

GRANADA HILLS CHARTER HIGH SCHOOL

ACTION PLAN 2011-2012

School-wide critical academic needs:

- Students performing in the below-basic and far-below basic categories in math and English because of deficits in critical reading, writing, and computing skills.
- Students who are capable of meeting grade-level, content-area expectations but are disengaged from the educational program and falling behind in credits or locked into basic and proficient CST levels.
- Students who are potential high achievers but whose abilities are untapped because their program is not providing sufficient challenge and relevancy for them.

Goal #1: Revisit the vision and mission statement of GHCHS to reflect expected school-wide learning results, global awareness, and college and 21st Century career readiness goals for all students.

Goal #2: Increased intra- and inter-departmental sharing of best practices in differentiated instruction, strategic reading and critical thinking strategies to improve student learning

Goal #3: Explore and develop relevant content area curriculum and applications to 21st Century global career opportunities.

Goal #4: Continue development of a school-wide systematic process for monitoring, and evaluating student performance data and implementing modifications to meet the learning needs of all students, including EL and students with disabilities.

Goal #5: Expand opportunities for parent and community involvement in comprehensive student support, including academic engagement, social, emotional, and academic intervention, enrichment activities, and college/career awareness.

ACTION PLAN

Goal #1: Revisit the vision and mission statement of GHCHS to reflect expected school-wide learning results, global awareness, and college and 21st Century career readiness goals for all students.

Rationale: The staff at GHCHS believes that with significant changes in population, state and national academic standards and college and career readiness skills, a reexamination of our core beliefs and student learning outcomes is warranted. Supporting data below:

ENGLISH	EAP – Early Assessment of Readiness for College English		ACT-College Readiness		SAT	
	# Tested	% Ready	# Tested	% Ready	# Tested	Critical Reading & Writing Scores
GHCHS	963	51%	147	87%	624	1059
MATH	EAP – Early Assessment of Readiness for College Math		ACT-College Readiness		SAT	
	# Tested	% Ready	# Tested	% Ready	# Tested	Mathematics Scores
GHCHS	610	32%	147	76%	480	563

2011 CAHSEE Results

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Re-designated Fluent-English Proficient (RFEP) Students	Socio-economically Disadvantaged	Not socio-economically Disadvantaged
# Tested	Math	1,092	59	39	170	359	640
Passing	Math	1,028 (94%)	36 (61%)	26(67%)	168 (99%)	328 (91%)	616 (96%)
# Tested	ELA	1,094	62	40	171	363	638
Passing	ELA	1007 (92%)	39 (63%)	15 (38%)	161 (94%)	309 (85%)	610 (96%)

ESLR(s) Addressed: *Productive Members of Society and Life-long Learners*

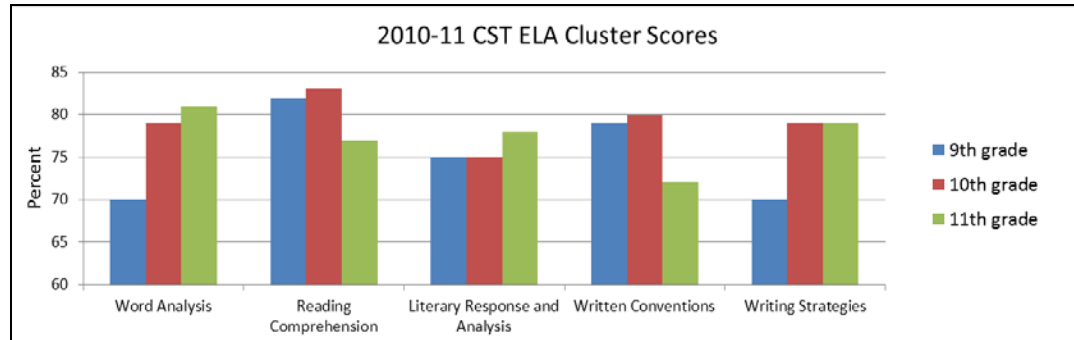
Description of Specific Actions to Improve Student Performance	Means to Assess Improvement	Timeline	Responsible Persons	Resources	Means to Monitor and Report Progress
<p>Curriculum/Instruction: Align the instructional program to the revised Vision and Mission Statements, the ESLRS and the new core standards. Expand and develop curricular offerings that reflect global awareness and 21st Century college and career readiness.</p>	Student performance on CAHSEE, STAR, CELDT, Kuder, formative and summative assessments, EAP, AP, SAT, ACT, CTE enrollment and performance data collection and monitoring in eSchool/DataDirector for student population evaluation of college & career readiness; Senior exist survey.	Within two years the eSchool data system will be populated for college and career readiness assessment;	Administrative Directors Leadership Team Department Chairs Instructional Advisors Grade Level/Lead Testing Testing Coordinator Guidance and College Counselor Career Advisor	Charter Block Grant Perkins California Partnership Academy Grant Future technology and program grants	Data Reports to Staff Program Evaluations eSchool/DataDirector A-G Progress UC/CSU eligibility Testing Results Report Cards Class Enrollment Student Survey

