



**Continuous School Improvement Plan  
School Reporting Format and Schedule  
Program Year 2010-11**

**School** \_\_\_\_\_ Port Angeles High School \_\_\_\_\_

**Principal** \_\_\_\_\_ Garry Cameron \_\_\_\_\_

Reporting Schedule	School Submittal	Board Summary
<input type="checkbox"/> Report 1	1-14-11	1-24-11
<input type="checkbox"/> Report 2	3-29-11	4-11-11
<input checked="" type="checkbox"/> Report 3	6-21-11	6-27-11

**Key Progress (incl. relevant internal accountability data references)**

**Objective 1.1:** Three of four students passed the COE and the fourth student submitted and augmentation collection of evidence in May. Two hundred thirteen of two hundred sixty Sophomores passed the Reading HSPE. Approximately twenty students were absent for the HSPE exam. Fifteen students were administered the AP Literature and Composition exam and nine students were administered the AP Language and Composition exam in May

**Objective 1.2:** Three of six students passed the Writing COE. Two of the three students who did not pass submitted an augmentation collection of evidence in May. Two hundred twenty-nine of two hundred sixty-one students passed the Writing HSPE. Approximately fifteen students were absent for either the Reading or Writing HSPE.

**Objective 1.3:** All Freshmen and Sophomores enrolled in Algebra I and Geometry were administered End of Course exams June 8, 2011. Only seven freshmen did not sit for the Math End of Course exam on June 8. Teachers adjusted pacing guides in preparation for the End of Course exams. Nineteen students were administered the AP Calculus Exam.

**Objective 1.4** One hundred seventy-four out of two hundred and fifty two students passed the Science HSPE exam. Approximately twenty students were absent for the exam. Two of twenty tenth graders who were re-enrolled in Science 9 because they failed Science 9 last year passed Science 9 this year. Five students were administered the AP Biology exam.

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

**Objective 1.1:** There were no dedicated Read 180 sections for our special needs student population. A section of Read 180 dedicated to special needs students has been placed on the master schedule for the 2011-12 school year. Dedicating six Wednesday mornings to SCP presentations limited opportunities for staff to collaboratively examine student work. SCP Presentations will now be completed in English 12 classes.

**Objective 1.2:** Feedback to students on essay assignments was not timely, resulting in missed opportunities for improvement. Writing instruction needs to be integrated more effectively outside of the English department.

**Objective 1.3:** Only twenty-seven students enrolled in Honors Algebra 2 for the 2010-11 school year compared to sixty the previous year and sixty-three who registered for the class in 2011-12. This will cause small Honors Pre-Calc numbers in the 2011-12 school year and small AP Calculus numbers in 2012-13. Uncertainty regarding the schedule for the End of Course exams caused pacing adjustments to be made in the middle of the school year.

**Objective 1.4:** Uncertainty regarding the Science curriculum and state assessment resulted in a scattered focus and hampered course alignment and planning.

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
<b>Objective 1.1:</b> We still need to renew the emphasis across all content areas to support effective reading strategies. More collaborative time dedicated to a review and implementation of effective reading prompts within English and across all content areas. A dedicated English section for Sophomores to recover English 9 credit.	<b>Objective 1.1</b> A section of Read 180 for our special needs population has been added to the 2011-12 master schedule. More Wednesday morning late start collaborative time will be added to the 2011-12 school year due to the SCP presentations being conducted in English 12 classes. Some of this Wednesday morning time will be dedicated to review and implementation of effective Reading prompts in English classes and across all content areas.
<b>Objective 1.2:</b> More collaborative time dedicated to a review and implementation of effective writing prompts within English and across all content areas. A dedicated English section for Sophomores to recover English 9 credit. With four Eng 10 Honors sections this fall we will need support for three or more sections of American Studies Honors in 2012-13.	<b>Objective 1.2:</b> The additional collaborative time will also be used to review effective writing prompts in English and across all content areas. The collaborative time will also be used to support the new English 10 Honors instructor build and revise the English 10 Honors curriculum as necessary.
<b>Objective 1.3:</b> Continue using collaborative time to refine and adjust the Algebra I and Geometry curriculum with the Math End Of Course exam results. Release time to review Algebra II curriculum so all students can meet the third year math requirements by 2013.	<b>Objective 1.3:</b> The date for the Math End of Course Exams was shifted to June 8 so instructors could have two more days to prepare students for the exams. Any student absent for the Math End of Course Exams was called by administration that day to come take the test which led to a high percentage of students taking the exam.
<b>Objective 1.4:</b> Provide support for the department regarding the Science End of Course Exam. Provide training for the AP Biology teacher over the summer. Provide training for the Honors Chemistry teacher during the 2011-12 school year.	<b>Objective 1.4:</b> Twelve students requested AP Biology and ten of these students will be able to take the class without a conflict. Release time will be provided as necessary for teachers to adjust to Science End of Course Exam.

