

Chapter V: Schoolwide Action Plan

From the outset of the WASC Focus on Learning self-study process, the Instructional Leadership Team has enjoyed the full support of the Serra High School learning community. Our staff viewed the process as an important and meaningful means of self-analysis and self-improvement. The focus of the self-study process has been, and continues to be, the goal of increased student achievement for all students at Serra High School.

During the self-study process all stakeholders examined outcome, process, and demographic data and identified the following three areas for growth at Serra High School.

1. Increase rigor by aligning core courses to content area standards with common units of instruction, curricular maps, and assessments.
2. Increase school-wide expectations to ensure that all students (including all subpopulations) will be prepared to enter and complete a four-year college or university upon graduation.
3. Design and implement strategies to increase opportunities for all students to connect to Serra High School in personal ways in order to ensure academic success.

The development of the specifics of the action plan involved the efforts of all stakeholders at Serra High School. The Instructional Leadership Team established the three comprehensive goals of the action plan and presented them to the staff, parents, and student committees.

As Serra High School's action plan is implemented and monitored, it will be continuously assessed and modified to best meet the needs of our students. Through our monitoring, evaluation, revision, and refinement process, all staff, students, and parents will have the opportunity to determine the effectiveness of the action plan as it relates to student achievement.

Increase academic rigor by aligning core courses to content area standards, with common units of instruction, curricular maps, and assessments.

ESLRs 2, 3, 4, and 5

Goal	Steps	Persons Responsible	Timeline	Resources	Assessment of Progress	Method of Reporting
Continue implementation of Fundamental Teaching Practices	<ol style="list-style-type: none"> 1. Continue staff involvement in Focus Walks. 2. Increase opportunities for peer observations. 3. Ongoing study groups based on specific teacher needs. 4. Identification of model teachers for demonstration lessons. 	<p>Admin Team and Instructional Leadership Team (ILT)</p> <p>Content area administrators</p> <p>Department heads and content area administrators</p> <p>Content area administrators</p>	<p>Fall 2003 and ongoing</p> <p>Spring 2004 and ongoing</p> <p>Fall 2003 and ongoing</p> <p>Spring 2004 and ongoing</p>	<p>None</p> <p>None</p> <p>Professional development time</p> <p>None</p>	<p>Classroom Observation Tracking</p> <p>Monthly department meeting scheduling</p> <p>Review of Professional Development Plan</p> <p>Review of schedule of demonstration lessons</p>	<p>Staff conference and ILT report outs monthly</p> <p>Department meeting and staff conference reports</p> <p>ILT, staff conferences, and department meeting reports</p> <p>Department meetings, ILT, and walk throughs</p>
Increase professional development opportunities to develop teaching strategies for greater student success.	<ol style="list-style-type: none"> 1. Expand professional development models from mathematics, English, and science curricular areas into ALL curricular areas. 2. Develop common assessments. 	<p>Content area administrators and department leadership</p> <p>Teachers, department leadership, and content area administrators with assistance from district office as available</p>	<p>Spring 2004 and ongoing</p> <p>Spring 2004 and ongoing</p>	<p>Release time</p> <p>Release time</p>	<p>Review of Professional Development Plan, classroom observations of teaching strategies</p> <p>Review of Professional Development Plan, review of assessments, reflection of implementation</p>	<p>Department meetings, ILT and staff conference reports</p> <p>Department meetings, ILT and staff conference reports</p>

Increase academic rigor by aligning core courses to content area standards, with common units of instruction, curricular maps, and assessments. (continued)

