

GOAL #1 (Area of Need): Increase student academic achievement by establishing and maintaining support mechanisms for underperforming students.

Rationale: The School has analyzed the academic performance of all student groups and has considered the effectiveness of its prevention and intervention systems for students failing to meet academic performance standards. Based on student achievement data, the school has adopted the above school goal, related actions, and allocation of resources to raise the academic performance of student groups that need the most support.

Data Reviewed From Chapter 1:

- Proficiency rates in ELA, Math, Social Science and Science on CSTs for all students
- API and AYP score data, including subgroups
- GPA data

Other Indicators from Chapter 4:

- Curriculum Focus Group:
 - 1) The lack of systematic support for struggling students in Honors/AP classes has negatively impacted the effectiveness of our open enrollment policy.
 - 2) The need for school-wide support opportunities during the school day for struggling students in all courses.
- Assessment and Accountability Focus Group: Additional support courses need to be provided to assist struggling students.

Major Actions/Focus:

- 1.1 Evaluate the effectiveness of current support programs. Add/Modify these programs where necessary.
- 1.2 Evaluate current instructional practices, in order to maintain practices that are successful and improve on the practices that need to be addressed, especially those designed to support struggling students.

Student Objectives that are involved in the achievement of this goal:

Academically productive students

Growth Targets:

By the end of 2010-2011:

- A) Meet or exceed API growth targets for the African American, Latino, English Language Learners and Special Education subgroups with a 2% gain in the number of students at the proficient and advanced levels on all CSTs.
- B) Decrease the number of students with Ds or Fs by 5%.

By the end of 2011-2012:

- A) Meet or exceed API growth targets for the African American, Latino, English Language Learners and Special Education subgroups with a 2% gain in the number of students at the proficient and advanced levels on all CSTs.
- B) Decrease the number of students with Ds or Fs by 5%.

By the end of 2012-2013:

- A) Meet or exceed API growth targets for the African American, Latino, English Language Learners and Special Education subgroups with a 2% gain in the number of students at the proficient and advanced levels on all CSTs.
- B) Decrease the number of students with Ds or Fs by 5%.

Actions To Be Taken To Reach This Goal	Implementers	Timeline	Resources	Means to Assess Improvement
1.1 Evaluate the effectiveness of current support programs. Add/Modify where necessary.				
Create criteria to annually assess effectiveness of intervention support programs.	<ul style="list-style-type: none"> ▪ Admin team ▪ IPC team 	By June 2011	Collaboration time	Intervention evaluation tool
Define underperforming as it relates to Santa Monica High School and identify its population regularly.	<ul style="list-style-type: none"> ▪ Admin team ▪ IPC team 	By June 2011 and on going	Collaboration time	Definition of underperforming students
Incorporate strategies that help teachers and advisors discover why students need support in order to appropriately address their areas of need.	<ul style="list-style-type: none"> ▪ Admin ▪ IPC ▪ Teacher Leaders ▪ Advisors ▪ Teachers 	By December 2011 and on going	Collaboration time	Identification of strategies and analysis of their effectiveness
Review all support and intervention programs currently in place and determine a system to regularly assess their effectiveness (Tutorial classes, Peer tutoring, Xinachtli, and SST process).	<ul style="list-style-type: none"> ▪ Admin ▪ IPC 	August 2011 and on going	Collaboration time	Evaluation criteria
Examine student use of teachers' office hours and how to increase effectiveness for students.	<ul style="list-style-type: none"> ▪ Houses ▪ Departments ▪ Teachers 	By June 2012	Collaboration time	Evaluation tool
Continue to develop interventions to meet the specific needs of students during the school day.	<ul style="list-style-type: none"> ▪ Admin ▪ IPC 	September 2011 and on going	Collaboration time	Create a pyramid of intervention
Continue to investigate and implement ways to offer students the opportunity to develop 21 st Century Skills.	<ul style="list-style-type: none"> ▪ Admin ▪ IPC ▪ Houses ▪ Departments ▪ Advisors 	June 2011 and on going	Collaboration time Release time Professional development and conferences focusing on 21 st Century	Course offerings Service Learning Projects

