

FOCUS ON LEARNING

REVISED ACTION PLAN

JUNE 4, 2001

OXNARD HIGH SCHOOL
3400 WEST GONZALES ROAD
OXNARD, CA. 93030

(805) 278-2900

JIM NIELSEN, PRINCIPAL

**SCHOOLWIDE ACTION PLAN #1
STAFF DEVELOPMENT**

A. AREA OF IMPROVEMENT

Maintain a comprehensive learning environment that provides continuous staff development activities.

B. RATIONALE

There is a need to drive curriculum towards standard based instruction by providing a continuous staff development program that ensures all stakeholders the opportunities to learn teaching strategies, curricular development, alignment of standards and ESLRs, and pertinent educational trends necessary for student achievement and professional growth.

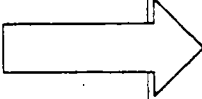
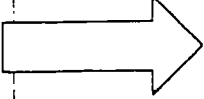
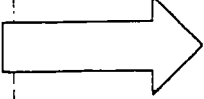
C. EXPECTED SCHOOL WIDE LEARNING RESULTS AND STANDARDS ADDRESSED

Addresses the OHS Vision Statement including all ESLRs and Standards

D. CRITICAL AREAS

Development of a long-range comprehensive staff development plan with defined objectives directly related to improving student achievement especially in the critical areas of English Language Arts and Mathematics.

Action Steps	Timeline	Persons Responsible	Resources	Assessment	Means of Reporting
Restructure faculty and leadership team meetings (dept. chairs) to create time and organization for staff development activities that will focus on <ul style="list-style-type: none"> • Standards based lesson plans • ESLR based lesson plans 	By November 2000, all monthly faculty meetings will alternate between WASC Focus Group meetings and Department meetings. Leadership meetings will provide opportunity discussion and decision making dissemination of information to individual departments. Fully in place by December 2002	<ul style="list-style-type: none"> • Site Administration • Leadership Team • Staff 	<ul style="list-style-type: none"> • Financial resources • Monthly allocation of time after school for meetings. 	<ul style="list-style-type: none"> • Staff feedback • Products developed, i.e., WASC Focus Group reports, ESLR developed, etc. • Rubrics from assessing standards and ESLRs • Create a library of Standards Based lesson plans and rubrics. 	<ul style="list-style-type: none"> • Monthly Leadership/Department meeting minutes. • Monthly faculty meeting minutes.

Action Steps	Timelines	Persons Responsible	Resources	Assessment	Means of Reporting
<p>2. Provide opportunities for all staff to attend staff development in:</p> <ul style="list-style-type: none"> Standards based instruction Schoolwide literacy-reading Technology 	<p>July 2001 through June 30, 2004 with semester and annual review of status determination of further needs.</p>	<ul style="list-style-type: none"> Staff Development Committee Administration Individual members District Staff Development Director School Site Council 	<ul style="list-style-type: none"> SBI1882 DHS Grant Block Grant A/B Other categorical program funds as appropriate 	<ul style="list-style-type: none"> Pre and post survey of faculty Evaluation of staff development opportunities Evaluation of staff development program 	<ul style="list-style-type: none"> Conference reports Friday updates Conference data summary report Staff Development Committee minutes Principals & School Newsletter Ventura County Star (newspaper) Department minutes/feedback
<p>3. Provide opportunities for staff to share and implement knowledge gained from staff development activities; onsite; district wide; with other schools, Job-a-likes</p>	<p>July 1, 2001 through June 30, 2004 with annual review of status and determination of further needs.</p>	<ul style="list-style-type: none"> Staff Development Committee Administration Individual members 	<ul style="list-style-type: none"> Staff Development positive attendance days District wide inservice days 	<ul style="list-style-type: none"> Pre and post survey of faculty Evaluation of staff development opportunities Evaluation of staff development program 	
<p>4. Implement follow-up procedures to determine effectiveness of staff development opportunities.</p>	<p>July 1, 2001 through June 30, 2004 with annual review of status and determination of further needs.</p>	<ul style="list-style-type: none"> Staff Development Committee Administration 	<ul style="list-style-type: none"> Committee Meetings 	<ul style="list-style-type: none"> Implementation and results of follow-up procedures 	
<p>5. Establish a representative staff development committee with monthly calendared meetings.</p>	<p>July 1 through August 30, 2001 with annual review of status and determination of further needs and/or changes in membership.</p>	<ul style="list-style-type: none"> Administration Individual members Department Chairs 	<ul style="list-style-type: none"> Annual calendar of meetings. 	<ul style="list-style-type: none"> Committee meeting results/minutes and annual feedback from staff. Conference reports by staff. 	

