



**Continuous School Improvement Plan  
School Reporting Format and Schedule  
Program Year 2009-10**

**School** Port Angeles High School  
**Principal** Garry Cameron

Reporting Schedule	School Submittal	Board Summary
<input checked="" type="checkbox"/> Report 1	1-05-10	1-11-10
<input type="checkbox"/> Report 2	4-12-10	4-19-10
<input type="checkbox"/> Report 3	6-21-10	6-28-10

Key Progress (incl. relevant internal accountability data references)	Key Barriers To Progress (incl. relevant problem solving steps)
<b>Objective 1.1:</b> Mini assessments and benchmark assessments have been administered. Staff discussed mini assessment results on 3 collaboration days and results will be used to modify instruction. Read 180 is being taught 3 periods a day for students at risk of not passing the reading HSPE. Eight students have been identified for collection of evidence support during second semester.	<b>Objective 1.1:</b> The responsibility for scoring the mini assessments has been returned to the English Department as we lack funding to support alternative scoring. This creates a lag time between test administration and discussion of the results during collaborative time. Read 180 was reduced from six to three sections this year, resulting in fewer students being served.
<b>Objective 1.2:</b> Mini assessments and the expository benchmark tests have been administered in all English classes. Scoring of benchmark assessments is complete and results will be used to modify instruction. Three collaboration days were used to discuss CQI results.	<b>Objective 1.2:</b> There is not enough staffing support for Read 180 in grades 11 and 12. There are similar issues regarding the scoring of writing mini assessments as with the reading mini assessments.
<b>Objective 1.3:</b> Identified ninth grade students have been placed into a two hour Algebra I math block. Americorps tutors are providing support in the two hour block classes as well as lunch time and after school tutoring four days a week. Saturday Algebra I reteach and retake session were provided in December. The results were that over 70% of the students passed the retake tests.	<b>Objective 1.3:</b> One more sections of the two hour block would allow support for those students currently failing Algebra I. The new curriculum adoption has slowed the pace of the lesson delivery. Currently, we expect to finish eight of the ten Algebra I chapters in the book.
<b>Objective 1.4:</b> Continue to refine lessons and assessments based on newly released state standards. Science teachers have been assigning Academic Saturday Interventions to students who have not completed their work. Added AP Biology.	<b>Objective 1.4:</b> As of this report staff collaboration time has not been used to review student Science work. Our first Science staff collaboration is calendared for Jan 13, 2010. OSPI has not released the HSPE for Science.
Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)

<b>Objective 1.1:</b> Resources to support scoring mini assessments will allow for more immediate analysis of weaknesses identified in reading. More importantly, we would like to provide one additional period of English to provide a collection of evidence course for students who have not attained a certificate of academic achievement.	<b>Objective 1.1</b> Modify Wednesday collaborative time to support scoring mini assessments and discuss the results. Reading mini assessment results have remained stable.
<b>Objective 1.2:</b> PAHS would like to provide one additional period of English to provide a collection of evidence course for students who have not attained a certificate of academic achievement.	<b>Objective 1.2</b> Tenth grade writing mini assessment scores have declined. Tenth grade instructors will utilize the results to modify instruction. These results and future instructional strategies will be disseminated to staff at a Wednesday morning collaboration meeting.
<b>Objective 1.3:</b> Resources to provide one more section of the Algebra I block and professional development to support teachers with the new curriculum.	<b>Objective 1.3:</b> Release time for Algebra I teachers to collaborate on the instructional calendar to emphasize the needed core skills as they enter Geometry and Algebra II/Trigonometry.
<b>Objective 1.4:</b> Resources to provide additional lab supplies, equipment and facilities.	<b>Objective 1.4:</b> The action plan may need adjustment upon release of the HSPE Science test.

Summary Student Internal Accountability System Performance Data to Date													
Internal Assessment Results for 2008-09 (EOY)							Internal Assessment Results for 2009-10 (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	3.21%	91.91%	65	1	4	36	9	2.2%	92.08%	7	3	1	14
10	3.40%	91.64%	28	0	0	41	10	3.0%	91.05%	10	4	2	19
11	5.77%	88.80%	20	0	1	57	11	3.7%	90.96%	4	0	0	17
12	5.72%	89.46%	11	0	0	19	12	5.6%	89.28%	5	3	0	13

Analysis Tool/ Measurement Device	Results for 2008-09					Results for 2009-10				
<b>Fall Degrees of Reading Power (DRP)</b> (percent of students at standard) <b>Developmental Reading Assessment (DRA)</b> <b>District Reading Winter Benchmark</b> (percent of students at standard)	<b>Reading</b>					<b>Reading</b>				
	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	58%	23	3.2	49%	9	19%	1	3 <sup>rd</sup>	NA
	10	60%	37	4.0	54%	10	45%	25	9 <sup>th</sup>	NA
	11	75%	29	6.3	❖	11	59%	9	8 <sup>th</sup>	❖
12	53%	4	7.4	❖	12	58%	7	8 <sup>th</sup>	❖	
<b>District Writing Benchmark Fall, Winter, Spring</b> (percent of students at standard) <b>District Math Winter Benchmark</b> (percent of students at standard)	<b>Writing</b>				<b>Math</b>	<b>Writing</b>				<b>Math</b>
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
	9	❖	49%	50%	37%	9	❖			
	10	42%	54%	❖	26%	10	NA			
	11	❖	❖	❖	❖	11	❖			
12	❖	❖	SCP	❖	12	❖				
<b>Classroom-Based Assessments</b> (percent of students at standard) <b>District Science Winter Benchmark</b> (percent of students at standard)	<b>Classroom-Based Assessment</b>				<b>Science</b>	<b>Classroom-Based Assessment</b>				<b>Science</b>
	Grade	Social Studies	The Arts	Health/Fitness	District Benchmark	Grade	Social Studies	The Arts	Health/Fitness	District Benchmark
	9	❖	100%	69%	41%	9				
	10	60%	100%	74%	48%	10				
	11	67%	100%	77%	❖	11				
12	62%	100%	81%	❖	12					

⊕ 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 2009-10 assessment plan.

