

ACTION PLAN

Overview: Narrative Description of Developing the Action Plan

During the past year, Pine View High School has engaged in an extensive self-study to determine areas that need to be addressed to improve student learning at our school. By progressing through the steps of completing a stakeholder survey, analyzing data, creating a school profile, re-examining our mission, vision and beliefs, refining our DRSLs, analyzing our departmental effectiveness, we have thoroughly examined the organizational expectations and structures that are in place to achieve the highest levels of student learning. The last section of our report, the Action Plan represents the culmination of the efforts involved in all phases of our self-study.

Using the information gathered from the stakeholder survey, school profile, department reports, and focus group reports, the school leadership team assessed the areas of greatest concern communicated through parents, students, teachers and Washington County School District goals and objectives. In response, the team concluded that improvement in the following areas would result in a more productive and meaningful educational experience for students at Pine View High School:

A) **Communication:**

Recommendations were made to increase communication with parents and students regarding the school mission and DRSLs; increase communication about opportunities to participate in various extra-curricular activities to parents, students, and other cone-site schools to increase school and community participation and/in various events and activities; develop better communication with the ESL population, specifically the Hispanic population to better inform them of school rules, graduation requirements and various opportunities at PVHS.

B) **Data and Assessment:**

Recommendations were noted to more fully acquaint staff with research defining best practices in how to collaboratively develop and implement curriculum-aligned, common formative and summative assessments. Furthermore, recommendations were made that additional training of staff would be useful in the development of a culture at PVHS that collaboratively utilizes the collection, analysis, interpretation and implementation of data to drive instruction. This is viewed by the leadership team at PVHS as a piece of the PLC puzzle that needs additional work. The school plans to continue its efforts to strengthen the PLC organization at PVHS, and will emphasize assessment and data-driven instruction in our staff development training and implementation in the classroom. High levels of effective collaboration on these topics will remain a top priority.

C) **PLC:**

Recommendations were made to continue the development of a PLC culture at Pine View High School; to increase staff development to allow all teachers to be more conversant about PLC practices and concepts.

D) Recognition:

Recommendations were made to increase opportunities for recognizing student achievement, and to increase opportunities for recognizing excellence in teaching.

E) Subgroups:

Previously, we identified a goal to meet the needs of all learners. While we have directed some efforts towards this goal we continue to have subgroups of our school population who do not do as well as students at large. Our improvement plan includes a strategy to address this, beginning with staff development. Effective strategies do exist that can result in improved learning for all students, including economically disadvantaged and ESL students. By identifying these practices, then conducting site-based staff development in these best practices and implementing these practices into the classroom, we plan to improve student performance for those groups. Beyond staff development, we plan to incorporate more frequency in the development and use of common formative and summative assessments. Utilization of collaboratively developed common assessments enable teachers to greater access to data that if analyzed and interpreted correctly (as additional staff development will also be directed towards) enable teachers to better identify the specific needs of these populations so as to better develop and adjust instruction that is more effective and meaningful.

The goal of our Action Plan is that it will complement the mission and beliefs of our school, and create a climate that will facilitate higher awareness and implementation of best practices in education.

We accept the premise that all students should be engaged, supported, and challenged, and have included in our Action Plan goals that are intended to increase student engagement, student support, and challenge for all students at Pine View High School.

Goal 1: Professional Learning Community

To continue the work of a Professional Learning Community at Pine View High School and improve its implementation and practice as a vehicle for improving student learning by meeting the needs of all learners.

Action Plan Goal 1 Part A: “What do we want students to know?”			
Action Steps	Person(s) Responsible	Evaluation	Timeline
1A.1: Re-examine Essential Standards for each course and develop Power Standards for new courses.	Department collaborative teams	Submit Power Standards to administration	August, Annually
1A.2: Create and revise state and district aligned curriculum maps to plan for inclusion of guaranteed curriculum in teaching calendar, including participation in district-wide curriculum mapping efforts.	Department collaborative teams	Curriculum maps submitted to administration	September, Annually
1A.3: Communicate this guaranteed Curriculum to students and parents	Teachers	Include in course disclosures, disseminated to parents and students. Post on PVHS web site	August, January
1A.4: Implement “6 Traits” writing program to emphasize writing in all content areas.	Administration / Staff Developer / Teachers	Student samples to be kept in teacher binder	Years 1-6
Action Plan Goal 1 Part B: “How will we know if the students have learned it?”			
1B.1: Develop frequent common summative and formative assessments that align with state and district aligned curriculum maps. Additionally, participate in district efforts to develop district benchmark tests, and collect student performance data.	Department Collaborative teams/assisted by Data Miner/directed by District improvement initiatives.	CSIP Goals	September, Annually

