



**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 type="checkbox"/> Report 1	1-05-10	1-11-10
<input type="checkbox"/> Report 2	4-12-10	4-19-10
<input checked="" type="checkbox"/> Report 3	6-21-10	6-28-10

Key Progress (incl. relevant internal accountability data references)

Objective 1.1: All ten of the students enrolled in the COE classes completed their collection of evidence and it has been sent off to the state for a final evaluation of their work. One hundred fourteen incoming ninth graders have registered for the new ninth grade Honors English course in the fall.

Objective 1.2: All ten of the students enrolled in the COE classes completed their collection of evidence and it has been sent off to the state for a final evaluation of their work. Our spring benchmark writing data indicated that 49% of the ninth grade students passed. This is consistent with last years 50% pass rate. AmeriCorps tutors supported the completion of the SCP for 25 students.

Objective 1.3: Credit Recovery for Algebra I first semester began in early May through Advisory class and nine of the ten freshmen enrolled recovered their first semester credit. Three Algebra I blocked classes and two Geometry blocked classes will be offered in the fall. Thirty-nine students have registered for AP Calculus an improvement of twenty students from last year.

Objective 1.4: Eighty-nine students registered for the Honors Biology course for the fall. The syllabus has been written and approved for the new Honors Biology course. Ninety students have registered for Physics. Three sections of Physics as well as four sections of Chemistry will be offered next year.

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

Objective 1.1: There is only enough funding to offer three sections of Read 180 instead of six sections that is needed for our student population. As we increase the number of teachers assigned to teach AP or Honors courses more professional development and planning time is needed to meet the rigor of the coursework and needs of their students.

Objective 1.2: As we increase the number of teachers assigned to teach AP or Honors courses more professional development and planning time is needed to meet the rigor of the coursework and needs of their students. To meet the needs of seniors who have not passed the HSPE in writing or reading a COE section has been set aside for second semester of the 2010-11 school year.

Objective 1.3: As a solution to address our students who are in danger of failing Geometry we were able to offer two sections of the double period Geometry class. However, three sections are needed to meet our students' needs. Thirty-nine students registered for Honors Algebra II during the 2010-11 school year. This is a decrease of 35% from the number of students who were enrolled in Honors Geometry 2009-10. The Mathematics department is working to remedy this concern.

Objective 1.4: As we increase the number of teachers assigned to teach AP or Honors courses more professional development and planning time is needed to meet the rigor of the coursework and needs of their students.

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
Objective 1.1: Access for professional development, funding for additional planning time and textbooks for any new AP course offerings. Support for peer classroom visitations to enhance the school wide focus on effective effort.	Objective 1.1: There have been changes in the Read 180 and Honors English 11 teachers. In addition two instructors are teaching the four sections of the new Honors English 9 course.
Objective 1.2: Access for professional development, funding for additional planning time and textbooks for any new AP course offerings. Support for peer classroom visitations to enhance the school wide focus on effective effort.	Objective 1.2: There have been changes in the Read 180 and Honors English 11 teachers. In addition two instructors are teaching the four sections of the new Honors English 9 course.
Objective 1.3: Content area mentors for each of the three new staff members. Support for peer classroom visitations to enhance the school wide focus on effective effort.	Objective 1.3: Three math teachers have been hired for next year to replace teachers who are leaving and retiring. Two sections of Geometry support classes have been added to help students obtain skills necessary to pass the HSPE end of course exams.
Objective 1.4: New textbooks and curriculum for a Biology course to support the end of course Biology test required in the spring of 2012. Access for professional development, funding for additional planning time and textbooks for any new AP/Honors course offerings.	Objective 1.4: We will be re-evaluating the Science 9 curriculum this fall to address the end of course Biology test all tenth graders will have to pass in the spring of 2012.