**Summary Analysis of Collaboration Time/Professional Development Activities during Report Period (reference related action plan data)**

<ul style="list-style-type: none"> <li>• Review of on-time graduation data and student failure rates to develop strategies to decrease student failure in core content areas: reading, writing, math, and science. (1.1, 1.2, 1.3, 1.4, 1.5) (8/31 and 9/1/2009)</li> <li>• “Why Try” training to improve culture and climate and improve graduation rate. (1.5, 1.6) (8/31/2009)</li> <li>• CQI Instructional Focus (1.1, .2, 1.3) (9/16, 10/21, 11/18, and 12/2/2009).</li> <li>• Advisory Time and Grade level specific activities (1.5, 1.6) (9/23 and 10/28/2009)</li> <li>• Parent Conference Preparation (1.1, 1.2, 1.3, 1.4, 1.5, 3.1) ( 10/28 and 11/4/2009)</li> </ul>	<p>The school year began with a focus on all students graduating and a comparison with other high schools in the state. Our continued focus has been to share with all staff the failure rates of all courses after the first and second triad. School-wide strategies have centered on “Why Try” and Response To Intervention (RTI). Why try activities that staff members have piloted are the no “F” policy, the rollercoaster ride for short term versus long term decision making, and the blue card to make up an assignment. RTI strategies being used are the acceptance of more late work and the assignment of academic referrals. The majority of our collaboration time has focused on the implementation of those strategies with a review of CQI assessment results.</p>
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**Summary Analysis of Parent & Student Engagement Activities during Report Period (reference related action plan data)**

<ul style="list-style-type: none"> <li>• Ninth Grade Welcome Night (3.1) (8/19/2009)</li> <li>• Ninth Grade assemblies in September (1.5, 1.6) (9/10, 9/17, &amp; 9/24/2009)</li> <li>• Open House (3.1) (9/22/2009)</li> <li>• Parent Information Nights provided by counseling staff for each grade level. (3.1) (9/10, 9/24/ 9/29, 10/08, 12/17/2009)</li> <li>• Homecoming events (1.6) (10/16 to 10/23/2009)</li> <li>• Pep Assemblies and Pep Dances (1.6) (9/3 to 12/18/2009)</li> <li>• Parent-Student conferences (1.1, 1.2, 1.3, 1.4, 3.1) (11/9 and 10, 2009)</li> <li>• Super Saturday campus clean-up (1.6) (11/21/2009)</li> <li>• National Honor Society Awards (1.1, 1.2, 1.3, 1.4, 1.5, 1.6) (11/24/2009)</li> </ul>	<p>Before the school year started we hosted a ninth grade parent night for our newest students. This welcome continued on the first day of school with an opening day assembly where our freshmen were welcomed with a human tunnel formed by upper class officers instead of the chant “freshmen swim.” We have continued with five pep assemblies and seven pep dances. This is in addition to the multitude of activities during homecoming week. There were 811 student led conferences held in November. Our parent information nights were attended by a cumulative 200 people. Our National Honor Society Awards recognized 256 students for academic excellence as demonstrated with a 3.5 GPA and was attended by over 400 people.</p>
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**Summary Analysis of On-Time Graduation Rate Improvement Activities during Report Period (reference related action plan data)**

<ul style="list-style-type: none"> <li>• Credit Recovery (1.1, 1.2, 1.3, 1.5)</li> <li>• Read 180 (1.1, 1.2)</li> <li>• Algebra Lecture/Lab classes (1.3, 1.5)</li> <li>• Academic Saturdays for students with failing grades (1.1, 1.2, 1.3, 1.4, 1.5)</li> <li>• Algebra I Saturday Intervention Reteach and Retest Classes (1.3, 1.5)</li> <li>• Individual student conferences with academically at risk students (1.1,1.2,1.3,1.4, 1.5)</li> <li>• Americorps Tutors (1.1, 1.2, 1.3, 1.4, 1.5, 1.6)</li> <li>• SCP Support Wednesday mornings and afterschool (1.5)</li> <li>• Computer lab deployed in portable classroom(2.2)</li> </ul>	<p>Each of the programs in the summary analysis has been implemented to improve student success and reduce the failure rate. The year started with an administrator and a counselor meeting with each academically at risk student on campus. In addition we started credit recovery on July 28, 2009 and have retrieved 45 semester credits compared to 13 at this time last year. Our Algebra Lecture/Lab classes have two sections with a passing rate of over 70%. The Algebra I Saturdays started on December 5 for students who are failing has yielded promising results with over 70% of the attendees passing the retest. The Academic Saturdays started on December 12 and have allowed students to make up work in a study hall atmosphere. January 4, 2010 computer lab deployed.</p>
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**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.