1B.2: Provide staff development in best practices in assessment as well as collection and interpretation of data.	Administration / Staff Developer / Data Miner		August Annually Years 1-6
1B.3: Assess students in classrooms using best practices of assessment.	Teacher / Department collaborative teams	Teacher survey of practices used	May, Survey Annually
Action Plan Goal 1 Part C: “What will we do when they don’t learn it?”			
1C.1: Utilize CRT and test data, set goals regarding student improvement specific to the needs of the students and consistent with district improvement goals, to be evaluated yearly.	Teachers / Departments Collaborative teams	CSIP goals submitted to administration	Annually: September, Years 1-6
1C.2: Emphasize improvement in test scores of underachieving subgroups, particularly economically disadvantaged and Hispanic students. Strategies to be identified in study groups, staff development, department collaborative groups.	Department Collaborative teams	CSIP Goals Chart / Track progress of these student groups	Annually: September, Years 1-6. Annual evaluation of data.
1C.3: Use frequent common assessments to guide instruction.	Teachers / Department collaborative teams	Department Chairs	Annually: Years 1-6
1C.4: Conduct staff development training on effective strategies for working with subgroups of economically disadvantaged and Hispanic. Will include Kagan training sessions emphasizing student engagement, and district staff development for math teachers designed to: a) focus in improvement in student learning in math; b) improve student understanding of math content; c) implement best practices in math instruction. Following training, learning walks / evaluations by administration to verify that best practices are used in classrooms.	Administration / Staff Developer	Learning walks, classroom evaluations by administration	2010-2011, continue as needed Years 1-6

1C.5: Develop, utilize and refine Enrichment Program as a schoolwide response when students aren't learning.	Administration Teachers Enrichment Coordinator	Enrichment Stats	Annually Years: 1-6 Quarterly evaluation of student response to Enrichment data. Annual evaluation of program data.
1C.6: Continue assessing 10 th grade students in reading grade level; refer students to STAR Reading program	Reading Instructor	STAR Reading Assessment	Annually Years: 1-6
1C.7: Continue support programs currently in place; i.e., math tutoring, remediation, UBSCT prep (Base), Excel, Upward Bound, ETS, LRP.	Administration		Annually Years 1-6
1C.8: Develop and refine an effective student placement strategy for math students	Counseling Administration Coordination with Pine View Cone site teachers	Star Math, or other to be determined	2010-2011, to continue
1C.9: Develop additional home study packets.	Content Area Teachers	Dept. Chair	Years 1-6, Ongoing
Action Plan Goal 1 Part D: "What will we do when the students already know it?"			
1D.1: Staff development on classroom practices for accelerated students.	Administration Staff Developer		2010-2011 Ongoing years 1-6
1D.2: Refer accelerated students to specific academic oriented extracurricular outlets (Science Fair, History Fair, etc.).	Teachers Dept. Collaboration		Years 1-6
1D.3: Continue enrichment structures already in place (AP classes, concurrent enrollment, Success Academy, etc.).	Administration Counseling	Evaluation of AP scores, ACT scores, etc.	Years 1-6

<p>1D.4: Celebrate student performance through the development of Recognition Programs to recognize superior performance of students. These programs are to include a weekly recognition of students who are performing well in classes.</p>	<p>Teachers Counseling Administration</p>		<p>Years 1-6</p>
<p>1D.5: Quarterly school-wide and departmental recognition of students through a Quarterly Honor Roll program where identified students names are listed in the counseling center and communication is sent to parents acknowledging the recognition.</p>	<p>Counseling Administration</p>		<p>Years 1-6</p>
<p>1D.6: Monthly recognition of teachers demonstrating excellence in teaching.</p>	<p>Counseling Administration Department Chairs</p>		<p>Years 1-6</p>

Goal 2: Communication

To increase the quality and quantity of communication to all stakeholders (parents, students, staff, board of education and the community) regarding all aspects associated with student learning (School Beliefs, Mission, Desired Results for Student Learning (DRSLs), Action Plan, activities, opportunities, etc.