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	3.2%	91.91%	65	1	4	36	9	3.2%	91.86%	32	3	1	31
10	3.4%	91.64%	28	0	0	41	10	3.9%	90.85%	31	4	2	39
11	5.8%	88.80%	20	0	1	57	11	4.0%	91.25%	22	0	1	34
12	5.7%	89.46%	11	0	0	19	12	6.4%	88.73%	10	2	2	22

Analysis Tool/ Measurement Device	Results for 2008-09					Results for 2009-10				
	Reading					Reading				
Fall Degrees of Reading Power (DRP) (percent of students at standard) Developmental Reading Assessment (DRA) District Reading Winter Benchmark (percent of students at standard)	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 rd	43%
	10	60%	37	4.0	54%	10	45%	25	9 th	HSPE
	11	75%	29	6.3	❖	11	59%	9	8 th	❖
	12	53%	4	7.4	❖	12	58%	7	8 th	❖
District Writing Benchmark Fall, Winter, Spring (percent of students at standard) District Math Winter Benchmark (percent of students at standard)	Writing				Math	Writing				Math
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
	9	❖	49%	50%	37%	9	❖	45%	49%	57%
	10	42%	54%	❖	26%	10	NA	59%	HSPE	55%
	11	❖	❖	❖	❖	11	❖	❖	❖	❖
12	❖	❖	SCP	❖	12	❖	❖	❖	❖	
Classroom-Based Assessments (percent of students at standard) District Science Winter Benchmark (percent of students at standard)	Classroom-Based Assessment				Science	Classroom-Based Assessment				Science
	Grade	Social Studies	The Arts	Health/Fitness	District Benchmark	Grade	Social Studies	The Arts	Health/Fitness	District Benchmark
	9	❖	100%	69%	41%	9	❖	100%	74%	32%
	10	60%	100%	74%	48%	10	74%	98%	73%	35%
	11	67%	100%	77%	❖	11	87%	100%	87%	❖
12	62%	100%	81%	❖	12	77%	99%	88%	❖	

⊕ 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 <i>Collaboration Time/Professional Development Activities</i> during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • We met in grade level and departments to discuss Effective Effort. (1.1, 1.2, 1.3, 1.4, 1.5) • Prepared instructors for Senior Culminating Projects. (1.1, 1.2, 1.3, 1.4, 1.5) • Curriculum calendaring during department time. (1.1, 1.2, 1.3, 1.4, 1.5) • Discussed implementation of instructional strategies during department time. (1.1, 1.2, 1.3, 1.4, 1.5) 	Continued discussion of Chapter 12 of the Skillful Teacher to prepare an implementation plan for 2010-11. Departmental collaboration time was dedicated to examining student work, discussing instructional strategies, and designing course calendars and syllabi for 2010-11. Teachers reviewed and practiced scoring the Senior Culminating Projects in preparation for this year's presentations.
Summary Analysis of <i>Parent & Student Engagement Activities</i> during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • Scholarship Night (3.1) 5/18/10 • Senior Ball (1.6) 5/22/10 • NJROTC Awards and Ball (1.6, 3.1) 6/12/10 • Student Recognition Assembly (3.1) 6/4/10 • District and State Athletic Contests (1.6) Various Dates • CTE Awards (3.1) 6/3/10 • Perfect Blend Dinner Show (1.6, 3.1) 6/4/10 and 6/5/10 • Student Summit (1.6, 3.1) 6/1/10 • Class Elections (1.6) 4/22/10 and 4/29/10 • Graduation (3.1) 6/18/10 	A wide variety of activities focused on student achievement; academically, athletically, and artistically this spring. Our students earned \$1.5 million in scholarships, of which \$274,000 was from local donors. The Senior Ball was a great success and enjoyed by students and staff alike. Other events that were enjoyed by students were the NJROTC Awards and Ball and Student Recognition Assembly. This year's student summit focused on setting goals for next year's ASB leadership. Class officers and ASB officers were elected and have taken over responsibilities. This year's graduation was very successful, with 241 students receiving diplomas.
Summary Analysis of <i>On-Time Graduation Rate Improvement Activities</i> during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • Credit Recovery (1.1, 1.2, 1.3, 1.5) • Read 180 (1.1, 1.2) • Advisory Credit Recovery (1.3) • Academic Saturdays (1.1, 1.2, 1.3, 1.4, 1.5, 1.6) • Senior Sequester (1.1, 1.2, 1.3, 1.4) • Algebra I Saturday Intervention Retests and Homework Support (1.3, 1.5) • AmeriCorps Tutoring (1.1, 1.2, 1.3, 1.4, 1.5, 1.6) 	There have been 156 credits recovered this year, compared to 96 during 2008-2009. Ten of these credits were Math credits recovered in Advisory class by students who failed Algebra I during the fall semester. AmeriCorps tutors supported seniors' completion of the SCP so that more students would graduate on time. Academic Saturday School was staffed by certificated teachers to support work completion and to reduce course failure.

