance requirements?
- (11) What motivation is there for lower achievers to become more proficient? What driving force is there for lower achievers to work to be successful?
- (13) How can the results of the STAR test accurately measure student learning at a school? Not all students take the test, nor do all students try to succeed on the tests. Achieving students often opt out with parental permission. Some students do not try as they have no motivation to do well and know that there are no consequences for poor performance.
- (14) How does lack of attendance affect grades, success, and being placed in lower level classes? Do lower achieving students need remediation or motivation to attend school? How can good attendance be encouraged?

ESLR(S): *See Action Plan #1*

COMPONENT #1 GOAL: Develop a professional development program for all teachers to strengthen skill in teaching unmotivated students, at-risk students, study skills, and academic language acquisition.

Steps	Persons Responsible	Timeline	Resources	Assessment Process	Reporting Process
1. Research professional development opportunities	Action Plan #2 Committee; Co-Principal	January-June 2006; on-going	SCOE, SDOE, professional journals, and organizations; NCLB Professional Development funds, SIP funds	Checklist (June 2006, June each year) -Was a list published? -Is the list kept current? -Has the list been made available to all teachers? -Have teachers been encouraged to attend appropriate training? -How many teachers have attended training?	Report to WASC Follow-up Committee, Site Council, Department Chairpersons, and faculty.
2. Maintain Professional Development Book to keep An accurate record of professional development activities of the faculty, a short description and evaluation of each.	Teachers; Co-Principal	On-going		Checklist (June 2006, June each year) -Is the book kept current? -Do teachers use the book to plan professional development?	Monthly reports to the Department Chairpersons
3. Review instructional practices in all classes to assure that motivational techniques, stu and academic language	Teachers, Department Chairpersons	By September 2006		Report by each teachers to Department Chairperson and teachers at the August 2006 Department meeting.	Department Chairpersons report at the September 2006 Department Chair

acquisition development is included as part of instructional techniques used by teachers in all classes.					meeting.
4. Survey the Department Chairpersons and all teachers to discover the instructional skill areas in which professional development should be focused in the areas of motivational techniques, study skills, and academic language acquisition.	Co-Principal	By May 2006		Report to Department Chairs	Report to WASC Follow-up Committee, Site Council, Department Chairpersons, and faculty.
5. Develop a professional development plan for 2006-2007 that includes motivational techniques, study skills, and academic language acquisition.	Co-Principal Department Chairpersons	By August 2006		Report to Department Chairpersons, August 2006 Evaluation Report, May 2007	Report to WASC Follow-up Committee, Site Council, Department Chairpersons, and faculty.
6. Certificated staff members will complete SDAIE, CLAD, or C-TEL training.	Co-Principal WSCUHSD Superintendent and Director of Human Resources	By August 2006	NCLB Professional Development funds	Check District records Office of Human Resources	Report to Superintendent
7. Teachers will share current information gained from	Co-Principals,	August 2006, on-	CPT	Faculty Survey	Report to Department Chairs, faculty and Site

professional development activities with other teachers and support staff members	Vice Principal, Department Chairs	going	Buyback Days	Professional Development Book citations	Council
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COMPONENT #2 GOAL: Research a Learning Center approach to coordinate the Title I and RSP programs to expand services for students.

Steps	Persons Responsible	Timeline	Resources	Assessment Process	Reporting Process
1. Visit schools who have successful Learning Centers that coordinate Title I and RSP curriculum and classes.	Co-Principals Title I Coordinator Special Ed Department Chair	By June 2006	Chapter I funds NCLB Professional Development funds	Report of findings	Report to Title I and RSP teachers, Superintendent
2. Provide training and time for the Title I Coordinator and Special Education Department Chair to determine if this change benefit students.	Co-Principals	By June 2006	Chapter I funds NCLB Professional Development funds	Meeting minutes, report of findings	Report to Title I and RSP teachers, Title I Parent Advisory Committee, Superintendent.
3. Develop a Learning Center, involving teachers, students, and parents in the process.	Co-Principals Title I Coordinator Special Ed Department Chair	By August 2007		Submit plan to Report to Title I and RSP teachers, Title I Parent Advisory Committee, Superintendent	Report to Title I and RSP teachers, Title I Parent Advisory Committee, WSCUHSD Board of Trustees, Superintendent

