

Chapter V

Action Plan

Introduction

At Downtown High School, the WASC Action Plan has been driving our school's progress for the past twelve years. It was a WASC Action Plan that guided us through a process of overhauling our school and creating the alternative project-based structure that has become the solid foundation of everything we do. It was another WASC Action Plan that helped us standardize expectations school-wide, raise the bar for all projects, and launch the academic initiatives and professional development structures that are now so well institutionalized at DHS. This new Action Plan is equally exciting to us, because it builds upon on our strengths in order to take us in a direction we have had our eyes on for some time now.

Our school has reached a place where the academic expectations across projects are comparable, students are well supported by a broad away of services and programs, and structures are in place that support all teachers in developing rigorous, accessible, and engaging curricula. The next steps are logical: make sure these gains translate into student academic growth, long-term well being, and continual improvement of project offerings. These Critical Academic Needs each arose organically in multiple aspects of our self-study, and are an authentic reflection of the next level for DHS:

1. Develop school-wide structures to assess student progress toward mastery of Downtown High School's Critical Academic Skills.
2. Build upon family and community partnerships to support students' personal well being and academic success at Downtown High School and beyond.
3. Leverage existing collaborative support structures to further improve project-based curriculum.

Critical Academic Need 1

Develop school-wide structures to assess student progress toward mastery of Downtown High School's Critical Academic Skills.

Summary and Rationale

The Literacy Initiative has provided DHS with a model for how assessments can be successfully introduced across all projects: our five-paragraph essay and its rubric. Every student is now required to complete read a book and write an essay in order to accomplish several Critical Academic Skills related to our “Communicate Effectively” “Think Critically” ESLRs. We can feel confident that the scores teachers are giving remain comparable from project to project. Our first Critical Academic Need recognizes the need to take this model and apply it to other skill and content areas, expanding our repertoire of assessments and rubrics employed school-wide to measure student achievement of DHS academic standards. Furthermore, we plan to examine possible structures for developing individual student portfolios that will allow us to measure students’ academic growth over the time that they attend DHS as well as assess each graduate’s mastery of our Critical Academic Skills.

Downtown High School staff is very clear that the usual measures of student success, scores on state-mandated tests, are inappropriate for both our students and our program, but we are not blind to the need to have means to assess how well our school is serving our students. Therefore, it is imperative that we develop our own tools for evaluating how our students are growing and learning: tools that will be recognized as valid by our community and our district, and tools that will allow us to compile our own body of data that gives us meaningful insights into the efficacy of our academic program. Our Critical Academic Skills make explicit how our students can demonstrate attainment of each ESLR, and all projects are designed around helping them attain these learning goals. Many teachers, when presenting their curriculum plans to the Curriculum Committee, have expressed a desire to develop better assessments that can offer useful feedback on how much students are growing during the course of the semester. Similarly, the school community would like to develop a way to identify student growth over time, leading toward graduation. Quite simply, we want to design tools to evidence that our graduates demonstrate the academic proficiency.

Related Growth Areas

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
 - 1. Regular reexamination and revision (as needed) of ESLRs and CAS by school community (A1.1)
 - 2. Identify and collect which data are most useful to us, and regularly revisit this data (A3.1)
 - 3. Develop additional rubrics around more academic initiatives such as math and scientific inquiry (A5.2)

- B. Standards-Based Student Learning: Instruction
 - 1. Develop criteria and systems (such as student portfolios) to assess individual student progress (C1.1)
 - 2. Further develop expectations and assessments of students for exhibition (C1.3)
 - 3. Develop common expectations for field experiences in order to facilitate maximum integration with project curriculum (C2.1)

- C. Standards-based Student Learning: Assessment and Accountability
 - 1. Develop authentic assessments such as school-wide rubrics across more content areas and for more, possibly all, Critical Academic Skills (D1-2.1)
 - 2. Identify a means (such as portfolios) of assessing student progress toward achieving ESLRs and CAS over time (D1-2.2)

- D. School Culture and Support for Student Personal and Academic Growth
 - 1. Design school-wide, uniform Individual Learning Plans (E3-4.1)

Growth Targets

- Critical Academic Skills (CAS) revisited and updated as needed

- Appropriate assessments identified for each CAS, school-wide requirement, and academic discipline
- School-wide assessment tools such as rubrics implemented across projects as suitable
- School-wide assessments utilized to generate data that can inform instruction
- Structure such as individual student portfolios in place to measure student progress over time toward achieving DHS academic standards

Monitoring, Assessing, and Reporting Progress

This Critical Academic Need is designed to provide us with better methods of assessing student progress toward achieving our ESLRs and CAS. Our weekly professional development sessions will be the ideal place for us to monitor our progress. As rubrics and other authentic assessments are identified as appropriate school-wide, we will need to practice examining student work with each tool, and gather feedback on the structures we have developed. Anchoring workshops will allow us to monitor the efficacy of each new assessment. When assessments become institutionalized across projects, we will begin utilizing them to collect data on student achievement, which we can report to staff, parents/guardians, students, and the district.

