



**Continuous School Improvement Plan
School Reporting Format and Schedule
Program Year 2008-09**

School Port Angeles High School
Principal Scott Harker

Reporting Schedule	School Submittal	Board Summary
<input type="checkbox"/> Report 1	1-12-09	2-09-09
<input type="checkbox"/> Report 2	4-13-09	5-4-09
<input checked="" type="checkbox"/> Report 3	6-19-09	7-13-09

Key Progress (incl. relevant internal accountability data references)

Objective 1.1: Preliminary results show that 88.1% of our 10th grade students met standard on the reading WASL. This data shows a 2.3% increase from last year and is above the state average. All staff members continue to use the CQI process to support reading skills.

Objective 1.2: Preliminary results show that 93.4% of our 10th grade students met standard on the writing WASL. This data shows a 3.4% increase from last year and is above the state average. All staff members continue to use the CQI process to support writing skills.

Objective 1.3: Preliminary results show that 52.9% of our 10th grade students met standard on the math WASL. This data shows a 2.9% increase from last year and is above the state average. All staff members continue to use the CQI process to support math skills.

Objective 1.4: The science teachers continue to implement new curriculum in grades 9 and 10 to meet the state standards. Science teachers also continue to refine unit tests, quizzes, labs and activities to align with inquiry and systems thinking.

Key Barriers To Progress (incl. relevant problem solving steps)

Objective 1.1: Based on CEE data, only 40% of staff had a positive response to the question: I believe that all students an meet state reading standards.

Objective 1.2: Based on CEE data, it may be assumed that less than ½ of our staff believe all students can meet standard in writing.

Objective 1.3: Based on CEE data, only 25% of staff had a positive response to the question: I believe that all students an meet state math standards.

Objective 1.4: Staff continues to wait for the revised state science standards which may entail revisions to our current curriculum and assessments. Lack of mini-assessment and benchmark data impede the CQI process and progress toward science achievement as measured by the WASL.

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
Objective 1.1: Continue Read 180 sections for at risk students. Middle school teachers have tested students using DRP for placement into Read 180 in the fall of 2009. Sufficient staffing to offer 6 sections of Read 180 for general education students and at least two sections for special needs students. Continued TOSA support to disseminate, score, and aggregate CQI data for analysis.	Objective 1.1: Identification of READ180 [®] teachers for 2009-10 so that professional development can be implemented during Fall 2009. More intentional cross-curricular attention for reading skills.
Objective 1.2: Continued TOSA support to disseminate, score, and aggregate CQI data for analysis.	Objective 1.2: Teacher collaboration on Wednesday mornings to highlight ways to embed writing foci across all departments, which will include differentiation of instruction. Continue new teachers' meetings to include a focus on writing instruction across the contents.
Objective 1.3: Continued TOSA support to disseminate, score, and aggregate CQI data for analysis.	Objective 1.3: Enlist the support of non-math teachers in the math CQI process. Develop and deliver instruction to staff on how to embed math content in all courses. Greater cross-curricular time spent on CQI process.
Objective 1.4: Increase the intentionality of implementation and the accountability of department members for the CQI process.	Objective 1.4: Next year, more frequent monitoring of the CQI process within the science department needs to occur. No WASL data currently available.

Summary Student Internal Accountability System Performance Data to Date													
Internal Assessment Results for 2007-08 (EOY)							Internal Assessment Results for 2008-09 (EOY)						
Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions	Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions
			Short-Term	Long-Term						Short-Term	Long-Term		
9	3.7%	91.10%	25	1	6	47	9	3.21%	91.91%	65	1	4	36
10	4.1%	91.29%	30	2	10	74	10	3.40%	91.64%	28	0	0	41
11	5.1%	89.78%	14	6	5	68	11	5.77%	88.80%	20	0	1	57
12	7.1%	87.41%	10	3	1	22	12	5.72%	89.46%	11	0	0	19

Analysis Tool/ Measurement Device	Results for 2007-08					Results for 2008-09				
Fall Degrees of Reading Power (DRP) (percent of students at standard) Developmental Reading Assessment (DRA) District Reading Winter Benchmark (percent of students at standard)	Reading					Reading				
	Grade	Fall DRP	Fall DRA Number Administered	Fall DRA Average Grade Level Equiv.	District Benchmark	Grade	Fall DRP	Fall SRI Number Administered	Fall SRI Average Grade Level Equiv.	District Benchmark
	9	60%	00	00	54%	9	58%	23	3.2	49%
	10	65%	00	00	51%	10	60%	37	4.0	54%
	11	65%	00	00	❖	11	75%	29	6.3	❖
12	70%	❖	❖	❖	12	53%	4	7.4	❖	
District Writing Benchmark Fall, Winter, Spring (percent of students at standard) District Math Winter Benchmark (percent of students at standard)	Writing				Math	Writing				Math
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
	9	❖	44%	47%	33%	9	❖	49%	50%	37%
	10	51%	53%	❖	28%	10	42%	54%	❖	26%
	11	❖	❖	❖	❖	11	❖	❖	❖	❖
12	❖	❖	❖	❖	12	❖	❖	SCP	❖	
Classroom-Based Assessments (percent of students at standard) District Science Winter Benchmark (percent of students at standard)	Classroom-Based Assessment				Science	Classroom-Based Assessment				Science
	Grade	Social Studies	The Arts	Health/Fitness	District Benchmark	Grade	Social Studies	The Arts	Health/Fitness	District Benchmark
	9	❖	Pilot	79%	41%	9	❖	100%	69%	41%
	10	59%	Pilot	76%	36%	10	60%	100%	74%	48%
	11	68%	Pilot	79%	❖	11	67%	100%	77%	❖
12	❖	Pilot	85%	❖	12	62%	100%	81%	❖	

⊕ indicates data will be included during a reporting period in the future; not planned for this report period. ❖ indicates data collection not anticipated; not part of district's 2008-09 assessment plan.

