

*Manual Arts High School
4131 S. Vermont Avenue
Los Angeles, CA 90037*

REVISED SCHOOLWIDE ACTION PLANS

Year 2000-2001

**Submitted to
Western Association of Schools & Colleges
California Department of Education**

June 25, 2001

REVISED SCHOOLWIDE ACTION PLAN #1

Improve Students' Literacy Skills

Rationale: Schoolwide reading scores on the SAT9, low SAT-scores, and a high failure rate have categorized Manual Arts High School as an under-performing school as defined by the state of California. All students will make progress towards reading at grade level so that they can successfully meet the ESLRs and the academic standards.

Growth Target: All students will increase their reading total by at least 5% on SAT9 tests. All students will improve their progress towards achievement of the ESLRs.

ESLRs Addressed: Effective Communicators and Complex Thinkers

Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
1. Assess student reading level of all 9 th and 10 th grade students	<ul style="list-style-type: none"> Literacy Committee Title I personnel English, ESL, Special Education teachers School Data Analyst 	<ul style="list-style-type: none"> STAR diagnostic assessment BEST Test Language Test Individual Reading Inventory (IRI) (Title I funding) 	<ul style="list-style-type: none"> Fall 2001 - 9th & 10th grade Ongoing testing for newly enrolled 9th & 10th grade students by Title I personnel 	<ul style="list-style-type: none"> STAR diagnostic SAT9 scores Final grades in core classes 	<ul style="list-style-type: none"> Benchmark reports English, ESL, Special Ed. dept. mtgs. STAR printouts Parent-Teacher conferences Student-teacher conferences Faculty meeting updates
2. Identify student reading levels of 9 th & 10 th grade students, and 8 th grade at-risk students	<ul style="list-style-type: none"> Literacy Committee Chairperson Counselors AP SSS AP SCS SIS personnel 	<ul style="list-style-type: none"> Literacy Comm. STAR diagnostic SIS reports 	<ul style="list-style-type: none"> Fall 2001: 9th grade Ongoing testing for new students by Title I personnel 	<ul style="list-style-type: none"> SIS Databank Teacher Rollbook Final grades 	<ul style="list-style-type: none"> SIS Reports Teacher-Student Conferences

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3. Establish double-period block for identified students team taught by Eng/LA & Soc. Studies teachers, using district's Implement. Model #1 of Standards Based Secondary Lit. Plan	<ul style="list-style-type: none"> APSCS Literacy Committee Chairperson APSSS SIS personnel Dept. Chairpersons 	<ul style="list-style-type: none"> AP Instruction Standards Based Instruction Coord Eng. & Soc. Studies teachers 	<ul style="list-style-type: none"> Fall 2001: 9TH gr. Classes established 	<ul style="list-style-type: none"> SAT9 SIS databank Final grades 	<ul style="list-style-type: none"> SIS reports Teacher-student conferences
4. Expand Literacy Committee to include representatives from all disciplines	<ul style="list-style-type: none"> Literacy Committee AP/Curriculum Department Chairs 	<ul style="list-style-type: none"> Literacy Committee Department Chairs Faculty 	<ul style="list-style-type: none"> Fall 2001: New Literacy Committee Members Recruited 	<ul style="list-style-type: none"> Minutes, roster, and dept. identification of Literacy Committee 	<ul style="list-style-type: none"> SBM meetings Faculty meetings Departmental meetings Parent meetings
5. Expand administrative support to ensure implementation of recommendations	<ul style="list-style-type: none"> Principal AP/Curriculum Literacy Committee Department Chairs 	<ul style="list-style-type: none"> Staff members 	<ul style="list-style-type: none"> Fall 2001: Develop guidelines for implementation & recommendations of Lit. Committee 	<ul style="list-style-type: none"> Minutes of Literacy Committee meetings 	<ul style="list-style-type: none"> SBM meetings Faculty meetings
6. Expand schoolwide Sustained Silent Reading program (SSR)	<ul style="list-style-type: none"> AP/Curriculum Literacy Committee Librarian All Faculty 	<ul style="list-style-type: none"> Library Title I budget 	<ul style="list-style-type: none"> Ongoing: Expand SSR resources in Library & classrooms Fall 2001: Develop incentives for student & teachers participation 	<ul style="list-style-type: none"> SAT9 STAR diagnostic Library Circulation Student grades 	<ul style="list-style-type: none"> Parent-teacher and Student-teacher conf. STARS Display Case Faculty meetings Newsletters