Description of Specific Actions to Improve Student Performance	Means to Assess Improvement	Timeline	Responsible Persons	Resources	Means to Monitor and Report Progress
<p>Intervention: Identify the college and career readiness skills that students need to be successful in the changing 21st Century global society and develop programs and enrichment opportunities to engage at-risk students.</p>	<p>Graduation Rate Student performance on CAHSEE, STAR, Performance on dept. wide common assessments, College Acceptance, AP Results Student Post-Secondary Choices Senior Survey</p>	<p>Class of 2015 will be our benchmark class for full monitoring and evaluation</p>	<p>Intervention Team of Teachers, Guidance and College Counselors, Career Advisor and support personnel</p>	<p>Charter Block Grant Targeted Title I and Title III Funds. Future grants, Community, Business and local Colleges, Local internship opportunities</p>	<p>Data Reports to Staff, Program Evaluations including STA and Credit Recovery, eSchool/DataDirector A-G Progress, UC/CSU eligibility Testing Results, Report Cards Class Enrollment, Student Survey</p>
<p>Professional Development: Revise current Vision and Mission Statement to reflect evolving global expectations of student learning outcomes. Research, share and integrate 21st century skills, competencies, and careers into curriculum designed to reflect the new core standards.</p>	<p>Revised Vision and Mission Statement & Updated ESLRs Professional Growth Plans, Peer Evaluation. Conference Attendance Updated course description, syllabi, and curricular units that integrate the skills and competencies relevant to 21st century career and college expectations within the framework of the new core standards</p>	<p>Within two years having completed charter renewal (2014) we will have revised the school Mission Statement and re-examination of the ESLRs in relation to the Mission Statement.</p>	<p>Governing Board Administrative Directors Department Chairs Instructional Advisors Teachers, Parents and students, all Stakeholders</p>	<p>Charter Block Grant California Partnership Academy Grant Perkins Grant</p>	<p>Publication of revised Mission and Vision Statements and ESLRs, Teacher Course Descriptions and Syllabi, GHCHS Course Catalog. Governing Board, Standing Committee, Leadership and Department Agendas and Minutes. Teacher Professional Growth Plans Communication to Stakeholders through email blasts and website notifications.</p>
<p>Parent/Community Engagement: Community and business outreach to solicit input and resource development, broaden our volunteer base and provide for internship, job shadowing, mentoring and research opportunities. Continue to research and build educational partnerships with adult education, centers, community colleges, universities, businesses and community organizations.</p>	<p>Development of research, internship, job shadowing, mentoring and apprenticeship opportunities. Event attendance. Student, parent and community surveys. Expansion of CTE offerings. Increase in parent participation.</p>	<p>Ongoing</p>	<p>Director of Development and Outreach, Administrative Directors, Academic Programs, Career Advisor, IB Coordinator, CTE Department, GHCHS Parent and Community</p>	<p>Charter Block Grant California Partnership Academy Grant, Perkins Grant, Business and Community donations and sponsorships Future grant and funding opportunities</p>	<p>Newsletters, website updates, college and career fairs, parent and community outreach, email blasts, press releases and published business sponsors and supporters and school event promotions.</p>

ACTION PLAN

Goal #2: Increased intra- and inter-departmental sharing of best practices in differentiated instruction, strategic reading and critical thinking strategies to improve student learning.

