

CASTLEMONT HIGH SCHOOL

JUL 05 2000

SCHOOLWIDE ACTION PLAN

A FOUNDATION FOR IMPLEMENTATION OF ACADEMIC ACHIEVEMENT

June 30, 2000 Draft

WASC Implementation Review

ADMINISTRATIVE AREAS

SPRING - WINTER, 2000

I. Area of Focus/Rationale: Schoolwide planning / In support of the vision statement, strategic and tactical plans developed with roles and responsibilities identified and assigned will provide stakeholders with clear directions and related timing, resulting in increased academic/character development for students.

Growth Targets:

- All academies have ongoing action plans that document the steps to completing master checklist of activities.
- Castlemont High School has an ongoing school wide action plan, including individual academy plans.
- Communication plans developed and executed – common understanding of school objectives by stakeholders.
- Castlemont High School progression toward achievement of district targets.

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data / Evidence Of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Administrators and leadership team to study Focus on Learning Guide for implementing the schoolwide initiatives.	September 2000	Administration and leadership team	Planned meeting times	Action plans, Attendance records, minutes feedback for stakeholders	Sharing of process to all stakeholders	ALL	#1
Staff changes: Administration	Summer, 2000	Superintendent and Principal	Board members approval	Introduction of new Administrative Team and new staff to Leadership Team and stakeholders	Release list of new assignments to stakeholders and media	Vision Statement	#1,2,3,4
Principal identifies who will hold stakeholders accountable for implementing plans that address WASC-identified critical areas of need	Before fall 2000	Principal	Administrators, Teachers, staff, students, parents, alumni, business partners	Organizational structure, with responsibilities outlined	Web site, Newsletter, CCR Voluntary Resolution Plan	All	#1,9

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data / Evidence Of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Review/Update staff and stakeholders on school vision, ESLRs, and schoolwide action plan	Sep 2000	Principal, administrative team	Staff meeting and planning time	All staff have copies of WASC 2000 Reports	Teachers' lesson plans include steps to assist students in achieving ESLRs	Vision Statement and All ESLRs	#2, 3
Develop a schoolwide assessment process for all schoolwide initiatives, i.e. Programs, student achievement and instructional practices	Fall 2000	Administrators, staff and stakeholders	Retreat, Fall 2000	Assessment plans and measures in place to promote academic achievement.	Report to all stakeholders	Vision Statement and All ESLRs	#2,3
Progress and assessment of schoolwide initiatives/action plan to the self study expected outcomes reported monthly	Fall 2000, on-going	Administrative Team or appointed presenter	Planned item on stakeholder meeting agendas	Informed stakeholders in site based decision making	Minutes, reports, completed action plan steps, monthly presentations	Vision Statement and All ESLRs	#2,3

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data / Evidence Of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
CBEDS and 2000 Standardized Test Results analyzed and interpreted for improvement in instructional practices.	Sep 2000	Principal, administrative team, department heads, staff and stakeholders	Staff meeting, stakeholder meetings, and planning time	All stakeholders have copies of test results, and pertinent data or reports	Teachers' lesson plans include steps to assist students in achieving ESLRs	Vision Statement and All ESLRs	#4
Review/Update Action plans with steps to academic achievement for all academies and ninth-grade house.	Spring 2000 - FALL 2000	Academy directors and staff, school-to-career personnel	stakeholders input, time, action plans	Revised plans, minutes and attendance from planning meetings, record of acceptance of plan by stakeholders	Final plan shared with all stakeholders	ALL	#1, 9
The creation of a school site council that includes representation of all stakeholders with roles and responsibilities	Fall 2000 and on-going	Administrative team and Leadership Team	Participant from each stakeholder group	Minutes and attendance from monthly school site council meetings	Newsletter, etc.	Vision Statement and All ESLRs	#9
Effectively integrate the English Learners Advisory Committee's voice with the PTSA.	Fall 2000	School Site Council/Leadership Team	Stakeholders agreement, childcare for parents	Unity/Town Hall meetings, unity in decision making process, resolution of conflict among parent groups	Meeting minutes, attendance, Newsletter	Vision Statement and All ESLRs	#3

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data / Evidence Of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Prioritizing Action Items	Fall 2000	Leadership Team	All stakeholders participation	Revised Action Plan	Minutes, Faculty meetings, Focus Group meetings, Newsletter	All	#9
Using content standards, administrate the establishment of uniform curriculum and uniform assessment practices by departments	Sep 2000	Administrative Team	Content standards for all courses, all teacher's annual course outlines on disk and hardcopy	One document per department with curriculum for all grade levels, one grading rubric per department for all grade levels	All stakeholders	All	#5

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Develop and execute communication plan that includes the voice of all stakeholders in the decision making process.	Fall, 2000	Administrators - get feedback and buy-in from stakeholders	Teachers, staff, students, Alumni, parents, business partners	Survey forms, Focus Group attendance forms, Focus Group summaries	Memos, minutes, Presentations at community meetings,	All	#2,3
Develop a collaborative accountability plan/matrix – including roles and responsibilities of all stakeholders	Fall, 2000 and on-going	Administrators and WASC Self-Study team, School-to-Career office	Teachers, staff, students, Alumni, parents, business partners	Plan of Action developed and distributed	Newsletter, Academy Action Plans, Voluntary Resolution Plan	All	#7,9

PRIORITY ITEMS

SCHOOL YEAR 2000- 2001

FOCUS: ACADEMIC ACHIEVEMENT

- I. ATTENDANCE
- II. ARTICULATION
- III. LITERACY PROGRAM
- IV. ALGEBRA PROGRAM

IMPLEMENTATIONS PLANNED:

LITERACY/ALGEBRA LAB PROGRAMS, SUPPORTED BY SOFTWARE PROGRAMS IN OTHER COMPUTER LABS, TUTORING PROGRAMS AND MATH/SCIENCE LAB

FOCUS ON LEARNING

Strategies for Significant Increase in Academic Achievement

In keeping with our vision to significantly increase all students' academic achievement, we submit this revision including the integration of WASC 2000 identified critical areas for follow-up.