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Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
7. Expand intervention for students reading 2 or more levels below grade	<ul style="list-style-type: none"> AP/Curriculum Literacy Committee English, ESL, and Special Ed teachers MAST SB65 Coordinator AP/SCS Counselors Title I Coordinator 	<ul style="list-style-type: none"> Literacy Comm. Faculty tutors Title I tutoring program Bilingual Coordinator (District & Title I funding) 	<ul style="list-style-type: none"> May 2001: Literacy Plan which includes soliciting and training teachers on <u>Language</u>, placing more literacy classes in Master Schedule, communicating w/parents to solicit support for after school and Saturday tutoring 	<ul style="list-style-type: none"> # students enrolled in reading intervention classes # students in tutoring program Tutoring Logs SAT9 scores STAR assess. 	<ul style="list-style-type: none"> Weekly Bulletin Title I Newsletter School Website Report Cards Student-Teacher Conferences Parent-Teacher Conferences SBM minutes
7. Implement Accelerated Reader Incentive program in all 9 th & 10 th grade language arts classes	<ul style="list-style-type: none"> AP/curriculum Literacy Committee LAN and Technology Coordinators Librarian English, ESL & Special Ed teachers 	<ul style="list-style-type: none"> Title I Coord. Bilingual Coord. Digital HS SB 1882 Professional Development 	<ul style="list-style-type: none"> Spring 2001: computers in labs and designated classrooms linked to Accelerated Reader Ongoing: Expand AR resources 2001-02: Develop incentives for student and teacher particip. & success 	<ul style="list-style-type: none"> Student grades STAR pre-post tests SAT9 results AR quizzes Library circulation records 	<ul style="list-style-type: none"> Faculty meeting updates Title I parent newsletter Student-Teacher conferences Parent-Teacher conferences STAR display case
8. Inservice all teachers on reading strategies across the	<ul style="list-style-type: none"> AP/Curriculum Title I Coordinator ESL/Biling Coord. 	<ul style="list-style-type: none"> Categorical programs Literacy 	<ul style="list-style-type: none"> May 2001: Develop a plan to implement reading across the 	<ul style="list-style-type: none"> SAT9 scores STAR assessment 	<ul style="list-style-type: none"> Title I and ESL/Bilingual newsletters

REVISED SCHOOLWIDE ACTION PLAN #1

Improve Students' Literacy Skills

curriculum	Literacy Chairperson • Prof. Dev. Committee • Department Chairs	Committee • Dept. Chairs • Prof. Dev. Comm	curriculum	Prof. Dev. Log of teacher involvement	Faculty meetings SBM meetings
9. Establish and implement a staff development plan to increase a wide variety of teaching and learning strategies by all teachers and for all students	<ul style="list-style-type: none"> • AP/Curriculum • SB 1882 Coord. • SBI/A Coord. • Technology team 	<ul style="list-style-type: none"> • SB 1882 progr. • Categorical programs • SBM Calendar Committee 	<ul style="list-style-type: none"> • Sept 2001 & Ongoing: Plan & conduct staff development with staff 	<ul style="list-style-type: none"> • Mid-term and final marks • SAT9 scores • STAR assessment • Teacher lesson plans • Classroom observation 	<ul style="list-style-type: none"> • Parent-teacher conferences • Student-teacher conferences • Faculty mtg. updates
10. Implement a process of analyzing student performance and other data in order to improve programs, services, resource allocations and instruction	<ul style="list-style-type: none"> • AP/Curriculum • APSSS • SIS personnel • Categorical coord • Counselors, teachers • Staff development committee 	<ul style="list-style-type: none"> • SIS personnel • Data analyst • Professional development committee 	<ul style="list-style-type: none"> • Sept. 2001: develop method to analyze data and proscribe changes to improve student performance 	<ul style="list-style-type: none"> • Mid-term and final marks • SAT 9 scores • STAR assessment 	<ul style="list-style-type: none"> • Parent-teacher conferences • Student-teacher conferences • Faculty mtg. updates
11. Conduct in-services on programs designed to improve literacy, e.g., Language! and Accelerated Reader, Accelerated Math	<ul style="list-style-type: none"> • Literacy committee • Professional development comm. • AP/curriculum • Dept. Chairs - Math & English • Categorical coord. 	<ul style="list-style-type: none"> • SB 1882 program • Categorical programs • Profess. Develop. Committee 	<ul style="list-style-type: none"> • July 2001 & ongoing: plan and conduct staff development with staff 	<ul style="list-style-type: none"> • STAR assessment • SAT 9 scores 	<ul style="list-style-type: none"> • Parent-teacher conferences • Student-teacher conferences • Faculty mtg. updates

REVISED SCHOOLWIDE ACTION PLAN #2

Increase communication and collaboration between and among all stakeholders groups

Rationale: There is a need to increase and widen schoolwide communication and collaboration between and among all stakeholder groups at Manual Arts in order to improve student learning.