Rationale: These specific instructional practices are fundamental to preparing students to meet the new national common core standards and develop skills and competencies required for 21st Century College and Career readiness; secondly, this goal will build capacity among staff in vertical and interdisciplinary collaboration.



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Description of Specific Actions to Improve Student Performance	Means to Assess Improvement	Timeline	Responsible Persons	Resources	Means to Monitor and Report Progress
<p>Curriculum/Instruction: Research and identify best practices in differentiated instruction, strategic reading and critical thinking strategies across the content areas to best implement the expectations of the new core standards.</p>	Interdepartmental professional development opportunities collaboratively developed formative assessments, development of new curricular units that reflect the expectations of the new common core standards and expectation of 21 st century college and career readiness skills and school ESLRs.	Ongoing	Leadership Team Department Chairs Instructional Advisors Grade Level/Lead Teachers Curriculum and Instruction Committee	Charter Block Grant	Department and Leadership PD Agendas and Minutes, Course Outlines, Teacher Teaming, program progress reports
<p>Intervention: Monitor and track student performance in STA, Skills of Success and Credit Recovery to assess that the content covered and instructional approaches utilized supports success in strategic reading and critical thinking strategies.</p>	Report card analysis, number of enrollment in intervention classes, credit recovery, CAHSEE Support programs, etc. Student performance on CAHSEE, STAR, performance on dept. wide common assessments	Semester review of intervention strategies, credit recovery courses offered, remediation support	Leadership Team Department Chairs Instructional Advisors Intervention Teachers Grade Level/Lead Teachers Guidance Counselors Teaching Staff/Instructional Advisors and Support Staff	Charter Block Grant After Hours Activity (AHA) Grant	Data Reports to Board, Curriculum and Instruction, Staff, Student Enrollment in Tutoring and Intervention programs Year-End Reports, Program Evaluations, A-G and Graduation Requirements

Description of Specific Actions to Improve Student Performance	Means to Assess Improvement	Timeline	Responsible Persons	Resources	Means to Monitor and Report Progress
<p>Professional Development: Department PD Goals will reflect the sharing of best practices in differentiated instruction and teaching students strategic reading and critical thinking skills across the content areas.</p>	<p>Reflected in annual Department Professional Development Goals, increased teaming of teachers, vertical alignment of skills, and more integration in instruction of reading and writing activities across the content areas. Will be evident in Professional Growth Plans, Peer Evaluations, conference attendance requests, updated course descriptions, improvement in student reading scores (EAP, etc.), increase in SAT Reading and Reasoning scores.</p>	<p>Ongoing Annual review of Action Plan Goals and assessment of progress</p>	<p>Leadership Team Department Chairs Instructional Advisors Intervention Teachers Grade Level/Lead Teachers, Teaching, and Support Staff</p>	<p>Charter Block Grant</p>	<p>Agenda for Department and Leadership Meetings Reports to Curriculum & Instruction committee meetings and Department meetings indicating PD goals Yearly Department PD Plans Course Syllabi</p>
<p>Parent/Community Engagement: Locate and access community resources to provide current and relevant research in instructional approaches that address the changing demographics of our student population, and offer strategic training in differentiated instruction and reading comprehension skills.</p>	<p>Increased professional training in both academic and CTE programs in differentiated instructional approaches targeting reading, writing and critical thinking skills.</p>	<p>Annual review of Action Plan Goals, professional development goals and assessment of progress.</p>	<p>Leadership Team Department Chairs Instructional Advisors Grade Level/Lead Teachers, Teaching, and Support Staff</p>	<p>Charter Block Grant</p>	<p>Reports to Governing Board, Curriculum and Instruction Committee, Leadership Team</p>

ACTION PLAN

Goal #3: Explore and develop relevant content area curriculum and applications to 21st Century global career opportunities.

Rationale: An important discovery made through analysis of our intervention approaches is that student engagement is primary to student success; consequently, meaningful relevancy between classroom learning and real world applications has become increasingly important to improving student learning outcomes.