**Summary Student Internal Accountability System Performance Data to Date**

Internal Assessment Results for 2009-10 (YTD)							Internal Assessment Results for 2010-11 (YTD)						
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	3.2%	91.86%	32	3	1	31	9	2.9%	92.13%	27	3	0	19
10	3.9%	90.85%	31	4	2	39	10	3.7%	90.94%	35	2	3	26
11	4.0%	91.25%	22	0	1	34	11	4.2%	90.89%	13	0	1	27
12	6.4%	88.73%	10	2	2	22	12	5.8%	89.21%	11	0	1	12

Analysis Tool/ Measurement Device	Results for 2009-10					Results for 2010-11				
<b>Fall Degrees of Reading Power (DRP) (percent of students at standard)</b> <b>Developmental Reading Assessment (DRA) District Reading Winter Benchmark (percent of students at standard)</b>	<b>Reading</b>					<b>Reading</b>				
	Grade	Fall DRP	Fall DRA Number Administered	Fall DRA Average Grade Level Equiv.	District Benchmark	Grade	Fall/Spr DRP	Fall SRI Number Administered	Fall SRI Average Grade Level Equiv.	District Benchmark
	9	19%	1	3 <sup>rd</sup>	43%	9	20%	4	1 <sup>st</sup>	52%
	10	45%	25	9 <sup>th</sup>	HSPE	10	45%	4	2 <sup>nd</sup>	HSPE
	11	59%	9	8 <sup>th</sup>	❖	11	60%	13	4 <sup>th</sup>	❖
12	58%	7	8 <sup>th</sup>	❖	12	55%	5	3 <sup>rd</sup>	❖	
<b>District Writing Benchmark Fall, Winter, Spring (percent of students at standard)</b> <b>District Math Winter Benchmark (percent of students at standard)</b>	<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	❖	45%	49%	57%	9	❖	47%	51%	65%
	10	NA	59%	HSPE	55%	10	NA	63%	HSPE	49%
	11	❖	❖	❖	❖	11	❖	❖	❖	❖
12	❖	❖	❖	❖	12	❖	❖	❖	❖	
<b>Classroom-Based Assessments (percent of students at standard)</b> <b>District Science Winter Bench- mark (percent of students at standard)</b>	<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%	74%	32%	9	❖	100%	80%	56%
	10	74%	98%	73%	35%	10	77%	98%	72%	HSPE/69%
	11	87%	100%	87%	❖	11	86%	100%	82%	❖
12	77%	99%	88%	❖	12	82%	97%	72%	❖	

⊕ 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.

<b>Summary Analysis of Collaboration Time/Professional Development Activities during Report Period (reference related action plan data)</b>	
<ul style="list-style-type: none"> <li>Collaborated in Advisory groups to discuss what could be done to recharge Advisory and interest-based Advisory groups. (1.1, 1.2, 1.3, 1.4, 1.5, 1.6)</li> <li>As departments instructors reviewed pacing calendars and curriculum adjustments to meet End of Course Exam needs and completion of subject coursework. (1.1, 1.2, 1.3, 1.4, 1.5)</li> <li>All teachers received training from Maureen Martin at Child Protective services (1.5, 1.6)</li> <li>Collaborated to evaluate student Senior Culminating Projects to meet graduation requirements (1.5, 1.6)</li> </ul>	<p>There were ten Wednesday late starts this reporting period. Three were spent on the SCP, one was used for the Math End Of Course Exams, three were used for department time, one Child Protective Services, one was used for Advisory discussions, and one was used for a staff end of year celebration. From the department time meetings teachers were able to collaborate and adjust curriculum for subject courses. There were two outcomes from our Advisory discussions. The first was that more teachers signed up for Interest Based Advisory classes and the second was that a survey was created from ideas that staff members brought forward in their groups. Also, SCP presentations will be moved from Wednesday morning late start to English 12 classes.</p>