<b>DATA ANALYSIS</b>	Currently, 83.5% of our students meet standard in WASL reading.				
<b>STRATEGY</b>	School-wide focus on reading comprehension and critical thinking strategies in all subjects using the CQI process.				
<b>EVIDENCE OF ACHIEVEMENT</b>	75.0% of 10th grade will meet standard on the district’s benchmark reading test and 94.0% of students will meet standard on the 2010 HSPE in reading.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Monitor and maintain school-wide reading calendar.	Sep. 2009 – June 2010	English Dept. Chair	Principal	<input type="checkbox"/>	In progress.
Provide staff with training regarding Instructional Foci and mini-assessments during Wednesday morning collaborative time.	Sep. 2009 – Mar. 2010	English Dept. Chair	Principal	<input type="checkbox"/>	In progress.
Score and review mini-assessment results with staff during Wednesday morning collaborative time using data for re-teaching as needed.	Oct. 2009 – Mar. 2010	English Dept. Chair	Principal	<input type="checkbox"/>	In progress.
Administer benchmark tests.	Dec. 2009 March 2010	Asst. Principal	Principal	<input type="checkbox"/>	Administered in December.
Use results of benchmark tests to adjust curriculum for the following six weeks, based on student results.	January 2010 April 2010	English Dept. Chair	Principal	<input type="checkbox"/>	
Conduct test talks with identified 10 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup> grade students.	Jan. 2010 – Mar. 2010	English 10, 11 and 12 Teachers	Principal English Dept. Chair	<input type="checkbox"/>	

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<b>DATA ANALYSIS</b>	Currently, 83.5% of our students meet standard in WASL reading. Reading comprehension and critical thinking were areas that students scored the lowest.				
<b>STRATEGY</b>	As a school, we will focus on reading comprehension and critical thinking strategies for tutoring and remediation and Collection of Evidence options as additional supports to the CQI process.				
<b>EVIDENCE OF ACHIEVEMENT</b>	75.0% of 10th grade will meet standard on the district's benchmark reading test and 94.0% of students will meet standard on the 2010 HSPE in reading.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Remediation program for identified students using READ180 <sup>®</sup> curriculum administered by LAP staff.	Sep. 2009 – June 2010	LAP Teacher	Principal	<input type="checkbox"/>	In progress.
Continue vocabulary instruction and Daily Oral Language instruction in 9th grade and 10th grade English classes.	Sep. 2009 – Dec. 2009 Jan. 2010 – June 2010	English Teachers	Principal Dept. Chair	<input type="checkbox"/>	In progress.
Add reading comprehension lessons into 10th grade Advisory on predicted HSPE questions.	Oct. 2009 – Mar. 2010	10 <sup>th</sup> Grade Advisors	Advisory Steering	<input type="checkbox"/>	In progress.
Develop and use informational text reading stems in areas of social studies, science, and CTE to support reading comprehension and critical thinking.	Oct. 2009 – Mar. 2010	Social Studies, Science, and CTE staff Assistant Principal	Principal Department Chair	<input type="checkbox"/>	In progress.
Collection of Evidence program for identified 12th grade students if available.	Oct. 2009 – June 2010	English Staff	Principal	<input type="checkbox"/>	Students identified.

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<b>DATA ANALYSIS</b>	Student WASL scores did not increase as expected in reading.				
<b>STRATEGY</b>	Increase the intentionality and accountability of all certificated staff regarding the use of the CQI process to support student achievement in reading.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Increased percentage of students reaching standard on the reading portion of the HSPE.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Monthly Wednesday morning collaboration time dedicated to the review of student work based on CQI data, by PLC.	Sep. 2009 – Nov. 2009 Dec. 2009 – Feb. 2010 Mar. 2010 – May 2010	Admin. Team Dept. Chairpersons	Principal	<input type="checkbox"/>	In progress.
Monthly Wednesday morning collaboration time dedicated to the review of student work based on CQI data, by department.	Sep. 2009 – Nov. 2009 Dec. 2009 – Feb. 2010 Mar. 2010 – May 2010	Admin. Team Dept. Chairpersons	Principal	<input type="checkbox"/>	In progress.
Implement mini-assessments.	Oct. 2009– Jan. 2010 Feb. 2010 – May 2010	Dept. Chairpersons	Principal	<input type="checkbox"/>	In progress.
Ensure all at risk 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup> grade students receive test talks prior to Spring break.	Feb. 2010 – Mar. 2010	Admin. Team Dept. Chairpersons	Principal	<input type="checkbox"/>	

## ACTION PLAN

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

**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.

<b>DATA ANALYSIS</b>	Currently, 88.5% of our students meet standard in WASL writing.				
<b>STRATEGY</b>	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.				
<b>EVIDENCE OF ACHIEVEMENT</b>	75.0% of 10th grade will meet standard on the district’s benchmark writing test and 95.0% of students will meet standard on the 2010 HSPE in writing.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Monitor and maintain school-wide writing foci.	Sep. 2009 – June 2010	English Dept. Chair	Principal	<input type="checkbox"/>	In progress.
Provide staff with training regarding Instructional Foci and mini-assessments during Wednesday morning collaborative time.	Sep. 2009 – Mar. 2010	English Dept. Chair	Principal	<input type="checkbox"/>	In progress.
Score and review mini-assessment results with staff during Wednesday morning collaborative time using data for re-teaching as needed.	Oct. 2009 – Mar. 2010	English Dept. Chair	Principal	<input type="checkbox"/>	In progress.
Administer benchmark tests.	October 2009 January 2010	English Dept. Chair	Principal	<input type="checkbox"/>	Administered in December.
Use results of benchmark tests to adjust curriculum for the following six weeks, based on student results.	Nov. 2009 – Mar. 2010	English Dept. Chair	Principal	<input type="checkbox"/>	In progress.
Conduct test talks with identified 10 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup> grade students.	Jan. 2010 – Mar. 2010	English 10, 11 and 12 teachers	Principal, English Dept. Chair	<input 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.