Our growth target is to increase students' academic, social and emotional growth by 20%, over a three-year period as shown below:

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Our 1999-2000 growth rate is 5% of the difference between the 1999 API and the interim statewide performance target of 800. Projected over a three year period:

- 2000 – 2001 468 (Growth rate of 5%)
- 2001 – 2002 485 (Growth rate of 5%)

Doubling the growth rate (10%) over a three year period projection:

- 2000-2001 496
- 2001-2002 536

A target of 600 may not be realistic but our goal is to reach a performance target of 600 by the year 2002. Accomplishing the action steps in our Vision, ESLRs and Action Plans will greatly improve our students' academic achievement.

Performance indicators and data such as a decrease in absenteeism and suspensions will measure social and emotional growth. In addition, performance indicators for academic growth will include increased test scores, increased G.P.A.'s and increased graduation rates. Motivating students to increase participation in our Conflict Resolution Program results in decreased suspensions and absenteeism. We would also measure growth with an increase in club participation and student generated clubs designed to address concerns and issues.

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Our formal *post implementation review* of action plans slated for May 1, 2000 began May 9, 2000, with a revised action plan completion date of June 18, 2000.

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With the establishment and implementation of a "Ninth Grade Castle", teachers, counselors, students, site management team, academy directors, and staff have worked arduously to promote the programs, academic course offerings and academy outlines to our feeder schools.

1998 – 1999

This year much was done through the academies through activities such as academy fairs, academy newsletters and brochures.

1999-2000

Counselors participate in district wide meetings with feeder school counselors to review data, plan, and implement needed classes to promote learning and academic growth. The academies and departments plan to increase contact for the next school year.

2000-2001

Academy student representatives will accompany counselors to feeder schools to assist in preparation for the transition from middle school to high school.

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Two of the major growth areas identified by the Curricular Paths team were student attendance and the need to address the lack of essential and basic skills of our incoming students. In order to implement our dynamic curriculum successfully, we must improve the attendance rates of our entire student body.

In order to address the lack of basic skills in many of our incoming students, our math and English classes are incorporating the reinforcement of basic skills into the curriculum. Tutoring programs are being implemented after school and at lunch, and the focus across disciplines for the entire school is LITERACY.

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Our future plans for this school year are to include and establish a stronger articulation with feeder schools. This will include presentations on the academy programs, transcript evaluation at the 8th grade level, advance programming of 9th – 12th grades, and inclusion of student data from 8th grade into our school wide network. We currently house a schoolwide network with online student portfolios that will be a part of our grant to increase the number of students attending state universities.

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For the underachieving students, the school is investing in the Globe Fearon Series, which focuses on the students with severe reading problems. English teachers are actively engaged in district and state reading workshops, exploring mainly the Strategic Literacy Initiative from West Ed. It is hoped that an Academic Literacy Course for all ninth graders in addition to their regular English class will be initiated in the fall, with teachers being trained during the summer and throughout the following year. One English teacher is currently piloting the Globe Fearon program.

English teachers administer a district-wide Curriculum Embedded Assessment (CEA) three times a year, which assesses students' growth in reading and writing. The writing styles focused on thus far are: problem solving, reflective, and interpretive. All students enrolled in English classes must take this reading and writing assessment. Teachers score them holistically according to a district rubric that has been designed by students. They then engage in an academic discussion on how to improve students' performance on the next CEA. Students themselves use the rubrics to reflect on their own success at writing interpretive essays and suggest assignments that would strengthen their interpretive skills. Thus they are challenged to reflect metacognitively to improve both their reading and writing.

Sustained Silent Reading (SSR) is an area of needed growth strategy used to encourage students' love of and ability at reading. It is being used regularly in the English and social studies departments. Evidence is provided in the students' daily logs, but even more impressive evidence is the entrance into a classroom where SSR is occurring. In some classes, students are silently wholeheartedly engaged in reading novels of their own choice checked out of local libraries. In other classes, students are absorbed in challenging, yet thoroughly engaging, texts, reading silently before class discussion.

Part 1

ATTENDANCE

I. Area of Focus/Rationale: Attendance at school impacts students' academic achievement, development of employability skills, interpersonal skills and safety of the school and community.

Growth Target: Increase attendance by 20% from 72% to 92% during the 2000-2001 school year.

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
All staff will participate in increasing student attendance, encouraging others to report students' presence on campus if they are not in class.	Daily and on-going	All staff	Communication between counselors and teachers, admin. and teachers, parents and school; tardy sweeps, Family Community Counselor, increased number of campus supervisors	Attendance Office reports, i.e. STU 99, teacher attendance reporting showing increased attendance	Memos to teachers, students, parents, and the Board; Marking period and semester reports	All	#10
Attendance will be properly recorded and submitted daily	Daily and on-going	All staff	Roll sheets, Attendance sheets, I.W.E.'s, ROP attendance	Attendance Office reports, STU 99, teacher attendance reporting showing increased attendance	Memos to teachers, students, parents, and the Board; Marking period and semester reports	All	#10
Develop attendance rewards for students and teachers	Fall 2000	Principal, Leadership Team	Planning and collaboration	Established system	Report outs to stakeholders	All	#10