Growth Target: All students will increase their reading total by at least 5% on SAT9 tests. All students will improve their progress towards achievement of the ESLRs.

ESLRs Addressed: Effective Communicators.

Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
1. Institute a "Focus on Academic Success" program with emphasis on student achievement, communication, collaboration, and respect for education, each other, the school, and community.	Principal <ul style="list-style-type: none"> Assistant Principals SBM Activities Coordinator Focus on Academic Success Committee 	All Staff <ul style="list-style-type: none"> Students District G LAUSD Categorical funds 	May 2001: form new committee <ul style="list-style-type: none"> Jul 2001: initiate planning Jan 2002: implement plan 	Institution of program <ul style="list-style-type: none"> SAT9 scores Grade reports Graduation rates Faculty, student, parent surveys 	Title I parent newsletter <ul style="list-style-type: none"> Weekly Bulletin SBM meetings School website
2. Create and maintain a schoolwide communication vehicle utilizing school's intranet and school's website.	School Sitemaster <ul style="list-style-type: none"> Technology Team AP/Technology 	All School <ul style="list-style-type: none"> Coordinators Dept. Chairs Partnerships District G 	May 2001 – ongoing <ul style="list-style-type: none"> Jan 2001 – online and functioning 	Functioning intranet on website <ul style="list-style-type: none"> # visitors on school website 	All users of school's website and intranet <ul style="list-style-type: none"> SBM
3. Designate a portion of District-mandated staff dev. time for staff and faculty collaboration.	Prof. Develop. Coordinator and committee	LAUSD/UTLA <ul style="list-style-type: none"> Contract Master Schedule All Coordinators 	May 2001 – ongoing; planning stage <ul style="list-style-type: none"> Jul 2001: implement 	Staff Develop. Agendas	All stakeholders

Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
4. Institute a "Focus on Communications" program in conjunction with our Parent Center with emphasis on using parents as a resource to communicate with Manual Arts High School stakeholders	<ul style="list-style-type: none"> • Designated AP Parent Reps • Categorical Coordinators • District Advisory Council • Bilingual Advisory Council 	<ul style="list-style-type: none"> • Parent volunteers • Leadership sponsor • Leadership classes 	<ul style="list-style-type: none"> • May 2001: planning stage • Jun 2001 present to SBM • Jul-Sep 2001: implement program 	<ul style="list-style-type: none"> • Parent Compact Booklet • # parents involved with Focus on Communication program 	<ul style="list-style-type: none"> • All stakeholders
5. Establish a consistent process to disseminate relevant and useful information.	<ul style="list-style-type: none"> • SBM • All coordinators 	<ul style="list-style-type: none"> • SBM members • All Coordinators and Committee Chairs • Auto phone dialer • Website • Weekly Bulletin • Categorical funds 	<ul style="list-style-type: none"> • May 2001: formulate sub committee • Jul 2001: present process plan to SBM • Sep 2001: implement process 	<ul style="list-style-type: none"> • Disseminate process brochure 	<ul style="list-style-type: none"> • All stakeholders
6. Establish a rainbow Journalism class in order to publish a year-round school newspaper.	<ul style="list-style-type: none"> • AP/SCS • AP/Instruction • Journalism advisor 	<ul style="list-style-type: none"> • Master Schedule • Counselors • Student body • Journalism advisor 	<ul style="list-style-type: none"> • May 2001: Rainbow class added to Master Schedule • July 2001: Begin Journalism class (B & C) 	<ul style="list-style-type: none"> • Published monthly newspapers 	<ul style="list-style-type: none"> • Manual Arts HS Family • LAUSD high schools

Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
7. Create task force to develop alternate ways to connect all parents to assist in focusing attention on improving student performance.	<ul style="list-style-type: none"> Principal SBM/SSC Focus on Academic Success Comm. 	<ul style="list-style-type: none"> Manual Arts HS family & community 	<ul style="list-style-type: none"> Sept 2001: begin meetings with stakeholders 	<ul style="list-style-type: none"> Meeting minutes 	<ul style="list-style-type: none"> Reports to staff

REVISED SCHOOLWIDE ACTION PLAN #3

Develop and implement a comprehensive professional development plan

Rationale: To ensure that all students meet the ESLRs and increase test scores, staff must be given the opportunity to gain knowledge and strategies, to work together to meet the instructional needs of all students.