<b>DATA ANALYSIS</b>	Currently, 88.5% of our students meet standard in WASL writing.				
<b>STRATEGY</b>	School-wide focus on writing using Advisory, LAP and PAS staff as an additional support to the CQI process.				
<b>EVIDENCE OF ACHIEVEMENT</b>	75.0% of 10th grade will meet standard on the district's benchmark writing test and 95.0% of students will meet standard on the 2010 HSPE in writing.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Collection of Evidence program for identified 12 <sup>th</sup> grade students if available.	Sep. 2009 – June 2010	English Staff	Principal	<input type="checkbox"/>	Students have been identified.
Remediation program for identified 9 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> grade students using READ180 <sup>®</sup> curriculum administered by LAP staff.	Sep. 2009 – June 2010	LAP Staff	Principal	<input type="checkbox"/>	In progress for 10 <sup>th</sup> and 11 <sup>th</sup> grade students.
Continue writing conventions instruction using Daily Oral Language instruction in 9th grade and 10th grade English classes.	Sep. 2009 – June 2010	English Dept. Chair	Principal	<input type="checkbox"/>	In progress.
Continue writing instructional focus lessons in 10th grade Advisory based on predicted HSPE stems.	Oct. 2009 – Mar. 2010	10th Grade Advisors	Advisory Steering	<input type="checkbox"/>	In progress.

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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.

<b>DATA ANALYSIS</b>	Student WASL scores did not increase as expected in writing.				
<b>STRATEGY</b>	Increase the intentionality and accountability of all certificated staff regarding the use of the CQI process to support student achievement writing.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Increased percentage of students reaching standard on the HSPE 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.	Sep. 2009 – Nov. 2009 Dec. 2009 – Feb. 2010 Mar. 2010 – May 2010	Admin. Team Dept. Chairpersons	Principal	<input type="checkbox"/>	In progress.
Monthly Wednesday morning collaboration time dedicated to the review of student work based on CQI data, by department.	Sep. 2009 – Nov. 2009 Dec. 2009 – Feb. 2010 Mar. 2010 – May 2010	Admin. Team Dept. Chairpersons	Principal	<input type="checkbox"/>	In progress.
Implement mini-assessments.	Oct. 2009 – Jan. 2010 Feb. 2010 – May 2010	Dept. Chairpersons	Principal	<input type="checkbox"/>	In progress.
Ensure all at risk 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup> grade students receive test talks prior to testing.	Feb. 2010 – Mar. 2010	Admin. Team Dept. Chairpersons	Principal	<input 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.

<b>DATA ANALYSIS</b>	Currently 49.8% of our students meet standard in WASL math.				
<b>STRATEGY</b>	Use the CQI processes to maintain and remediate students not meeting standard on both internal and external math assessments.				
<b>EVIDENCE OF ACHIEVEMENT</b>	60.0% of 10th grade will meet standard on the district’s benchmark math test and 65.0% of students will meet standard on the 2010 HSPE in math.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b> Yes      Comments	
Monitor and maintain building-wide math process strand foci, meeting with math department on a monthly basis.	Sep. 2009 – June 2010	Math Dept. Chair	Principal	<input type="checkbox"/>	In progress.
Review and revise mini-assessments and benchmark assessment for 9 <sup>th</sup> and 10 <sup>th</sup> grade students.	Oct. 2009 – April 2010	Math Dept. Chair	Principal	<input type="checkbox"/>	In progress.
Provide staff with training regarding Instructional Foci and mini-assessments during Wednesday morning collaborative time.	Oct. 2009 – April 2010	Math Dept. Chair	Principal	<input type="checkbox"/>	In progress.
Review mini-assessment results and support strategies with staff during Wednesday morning collaborative time.	Oct. 2009 – Mar. 2010	Math Dept. Chair,	Principal	<input type="checkbox"/>	In progress.
Administer benchmark tests and use the results of benchmark tests to adjust curriculum based on student results over the following six weeks.	Dec. 2009 – Jun. 2010	Math Dept. Chair	Principal	<input type="checkbox"/>	
Assign 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup> grade students to the after-school tutoring for additional support.	Sep. 2009 – April 2010	Math Teachers	Principal	<input type="checkbox"/>	In progress.
Conduct test talks with identified students.	Jan. 2010 – Apr. 2010	Math Teachers	Principal	<input 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.