Summary Analysis of Collaboration Time/Professional Development Activities during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • Student achievement, curriculum alignment by department. (1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 2.6) (4/15, 5/27/09) • CQI and instructional foci. (1.1, 1.2, 1.3, 1.4, 2.1) (4/15, 5/13/09) • Grade level specific activities. (1.5, 2.2, 2.4) (5/27/09) • Department Goal Setting check in. (2.4) (6/8/09) 	<p>Departments presented the results of their collaborative goals at the June 8th Department meeting. The greater emphasis on the Plan-Do-Check-Act portion of the CQI process, resulted in gains in WASL results with 88.1% in reading, 93.4% in writing, and 52.9% in math. The staff agreed to adopt the “Why Try” program and is working collaboratively on its implementation for next year. The collaborative day on June 18 was spent looking at the year end data and determining implications for “Why Try” and other initiatives at the school</p>
Summary Analysis of Parent & Student Engagement Activities during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • Spring Pep Assembly. (3.1) (5/22/09) • Super Saturday campus clean-up. (3.1) (5/30/09) • Recognition Assembly. (3.1) (5/29/09) • Senior Scholarship Night. (3.1) (5/19/09) • Graduation. (3.1) (6/12/09) 	<p>Students were recognized in a variety of ways. Students were recognized at the Spring Pep Assembly, the Recognition Assembly, Scholarship Night, and Graduation. This year’s Seniors were awarded \$394,049 from community donors. When combined with the college awards the total rose to \$1,797,123. The students took part in community service projects as well. To prepare for graduation students volunteered to clean-up the campus at Super Saturday. In addition NJROTC members participated in the Paint the Town Port Angeles beautification project. The culmination of our recognition activities was graduation, were students were honored in a dignified, respectful ceremony.</p>
Summary Analysis of On-Time Graduation Rate Improvement Activities during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • Credit Recovery for English, Social Studies and Math. (1.1, 1.2, 1.3, 1.5) • <i>READ180</i>[®] implementation. (1.1) • Segmented Math and 11th and 12th grade math support classes. (1.3) • Math Collection Of Evidence (COE) (1.3) • 12th grade graduation tracking. (1.5) • WASL test-talks (1.1, 1.2, 1.3) • Ninth Grade Intervention Plan review. (1.1, 1.2, 1.3, 1.4, 1.5, 1.6) • Senior Culminating Project tracking (1.5) • Senior Culminating Project presentations (1.5) (4/29, 5/6, 5/20, 6/3/09) 	<p>Each of the programs listed to the left was implemented to reduce the number of students at risk of not graduating due to failing specific classes. In addition this year’s 9th grade students, who failed specific graduation required courses, will be required to retake the course next year as 10th graders to meet credit requirements. The coordinator of the Senior Culminating Project and building administrators met with all seniors that were behind in the SCP process to ensure that graduation requirements were met.</p>

This summary will serve as a cover page to the *Action Plan* sections of the CSIP for each school.

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.1 All schools will annually improve student reading skills so that the percentage of students demonstrating adequate yearly progress in reading achievement increases by at least the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	In 2007-08, 81.0% of PAHS students met the state reading standard.				
STRATEGY	School-wide focus on reading comprehension and critical thinking strategies in all subjects using the CQI process.				
EVIDENCE OF ACHIEVEMENT	75.0% of grade 10 students will meet standard on the district’s benchmark reading test and 92.0% of students will meet the reading standard in 2009 measured by the WASL.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Monitor and maintain school-wide reading calendar.	Sept. 2008 – June 2009	English Department Chair	Principal	<input checked="" type="checkbox"/>	
Provide staff training on instructional foci, mini-assessments during Wednesday morning collaborative time, monthly new teacher meetings.	Sept. 2008 – Mar. 2009	English Department Chair	Principal	<input checked="" type="checkbox"/>	
Score and review mini-assessment results with staff during Wednesday morning collaborative time using data for re-teaching as needed.	Oct. 2008 – Mar. 2009	English Department Chair, Assistant Principal	Principal	<input checked="" type="checkbox"/>	
Administer benchmark tests.	Dec. 2008 March 2009	Assistant Principal	Principal	<input checked="" type="checkbox"/>	
Use results of benchmark tests to adjust curriculum for the following six weeks, based on student results.	January 2009 April 2009	English Department Chair	Principal	<input checked="" type="checkbox"/>	Adjustments made by individual teachers
Conduct test talks with identified grade 10, 11 and 12 students.	Jan. 2009 – Mar. 2009	English 10, 11 and 12 Teachers	Principal, English Department Chair	<input checked="" type="checkbox"/>	

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DATA ANALYSIS	In 2007-08, 81.0% of PAHS students met the state reading standard; reading comprehension and critical thinking were areas that students scored the lowest.				
STRATEGY	School-wide focus on reading comprehension and critical thinking strategies for tutoring and remediation and Collection of Evidence options as additional supports to the CQI process.				
EVIDENCE OF ACHIEVEMENT	75.0% of grade 10 students will meet standard on the district’s benchmark reading test, and 92.0% of students will meet the state reading standard in 2009 measured by the WASL.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Review Silent Sustained Reading Task Force recommendations with staff.	September 2008	All PAHS Staff	School Improvement Team	<input checked="" type="checkbox"/>	Task force recommended continuing SSR
Remediation program for identified students using <i>READ180</i> [®] curriculum administered by LAP staff.	Sept. 2008 – June 2009	LAP Staff	Assistant Principal	<input checked="" type="checkbox"/>	Six periods implemented for identified students
Continue vocabulary and Daily Oral Language instruction in grade 9 English classes.	Sept. 2008 – Dec. 2008 Jan. 2009 – June 2009	English Teachers	Principal, Department Chair	<input checked="" type="checkbox"/>	
Add reading comprehension lessons into grade 10 Advisory based on WASL stems.	Oct. 2008 – Mar. 2009	Grade 10 Advisors	Advisory Steering	<input checked="" type="checkbox"/>	
Develop and use informational text reading stems in social studies, science, CTE to support reading comprehension and critical thinking.	Oct. 2008 – Mar. 2009	Social Studies, Science, CTE staff, Assistant Principal	Principal, Department Chair	<input checked="" type="checkbox"/>	
Provide and support a Collection of Evidence program for identified grade 12 students.	Jan. 2009 – June 2009	English Staff	Principal	<input checked="" type="checkbox"/>	