4. Provide professional development for all teachers and support staff members involved.	Co-Principals	By August 2007	Chapter I funds NCLB Professional Development funds	Determine readiness of teachers and support staff members	Report to Department Chairs, Superintendent
5. Provide time for the counselor and teachers to meet with students and parents to place students in an appropriate course of study.	Co-Principals	By August 2007	IEPS, CPT meetings	Review courses of study	Report to Department Chairs, Title I Parents Committee
5. Obtain materials and create instructional settings to implement the Learning Center.	Co-Principals Title I Coordinator Special Ed Department Chair	By August 2007		Report by Title I Coordinator, Special Education Department Chair	
6. Implement the Learning Center program.	Co-Principals Title I Coordinator Special Ed Department Chair	August 2007		Year 1: quarterly program evaluations of student success, parent, and teacher feedback Program evaluation each year in June	Report to Site Council, Superintendent, WSCUHSD Board of Trustees, SDOE

COMPONENT #3 GOAL: Expand the number of Career Pathways in order to offer articulated courses of study for college and non-college bound students.

Steps	Persons Responsible	Timeline	Resources	Assessment Process	Reporting Process
1. Work with the Vocational Education Department and the Sonoma County ROP to expand ROP career path programs	Co-Principal Vice Principal Vocational Education Department Chair and teachers	November 2005-June 2006	ROP SRJC Tech Prep	Have the ROP courses available increased? Are there more opportunities in career paths?	Report to Department Chairs Report to Site Council Report to Superintendent
2. Work with the Social Studies and other departments to create a career path in law/public service.	Co-Principal Social Studies Department Chair and teachers	2006-2007 school year		Was a career path created by June 2007 to be implemented in the 2007-2008 school year?	Report to Department Chairs Report to Site Council Report to Superintendent
3. Work with the Fine Arts Departments to create a career path in visual and performing arts.	Co-Principal Fine Arts Department Chair and teachers	2006-2007 school year		Was a career path created by June 2007 to be implemented in the 2007-2008 school year?	Report to Department Chairs Report to Site Council Report to Superintendent

<p>4. Develop a comprehensive integrated table that provides user-friendly information about SRJC Tech Prep Career Pathways and ROP Career Path-ways and El Molino career paths</p> <p>5. Publish and display the table of information in a variety of settings: El Molino web page, Curriculum Planning Guide, Student and Parent Handbook, Parent Nights, classroom posters</p>	<p>Counselors College/ Career Center Coordinator</p>	<p>2006-2007 school year</p>	<p>ROP SRJC Tech Prep</p>	<p>Survey June 2007 (1) Was a user-friendly table created? (2) Was it distributed to all students and parents and published in a variety of settings? (3) Was the information used by students, parents, and counseling when planning student courses of study and in the development of Four Year High School Plans?</p>	<p>Report to Department Chairs Report to Site Council Report to Superintendent</p>
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COMPONENT #4 GOAL: Create a language arts course for students who have not passed the CAHSEE or have not achieved proficiency on the CST.

Steps	Persons Responsible	Timeline	Resources	Assessment Process	Reporting Process
1. Establish a CAHSEE committee to determine objectives and to write curriculum for course	English Dept members; RSP, Title 1 and ESL English teachers		CAHSEE Preparation materials, software programs, State Standards for 9 th and 10 th grades	Review, discuss, and write teaching manual	Department Chairs, faculty, Superintendent
2. Visit established CAHSEE courses and English “lab” classes; meet with experienced providers of successful programs	English Dept Chair and/or English teacher		NCLB Professional Development funds	Report to CAHSEE Committee	CAHSEE committee
3. Communicate course content and availability to all English teachers as well as to students and their parents through regularly distributed announcements and lists	Co-Principal Counselors Registrar		School Handbook, Counselors, Registrar, Letters and Internet, Bulletin	Quarterly reports, Surveys, Statistics on test scores, conferences and meetings	Department Chairs, faculty, Site Council, Superintendent
5. Determine optimal course schedule and funding sources that can employ most highly qualified English teachers	English Dept Chair Co-Principal, Superintendent		Other programs, Experienced teachers, CLAD / SDAIE certified English teachers	Enrollment statistics, test score and survey results	Superintendent