**SCHOOLWIDE ACTION PLAN #2
ADDRESSING AND ASSESSING STUDENT PERFORMANCE**

A. AREA FOR IMPROVEMENT

Ensure students acquisition of ESLRs, standards, skills, strategies and attitudes toward mastery of testing skills that will improve API and prepare students for completion of a rigorous high school curriculum and successful completion of the HSEE

B. RATIONALE

Prepare OHS students to be successful in note and test taking strategies, reading, critical thinking skills, math empowered, and the ability to acquire knowledge for life long learning; improved test results and successful completion of the HSEE.

E. EXPECTED SCHOOLWIDE LEARNING RESULTS ADDRESSED

1. Complex Thinkers
 - Who meet or exceed the OUHSD's graduation requirements and standards
 - Demonstrate higher order thinking and problem solving skills.
2. Productive Graduates who:
 - Are technologically literate.
 - Are math empowered
 - Take responsibility for the future by setting, pursuing, and accomplishing realistic and challenging goals.
3. Effective Communicators who:
 - Convey, receive, and interpret information
 - Demonstrate verbal, written, and interpersonal skills.

D. STANDARDS ADDRESSED

Functional Reading Standard 2.1
Math Standard: Algebra 1.10
Math and Language Arts

F. CRITICAL AREAS

Communicate clear procedures to access high quality challenging curriculum for all students and promote parent involvement; develop a multiple assessment process that analyzes student outcomes and measures progress towards meeting the ESLRs and adopted standards in critical content areas.

Action Steps	Timeline	Persons Responsible	Resources	Assessment	Means of Reporting
<p>1. Key teachers who are trained in Standards Based Instruction will be used as consultants in various departments for constructing "pilot tests" for students that replicate state procedures and practices for the HSEI, and other related tests.</p>	<ul style="list-style-type: none"> One month after each test given 	<ul style="list-style-type: none"> Administrators Teachers Students District 	<ul style="list-style-type: none"> Class time Postage Photocopier District Office Teachers 	<ul style="list-style-type: none"> Information from student critique Administrative backing. 	<ul style="list-style-type: none"> Written critiques Report to district office Report to state
<p>2. Continue to align, implement, and assess the FSLRs with State Standards.</p>	<ul style="list-style-type: none"> August 2001 throughout year with benchmark testing beginning in March; schoolwide results in June and begin another cycle in August 2002. 	<ul style="list-style-type: none"> Principal Assistant Principals Leadership Team Teachers Counselors 	<ul style="list-style-type: none"> California Frameworks and Content Standards SAT 9 Compendium SAT 9/HSEE "cookbook" Target Teach Benchmarks Pre/post tests Job-a-likes 	<ul style="list-style-type: none"> Student grades Annual Principal Report Higher overall GPA's Student Attendance Target Teach Benchmarks GPAs 	<ul style="list-style-type: none"> Classroom visitation forms Meeting minutes Test result Quarter grades Semester grades Report scores on API, SAT9, HSEE, AP, Golden State College placement ratios Annual report