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

ACTION PLAN

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

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

DATA ANALYSIS	Currently, 83.5% of our students meet standard in WASL reading.				
STRATEGY	School-wide focus on reading comprehension and critical thinking strategies in all subjects using the CQI process.				
EVIDENCE OF ACHIEVEMENT	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.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Monitor and maintain school-wide reading calendar.	Sep. 2009 – June 2010	English Dept. Chair	Principal	<input checked="" type="checkbox"/>	Completed
Provide staff with training regarding Instructional Foci and mini-assessments during Wednesday morning collaborative time.	Sep. 2009 – Mar. 2010	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. 2009 – Mar. 2010	English Dept. Chair	Principal	<input checked="" type="checkbox"/>	Completed
Administer benchmark tests.	Dec. 2009 March 2010	Asst. Principal	Principal	<input checked="" type="checkbox"/>	Completed
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 checked="" type="checkbox"/>	Completed
Conduct test talks with identified 10 th , 11 th and 12 th grade students.	Jan. 2010 – Mar. 2010	English 10, 11 and 12 Teachers	Principal English Dept. Chair	<input checked="" type="checkbox"/>	Completed

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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.

DATA ANALYSIS	Currently, 83.5% of our students meet standard in WASL reading. Reading comprehension and critical thinking were areas that students scored the lowest.				
STRATEGY	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.				
EVIDENCE OF ACHIEVEMENT	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.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Remediation program for identified students using READ180® curriculum administered by LAP staff.	Sep. 2009 – June 2010	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. 2009 – Dec. 2009 Jan. 2010 – June 2010	English Teachers	Principal Dept. Chair	<input checked="" type="checkbox"/>	Completed
Add reading comprehension lessons into 10th grade Advisory on predicted HSPE questions.	Oct. 2009 – Mar. 2010	10 th 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. 2009 – Mar. 2010	Social Studies, Science, and CTE staff Assistant Principal	Principal Department Chair	<input checked="" type="checkbox"/>	Completed
Collection of Evidence program for identified 12th grade students if available.	Oct. 2009 – June 2010	English Staff	Principal	<input checked="" type="checkbox"/>	. Completed

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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.

DATA ANALYSIS	Student WASL scores did not increase as expected in reading.				
STRATEGY	Increase the intentionality and accountability of all certificated staff regarding the use of the CQI process to support student achievement in reading.				
EVIDENCE OF ACHIEVEMENT	Increased percentage of students reaching standard on the reading portion of the HSPE.				
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 checked="" type="checkbox"/>	Completed
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 checked="" type="checkbox"/>	Completed
Implement mini-assessments.	Oct. 2009– Jan. 2010 Feb. 2010 – May 2010	Dept. Chairpersons	Principal	<input checked="" type="checkbox"/>	Completed
Ensure all at risk 10 th , 11 th , and 12 th grade students receive test talks prior to Spring break.	Feb. 2010 – Mar. 2010	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.

DATA ANALYSIS	Currently, 88.5% of our students meet standard in WASL writing.				
STRATEGY	As a school, we will focus on writing through the use of the CQI processes and, Advisory to maintain and remediate students not meeting standard on both internal and external writing assessments.				
EVIDENCE OF ACHIEVEMENT	75.0% of 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.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Monitor and maintain school-wide writing foci.	Sep. 2009 – June 2010	English Dept. Chair	Principal	<input checked="" type="checkbox"/>	Completed
Provide staff with training regarding Instructional Foci and mini-assessments during Wednesday morning collaborative time.	Sep. 2009 – Mar. 2010	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. 2009 – Mar. 2010	English Dept. Chair	Principal	<input checked="" type="checkbox"/>	Completed
Administer benchmark tests.	October 2009 January 2010	English Dept. Chair	Principal	<input checked="" 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 checked="" type="checkbox"/>	Completed
Conduct test talks with identified 10 th , 11 th and 12 th grade students.	Jan. 2010 – Mar. 2010	English 10, 11 and 12 teachers	Principal, English Dept. Chair	<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.