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Description of Specific Actions to Improve Student Performance	Means to Assess Improvement	Timeline	Responsible Persons	Resources	Means to Monitor and Report Progress
<p>Curriculum/Instruction: Expansion of new course and program offerings and CTE. Alignment of the new Core Standards with course content, instructional methods, and materials and teacher support including technology and data management training. Teaming of teachers to develop interdisciplinary units that embed future career applications.</p>	<p>Increase in course offerings relevant to CTE. New course descriptions and syllabi Student enrollment in and completion of career-oriented offerings.</p>	Ongoing	<p>Leadership Team Grade Level & Program Lead Teachers, Program Coordinators, Teaching Staff Testing Coordinator College Counselors & Career Advisors, C & I Committee, Student Services Committee and ASB</p>	Charter Block Grant	<p>Data Reports to Board, Staff and Community, Website updates, email blasts describing new programs/courses Annual program report Student program publicity & recruitment Student performance projects Master Schedule of new courses</p>
<p>Intervention: Identify the College and career readiness skills that students need to be successful in the changing 21st Century global society. Develop programs and enrichment opportunities to engage at-risk students.</p>	<p>Increased participation of at-risk students in academic programs. Senior Survey on post-secondary choices. Expansion of CTE courses, Career exploration opportunities embedded into course curriculum. Student enrollment numbers in career oriented after school programs and coursework. Participation in job shadowing, internship, mentoring opportunities.</p>	Ongoing	<p>Leadership Team Grade Level Leaders Program Lead Teachers Program Coordinators Teaching Staff College Counselors & Career Advisors Student Services Committee ASB</p>	<p>Charter Block Grant Perkins Grant Other grant opportunities</p>	<p>Data Reports to Staff Course Syllabi Student enrollment in career-specific programs (GBF, etc.) Successful student matriculation to post-secondary opportunities Students engaged in Internship and job shadowing opportunities</p>
<p>Professional Development: Examine research on 21st century skills and core standards. Provide opportunities for teachers within and across disciplines to design project-based curricular units incorporating real-world applications of content knowledge.</p>	<p>Professional Growth Plans, Peer Evaluation Conference Attendance, Training in technology integration into standards-based activities. Development of intra-inter departmental projects.</p>	Ongoing	<p>Leadership Team Grade Level Leaders Program Lead Teachers Program Coordinators Teaching Staff C & I Committee</p>	<p>Charter Block Grant Perkins Grant</p>	<p>Agenda for Leadership Team meetings, Curriculum & Instruction committee meetings and Department meetings indicating PD goals Yearly Department PD Plans Student performance projects</p>
<p>Parent/Community Engagement: Locate and access community resources to create relevance between classroom instruction and 21st Century college and career opportunities.</p>	<p>Increased collaboration between instructional staff and the business community in innovative application of 21st century learning expectations. Expansion of Community advisory committees and increased participation in existing committees. Development of internship, mentoring and job shadowing opportunities.</p>	Ongoing	<p>Governing Board Leadership Career Advisor Program Lead Teachers Program Coordinators Development Director Parents and Community members</p>	<p>Charter Block Grant Perkins Grant Corporate sponsorships, donations and university outreach program partnering, Local business and business organizations</p>	<p>Reports to Governing Board, C & I Committee, Leadership Team on development and implementation of business alliances, internships, mentoring opportunities and articulation with higher education partners. Business alliances. Community updates on website and local newspapers.</p>

ACTION PLAN

Goal #4: Continue development of a school-wide systematic process for monitoring, and evaluating student performance data and implementing modifications to meet the learning needs of all students, including EL and students with disabilities.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
Socioeconomically Disadvantaged	72%	49%	75%	77%
English Learners	18%	21%	37%	38%
Students with Disabilities	24%	17%	40%	34%

Rationale: GHCHS has made significant progress through the adoption of DataDirector, development of department-wide assessments, and implementation of intervention classes, such as skills and STA, in identifying areas of growth and addressing the academic needs of all students. In light of the new national common core standards, we recognize the need for continually examining our practice, i.e., collective review of student work, interpretation of relevant data and using the analysis to guide instruction.