Growth Target: All students will increase their reading total on the SAT9 by at least 5%. All students will improve on their progress towards achievement of the ESLRs.

ESLRs Addressed: Effective Communicators and Complex Thinkers

Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
1. Establish and implement a comprehensive and coordinated prof. dev. plan to include categorically funded programs in conjunction with literacy, standards based instruction & assessment, achievement of the ESLRs, & tech. integrated classroom instruct. plans	<ul style="list-style-type: none"> AP/Instruction Professional Development Coordinator Department Chairs Title I and ESL/Bilingual Coordinators SBI Coordinator Literacy Chairperson Technology Team 	<ul style="list-style-type: none"> State Frameworks Digital HS grant Categorically funded programs Prof. Dev. Comm. Literacy Comm. Intern Program Mentor Teachers Advanced Studies Program Universities 	<ul style="list-style-type: none"> July 2001-ongoing 	<ul style="list-style-type: none"> # new teachers with assigned mentors # departmental course exams, rubrics, units # professional development opportunities attended by staff and faculty Biennial teacher evaluations 	<ul style="list-style-type: none"> SBM meetings Department Chairs School website School newspaper Title I Parent newsletters
2. Survey staff and students to establish additional professional development needs.	<ul style="list-style-type: none"> AP/Instruction Prof. Develop. Coord. Technology Team Literacy Chairperson Department Chairs Student body 	<ul style="list-style-type: none"> All Coordinators Dept. Chairs Literacy Committee Technology Team Student body 	<ul style="list-style-type: none"> July 2001-ongoing 	<ul style="list-style-type: none"> Survey results Interviews Evaluations 	<ul style="list-style-type: none"> Staff meetings Student Senate meetings Parent newsletter Other newsletters

Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
3. Update and articulate schoolwide professional development plans, which should include alignment of ESLRs with state content standards, writing of rubrics for each ESLR, measurement of student progress of ESLRs, and revision of ESLRs as necessary to meet measurable standards.	<ul style="list-style-type: none"> AP/Instruction coordinators Categorically funded Specially funded coordinators 	<ul style="list-style-type: none"> Categorical funds State/Federal funds Specialized grants Digital HS grant 	<ul style="list-style-type: none"> July 2001 – planning stage Oct 2001: publication and implementation on stages 	<ul style="list-style-type: none"> Comprehensive and coordinated professional development plan and document 	<ul style="list-style-type: none"> All stakeholders
4. Provide in-service and conference opportunities to faculty and staff in targeted areas.	<ul style="list-style-type: none"> AP/Instruction Professional Development Coord. 	<ul style="list-style-type: none"> Categorical funds District/State/Federal funds Specialized grants Digital HS grant 	<ul style="list-style-type: none"> July 2001 – ongoing Jan 2002 and thereafter: conduct annual review 	<ul style="list-style-type: none"> # participants enrolled in Prof. Development Opportunities Annual review # NBC teachers # teacher-led workshops 	<ul style="list-style-type: none"> School website Weekly bulletins Memoranda Parent newsletter
6. Develop & implement an assessment process that analyzes student outcomes and measures student progress in	<ul style="list-style-type: none"> AP Curriculum Prof. Dev. Comm. Categorical progr. Coord. Dept. chairs Faculty, counselors 	<ul style="list-style-type: none"> SB 1882 program SBI program Categorical programs 	<ul style="list-style-type: none"> July 2001 & ongoing: include in district staff development days 	<ul style="list-style-type: none"> Teacher lesson plans bank Quarterly/final marks SAT 9 scores STAR assessment 	<ul style="list-style-type: none">

Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
meeting the ESLRs, e.g., 4-pt. Rubrics in all content areas					
7. Review and revise ESLRs as necessary to meet measurable standards, including rubrics to measure student progress.	<ul style="list-style-type: none"> School Leadership committee AP Curriculum Prof. Dev. Committee Dept. Chairs & faculty 	<ul style="list-style-type: none"> Faculty & staff SB 1882 program 	<ul style="list-style-type: none"> July 2001 & ongoing 	<ul style="list-style-type: none"> Teacher & student surveys Analysis of rubrics & student performance 	<ul style="list-style-type: none"> Departmental and faculty meetings Parent-faculty mtgs Student-faculty mtgs.
8. Coordinate with action steps in schoolwide action plan #1 (Improve Literacy Skills)	<ul style="list-style-type: none"> See #1. Improve Literacy Skills, Items #8-11. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">