DATA ANALYSIS	Currently, 88.5% of our students meet standard in WASL writing.				
STRATEGY	School-wide focus on writing using Advisory, LAP and PAS staff as an additional support to the CQI process.				
EVIDENCE OF ACHIEVEMENT	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.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Collection of Evidence program for identified 12 th grade students if available.	Sep. 2009 – June 2010	English Staff	Principal	<input checked="" type="checkbox"/>	Completed
Remediation program for identified 9 th , 10 th , and 11 th grade students using READ180 [®] curriculum administered by LAP staff.	Sep. 2009 – June 2010	LAP Staff	Principal	<input checked="" type="checkbox"/>	Completed
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 checked="" type="checkbox"/>	Completed
Continue writing instructional focus lessons in 10th grade Advisory based on predicted HSPE stems.	Oct. 2009 – Mar. 2010	10th Grade Advisors	Advisory Steering	<input checked="" type="checkbox"/>	Completed

ACTION PLAN

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

DATA ANALYSIS	Student WASL scores did not increase as expected in writing.				
STRATEGY	Increase the intentionality and accountability of all certificated staff regarding the use of the CQI process to support student achievement writing.				
EVIDENCE OF ACHIEVEMENT	Increased percentage of students reaching standard on the 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 checked="" type="checkbox"/>	Completed
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 checked="" type="checkbox"/>	Completed
Implement mini-assessments.	Oct. 2009 – Jan. 2010 Feb. 2010 – May 2010	Dept. Chairpersons	Principal	<input checked="" type="checkbox"/>	Completed
Ensure all at risk 10 th , 11 th , and 12 th grade students receive test talks prior to testing.	Feb. 2010 – Mar. 2010	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 1.3 All schools will improve student math skills so that the percentage of students demonstrating adequate yearly progress increases by at least equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

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

DATA ANALYSIS	Currently 49.8% of our students meet standard in WASL math.				
STRATEGY	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.				
EVIDENCE OF ACHIEVEMENT	60.0% of 10 th 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.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED 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"/>	Completed
Place identified 9 th 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"/>	Completed
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 th and 10th grade Advisory.	Oct. 2009 – Apr. 2010	9 th and 10 th Grade Advisors	Advisory Steering Committee	<input checked="" type="checkbox"/>	Completed

ACTION PLAN

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.

DATA ANALYSIS	Student WASL scores did not increase as expected in Math.				
STRATEGY	Increase the intentionality and accountability of all certificated staff regarding the use of the CQI process to support student achievement in math.				
EVIDENCE OF ACHIEVEMENT	Increased percentage of students reaching standard on the 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.	Oct. 2009 – Nov. 2009 Dec. 2009 – Feb. 2010 Mar. 2010 – May 2010	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.	Oct. 2009 – Nov. 2009 Dec. 2009 – Feb. 2010 Mar. 2010 – May 2010	Principal Dept. Chairpersons	Principal	<input checked="" type="checkbox"/>	Completed
Implement mini-assessments.	Oct. 2009 – Jan. 2010 Feb. 2010 – May 2010	Dept. Chairpersons	Principal	<input checked="" type="checkbox"/>	Completed
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 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.

DATA ANALYSIS	Currently 48.4% of our students meet standard in WASL science.				
STRATEGY	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.				
EVIDENCE OF ACHIEVEMENT	By 2010 HSPE measure, 65% of our students will meet standard.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Monitor and maintain building-wide grade 9 science calendar through monthly department meetings.	Sep. 2009 – Nov. 2009 Dec. 2009 – Feb. 2010 Mar. 2010 – May 2010	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. 2009 – Nov. 2009 Dec. 2009 – Feb. 2010 Mar. 2010 – May 2010	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. 2009 – Jan. 2010 Feb. 2010 – May 2010	Science Dept. Chair Assistant Principal	Principal	<input checked="" type="checkbox"/>	Completed

