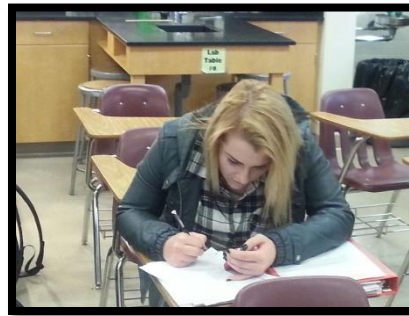
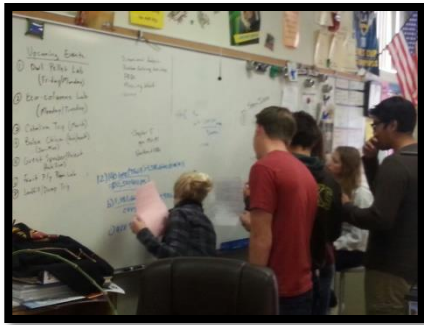




Action Plan

Developed during the 2013-14 WASC Self-Study



Chapter V: School-wide Action Plan

The action plan was developed by the leadership team and the entire staff after reviewing and discussing all the major strengths and areas of improvement identified in the self-study. The School Site Council reviewed and approved the inclusion of the goals and action steps into the Single Plan for Student Achievement.

The major themes for needed improvement – 1) Completion of A-G courses, 2) Supporting students, and 3) improving the formative assessment and sharing process emerged as strong themes through every focus group, and thus became central to Ocean View’s Action Plan. These three areas have been introduced and reviewed by focus groups, departments, and the entire staff as a whole through a number of meetings.

Presented along with the major action plan items, are the objectives, timelines, responsible personnel/teams, resources, and mean by which progress is reported to all stakeholders.

Goal #1

All students will have access or be informed about the A-G courses with a 3-5% increase in the completion rate of those requirements per year (minimum 15% over 6 years), including subgroups.

	Action Steps	Person(s) Responsible	Timeline	Required Resources	Report of Progress and Assessment
1	Intervention on A-G requirements for students who are at risk of failing core courses.	Student, teacher, guidance staff	Freshman 2 nd semester	Grades, Transcripts	Email communication between school counselor and guidance.
2	Establish follow-up A-G counseling for Sophomore, Junior, and Senior Year(during tutorial; whole class)	Students, counselors, teachers, Ed Techs, HBUHSD	Freshman year 2 nd semester and Senior Year	Copy of 4-year plan	10-12 th grade English/History rotation; Follow-up with guidance staff
3	Implement a peer mentor program to support the underclassman A-G and career readiness	Junior/Senior volunteer community service hours; Activities Director, TOSA, Senior Senate	Spring 2015	Student volunteer that understands the A-G/Career readiness	Student survey after completing the peer mentoring program
4	Amend 4-year education plan for freshman to an electronic form	District Tech, Guidance/Career Specialist (integrate into Aeries) HBUHSD	Fall 2014	Grades, Transcripts	Administration and Counselor reports
5	Introduction to A-G requirements during WOW (video to share on website)	Administration, Activities Director, Teachers, Counselor, WOW	Prepared during June and presented at the beginning of each new school year, middle school registration	WOW, PowerPoint, Informational Handout, Posters	Integrate A-G into WOW curriculum, create interactive game to assess level of understanding, assess annually
6	Virtual parent education of the process and importance of the college and career readiness process (CCR)	Administration College and Career Specialist Counselor	Before 2014 Registration	Parent Resource Site, Video in Spanish and English, provide opportunities for parents to come to school and use computers	Updated Annually each spring using feedback from the year.
7	Support for students with D	Students, Parents, Teachers, Support	Every Grading Period (4.5	TOSA, SSTs, mentoring	The following grading period

	and F grades	Staff, Guidance Specialists, TOSA, Administration	weeks)	programs, school counselor, after-school tutoring, peer tutoring, parent/teacher communication, special education referrals	follow-up
8	Credit Recovery (Concurrent enrollment in Adult School, summer enrollment in another credit recovery program)	Student, guidance specialists, administration, parents, adult school, counselor, college and career specialist	Every semester	Guidance specialists, school counselor, adult school, alternative credit recovery programs	Every semester, ending early May prior to graduation.
9	RTI and At-Risk Program	Administration, Counselor, Psychologist, TOSA, Content Teachers, Parents, Students	Annually Beginning August 2014 Students rescreened 3 weeks into the semester at the beginning of the 2 nd semester to very placement.	Students are identified through a pre-screening process to be a part of the program. Students will be placed in appropriate classes based on ability and reassigned based on continued assessment	Pre-screening data Intervention data Teacher progress monitoring, performance and growth Professional Development PBIS classroom management strategies
10	“Where are they now” highlights	Administration, Guidance, Counselor, College and Career specialist	Once a month	Biographies of former students and members of the community. Video presented during video announcements	Pre and post survey of students regarding interests and perceptions of certain careers.
11	Regular introduction to new career pathways	Administration and committee (to plan); Teachers (to present)	College Wednesdays starting Spring 2014 – 5 minute video once a month	Digital lesson plans ready to use including education, training and training req.	Student and teacher feedback. Acknowledgement of career pathways.