			Skills	
Consider the possibility of alternative bell schedules to enable a system of support to be implemented during the school day.	<ul style="list-style-type: none"> ▪ Admin ▪ IPC 	By June 2012	Collaboration time	Pilot alternative bell schedules
1.2 Evaluate current instructional practices and implement additional best practices, especially those designed to support struggling students.				
<p>English</p> <ul style="list-style-type: none"> • Standardize essay rubrics for each grade level; determine core assignments for each grade level in keeping with the state content standards. Reflect and collaborate on assessment results and implications for instruction. • Investigate the effectiveness and possible implementation use of alternative strategies designed to check for understanding (e.g. electronic feedback devices). • Collaborate in grade-alike teams to review data from standardized tests and baseline essays, and discuss implications for instruction. • Consider expanding Turnitin.com contract to allow for Grade Mark and Peer Revision features. 	<ul style="list-style-type: none"> ▪ Department 	By June 2012	<p>Collaboration time</p> <p>Release time</p> <p>Trainings, send teams of teachers to English Reading and Writing Course trainings offered by California State University</p> <p>AP Institutes</p>	<p>Rubrics for each grade level</p> <p>Department wide use of electronic feedback devices</p> <p>Yearly data review meetings</p>

<p>Math</p> <ul style="list-style-type: none"> • Evaluate and integrate the use of more interactive teaching strategies. • Share best instructional strategies. • Learn from professional development specialists about the cutting edge techniques that are finding success outside of our campus. 	<ul style="list-style-type: none"> ▪ Department 	By June 2012	<p>Collaboration time</p> <p>Professional development speakers</p> <p>Support in attending conferences</p>	<p>Professional development presentations</p> <p>Conference attendance by teachers</p>
<p>Modern and Classical Languages</p> <ul style="list-style-type: none"> • Establish time to meet and during the school year to define and implement best teaching practices. • Develop support structures for struggling students. 	<ul style="list-style-type: none"> ▪ Department 	By June 2012	<p>Collaboration time</p> <p>Release time</p>	<p>Professional development calendar</p>
<p>Performing Arts</p> <ul style="list-style-type: none"> • Continue to bring in professionals in the performing arts field to work with students in small group settings. • Develop an assessed and standardized skill set which would inform our curriculum in our beginning and preparatory classes. 	<ul style="list-style-type: none"> ▪ Department 	By June 2012 and ongoing	<p>Collaboration time</p> <p>Additional funding sources</p>	<p>Student performance assessment results</p> <p>Communication tool to inform stakeholders of expectations at each performance level</p>

<p>Visual Arts</p> <ul style="list-style-type: none"> • The department will develop and implement an evaluative tool to better balance assignments focused on <i>Representational vs. Non Representational</i> content. • The department will expand the use of technology based curriculum with an eye toward increasing student awareness of such content areas as <i>Art History, Marketing, Technical Skill, and Presentation content</i>. • Classes not currently focusing on <i>Formal Presentation</i> techniques utilize and expand on these techniques (e.g. <i>matted or framed work</i> will be encouraged when displaying <i>2d work</i>; <i>3d classes</i> will work on <i>photo-documenting work for portfolio and public presentation</i>). 	<p>▪ Department</p>	<p>By June 2012</p>	<p>Collaboration time</p> <p>Additional funds to support departmental goals</p>	<p>Art shows and installations</p> <p>Evaluative tool</p> <p>Curriculum guides</p> <p>Classroom observations</p>
<p>Physical Education</p> <ul style="list-style-type: none"> • Continue to investigate methods of increasing participation and creating a positive attitude towards an active lifestyle. 	<p>▪ Department</p>	<p>By June 2012</p>	<p>Collaboration time</p>	<p>Physical fitness test data</p>