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Family Community Counselor (FCC) will target students with 20% or higher absenteeism	Daily and on-going	All staff	Legal, and Community resources, increased parent participation	Increased attendance	Memos to teachers, students, parents and Board , reports from FCC	All	#10
Hire an Attendance Community Liaison (3 hours)	Fall 2000	Assistant Principal	Job posting, interviews, bridges to the Elmhurst Community and other community groups	Positioned filled	Community, parents, students, newsletter, Websites	All	#10
Counselors, Administrators and FCC will develop new procedures to target and increase student attendance	Fall 2000	All administrators, counselors, clerical staff and FCC	Access to SASI database, parental contact, counseling time (planned), form to inform parents of resources, brochure of community resources and to promote student's emotional well- being	Brochure outlining plan and steps, improved GPA and attendance, improved graduation rates, improved promotion rates, college enrollees increased parental evidence	Newsletters, Websites, and communication to parents, students and other stakeholders	All	#10
School wide Attendance / Retention Plan	Fall 2000 and on- going	Administrators	Teachers, Staff, I.W.E.s, District Truancy Center, Family Community Counselor (FCC)	Attendance sheets, Increases attendance,	FCC Reports, District CBEDS, parents, students	Vision Statement	#10

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Plan to increase Parent involvement in order to promote increased student attendance	Daily and on-going	All staff, Social services	Parent's mandatory participation in meetings regarding student attendance, other legal resources	Increased participation in ELAC, PTSA, Parent Night and other school activities	Attendance at ELAC and PTSA meetings, parents assume active roles on school committees	All	#10

Part II

IMPROVING ARTICULATION

I. Area of Focus/Rationale: Castlemont has expanded from 2 to 8 academies and a 9th Grade House to utilize integrated teaching team models school-wide.

Growth Targets: All students will experience academic growth through participation in academies or the Ninth Grade House.

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
All 10-12 th grade students will select an academy	10 th grade	Counselor, Academy Director, Attendance, Staff	Survey forms, recruitment faire, parents	Completed Academy Selection Forms,	Counselor's list of students "tagged " for an academy	# 1,2,4,6	#6
All ninth grade teachers and students will participate in the planning and activities of the Ninth Grade Castle	On-going	All staff and 9 th grade students	Administration support and follow-up	9 th grade student handbook, attendance by teachers	List of student activities	#1,3,6	#6

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
All teachers will work with an academy or the Ninth Grade Castle to support teamwork to increase students' academic performances.	On-going	Administration and teachers	Recruitment, Profile of each academy	List of all teachers assigned to an academy or the Ninth Grade Castle	Copy of the school's master program	Vision Statement	#6, 10
Schoolwide plan to implement computerized art animation into the curriculum and integrate art animation with feeder schools	January 2001	Ms. Chew-MacLean, Ms. Oden and Principal	Computers (2), software, Staff Development	Completed Animation Projects	Completed projects, student portfolios, student voice	All	#6
Integrate ELL students into the academies with greater success	On-going	Principal, Counselors	Parents, Bilingual office, teachers, students	Student class schedules	School Annual Report, CBEDS, Voluntary Resolution Plan, CCR, Bilingual Compliance	All	#2,3

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Schoolwide use of academy intervention process and forms	On-going	Academy directors, teachers, Liaison and administrators	Forms, training on use of interventions	Improved academic achievement, reduction in dropout rates, increase in graduates	Newsletters and reports to all stakeholders	All	#10
Improved teaching modalities to assist exceptional Children (SDC and RSP)	On-going	Teachers, administrators Special Education Dept	Staff Development and collaboration	Improved G.P.A.'s, Improved self- esteem, social and domestic independence	Newsletters and reports to all stakeholders	All	#10

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteri
Each academy will have computer lab access (labs supported by a school site technician) for each of the 8 academies	June 2002	Principal and District Personnel	District personnel and budget allocations	Computer labs with services of a site technician	Site Annual Report, Completed work orders, Newsletters, Digital High School Grant, Donations/or Oakland Technology Exchange, report to stakeholders	#5	#10
Academy action plans will be evaluated and updated to align with school Vision, ESLRs and Action-Plan	Fall, 1999, ongoing	Academy directors and staff, WASC focus groups, School-to-Career office	Input from all stakeholders, action plan template, time, data on student achievement, e.g. SAT9 scores, curriculum-embedded assessments, aggregated data, school wide GPAs, attendance, etc. - services in using data to drive planning	Formal post-implementation review of each academy action plan, completed by May 1 Revised action plan, completed by June 18	Plan revisions and rationale shared with all stakeholders	ALL	#9

II. Area of Focus/Rationale: The leadership, teachers and counselors aggressively pursue articulation with feeder schools through meaningful dialogue regarding methods to improve student achievement of incoming students.

Growth Targets: Reduce 9th grade dropout rate by 20 %

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteri
Create and maintain an all academy brochure outlining core curriculum, detailed explanation of all school academies, programs and activities	By Oct 2000 for On-going use	Site management, academy directors/co-directors, students, teachers, counselors, and community liaison	District personnel, Site management, teachers, counselors, students, community liaison, computers, supplies, funding	Increased knowledge of programs, academies, student activities, feeder school presentations (videos, brochures, student presentations, etc.) Increased interest and participation in academy program	School-to-Community Newsletter (Monthly) Site Brochure for academy programs	All	#6
Provide written state, district and school expectations of all incoming high school students	By Oct 2000 for On-going use	Administrators, counselors, feeder schools	Clerical staff, office supplies, District Guidelines for Student Success	Dissemination of materials to students and parents, stakeholders	Presentation at feeder schools, agenda, minutes, and documents for process	All	#6