Timeline Identifying Steps, Resources, Responsible Parties, and Assessments

Time-line	Steps	Resources	Party Responsible	Assessment
Fall 2010	<ul style="list-style-type: none"> • Revisit and revise CAS • Gather and evaluate existing data and assessment tools related to revised CAS • Identify and prioritize data and assessment needs specific to CAS (what to revise, what to create) • Each committee develop 	<ul style="list-style-type: none"> • Staff expertise and input • Professional development time • Professional literature on authentic assessments • Rubrics or assessments teachers are already using • National Board and professional organization standards • California State 	<ul style="list-style-type: none"> • Faculty • CPDC, Literacy, and Math Committees • Admin 	<ul style="list-style-type: none"> • Staff feedback on the process • Staff, student, family, and community feedback on assessment tools

Time-line	Steps	Resources	Party Responsible	Assessment
	rubric or other assessment for the first related priority identified <ul style="list-style-type: none"> • Discuss role of exhibition as assessment, develop, and pilot a rubric to assess student performance 	Standards <ul style="list-style-type: none"> • ESLRs • Literacy Initiative model • District Content Specialists • Other models of exhibitions and portfolios 		
Spring 2011	<ul style="list-style-type: none"> • Evaluate and revise student exhibition rubric • Pilot at least one new rubric or assessment school-wide, and anchor student work to rubric • Preliminary discussions/strategizing around ILPs/Student Portfolios: vision and purpose • Establish groups based on interest to create additional rubrics based on priority and related to CAS, to be shared with staff 	<ul style="list-style-type: none"> • Staff expertise and input • Professional development time • Professional literature on successful student portfolios • Resources collected in the Fall 	<ul style="list-style-type: none"> • Faculty • CPDC, Literacy, and Math Committees • Admin • New rubric teams 	<ul style="list-style-type: none"> • Staff feedback on the process and efficacy of new assessment • Staff, student, family, and community feedback on assessment tools
Fall 2011	<ul style="list-style-type: none"> • Share rubrics developed in the fall, get feedback, and revise • Choose one new rubric or assessment to pilot • Evaluate and revise new rubric that was piloted last spring • Design ILPs/portfolios by identifying what work and assessments will be included, including transition and career plans • Determine venue for storing student work and evaluate feasibility of using School Loop • Continue to develop rubrics for CAS 	<ul style="list-style-type: none"> • School Loop or other web-based repository • Research in professional journals • Staff expertise • Professional development time • District expertise • Existing assessment tools 	<ul style="list-style-type: none"> • Faculty • CPDC, Literacy, and Math Committees • Admin • New rubric teams 	<ul style="list-style-type: none"> • Staff feedback on the process and efficacy of new assessments • Staff, student, family, and community feedback on assessment tools • Data from piloted rubrics
Spring 2012	<ul style="list-style-type: none"> • Finalize ILP/portfolio design and pilot by having each teacher assemble portfolios for one senior • Evaluate process of assembling portfolios • Finish work on CAS related rubrics 	<ul style="list-style-type: none"> • Staff expertise • Educational research and models of student portfolios • PD time • District content specialists • CBO partners 	<ul style="list-style-type: none"> • Faculty • CPDC, Literacy, and Math Committees • Admin • New rubric teams 	<ul style="list-style-type: none"> • Staff feedback on the process and efficacy of assessments and portfolios • Staff, student, family, and community

Time-line	Steps	Resources	Party Responsible	Assessment
	<ul style="list-style-type: none"> • Pilot additional rubrics • Evaluate new rubrics and anchor student work 			feedback on portfolio process <ul style="list-style-type: none"> • Data from piloted rubrics
Fall 2012	<ul style="list-style-type: none"> • Pilot use of student portfolio/ILP and evaluate at semester end • Make final revisions to CAS assessments and begin full implementation • Begin developing content area rubrics/assessments • Evaluate rubrics in use and how they fit into Student Portfolio/ILP • Anchor student work to CAS rubrics 	<ul style="list-style-type: none"> • Staff expertise • PD time • Research in professional journals 	<ul style="list-style-type: none"> • Faculty • CPDC, Literacy, and Math Committees • Admin • Content area rubric teams 	<ul style="list-style-type: none"> • Staff feedback on the process and efficacy of assessments and portfolios • Staff, student, family, and community feedback on assessment tools and portfolio process • Data from rubrics
Spring 2013	<ul style="list-style-type: none"> • Anchor, evaluate and revise CAS rubrics • Share, get feedback, and revise content area rubrics • Explore extension of exhibition as student and project assessment • Expand use of exhibition rubric to stakeholders and guests to evaluate all project exhibitions 	<ul style="list-style-type: none"> • CBO partners • Family involvement • Exhibition models • Staff and district expertise • PD time 	<ul style="list-style-type: none"> • Faculty • CPDC, Literacy, and Math Committees • Admin • New rubric teams 	<ul style="list-style-type: none"> • Staff feedback on new protocols • Staff, student, family, and community feedback on exhibitions • Exhibition rubric data
Fall 2013	<ul style="list-style-type: none"> • Pilot content area rubrics • Review and revise rubrics and student portfolios in all projects • Evaluate Exhibition as assessment and review and revise • Anchor student work to new rubrics 	<ul style="list-style-type: none"> • Staff expertise • PD time 	<ul style="list-style-type: none"> • Faculty • CPDC, Literacy, and Math Committees • Admin • New rubric teams 	<ul style="list-style-type: none"> • Staff feedback • Student, family, and community feedback • Rubric data
Spring 2014	<ul style="list-style-type: none"> • Anchor, evaluate, and revise new rubrics and assessments • Discuss efficacy of assessments in place: quantity, quality, diversity, range • Adjust as needed 	<ul style="list-style-type: none"> • Rubrics and assessments developed by staff • Current research related to assessment • In-house expertise • District content specialists 	<ul style="list-style-type: none"> • Faculty • Admin 	<ul style="list-style-type: none"> • Targeted faculty discussions • Student surveys related to new assessments
Fall 2014	<ul style="list-style-type: none"> • Standardize use of rubrics and student portfolios in all projects 	<ul style="list-style-type: none"> • Rubrics • Portfolios • Staff feedback 	<ul style="list-style-type: none"> • Faculty • Admin 	<ul style="list-style-type: none"> • Staff, student and parent feedback