<b>DATA ANALYSIS</b>	Currently 49.8% of our students meet standard in WASL math.				
<b>STRATEGY</b>	Focus on HSPE math process skills and Collection of Evidence option using math courses, Advisory and LAP staff as an additional support to the CQI process.				
<b>EVIDENCE OF ACHIEVEMENT</b>	60.0% of 10 <sup>th</sup> graders will meet standard on the district's benchmark math test and 65.0% of students will meet standard on the 2009 HSPE in math.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b> Yes      Comments	
Place all targeted 11th and 12th grade students on their WASL math-based performance, in HSPE-aligned course.	Aug. 2009 – Sep. 2009	Principal, Counselors, Math Dept. Chair	Principal	<input checked="" type="checkbox"/>	Students placed in Statistics Math
Place identified 9 <sup>th</sup> grade students in LAP math courses to focus on Pre-Algebra and HSPE-based skills and processes.	Aug. 2009 – Sep. 2009	Principal, Counselors, Math Dept. Chair	Principal	<input checked="" type="checkbox"/>	Students placed in an additional Math support class
Initiate Collection of Evidence option for students in winter and spring if available.	Sep. 2009 – Jan. 2010 Feb. 2010 – June 2010	Statistics math staff	Principal	<input type="checkbox"/>	Not available.
Add math instructional focus lessons to 9 <sup>th</sup> and 10th grade Advisory.	Oct. 2009 – Apr. 2010	9 <sup>th</sup> and 10 <sup>th</sup> Grade Advisors	Advisory Steering Committee	<input type="checkbox"/>	In progress.

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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.

<b>DATA ANALYSIS</b>	Student WASL scores did not increase as expected in Math.				
<b>STRATEGY</b>	Increase the intentionality and accountability of all certificated staff regarding the use of the CQI process to support student achievement in math.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Increased percentage of students reaching standard on the HSPE and implementation of math and science mini-assessments at grades 9 and 10 with re-teaching plans following each assessment.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b> Yes      Comments	
Monthly Wednesday morning collaboration time dedicated to the review of student work based on CQI data, by PLC.	Oct. 2009 – Nov. 2009 Dec. 2009 – Feb. 2010 Mar. 2010 – May 2010	Admin. Team Dept. Chairpersons	Principal	<input type="checkbox"/>	In progress.
Monthly Wednesday morning collaboration time dedicated to the review of student work based on CQI data, by department.	Oct. 2009 – Nov. 2009 Dec. 2009 – Feb. 2010 Mar. 2010 – May 2010	Principal Dept. Chairpersons	Principal	<input type="checkbox"/>	In progress.
Implement mini-assessments.	Oct. 2009 – Jan. 2010 Feb. 2010 – May 2010	Dept. Chairpersons	Principal	<input type="checkbox"/>	In progress.
Create re-teaching plans for consolidation of concepts using teacher planning time.	Oct. 2009 – Nov. 2009 Dec. 2009 – Feb. 2010 Mar. 2010 – May 2010	Dept. Chairpersons	Principal	<input type="checkbox"/>	In progress.

## ACTION PLAN

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

**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.

<b>DATA ANALYSIS</b>	Currently 48.4% of our students meet standard in WASL science.				
<b>STRATEGY</b>	Continue to improve the instructional delivery of the BSCS curriculum in the 10th grade to align the written, taught and tested curriculum to GLEs and EALRs using the CQI process.				
<b>EVIDENCE OF ACHIEVEMENT</b>	By 2010 HSPE measure, 65% of our students will meet standard.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Monitor and maintain building-wide grade 9 science calendar through monthly department meetings.	Sep. 2009 – Nov. 2009 Dec. 2009 – Feb. 2010 Mar. 2010 – May 2010	Science Dept. Chair	Principal	<input type="checkbox"/>	Monthly meetings in progress.
Analyze 10th grade mini-assessments and benchmark data to adjust curriculum based on student results.	Sep. 2009 – Nov. 2009 Dec. 2009 – Feb. 2010 Mar. 2010 – May 2010	Science Dept. Chair	Principal	<input type="checkbox"/>	In progress.
The science department will administer and refine predicted HSPE-like benchmark assessments for 9th and 10th grade students.	Oct. 2009 – Jan. 2010 Feb. 2010 – May 2010	Science Dept. Chair Assistant Principal	Principal	<input type="checkbox"/>	HSPE Science test not available.

## ACTION PLAN

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

**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.

<b>DATA ANALYSIS</b>	Currently 48.4% of our students meet standard in WASL science.				
<b>STRATEGY</b>	Increase the intentionality and accountability of all certificated staff regarding the use of the CQI process to support student achievement in science.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Increased percentage of students reaching standard on the HSPE and implementation of math and science mini-assessments at grades 9 and 10 with re-teaching plans following each assessment.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Monthly Wednesday morning collaboration time dedicated to the review of student work based on CQI data, by PLC.	Oct. 2009 – Nov. 2009 Dec. 2009 – Feb. 2010 Mar. 2010 – May 2010	Principal Dept. Chairpersons	Admin. Team	<input type="checkbox"/>	First review Jan 13, 2010.
Monthly Wednesday morning collaboration time dedicated to the review of student work based on CQI data, by department.	Oct. 2009 – Nov. 2009 Dec. 2009 – Feb. 2010 Mar. 2010 – May 2010	Principal Dept. Chairpersons	Principal	<input type="checkbox"/>	First review Jan 13, 2010.
Implement mini-assessments.	Oct. 2009 – Jan. 2010 Feb. 2010 – May 2010	Dept. Chairpersons	Principal	<input type="checkbox"/>	In progress.
Create re-teaching plans for consolidation of concepts using teacher planning time.	Sep. 2009 – Nov. 2009 Dec. 2009 – Feb. 2010 Mar. 2010 – May 2010	Science Dept. Chair	Principal	<input type="checkbox"/>	In progress.
Ensure all at risk 10 <sup>th</sup> grade students receive HSPE talks prior to testing.	Feb. 2010 – April 2010	Admin. Team Dept. Chairpersons	Principal	<input type="checkbox"/>	Upon release of HSPE test.