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DATA ANALYSIS	Student WASL scores did not increase as expected in reading.				
STRATEGY	Increase the intentionality and accountability of all certificated staff regarding the use of the CQI process to support student achievement in reading.				
EVIDENCE OF ACHIEVEMENT	Increased percentage of students reaching standard on the reading portion of the WASL.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Monthly Wednesday morning collaboration time dedicated to the review of student work based on CQI data, by professional learning community.	Sept. 2008 – Nov. 2008 Dec. 2008 – Feb. 2009 Mar. 2009 – May 2009	Administrative Team, Department Chairpersons	Principal	<input checked="" type="checkbox"/>	Seven PDCA cycles reviewed by PLCs to date
Monthly Wednesday morning collaboration time dedicated to the review of student work based on CQI data, by department.	Sept. 2008 – Nov. 2008 Dec. 2008 – Feb. 2009 Mar. 2009 – May 2009	Administrative Team, Department Chairpersons	Principal	<input checked="" type="checkbox"/>	Departments met on seven Wednesday mornings
Complete review of mini-assessments based on 2007-08 student data using release days for department members to work.	Sept. 2008 – Nov. 2008	Department Chairpersons	Principal	<input checked="" type="checkbox"/>	
Implement revised mini-assessments.	Oct. 2008 – Jan. 2009 Feb. 2009 – May 2009	Department Chairpersons	Principal	<input checked="" type="checkbox"/>	
Create re-teaching plans for consolidation of concepts using release days for department members to work.	Dec. 2008 – Feb. 2009 Mar. 2009 – May 2009	Department Chairpersons	Principal	<input checked="" type="checkbox"/>	Release days not required
Ensure all at risk grade 10, 11, and 12 students receive Test Talks prior to Spring break.	Feb. 2009 – Mar. 2009	Administrative Team, Department Chairpersons	Principal	<input checked="" type="checkbox"/>	

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OBJECTIVE 1.2 All schools will improve student writing skills so that the percentage of students demonstrating yearly progress in writing achievement increases by at least the equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Currently, 84.2% of our students meet standard in WASL writing.				
STRATEGY	As a school, we will focus on writing through the use of the CQI processes and, Advisory to maintain and remediate students not meeting standard on both internal and external writing assessments.				
EVIDENCE OF ACHIEVEMENT	75.0% of grade 10 students will meet standard on the district’s benchmark writing test and 90.0% of students will meet standard on the 2009 WASL in writing.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Monitor and maintain school-wide writing foci.	Sept. 2008 – June 2009	English Department Chair	Principal	<input checked="" type="checkbox"/>	
Provide staff training on instructional foci, mini-assessments during Wednesday morning collaborative time, monthly new teacher meetings.	Sept. 2008 – Mar. 2009	English Department Chair	Principal	<input checked="" type="checkbox"/>	Occurs on 3-4 week cycles
Score and review mini-assessment results with staff during Wednesday morning collaborative time using data for re-teaching as needed.	Oct. 2008 – Mar. 2009	English Department Chair, Assistant Principal	Principal	<input checked="" type="checkbox"/>	
Administer benchmark tests.	October 2008 December 2008 January 2009	Assistant Principal	Principal	<input checked="" type="checkbox"/>	
Use results of benchmark tests to adjust curriculum for the following six weeks, based on student results.	Nov. 2008 – Mar. 2009	English Department Chair	Principal	<input checked="" type="checkbox"/>	Adjustments made by individual teachers
Conduct WASL talks with identified grade 10, 11 and 12 students.	Jan. 2009 – Mar. 2009	English 10, 11 and 12 Teachers	Principal, English Department Chair	<input checked="" type="checkbox"/>	

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OBJECTIVE 1.2 All schools will improve student writing skills so that the percentage of students demonstrating yearly progress in writing achievement increases by at least the equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Currently, 84.2% of our students meet standard in WASL writing.				
STRATEGY	School-wide focus on writing using Advisory and LAP staff as an additional support to the CQI process.				
EVIDENCE OF ACHIEVEMENT	75.0% of grade 10 students will meet standard on the district's benchmark writing test and 90.0% of students will meet standard on the 2009 WASL in writing.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Collection of Evidence program for identified grade 12 students.	Jan. 2009 – June 2009	English Staff	Principal	<input checked="" type="checkbox"/>	
Remediation program for identified grade 9, 10, and 11 students using <i>READ180</i> [®] curriculum administered by LAP staff.	Sept. 2008 – June 2009	LAP Staff	Principal	<input checked="" type="checkbox"/>	
Continue writing conventions instruction using Daily Oral Language instruction in grade 9 English classes and grade 10 Advisories.	Sep. 2008 – June 2009	English Department Chair	Principal	<input checked="" type="checkbox"/>	
Continue writing instructional focus lessons in grade 10 Advisory based on WASL stems.	Oct. 2008 – Mar. 2009	Grade 10 Advisors	Advisory Steering	<input checked="" type="checkbox"/>	

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OBJECTIVE 1.2 All schools will improve student writing skills so that the percentage of students demonstrating yearly progress in writing achievement increases by at least the equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Student WASL scores did not increase as expected in writing.				
STRATEGY	Increase the intentionality and accountability of all certificated staff regarding the use of the CQI process to support student achievement writing.				
EVIDENCE OF ACHIEVEMENT	Increased percentage of students reaching standard on the WASL and implementation of math and science mini-assessments at grades 9 and 10 with re-teaching plans following each assessment.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Monthly Wednesday morning collaboration time dedicated to the review of student work based on CQI data, by professional learning community.	Sept. 2008 – Nov. 2008 Dec. 2008 – Feb. 2009 Mar. 2009 – May 2009	Administrative Team, Department Chairpersons	Principal	<input checked="" type="checkbox"/>	Seven PDCA cycles reviewed by PLCs to date
Monthly Wednesday morning collaboration time dedicated to the review of student work based on CQI data, by department.	Sept. 2008 – Nov. 2008 Dec. 2008 – Feb. 2009 Mar. 2009 – May 2009	Administrative Team, Department Chairpersons	Principal	<input checked="" type="checkbox"/>	Departments met on seven Wednesday mornings
Complete review of mini-assessments based on 2007-08 student data using release days for department members to work.	Oct. 2008 – Nov. 2008	Department Chairpersons	Principal	<input checked="" type="checkbox"/>	
Implement revised mini-assessments.	Oct. 2008 – Jan. 2009 Feb. 2009 – May 2009	Department Chairpersons	Principal	<input checked="" type="checkbox"/>	
Create re-teaching plans for consolidation of concepts using release days for department members to work.	Dec. 2008 – Feb. 2009 Mar. 2009 – May 2009	Department Chairpersons	Principal	<input checked="" type="checkbox"/>	
Ensure all at risk grade 10, 11, and 12 students receive WASL talks prior to testing.	Feb. 2009 – Mar. 2009	Administrative Team, Department Chairpersons	Principal	<input checked="" type="checkbox"/>	