Goal #2

Foster an environment where our expectation is to academically challenge all students through consistent and systematic support systems primarily during the instructional day.

	Action Step	Person(s) Responsible	Timeline	Report of Progress and Assessment
1	Continue to provide and expand sections of co-lab classes to support Special Education students and to provide access to rigorous curriculum. Additional time for collaboration with the two teachers teaching the co-lab.	Asst. Supt Education Administration Leadership Team Co-Lab Teachers	Fall 2014	Master Schedule CFA Data CASHEE Data Co-lab Quarterly Meetings
2	Hiring of more tutors or student aides or peer tutors (SPED, subject specific) to provide inside the classroom support and not after school or during lunch.	Administration TOSA Title I Coordinator	Late Spring 2014 or Early Fall 2014	Grades of students in classes with tutor vs those without tutors (need to establish a baseline)
3	Use (by sharing) effective tutorial practices of teachers to ensure students who are struggling in classes are receiving remedial, make-up, etc. assistance	TOSA Teachers Administration	September 2014, reviewed every semester	D and F rates by the end of the semester Progress Reports
4	Continue to provide and increase teacher collaboration model to allow for exchange of best teaching practices to meet the needs of students	Administration Department Coordinators Teachers	Spring 2014	Agenda from Instructional Rounds Illuminate Data Agenda from department meetings
5	Continue integration of early advanced and higher-level English learner students into mainstream college-prep English classes based on CELDT scores.	Administration EL Coordinator Teachers	Spring 2014	CELDT Scores Semester Grades
6	Policy when students miss class for extra –curricular activities (athletics, field trips, etc.) where students must attend the next tutorial. Students will be held accountable to complete missing assignments/classwork or they will not be released for activities.	Administration Athletic Director Teachers Coaches	Spring 2014	Policy in Place Tutorial Attendance
7	Continue to provide in-service training to staff on data analysis protocols to accurately interpret testing results for Smarter Balance	Director of Assessment & Accountability Administration	Fall 2014 Yearly Refreshers	Illuminate Data Reports PD Agendas

8	Continue to support, promote, and expand Parent Prep Academy, La Voz, and El Viento programs in an effort to better serve Hispanic/EL students to educate their parents on school programs and support services	Community Outreach Coordinator El Viento Coordinator Teachers, Guidance Counselors Community Resource Coordinator Title I Coordinator	September 2014 and continuing yearly	Meeting Agendas Presentation materials Attendance/Discipline Reports CELDT Assessment Scores
9	Expand and continue OVHS mentoring program to include both certificated and classified staff	Administration Counselor Certificated and Classified Staff	Annually – December	LSRT Meeting Agenda/Minutes Grade Reports Attendance/Discipline Reports All Assessment Data
10	Explain/Train teachers to implement RTI school practices and simplify the process so it is easier for everyone involved.	Administration TOSA Teachers Psychologist Counselor	Once each school year Review at all-staff meetings	Behavioral Files Agendas
11	Continue to provide specialized college prep English instruction (English I intensive) reading support shadow classes to 9 th grade at-risk students.	Intervention Team Administration English Teachers TOSA	Spring 2013, annually	District English Intensive Report CST/Smarter Balance Data CAHSEE Data Master Schedule
12	Create CFA's that mimic the format of Smarter Balance tests	Administration Teachers	Fall 2014, quarterly thereafter	Illuminate Data Reports ELA Coordinator Department Coordinators CFA's
13	Continue to teach critical thinking and comprehension through reading and writing across the curriculum	Teachers Administration TOSA	Spring 2013, annually	IPPs Sacred Monday Dept Meeting Agendas DC Meeting Agendas

Goal#3

CFA's will be given in every course, at least once per semester. The results will be used to identify and improve upon best practices to reinforce the skills embedded in the Common Core standards.

	Action Step	Person(s) Responsible	Timeline	Report of Progress and Assessment
1	Teachers collaborate prior to school year to determine best practices (review exams, rubrics, create supplementals, and lesson plans)	Teachers Administration District	June-August 2014 Annually	Meeting Agendas Best Practices Evidence
2	Teachers receive training	District Administration Teachers	March 2014 Quarterly during Monday Meetings	Professional Development Calendar
3	Subject Team Planning Day	Administration Teachers DC's	March 2014 Ongoing Monthly	Meeting Agendas
4	Fix/Create CFA's	Teachers District	March 2014 Ongoing Quarterly	CFA's Meeting Agendas
5	Ensure all subject areas have CFA's	Administration Teachers DC's District	March 2014	CFA Site List Update
6	Departments give time to review tests and provide input on test creation	DC's Administration	March 2014 Ongoing quarterly, one week after administering CFA's	PD Calendar Meeting agendas
7	Department calendars reflect CFA dates	DC's Teachers Administration District	March 2014 Ongoing quarterly	Department Calendar
8	Administer CFA's and meet to evaluate results	Administration Teachers District	Every Monday following a CFA	Meeting Agendas
9	Teachers analyze assessment data to determine effectiveness of instruction	Teachers District	Every Monday following a CFA	Meeting Agendas
10	Continue to improve awareness and understanding of Common Core standards among all stakeholders	Teachers, Parents, Students, District, Administration	March 2014, Ongoing Constantly	Meeting Agendas PD Day Agendas