<b>Summary Analysis of Parent &amp; Student Engagement Activities during Report Period (reference related action plan data)</b>	
<ul style="list-style-type: none"> <li>Spring Fling Dance (1.6) (4/15/11)</li> <li>Senior Prom (1.6) (5/21/11)</li> <li>Career Day (1.5, 1.6) (4/26/11)</li> <li>Imagine U @ College by WSU (1.5, 1.6) (5/16/11)</li> <li>CTE Awards Night (1.5) (5/26/11)</li> <li>NJROTC Awards Night (1.5) (6/3/11)</li> <li>NJROTC Ball (1.6) (6/4/11)</li> <li>Dinner Show (1.6) (6/3/11 and 6/4/11)</li> <li>Class of 2011 Senior Breakfast (1.6) (6/10/11)</li> <li>Bigger Faster Stronger Clinic (1.5, 1.6) (6/11/11)</li> <li>Graduation (1.5, 1.6) (6/17/11)</li> </ul>	<p>Both student dances held during this reporting period were successful and attended by many students. Our Career Day provided outreach to our students as well as to the eighty community members who presented their careers to our kids. Imagine U made a big impact on students as they were able to learn about college life from PA alums, and sit in on actual college classes from WSU professors who taught classes at PAHS. The CTE and NJROTC Awards Night were evenings that provided much earned recognition for many of our students and were well attended by parents. Graduation went extremely well. Two hundred twenty regular education class of 2011 students will earn diplomas this June. Teacher participation increased, as 37 instructors participated in the ceremonies, which was 13 more than participated in the 2010 commencement.</p>

<b>Summary Analysis of On-Time Graduation Rate Improvement Activities during Report Period (reference related action plan data)</b>	
<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 I Lecture/Lab and Geometry 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 Retests and Homework Support (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>English 9 students with failing grades were brought in for Credit Recovery. (1.1, 1.2, 1.3, 1.4)</li> <li>Provided tutoring with our AmeriCorps volunteers four days per week, at lunch and after school. (1.1, 1.2, 1.3, 1.4, 1.5, 1.6)</li> </ul>	<p>There were sixty-three credits recovered by students last year this was down from one hundred fifty-six last year and ninety-six the year before that. This is attributed to more students passing classes the first time around, as graduation rates rose in each of the past two years. Michelle Gentry through the YMCA completed the Get Connected program and “graduated” fifteen Freshmen in the first week of June. We are working with her to begin the program in this October for our incoming freshmen. Approximately sixty-nine percent of Sophomores who took the Science HSPE passed the test. Approximately eighty-two percent of sophomores that took the English reading HSPE passed the exam and approximately eighty-eight percent of students passed the English writing exam. All but seven freshmen were present for the math EOC on June 8<sup>th</sup>.</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.

<b>DATA ANALYSIS</b>	Currently, 77.6% of our students meet standard in HSPE 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 90.0% of students will meet standard on the 2011 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 CQI reading calendar.	Sep. 2010 – June 2011	English Dept. Chair	Principal	<input checked="" type="checkbox"/>	Completed.
Distribute Instructional Foci and mini-assessments to all staff.	Sep. 2010 – Mar. 2011	English Dept. Chair	Principal	<input checked="" type="checkbox"/>	Completed.
Score and review mini-assessment results with staff during Wednesday morning collaborative time using data for re-teaching as needed.	Oct. 2010 – Mar. 2011	English Dept. Chair	Principal	<input checked="" type="checkbox"/>	Scored and re-viewed but not using Wed time.
Administer benchmark tests.	Dec. 2010, Jan 2011, March 2011	Asst. Principal	Principal	<input checked="" type="checkbox"/>	Completed.
Use results of benchmark tests to adjust lessons for the following six weeks, based on student results.	January 2011 April 2011	English Dept. Chair	Principal	<input checked="" type="checkbox"/>	Completed.
Conduct test talks with identified 10 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup> grade students.	Jan. 2011 – Mar. 2011	English 10, 11 and 12 Teachers	Principal English Dept. Chair	<input checked="" type="checkbox"/>	Completed.