<p>Science Best Practices</p> <ul style="list-style-type: none"> • Continue to open each department meeting with a best practices presentation from a teacher, designed to improve student achievement. <p>Real World Applications</p> <ul style="list-style-type: none"> • Continue to find ways to relate curriculum to real world applications to make material more accessible to students. • Continue to provide hands-on learning experiences for students through labs and activities to make content more meaningful. <p>Technology Integration</p> <ul style="list-style-type: none"> • Continue to use technology in presentation of material and access of course content. 	<ul style="list-style-type: none"> ▪ Department 	<p>By December 2012</p>	<p>Collaboration time</p> <p>Release time</p>	<p>Common assessment results</p> <p>CST results</p> <p>Shared lessons</p>
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<p>Social Studies</p> <ul style="list-style-type: none"> • Provide more time within department meetings for best practices to implement in the classroom. • Assess work on common assessments to improve instructional practices in the classroom. • Align semester ending World History and US History courses to end and start at the same point regardless of teacher changes. • Provide common lesson plans so teachers may improve on lessons that do not meet the needs of struggling students. 	<ul style="list-style-type: none"> ▪ Department 	<p>By September 2012</p>	<p>Collaboration time</p>	<p>Common assessment data</p> <p>Common assignments</p> <p>Curriculum guide</p>
<p>Special Education</p> <ul style="list-style-type: none"> • Restructure transition process for students with an IEP from middle school to Santa Monica High School. • Create transition literature (reference) for parents of transitioning students from middle school. • Develop common Tutorial class curriculum, • Implement IEP goals folder in Tutorial class. • Extended School Year (ESY), qualification determined by four assessments given throughout the year. 	<ul style="list-style-type: none"> ▪ Department 	<p>By June 2012 and ongoing</p>	<p>Collaborative time</p>	<p>Curriculum guides</p>

<p>Technical Department</p> <ul style="list-style-type: none"> • Investigate the possibility of creating a peer tutor model to assist struggling students. • Differentiate project requirements. 	<ul style="list-style-type: none"> ▪ Department 	June 2012	Collaboration time	Differentiated project matrix
<p>S House</p> <ul style="list-style-type: none"> • Continue to research and integrate best practices including integrating technology, engaging all students, creating successful intervention strategies, and using assessments as a tool to drive instruction. 	<ul style="list-style-type: none"> ▪ House Principal ▪ Teacher Leader 	June 2012 and ongoing	<p>Collaboration time</p> <p>Release time</p>	<p>Classroom observations</p> <p>House meeting notes</p>
<p>O House</p> <ul style="list-style-type: none"> • Continue to explore effective use of differentiation in the classroom across departments specifically targeting ELLs and Special Education students. • Research and integrate best practices using technology to assess student progress. 	<ul style="list-style-type: none"> ▪ House Principal ▪ Teacher Leader 	By June 2012 and ongoing	Collaborative time	<p>House meeting notes</p> <p>Classroom observations</p>
<p>M House</p> <ul style="list-style-type: none"> • Continue to explore effective use of differentiation in the classroom across departments. • Continue to explore teacher use of websites for communication and support. 	<ul style="list-style-type: none"> ▪ House Principal ▪ Teacher Leader 	By June 2012	Collaboration time	House meeting notes

<p>H House</p> <ul style="list-style-type: none"> • Continue to examine the effective use of assessment tools. • Continue to develop the departmental use of checking for understanding strategies. 	<ul style="list-style-type: none"> ▪ House Principal ▪ Teacher Leader 	<p>By June 2012</p>	<p>Collaboration time</p>	<p>House meeting notes</p>
<p>I House</p> <ul style="list-style-type: none"> • Continue to research and integrate best practices including integrating technology, engaging all students, creating successful intervention strategies, and using assessments as a tool to drive instruction. 	<ul style="list-style-type: none"> ▪ House Principal ▪ Teacher Leader 	<p>By June 2011</p>	<p>Collaboration time</p> <p>Release time</p> <p>Additional sources of funding</p>	<p>House meeting notes</p>

GOAL #2 (Area of Need): Increase enrollment in advanced level courses to reflect the school's diverse population.