Time-line	Steps	Resources	Party Responsible	Assessment
	<ul style="list-style-type: none"> • Continue anchoring activities 	<ul style="list-style-type: none"> • PD time 		<ul style="list-style-type: none"> • Input gathered from stakeholders • Data related to assessments
Spring 2015	<ul style="list-style-type: none"> • Begin collecting rubric, assessment, and portfolio data to share and discuss implications 	<ul style="list-style-type: none"> • Rubric data • Portfolio data • PD time • Committees 	<ul style="list-style-type: none"> • Admin • Faculty 	<ul style="list-style-type: none"> • Faculty and administrative evaluation of data
Fall 2015	<ul style="list-style-type: none"> • Analyze all data collected and its implication for project curriculum • Determine next curriculum initiatives based on data 	<ul style="list-style-type: none"> • Staff expertise • Educational research • Community expertise • Rubric and assessment data 	<ul style="list-style-type: none"> • Admin • Rubric teams (CAS-based and content area-based) • Faculty • Committees (CPDC, Literacy, Math) 	<ul style="list-style-type: none"> • Faculty and administrative evaluation of data • Student, family, community evaluation of assessment processes
Spring 2016	<ul style="list-style-type: none"> • Develop new working groups or committees to support new initiatives and begin planning 	<ul style="list-style-type: none"> • Data and data analysis 	<ul style="list-style-type: none"> • Committees • Admin 	<ul style="list-style-type: none"> • Whole staff input into design of new initiatives

Critical Academic Need 2

Build upon community and family partnerships to support students' personal well being and academic success at Downtown High School and beyond.

Summary and Rationale

Community and family partnerships and support services overall are a strong component of our school's programming, as evidenced by an impressive list of community partnerships across multiple domains of the school, parent/guardian

involvement in our governing bodies, widespread participation in quarterly parent/guardian conferences, the establishment of workshops for families organized by the ExCEL After School program, the launch of the Prevention Intervention (PI) initiative to improve student attendance, after school tutoring and enrichment activities, one-on-one tutoring, and academic support offered by teachers after school, and the full range of mental and physical health services offered by our Wellness Center.

In examining the growth areas identified in the self-study process, we have been able to pinpoint ways that our use of support services, specifically around community and family partnerships, may be further improved to reach more students in a more effective manner, both within the school and beyond. We also see the need to find better, more central and systematic ways to communicate and coordinate all the support services that students may receive. Finally, we want to begin to assess the effectiveness of our programs internally and from the perspective of parents and families.

Related Growth Areas

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
 - 1. Increase parent and student input into governance and enhance understanding of governance among those groups (A2.1)

- B. Standards-Based Student Learning: Curriculum
 - 1. Connect every student with at least one support provider or CBO to support and help keep track of her/him after high school (B1.2)
 - 2. Develop structures that facilitate ongoing parent/guardian participation and follow-up in monitoring student progress between conferences (B2.1)

- E. School Culture and Support for Student Personal and Academic Growth
 - 1. Increase the number of families involved in school activities and culture (E1.1)

2. In order to systematize and incentivize high expectations school-wide, build upon support structures such as PI to help students meet the requirements of the attendance and credit initiatives (E2.1)
3. Develop centralized data-sharing systems around student support services in order to increase communication and allow for assessment of student support services (E3-4.2)

Growth Targets

Family Involvement:

- Increase programming available to parents and families of DHS.
- Increase overall participation rates in all family programming at DHS.
- Formally assess parent and family perceptions of DHS support services.

Student Support:

- Develop an efficient system for communication and coordination of support services between all members of the DHS support team.
- Develop and regularly utilize a means of assessing community partnerships.
- Develop a means of assessment for existing support services such as the PI program.
- Develop a means of assessing impact of support services on students' academic growth.

Transition/Workforce Development:

- Increase programming around pre-vocational and vocational training and workforce development.
- Utilize CBO partnerships to connect every student with at least one adult who can support and guide her/him after DHS.
- Develop a method to utilize CBO relationships/connections with students to help track students after they leave DHS.