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OBJECTIVE 1.3 All schools will improve student math skills so that the percentage of students demonstrating adequate yearly progress increases by at least equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Currently 46.6% of our students meet standard in WASL math.				
STRATEGY	Use the CQI processes to maintain and remediate students not meeting standard on both internal and external math assessments.				
EVIDENCE OF ACHIEVEMENT	60.0% of grade 10 students will meet standard on the district’s benchmark math test and 65.0% of students will meet standard on the 2009 WASL in math.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Monitor and maintain building-wide math process strand foci, meeting with math department on a monthly basis.	Sept. 2008 – June 2009	Math Department Chair	Principal	<input checked="" type="checkbox"/>	
Review and revise mini-assessments and benchmark assessment for grade 9 and 10 students.	Oct. 2008 – Apr. 2009	Math Department Chair	Principal	<input checked="" type="checkbox"/>	
Provide staff with training regarding Instructional Foci and mini-assessments during Wednesday morning collaborative time.	Oct. 2008 – Apr. 2009	Math Department Chair	Principal	<input checked="" type="checkbox"/>	Five PDCA cycles reviewed by PLCs to date
Review mini-assessment results and support strategies with staff during Wednesday morning collaborative time.	Oct. 2008 – Mar. 2009	Math Department Chair, Assistant Principal	Principal	<input checked="" type="checkbox"/>	
Administer benchmark tests and use the results of benchmark tests to adjust curriculum based on student results over the following six weeks.	Dec. 2008 – June 2009	Assistant Principal	Principal	<input checked="" type="checkbox"/>	
Assign grade 10, 11, and 12 students to the after-school tutoring for additional support.	Sep. 2008 – Apr. 2009	Math Teachers	Principal	<input checked="" type="checkbox"/>	
Conduct test talks with identified students.	Jan. 2009 – Apr. 2009	Math Teachers	Principal	<input checked="" type="checkbox"/>	

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OBJECTIVE 1.3 All schools will improve student math skills so that the percentage of students demonstrating adequate yearly progress increases by at least equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Currently 46.6% of our students meet standard in WASL math.				
STRATEGY	Focus on WASL math process skills and Collection of Evidence option using math courses, Advisory and LAP staff as an additional support to the CQI process.				
EVIDENCE OF ACHIEVEMENT	60.0% of grade 10 students will meet standard on the district’s benchmark math test and 65.0% of students will meet standard on the 2008 WASL in math.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Place all targeted grade 11 and 12 students based on students’ WASL math performance, in WASL-aligned course.	Aug. 2008 – Sep. 2008	Principal, Counselors, Math Department Chair	Principal	<input checked="" type="checkbox"/>	
Place identified grade 11 students in LAP math courses to focus on WASL-based skills and processes.	Aug. 2008 – Sep. 2008	Principal, Counselors, Math Department Chair	Principal	<input checked="" type="checkbox"/>	
Initiate Collection of Evidence option for students in winter and spring.	Sep. 2008 – Jan. 2009 Feb. 2009 – June 2009	Segmented Math Staff	Principal	<input checked="" type="checkbox"/>	
Add math instructional focus lessons to grade 10 Advisory.	Oct. 2008 – Apr. 2009	Grade 10 Advisors	Advisory Steering Committee	<input checked="" type="checkbox"/>	

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OBJECTIVE 1.3 All schools will improve student math skills so that the percentage of students demonstrating adequate yearly progress increases by at least equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Student WASL scores declined in math to below the state average.				
STRATEGY	Increase the intentionality and accountability of all certificated staff regarding the use of the CQI process to support student achievement in math.				
EVIDENCE OF ACHIEVEMENT	Increased percentage of students reaching standard on the WASL and implementation of math and science mini-assessments at grades 9 and 10 with re-teaching plans following each assessment.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Monthly Wednesday morning collaboration time dedicated to the review of student work based on CQI data, by PLC.	Dec. 2008 – Feb. 2009 Mar. 2009 – May 2009	Administrative Team, Department Chairpersons	Principal	<input checked="" type="checkbox"/>	
Monthly Wednesday morning collaboration time dedicated to the review of student work based on CQI data, by department.	Oct. 2008 – Nov. 2008 Dec. 2008 – Feb. 2009 Mar. 2009 – May 2009	Principal, Department Chairpersons	Principal	<input checked="" type="checkbox"/>	
Complete review of mini-assessments based on 2007-08 student data using release days for department members to work.	Oct. 2008 – Nov. 2008	Math Department Chair	Principal	<input checked="" type="checkbox"/>	
Implement revised mini-assessments.	Oct. 2008 – Jan. 2009 Feb. 2009 – May 2009	Department Chairpersons	Principal	<input checked="" type="checkbox"/>	
Create re-teaching plans for consolidation of concepts using release days for department members to work.	Dec. 2008 – Feb. 2009 Mar. 2009 – May 2009	Department Chairpersons	Principal	<input checked="" type="checkbox"/>	