Rationale: The school site has analyzed the academic performance and enrollment data of all student groups and has considered the effectiveness of its program in regards to the enrollment of student groups in our advanced classes. Based on student performance and enrollment data, the school has adopted the above school goal, related actions, and expenditures to raise the enrollment of underrepresented groups in advanced classes.

Data reviewed from Chapter 1:

- School enrollment data
- Course enrollment data
- Honors/AP test data

Other indicators from Chapter 4:

- Curriculum Focus Group: Enrollment in advanced classes needs to reflect the diverse student population of Samohi.

Major Actions/Focus:

- 2.1 Increase recruitment and enrollment of underrepresented groups in advanced classes by ensuring that curricular information and outreach is disseminated to targeted groups.
- 2.2 Create support systems and mechanisms for AP students and classes.

Student Objectives that are involved in the achievement of this goal:

Academically productive students

Growth Targets:

By the end of 2011-2012:

- A) Increase the percentage of African American students enrolled in Honors/AP courses by 2%.
- B) Increase the percentage of Latino students enrolled in Honors/AP courses by 3%.
- C) Increase the AP test passage rate of African American students by 2%.
- D) Increase the AP test passage rate of Latino students by 2%.

By the end of 2012-2013:

- A) Increase the percentage of African American students enrolled in Honors/AP courses by 2%.
- B) Increase the percentage of Latino students enrolled in Honors/AP courses by 3%.
- C) Increase the AP test passage rate of African American students by 2%.
- D) Increase the AP test passage rate of Latino students by 2%.

By the end of 2013-2014:

- A) Increase the percentage of African American students enrolled in Honors/AP courses by 2%.
- B) Increase the percentage of Latino students enrolled in Honors/AP courses by 3%.
- C) Increase the AP test passage rate of African American students by 2%.
- D) Increase the AP test passage rate of Latino students by 2%.

Actions to Be Taken To Reach This Goal	Implementers	Timeline	Resources	Assessment
2.1 Increase recruitment and enrollment of underrepresented groups in advanced classes by ensuring that curricular information and outreach is disseminated to targeted groups.				
Create a plan by which the curriculum of advanced classes is presented to potential students annually.	<ul style="list-style-type: none"> ▪ Admin ▪ IPC ▪ Departments 	By June 2011 and on going	Collaboration time	Plan created
Enlist the help of ASB to help educate students about the realities of Honors/AP courses.	<ul style="list-style-type: none"> ▪ Admin ▪ Activities Director ▪ ASB students 	June 2012	Class time	Class presentations AP video created
Create a plan for parent education, outreach, and support regarding HP/AP classes.	<ul style="list-style-type: none"> ▪ Admin ▪ IPC ▪ PTSA, ELAC, AAPSSSG 	June 2012	Collaboration time Parent meetings	Parent meetings
2.2 Create support systems and mechanisms for AP students and classes.				
Begin to vertically plan with the middle schools regarding skills and cultivation of underrepresented students into the Honors/AP programs.	<ul style="list-style-type: none"> ▪ Admin ▪ IPC ▪ Departments 	By February 2010 and on going	Collaboration time Release time	Schedule of school visits
Build capacity for more teachers to be trained and able to teach AP classes and AP skills in prerequisite classes.	<ul style="list-style-type: none"> ▪ Admin ▪ IPC ▪ Departments 	Beginning in the summer 2011 and on going	Collaboration time AP trainings Release time Additional funding	AP certified teachers
Train teachers and advisors on how to better support underrepresented students in dealing with student stress and anxiety in advanced classes.	<ul style="list-style-type: none"> ▪ Admin ▪ IPC 	By September 2012 and ongoing	Collaborative time Release time Professional development funds if needed	

Collect data on why students drop Honors/AP classes to inform decisions regarding this goal.	▪ Advisors	By June 2012	Collaborative time	Data sheets
Incorporate pre-requisite skills into ninth and tenth grade courses.	▪ Departments	Beginning August 2011 and on going	Collaboration time	Common assessment data CST data

GOAL #3 (Area of Need): Develop and implement a comprehensive professional development plan to continue to improve instructional practice.