Monitoring, Assessing, and Reporting Progress

DHS has the benefit of an extensive support staff dedicated to student well being and academic success. There are several existing structures in place to facilitate monitoring, assessment, and reporting of this Critical Academic Need. Currently, the principal conducts weekly support staff meetings and holds weekly Student Assistance Program (SAP) meetings. Wellness Center and ExCEL staff meet weekly as well. The Prevention Intervention (PI) program regularly convenes support providers to delegate and assess services. These bodies will be instrumental in proposing, implementing, and monitoring protocols to meet the growth targets. Progress on growth will be reported to the full staff and community during faculty and School Site Council meetings.

Timeline Identifying Steps, Resources, Responsible Parties, and Assessments

Time-line	Steps	Resources	Party Responsible	Assessment
Fall 2010	Family Involvement <ul style="list-style-type: none"> • Explore web-based info system for parents • Identify potential parent leaders, assign staff liaison • Make parent needs assessments part of student enrollment packet • Gather parent emails at enrollment & parent conferences • Sign up parents for email accounts during enrollment and parent conferences • Refine/expand access to weekly newsletter • Explore feasibility of parent support group and/or space 	<ul style="list-style-type: none"> • District training/s • Admin Team • Clerical Team • Leadership team • Staff Meetings • PD • Parent needs assessment • Computers with internet access 	Whole staff Admin Team Clerical team Whole staff	<ul style="list-style-type: none"> • Staff feedback on the process • List of parent leaders • Family needs assessment data compiled • Family emails entered into district database • Weekly newsletter released to community • Staff feedback on process
	Student Support <ul style="list-style-type: none"> • Determine what will be “public” for staff and how to protect student confidentiality • Calendar support 	<ul style="list-style-type: none"> • Wellness Initiative assessment tool • Leadership Team • PD • Admin team 	Support team	<ul style="list-style-type: none"> • Staff feedback on process • Confidentiality protocol produced

Time-line	Steps	Resources	Party Responsible	Assessment
	system • Establish goals for number of students served through PI • Draft CBO curricular requirements	• PD • SAP meetings • Staff Meetings	Curriculum committee	• Goal established • Curricular requirements established
	Transition/Workforce Development • Explore assessment tools for workforce development program	• Samples of assessment tools • Existing project policies • Staff expertise and input • Professional development time for sharing • California State Standards • ESLRs	Whole staff	Staff feedback on the process
Fall 2011	Family involvement • Refine family needs surveys based on discussion and assessment • Continue signing up families for email at enrollment • Increase family involvement in SSC & ELAC	• District web trainers • PD • Staff • Admin team • Leadership team • ExCEL • Wellness • Parent leaders	Support team Clerical SSC	• Parental surveys • List of interested parents • Family emails entered into SIS • Number of family members at SSC meetings
	Student support • Establish a CBO review committee • Establish a CBO rubric • Establish a CBO Planning document • Assess and monitor info-sharing system • Track number of students served through PI	• Entire staff • Leadership team • Admin team • Support team • ExCEL • Wellness • PD • Staff Meetings	Leadership team Whole staff Support team	• Committee established • Rubric created • Planning document created • Staff feedback on the process • Data • PI Data compiled
	Transition/Workforce Development • Monitor and assess workforce development program • Explore establishment of mentor program	• Leadership Team • Admin • Wellness • After School Program (ExCEL) • California State Standards • ESLRs	Admin team Support team	• Staff feedback on the process
Spring 2012	Family involvement			

Time-line	Steps	Resources	Party Responsible	Assessment
	<ul style="list-style-type: none"> Assess actual number of family members that use web-based communication Assess family leadership in SSC, ELAC & SAC 	<ul style="list-style-type: none"> Admin team Clerical team Leadership team 	Admin team SSC	<ul style="list-style-type: none"> List of parents Report on family participation produced
	Student support <ul style="list-style-type: none"> Carry out initiatives, review & assess 	<ul style="list-style-type: none"> Leadership team Admin teams Support team ExCEL Wellness PD Staff Meetings 	Support team	<ul style="list-style-type: none"> Staff feedback on the process
	Transition/Workforce Development <ul style="list-style-type: none"> Evaluate effectiveness of CBO & project partnerships as they relate to workforce development and the fostering of 21st Century Skills 	<ul style="list-style-type: none"> Leadership Team Admin Wellness After School Program (ExCEL) California State Standards ESLRs 	Whole staff	<ul style="list-style-type: none"> Staff feedback on the process
Fall 2012	Family involvement <ul style="list-style-type: none"> Incorporate feedback from assessments and adjust programs 	<ul style="list-style-type: none"> Admin team Leadership team ExCEL Wellness Parent leaders Students 	Admin Team Support Team Whole staff	<ul style="list-style-type: none"> Staff feedback on process
	Student support <ul style="list-style-type: none"> Continue CBO assessment and implement for all current CBOs Improve information sharing system for support services 	<ul style="list-style-type: none"> Leadership team Admin teams Support team ExCEL Wellness PD Staff Meetings 	Support team Whole staff	<ul style="list-style-type: none"> CBO assessment implemented Staff feedback on process
	Transition/Workforce Development <ul style="list-style-type: none"> Adjust and refine mentor, CBO partnership, and/or transition programs. 	<ul style="list-style-type: none"> Leadership Team Admin Wellness After School Program (ExCEL) California State Standards ESLRs 	Whole staff	<ul style="list-style-type: none"> Staff feedback on the process
Spring 2013	Family involvement <ul style="list-style-type: none"> Expand to include more 	<ul style="list-style-type: none"> Admin team 	Admin team	<ul style="list-style-type: none"> Data