Goal	Steps	Persons Responsible	Timeline	Resources	Assessment of Progress	Method of Reporting
Increase professional development opportunities to develop teaching strategies for greater student success. (continued)	<ol style="list-style-type: none"> Develop curricular maps. Develop units of instruction. 	<p>Teachers, department leadership, and content area administrators</p> <p>Teachers, department leadership, and content area administrators with district office support as available</p>	<p>Fall 2003 and ongoing</p> <p>Fall 2003 and ongoing</p>	<p>District content area specialists and release time</p> <p>District content area specialists and release time</p>	<p>Review of Professional Development Plan and course syllabi</p> <p>Review of Professional Development Plan and classroom observations, review of units, observation of units during class time</p>	<p>Department meetings presentations and posting of maps by subject on school web page</p> <p>Department meetings presentations</p>
Ensure that students are appropriately placed in core curricular classes.	<ol style="list-style-type: none"> Examine current placement practices and district guidelines re: placement. 	Head counselor, content area administrator, department leadership	Spring 2004 and ongoing	None	Review of student performance data (CAHSEE, CAT/6, SDRT), mark distribution	Publish and promote placement policies, include in summer mailing
Develop/expand supports for at-risk students.	<ol style="list-style-type: none"> Expand tutoring opportunities Parent/community outreach, in all enrollment areas-- Voluntary Ethnic Enrollment (VEEP)--in a variety of languages. 	<p>Department leadership and content area administrators</p> <p>Counselors, administrative team, and district translation services</p>	<p>Fall 2003 and ongoing</p> <p>Spring 2004 and ongoing</p>	<p>Explore grant opportunities; continue to use categorical funds as appropriate</p> <p>None</p>	<p>Monitoring of students' assessments</p> <p>Review of tutoring schedules, course syllabi</p> <p>Review of materials developed, survey of parents from VEEP areas</p>	<p>Publication in course syllabi, school web site, <i>Serra Spirit</i>, <i>Tierra Times</i></p> <p>Presentations at staff conference, School Site Council, PTSA</p>
Interpret student performance data to shape instruction.	<ol style="list-style-type: none"> Increase use of formative assessments. 	Content area administrators, department heads, model teachers	Spring 2004 and ongoing	Professional development	Review of Professional Development Plan	Teacher evaluations, lesson plan analysis, ILT

Increase academic rigor by aligning core courses to content area standards, with common units of instruction, curricular maps, and assessments. (continued)

Goal	Steps	Persons Responsible	Timeline	Resources	Assessment of Progress	Method of Reporting
Interpret student performance data to shape instruction. (continued)	<ol style="list-style-type: none"> Use of daily benchmarks to assess student learning. Expand/refine system of monitoring student's mastery of standards 	<p>Content area administrators, department heads, model teachers</p> <p>Content area administrators, department heads, model teachers</p>	<p>Spring 2004 and ongoing</p> <p>Spring 2004 and ongoing</p>	<p>Professional development</p> <p>Professional development</p>	<p>Review of Professional Development Plan</p> <p>Review of Professional Development Plan</p>	<p>Teacher evaluations, lesson plan analysis, ILT</p> <p>Teacher evaluations, lesson plan analysis, ILT</p>
Increase interdepartmental collaboration.	<ol style="list-style-type: none"> Evaluate and expand Academy of Information Technology (AoIT) model Examine the special education collaboration model 	<p>AoIT director and lead teachers, School-to-Career representatives, content area administrators</p> <p>Site Based Diagnostic Resource Teacher (SBDRT), special education resource teachers, special education staff and content area administrators</p>	<p>Spring 2004 and ongoing</p> <p>Fall 2003 and ongoing</p>	<p>Release time, National Academy Foundation (NAF) Conference attendance, Perkins funds</p> <p>Release time, professional development</p>	<p>Semester reviews of progress w/key participants</p> <p>Semester reviews of progress</p>	<p>Presentations to ILT</p> <p>Presentations to ILT</p>
Better utilize existing site-based technologies.	<ol style="list-style-type: none"> Review and evaluate current technology resource allocations Improve/enhance staff knowledge/awareness of existing software availability and training opportunities Perform technology needs survey 	<p>Site operations specialist and technology support staff</p> <p>Site operations specialist and technology support staff</p> <p>Site operations specialist and technology support staff</p>	<p>Spring 2004 and ongoing</p> <p>Spring 2004 and ongoing</p> <p>Spring 2004 and ongoing</p>	<p>Current technology inventory information</p> <p>None</p> <p>None</p>	<p>Review of current inventory allocations</p> <p>Monthly technology training opportunities distributed to staff</p> <p>Review of site technology plan</p>	<p>Presentation to ILT</p> <p>Presentation to ILT</p> <p>Publication of survey results</p>

Increase academic rigor by aligning core courses to content area standards, with common units of instruction, curricular maps, and assessments. (continued)

Goal	Steps	Persons Responsible	Timeline	Resources	Assessment of Progress	Method of Reporting
Better utilize existing site-based technologies. (continued)	4. Encourage development of teacher websites (displaying homework/grade information)	Department leadership and content area administrators	Spring 2004 and ongoing	Professional development, staff in-services	Department meeting updates, review of course syllabi	Publication on school web page, <i>Serra Spirit</i>

Increase schoolwide expectations to ensure that all students (including all subpopulations) will be prepared to enter and complete a four-year college or university upon graduation.