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Pre-registration and orientation will be held for all incoming ninth graders and their parents.	Pre-registration- two weeks before school starts Orientation – one week before school starts	Administrative counseling, attendance office, and other clerical staff	Staff, counselors, transcripts for incoming 9 th graders, leadership students, alumni, volunteers, textbooks, lockers, additional SASI support	90% of students will have all available books, lockers, and schedules before school starts, emergency card and immunization records on file, attendance at orientation, feedback from parents	Newsletter to parents, alumni, and district, positive press, Voluntary Resolution Plan, stakeholders	ALL	#6
Counselors will collaborate with Ninth Grade Castle, Academy Directors and students to develop monthly presentations for incoming students, and parents	March thru August 2000 for September 2000	All staff	Department and leadership meetings, Academy planning time	Plan presentation, translated and updated Student Handbook	Agenda from presentation, list of parents present, Voluntary Resolution Plan	ALL	#6

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Use of Grants to increase the number of college bound students with at least an average of "C"; increased number of students in Advanced Placement courses with a score of "3" or above; increase the number of students taking national norm tests, BEGINNING WITH INCOMING 9 TH GRADERS	02/2000 – 08/2000	Principal, Mills College (Gary Yee), Healthy Start, Alameda County, Oakland Technology Exchange, One Land One People collaborative, Castlemont High School Stakeholders	Assessment counselor for 8 th and 9 th grades, expand electronic student portfolios, computer software, collaboration community support	Implementation of Collaborative planning grant, improved SAT 9 & ACT scores, Newsletters	Program articulation to all feeder schools by counselors, Collaboratives, business partners and community	All	#6

PART III

INCREASING READING SKILLS

Area of Focus/Rationale: Castlemont will work collaboratively to increase significantly the level of academic achievement of our students.

Growth Target: Increase academic performance index by 5%, and increase graduation rates by 5%.

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Special Education has conducted a computer based learning pilot program to assist students in reading	March 2000	Special Education Ms. Oden and Principal	Special education computer stations (10), additional staff development	Review and Evaluate Improved reading by 20% as evidenced by students and teachers	IEP, testing, student portfolios	All	#10
Review and evaluation of the pilot programs for use in reading labs	June 2000- Fall 2000	Principal and English Dept Head	Data and evaluation from program instructors	Students increased reading skills, and reading test scores	Increase in standardized test scores.	All	#10
Establish Academic Literacy Course for incoming 9 th graders, with reading scores below 30 %tile	May 2000	Administrative Team, English Dept Head, Head Counselor	8th Graders Reading Scores, District Support	Master Programming for student programs	Report to Stakeholders	All	#10

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Implement a "sustained" silent reading plan schoolwide	Sept 2000	Castlemont High School Stakeholders	Allocation of times, dates, materials	Increased student reading skills	Reading test scores	Vision	#10
Use of 21 st Century Grant to enhance After School Tutoring Programs, and other School Programs	Sept 2000	Castlemont High School Stakeholders	Grant, continued collaboration with the community. One Land One People, Alameda County and the District	An operational program developed with collaboration from the community business partners and Alameda County	Reports to staff, students, parents, PTSA, ELAC, community meetings	All	All
Students will have access to library before and after school	Sept 2000	Castlemont High School Stakeholders	Librarian or technician to open library at established times	An operational program developed with collaboration from the community	Reports to staff, students, parents, PTSA, ELAC, community meetings	All	All
English lab learners will have access to English lab textbooks, and curriculum in library for use	Sept 2000	Castlemont High School Stakeholders	Librarian or technician to open library at established times	An operational program developed with collaboration from the community	Reports to staff, students, parents, PTSA, ELAC, community meetings	All	All

PART IV

INCREASING ALGEBRA SKILLS

Area of Focus/Rationale: Castlemont will work collaboratively to increase significantly the level of academic achievement of our students.

Growth Target: Increase academic performance index by 5%, and increase graduation rates by 5%.

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteri
Review and evaluation of Algebra Lab planning and implementation for 9 th and 10 th graders	May 2000- June 2000	Principal, Yolanda Young, Math TSA, Algebra Lab Instructor	Peer tutors, software, 10 computers, curriculum/soft- ware, staff development, support from other tutoring programs on campus	5% increase in the number of students passing Algebra A & B; 5% increase in student attendance; 5% increase in students going into Geometry & Advanced Placement classes	Reports to Parent groups (PTSA, BAC, etc.)	ALL	#10
Master schedule will be adjusted to ensure 20:1 student-teacher ratio in 9 th grade Algebra	Annually, beginning September, 2000	Counselors, administrators, clerical staff, teachers	SASI, accurate class counts	Completed master schedule, teacher roll sheets (reflecting the class count)	Newsletter to parents, alumni, and district, positive press, Voluntary Resolution Plan, CCR	# 1,2,3,4	#10

ON – GOING

CRITICAL AREAS OF FOLLOW-UP

- I. STAFF DEVELOPMENT
- II. TECHNOLOGY
- III. SAFETY
- IV. FACILITY

I. Area of Focus/Rationale: In order to assist students in their development and increase significantly students' academic achievement staff development is needed.

Growth Target: To complete first stages of needed staff development by December 2000.