Time-line	Steps	Resources	Party Responsible	Assessment
	<p>families in areas such as fund-raising and school culture</p> <ul style="list-style-type: none"> • Assess and adjust current programs 	<ul style="list-style-type: none"> • Leadership team • ExCEL • Wellness • Parent leaders • Students 	<p>Leadership team Culture committee Whole staff</p>	<p>collection--parents and families involved</p> <ul style="list-style-type: none"> • Staff feedback on process
	<p>Student support</p> <ul style="list-style-type: none"> • Continue CBO assessment and implement for all current CBOs • Improve Information sharing system for support services 	<ul style="list-style-type: none"> • Leadership team • Admin teams • Support team • ExCEL • Wellness • PD • Staff Meetings 	<p>Whole staff</p>	<ul style="list-style-type: none"> • Staff feedback on the process
	<p>Transition/Workforce Development</p> <ul style="list-style-type: none"> • Adjust and refine mentor, CBO partnership, and/or transition programs. 	<ul style="list-style-type: none"> • Leadership Team • Admin • Wellness • After School Program (ExCEL) • California State Standards • ESLRs 	<p>Whole staff</p>	<ul style="list-style-type: none"> • Staff feedback on the process
Fall 2013	<p>Family involvement</p> <ul style="list-style-type: none"> • Assess expansion of parent involvement • Assess and adjust current programs 	<ul style="list-style-type: none"> • Admin team • Leadership team • ExCEL • Wellness • Parent leaders • Students 	<p>Whole staff</p>	<ul style="list-style-type: none"> • Data collection--parents and families involved • Staff feedback on process
	<p>Student support</p> <ul style="list-style-type: none"> • Carry out initiatives, review & assess 	<ul style="list-style-type: none"> • Leadership team • Admin teams • Support team • ExCEL • Wellness • PD • Staff Meetings 	<p>Whole staff</p>	<ul style="list-style-type: none"> • Staff feedback on the process
	<p>Transition/Workforce Development</p> <ul style="list-style-type: none"> • Adjust and refine mentor, CBO partnership, and/or transition programs. 	<ul style="list-style-type: none"> • Leadership Team • Admin • Wellness • After School Program (ExCEL) • California State Standards • ESLRs 	<p>Whole staff</p>	<ul style="list-style-type: none"> • Staff feedback on the process
Spring 2014	<p>Family involvement</p> <ul style="list-style-type: none"> • Assess and adjust current 	<ul style="list-style-type: none"> • Admin team 	<p>Whole staff</p>	<ul style="list-style-type: none"> • Staff feedback

Time-line	Steps	Resources	Party Responsible	Assessment
	programs	<ul style="list-style-type: none"> • Leadership team • ExCEL • Wellness • Parent leaders • Students 		on process
	Student support <ul style="list-style-type: none"> • Carry out initiatives, review & assess 	<ul style="list-style-type: none"> • Leadership team • Admin teams • Support team • ExCEL • Wellness • PD • Staff Meetings 	Whole staff	<ul style="list-style-type: none"> • Staff feedback on the process
	Transition/Workforce Development <ul style="list-style-type: none"> • Adjust and refine mentor, CBO partnership, and/or transition programs. 	<ul style="list-style-type: none"> • Leadership Team • Admin • Wellness • After School Program (ExCEL) • California State Standards • ESLRs 	Whole staff	<ul style="list-style-type: none"> • Staff feedback on the process
Fall 2014	Family involvement <ul style="list-style-type: none"> • Assess & adjust programs • Continue recruiting 	<ul style="list-style-type: none"> • Admin team • Leadership team • ExCEL • Wellness • Parent leaders • Students 	Whole staff	<ul style="list-style-type: none"> • Data collection-- parents and families involved • Staff feedback on process
	Student support <ul style="list-style-type: none"> • Carry out initiatives, review & assess 	<ul style="list-style-type: none"> • Leadership team • Admin teams • Support team • ExCEL • Wellness • PD • Staff Meetings 	Whole staff	<ul style="list-style-type: none"> • Staff feedback on the process
	Transition/Workforce Development <ul style="list-style-type: none"> • Adjust and refine mentor, CBO partnership, and/or transition programs. 	<ul style="list-style-type: none"> • Leadership Team • Admin • Wellness • After School Program (ExCEL) • California State Standards • ESLRs 	Whole staff	<ul style="list-style-type: none"> • Staff feedback on the process
Spring 2015	Family involvement <ul style="list-style-type: none"> • Assess & adjust programs • Continue recruiting 	<ul style="list-style-type: none"> • Admin team • Leadership team 	Whole staff	<ul style="list-style-type: none"> • Data collection--