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

DATA ANALYSIS	Currently 48.4% of our students meet standard in WASL science.				
STRATEGY	Increase the intentionality and accountability of all certificated staff regarding the use of the CQI process to support student achievement in science.				
EVIDENCE OF ACHIEVEMENT	Increased percentage of students reaching standard on the 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.	Oct. 2009 – Nov. 2009 Dec. 2009 – Feb. 2010 Mar. 2010 – May 2010	Principal Dept. Chairpersons	Admin. Team	<input checked="" type="checkbox"/>	Completed
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 checked="" type="checkbox"/>	Completed
Implement mini-assessments.	Oct. 2009 – Jan. 2010 Feb. 2010 – May 2010	Dept. Chairpersons	Principal	<input checked="" type="checkbox"/>	Completed
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 checked="" type="checkbox"/>	Completed
Ensure all at risk 10 th grade students receive HSPE talks prior to testing.	Feb. 2010 – April 2010	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.

DATA ANALYSIS	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%.				
STRATEGY	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.				
EVIDENCE OF ACHIEVEMENT	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 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. 2009 – Jan. 2010 April 2010 – June 2010	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. 2009 – June 2010	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. 2009 Jan. 2010	All Staff	Principal	<input checked="" type="checkbox"/>	Completed
Review Student Learning Plans in the spring.	Mar. 2010	All Staff	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.

DATA ANALYSIS	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%.				
STRATEGY	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.				
EVIDENCE OF ACHIEVEMENT	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	
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 checked="" type="checkbox"/>	Completed
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 checked="" type="checkbox"/>	Completed
Administrators will meet with 9 th grade students failing one or more classes at the end of triads one and five.	Oct. 2009 Mar. 2010	Administrative Team	Principal	<input checked="" type="checkbox"/>	Completed
Student and parent meetings will be held for all 9 th grade students failing two or more classes at the semester.	Feb. 2010	Administrative Team	Principal	<input checked="" type="checkbox"/>	Parent contact was made.

ACTION PLAN

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

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

DATA ANALYSIS	The results of EES 2009 survey show 53% of staff feels PAHS has a supportive learning environment.				
STRATEGY	School administrators support a positive school environment through encouragement to seek advancement.				
EVIDENCE OF ACHIEVEMENT	By 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
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 checked="" type="checkbox"/>	Completed
Continue classroom walk-through protocols using attributes of quality student learning.	Sep. 2009 – June 2010	Principal Asst. Principals	Department Chair, SIT	<input checked="" type="checkbox"/>	Completed
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.

DATA ANALYSIS	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.				
STRATEGY	Staff members will identify and reduce barriers to establishing collegial trust.				
EVIDENCE OF ACHIEVEMENT	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 checked="" type="checkbox"/>	Completed
Review and prioritize staff's suggestions.	Oct. 2009	Dept. Chairpersons	SIT	<input checked="" type="checkbox"/>	Completed
Identify three actions for this year's focus.	Oct. 2009 – Nov. 2009	Dept. Chairpersons	SIT	<input checked="" type="checkbox"/>	Completed
Embed actions into collaborative time, LID and daily operations.	Oct. 2009 – May 2010	Dept. Chairpersons	SIT	<input checked="" type="checkbox"/>	Completed
Survey staff regarding willingness to work at changing the school for the better.	May 2010	Dept. Chairpersons	SIT	<input checked="" type="checkbox"/>	Completed
Review survey results with staff and make adjustments.	June 2010	Dept. Chairpersons	SIT	<input checked="" type="checkbox"/>	Completed

ACTION PLAN

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

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

DATA ANALYSIS	The results of EES 2009 survey show 53% of staff feels PAHS has a supportive learning environment.				
STRATEGY	Staff members will identify and develop solutions to culture and climate issues. Each department will develop a goal to improve collaboration within their department.				
EVIDENCE OF ACHIEVEMENT	By 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 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.

DATA ANALYSIS	The results of EES 2009 survey show 53% of staff feels PAHS has a supportive learning environment.				
STRATEGY	Examine, monitor and review existing discipline plan to promote a positive culture and climate that supports learning.				
EVIDENCE OF ACHIEVEMENT	By 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. 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 th 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 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.