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<b>DATA ANALYSIS</b>	Currently, 77.6% of our students meet standard in HSPE reading. Literary Text and Analysis 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 90.0% of students will meet standard on the 2011 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. 2010 – June 2011	LAP Teacher	Principal	<input checked="" type="checkbox"/>	Completed.
Continue vocabulary instruction and Daily Oral Language instruction in 9th grade and 10th grade English classes.	Sep. 2010 – Dec. 2010 Jan. 2011 – June 2011	English Teachers	Principal Dept. Chair	<input checked="" type="checkbox"/>	Completed
Add reading comprehension lessons into 10th grade Advisory on predicted HSPE questions.	Oct. 2010 – Mar. 2011	10 <sup>th</sup> Grade Advisors	Advisory Steering	<input checked="" type="checkbox"/>	Completed.
Develop and use informational text reading stems in areas of social studies, science, and CTE to support reading comprehension and critical thinking.	Oct. 2010 – Mar. 2011	Social Studies, Science, and CTE staff Assistant Principal	Principal Department Chair	<input checked="" type="checkbox"/>	Completed.
Schedule Collection of Evidence program for identified 12th grade students.	Sept 2010	Principal	Principal	<input checked="" type="checkbox"/>	Submitted Feb.

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**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>	Student HSPE 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. 2010 – Nov. 2010 Dec. 2010 – Feb. 2011 Mar. 2011 – May 2011	Admin. Team Dept. Chairpersons	Principal	<input checked="" type="checkbox"/>	Completed.
Monthly Wednesday morning collaboration time dedicated to the review of student work based on CQI data, by department.	Sep. 2010 – Nov. 2010 Dec. 2010 – Feb. 2011 Mar. 2011 – May 2011	Admin. Team Dept. Chairpersons	Principal	<input checked="" type="checkbox"/>	Completed.
Implement mini-assessments.	Oct. 2010– Jan. 2011 Feb. 2011 – May 2011	Dept. Chairpersons	Principal	<input checked="" type="checkbox"/>	Completed.
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. 2011 – Mar. 2011	Admin. Team Dept. Chairpersons	Principal	<input checked="" type="checkbox"/>	Completed.

## 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, 87.8% of our students meet standard in HSPE 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 90.0% of students will meet standard on the 2011 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. 2010 – June 2011	English Dept. Chair	Principal	<input checked="" type="checkbox"/>	Completed.
Distribute Instructional Foci and mini-assessments to all staff.	Sep. 2010 – Mar. 2011	English Dept. Chair	Principal	<input checked="" type="checkbox"/>	Completed.
Score and review mini-assessment results with staff during Wednesday morning collaborative time using data for re-teaching as needed.	Oct. 2010 – Mar. 2011	English Dept. Chair	Principal	<input checked="" type="checkbox"/>	Completed.
Administer benchmark tests.	October 2010 January 2011	English Dept. Chair	Principal	<input checked="" type="checkbox"/>	Completed.
Use results of benchmark tests to adjust lessons for the following six weeks, based on student results.	Nov. 2010 – Mar. 2011	English Dept. Chair	Principal	<input checked="" type="checkbox"/>	Completed.
Conduct test talks with identified 10 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup> grade students.	Jan. 2011 – Mar. 2011	English 10, 11 and 12 teachers	Principal, English Dept. Chair	<input checked="" type="checkbox"/>	Completed.

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<b>OBJECTIVE 1.2</b>	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, 87.8% of our students meet standard in HSPE 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 2011 HSPE in writing.			
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b> Yes    Comments
Schedule Collection of Evidence program for identified 12 <sup>th</sup> grade students if available.	Sep. 2010	Principal	Principal	<input checked="" type="checkbox"/> Completed.
Continue writing conventions instruction using Daily Oral Language instruction in 9th grade and 10th grade English classes.	Sep. 2010 – June 2011	English Dept. Chair	Principal	<input checked="" type="checkbox"/> Completed.
Continue writing instructional focus lessons in 10th grade Advisory based on predicted HSPE stems.	Oct. 2010 – Mar. 2011	10th Grade Advisors	Advisory Steering	<input checked="" type="checkbox"/> Completed.

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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 HSPE 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.				
<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. 2010 – Nov. 2010 Dec. 2010 – Feb. 2011 Mar. 2011 – May 2011	Admin. Team Dept. Chairpersons	Principal	<input checked="" type="checkbox"/>	Completed.
Monthly Wednesday morning collaboration time dedicated to the review of student work based on CQI data, by department.	Sep. 2010 – Nov. 2010 Dec. 2010 – Feb. 2011 Mar. 2011 – May 2011	Admin. Team Dept. Chairpersons	Principal	<input checked="" type="checkbox"/>	Completed.
Implement mini-assessments.	Oct. 2010 – Jan. 2011 Feb. 2011 – May 2011	Dept. Chairpersons	Principal	<input checked="" type="checkbox"/>	Completed.
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. 2011 – Mar. 2011	Admin. Team Dept. Chairpersons	Principal	<input checked="" type="checkbox"/>	Completed.