Time-line	Steps	Resources	Party Responsible	Assessment
		<ul style="list-style-type: none"> • ExCEL • Wellness • Parent leaders • Students 		parents and families involved • Staff feedback on process
	Student support • Carry out initiatives, review & assess	<ul style="list-style-type: none"> • Leadership team • Admin teams • Support team • ExCEL • Wellness • PD • Staff Meetings 	Whole staff	• Staff feedback on the process
	Transition/Workforce Development • Adjust and refine mentor, CBO partnership, and/or transition programs.	<ul style="list-style-type: none"> • Leadership Team • Admin • Wellness • After School Program (ExCEL) • California State Standards • ESLRs 	Whole staff	• Staff feedback on the process
Fall 2015	Family involvement • Assess & adjust programs • Continue recruiting	<ul style="list-style-type: none"> • Admin team • Leadership team • ExCEL • Wellness • Parent leaders • Students 	Whole staff	• Data collection-- parents and families involved • Staff feedback on process
	Student support • Carry out initiatives, review & assess	<ul style="list-style-type: none"> • Leadership team • Admin teams • Support team • ExCEL • Wellness • PD • Staff Meetings 	Whole staff	• Staff feedback on the process
	Transition/Workforce Development • Adjust and refine mentor, CBO partnership, and/or transition programs.	<ul style="list-style-type: none"> • Leadership Team • Admin • Wellness • After School Program (ExCEL) • California State Standards • ESLRs 	Whole staff	• Staff feedback on the process
Spring 2016	Family involvement • Assess & adjust programs	<ul style="list-style-type: none"> • Admin team 	Whole staff	• Data

Time-line	Steps	Resources	Party Responsible	Assessment
	<ul style="list-style-type: none"> • Continue recruiting 	<ul style="list-style-type: none"> • Leadership team • ExCEL • Wellness • Parent leaders • Students 		collection--parents and families involved <ul style="list-style-type: none"> • Staff feedback on process
	Student support <ul style="list-style-type: none"> • Carry out initiatives, review & assess 	<ul style="list-style-type: none"> • Leadership team • Admin teams • Support team • ExCEL • Wellness • PD • Staff Meetings 	Whole staff	<ul style="list-style-type: none"> • Staff feedback on the process
	Transition/Workforce Development <ul style="list-style-type: none"> • Adjust and refine mentor, CBO partnership, and/or transition programs. 	<ul style="list-style-type: none"> • Leadership Team • Admin • Wellness • After School Program (ExCEL) • California State Standards • ESLRs 	Whole staff	<ul style="list-style-type: none"> • Staff feedback on the process

Critical Academic Need 3

Leverage existing collaborative support structures to further improve project-based curriculum.

Summary and Rationale

The integrated project-based learning model practiced at DHS is unique in our school district. Over the past eleven years, the highly collaborative faculty has been largely self-reliant in growing in-house expertise to develop and implement this innovative curriculum. This year, due to significant staffing changes, we have been able to achieve a positive trend of raising academic rigor and expectations across all projects. Our self-study further evidences that our growth as a school can be attributed to the plentitude of professional development (PD) structures we have institutionalized at DHS. First and

foremost, we dedicate three hours every Wednesday to professional development activities, as well as a daily common planning period for teachers. We have created a culture of self-improvement by supporting teachers in pursuing their own professional growth interests outside of school, in the form of workshops, seminars, technical training, university courses, National Board Certification, or fellowship opportunities. We have an established committee structure (Curriculum and Professional Development Committee, Literacy Committee, and Math Committee) in which all teachers participate to collaborate on curriculum development. The committees prepare and deliver workshops as well as provide consultation to individual projects.

More recently, we developed protocols for peer observations and examination of student work. An important component of our protocols is built-in time for critical reflection and feedback, which facilitates application of the process to curriculum development. These processes have received much positive feedback from the faculty and are often specifically requested in planning our professional development calendar. We intend to more firmly embed them into our professional development schedule, making sure that they become institutionalized as an ongoing component of each teacher's growth.

The school has also embarked on a path of school-wide initiatives to ensure students will access academic standards as they move across projects. This initiative structure is best evidenced by the Literacy Initiative, which was developed by the Literacy Committee to support several of our Critical Academic Skills. It is evident in the self-study that the Literacy Initiative has been successful in raising school-wide expectations and deepening integration of themes, literacy skills, and assessments within individual projects. Therefore, it is our goal to expand this notion of school-wide initiatives across all content areas in order to support our entire faculty who teach outside of their credentialed areas, as well as to address the CAS embedded in our ESLRs. With our in-house capacity, we can leverage structures that already exist to support our staff to continuously improve and adapt their curriculum to meet the needs of the students.

