

WASC Action Plan - English/Language Arts Student Achievement

Date	Tasks/Steps:	Person(s) Responsible	Resources Needed
Fall 2006 ...Ongoing to 2012	<ul style="list-style-type: none"> Coordinate with feeder schools and ArtQuest to determine achievement trends of in-coming freshmen. Coordinate with feeder schools and district office to identify low achieving students before middle school. 	English Dept., ArtQuest & District Office. Feeder schools.	Current and past data; MISTS OARS
Fall 2006 ...Ongoing to 2012	<ul style="list-style-type: none"> 95% STAR pass rate for all sub groups. The bottom third (low achievers) of all ninth and tenth grade students in all sub-groups will make a 15% gain in reading and writing on SAT 9 tests Implement identified methodologies and strategies for on-going assessments. Students will take use assessments to modify learning strategies Percentage of student placements in academically challenging classes will reflect overall demographics Graduation rates will rise to 100% of all qualified seniors 	English Dept., on-site administration, and District Office support. Counselors	New standards based texts and accompanying curriculum, resource materials and teacher training. Family and community stakeholders.

Professional Development

Date	Task/Steps:	Person(s) Responsible	Resources Needed
Fall 2006 ongoing	<p>Teachers will continue training in <u>Language!</u>, and <u>Prentice Hall texts</u>. Teachers will receive OARS training Teachers will use buyback days for curriculum and professional collaboration</p>	English Department and District Office	District support, buyback time
Fall 2006 ongoing	<ul style="list-style-type: none"> Determine a standards-based course of action based on specific and ongoing assessments to raise the Language Arts scores of low achieving students at the ninth and tenth grade levels. Determine a course of action to better prepare low achieving students to pass the high school exit exam. Formative and summative evaluations will be developed and implemented. The English Department will provide the appropriate standards based Reading and Writing curriculum at all levels. Informed decisions will be/are based on on-going assessments and adjustments made accordingly. Faculty will attend curriculum seminars, workshops, courses and conferences 	English Department, Site Administration	District expertise District and site-based funding

Culture/Facilities/Support

Date	Tasks/Steps:	Person(s) Responsible	Resources Needed
Begin Fall 2006 ...Ongoing to 2012	<ul style="list-style-type: none"> • SRHS English Dept. will work with all of the stakeholders to create a new and real awareness of the rapidly changing culture of SRHS. The new “awareness” will be linked to learning, test scores, school safety and all related issues on-site. Curriculum, strategies and methodologies designed and redirected to better serve our changing student body (on-going). • Informed decisions will be based on all of the pertinent data available through various resources. • SRHS English Dept. will assist in identifying needs and then assist with organizing and implementing an outreach program to educate all community stakeholders of all the ramifications of the cultural and demographic changes that will be impacting every aspect of our mission in order to take needed, effective actions. • 	SRHS staff, district staff, parents and community agencies/leaders. Feeder schools.	<p>Form Specific committees.</p> <p>Partner with community and government agencies and organizations.</p> <p>OARS</p> <p>Expert professional training.</p> <p>Specific assessments.</p>