## ACTION PLAN

<b>GOAL 1</b>	Students and adults are engaged in powerful learning experiences appropriate to each individual.
<b>OBJECTIVE 1.3</b>	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 43.1% of our students meet standard in HSPE 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>	65.0% of 10th grade will meet standard on the district’s benchmark math test and 65.0% of students will meet standard on the 2011 HSPE End of Course exams 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 bi-monthly basis.	Sep. 2010 – June 2011	Math Dept. Chair	Principal	<input checked="" type="checkbox"/>	Completed.
Review and revise mini-assessments and benchmark assessment for Algebra I and Geometry.	Oct. 2010 – April 2011	Math Dept. Chair	Principal	<input checked="" type="checkbox"/>	Completed.
Provide staff training for the Math strands during Wednesday morning collaborative time for use in Advisory.	Oct. 2010 – April 2011	Math Dept. Chair	Principal	<input checked="" type="checkbox"/>	Due to change to EOC’s no strand training provided.
Adjust curriculum based on results from the comprehensive exams in Algebra I, Geometry, and Algebra II.	Oct 2010 – Jun. 2011	Math Dept. Chair	Principal	<input checked="" type="checkbox"/>	Completed.
Conduct test talks with identified students.	Jan. 2011 – Jun. 2011	Math Teachers	Principal	<input checked="" type="checkbox"/>	Completed

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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 43.2% of our students meet standard in HSPE 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>	65.0% 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 2011 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 in HSPE-aligned courses to meet state standards.	Aug. 2010 – Sep. 2010	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 HSPE-based skills and processes.	Aug. 2010 – Sep. 2010	Principal, Counselors, Math Dept. Chair	Principal	<input checked="" type="checkbox"/>	Students placed in an additional Math support class
Assign all at-risk HSPE students to after-school tutoring, Saturday School, or Advisory support for additional support.	Sep. 2010 – Jun. 2011	Math Teachers	Principal	<input checked="" type="checkbox"/>	Completed.

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

**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 HSPE 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 by course.	Oct. 2010 – June 2011	Math Dept. Chair	Principal	<input checked="" type="checkbox"/>	Completed.
Provide Math Saturday School for exam retakes to improve student’s knowledge of math concepts.	Oct. 2010 – June 2011	Math Dept. Chair	Principal	<input checked="" type="checkbox"/>	Completed.
Provide credit recovery during advisory for credit deficient students in Algebra I and Geometry.	Sept. 2010 – June 2011	Math Dept. Chair	Principal	<input checked="" type="checkbox"/>	Completed.
Create re-teaching plans for consolidation of concepts using teacher planning time.	Sept. 2010 – June 2011	Math Dept. Chair	Principal	<input checked="" type="checkbox"/>	Completed.

## ACTION PLAN

<b>GOAL 1</b>	Students and adults are engaged in powerful learning experiences appropriate to each individual.
<b>OBJECTIVE 1.4</b>	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 43.2% of our students meet standard in HSPE 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 the 2011 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 and 10 science calendar through monthly department meetings.	Sep. 2010 – Nov. 2010 Dec. 2010 – Feb. 2011 Mar. 2011 – May 2011	Science Dept. Chair	Principal	<input checked="" type="checkbox"/>	Completed.
Analyze 10th grade mini-assessments and benchmark data to adjust curriculum based on student results.	Sep. 2010 – Nov. 2010 Dec. 2010 – Feb. 2011 Mar. 2011 – May 2011	Science Dept. Chair	Principal	<input checked="" type="checkbox"/>	Completed.
The science department will administer and re-fine predicted HSPE-like benchmark assessments for 9th and 10th grade students.	Oct. 2010 – Jan. 2011 Feb. 2011 – May 2011	Science Dept. Chair Assistant Principal	Principal	<input checked="" type="checkbox"/>	Completed.