Rationale: The school has analyzed the academic performance of all student groups and has considered the effectiveness of its professional development plan. Based on student achievement data, the school has adopted the above school goal, related actions, and allocation of resources to create and implement a comprehensive professional development plan designed to improve curriculum and instruction.

Data reviewed from Chapter 1:

- Proficiency rates in ELA, Math, Social Science and Science on CSTs for all students
- API and AYP score data, including subgroups
- GPA data

Other Indicators from Chapter 4:

- Organization Focus Group:
 - 1) Pursue additional and alternative funding support for professional development opportunities for teachers.
 - 2) Need to expand opportunities for vertical and cross curricular planning.
- Curriculum Focus Group: Need to expand opportunities for regular vertical planning, cross curricular planning and articulation with middle schools and local colleges in order to enhance the curricular program.
- Assessment and Accountability Focus Group: The school needs to create a system where data is analyzed and used to drive instruction.
- Instruction Focus Group: Continue to develop common assessments and their corresponding use to drive instruction.

Major Actions/Focus:

- 3.1 Develop school-wide professional development goals that dictate the focus of department and House professional development.
- 3.2 Develop a plan to utilize professional development time and resources which address department-specific issues.
- 3.3 Departments utilize time and identify resources to vertically align curriculum and instruction.
- 3.4 Each Department will develop goals based on discussions around vertically aligning curriculum.

Student Objectives that are involved in the achievement of this goal:

Academically productive students

Growth Targets:

By the end of 2010-2011:

- A) Meet or exceed API growth targets for all students with a 2% gain in percent students at the proficient and advanced levels on all CSTs.
- B) Decrease the number of students with Ds or Fs by 5%.

By the end of 2011-2012:

- A) Meet or exceed API growth targets for all students with a 2% gain in percent students at the proficient and advanced levels on all CSTs.
- B) Decrease the number of students with Ds or Fs by 5%.

By the end of 2012-2013:

- A) Meet or exceed API growth targets for all students with a 2% gain in percent students at the proficient and advanced levels on all CSTs.
- B) Decrease the number of students with Ds or Fs by 5%.

Actions To Be Taken To Reach This Goal	Implementers	Timeline	Resources	Means to Assess Improvement
3.1 Develop a comprehensive school-wide professional development plan that is regularly reviewed and includes goals that would dictate the focus of Department and House professional development.				
Analyze data like course-offerings, standardized testing scores, grades, attendance, etc. to find areas of concern.	<ul style="list-style-type: none"> ▪ Admin ▪ IPC ▪ Departments 	By June 2012	Collaboration time Data Director Illuminate	Data analysis
Write a school-wide goal regarding instruction. Plan must include how time is used, resources needed to accomplish the goal, how the goal will be evaluated and how administration can help support achievement of the goal.	<ul style="list-style-type: none"> ▪ Admin ▪ IPC 	By December 2011	Collaboration time Release time Additional school funding	School-wide instruction goal
Write a school-wide goal regarding curriculum. Plan must include how time is used, resources needed to accomplish the goal, how the goal will be evaluated and how administration can help support achievement of the goal.	<ul style="list-style-type: none"> ▪ Admin ▪ IPC 	By December 2011	Collaboration time Release time Additional school funding	School-wide curriculum goal
Pursue additional and alternate funding sources to support professional development opportunities for teachers.	<ul style="list-style-type: none"> ▪ Admin ▪ District Admin 	By June 2011 and on going	Collaboration time Release time Additional funding sources	Professional development opportunities for teachers Additional funding sources and grants