Related Growth Areas

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
 1. Fully implement a regular schedule of peer support structures (A4.1)
 2. Integrate more current educational research, recent scholarship, and academic data into professional development (A5.1)
 3. Supplement school budget in order to maintain current level of material provision for project-based curriculum (A6.1)

- B. Standards-Based Student Learning: Curriculum
 1. Support full implementation of all Critical Academic Skills through initiatives, committee work, common assessments, etc. (B1.1)
 2. Leverage existing collaborative support structures to further improve project-based curriculum (B1.3)
 3. Integrate current educational scholarship into in-house professional development (B1.4)
 4. Support Math Initiative to further improve CAHSEE pass rate and advance students beyond CAHSEE level math (B3.1)

- C. Standards-Based Student Learning: Instruction
 4. Fully develop and implement school-wide initiatives in math and scientific inquiry, then social studies (C1.2)

- D. Standards-Based Student Learning: Assessment and Accountability
 1. Develop processes to determine need for professional development based on assessments
 2. Fully implement Math Initiative and Scientific Inquiry Initiative (D3-4.1)

Growth Targets

- Provide each teacher with peer observation opportunities once per semester.
- Examine student work collaboratively during professional development once per semester.

- Fully implement Scientific Inquiry Initiative across all projects: common definition of inquiry, inquiry processes, requirements, academic standards, and assessments, as well as development and implementation of inquiry-based lessons in every project.
- Similarly implement Math Initiative school-wide to ensure higher-level math integrated with each project's themes.
- Identify priorities for additional initiatives based on ESLR and CAS needs, piloting possibilities through Wednesday workshops.
- Provide Wednesday professional development, designed by each committee, which incorporates current educational scholarship on a regular basis.

Monitoring, Assessing, and Reporting Progress

As our professional development program already includes a great deal of critical reflection and feedback, it will be easy to monitor and assess our progress during professional development workshops. In addition, PD and committee consultations with each project will include feedback around implementation of initiatives, which can then guide the planning of future staff activities. As the initiatives become fully embedded in projects, data will be provided by student work to help monitor and assess whether or not the initiatives are accomplishing the goal of moving students toward achieving DHS academic standards. Information will be reported to staff during PD and faculty meetings, and shared with the broader school community during parent/guardian conferences and School Site Council meetings. We expect also to have data to report to the district that evidences student academic growth in meeting CAS.

Timeline Identifying Steps, Resources, Responsible Parties, and Assessments

Time-line	Steps	Resources	Party Responsible	Assessment
Fall 2010	• Determine methods to evaluate and prioritize	• District • Grant writing	• Whole staff • Admin	• Checklist • List of

Time-line	Steps	Resources	Party Responsible	Assessment
	<p>professional development (PD) needs. Special areas of focus: integration of current scholarship and research, assessments, special education, English learners, administrative observation feedback, peer observation feedback, grant writing, web-based systems.</p> <ul style="list-style-type: none"> • Review existing committee structures • Develop PD schedule around grant writing • Research grant opportunities • Pilot scientific inquiry initiative • Math committee develops school wide math initiative • Assess school wide literacy initiative • Review purpose and design of project portfolios • Explore web-based system for providing information to parents and students • Institutionalize peer observation and student work evaluation processes (schedule every semester) 	<p>workshops</p> <ul style="list-style-type: none"> • CBO collaboration • Professional development time • Release time • Training in web-based communication systems 	<ul style="list-style-type: none"> • Curriculum & Professional Development Committee • Math Committee • Literacy Committee 	<p>available grant opportunities</p> <ul style="list-style-type: none"> • Math initiative ideas • School wide essays • Web-based systems used by staff • Project portfolios • Staff feedback • Revised documents • Committees established
Spring 2011	<ul style="list-style-type: none"> • Identify structures necessary to fully implement CAS • Leverage existing support structures to enhance staff grant writing skills • Assess inquiry initiative • Begin applying for grants • Preview math initiative with staff • Develop professional developments around methods of assessment • Assess PD priorities and plan for next year 	<ul style="list-style-type: none"> • Professional development time • District database subscriptions • District content specialists 	<ul style="list-style-type: none"> • Whole staff • Admin • Curriculum & Professional Development Committee • Math Committee • Literacy Committee 	<ul style="list-style-type: none"> • Professional development calendar • Grant applications • Math initiative write-up • Staff feedback