## 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 43.2% of our students meet standard in HSPE 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 department.	Oct. 2010 – Nov. 2010 Dec. 2010 – Feb. 2011 Mar. 2011 – May 2011	Asst. Principal Dept. Chairpersons	Principal	<input checked="" type="checkbox"/>	Review by course teams.
Implement mini-assessments.	Oct. 2010 – Jan. 2011 Feb. 2011 – May 2011	Dept. Chairpersons	Principal	<input checked="" type="checkbox"/>	Completed.
Create re-teaching plans for consolidation of concepts using teacher planning time.	Sep. 2010 – Nov. 2010 Dec. 2010 – Feb. 2011 Mar. 2011 – May 2011	Science Dept. Chair	Principal	<input checked="" type="checkbox"/>	Completed.
Ensure all at risk 10 <sup>th</sup> grade students receive HSPE talks prior to testing.	Feb. 2011 – April 2011	Admin. Team Dept. Chairpersons	Principal	<input checked="" type="checkbox"/>	Completed.

## 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 2008-09 dropout rate was 4.8% and the on-time graduation rate was 76.8%.				
<b>STRATEGY</b>	Regular review of student progress toward graduation by implementing a 9 <sup>th</sup> grade intervention plan as well as interventions through Advisory, guidance, Administration, student-led conferences, and community agencies.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Spring 2011 cohort dropout rate will decrease by 10% and the graduation rate will rise to 85%.				
<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>
Continue the 9th grade student intervention plan to better track and communicate with parents their student’s academic progress.	Sep. 2010 – Nov. 2010 Dec. 2010 – Feb. 2011 Mar. 2011 – May 2011	Department Chairs, SIT	Principal	<input checked="" type="checkbox"/>	Completed.
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. 2010 – Jan. 2011 April 2011 – June 2011	Credit Recovery Staff, PAHS Staff	Principal	<input checked="" type="checkbox"/>	Completed.
Counselors will conference with all seniors and all at-risk students (9-11) about graduating on time.	Sep. 2010 – June 2011	Counselors	Principal	<input checked="" type="checkbox"/>	Completed.
Student-led parent conferences include 4-year plan, High School & Beyond Plan, graduation status, Student Learning Plans, Senior Culminating Project as needed.	Nov. 2010 Jan. 2011	All Staff	Principal	<input checked="" type="checkbox"/>	Completed.
<del>Review Student Learning Plans in the spring.</del>	<del>Mar. 2011</del>	<del>All Staff</del>	<del>Principal</del>	<input type="checkbox"/>	No longer required by State.

## 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 2008-09 dropout rate was 4.8% and the on-time graduation rate was 76.8%.				
<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 2011 cohort dropout rate will decrease by 10% and the graduation rate will rise to 85%.				
<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. 2010 – Jan. 2011 Feb. 2011 – May 2011	Principal, Truancy/Outreach Secretary	Truancy Outreach Group	<input checked="" type="checkbox"/>	Completed.
Truancy/Outreach secretary and our dropout prevention specialist will recommend students to mentoring programs.	Sep. 2010 – Jan. 2011 Feb. 2011 – May 2011	Truancy/Outreach Secretary and Dropout Prevention Specialist	Principal	<input checked="" type="checkbox"/>	Completed.
Administrators will meet with 9 <sup>th</sup> grade students failing one or more classes at the end of triads one and five.	Oct. 2010 Mar. 2011	Administrative Team	Principal	<input checked="" type="checkbox"/>	Completed.
Student and parent meetings will be held for all 9 <sup>th</sup> grade students failing two or more classes at the semester.	Jan. 2011	Administrative Team	Principal	<input checked="" type="checkbox"/>	Completed with students, parents via phone.

## ACTION PLAN

<b>GOAL 1</b>	Students and adults are engaged in powerful learning experiences appropriate to each individual.
<b>OBJECTIVE 1.6</b>	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 2010 survey show 41% 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 2011, 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. 2010 – Oct. 2010	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. 2010 – June 2011	Principal Asst. Principals	Department Chair, SIT	<input checked="" type="checkbox"/>	Review instructional practices in course teams and departments.
Continue classroom walk-through protocols using attributes of quality student learning.	Sep. 2010 – June 2011	Principal Asst. Principals	Department Chair, SIT	<input checked="" type="checkbox"/>	Completed.
Identify ways to recognize teachers for positive contribution to the school.	Sep. 2010 – June 2011	Principal Asst. Principals	SIT	<input checked="" type="checkbox"/>	Completed.