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
The school administration will develop a plan to ensure that staff development funds are expended according to needs identified in the schoolwide action plans.	Fall 2000	Leadership team, administration and department chairs	Budget analyst, or role of budget analysis clearly defined and assigned	Proper expenditure of staff development budget	Report to all stakeholders	Vision Stmtnt and All ESLRs	#8
Distribute to staff and review all pertinent data analysis reports, i.e. SAT/9, STAR Academic Performance Index	Fall 2000	Admin. team	District support	Data given to all stakeholders	School newsletter, minutes from staff meetings	Vision Stmtnt and All ESLRs	#4

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
<p>Areas: Assessment and accountability, Use of data to drive curriculum, Technology across the curriculum, teaching to a variety of modalities, standards and Unity among Diversity training</p>	<p>On-going</p>	<p>All staff</p>	<p>Leadership Team, consultants, administrative staff, calendar of staff development in-service including time, location and funding</p>	<p>Evaluations, surveys, attendance of staff</p>	<p>Staff development, newsletter, Voluntary Resolution Plan</p>	<p>All</p>	<p>#8, and 1,4,5,9</p>

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Staff development on sexual harassment and other needs	On-going	All staff	Stipend, trained staff members, district personnel, community outreach, videos	Feedback from surveys and group discussions	School bulletin (weekly), parent bulletin and P.A. system, Voluntary Resolution Plan	All	#8
Staff development by other staff members in their area of expertise/best practices	On-going	All Staff	Stipend, funding, staff members that are trained in their area of expertise	Feed back from evaluations, staff requests for additional in-services	Memos to all staff, parents, students, report of surveys, Voluntary Resolution Plans	All	#8
Provide an in-service on types of student assessment	Fall 2000 and on-going	All staff	Funding	Feedback from evaluations	Increase in attendance by all staff, varied assessment strategies employed by teachers	All	#8

Area of Focus/Rationale: In order to move towards bridging the digital divide we must provide computer technology for staff.

Growth Targets: Increase staff development on using computer technology.

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Staff development for computer training	By September 2000	Principal	Computers, District Technology Specialist	Attendance sheets of staff, computer-generated lesson plans	Use of computer in lesson plans, Integrate computer use in curriculum	Vision Statement	#8
Every teacher provided with an internet ready computer for their classroom	June 2000	Principal	District personnel, computers, cables, software	Computers in each classroom, used by teacher and students for internet research.	Report to stakeholders	Vision Statement	#8
Pretest to benchmark computer skills of staff	June 2000	Computer instructors	Time, computers, personnel	Completed pre-test	Increased number of teachers who are computer literate	#1	#8
Continual opportunities for staff exposure to and interaction with current technology	June 2000 and on-going	Principal, District Technology Center	District personnel, Computers, software	Increased computer skills for all instructors, relevant use of skills in instructional practices	Report of Stakeholders	ALL	#8

II. Area of Focus/Rationale: Bridging the Divide – The Castlemont community must work collaboratively to expand technological instruction across the curriculum.

Growth Target: By the end of the school year, Castlemont High School will implement a technology plan, which will insure computer training for students, teachers and parents; providing take-home computers for completion of student assignments, and develop a maintenance program for computer units.

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Digital High School: Every classroom equipped with appropriate wiring for at least 5 student computer stations	June 2001	Principal and District Personnel	District Personnel and budget allocations	Classrooms wired and student computers present	Site Annual Report, Completed work orders, Newsletters, Oakland Technology Exchange	#5	#8, 10
Student computer training for skills and etiquette	June 2001	Principal	Computers, Computer lab teachers	Check list of skills for student evaluation	Successful completion of training, Staff Development	Vision Statement	#8,10
Site support system for maintenance of computer systems	June 2001	Principal	Computers, District personnel	Computer technician on staff	List of repaired computers, Maintenance schedule, EAF for Technician Sept. 2000	Vision Statement	#8,9 and 10

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Assist students' development of computer skills, through use of computer take-home programs	June 2001	Principal	Computers	Student homework and reports produced by computer	Signed Contracts, Oakland Technology Exchange agreement, Staff Development Program contracts	#1	#10
Parent computer training	June 2001	Principal	Computers, Parents, staff	Attendance sheets	Program contracts	Vision Statement	#3

III. Area of Focus/Rationale: Safety strategies need support from District and school site to provide a safe environment that is conducive to learning.

Growth Targets: Enforce and monitor existing safety strategies to reduce the number of security incidents by 15% (theft, physical assaults, smoking on campus, etc.)

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Recruit effective School Safety Officers (SSOs)	On-going	OPS Police Services, School Admin.	Training, funding, staff	Proof of completion of training, performance assessment, DHP's are managed by site crime reports	Crime reports to teachers, students, parents and stakeholders	#5, #6	#1
Enforce Closed-Campus policy	On-going	Site Admin., teachers, SSOs, staff, campus supervisors,	Fence, security cameras and supplies, personnel (OPS, Police) funding	Fewer students leaving campus, improved attendance (4 th and 5 th periods), reduce tardiness, reduce off campus incidents, students and staff wear IDs	Attendance and roll sheet reports to students, teachers and other stakeholders	#5, #6	#1, 10
Enforce the ID policy	On-going	Entire staff	Camera and supplies, personnel, training, funding	Students and staff have and wear ID badges	Increase in the number of students wearing ID badges	#6	#1

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Secure buildings during lunch, after school and evenings (with teacher access)	On-going	Administrators and staff	SSOs, teachers, campus supervisors secured outside cameras, lights and monitored gates	Reduced incidents of vandalism, student movement and class interruptions	Crime reports to teachers, students, parents and stakeholders	#6	#1, 10
Conflict Resolution Programs integrated and functional: 1. Youth-Together 2. Teens On Target 3. New Bridge 4. Conflict Resolution	On-going	Program staff, school admin., student mediators	staff, funding, facility	Reduction in number of suspensions, incidents, student program data	Program data, Crime reports, District CBEDS	#3	#1, 10
Maintenance of Central Security System in order to secure campus	On-going	Principal and District Personnel	District Personnel	Safe and secure campus during on and off peak hours. Reduced vandalism and burglary reports.	Completed work orders, Burglary reports	#5	#1

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Maintain safety features in optimal condition	On-going	Administration and District Personnel	District funding, District personnel	Safety checks are performed periodically to access status	Completed work orders	Vision Statement	#1

IV. Area of Focus/Rationale: The District must move with all deliberate speed to ensure that the school is retrofitted and renovated to provide students with an environment conducive to learning.