<p>4. Develop measurements of success, and the means to publish findings through written reports, parent conferences, and electronic communications</p>	<p>English Dept Chair and teachers Co-Principal Parents Students</p>		<p>Test scores, student and parent surveys teacher feedback</p>	<p>Rubrics, quarterly reports, surveys, statistics on test scores, conferences and meetings</p>	<p>Department Chairs, faculty, Site Council, students, Superintendent</p>
<p>5. Review and report on the quality of the CAHSEE course</p>	<p>English. Dept Chair and teachers</p>		<p>Test Scores, student and parent surveys teacher feedback</p>	<p>Compose report that reflects various types of assessment; make commendations and recommendations</p>	<p>To faculty, teachers, students, parents, Superintendent, WSCUHSD Board of Education</p>

COMPONENT #5 GOAL: Review the curriculum and instructional practices of college and non-college prep classes to assure that success in non-college prep leads to promotion and success in college prep classes.

Steps	Persons Responsible	Timeline	Resources	Assessment Process	Reporting Process
1. Review META and AVID plans for promotional success	Committee of teachers and an administrator	Spring 2006	META and AVID curriculum Visits to META and AVID programs	Report of findings	Report to Department Chairs
2. Publish elements of these programs that could be adapted for use in all non-college prep classes	Committee	August 2006		Report of findings	Report to all teachers
3. Research funding possibilities for a one period program for students who wish to move from non-college prep to college prep classes	Co-Principal and Vice Principal	Spring 2006	District budget Parcel Tax	Obtain feedback regarding possibilities, evaluation of choices and competing requests for funds available	Report to committee and to Department Chairs
4. Recruit a teacher	Co-Principal	Spring 2006	faculty		
5. Design a program to meet student needs and establish standards of achievement in the program	Committee	Spring 2006	META and AVID curriculum Visits to META and AVID programs	Review by Department Chairpersons, teachers	Curriculum presented to the WSCUHSD Board of Trustees for adoption

6. Recruit students	Counselors, teacher	Spring 2006			
7. Implement program	Teacher	Fall 2006		Assess student progress Report of student progress class grades/G.P.A.s Moves to/success in college prep courses CAHSEE and CST results Yearly course evaluation	G.P.A.s of students Department Chairs, faculty, Site Council, WSCUHSD Board of Trustees

COMPONENT #6 GOAL: Use the framework to review individual student scores (created by Action Plan #4) as part of the Four Year High School Plan for each student that will be used to evaluate yearly progress and set yearly goals

Steps	Persons Responsible	Timeline	Resources	Assessment Process	Reporting Process
1. Review and revise the Four Year High School Plan that was and used with each member of the Class of 2009 so that it the framework of individual student scores.	Co-Principal Counselors	March 2006		Counselors, Department Chair, and Site Council review Four Year Plan	Publish Four Year Plan template in Lion Lines and on the El Molino web site
2. Use the revised Four Year High School Plan as part of registration for the Class of 2010.	Co-Principal Counselors	March- June 2006		In June, 2007 survey students of the classes of 2009 and 2010, teachers and counselors to determine if use of the	Report to the faculty, Department Chairs, and Site Council

3. Use the revised Four Year as part of registration for the members of the Class of 2009.	Co-Principal Counselors	March-June 2006		Four Year aided in decisions about their academic program	
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COMPONENT #7 GOAL: Investigate the development of a tutorial/advisory period to include as instructional minutes within the school day.