## ACTION PLAN

<b>GOAL 1</b>	Students and adults are engaged in powerful learning experiences appropriate to each individual.
<b>OBJECTIVE 1.6</b>	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 87% of staff feels they are willing to work at changing the school for the better, but only 17% 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, 60% of staff will feel positive about their colleagues' willingness to work at changing the school for the better.				
<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>
Identify barriers to collegial trust.	Oct. 2010	Dept. Chairpersons	SIT	<input checked="" type="checkbox"/>	Completed.
Review and prioritize staff's suggestions.	Oct. 2010	Dept. Chairpersons	SIT	<input checked="" type="checkbox"/>	Completed.
Identify three actions for this year's focus.	Oct. 2010 – Nov. 2010	Dept. Chairpersons	SIT	<input checked="" type="checkbox"/>	Completed.
Embed actions into collaborative time, LID and daily operations.	Oct. 2010 – May 2011	Dept. Chairpersons	SIT	<input checked="" type="checkbox"/>	Completed.
Survey staff regarding willingness to work at changing the school for the better.	May 2011	Dept. Chairpersons	SIT	<input checked="" type="checkbox"/>	Nov 2011
Review survey results with staff and make adjustments.	June 2011	Dept. Chairpersons	SIT	<input checked="" type="checkbox"/>	Advisory survey conducted in June.

## 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 41% 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.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Plan and implement August Collaboration days focused on improving culture and climate.	August 2010	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 2010	Department Chair, Administrative Team	Principal	<input checked="" type="checkbox"/>	Completed.
Learning Improvement Day dedicated to improving school culture and climate	October 2010	Principal Asst. Superintendent	Department Chair, SIT	<input checked="" type="checkbox"/>	Dedicated to brain research and Sp. Ed. focus.
Departments will calendar their goals and address the issues during Wednesday morning collaborative time.	Sep. 2010 – Nov. 2010 Dec. 2010 – Feb. 2011 Mar. 2011 – May 2011	Department Chair, Administrative Team	Principal	<input checked="" type="checkbox"/>	Completed.

## ACTION PLAN

<b>GOAL 1</b>	Students and adults are engaged in powerful learning experiences appropriate to each individual.
<b>OBJECTIVE 1.6</b>	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 2010 survey show 41% 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 2011, 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> Yes    Comments	
Plan and implement August Collaboration days focused on improving culture and climate. Review Faculty Handbook and discipline / attendance data.	August 2010	Department Chair, Administrative Team	Principal	<input checked="" type="checkbox"/>	Completed.
Freshman assemblies through Advisory to acculturate students to high school expectations.	September 2010	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.	December 2010	Administrative Team	Principal	<input checked="" type="checkbox"/>	Completed.
Review discipline and attendance data with staff.	February 2011 June 2011	Administrative Team	SIT	<input checked="" type="checkbox"/>	Completed.

## 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” is 21%.				
<b>STRATEGY</b>	Collaborative time will be developed, calendared, and connected to our vision and student data.				
<b>EVIDENCE OF ACHIEVEMENT</b>	November 2011 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. 2010 – Oct. 2010	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. 2010 – June. 2011	All Staff	Principal, Chairpersons, SIT	<input checked="" type="checkbox"/>	Completed.
Training and ongoing support at monthly late-start meetings to improve Advisory teachers’ effectiveness regarding student graduation data.	Sep. 2010 – April 2011	All Staff	Advisory Steering, SIT	<input checked="" type="checkbox"/>	Completed.

## 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, 26% 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. 2010 – Oct. 2010	All Staff	Principal Department Chairs	<input checked="" type="checkbox"/>	Completed.
Conduct staff goal setting conferences using goal-setting template and require an instructional practice goal.	Sep. 2010 – Oct. 2010	All Staff	Administrative Team	<input checked="" type="checkbox"/>	Completed.
Provide Wednesday morning professional development that is aligned with staff goals for improvement and CSIP and department objectives.	Sep. 2010 – May 2011	All Staff	Principal	<input checked="" type="checkbox"/>	Completed.
Mid-year check on goal progress.	Winter 2011	All Staff	Administrative Team	<input checked="" type="checkbox"/>	Completed.
End of year check on goal progress.	Spring 2011	All Staff	Administrative Team	<input checked="" type="checkbox"/>	Completed.

## ACTION PLAN

<p><b>GOAL 2</b> 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.</p> <p><b>OBJECTIVE 2.2</b> 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.</p>
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<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. 2010 – June 2011	District Education Technology Committee	Administrative Team	<input checked="" type="checkbox"/>	In progress.
Identify courses for integration of technology skills and knowledge.	Sep. 2010 – June 2011	PAHS Technology Team	Administrative Team	<input checked="" type="checkbox"/>	In progress.
Calendar objectives for technology skills and objectives.	Sep. 2010 – June 2011	PAHS Technology Team	Administrative Team	<input checked="" type="checkbox"/>	In progress.