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Description of Specific Actions to Improve Student Performance	Means to Assess Improvement	Timeline	Responsible Persons	Resources	Means to Monitor and Report Progress
<p>Curriculum/Instruction: Explore common core across the disciplines to identify key standards addressing learning needs of under-performing students. Research instructional materials, methods, and assessments designed to target instruction for socially disadvantaged, EL and Students with Disabilities. Focus design of department goals and assessments on identification of school-wide areas of growth, development of relevant curriculum and effective instructional practices to improve student learning. Collect, analyze and interpret department-wide data to measure growth over time in content knowledge and skill application.</p>	<p>Student performance on CAHSEE, STAR, CELDT. Student performance on core benchmarks, department formative and summative assessment analysis of student performance data over time. Curriculum design reflecting common core standards across the content-areas. Student performance data in Skills for Success, STA, ESL and Special Education classes.</p>	<p>On-going with yearly assessments of CST, CAHSEE, CELDT and department data.</p>	<p>Leadership Team Department Chairs Instructional Advisors Grade Level & Program Leaders, Counselors Testing Coordinator College & Career Counselors Director of Assessment Director of Instruction</p>	<p>Charter Block Grant</p>	<p>Progress reports to Governing Board, Leadership Team and Department meeting minutes. Data Reports to Staff, DataDirector & eSchool Reports Report Cards</p>

Description of Specific Actions to Improve Student Performance	Means to Assess Improvement	Timeline	Responsible Persons	Resources	Means to Monitor and Report Progress
<p>Intervention: Locate, implement and assess appropriate curriculum, instructional strategies and assessments targeting at-risk students (credit-deficient, socially disadvantaged, EL, and Students with Disabilities). Design formative and summative assessments within departments that monitor progress of at-risk students. Develop inter- and intra-departmental curricular units addressing the learning needs of the at-risk student population</p>	<p>Graduation Rate Student performance on CAHSEE, STAR, CELDT Performance on dept. wide common assessments College Acceptance Credit recovery enrollment numbers Student Post-Secondary Choices</p>	<p>Semester review of intervention strategies</p>	<p>Leadership Team Intervention Team Guidance and College Counselors Teaching Staff/Instructional Advisors Curriculum & Instruction Committee</p>	<p>Charter Block Grant</p>	<p>Data Reports to Staff Minutes from Curriculum & Instruction Student Enrollment in credit recovery and tutoring programs</p>
<p>Professional Development: Design department goals to reflect focus on learning needs of at-risk students in light of the new common core standards and growth-over-time model of school improvement. Embed within department formative and summative assessments and means to identify and monitor progress of at-risk student population. Research, implement and assess instructional approaches targeting under-performing students, EL and Students with Disabilities. Create opportunities to share best practices and effective curricular units within and across disciplines to build capacity among entire staff.</p>	<p>Leadership Team Goals Department Professional Development Goals Professional Growth Plans Peer Evaluation Inter and intra-departmental meetings to design instruction and assessments targeting at-risk students</p>	<p>Ongoing with yearly progress reports by Department leadership to Leadership Team</p>	<p>Leadership Team Grade Level Leaders Program Lead Teachers Teaching Staff C & I Committee</p>	<p>Charter Block Grant</p>	<p>Agenda for Leadership Team meetings, Curriculum & Instruction committee meetings and Department meetings indicating PD goals Yearly Department PD Plans Student performance data</p>
<p>Parent/Community Engagement: Review current means of outreach to parents on academic expectations, graduation goals, student progress reports, and programming choices to improve parent/school communication. Expand opportunities for parents to be informed about student performance data to assist school personnel in determining appropriate intervention approaches for at-risk students.</p>	<p>Increased collaboration between school personnel and parents in determining interventions for at-risk students. Increased parent participation in school activities designed to inform and support parents in selecting their students' academic and co-curricular programs. Data collection of parent and community attendance and participation in school meetings, events, presentations, etc.</p>	<p>Ongoing</p>	<p>Guidance and college counselors Intervention teachers Student Leadership Career Advisor Development Director Parents and Community members</p>	<p>Charter Block Grant</p>	<p>Parent engagement data and reporting from eSchool to Governing Board, Leadership Team and staff Graduation rates and enrollment in A-G, UC/CSU approved course-work. Community updates on website and local newspapers</p>

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Goal #5: Create more opportunities for parent and community involvement in early comprehensive student support, including academic engagement, social, emotional, and academic intervention, enrichment activities, and college/career awareness.

Rationale: Successes seen in comprehensive early intervention teaming of the Counseling Office, Deans, Student Support Services and special needs teachers need to be replicated and expanded schoolwide to provide “whole child” support and the necessary parent engagement and education in support services to guarantee successful high school matriculation.