Steps	Persons Responsible	Timeline	Resources	Assessment Process	Reporting Process
1. Research successful models of mandatory tutorial/advisory/homeroom periods	Tutorial Committee (teachers, support staff members and students)	2006/2007 school year	high school web site search SCOE, SDOE	Report of selected models	Report to Department Chairs, faculty, Site Council, Student Council
2. Develop schedule that support tutorial/advisory/homeroom period of choice	Tutorial Committee	2006/2007 school year		Report of selected models	Report to Department Chairs, faculty, Site Council, Student Council
3. Decision of the school community regarding the institution of a tutorial/advisory/homeroom period	Tutorial Committee	March 2007		Survey teachers, students, parents, and support staff members to decide if a tutorial/advisory/homeroom will be developed for the 2007/2008 school year	Report to the WSCUUSD Board of Trustees and the community
4. If the response is affirmative develop guidelines for use of tutorial/advisory/homeroom period for teachers and students	Tutorial Committee	March-June 2007			
5. If the response is affirmative,	Co-	2007-2008		Evaluate use of tutorial/	Report to Department

instate a tutorial/advisory/ homeroom	Principals faculty support staff	school year		advisory/homeroom period each quarter in 2007-2008 and 2008-2009; each semester thereafter CAHSEE and CST results	Chairs, faculty, Site Council, WSCUHSD Board of Trustees
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COMPONENT #8 GOAL: Develop a Writing Handbook that would establish guidelines for English style and usage, research, and a testing lexicon.

Steps	Persons Responsible	Timeline	Resources	Assessment Process	Reporting Process
1. Review several handbooks currently used in local schools	Eng Dept Members;	Jan – June 2006	Handbook models; Writing Manuals; State Standards	Teacher feedback Alignment with standards	English teachers
2. Determine content, including information on: punctuation, grammar and usage; research documentation and plagiarism; study skills and testing strategies	Eng Dept Members; Counselors; Career Center Coordinator	Jan – June 2006	Handbook models; Writing Manuals; State Standards; Eng Teacher expertise	Eng Dept consensus; EL and RSP English teachers; student feedback on some drafts	Co- Principals
3. Compose and publish El Molino Writing Handbook and distribute to all incoming Freshman students	Principals	2006 –07	SIP Site funds	Is the information aligned with the standards? Do teachers use it? Do students find it user friendly?	Co-Principals Department Chairs
4. Expand distribution to students at each grade level	English Teachers	2007-08	Option for student purchase grants	Survey teachers: Will all teachers consider it a resource and encourage	Co- Principals Department Chairs

5. Inservice teachers from all departments on the content and uses of the handbook	English teachers	2007-08; Ongoing annually	site funds Common Planning Time Meeting	students to use it? Teacher feedback	faculty Co-Principals Superintendent
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COMPONENT #9 GOAL: Develop a protocol by which study skills are embedded in the instructional practices of all classes.

Steps	Persons Responsible	Timeline	Resources	Assessment Process	Reporting Process
1. Determine which study skills are essential to all classes; which study skills will be taught in each department	Study Skills Committee	Spring 2006/Fall 2007		Report June 2007: (1) Was a comprehensive Plan to set requirements for and to teach study skills in all classes implemented?	Presentations to Department Chairperson, faculty, Site Council
2. Determine what will be required in all classes (e.g. binder, planner, MLA heading, notes)	Study Skills Committee	Spring 2006		(2) Did all students have and use planners in the 2006-2007 school year?	
3. Require school planners for all students and research selling them on campus (with provisions to those who cannot afford a planner)	Co-Principals, Vice Principal	Spring 2006	ASB, Site Council, private grants, ASB fundraiser	(3) Did students demonstrate greater success in 2006-2007 as measured by June 2007 semester grades?	
4. Posters of required study skills for classroom walls	Co-Principal	By August 2007		(4) (After receipt of CST results) Did students	
5. Incorporate study skill techniques in instructional	Co-Principals,	2006-2007			

practices in all classes	Vice Principal Department Chairs			demonstrate greater success in 2006-2007 as measured by June 2007 as measured by CST scores	
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COMPONENT #10 GOAL: Expand Peer Support and peer tutoring for all students with a focus on contacts with lower achieving students.