Create a professional development committee designed to collaboratively review and give input annually.	<ul style="list-style-type: none"> ▪ Admin ▪ IPC ▪ Faculty 	June 2011, then meets at least once per semester	Collaboration time	Committee created
Continue to collect and analyze student work annually and use the results to help enhance curriculum.	<ul style="list-style-type: none"> ▪ Departments 	June 2011 and ongoing	Collaboration time	Student work samples
3.2 Develop a plan to utilize professional development time and resources which address department-specific issues and meet school-wide goals.				
Provide planning time for all departments to analyze student data and to plan instruction according to findings.	<ul style="list-style-type: none"> ▪ Admin 	June 2011 Ongoing	Collaboration time	Increased department time on late start Wednesday meeting schedule
Ensure that all departments implement common assessments and analyze the data in order to help guide the teaching and learning process.	<ul style="list-style-type: none"> ▪ Departments 	June 2011 and ongoing	Collaboration time Data Director	Common assessment data
Provide extra support for teachers who need assistance in using data to help guide instruction.	<ul style="list-style-type: none"> ▪ Admin ▪ Teacher Leaders ▪ Department Chairs 	June 2012 and ongoing	Collaboration time Release time	Teacher surveys
3.3 Departments utilize time and identify resources to vertically align curriculum and instruction.				
Using the school-wide goals and department-specific issues, the department will look at how vertical alignment can help improve instruction and curriculum.	<ul style="list-style-type: none"> ▪ Departments ▪ Admin 	Ongoing, at least once per semester	Collaboration time	Curriculum guides Achievement data

Department will inform administration of resources needed to expand vertical alignment.	▪ Department, Admin liaison	June 2011 and ongoing	Collaboration time	IPC meeting notes
3.4 Each Department will develop goals based on discussions around vertically aligning curriculum.				
<p>English</p> <ul style="list-style-type: none"> • Continue to differentiate which grammar and literary concepts will be introduced and reviewed at each grade level. Continue to determine focus standards for each grade level, and reach consensus by June 2010 building off committee work from 2009. • Develop and collaborate common assessments for spring semester for each grade level to assess progress toward goals outlined in curriculum framework—implement for spring 2012. • Examine ERWC instructional curricula and implement as appropriate into 11P and 11AP classes to support students for senior elective coursework, keeping in mind and adjusting the existing committee goals and work for eleventh grade. • English 11AP teachers present and share assessment types and skills needed for success in 11AP with 10P/10HP and 9P/9HP teachers. • Meet in vertical teams to assess and scaffold preparation for students transitioning from P to AP/HP courses. 	▪ Department	June 2012 and ongoing	<p>Collaboration time</p> <p>Release time</p> <p>Professional Development</p> <p>ERWC as needed</p> <p>AP Institute</p>	Spring common assessments

<p>Math</p> <ul style="list-style-type: none"> • Communicate more clearly the curriculum differences between levels and courses. • Horizontal and vertical alignment within the department (e.g. between Algebra and Geometry and also within all Algebra classes). • Work with the feeder schools to better articulate the demands of the high school curriculum. 	<p>▪ Department</p>	<p>June 2012 and ongoing</p>	<p>Collaboration time</p> <p>Release time</p>	<p>Curriculum guides</p>
<p>Modern and Classical Languages</p> <ul style="list-style-type: none"> • Investigate the possibility of offering a conversational Spanish course (Pre Spanish 1A) to prepare students that are earning less than a “C” in their English Language Arts classes. • Investigate the possibility of creating a support class for failing students. • Create a plan to build departmental capacity to teach advanced courses. 	<p>▪ Department</p>	<p>June 2012 and ongoing</p>	<p>Collaboration time</p> <p>Release time</p>	<p>Plan for expanding teaching capacity for AP courses</p>
<p>Visual Arts</p> <ul style="list-style-type: none"> • Increase contact with Middle Schools specifically to formulate and refine community outreach through the creation of District wide 2D and 3D Visual Art exhibitions. • Investigate the possibility of adding higher level classes in <i>Drawing</i> and <i>Ceramics</i> for students not able to add <i>AP Studio Art</i> due to heavy AP course loads in individual student schedules (<i>Drawing 3, and Ceramics 3</i>), and coordinate scaffolding between levels. 	<p>▪ Department</p>	<p>June 2012 then ongoing</p>	<p>Collaborative time</p> <p>Release time</p> <p>Master schedule</p>	<p>Notes and agendas from meetings with the middle schools</p> <p>District-wide art exhibits</p>