## 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.

<b>DATA ANALYSIS</b>	The 2007-08 dropout rate increased from 6.0% to 6.4% and the on-time graduation rate fell to 62.8% from 63.5%.				
<b>STRATEGY</b>	Regular review of student progress toward graduation by implementing a 9th grade intervention plan as well as interventions through Advisory, guidance, Administration, student-led conferences, and community agencies.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Spring 2010 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 9th grade student intervention plan to better track and communicate with parents their student’s academic progress.	Sep. 2009 – Nov. 2009 Dec. 2009 – Feb. 2010 Mar. 2010 – May 2010	Department Chairs, SIT	Principal	<input type="checkbox"/>	Implemented and on going.
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. 2009 – Jan. 2010 April 2010 – June 2010	Credit Recovery Staff, PAHS Staff	Principal	<input type="checkbox"/>	On going.
Counselors will conference with all seniors and all at-risk students (9-11) about graduating on time.	Sep. 2009 – June 2010	Counselors	Principal	<input type="checkbox"/>	Completed and on going.
Student-led parent conferences include 4-year plan, High School & Beyond Plan, graduation status, Student Learning Plans, Senior Culminating Project as needed.	Nov. 2009 Jan. 2010	All Staff	Principal	<input type="checkbox"/>	
Review Student Learning Plans in the spring.	Mar. 2010	All Staff	Principal	<input 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.

<b>DATA ANALYSIS</b>	The 2007-08 dropout rate increased from 6.0% to 6.4% and the on-time graduation rate fell to 62.8% from 63.5%.				
<b>STRATEGY</b>	Regular review of student progress toward graduation by implementing a 9th grade intervention plan as well as interventions through Advisory, guidance, Administration, student-led conferences, and community agencies.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Spring 2010 cohort dropout rate will decrease by 10% and the graduation rate will rise to 80%.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b> Yes    Comments	
Partner with community agencies to connect at-risk students with needed resources.	Sep. 2009 – Jan. 2010 Feb. 2010 – May 2010	Principal, Truancy/Outreach Secretary	Truancy Outreach Group	<input type="checkbox"/>	On going
Truancy/Outreach secretary and our dropout prevention specialist will recommend students to mentoring programs.	Sep. 2009 – Jan. 2010 Feb. 2010 – May 2010	Truancy/Outreach Secretary and Dropout Prevention Specialist	Principal	<input type="checkbox"/>	On going.
Administrators will meet with 9 <sup>th</sup> grade students failing one or more classes at the end of triads one and five.	Oct. 2009 Mar. 2010	Administrative Team	Principal	<input type="checkbox"/>	Completed triad one.
Student and parent meetings will be held for all 9 <sup>th</sup> grade students failing two or more classes at the semester.	Feb. 2010	Administrative Team	Principal	<input 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.

<b>DATA ANALYSIS</b>	The results of EES 2009 survey show 53% of staff feels PAHS has a supportive learning environment.				
<b>STRATEGY</b>	School administrators support a positive school environment through encouragement to seek advancement.				
<b>EVIDENCE OF ACHIEVEMENT</b>	By 2010, EES survey data, 70% of staff will feel positive about the learning environment that supports powerful teaching and learning.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Conduct goal-setting conferences for all staff members with opportunities for professional growth in areas of instructional practice.	Sep. 2009 – Oct. 2009	Principal Asst. Principals	SIT	<input checked="" type="checkbox"/>	Completed.
Provide Wednesday morning collaboration time for work in Professional Learning Communities focused on instructional practices.	Sep. 2009 – June 2010	Principal Asst. Principals	Department Chair, SIT	<input type="checkbox"/>	In progress.
Continue classroom walk-through protocols using attributes of quality student learning.	Sep. 2009 – June 2010	Principal Asst. Principals	Department Chair, SIT	<input type="checkbox"/>	On going.
Identify ways to recognize teachers for positive contribution to the school.	Sep. 2009 – June 2010	Principal Asst. Principals	SIT	<input checked="" type="checkbox"/>	Implemented teacher of the month award.

## 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.

<b>DATA ANALYSIS</b>	The results of EES 2009 survey show 88% of staff feels they are willing to work at changing the school for the better, but only 55% believe their colleagues are willing to work at it.				
<b>STRATEGY</b>	Staff members will identify and reduce barriers to establishing collegial trust.				
<b>EVIDENCE OF ACHIEVEMENT</b>	By 2010, EES survey data, 90% of staff will feel 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. 2009	Dept. Chairpersons	SIT	<input type="checkbox"/>	Calendared for Jan 20, 2010.
Review and prioritize staff's suggestions.	Oct. 2009	Dept. Chairpersons	SIT	<input type="checkbox"/>	Calendared for Jan 20, 2010.
Identify three actions for this year's focus.	Oct. 2009 – Nov. 2009	Dept. Chairpersons	SIT	<input type="checkbox"/>	Calendared for Jan 20, 2010.
Embed actions into collaborative time, LID and daily operations.	Oct. 2009 – May 2010	Dept. Chairpersons	SIT	<input type="checkbox"/>	Calendared for Jan 20, 2010.
Survey staff regarding willingness to work at changing the school for the better.	May 2010	Dept. Chairpersons	SIT	<input type="checkbox"/>	
Review survey results with staff and make adjustments.	June 2010	Dept. Chairpersons	SIT	<input 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.