Steps	Persons Responsible	Timeline	Resources	Assessment Process	Reporting Process
1. Revise the role of Peer Supporters to place a greater emphasis on peer tutoring	Peer Support advisors, counselors	February 2006	GATE	Publication of a revised role description and application questionnaire	Report to GATE Committee, Peer Supporters, Department Chairs, Site Council
2. Support Service Learning Projects that involve peer tutoring and mentoring	Co-Principals Counselors Teachers	February 2006-on-going	Service Learning Grant	Report of Service Learning projects	Report to Department Chairs, Site Council, El Molino web site and Lion Lines

ACTION PLAN #3

All students for all classes at each academic level will have current and appropriate Standards-based instructional materials and textbooks.

CRITICAL NEEDS AREA:

- (3) Achievement of success in mastering California State Standards must be a goal for all students. For this to be possible, standards based instructional materials and textbooks must be available to each student in each core class. Teacher training should focus on standards based instruction. At the same time, current and appropriate instructional materials and textbooks must be available for students in advanced and elective classes so that they too can increase proficiency and success on college entrance and AP exams.

RATIONALE:

Self-Study Report Chapter II STUDENT/COMMUNITY PROFILE – *Overall Summary from Analysis of Profile Data*

Implications of the Data With Respect to Student Performance

- (2) The academic program for higher achieving students is strong and leads to student success as evidenced by AP, SAT, and STAR test scores.
- (4) El Molino students' test scores (CST, CAHSEE, AP, SAT) are consistently above state average. While these scores fluctuate slightly from year to years they remain have remained steady, significant growth is not made in the past three years.
- (5) El Molino's unrestricted allocation to the Site Budget is 33.3% lower in 2005-2006 than it was in 2003-2004. El Molino's restricted allocation is 4% higher due to an increase in Title 1 funding. Allocations for other restricted programs have decreased.
- (6) El Molino's unrestricted allocation to the Site Budget is 33.3% lower in 2005-2006 than it was in 2003-2004. El Molino's restricted allocation is 4% higher due to an increase in Title 1 funding. Allocations for other restricted programs have decreased.

Important Questions Raised by the Analysis of the Student Performance, Demographic and Perception data:

- (2) How do we attain the resources necessary to meet the critical needs?
- (3) How do we blend teaching higher level skills with teaching to basic standards to meet the needs of all students?

ESLR(S): See Action Plan #1

COMPONENT GOAL: All students for all classes at each academic level will have current and appropriate Standards based instructional materials and textbooks.

Steps	Persons Responsible	Timeline	Resources	Assessment Process	Reporting Process
1. Form committees in each core discipline to evaluate and assess the most appropriate California Standards based materials and textbooks available.	Department Chair, all members currently teaching the designated subject, and one administrator.	Timeline will be established to follow the timetable the Superintendent is setting up for the District.	Textbook companies specializing in the California Standards.	Consensus by each committee led by the Department Chair with equal input from subject teachers and an administrator.	Committee will present to the WSCUHS D Board of Education for approval
2. Expansion of staff development training focused on standards based instruction.	Department Chair of each core discipline and the administration	On going beginning in Spring 2006.	Sonoma County Office of Education, California Department of Education, Professional organizations of each core discipline, NCLB professional development funds, and professional agencies.	All participating members to share experiences during C.P.T. with colleagues teaching common courses.	
3. Form AP specific committees to evaluate	Department Chair, at least	Bids to begin in Spring of 2006.	Competing textbook companies. Those with	Consensus by each committee led by the	Committee will

and assess the most appropriate materials and textbooks available. If California Standards are not specifically available this committee will match the California Standards with each segment of the materials and textbooks to be selected.	one AP appropriate instructor, and one administrator.		California Standards should be given preference.	Department Chair with equal input from the subject teacher(s), and an administrator.	present to the WSCUHS D Board of Trustees for approval
4. Form committees in each elective discipline to assess the most appropriate materials and textbooks available	Department Chair, all members currently teaching the designated subject, and one administrator	Timeline will be established to follow the timetable the Superintendent is setting up for the District	Publishers and companies specializing in materials appropriate to the elective area	Consensus by each committee led by the Department Chair with equal input from subject teachers and an administrator	Committee will present to the WSCUHS D Board of Education for approval
5. Monitor the progress of each student in mastering the California State Standards.	Counselors, administrators, department chairs	Spring 2006	California Standards Test results, High School Exit Exam results, grades.	Established state standards, passing rate, overall G.P.A.s. End of year report by Action Plan Committee #3	Department Chairs faculty Site Council WSCUHS D Board of Trustees

ACTION PLAN #4

Develop a framework to review individual student scores on the CST, CAHSEE, CELDT, SAT, AP in order to track individual students' progress in a format in which it can be used to develop an educational plan that will lead to increased success.