Time-line	Steps	Resources	Party Responsible	Assessment
Fall 2011	<ul style="list-style-type: none"> Examine current academic research and data on project-based learning Implement revised CAS Examine projects to identify successful methods of incorporating key components of project-based learning Monitor school wide literacy initiative Continue and support inquiry initiative Launch math initiative Assess peer observation process Continue to research and apply for grants 	<ul style="list-style-type: none"> Professional development time Current Academic Articles on Project Based Learning Project Syllabi Project Portfolios Curriculum Plans for each project DHS Core Tenets Critical Academic Skills Exhibition Rubric Math curriculum Literacy committee documents and rubrics 	<ul style="list-style-type: none"> Whole staff Admin Curriculum & Professional Development Committee Math Committee Literacy Committee 	<ul style="list-style-type: none"> Professional development calendar Evaluation of curriculum plans Essays Grant applications Staff feedback Math assessments Articles
Spring 2012	<ul style="list-style-type: none"> Reaffirm and revise key components of project-based learning at DHS Refine inquiry initiative and identify needed support Support math initiative Assess PD priorities and plan for next year 	<ul style="list-style-type: none"> Project Syllabi Project Portfolios Curriculum Plans for each project DHS Core Tenets Critical Academic Skills PD Time Exhibition Rubric Math committee initiative proposal Substitute teachers to cover peer evaluation time 	<ul style="list-style-type: none"> Whole staff Admin Curriculum & Professional Development Committee Math Committee Literacy Committee 	<ul style="list-style-type: none"> DHS documents Staff feedback Professional development calendar Administrative feedback
Fall 2012	<ul style="list-style-type: none"> Monitor progress towards implementing CAS Each project individually self-evaluates incorporation of key components of project-based learning Assess math initiative Continue to monitor school wide literacy initiative Continue to research and apply for grants 	<ul style="list-style-type: none"> Project Syllabi Project Portfolios Curriculum Plans for each project DHS Core Tenets Critical Academic Skills PD Time Exhibition Rubric 	<ul style="list-style-type: none"> Whole staff Admin Curriculum & Professional Development Committee Math Committee Literacy Committee 	<ul style="list-style-type: none"> Evaluation of curriculum plans Staff feedback Essays Grant applications Math assessments
Spring 2013	<ul style="list-style-type: none"> Identify areas of need in terms of key components of project-based learning for each project Assess PD priorities and plan for next year 	<ul style="list-style-type: none"> Professional development time for sharing Project self-evaluations Key components identified Spring 2011 Updated technology 	<ul style="list-style-type: none"> Whole staff Admin Curriculum & Professional Development Committee Math Committee 	<ul style="list-style-type: none"> Professional development calendar Staff feedback Administrative feedback

Time-line	Steps	Resources	Party Responsible	Assessment
			<ul style="list-style-type: none"> • Literacy Committee 	
Fall 2013	<ul style="list-style-type: none"> • Assess implementation of critical academic needs • Monitor progress towards implementing CAS • Implement strategies to address areas of need in terms of key components of PBL • Continue to research and apply for grants • Continue to monitor math initiative • Continue to monitor school wide literacy initiative 	<ul style="list-style-type: none"> • Leadership team • Appropriate staff members 	<ul style="list-style-type: none"> • Whole staff • Admin • Curriculum & Professional Development Committee • Math Committee • Literacy Committee 	<ul style="list-style-type: none"> • Evaluation of curriculum plans • Staff feedback • Essays • Math assessments • Grant applications
Spring 2014	<ul style="list-style-type: none"> • Projects assess progress in improving PBL • Assess PD priorities and plan for next year 	<ul style="list-style-type: none"> • Professional development time • Professional development calendar • Staff feedback • Discussion notes • Plan write-up 	<ul style="list-style-type: none"> • Whole staff • Admin • Curriculum & Professional Development Committee • Math Committee • Literacy Committee 	<ul style="list-style-type: none"> • Professional development calendar • Staff feedback • Administrative feedback
Fall 2014	<ul style="list-style-type: none"> • Monitor progress towards implementing CAS • Projects monitor progress in improving PBL • Continue to research and apply for grants • Continue to monitor math initiative • Continue to monitor school wide literacy initiative 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Whole staff • Admin • Curriculum & Professional Development Committee • Math Committee • Literacy Committee 	<ul style="list-style-type: none"> • Evaluation of curriculum plans • Staff feedback • Essays • Math assessments • Grant applications
Spring 2015	<ul style="list-style-type: none"> • Assess PD priorities and plan for next year 	<ul style="list-style-type: none"> • Professional development time 	<ul style="list-style-type: none"> • Whole staff • Admin • Curriculum & Professional Development Committee • Math Committee • Literacy Committee 	<ul style="list-style-type: none"> • Professional development calendar • Staff feedback • Administrative feedback
Fall 2015	<ul style="list-style-type: none"> • Monitor progress towards implementing 	<ul style="list-style-type: none"> • WASC leadership team 	<ul style="list-style-type: none"> • Whole staff • Admin 	<ul style="list-style-type: none"> • Evaluation of curriculum

Time-line	Steps	Resources	Party Responsible	Assessment
	CAS • Projects monitor progress in improving PBL • Continue to research and apply for grants • Continue to monitor math initiative • Continue to monitor school wide literacy initiative		• Curriculum & Professional Development Committee • Math Committee • Literacy Committee	plans • Staff feedback • Essays • Math assessments • Grant applications
Spring 2016	• Assess PD priorities and plan for next year	• Professional development time	• Whole staff • Admin • Curriculum & Professional Development Committee • Math Committee • Literacy Committee	• Professional development calendar • Staff feedback • Administrative feedback

Conclusion

As a small school, all staff are necessarily involved in some component of our action plan, whether it be teachers who are serving on a committee or support staff serving in the SAP process. Wednesday PD, whole staff, support staff, and PI meetings will ensure that each person is active in and aware of our progress in implementing this Action Plan. The Leadership Team will be primarily responsible for following up on the Action Plan to ensure full implementation and coordinating the work between each working body. The Critical Academic Needs and Growth Areas identified in this Action Plan are true to forwarding the vision and purpose of the school; we are excited to make further progress in meeting the needs of our students.