Growth Target: All renovations should be completed by the beginning of the 2000/2001 academic school year.

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed
Upgrade present heating system to provide sufficient heat to all classrooms, offices and all buildings	On-going	District Personnel and Principal	District Personnel	Heat working in all areas (warm offices and classrooms)	Completed work orders, Newsletters, Site Annual Report	Vision Stmt
Water fountains repaired or replaced with working systems	On-going	District Personnel and Principal	District Personnel	Drinking water fountains around the school	Completed work orders, Newsletters, Site Annual Report	Vision Stmt
Hot running water in areas required (offices, lab classrooms, gym, restrooms)	On-going	District Personnel and Principal	District Personnel	Hot water available throughout the school site	Completed work orders, Newsletters, Site Annual Report	Vision Stmt
Continual repair of lockers and locks in the gym and other buildings	On-going	District Personnel	District Personnel	Operable lockers	Completed work orders for FCMAT and swimming pool requirements	Vision Stmt

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed
Continual repair and replacement of broken windows with modern varieties	On-going	District Personnel and Principal	District Personnel	Working windows	Completed work orders, Newsletters, Site Annual Report	Vision Stmt
Operable elevators for use by students or staff with special needs and for making deliveries	On-going	District Personnel	District Personnel	Working elevators that are wheel-chair accessible	Completed work orders, Newsletters, Site Annual Report	Vision Stmt
Install shower heads and repair shower tiles in the gym	On-going	District Personnel	District Personnel	Showers and floors repaired	Completed work orders, FCMAT	Vision Stmt
Install metal benches in the courtyard	On-going	District Personnel and Principal	District Personnel	Visible metal benches	Completed work orders	Vision Stmt

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed
<p>Lighting:</p> <p>A. Continual improved lighting in these areas: restrooms, auditorium, corridors, Exit signs, football field</p> <p>B. Completion of lighting system in areas listed (walk ramps, football area, portables, open space between gymnasium and field, parking lots, shop area, 100 building, creek area, garden area and behind auditorium)</p>	Fall 2000	District Personnel	District Personnel (Superintendent and other personnel)	Lights operating in all of these areas properly: (a) Sensor lights in restrooms (b) Sensor lighting in all areas in step B (What will be done) (c) State-of the – Art lighting in the auditorium	Crime reports and News-letters to Stakeholders	Vision Stmt

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed
Install new iron wrought fences and gates	On-going	Principal, District Personnel	District personnel	Fence and gates around school, number of intruders reduced	Completed work orders, crime reports, newsletters to stakeholders	Vision Statement
Install handrails for stairwells in all buildings (iron wrought)	By June 2000	Principal, District personnel	District personnel	Visible handrails	Completed work orders, Safety Compliance reports to stakeholders	Vision Statement
Repair or replace all broken door locks	By June 2000	Principal, District Personnel	District Personnel	Operable locks on doors	Completed Work orders, FCMAT, complete documentation to stakeholders	Vision Stmt

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed
Install window screens in Food Lab	Immediately by June 2000	District Personnel and Principal	District personnel and funding	Screens visible	Completed work orders, Newsletters, Site Annual Report	Vision Stmt
Add air conditioning to all non-CET computer labs & Shops 2,3,305. Add fans or air conditioning to portables.	June 2000	District/ Principal	Purchase and installation of equipment	Work orders, Invoices, delivery of equipment Installation of equipment	Announcements Facility Updates Staff and town meetings	Vision Stmt
Install new pool, remodel locker room, urinals, and provide hot water as needed	August 2000	OUSD, City of Oakland, &Community Reps	Continued Planning & collaboration with all stakeholders	New operating pool, with remodeled locker room, completed work orders	Planning dates, City Council reports or minutes Staff Agendas	Vision Stmt

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed
State-of-the-art stage lighting system in the auditorium	June, 2001	District personnel, Principal	District Personnel (Superintendent and other area personnel), District appropriations	Existence of the required lighting system in the auditorium	Completed work orders, Newsletters, Site Annual Report	Vision Stmt
Auditorium: new seats, Public Address system and purple fire-proof curtains	By June 2002	District personnel and Principal	District personnel	New seats, Public Address system and fire-proof curtains	Completed work orders, Newsletters, Site Annual Report to Stakeholders	Vision Stmt
Repair electrical system on football field: outlets, etc.	By June 2001	District Personnel and principal	District Personnel	Operable electrical system	Completed work orders	Vision Stmt
Restrooms: provide seat covers, install air dryers and central air fresheners	By June 2001	District Personnel and Principal	District Personnel and budget allocations	Seat covers available, air dryers and central air fresheners installed	Site Annual Report, Newsletters, Completed Work Orders	Vision Stmt

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed
State-of-the-art Track and Field: Public Address system, and concession booths	June 2002	District Personnel and Principal	District Personnel, Bond allocations	State-of-the Art facility	Site Annual Report, Newsletters to all stakeholders	Vision Stmt
Demolition of old pool, Landscaping for tennis courts and softball field	By June 2002	OUSD, City of Oakland, Parks & REC, Community	District personnel and Bond appropriations	Work completed	Completed work orders, Newsletters, Site Annual Report to stakeholders	Vision Stmt