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OBJECTIVE 1.4 All schools will improve student science skills so that the percentage of students demonstrating yearly progress increases by at least the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	In 2007-08 44.4% of PAHS students met state standard in science.				
STRATEGY	Implement the second year of the two year integrated curriculum (BSCS) in grade 10 to align the written, taught and tested curriculum to GLEs and EALRs using the CQI process.				
EVIDENCE OF ACHIEVEMENT	By 2009 WASL measure, 54% of our students will meet standard.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Monitor and maintain building-wide grade 9 science calendar through monthly department meetings.	Sep. 2008 – Nov. 2008 Dec. 2008 – Feb. 2009 Mar. 2009 – May 2009	Science Department Chair	Principal	<input checked="" type="checkbox"/>	
Implement and review the instructional calendar for the grade 10 <i>BSCS</i> materials.	Sep. 2008 – Nov. 2008 Dec. 2008 – Feb. 2009 Mar. 2009 – May 2009	Science Department Chair	Principal	<input checked="" type="checkbox"/>	
Analyze grade 10 mini-assessments and benchmark data to adjust curriculum based on student results.	Sep. 2008 – Nov. 2008 Dec. 2008 – Feb. 2009 Mar. 2009 – May 2009	Science Department Chair	Principal	<input type="checkbox"/>	Unit tests replace mini-assessments; state changes poss.
The science department will administer and refine WASL-like benchmark assessments for grade 9 and 10 students.	Oct. 2008 – Jan. 2009 Feb. 2009 – May 2009	Science Department Chair, Assistant Principal	Principal	<input type="checkbox"/>	Grade 9 administered.

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DATA ANALYSIS	In 2007-08 44.4% of PAHS students met state standard in science.				
STRATEGY	Increase the intentionality and accountability of all certificated staff regarding the use of the CQI process to support student achievement in science.				
EVIDENCE OF ACHIEVEMENT	Increased percentage of students reaching standard on the WASL and implementation of math and science mini-assessments at grades 9 and 10 with re-teaching plans following each assessment.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Wednesday morning collaboration time dedicated monthly to the review of student work based on CQI data, by PLC.	Oct. 2008 – Nov. 2008 Dec. 2008 – Feb. 2009 Mar. 2009 – May 2009	Principal, Department Chairpersons	Administrative Team	<input type="checkbox"/>	Assessments not written; no data available
Wednesday morning collaboration time dedicated monthly to the review of student work based on CQI data, by department.	Oct. 2008 – Nov. 2008 Dec. 2008 – Feb. 2009 Mar. 2009 – May 2009	Principal, Department Chairpersons	Principal	<input type="checkbox"/>	Reviews not conducted
Complete review of mini-assessments based on 2007-08 student data using release days for department members to work.	Sept. 2008 – Nov. 2008 Dec. 2008 – Feb. 2009 Mar. 2009 – May 2009	Science Department Chair	Principal	<input type="checkbox"/>	Two days of re-lease time provided
Implement revised mini-assessments.	Oct. 2008 – Jan. 2009 Feb. 2009 – May 2009	Department Chairpersons	Principal	<input type="checkbox"/>	Unit tests replaced mini-assessments
Create re-teaching plans for consolidation of concepts using release days for department members to work.	Dec. 2008 – Feb. 2009 Mar. 2009 – May 2009	Department Chairpersons	Principal	<input type="checkbox"/>	Adjustments made by individual teachers
Ensure all at risk grade 10 students participate in WASL talks prior to testing.	Feb. 2009 – April 2009	Administrative Team, Department Chairpersons	Principal	<input checked="" type="checkbox"/>	

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.5 Annually the proportion of students not graduating on time as measured by cohort promotion data beginning in 9th grade will decrease by at least the percent necessary to meet the AYP “other indicator” requirement; each middle or elementary school will decrease its unexcused absence rate to meet AYP “other indicator” requirements.

DATA ANALYSIS	The 2006-07 dropout rate increased from 4.4% to 6.0%; the on-time graduation rate fell to 63.5% from 70%.				
STRATEGY	Regular review of student progress toward graduation by implementing a Ninth Grade Student Intervention Plan, and interventions through Advisory, guidance, student-led conferences, and community agencies.				
EVIDENCE OF ACHIEVEMENT	Spring 2009 cohort dropout rate will decrease by 10%and the graduation rate will rise to 80%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Continue the Ninth Grade Student Intervention Plan to better track and communicate with parents their student’s academic progress.	Sept. 2008 – Nov. 2008 Dec. 2008 – Feb. 2009 Mar. 2009 – May 2009	Department Chairs, School Improvement Team	Principal	<input checked="" type="checkbox"/>	
Review student progress, recommend credit recovery in English, math and social studies, and appropriate tutoring or support courses, student-by-student to support on-time graduation.	Dec. 2008 – Jan. 2009 Apr. 2009 – June 2009	Credit Recovery Staff, PAHS Staff	Principal	<input checked="" type="checkbox"/>	
Counselors conference with all seniors and schedule regular check-ins with seniors most at-risk for not graduating on time.	Sept. 2008 – Jan. 2009 Feb. 2009 – June 2009	Counselors	Principal	<input checked="" type="checkbox"/>	Spring check-ins complete
Student-led parent conferences include 4-year plan, High School & Beyond Plan, graduation status, Student Learning Plans, Senior Culminating Project as needed.	Nov. 2008	All Staff	Principal	<input checked="" type="checkbox"/>	
Review Student Learning Plans in the spring.	Mar. 2009	All Staff	Principal	<input type="checkbox"/>	No review

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.5 Annually the proportion of students not graduating on time as measured by cohort promotion data beginning in 9th grade will decrease by at least the percent necessary to meet the AYP “other indicator” requirement; each middle or elementary school will decrease its unexcused absence rate to meet AYP “other indicator” requirements.