Action Step	Timeline	Persons Responsible	Resources	Assessment	Means of Reporting
4. Assess the relationships between Stanford 9 SATs, AP Testing, CA State Frameworks and HSI Frameworks. Include student, parents, using this information to insure that we are teaching beyond test score level.	August 2001 with ongoing meetings for discussion of results	<ul style="list-style-type: none"> Administration Faculty Parents Students 	<ul style="list-style-type: none"> Period 2 Practice exercises Pre/post tests Student portfolios 	<ul style="list-style-type: none"> Results of practice exercises and pre/post tests Student portfolio assessment 	<ul style="list-style-type: none"> Test results Portfolio assessment critiques.
5. Insure that stated standards in course description frameworks are realistic and achievable. For example, if a CP Geography framework states it will emphasize factoring polynomials insure it is either really taught, or that such a claim is eliminated from the framework.	By February 2002	<ul style="list-style-type: none"> Departments Faculty 	<ul style="list-style-type: none"> District Office Textbooks Standards Frameworks 	<ul style="list-style-type: none"> Course descriptions Accurate frameworks 	<ul style="list-style-type: none"> Teacher feedback
6. Design grading method with English/Math Standards (Standards Based Grading System)	June 6, 2001 through summer for implementation in fall 2001	<ul style="list-style-type: none"> Teachers Administrators; District Office 	<ul style="list-style-type: none"> Computer program for grading Staff development time/release time 	<ul style="list-style-type: none"> Review of model Implementation and evaluation of grading system 	<ul style="list-style-type: none"> Staff feedback Parent feedback Student feedback

**SCHOOLWIDE ACTION PLAN #3
COMMUNICATION**

A. AREA FOR IMPROVEMENT

In concert with the current counseling case-management model increase parent and community involvement to support students in their academic endeavors, career opportunities, and personal growth.

B. RATIONALE

The need for parent and community involvement in school culture, student activities, counseling and guidance for the development of individual student educational plan (four-year plan).

C. EXPECTED SCHOOLWIDE LEARNING RESULTS ADDRESSED

2. Productive Graduates who:

- Are technologically literate.
- Are math empowered
- Take responsibility for the future by setting, pursuing, and accomplishing realistic and challenging goals.

3. Effective Communicators who:

- Convey, receive, and interpret information
- Demonstrate verbal, written, and interpersonal skills.

D. STANDARDS ADDRESSED

Functional Reading Standard 2.1

Math Standard: Algebra 1.10

E. CRITICAL AREAS

Expansion of four-year plans; usage of Career Center, student access to high quality curriculum and development of clear processes to identify and recruit members from all groups to serve on critical committees and councils for the school.

Action Steps	Timeline	Persons Responsible	Resources	Assessment	Means of Reporting
<p>1. Reorganize counseling department and staff to build a team concept through consensus and management in an effort to retain counselors and enable the counseling department to serve students and parents more effectively.</p>	<ul style="list-style-type: none"> • August 2000 with continued development, evaluation and positive changes when appropriate 	<ul style="list-style-type: none"> • District and site administration • Mentor Counselor • Counselors 	<ul style="list-style-type: none"> • Mentor Counselor • Counselor of the Day 	<ul style="list-style-type: none"> • Counselor retention • Student and parent knowledge of 4 year plan 	<ul style="list-style-type: none"> • Mentor Counselor meeting with Assist. Principal and Principal on status of Counseling unit, concerns and needs.
<p>2. Through the coordination of ASB, Student Congress, Club Advisors, Club Officers, & faculty, integrate activities and increase communication to parents and community to build additional support and involvement.</p>	<ul style="list-style-type: none"> • August 2001 through June 15, 2002 and continuing on annual basis. 	<ul style="list-style-type: none"> • Mentor Counselor • Activities Director • Assist. Principals • Club Advisors • Club Officers • Parents • Students • Community Representatives 	<ul style="list-style-type: none"> • Publications and distribution, thereof. 	<ul style="list-style-type: none"> • School activities reflecting increased participation and coordination between clubs, community, etc. 	<ul style="list-style-type: none"> • Minutes of meetings • Feedback from clubs and organizations • Feedback from parents and community
<p>3. Establish an "Advisory Council" of counselors, administrators, paras, teachers, students, parents and community representatives to study recommendations for the school.</p>	<ul style="list-style-type: none"> • August 2001 through June 15, 2002 and continuing on an annual basis 	<ul style="list-style-type: none"> • Administrative Staff • Current parent groups • Students 	<ul style="list-style-type: none"> • PTSA • School Site Council • Community Organizations • School Clubs 	<ul style="list-style-type: none"> • Establishment of Advisory Council with appropriate membership and activities • Increased parent and community participation. 	<ul style="list-style-type: none"> • Yearly calendar of meetings • Meeting minutes • Activities of Council • Publications