<b>DATA ANALYSIS</b>	The results of EES 2009 survey show 53% of staff feels PAHS has a supportive learning environment.				
<b>STRATEGY</b>	Staff members will identify and develop solutions to culture and climate issues. Each department will develop a goal to improve collaboration within their department.				
<b>EVIDENCE OF ACHIEVEMENT</b>	By 2010, EES survey data, 70% of staff will feel positive about the learning environment that supports powerful teaching and learning.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Plan and implement August Collaboration days focused on improving culture and climate.	August 2009	Department Chair, Administrative Team	SIT	<input checked="" type="checkbox"/>	Positive staff feedback.
Each department, Department Chairpersons and Administrative Team will develop a goal regarding collaboration.	September 2009	Department Chair, Administrative Team	Principal	<input checked="" type="checkbox"/>	Why Try.
Learning Improvement Day dedicated to improving school culture and climate	October 2009	Principal Asst. Superintendent	Department Chair, SIT	<input checked="" type="checkbox"/>	Why Try.
Departments will calendar their goals and address the issues during Wednesday morning collaborative time.	Sep. 2009 – Nov. 2009 Dec. 2009 – Feb. 2010 Mar. 2010 – May 2010	Department Chair, Administrative Team	Principal	<input checked="" type="checkbox"/>	Reduce failure rate, Why Try, Instructional Strategy.

## 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.

<b>DATA ANALYSIS</b>	The results of EES 2009 survey show 53% of staff feels PAHS has a supportive learning environment.				
<b>STRATEGY</b>	Examine, monitor and review existing discipline plan to promote a positive culture and climate that supports learning.				
<b>EVIDENCE OF ACHIEVEMENT</b>	By 2010, EES survey data, 70% of staff will feel positive about the learning environment that supports powerful teaching and learning.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
	<b>Yes</b>	<b>Comments</b>			
Plan and implement August Collaboration days focused on improving culture and climate. Review Faculty Handbook and discipline / attendance data.	August 2009	Department Chair, Administrative Team	Principal	<input checked="" type="checkbox"/>	Completed.
Freshman assemblies through Advisory to acculturate students to high school expectations.	September 2009	Department Chair, Administrative Team	Principal	<input checked="" type="checkbox"/>	Completed.
Administration and a representative from Juvenile Services will meet with 9 <sup>th</sup> grade Advisories to discuss attendance and behavioral expectations.	October 2009	Administrative Team	Principal	<input checked="" type="checkbox"/>	Completed
Learning Improvement Days dedicated to improving school culture and climate through responsibility based discipline.	October 2009	Principal Asst. Superintendent	Department Chair, SIT	<input checked="" type="checkbox"/>	Completed.
Review discipline and attendance data with staff.	February 2010 June 2010	Administrative Team	SIT	<input 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 2.1** 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.

<b>DATA ANALYSIS</b>	EES data shows that the percent of staff which believe there are “High Levels of Collaboration and Communication” has dropped from 51% to 28% over the last five surveys.				
<b>STRATEGY</b>	Collaborative time will be developed, calendared, and connected to our vision and student data.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Spring 2010 EES rating for “High Levels of Collaboration and Communication” rises to 60% positive.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b> Yes      Comments	
A calendar of Wednesday morning collaborative time activities will be developed using the staff’s analysis of student data.	Aug. 2009 – Oct. 2009	Principal, Chairpersons	SIT	<input checked="" type="checkbox"/>	Completed.
Focus on effective instructional strategies, curriculum development, or analyzing student work during collaborative and LID time.	Aug. 2009 – June. 2010	All Staff	Principal, Chairpersons, SIT	<input type="checkbox"/>	In progress.
Training and ongoing support at monthly late-start meetings to improve Advisory teachers’ effectiveness regarding student graduation data.	Sep. 2009 – April 2010	All Staff	Advisory Steering, SIT	<input type="checkbox"/>	In progress.

## 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.

<b>DATA ANALYSIS</b>	In the 2009 EES survey results, 44% of the staff said that the principal talked to them about their professional development.				
<b>STRATEGY</b>	Individual staff and principal or assistant principal conferences regarding professional development goal setting will happen with all staff.				
<b>EVIDENCE OF ACHIEVEMENT</b>	By 2010 EES survey data, 60% of staff will feel that the principal or assistant principals will talk to them about their professional development.				
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. 2009 – Oct. 2009	All Staff	Principal Department Chairs	<input type="checkbox"/>	See Appendices
Conduct staff goal setting conferences using goal-setting template and require an instructional practice goal.	Sep. 2009 – Oct. 2009	All Staff	Administrative Team	<input checked="" type="checkbox"/>	Fall goal setting complete.
Provide Wednesday morning professional development that is aligned with staff goals for improvement and CSIP and department objectives.	Sep. 2009 – May 2010	All Staff	Principal	<input type="checkbox"/>	In progress.
Mid-year check on goal progress.	Winter 2010	All Staff	Administrative Team	<input type="checkbox"/>	
End of year check on goal progress.	Spring 2010	All Staff	Administrative Team	<input 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.