## ACTION PLAN

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

**OBJECTIVE 3.1** By June 2010, 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 2010 CEE survey, 46% 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 2011, 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 2010	Bldg. Tech Coordinator	Principal	<input checked="" type="checkbox"/>	Completed.
Regular update of school website to include SIT minutes.	Sep. 2010 – June 2011	Bldg. Tech Coordinator	Principal	<input checked="" type="checkbox"/>	Completed.
Provide for teachers to post lesson plans (Moodle <sup>®</sup> ).	Sep. 2010 – Nov. 2010	Technology Committee	Principal	<input checked="" type="checkbox"/>	Completed.
Provide parent information evenings on a variety of topics including college applications and financial aid information.	Sep. 2010 – Apr. 2011	Counseling Staff	Principal	<input checked="" type="checkbox"/>	Completed.
Solicit input from parent/community in bi-monthly web updates to parents.	Oct. 2010 – June 2011	Principal	SIT	<input checked="" type="checkbox"/>	Completed.
Inclusion of a non-parent, community member on the School Improvement Team	Oct. 2010 – June 2011	SIT Chair Principal	SIT	<input checked="" type="checkbox"/>	Completed.
Meet with members of community service clubs to coordinate joint service projects on the campus.	Oct. 2010 – May 2011	ASB Officers ASB Advisor	Principal	<input checked="" type="checkbox"/>	Completed.

## 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, 46% 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. 2010 – June 2011	Department Chair Coaches	Principal	<input checked="" type="checkbox"/>	Completed.
Monthly positive student recognition in the <i>Peninsula Daily News</i> and on radio station KONP via the District Communications Specialist.	Oct. 2010 – Nov. 2010 Dec. 2010 – Feb. 2011 Mar. 2011 – May 2011	Department Chair	Principal	<input checked="" type="checkbox"/>	Completed.
Positive student recognition to be published in the PAHS Newsletter each grading period.	Oct. 24; Dec. 12, 2010 Feb. 6; Mar. 20, 2011 May 11; July 3, 2011	Principal	SIT	<input checked="" type="checkbox"/>	Completed.
Positive student recognition to be posted on the PAHS Website on a monthly basis.	Sep. 2010 – June 2011	Principal	SIT	<input checked="" type="checkbox"/>	Completed.
Positive student recognition to be posted on the PAHS Reader Board as appropriate.	Oct. 2010 – June 2011	Principal	SIT	<input checked="" type="checkbox"/>	Completed.
Honor Society Awards Ceremony calendared, planned, announced, and organized with attention to detail.	Oct. 2010 – Jan. 2011	Honor Society Advisors	Administrative Team	<input checked="" type="checkbox"/>	Completed.

## ACTION PLAN

<b>GOAL 3</b>	Parents and community partners support and enhance the education of children.
<b>OBJECTIVE 3.4</b>	The district has designed and implemented a revised approach to providing students access to coursework on-line.

<b>DATA ANALYSIS</b>	Fifty students accessed online coursework during the 2009-10 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 2010 and continuing the spring semester of 2011.				
<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 2010	Principal	Asst. Superintendent	<input checked="" type="checkbox"/>	Completed.
Counselors enroll students into courses when appropriate.	Sep. – Oct. 2010 Jan. – Feb. 2011	Counselors	Principal	<input checked="" type="checkbox"/>	Completed.
Monitor student access to DLC courses at the end of each semester.	Feb. 2011 June 2011	Counselors	Principal	<input checked="" type="checkbox"/>	Completed.

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"/>
\$2,500	<ul style="list-style-type: none"> <li>• AP Course Training/World History</li> </ul>	AP Teacher	<input checked="" type="checkbox"/> Summer
\$2,500	<ul style="list-style-type: none"> <li>• AP Course Training/Biology</li> </ul>	AP Teacher	<input checked="" type="checkbox"/> Summer
\$2,500	<ul style="list-style-type: none"> <li>• AP Course Training/Calculus</li> </ul>	AP Teacher	<input checked="" type="checkbox"/>
\$2,132	<ul style="list-style-type: none"> <li>• Conference Requests by staff</li> </ul>	Teachers and Counselors on staff	<input checked="" type="checkbox"/>

**\$9,632      School Staff Development Allocation**

✓ Source: School Budget Allocation