Action Steps	Timeline	Person Responsible	Resources	Assessment	Means of Reporting
<p>4. Expand 4-year plan to increase use of Career Center that will simultaneously insure that all students know the processes to gain access to higher education and careers.</p>	<ul style="list-style-type: none"> • August 2001 and ongoing with annual reviews with students 	<ul style="list-style-type: none"> • Counseling staff 	<ul style="list-style-type: none"> • Student registration handbook • Community based internships • Community based job shadowing • Career Day • Bridges Computer Program • Student/Counseling Guide 	<ul style="list-style-type: none"> • All students have 4-year plan • Career Center activity calendar • Career Center activity logs • Career Portfolios 	<ul style="list-style-type: none"> • Principals Newsletter • Monthly logs and calendars • Annual Report • OHS Web Page • Minutes of meetings, i.e., PTSA, etc.
<p>5. Use second period 8 minute extension for communicating information to students, assisting with school activities, Career Center activities, 4-year plans, counseling and career preparation.</p>	<ul style="list-style-type: none"> • Continued from January 2001 and ongoing with monthly discussion in Leadership and Faculty meetings 	<ul style="list-style-type: none"> • Administrative staff • Counselors • Faculty • Career Center Tech. 	<ul style="list-style-type: none"> • Modified bell schedule for 2nd period • Career Center materials • Materials for presentations and/or use of technology, i.e., Power Point 	<ul style="list-style-type: none"> • Increased student participation and use of Career Center • Career Portfolios • Post high school plans • Feedback from staff and students 	<ul style="list-style-type: none"> • Career Center monthly updates • Faculty and Leadership meeting minutes • Counseling notations and 4-year plans

**SCHOOLWIDE ACTION PLAN #4
TECHNOLOGY**

A. AREA OF IMPROVEMENT

Increase the knowledge and use of technology throughout the school community with the implementation of the Digital High School Grant (see appendix)

B. RATIONALE

To provide technological expertise, more resources and greater access to students and staff.

C. EXPECTED SCHOOLWIDE LEARNING RESULTS ADDRESSED

1. Complex Thinkers Who:

- Meet or exceed the OJHSD's graduation requirements and standards
- Demonstrate higher order thinking and problem solving skills.

2. Productive Graduates who:

- Are technologically literate.
- Are math empowered.

- Take responsibility for the future by setting, pursuing, and accomplishing realistic and challenging goals.

3. Effective Communicators who:

- Convey, receive, and interpret information
- Demonstrate verbal, written, and interpersonal skills.

D. STANDARDS ADDRESSED

Functional Reading Standard 2.1

Math Standard: Algebra 1.1

Action Steps	Timeline	Persons Responsible	Resources	Assessment	Means of Reporting
<ul style="list-style-type: none"> 1. Begin implementation of the Digital High School (DHS) Grant and continue long-range goals and objectives as detailed in the approved DHS Grant application (see appendix of Self Study Report.) 	<ul style="list-style-type: none"> Beginning 2001 and continuing over the 3-year funding period and beyond. 	<ul style="list-style-type: none"> Project Director/Assistant Principal Assistant Project Director DHS Committee Leadership Team Faculty Staff 	<ul style="list-style-type: none"> DHS Grant Block Grants Community Resources: GTE, Ventura County Superintendent of School Office, Cisco systems, MicroAge Electronic, Make it Work, Inc. California Lutheran University 	<ul style="list-style-type: none"> Student GPA API (referred to as Multiple Measures in Digital Proposal) Minimum Proficiency Standards Stanford 9 results Computer Literacy as graduation requirement Checklist of teachers and classes, and number of student completing the assignments with a passing grade. Checklist of teachers enrolling and successfully completing training classes CTAP Standards-based rubrics, evidence of using software in teaching Enrollment records in training classes, classroom observations, teacher evaluations, TASP meetings 	<ul style="list-style-type: none"> Project Director will collect data from teachers, and report to Principal and DHS committee for recommendations and changes as required Project Director will collect data from Administrators after their TASP meetings with teachers, and report to Principal and DHS committee for recommendations and changes as required. Student and Staff achievement Annual report of progress based on specifications of the DHS grant DHS project manager will query the district student database to compile API, and Stanford 9 data to measure student academic achievement levels.