DATA ANALYSIS	EES data shows that the percent of staff which believe there are “High Levels of Collaboration and Communication” has dropped from 51% to 28% over the last five surveys.				
STRATEGY	Collaborative time will be developed, calendared, and connected to our vision and student data.				
EVIDENCE OF ACHIEVEMENT	Spring 2010 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. 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 checked="" type="checkbox"/>	Completed
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 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.

DATA ANALYSIS	In the 2009 EES survey results, 44% of the staff said that the principal talked to them about their professional development.				
STRATEGY	Individual staff and principal or assistant principal conferences regarding professional development goal setting will happen with all staff.				
EVIDENCE OF ACHIEVEMENT	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 checked="" 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 checked="" type="checkbox"/>	Completed
Mid-year check on goal progress.	Winter 2010	All Staff	Administrative Team	<input checked="" type="checkbox"/>	Completed
End of year check on goal progress.	Spring 2010	All Staff	Administrative Team	<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 2.2 By June 2009, the district will have identified grade level standards for student knowledge and skills in technology and will have developed assessments to measure and report their achievement.

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

DATA ANALYSIS	Based on 2009 CEE survey, 55% of parents surveyed believed there are high levels of community and parent involvement.				
STRATEGY	Publicize our work, and solicit greater parent and community support.				
EVIDENCE OF ACHIEVEMENT	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 [®] , 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 checked="" type="checkbox"/>	Completed
Provide for teachers to post lesson plans (Moodle [®]).	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 checked="" type="checkbox"/>	Completed
Solicit input from parent/community in quarterly newsletters.	Oct. 2009 – June 2010	Principal	SIT	<input checked="" type="checkbox"/>	Completed
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 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.

DATA ANALYSIS	Based on 2009 CEE survey, 55% of parents surveyed believed there are high levels of community and parent involvement.				
STRATEGY	Publicize to parents and to the community, positive student recognition.				
EVIDENCE OF ACHIEVEMENT	By spring 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 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. 2009 – Nov. 2009 Dec. 2009 – Feb. 2010 Mar. 2010 – May 2010	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, 2009 Feb. 6; Mar. 20, 2010 May 11; July 3, 2010	Principal	SIT	<input checked="" type="checkbox"/>	Completed
Positive student recognition to be posted on the PAHS Website on a monthly basis.	Sep. 2009 – June 2010	Principal	SIT	<input checked="" type="checkbox"/>	Completed
Positive student recognition to be posted on the PAHS Reader Board as appropriate.	Oct. 2009 – June 2010	Principal	SIT	<input checked="" type="checkbox"/>	Completed
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.

DATA ANALYSIS	Sixteen students accessed online coursework during the 2008-09 school year.				
STRATEGY	Make courses available to students using the Digital Learning Commons (DLC).				
EVIDENCE OF ACHIEVEMENT	All students will be informed of classes offered through the DLC starting in September 2009 and continuing the spring semester of 2010.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Meet with High School Counselors, CTE Director, Asst. Superintendent to discuss logistics of enrolling students into the DLC.	September 2009	Principal	Asst. Superintendent	<input checked="" type="checkbox"/>	Completed
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 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"/>
\$3,500	Advisory <ul style="list-style-type: none"> • Why Try Training/materials • Life Skills activities • Student Learning Plans 	Advisory Steering Committee Student Advisors	<input checked="" type="checkbox"/>
\$6,000	Classroom Instructional Practices <ul style="list-style-type: none"> • AP conferences • Differentiation of Instruction • Professional Learning Communities • Instructional Strategies 	Classroom Teachers	<input type="checkbox"/>
\$808	Technology <ul style="list-style-type: none"> • Skyward • Outlook • Moodle 	Technology Committee New Staff	<input checked="" type="checkbox"/>
\$780	Senior Culminating Project <ul style="list-style-type: none"> • Coordination • Project Review 	SCP Steering Committee	<input checked="" type="checkbox"/>

\$11,088

School Staff Development Allocation

✓ Source: School Budget Allocation