ESLRs 2, 3, 4, and 5

Goals	Steps	Persons Responsible	Timeline	Resources	Assessment of Progress	Method of Reporting
Create a college going culture	1. Promote and publicize UC/CSU a-g requirements and site based course offerings	Counselors	Each fall semester	Time and attendance at annual UC/CSU conference	Displays in every instructional space	Admin Council and <i>Serra Spirit</i>
	2. Increase Advanced Placement (AP) course offerings and sections	Administrator in charge of master schedule, ILT, principal, head counselor	Beginning September 2004	General funding as available	One to one ratio of juniors and seniors enrolled in AP courses	Master schedule, course catalog, and course enrollment report
	3. Increase course availability, specifically the courses that meet the UC/CSU a-g requirements	Head counselor and master schedule coordinator	Beginning Fall 2003 and ongoing	Realignment of current courses Conversion of non-UC/CSU a-g courses	Review of master schedule Student surveys	Counseling reports to ILT each semester
	4. Create a monitoring book for all students which records courses taken, assessment scores, graduation requirements	Counselors	Beginning September 2004	None	Review of Principal's Work Plan (each semester) Counseling Department meeting updates	Counseling reports to ILT each semester
	5. Increase number of PSAT/SAT test takers to reach 80 percent by 2006	Counselors, teachers, site operations specialist	Fall 2003 and ongoing	College Board presentations and release time for planning	Roster of test takers	<i>Serra Spirit</i> , counselor meetings, ILT and staff conference

Increase schoolwide expectations to ensure that all students (including all subpopulations) will be prepared to enter and complete a four-year college or university upon graduation. (continued)

Goals	Steps	Persons Responsible	Timeline	Resources	Assessment of Progress	Method of Reporting
Create a college going culture (continued)	6. Look into scheduling PSAT/SAT on minimum days	Site operations specialist and Admin Team	Spring 2004 and ongoing	Assessment and Accountability Office, College Board, master calendar	Master calendar review	<i>Serra Spirit</i> , <i>Tierra Times</i> , Daily Bulletin, Serra web site
	7. Offer professional development to teachers to improve PSAT/SAT scores	Content area administrators, department leadership, and counselors	Spring 2004 and ongoing	Professional development funds	Review of Professional Development Plan and department meeting minutes	Presentations at ILT, staff conference and department meetings
Increase the number of students taking advanced and Advanced Placement (AP) classes.	1. Examine current AP offerings and investigate the expansion of such offerings.	Counselors, content area administrators, and master schedule coordinator	Fall 2003	College Board, AP course catalog, AP Readiness application	Review of master schedule and course catalog	Articulation, <i>Serra Spirit</i> , Serra website, PTSA presentation, master schedule and course catalog
	2. Increase Advancement Via Individual Determination (AVID) supports for students in advanced and AP courses.	AVID coordinator and content area administrators	Fall 2003	AVID conference attendance, County Office of Education AVID support	Review of schedules of students enrolled in AVID (to ensure their concurrent enrollment in AP/advanced course)	Presentation of findings/statistics to ILT, staff conference, and PTSA
	3. Push migration of AVID strategies into all classes.	AVID coordinator and Admin Team	Spring 2004	Professional development and release time	Review of Professional Development Plan, classroom observations, course syllabi	Presentation of findings to ILT, staff conference, district personnel

Increase schoolwide expectations to ensure that all students (including all subpopulations) will be prepared to enter and complete a four-year college or university upon graduation. (continued)

Goals	Steps	Persons Responsible	Timeline	Resources	Assessment of Progress	Method of Reporting
Strengthen and expand AVID program to promote student success in rigorous courses.	<ol style="list-style-type: none"> The AVID coordinator will collaborate with counseling to improve communication/articulation with cluster middle schools in order to increase AVID enrollment and will improve the process for identifying and articulating Serra students into the AVID program. Articulate all students placed in AVID into at least one advanced/AP course Publicize AVID program to community 	<p>AVID coordinator, counselors</p> <p>AVID coordinator, counselors</p> <p>AVID coordinator</p>	<p>Fall 2003 and ongoing</p> <p>Fall 2003 and ongoing</p> <p>Spring 2004 and ongoing</p>	<p>Release time for AVID coordinator</p> <p>District funding for AVID conferences</p> <p>None</p> <p>Serra web site, <i>Serra Spirit</i>, summer mailing</p>	<p>Staff survey and semi-annual review of current AVID enrollment</p> <p>Review of schedules of students enrolled in AVID (to ensure their concurrent enrollment in AP/advanced courses)</p> <p>Annual survey of students, parents and teachers</p>	<p>Presentation of findings to ILT, staff conference, district personnel</p> <p>Presentation of findings to ILT, staff conference, district personnel</p> <p>Presentation to ILT</p>
Increase student engagement in all courses	<ol style="list-style-type: none"> Improve horizontal and vertical alignment in all subjects (expand collaboration within departments/cross departmental) Continue to infuse standards, ESLRs, and objectives into units of study 	<p>Department leadership and content area administrators</p> <p>Department leadership, ILT, and content area administrators</p>	<p>Fall 2003 and ongoing</p> <p>Fall 2003 and ongoing</p>	<p>Professional development and release time</p> <p>Professional development and release time</p>	<p>Review results of common assessments by course, placement tests by subject</p> <p>Review of student performance data (CST, CAHSEE, etc.) and course syllabi</p>	<p>Departmental presentations and staff conferences</p> <p>Departmental presentations and staff conferences</p>