Action Plan Goal 2 Part A: Distribute the school Mission and DRSLs to all stakeholders.			
Action Steps	Person(s) Responsible	Evaluation	Timeline
2A.1: Post the school Mission, Beliefs, Goals, DRSLs, and Action Plan on PVHS website.	Tech Specialist (school website administrator)	Review by Administration	August 2010
2A.2: Develop attractive posters with school Mission, Beliefs, Goals, DRSLs, and Action Plan to be displayed in every classroom and office.	School Improvement Committee	Review by Administration	August 2010
2A.3: Information outlining the school Mission, Beliefs, Goals, DRSLs, and Action Plan will be included in the parent/student handbook.	Administration	Review by Administration	August 2010
2A.4: Provide staff development for teachers to encourage discussion of Mission, Beliefs, Goals, DRSLs in the context of the classroom.	Administration Staff Developer	Administration	Annually Years 1-6

<p>2A.5: Develop and implement plan to institutionalize the Effective Communicator DRSL into the academic culture of PVHS.</p>	<p>Administration Staff Developer</p>	<p>Administration</p>	<p>December 2010</p>
<p>2A.6: Develop and implement the 6 Traits writing rubric model as <i>the</i> common assessment tool to measure student progress toward achievement of Effective Communicator DRSL</p>	<p>Administration Staff Developer Department Heads Instructors</p>	<p>6 Traits writing rubric models and student writing samples to be collected and archived by teachers</p>	<p>December 2010</p>
<p>2A.7: Provide staff training on effective implementation of 6 Traits writing rubric model; including scoring, collecting, archiving, and interpretation of significant data.</p>	<p>Administration Staff Developer Data Miner</p>	<p>Administration</p>	<p>Ongoing 2010-2011</p>
<p>2A.8: Provide training to students regarding the implementation of the Effective Communicator DRSL and appropriate assessment tools</p>	<p>Administration Staff Developer Department Heads Teachers</p>	<p>Administration</p>	<p>December 2010</p>
<p>2A.9: Develop and implement schoolwide procedure for</p>	<p>Administration Staff Developer Data Miner</p>	<p>6 Traits writing data to be collected, analyzed, interpreted and</p>	<p>August 2011</p>

collecting, interpreting, analyzing, archiving, and reporting data regarding student progress toward reaching schoolwide DRSL of Effective Communicator.		archived by teachers	
2A.10: Provide students with timely reports regarding individual progress toward mastery of the schoolwide DRSL.	Administration Department Heads Teachers	Student writing samples as well as sample of student progress reports to be archived by teachers	Ongoing Years 1-6
Action Plan Goal 2 Part B: Increase communication regarding academic success and/or concerns.			
2B.1: Develop the use of electronic medium for communication; i.e., email lists for parents/students to be notified concerning tests, assignment, and/or student progress, as well as extracurricular functions, etc.	Administration: Requests for information to be included in registration materials; classroom teachers: email lists compiled for each class. Development and implementation of "Text" system to contact stakeholders.	Administration	September 2010
2B.2: Conduct Staff development to increase the ability to utilize websites and email to be able to provide online curriculum in the event of emergencies.	Tech Specialist Teachers	Administration	September 2010
2B.3: Develop a Spanish component of the PVHS website to include the school Mission, Beliefs,	Tech Specialist Administration	Administration	September 2010

Goals, DRSLs, and Action Plan as well as the handbook and other pertinent stakeholder information.			
2B.4: Periodically, send out a letter (in English and Spanish) concerning important events, dates, etc., at PVHS.	Administration ESL Department	Review by administration	Years 1-6 Periodically
2B.5: Develop communication with other cone site schools concerning events, activities, and opportunities at PVHS.	Tech Specialist Activities Director	Review by administration	Years 1-6