<ul style="list-style-type: none"> • Align <i>Ceramics I</i> and <i>Art Foundation</i>, projects, media presentations, writing, exercises, and goals. • Articulate <i>Art Foundation</i> fundamentals and expectations to middle schools in an effort to improve scaffolding. • Work with Special Education department to investigate the possibility of evenly distributing special needs students throughout the Visual Arts course offerings and additional support. 				
<p>Performing Arts</p> <ul style="list-style-type: none"> • Meet with colleagues at the middle and elementary schools for the purpose of aligning the curriculum. • Attend professional arts education conferences to develop new teaching strategies, expand knowledge of subject matter, and explore current best practices for arts education. 	<ul style="list-style-type: none"> ▪ Department 	<p>June 2011 and then ongoing</p>	<p>Collaboration time Release time</p>	<p>Increase student enrollment in Performing Arts courses</p> <p>Student performance results</p>
<p>Physical Education</p> <ul style="list-style-type: none"> • Collaborate with local Red Cross for water safety and rescue techniques. • Collaborate with middle schools to target students that did not pass the Fitnessgram in seventh grade. Create a plan to help these students pass the ninth grade Fitnessgram. 	<ul style="list-style-type: none"> ▪ Department 	<p>June 2012 and then ongoing</p>	<p>Collaboration time Release time</p>	<p>Fitnessgram results</p>

<p>Science</p> <p>Technology Integration</p> <ul style="list-style-type: none"> • Share current technology practices within the department (e.g. Data Director, websites, SMART technology, etc.). • Use of department time to practice technology applications (e.g. building websites, creating exams on Data Director, etc.). <p>Laboratory Skills</p> <ul style="list-style-type: none"> • Review lab expectations for each level and communicate within the department. • Begin to develop a lab practical exam in the chemistry program. <p>Common Assessments</p> <ul style="list-style-type: none"> • Continue to use semester common assessments for biology and chemistry. • Use data director results to modify common assessments and guide instruction. • Begin to develop some common assessment questions for unit tests in biology and chemistry. 	<p>▪ Department</p>	<p>June 2012 and ongoing</p>	<p>Collaborative time</p> <p>Additional funding</p> <p>Professional development</p>	<p>Use of Data Director to analyze common assessment results</p>
<p>Social Studies</p> <ul style="list-style-type: none"> • Continue to work on writing across the department from Freshman Seminar to the senior term paper/project. • Have tenth grade World History classes work on and create document based questions (DBQ) to prepare for higher level courses. • Articulate with middle schools to better align history courses. 	<p>▪ Department</p>	<p>June 2011 and ongoing</p>	<p>Collaboration time</p> <p>Release time</p> <p>Additional funding</p>	<p>Common DBQs for World History</p> <p>Curriculum guide</p> <p>Middle school meeting notes</p>

<p>Special Education</p> <ul style="list-style-type: none"> • Create common IEP goal banks for transition into postsecondary setting, Language Arts and math. • Create pacing guides for Science and English courses. • Collaboration with content/subject-like general education teachers to align curriculum and course map with state standards. 	<ul style="list-style-type: none"> ▪ Department 	<p>June 2011 and ongoing</p>	<p>Collaboration time</p> <p>Release time</p> <p>Additional funding</p>	<p>IEP goal bank created</p> <p>Course pacing guides</p> <p>Curriculum and course maps</p>
<p>Service Learning Projects</p> <ul style="list-style-type: none"> • Create opportunities for students to explore their interests and passions to facilitate learning within and across subject areas. • Collaborate with departments within and across subject areas to create opportunities for career exploration. • Create relationships with the community and with mentors to support learning. 	<ul style="list-style-type: none"> ▪ Service learning team ▪ Admin ▪ IPC 	<p>Beginning June 2011 and on going</p>	<p>Collaboration time</p> <p>Release time</p> <p>Additional funding</p>	<p>Completion of service learning projects</p>
<p>Technical Department</p> <ul style="list-style-type: none"> • Work with Special Education department to investigate the possibility of evenly distributing special needs students throughout the Visual Arts course offerings and additional support. • Work with Science department to align Design Engineering course. • Work with Science department to evaluate projects/goals for Design Engineering • Investigate the possibility of adding a Robotic course. 	<ul style="list-style-type: none"> ▪ Department 	<p>June 2012 and ongoing</p>	<p>Collaboration time</p> <p>Release time</p>	<p>Curriculum guides</p>

GOAL #4 (Area of Need): Improve instructional leadership to guide school-wide effort and monitor and advance student achievement.