Castlemont High School

ONE LAND, ONE PEOPLE COLLABORATIVE

The One Land One People project was developed through the work of the Youth Together project, multiracial youth violence prevention collaboration in the Oakland, Berkeley, and Richmond schools. The U.S. Department of Education and private foundations fund the project. In response to the crisis of violence at Castlemont High School, the Youth Together, Conflict Resolution Program and Teens on Target helped organize group conflict mediation sessions that brought victims, perpetrators and student leaders together to resolve conflicts and strategize on how to prevent the violence. What resulted was a student developed comprehensive plan for providing programs and services that students currently lack and believe are needed to help prevent the violence and give youth hope for a positive academic future. The student-developed plan includes:

- Health Services
- Mental Health Counseling
- Violence Prevention and Substance Abuse Treatment Services
- Ethnic Studies/Life Skill Classes
- After School Mentoring and Tutoring
- A Student Unity Council to Promote Unity Events

These different programs and services became incorporated as the CHS Student Unity Center proposal was formally created in January 1999. In the fall of 1999 the One Land One People Collaborative was formed as a means to unite all stakeholders to collaborate on the development of the Student Unity Center proposal. In order to pursue funding for this project, collaborative members met to discuss the development of a needs assessment tool to validate community support for the Student Unity Center. During this time, student, youth service provider, faculty, and parent surveys were developed and distributed. The results of the data indicated strong support for the components of the Student Unity Center. In February 2000 Castlemont High School submitted an application for a Healthy Start operational grant with the Student Unity Center as the core design proposed for implementation. This grant has been received.

In February 2000, the One Land One People Collaborative organized itself into a committee structure. The three main committees currently in operation are:

- Safety Committee
- 9th Grade Support Committee
- Parent Outreach Committee

We strongly believe the work of the OLOP collaborative addresses some of the concerns raised by the WASC team site visit. We also believe that much of our work was not shared with the WASC team due to the continuing challenge of school/community collaboratives becoming an operating part of schools. As a result, the work conducted by the OLOP collaborative was mentioned as grants, not as action steps to addressing school issues.

The OLOP Collaborative is working in the following areas that address parental concerns:

- Safety, Discipline, and Truancy

The OLOP Collaborative's Safety Committee is working on recommendations for safety, discipline, and truancy. Collaborative representatives have raised the need for the school to establish a safety committee that is required by the State Education Code. Laws to develop discipline policies also mandate this committee. It also has the authority to review suspension data on a monthly basis. The OLOP Collaborative's Safety Committee is composed of the on site violence prevention staff, students and Castlemon High School teachers. Parent participation will be added. This demonstrates how both students and community members are involved in the development of a safety strategy for the school. It is our hope that the collaborative safety committee convenes as the school safety committee, or that a merger of the two occurs for the next school year.

Current work includes:

- 1) The development of a bilingual questionnaire for students assigned to tardy sweep to help identify students that need support services.

- 2) The scheduling of visits to other school districts that have on site suspension programs; after school detention; and Saturday schools as part of the disciplinary process.
- 3) The organization of a youth retreat to discuss the development of a student crisis response plan for next year.

- Parent Involvement

The Parent Outreach Committee is working on a student-developed conference for parents. This conference is being designed as a way for students to educate parents on the campaign for the Student Unity Center, and the school's vision of increasing academic achievement. It will also help educate parents on their rights as parents of suspended students and how they can join the efforts of the OLOP collaborative. Lastly, a partnership has been developed with ACORN community organization, a grass roots organization targeting the east Oakland Community. This organization has agreed to work with the OLOP collaborative to assure parent attendance at the planned conference and ACORN parents participate in collaborate meetings.

ARC, the lead agency for the Youth Together project has recently applied for funding from the California State Department of Education in response to a grant opportunity to help enhance parent involvement. If funded, the collaborative will be able to hire 2 additional part time parent outreach workers.

- Cultural Unity in Diversity

September 7, 1999 the students of the Student Unity Council organized a week of unity to promote peace, justice and dignity in order to set a positive atmosphere for the beginning of the school year. As part of this event students convened a press conference that was attended by several local policy makers. Listed below are officials who attended the event and made commitments to support the work of the Youth Together team and the development of the Student Unity Center.

- 1) U.S. Congresswoman Barbara Lee
- 2) Mayor Jerry Brown
- 3) City Councilman Larry Reid

- 4) School Board President Dan Siegel
- 5) School Board Member Jason Hodge
- 6) Program Manager, Alameda County, Gary Thompson
- 7) Safe Passages Initiative, Program Director, Greg Hodge
- 8) OUSD African American Task Force, Sylvester Hodges

The Student Unity Council has convened several meetings of over 40 students representing all of the ethnic groups on campus. The Youth Together team also received \$20,000 from the Oakland Unified School District to conduct activities that promote ethnic unity during the spring semester. Such activities include:

- 1) An after school unity and justice class, taught by Youth Together peer leaders, focusing on: the common struggles, alliances, resistance movements, and traditions among the African American, Polynesian, Asian and Latino peoples in the United States.
- 2) Once a week unity events during lunch time to redirect student energy away from violence, which has often occurred during lunchtime.
- 3) An after school tutoring session for student activists.

- Health Services

The Youth Together Students have advocated for the Student Unity Center to many local policy makers. Supervisor Mary King made a commitment to assure that the renovation and planning for the development of services in the adjacent county building would include a community teen health clinic. Alameda County Social Services Agency's Roger Lum also provided a Memorandum of Understanding for the submission of the CHS Healthy Start grant assuring the establishment of a community adolescent health clinic in the county building.