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Description of Specific Actions to Improve Student Performance	Means to Assess Improvement	Timeline	Responsible Persons	Resources	Means to Monitor and Report Progress
<p>Curriculum/Instruction: Modify existing formative assessments, or design new ones that provide information for teachers to respond with early-intervention strategies. Increase opportunities for grade-level teachers to collaborate on curriculum and instruction designed to engage students in learning and create connections across the disciplines. Re-examine curriculum and program goals for the Skills for Success and STA classes to focus on early intervention, consistency of instructional goals, skill development and assessments.</p>	Early identification of at-risk students and parents through SST process. Increased inter and intra-departmental collaboration on common skills, instructional strategies and curricular design. Successful transition of students from Skills for Success and intervention programs to College Prep or Honors level classes. Student performance on CAHSEE, STAR, CELDT Student performance on core benchmarks. Communication of performance to parents	On-going with yearly progress reports to Intervention Team members, Curriculum & Instruction Committee and Leadership Team, Parents and Community	Leadership Team Department Chairs Instructional Advisors Grade Level Leaders Guidance College Counselor Student Support Team Members Director of Instruction	Charter Block Grant	Program reports to C & I and Leadership Team Data Reports to Staff Report Cards Enrollment in A-G courses and enrichment activities. Annual survey of parents on satisfaction of the Intervention Program
<p>Intervention: Expand comprehensive intervention programs to include 9-12th grade students. Align enrichment opportunities, curricular and extra-curricular with academic goals of the school to engage at-risk students, parents and community. Increase collaboration between intervention personnel and classroom teachers to increase early identification of at-risk students and notification of parents. Develop methods for early identification of at-risk students during STA.</p>	Comprehensive intervention teams for each grade-level. Monitoring of student participation in AHA, tutoring sessions, and CTE classes. Increase in early intervention by classroom teachers Collaboration between STA teachers and counselors to identify at-risk students during Summer Transition Academy Progress reports from STA shared with parents Decrease in D and F grades on semester reports	Semester review of intervention strategies Annual review of effectiveness of strategies and student performance Annual review of the SST process Annual review of the full Intervention Program	Intervention Team Guidance and Career Counselors Student Support Staff Teaching Staff STA coordinators Parents and Community	Charter Block Grant	SST reports to Administration Student participation in intervention programs STA assessments Course credit data Student Enrollment in Tutoring and enrichment classes Parent and Community Survey
<p>Professional Development: Provide staff development in student at-risk behaviors, the SST process, and the goals of the intervention teams. Inclusion in department design of formative and summative assessments as a means for identifying at-risk students. Training opportunities for staff in working with at-risk students and families (parents and community)</p>	Faculty Professional Development plans Professional Growth Plans Conference Attendance	Ongoing Yearly review of professional development activities and goals by Leadership Team	Director of Instruction Department Chairs Student Support Team	Charter Block Grant	Agenda for Leadership Team meetings, Curriculum & Instruction committee meetings and Department meetings indicating PD goals Yearly Department PD Plans SST reports

Description of Specific Actions to Improve Student Performance	Means to Assess Improvement	Timeline	Responsible Persons	Resources	Means to Monitor and Report Progress
<p>Parent/Community Engagement: Review and update current outreach practices to parents on academic expectations, graduation goals, student progress reports, and programming choices to improve parent/school communication. Expand opportunities for parents to be informed about student performance data to assist school personnel in determining appropriate intervention approaches for at-risk students. Continue to stream-line process for early identification of at-risk students and notification to families to facilitate a comprehensive approach to student needs. Explore additional community resources for student engagement and parent volunteer opportunities. Build on successful collaborative models, already in place, to involve parents and community with support staff in interventions for at-risk students.</p>	<p>Increased opportunities for parent training in accessing and using Home Access Center, in effective communication with school personnel and participation in volunteer opportunities. Early identification of at-risk students. Data collection of parent and community participation in school events, meetings and presentations.</p>	<p>Annual Program Review</p>	<p>Administration Student Support Team Guidance and Career Counselors PTSA Board Student Services Committee Parents and Community</p>	<p>Charter Block Grant</p>	<p>eSchool data reports to Governing Board, Leadership Team and staff Annual parent and community survey A more streamlined process for early identification and enrollment of students into intervention program</p>