<b>DATA ANALYSIS</b>	Approximately 60% of students take Microsoft Office or Digital Communication Tools (DigiTools) classes.				
<b>STRATEGY</b>	Implement current standards and assessments for Microsoft Office and Digital Communication Tools.				
<b>EVIDENCE OF ACHIEVEMENT</b>	80% of the students will demonstrate grade-level proficiency (% receiving C or better) in technology skills.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Appropriate grade-level technology activities will be implemented.	Sep. 2009 – June 2010	District Education Technology Committee	Administrative Team	<input type="checkbox"/>	In progress.
Identify courses for integration of technology skills and knowledge.	Sep. 2009 – June 2010	PAHS Technology Team	Administrative Team	<input type="checkbox"/>	In progress.
Calendar objectives for technology skills and objectives.	Sep. 2009 – June 2010	PAHS Technology Team	Administrative Team	<input 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.

<b>DATA ANALYSIS</b>	Based on 2009 CEE survey, 55% of parents surveyed believed there are high levels of community and parent involvement.				
<b>STRATEGY</b>	Publicize our work, and solicit greater parent and community support.				
<b>EVIDENCE OF ACHIEVEMENT</b>	By spring of 2010, 70% 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
Discuss PAHS website, activities calendar, Skyward Family Access <sup>®</sup> , and electronic reader board at Open House	September 2009	Bldg. Tech Coordinator	Principal	<input checked="" type="checkbox"/>	Completed.
Regular update of school website to include SIT minutes.	Sep. 2009 – June 2010	Bldg. Tech Coordinator	Principal	<input type="checkbox"/>	In progress.
Provide for teachers to post lesson plans (Moodle <sup>®</sup> ).	Sep. 2009 – Nov. 2009	Technology Committee	Principal	<input checked="" type="checkbox"/>	Not all teachers post lesson plans.
Provide parent information evenings on a variety of topics including college applications and financial aid information.	Sep. 2009 – Apr. 2010	Counseling Staff	Principal	<input type="checkbox"/>	In progress.
Solicit input from parent/community in quarterly newsletters.	Oct. 2009 – June 2010	Principal	SIT	<input type="checkbox"/>	In progress.
Inclusion of a non-parent, community member on the School Improvement Team	Oct. 2009 – June 2010	SIT Chair Principal	SIT		
Meet with members of community service clubs to coordinate joint service projects on the campus.	Oct. 2009 – May 2010	ASB Officers ASB Advisor	Principal	<input type="checkbox"/>	In progress.

## 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.

<b>DATA ANALYSIS</b>	Based on 2009 CEE survey, 55% of parents surveyed believed there are high levels of community and parent involvement.				
<b>STRATEGY</b>	Publicize to parents and to the community, positive student recognition.				
<b>EVIDENCE OF ACHIEVEMENT</b>	By spring of 2010, 70% 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.	Sep. 2009 – June 2010	Department Chair Coaches	Principal	<input type="checkbox"/>	On going.
Monthly positive student recognition in the <i>Peninsula Daily News</i> and on radio station KONP via the District Communications Specialist.	Oct. 2009 – Nov. 2009 Dec. 2009 – Feb. 2010 Mar. 2010 – May 2010	Department Chair	Principal	<input type="checkbox"/>	In progress.
Positive student recognition to be published in the PAHS Newsletter each grading period.	Oct. 24; Dec.12, 2009 Feb. 6; Mar. 20, 2010 May 11; July 3, 2010	Principal	SIT	<input type="checkbox"/>	In progress.
Positive student recognition to be posted on the PAHS Website on a monthly basis.	Sep. 2009 – June 2010	Principal	SIT	<input type="checkbox"/>	In progress.
Positive student recognition to be posted on the PAHS Reader Board as appropriate.	Oct. 2009 – June 2010	Principal	SIT	<input type="checkbox"/>	In progress.
Honor Society Awards Ceremony calendared, planned, announced, and organized with attention to detail.	Oct. 2009 – Nov. 2009	Honor Society Advisors	Administrative Team	<input checked="" type="checkbox"/>	Completed 256 students recognized.

## 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.

<b>DATA ANALYSIS</b>	Sixteen students accessed online coursework during the 2008-09 school year.				
<b>STRATEGY</b>	Make courses available to students using the Digital Learning Commons (DLC).				
<b>EVIDENCE OF ACHIEVEMENT</b>	All students will be informed of classes offered through the DLC starting in September 2009 and continuing the spring semester of 2010.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Meet with High School Counselors, CTE Director, Asst. Superintendent to discuss logistics of enrolling students into the DLC.	September 2009	Principal	Asst. Superintendent	<input type="checkbox"/>	In progress.
Counselors enroll students into courses when appropriate.	Sep. – Oct. 2009 Jan. – Feb. 2010	Counselors	Principal	<input checked="" type="checkbox"/>	Completed.
Monitor student access to DLC courses at the end of each semester.	Feb. 2010 June 2010	Counselors	Principal	<input 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"> <li>• Why Try Training/materials</li> <li>• Life Skills activities</li> <li>• Student Learning Plans</li> </ul>	Advisory Steering Committee Student Advisors	<input type="checkbox"/>
\$6,000	Classroom Instructional Practices <ul style="list-style-type: none"> <li>• AP conferences</li> <li>• Differentiation of Instruction</li> <li>• Professional Learning Communities</li> <li>• Instructional Strategies</li> </ul>	Classroom Teachers	<input type="checkbox"/>
\$808	Technology <ul style="list-style-type: none"> <li>• Skyward</li> <li>• Outlook</li> <li>• Moodle</li> </ul>	Technology Committee New Staff	<input type="checkbox"/>
\$780	Senior Culminating Project <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Project Review</li> </ul>	SCP Steering Committee	<input type="checkbox"/>

**\$11,088**

**School Staff Development Allocation**

✓ Source: School Budget Allocation