CRITICAL NEED AREA:

- (4) We must develop the capability of reviewing individual student scores for the purpose of tracking individual progress. Individual student progress must be communicated to students, parents, counselors and teachers in order to develop a plan which will lead to student success. This could be accomplished with appropriate software and technical support.

Rationale: Self-Study Report Chapter II STUDENT/COMMUNITY PROFILE – *Overall Summary from Analysis of Profile Data*

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Important Questions Raised by the Analysis of the Student Performance, Demographic and Perception data:

- (2) How do we review student scores for the purpose of tracking individual student progress?
- (12) How can CAHSEE and CST scores be incorporated into an element necessary for students to accomplish in order to move from grade to grade and to graduate?
- (13) How can the results of the STAR test accurately measure student learning at a school? Not all students take the test, nor do all students try to succeed on the tests. Achieving students often opt out with parental permission. Some students do not try as they have no motivation to do well and know that there are no consequences for poor performance.

ESLRS: See Action Plan #1

Component #1 Goal: A. Develop Computer software to access and track students’ scores, grades, and levels of performance with score rubric. B. Make sure office computers and Macs are able to “communicate”

Steps	Persons Responsible	Timeline	Resources	Assessment Process	Reporting Process
Work with Technician and Registrar to discuss how and what score format to develop	Registrar, Technician, Department Chairs, Counselors	Plan by 2006 Ready to use by Fall 2006	Aeries Software, Technician, Registrar	Score Report	Department Chairs Teachers Counselors

Component #2 Goal: Communicate individual scores to students and parents and develop a plan to student success

Steps	Persons Responsible	Timeline	Resources	Assessment Process	Reporting Process
1. Create access on website. 2. Create Tutorial during the day for students to meet and discuss scores achievement, etc. 3. Send letters home to parents who have no access to website	Technician, Webmaster	August 2006	Aeries Software, Website, Student cumulative files	Parent accessibility to scores	Put tracking program on website to record number of visits

Component #3 Goal: Departments review CST Scores to track progress in order to evaluate articulation between grade levels, skill levels, ability levels, each fall after scores are reported for AP, SAT, CASHEE and CST

Steps	Persons Responsible	Timeline	Resources	Assessment Process	Reporting Process
<p>1. Department chairs obtain score reports. 2. Department chairs coordinate to have score report rubric for each department. 3. Teachers review actual testing material</p>	<p>Department Chairs, Teachers</p>	<p>End of October 2006 or as scores are available</p>	<p>Score Reports</p>	<p>Department meetings to look for weaknesses. Check standards. Align Test Questions</p>	<p>Produce comprehensive report that can be used to address the target areas. To assess growth not being made, each department needs to assess STAR, AP, CAHSEE and CST scores to make sure the curriculum covered accurately measures student learning at school. Analyze which students not passing and design activities for students at all levels to address the needs of advanced students as well as requiring additional instruction and practice</p>

Component #4 Goal: Study feasibility of using CST scores as elements for graduation requirements

Steps	Persons Responsible	Timeline	Resources	Assessment Process	Reporting Process
Form a committee of parents, students and teachers	Counselors, Department Chairs, Administrators	Committee formed by June 2006	Score Reports, Graduation Rates	Recommendations of committee	Parents surveyed to assess published results in the back to school night packet

Component #5 Goal: A. Analyze Parental Waivers B. Add to incentives to students to encourage all students to take the CST.