Increase schoolwide expectations to ensure that all students (including all subpopulations) will be prepared to enter and complete a four-year college or university upon graduation. (continued)

Goals	Steps	Persons Responsible	Timeline	Resources	Assessment of Progress	Method of Reporting
Increase student engagement in all courses. (continued)	3. Use results of district assessments to improve instruction	Department leadership, and content area administrators	Fall 2003 and ongoing	District assessment data, professional development	Review of student performance data (CST, CAHSEE, etc.) and course syllabi	Departmental presentations

Design and implement strategies to increase opportunities for all students to connect to Serra High School in personal ways in order to ensure academic success.

ESLRs 1, 2, 3, 4, and 5

Goal	Steps	Persons Responsible	Timeline	Resources	Assessment of Progress	Method of Reporting
Analyze and investigate incoming 9th graders' academic data and identify strategies that will assist their specific target needs	<ol style="list-style-type: none"> 1. Examine current freshmen support programs (i.e., Link Crew, Student Orientation Leaders (SOL.s), in an effort to build capacity for freshmen monitoring/support 2. Explore the development of a summer camp (planned student success activities) for incoming freshmen 	<p>Link leaders and advisors, ASB advisor, head counselor and vice principal in charge of ASB</p> <p>Head counselor, ASB advisor and vice principal in charge of ASB</p>	<p>Spring 2004 and ongoing</p> <p>Spring 2004 and ongoing</p>	<p>Release time, Serra Foundation grant money, general funds</p> <p>Extended day funding</p>	<p>Semester reviews of freshmen data</p> <p>Annual review of freshmen performance data</p>	<p>Annual presentations to ILT, staff conference, Serra Foundation, and PTSA</p> <p>Pre-service presentations to staff, Serra Foundation, and PTSA</p>
Analyze and investigate incoming students' academic data and identify strategies that will assist their specific target needs	<ol style="list-style-type: none"> 1. Design/implement a teacher mentoring program 2. Develop/adapt the monitoring systems to focus efforts on sub-populations that may be underperforming 	<p>Department leadership and content administrators</p> <p>Department leadership and content administrators</p>	<p>Spring 2004 and ongoing</p> <p>Fall 2003 and ongoing</p>	<p>Realignment of existing funds</p> <p>UC San Diego Center for Research in Educational Equity, Assessment, and Teaching Excellence (CREATE) Researcher</p>	<p>Annual review of student performance data</p> <p>Annual review of student performance data</p>	<p>Presentations to ILT and staff conferences</p> <p>Annual presentation to ILT</p>

Design and implement strategies to increase opportunities for all students to connect to Serra High School in personal ways in order to ensure academic success. (continued)

Goal	Steps	Persons Responsible	Timeline	Resources	Assessment of Progress	Method of Reporting
To create supports and strategies that will continue to reduce the achievement gap.	1. Counselors visiting feeder middle schools in the evening to facilitate parental involvement	Head counselor and counseling staff	Spring 2004	None	Review of counseling schedule	Reports to Admin Council and ILT
	2. Facilitate focus groups of parents/students around the high expectations of Serra High School before their 9th grade year	Head counselor and Counseling staff	Spring 2004	None	Review of counseling schedule	Reports to Admin Council and ILT
	3. Expand to Focus Group model to include feeder schools outside of our geographic cluster	Head counselor and Counseling staff	Spring 2005	None	Review of counseling schedule	Reports to Admin Council and ILT
Explore/develop smaller learning communities.	1. Develop additional career academies (like AoIT)	AoIT director and lead teachers, STC representatives, content area administrators	Spring 2004 and ongoing	Release time, NAF Conference attendance, Perkins funds	Semester reviews of progress	Presentations to ILT
	2. Develop a standing committee to explore scheduling options focusing on an “advisory” period	Committee chair, ILT	Fall 2003 and ongoing	UC San Diego CREATE Researcher	Semester reviews of progress	Presentations to ILT, staff conference, PTSA
	3. Develop a standing committee to study the feasibility of a smaller learning community (9th grade only, or upper/lower house)	Committee chair, ILT	Spring 2004 and ongoing	San Diego CREATE Researcher	Semester reviews of progress	Presentations to ILT, staff conference, PTSA