DATA ANALYSIS	The 2006-07 dropout rate increased to 6.0%; the on-time graduation rate fell to 63.5% from 70%.				
STRATEGY	Regular review of student progress toward graduation by implementing a Ninth Grade Student Intervention Plan, and interventions through Advisory, guidance, student-led conferences, and community agencies.				
EVIDENCE OF ACHIEVEMENT	Spring 2009 cohort dropout rate will decrease by 10% and the graduation rate will rise to 80%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Partner with community agencies to connect at-risk students with needed resources.	Sept. 2008 – Jan. 2009 Feb. 2009 – May 2009	Principal, Truancy-Outreach Secretary	Truancy-Outreach Group	<input checked="" type="checkbox"/>	
Truancy-Outreach secretary and the dropout prevention specialist will recommend students to mentoring programs.	Sept. 2008 – Jan. 2009 Feb. 2009 – May 2009	Truancy-Outreach Secretary, Dropout Prevention Specialist	Principal	<input checked="" type="checkbox"/>	
Administrative team will meet with grade 9 students failing three or more classes at the end of triads one and five.	Oct. 2008 Mar. 2009	Administrative Team	Principal	<input checked="" type="checkbox"/>	
Student and parent meetings will be held for all grade 9 students failing four or more classes at the semester.	Jan. 2009	Administrative Team	Principal	<input checked="" type="checkbox"/>	Unable to contact some parents

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.6 Annually every school will intentionally examine culture and climate and take further steps to promote a positive culture and climate that result in respectful, responsible and productive relationships that support powerful teaching and learning.

DATA ANALYSIS	The results of EES 2007 survey show 49% of staff feels PAHS has a supportive learning environment.				
STRATEGY	School administrators support a positive school environment through encouragement to seek advancement.				
EVIDENCE OF ACHIEVEMENT	By 2009, EES survey data will show 70% of staff feels positive about the learning environment that supports powerful teaching and learning.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Conduct goal-setting conferences for all staff members with opportunities for professional growth in areas of instructional practice.	Sept. 2008 – Oct. 2008	Principal, Assistant Principals	School Improvement Team	<input checked="" type="checkbox"/>	
Provide Wednesday morning collaboration time for work in Professional Learning Communities focused on instructional practices.	Sept. 2008 – June 2009	Principal, Assistant Principals	Department Chair, School Improvement Team	<input checked="" type="checkbox"/>	
Continue classroom walk-through protocols using attributes of quality student learning.	Sept. 2008 – June 2009	Principal, Assistant Principals	Department Chair, School Improvement Team	<input checked="" type="checkbox"/>	
Identify ways to recognize teachers for positive contribution to the school.	Sept. 2008 – June 2009	Principal, Assistant Principals	School Improvement Team	<input checked="" type="checkbox"/>	Culture & Climate Committee continuing recognition

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.6 Annually every school will intentionally examine culture and climate and take further steps to promote a positive culture and climate that result in respectful, responsible and productive relationships that support powerful teaching and learning.

DATA ANALYSIS	EES 2007 and informal winter 2008 surveys show 90% and 92% of staff feel they are willing to work at changing PAHS for the better; only 39% and 70% believe their colleagues are willing to work at it.				
STRATEGY	Staff members will identify and reduce barriers to establishing collegial trust.				
EVIDENCE OF ACHIEVEMENT	By 2009, EES survey data will show 90% of staff feels positive about their colleagues' willingness to work at changing the school for the better.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Identify barriers to collegial trust.	Oct. 2008	Department Chairpersons	School Improvement Team	<input checked="" type="checkbox"/>	
Review and prioritize staff's suggestions.	Oct. 2008	Department Chairpersons	School Improvement Team	<input checked="" type="checkbox"/>	
Identify three actions for this year's focus. Embed actions into collaborative time, Learning Improvement Day and daily operations.	Oct. 2008 – May 2009	Department Chairpersons	School Improvement Team	<input checked="" type="checkbox"/>	
Survey staff regarding willingness to work at changing the school for the better.	Jan. 2009 May 2009	Department Chairpersons	School Improvement Team	<input checked="" type="checkbox"/>	Both surveys conducted and reported.
Review survey results with staff and make adjustments.	Feb. 2009 June 2009	Department Chairpersons	School Improvement Team	<input checked="" type="checkbox"/>	June review completed

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.6 Annually every school will intentionally examine culture and climate and take further steps to promote a positive culture and climate that result in respectful, responsible and productive relationships that support powerful teaching and learning.

DATA ANALYSIS	EES 2007 survey results show 49% of staff feels PAHS has a supportive learning environment.				
STRATEGY	Staff members will identify and develop solutions to culture and climate issues. Each department will develop a goal to improve collaboration within their department.				
EVIDENCE OF ACHIEVEMENT	By 2009, EES survey data will show 70% of staff feels positive about the learning environment that supports powerful teaching and learning.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes			Comments	
Plan and implement August collaboration days focused on improving culture and climate.	Aug. 2008	Department Chair, Administrative Team	School Improvement Team	<input checked="" type="checkbox"/>	
Each department, department chairpersons and administrative team will develop a goal regarding collaboration.	Sept. 2008	Department Chair, Administrative Team	Principal	<input checked="" type="checkbox"/>	
Learning Improvement Days dedicated to improving school culture and climate.	Oct. 2008 Mar. 2009	Principal, Assistant Superintendent	Department Chair, School Improvement Team	<input checked="" type="checkbox"/>	
Departments will calendar their goals and address the issues during Wednesday morning collaborative time.	Sept. 2008 – Nov. 2008 Dec. 2008 – Feb. 2009 Mar. 2009 – May 2009	Department Chair, Administrative Team	Principal	<input checked="" type="checkbox"/>	

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.6 Annually every school will intentionally examine culture and climate and take further steps to promote a positive culture and climate that result in respectful, responsible and productive relationships that support powerful teaching and learning.