Rationale: The School has analyzed the academic performance of all student groups and has considered the effectiveness of its overall program. Based on the recommendation of the WASC Visiting Committee, student achievement data, stakeholder perception data, the school has adopted the above school goal, related actions, and allocation of resources to create and implement a plan to guide school-wide efforts to monitor and advance student achievement.

Data Reviewed From chapter 1:

- Proficiency rates in ELA, Math, Social Science and Science, on CSTs for all students
- Proficiency rates and passages rates on the CAHSEE exam
- API and AYP score data, including subgroups
- GPA data

Other Indicators from Chapter 4:

- Organization Focus Group:
 - 1) Pursue additional and alternative funding to support professional development for teachers
- Curriculum Focus Group:
 - 1) Need to expand opportunities for departmental planning
- Assessment and Accountability Focus Group:
 - 1) The school needs to create a system where data is regularly and consistently analyzed and used to drive instruction
- Culture Focus Group:
 - 1) Lack of consistency in subject matter between Houses 2) lack of coherent school-wide action plan
- Instruction Focus Group:
 - 1) Continue to develop common assessments and their consistent utilization to inform and drive instruction

Major Actions/Focus:

- 4.1 The Principal with the help of IPC will develop a schoolwide focus for the year
- 4.2 Develop departmental goals that are based on student achievement data and align with the schoolwide focus
- 4.3 Provide support to department chairs and teachers in reaching yearly goals

Student Objectives that are involved in the achievement of this goal:

Academically productive students

Growth Targets:

By the end of 2010-2011: A) Meet or exceed API growth targets for all students with a 2% gain in percent students at the proficient and advanced levels on all CSTs. B) Decrease the number of students with D's or F's by 5%.

By the end of 2011-2012: A) Meet or exceed API growth targets for all students with a 2% gain in percent students at the proficient and advanced levels on all CSTs. B) Decrease the number of students with D's or F's by 5%.

By the end of 2012-2013: A) Meet or exceed API growth targets for all students with a 2% gain in percent students at the proficient and advanced levels on all CSTs. B) Decrease the number of students with D's or F's by 5%.

Actions To Be Taken To Reach This Goal	Implementers	Timeline	Resources	Assessment
4.1 The Principal with the help of IPC will develop a schoolwide focus for the year				
Discuss and decide yearly school –wide focus and communicate to faculty	<ul style="list-style-type: none"> ▪ Principal ▪ IPC 	September 2011 and September of each year thereafter	Collaboration time	Meeting notes Emails to staff regarding yearly focus
4.2 Develop departmental goals that are based on student achievement data and align with the schoolwide focus				
Ensure that department chairs have student achievement data and analysis each year	<ul style="list-style-type: none"> ▪ Administration 	September 2011 and ongoing	Collaboration time Release time	CST, GPAs, CAHSEE reports from data director and Illuminate
4.3 Provide support to department chairs and teachers in reaching yearly goals				
Ensure that department chairs and teachers receive additional professional development in to support in analyzing it student achievement data and using it to guide instruction	<ul style="list-style-type: none"> ▪ Administration 	September 2011 and ongoing	Collaboration time Release time	Meeting notes Revised meeting schedule
Ensure that departments have additional professional development time in order to analyze student achievement data and to focus on goals	<ul style="list-style-type: none"> ▪ Administration ▪ IPC 	September 2011 and ongoing	Collaboration Release time	Revised meeting schedule Sub lists for teachers