Steps	Persons Responsible	Timeline	Resources	Assessment Process	Reporting Process
Form a committee to review parental waivers, develop incentives to encourage all students to take the CST.	Department Chairs, Teachers, Site Council, Leadership, Staff, Counselors, Administrators	June 2006 or before next CST test	Past practices, funding, parents, research other schools, Boosters, inform students via website, newsletter, student bulletin, of importance of test	Next year's STAR results. Compare past years' scores	Analyze differences

ACTION PLAN #5

A system of communication will be developed between the several constituencies within the school community so that members of each component of the school community are working together toward the goal of success for each student.

CRITICAL NEED AREAS:

- (4) We must develop the capability of reviewing individual student scores for the purpose of tracking individual progress. Individual student progress must be communicated to students, parents, counselors and teachers in order to develop a plan which will lead to student success. This could be accomplished with appropriate software and technical support.
- (5) Communication needs to improve between several constituencies within the school community so that members of each component of the school community are working together toward the goal of success for each student.

Rationale: Self-Study Report Chapter II STUDENT/COMMUNITY PROFILE – *Overall Summary from Analysis of Profile Data*

Implications of the Data With Respect to Student Performance

- (9) Communication between groups in the school community is not strong. El Molino staff members have not felt supported by the District. Students do not feel that they have a say in the governance and decision making of the school. Parents feel that the school does not communicate test results, strategies for parental involvement, and information about student support services. A discrepancy exists in the way parents, students and teachers evaluate certain curricular and program weaknesses and strengths.

Important Questions Raised by the Analysis of the Student Performance, Demographic and Perception data:

- (4) The issue of minimum class size is unclear. Why did 53% of the staff named cite minimum class size as a threat to academic programs?
- (5) Why do staff members not feel supported by the District? Would the results have

been different if one question had asked about the Board and another had asked about the District? Would the results of the surveys if given at the present time?

- (9) What can we do to improve communication with parents and the community so that they know what is available at El Molino and they are invited to collaborate with the school staff? Are parents seeing deficiencies in our programs that we are missing?

ESLRS: *See Action Plan #1*

COMPONENT #1 GOAL: Departments and individual teachers will have web pages on the El Molino web site.

Assessment Process	Reporting Process	Timeline	Resources	Assessment Process	Reporting Process
1. Update the current school web site	Adam Schaible and Mark Ballard	March 2006	None	Review by administration and staff members; update on at least a quarterly basis	Action committee reports back to staff and administration
2. Update the current Department web pages	Adam Schaible and department chairs	March 2006	No Child Left Behind Funds	Review the web pages at least quarterly by faculty members and update as needed	Progress report will be made at dept chair meeting and faculty meeting
3. Every teacher will have a web page on the El Molino site that contains course information. Teachers will be trained in developing and maintaining the pages.	Adam Schaible and Dani Barese; outside contractor to build sites	Sept. 2007	No Child Left Behind Funds; Prop 98 funds	Web pages will be reviewed by administrators, Department Chairs, and faculty members	Action committee reports at faculty meetings

COMPONENT #2 GOAL: The televised daily bulletin will be shown in all classrooms. The bulletin will be e-mailed home to parents.

Steps	Persons Responsible	Timeline	Resources	Assessment Process	Reporting Process
1. Make sure all classrooms have televisions in good working order	Classroom teachers and tech support	March 2006	No cost	Survey of teachers	Results shared with administration
2. Require all teachers to show bulletin daily	Classroom teachers	March 2006	No cost	Leadership class assesses teacher participation by visiting all classrooms	Leadership class will report findings to administration
4. E-mail bulletin to parents	Office staff	Sept. 2006	No cost	Feedback from parents by e-mail and survey in Lion's Lines	Results shared with administration and faculty

COMPONENT #3 GOAL: Parents will be informed of faculty, administrator, and counselor e-mail addresses, and will be encouraged to use them to communicate with the staff.

Steps	Persons Responsible	Timeline	Resources	Assessment Process	Reporting Process
1. Send e-mail addresses in summer mailing to parents 2. Include e-mail addresses in the Student/Parent Handbook	Administration; secretarial staff	Aug 2006	No cost	E-mail survey to parents and teachers requesting a response to see whether they are using it	Report results to faculty meeting and site council.