DATA ANALYSIS	The results of EES 2007 survey show 49% of staff feels PAHS has a supportive learning environment.				
STRATEGY	Examine, monitor and review existing discipline plan to promote a positive culture and climate that supports learning.				
EVIDENCE OF ACHIEVEMENT	By 2009, EES survey data will show 70% of staff feel positive about the learning environment that supports powerful teaching and learning.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Plan, implement August collaboration days focused on improving culture and climate; review Faculty Handbook, discipline/attendance data.	Aug. 2008	Department Chair, Administrative Team	Principal	<input checked="" type="checkbox"/>	
Freshman assemblies through Advisory to acculturate students to high school expectations.	Sept. 2008	Department Chair, Administrative Team	Principal	<input checked="" type="checkbox"/>	Three assemblies
Administration and a representative from Juvenile Services meet with grade 9 Advisories to discuss attendance and behavioral expectations.	Oct. 2008	Administrative Team	Principal	<input checked="" type="checkbox"/>	
Learning Improvement Days dedicated to improving school culture and climate through responsibility based discipline.	Oct. 2008 Mar. 2009	Principal, Assistant Superintendent	Department Chair, School Improvement Team	<input checked="" type="checkbox"/>	
Review discipline and attendance data with staff.	Feb. 2009 June 2009	Administrative Team	School Improvement Team	<input checked="" type="checkbox"/>	Reviewed 06.18.09

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.1 Annually the district will increase opportunities for implementation of its research-based, on-going, job embedded, and collaborative professional development system to enhance adults’ capacities to close student achievement gaps defined by demographic attributes (e.g., ethnicity, poverty, gender), and will continue to demonstrate effective utilization of regularly scheduled collaborative time in and between schools so that teachers can support each other in understanding student achievement data and its connection to instructional strategies, curriculum, and assessment.

DATA ANALYSIS	EES data shows that the percent of staff which believe there are “High Levels of Collaboration and Communication” has dropped from 51% to 24% over the last four surveys.				
STRATEGY	Collaborative time will be developed, calendared, and connected to our vision and student data.				
EVIDENCE OF ACHIEVEMENT	Spring 2009 EES rating for “High Levels of Collaboration and Communication” rises to 60% positive.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes			Comments	
A calendar of Wednesday morning collaborative time activities will be developed using the staff’s analysis of student data.	Aug. 2008 – Oct. 2008	Principal, Chairpersons	School Improvement Team	<input checked="" type="checkbox"/>	
Focus on effective instructional strategies, curriculum development, or analyzing student work during collaborative and LID time.	Aug. 2008 – June. 2009	All Staff	Principal, Chairpersons, School Improvement Team	<input checked="" type="checkbox"/>	
Training and ongoing support at monthly late-start meetings to enhance Advisory effectiveness at improving student graduation rate.	Sept. 2008 – Apr. 2009	All Staff	Advisory Steering, School Improvement Team	<input checked="" type="checkbox"/>	Seven meetings held

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.1 Annually the district will increase opportunities for implementation of its research-based, on-going, job embedded, and collaborative professional development system to enhance adults’ capacities to close student achievement gaps defined by demographic attributes (e.g., ethnicity, poverty, gender), and will continue to demonstrate effective utilization of regularly scheduled collaborative time in and between schools so that teachers can support each other in understanding student achievement data and its connection to instructional strategies, curriculum, and assessment.

DATA ANALYSIS	In the 2007 EES survey results, 22% of the staff felt that the principal focused on their unique staff development needs even sometimes.				
STRATEGY	Individual staff and principal or assistant principal conferences regarding professional development goal setting will happen with all staff.				
EVIDENCE OF ACHIEVEMENT	By 2009 EES survey data, 60% of staff will feel that the principal or assistant principals focused on their unique staff developmental needs.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Examine student data and determine instructional strategies to meet teacher’s needs and department goals.	Aug. 2008 – Oct. 2008	All Staff	Principal, Department Chairs	<input checked="" type="checkbox"/>	
Conduct staff goal setting conferences using goal-setting template and require an instructional practice goal.	Sept. 2008 – Oct. 2008	All Staff	Administrative Team	<input checked="" type="checkbox"/>	
Provide Wednesday morning professional development aligned with staff goals for improvement and CSIP and department objectives.	Sept. 2008 – May 2009	All Staff	Principal	<input checked="" type="checkbox"/>	
Mid-year check on goal progress.	Winter 2009	All Staff	Administrative Team	<input checked="" type="checkbox"/>	
End of year check on goal progress.	Spring 2009	All Staff	Administrative Team	<input checked="" type="checkbox"/>	

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.2 By June 2009, the district will have identified grade level standards for student knowledge and skills in technology and will have developed assessments to measure and report their achievement.

DATA ANALYSIS	Approximately 60% of students take Microsoft Office or Digital Communication Tools (DigiTools) classes; approximately 15% of middle school students exit without technology instruction..				
STRATEGY	Implement current standards and assessments for Microsoft Office and Digital Communication Tools.				
EVIDENCE OF ACHIEVEMENT	80% of the students will demonstrate grade-level proficiency (receiving C or better) in technology skills; students exiting middle school without technology instruction will receive instruction to meet standards.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Identify appropriate grade-level technology activities.	Sept. 2008 – June 2009	District Technology Instruction Task Force	Administrative Team	<input checked="" type="checkbox"/>	
Identify courses for integration of technology skills and knowledge.	Sept. 2008 – June 2009	School Technology Team	Administrative Team	<input checked="" type="checkbox"/>	
Calendar objectives for technology skills and objectives.	Sept. 2008 – June 2009	School Technology Team	Administrative Team	<input checked="" type="checkbox"/>	
Based on grade 8 proficiency in technology, students will be placed in DigiTools or Microsoft Office® courses.	Sept. 2008 – Sept. 2009	Administrative Team	Assistant Superintendent	<input type="checkbox"/>	TBD

ACTION PLAN

GOAL 3 Parents and community partners support and enhance the education of children.

OBJECTIVE 3.1 By June 2009, every school will have created and implemented an updated plan to increase parental and community involvement to enhance parent and community commitment to school improvement initiatives.

DATA ANALYSIS	Based on 2005 CEE survey, 39% of parents surveyed believed there are high levels of community and parent involvement.				
STRATEGY	Publicize the work underway at PAHS, and solicit greater parent support.				
EVIDENCE OF ACHIEVEMENT	By spring 2009, 50% of parents surveyed will indicate there are high levels of community and parent involvement.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Discuss new PAHS website, activities calendar, Skyward® Family Access, and electronic reader board at Open House.	Sept. 2008	School Technology Coordinator	Principal	<input checked="" type="checkbox"/>	
Provide support for teachers to post lesson plans through Moodle®.	Sept. 2008 – Dec. 2008	Technology Committee	Principal	<input checked="" type="checkbox"/>	
Provide parent information evenings on a variety of topics including college applications and financial aid information.	Sept. 2008 – Apr. 2009	Counseling Staff	Principal	<input checked="" type="checkbox"/>	Seven programs completed
Solicit input from parents in quarterly newsletters.	Oct. 2008 – June 2009	Principal	School Improvement Team	<input checked="" type="checkbox"/>	Seven newsletters

ACTION PLAN

GOAL 3 Parents and community partners support and enhance the education of children.