The project to develop the services and programs in the county building is called *Project Yes*. Collaborative representatives, CHS teachers and students have been invited to participate on the advisory committee to assure that services will be designed to meet the needs of Castlemon students and their families. The OLOP collaborative made a formal presentation to this committee summarizing the results from the needs assessment conducted during the fall of 1999.

- Mental Health Counseling

The OLOP collaborative has developed a partnership with the Arroyo Viejo/Webster Collaborative targeting east Oakland that was funded by the City of Oakland Measure K. An agreement has been made that a social work intern will provide part time services on site under the supervision of the East Bay Agency for Children. This service should be provided for school term 2000/2001. Additionally, *Project Yes* has also made a commitment to include mental health as part of the community adolescent health clinic. Clearly, this information demonstrates an attempt to respond to the needs of students and their families.

- Violence Prevention Services

The Arroyo Viejo/Webster Collaborative now provides partial funding for the violence prevention services on Castlemont's campus. West Oakland Health Council provides support for the Student Conflict Resolution program, Teens on Target and the Youth Together project. In addition, Caught in the Crossfire provides case management services for first time offender that have been victims of violence. Many of the students referred to this program have attended Castlemont.

- Needs Assessment

This year's process of surveying students for their input and evaluation of teaching practices began in November 1999. Students and staff from the Castlemont OLOP Collaborative surveyed 1,092 students, 153 parents, and 45 staff to assess the school's strength and needs. The principal supported this work by arranging for students to complete surveys during class time. The surveys summarized basic needs, school improvement needs and solutions.

The top solutions supported by the CHS community was to prevent school violence, *increase student achievement* and create a healthy, safe and united school community. In addition to the 97 students surveyed for input into revising curriculum, students also stated that beginning a life skills/resiliency class would help to resolve conflict. These classes would teach leadership, self-esteem, gender pride, cultural arts, violence prevention, ethnic history

and pride, study skills, substance abuse/prevention and suicide prevention. Seventy-nine percent of CHS parents surveyed believed that youth development and life skills are important to their child's school success. Seventy-two percent of students reported that these classes are important to their own development and success in school. Ninety-one percent of staff reported that these classes are important for their students and 87% stated the importance of receiving training to teach the Youth Development/Life Skills classes. In response to this need the Collaborative, with the support of CHS administration has applied for funding to implement the Reconnecting Youth Curriculum and model. The U.S. Department of Health and Human Services identifies this curriculum as an exemplary violence and substance abuse prevention model. Collaborative representatives have met with the Curriculum Department of OUSD to develop an implementation plan for the 2000/2001 school year.

The OLOP collaborative is working in conjunction with the University of California Berkeley School of Education in the development of an Ethnic Studies class. This class will highlight the common struggles and histories of the existing cultural groups on Castlemonst's campus. It will also educate students on the historic need for multicultural alliances in the struggle against racial oppression.

This curriculum adaptation is an example of curriculum revision based on assessment. A much larger section of the school's stakeholders was surveyed in order to assess school needs.

The OLOP Collaborative has also noted the need for the Leadership Team and staff meetings to continue to include reports from the Collaborative, the PTSA, the BAC and the Student Government as part of their regular agenda. Due to the participation and leadership roles of community members, students and parents in these areas, this would provide a regular voice from all of these stakeholders in the decision making process for the school. The Administrative team will continue to develop an organizational structure to include the voice of all stakeholders in this work.

The OLOP Collaborative provides a vehicle for the CHS Leadership Team to continue to include the concerns of community, parents and students. The Collaborative works to integrate the health and human support services with the educational services in order to meet the needs of the Castlemonst students.

MONITORING & FOLLOWUP PROCESS

The proposed follow-up plan to ensure Castlemont High School's Action plans are implemented and monitored will be the major responsibility of the Leadership Team. Prior to the "Focus on Learning" process, the academy structure was the emerging driving force for curricular, structural, school climate changes, safety and a catalyst for change (restructuring). The driving force will now be the recommendations from the WASC Report.

At the beginning of each school year, we will continue to have a two-day retreat/staff in-service before instruction begins. The Leadership Team will review the Action Plan drafted in this self-evaluation and incorporate necessary changes and refinements. Discipline specific (Departments) and Focus Groups will also review the Action Plans for the current year and beyond.

In other words, "The WASC-ing Process" will continue and will be incorporated into our emerging governance which is moving toward our version of Site-Based Management.

The Leadership Team meeting will be held monthly after each faculty meeting. These meetings will review our progress for that year as well as keeping records of our progress for future and on-going improvements. The Leadership Team will establish bench marks for action items in the action plan and assist in developing multiple assessment measures to identify the levels of achievement for students. Other major considerations will be on going assessments of attendance, integration of Bilingual students into the academy process in the 9th grade, staff development, etc.

Additionally, the Leadership Team will be responsible for monitoring an on-going WASC structure which orientates all support groups to the "WASC-ing Process". Moreover, this will be ways and means to organize support groups under the WASC umbrella and void support groups from working in isolation. Thus, the effort of all support groups will be focused in one "Collaborative" to impact and educate more students.

One Staff Development/Buy-Back Day will be set-aside in the spring to analyze data about our site. This effort will afford Castlemont the opportunity to annually hone our skill on implementing site specific surveys and collecting site data. This will re-enforce Staff Development/In-service on data, standards and assessments. By having the latest site specific and district data, we will be able to make base changes on student needs as opposed to our instincts, as staff desires.

An Administrator appointed by the Principal will facilitate the progressive movement of the action plan. The facilitator's role may include setting and chairing meetings with the Leadership Team. Another administrative responsibility to be assigned is to engage the School Site Council in the management of the collaborative programs. Additionally, the School-to-Career Department will work closely with the administrative team in an effort to continue to give direction to academy directors and academy programs in increasing academic performance.