COMPONENT #4 GOAL: Strengthen the Impact Team as an avenue of communication between teachers, counselors, administrators, students, parents, and community members to foster collaboration to support the health and social and academic success of all students.

Steps	Persons Responsible	Timeline	Resources	Assessment Process	Reporting Process
1. The Impact Team will investigate the development of a Safe School Ambassador program and funding sources	Members of Impact Team Vice Principal	April 2006	Safe Schools funding Community Matters grant SIP funds	Was the Safe School Ambassadors program developed?	Publish article in Lion's Roar, Lion Lines, and on the El Molino web site
2. Establish a Safe Schools Ambassador Program	Members of Impact Team	August 2006	Parcel Tax funds	Evaluation Report (at the end of each semester) to	Publish article in Lion's Roar, Lion Lines, and on

3. Recruit members from each segment of the school community	Vice Principal	Fall 2006		judge program participation and effectiveness	the El Molino web site
4. Train the expanded Impact Team	Members of current Impact Team	Fall 2006		How many members serve on the Impact Team?	Publish article in Lion's Roar, Lion Lines, and on the El Molino web site
5. Impact Team members will communicate opportunities and services to their constituent groups and plan activities that fo health and success.	Members of the Impact Team	Fall 2006; on-going			

Follow-up Process

The follow-up process will begin the week after the Visiting Committee leaves El Molino in March, 2006 and will continue until all Action Plans have been completed to the extent that it is possible to complete them in terms of available resources. An Action Plan Follow-up Committee will be formed from the WASC 2006 Leadership Team. A Co-Principal will be the follow-up coordinator in collaboration with the Department Chairpersons. The Follow-up Committee will include representatives from all stakeholders in the school community. The Action Plans will be joined with the Action Plans of the departments and schoolwide programs as the El Molino Single Plan for Student Achievement. The Action Plans detail the person/persons responsible for each step of the implementation of the plans as the individuals or groups involved in that implementation. These people will form the Action Plan Committee for that Action Plan. The goals and ideals of our will El Molino Single Plan for Student Achievement will form the basis of our yearly school and departmental goals.

March-June 2006

The initial step of the follow-up process will be to select the Follow-up Committee. The Action Plans will be reviewed in conjunction with the recommendations of the Visiting Team to assure that all Visiting Team recommendations addressed. By the end of May 2006, the Action Plans will be finalized. By August 2006 the Single plan for Student Achievement will be finalized. A file will be set up by the Follow-up Coordinator which includes responses and documentation for the implementation of each Action Plan. The Single Plan for Student Achievement will be reviewed yearly by the Department Chairs and the School Site Council.

2006-2007 School Year

Each Action Plan Committee and department will set goals for the year based upon their Action Plans and specific timelines to meet these goals based upon the timelines contained in the Action Plans. Professional Development Buyback Days and Common Planning Time will be available to teachers to implement these plans. Throughout the year, committee members will continue to implement the Action Plans according to their timelines. In January, at the end of the first semester, and in June, at the end of the school year, documentation will be turned in to the Follow-up Coordinator and placed into the implementation file. In June 2007 the Follow-up Coordinator will report to the Follow-up Committee, the Department Chairpersons, and the Site Council.

2007-2008 School Year

In August, each Action Plan Committee Chairperson will assess progress in completing the Action Plan for which he/she is responsible and report to the Action Plan Committee. The committee will set goals and a timeline for the school year in order to continue to implement the Action Plan.

2009-2010 School Year

In August, each Action Plan Committee Chairperson will assess progress in completing the Action Plan for which he/she is responsible and report to the Action Plan Committee. The committee will set goals and a timeline for the school year in order to implement the Action Plan. The Follow-up Coordinator and the Follow-up Committee will complete the Third Year Progress Report during this year. By the end of this year, all Action Plans should be implemented with complete documentation. A written explanation must be completed for Action Plans which have not been implemented. This report should either set a timetable for implementation which explains why implementation in three years was not possible. If the Action Plan will not be implemented, the report must explain why this is the case.