OBJECTIVE 3.1 By June 2009, every school will have created and implemented an updated plan to increase parental and community involvement to enhance parent and community commitment to school improvement initiatives.

DATA ANALYSIS	Based on 2005 CEE survey, 39% of parents surveyed believed there are high levels of community and parent involvement.				
STRATEGY	Publicize the work underway at PAHS, and solicit greater community support.				
EVIDENCE OF ACHIEVEMENT	By spring 2009, 50% of parents surveyed will indicate there are high levels of community and parent involvement.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Regular update of school website to include School Improvement Team minutes.	Sept. 2008 – June 2009	School Technology Coordinator	Principal	<input checked="" type="checkbox"/>	Updated after each meeting
Provide parent information evenings on a variety of topics including college applications and financial aid information.	Sept. 2008 – Apr. 2009	Counseling Staff	Principal	<input checked="" type="checkbox"/>	Seven programs completed
Solicit input from community in quarterly newsletters.	Oct. 2008 – June 2009	Principal	School Improvement Team	<input checked="" type="checkbox"/>	
Inclusion of a non-parent, community member on the School Improvement Team.	Oct. 2008 – June 2009	School Improvement Team Chair, Principal	School Improvement Team	<input type="checkbox"/>	None
Meet with members of community service clubs to coordinate joint service projects on the campus.	Oct. 2008 – May 2009	ASB Officers, ASB Advisor	Principal	<input checked="" type="checkbox"/>	

ACTION PLAN

GOAL 3 Parents and community partners support and enhance the education of children.

OBJECTIVE 3.1 By June 2009, every school will have created and implemented an updated plan to increase parental and community involvement to enhance parent and community commitment to school improvement initiatives.

DATA ANALYSIS	Based on 2005 CEE survey, 39% of parents surveyed believed there are high levels of community and parent involvement.				
STRATEGY	Publicize to parents and to the community, positive student recognition.				
EVIDENCE OF ACHIEVEMENT	By spring 2009, 50% of parents surveyed will believe there are high levels of community and parent involvement.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Student of the Month and Athlete of the Week recognition publicized on website, newsletter and reader board.	Sept. 2008 – June 2009	Department Chair, Coaches	Principal	<input checked="" type="checkbox"/>	
Monthly positive student recognition in the <i>Peninsula Daily News</i> and on radio station KONP via the district's communications specialist.	Oct. 2008 – Nov. 2008 Dec. 2008 – Feb. 2009 Mar. 2009 – May 2009	Department Chair	Principal	<input checked="" type="checkbox"/>	
Positive student recognition to be published in the <i>PAHS Newsletter</i> each grading period.	Oct. 24; Dec. 12, 2008 Feb. 6; Mar. 20, 2009 May 11; July 3, 2009	Principal	School Improvement Team	<input checked="" type="checkbox"/>	Six newsletters published
Positive student recognition to be posted on the PAHS web site on a weekly basis, and on the PAHS reader board as appropriate.	Sept. 2008 – June 2009	Principal	School Improvement Team	<input checked="" type="checkbox"/>	
Honor Society Awards Ceremony calendared, planned, announced, and organized with attention to detail.	Oct. 2008 – Nov. 2008	Honor Society Advisors	Administrative Team	<input checked="" type="checkbox"/>	

ACTION PLAN

GOAL 3	Parents and community partners support and enhance the education of children.
OBJECTIVE 3.4	By June 2009, the district will design and implement a revised approach to providing students access to coursework on-line.

DATA ANALYSIS	Currently, students do not have access to online coursework.				
STRATEGY	Make courses available to students using the Digital Learning Commons (DLC).				
EVIDENCE OF ACHIEVEMENT	Students will be enrolled in classes offered through the DLC starting in September 2008 and continuing the spring semester of 2009.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Meet with high school counselors, CTE Director, assistant superintendent to plan logistics of enrolling students into the DLC.	Sept. 2008	Principal	Assistant Superintendent	<input checked="" type="checkbox"/>	Meeting held September 19
Counselors enroll students into courses when appropriate.	Sept. 2008 – Oct. 2008 Jan. 2009 – Feb. 2009	Counselors	Principal	<input checked="" type="checkbox"/>	
Monitor student access to DLC courses at the end of each semester.	Feb. 2009 June 2009	Counselors	Principal	<input checked="" type="checkbox"/>	

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

Directions: Please identify all of your school’s professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to your school’s basic staff development allocation.

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
\$3,500	Advisory <ul style="list-style-type: none"> • Grade Level activities • Life Skills activities • Student Learning Plans 	Advisory Steering Committee, Student Advisors	<input checked="" type="checkbox"/>
\$2,000	Classroom instructional practices <ul style="list-style-type: none"> • Pods • Professional Learning Communities • Instructional Techniques 	Classroom Teachers	<input checked="" type="checkbox"/>
\$4,000	New teacher training <ul style="list-style-type: none"> • CQI Process • Advisory • Reading Strategies • Instructional practices 	Trainers, New Staff	<input checked="" type="checkbox"/>
	Technology <ul style="list-style-type: none"> • Skyward® Gradebook • Outlook® • Moodle® 	School Technology Committee, New Staff	<input checked="" type="checkbox"/>
	Science <ul style="list-style-type: none"> • State release days 	Science Department	<input checked="" type="checkbox"/>
\$780	Senior Culminating Project <ul style="list-style-type: none"> • Coordination • Project review 	Senior Culminating Project Steering Committee	<input checked="" type="checkbox"/>

\$10,280 School Staff Development Allocation

✓ Source: School Budget Allocation