

Monta Vista High School Action Plan 2014-2020 (S²C²)

Monta Vista High School is committed to improving student achievement. With this focus, we have designed the following Action Plan goals:

1. **Support Struggling Students**: Improve service to struggling and middle-level students
2. **Stabilize Stress and Self-Sufficiency**: Continue and improve our emphasis on reducing student stress and increasing self-management skills for all students.
3. **Common Core+**: Improve integration of Common Core and other new standards alignment into curriculum, instruction, and assessment
4. **Coherence**: Increase the consistency and coherence across sections of the same classes.

Action Plan #1: To improve and better integrate our culture, interventions, and support systems for all students by a) creating a public dashboard of indicators; b) aligning and improving early intervention systems and longitudinal support; c) improving placement and learning/credit recovery opportunities; d) improving structure of tutorials, academic tutors, and other in-house expertise to create consistent support mechanisms.

LeGos Addressed: Self-Management, Collaboration, Communication, Information Processing

Rationale: We currently have many activities and interventions to support students, but no basic infrastructure to identify and evaluate interventions for best practices. Student achievement data and internal surveys indicate the need to incorporate, assess, and upgrade these activities as needed within a larger plan of action. The District belief statement clearly drives us to take seriously the agenda of “All means all”.

Task	Responsible Persons	Resources	Implementation Strategies	Methods to Report Progress	Results/Data	Timeline
1.a.1 Create dashboard of student indicators	Administrative Team Department Chairs Leadership Team Counselors Student Advocate	AVID UCOP Cruncher and MS database IC History Surveys	Collect data from 2013-14 school year Create baseline What will the dashboard look like? Identify technology support for collecting and linking data	School Plan, Reports to School Site Council (SSC), PTA, School Newsletters (including hardcopy and electronic communications), Staff Meetings; IC	Use college-readiness data (a-g, D&F, EAP), intervention data (SA, SAT, SB, HS readiness), alumni data (Naviance, surveys)	September 2014
1.a.2 Populate Dashboard with ongoing student data	Administrative Team Department Chairs Leadership Team Counselors	Tech Support FUHSD tech and student services support	Define people responsible for each data stream Calendar data frequency windows	SSC Staff meeting PTA ASB FUHSD	Internal Web site (IC, Cruncher, or other) that automatically feeds grade, transcript, and intervention data into a common database	December 2014
1.a.3 Train all staff in using new data stream	Administrative and leadership team	NSDC, Staff survey, District administration, categorical and school funds	Train data collectors Train management of the dashboard Share with staff the Dashboard data	Staff and PD team	Create, write and publicize definitions and organizational flow chart.	January-May 2015
1.a.4 Assess effectiveness of data stream against student progress and possible revisions	Administrative Team Department Chairs Leadership Team Counselors	FUHSD Student Services Effective Schools data Naviance NSC data	Determine frequency of evaluation Assessment tool to determine relevance of data streams	SSC Staff meeting PTA ASB FUHSD	Indicators show 10% progress	Summer 2015 and ongoing

<p>1.b.1 Archive ongoing early intervention reporting system, SAT, Engage, and AVID data into consolidated data stream along with performance in block core classes, rising 9th grade data</p>	<p>Administrative Team Department Chairs Leadership Team Counselors Registrar and other office professionals</p>	<p>Tech support FUHSD support</p>	<p>Collect data from 2013-14 school year Create baseline What will the dashboard look like? Identify technology support for collecting and linking data Identify/Train staff members responsible for data streams</p>	<p>Parents SSC Staff surveys</p>	<p>Feeds 1.a.2 data center</p>	<p>December 2014</p>
<p>1.c.1 Assess current grade and credit recovery opportunities (FUHSD and external) against use patterns and grade deficiency records</p>	<p>Administrative Team Counselors FUHSD Opportunity team</p>	<p>CDE network K12 online Open source courses SCCOE ITSE/CUE</p>	<p>Gather grade data from identified sources Compare grade deficiency and credit deficiency data against recovery success records</p>	<p>SSC, Admin team, school Web site</p>	<p>Clear map of current offerings and current success rate</p>	<p>June 2015 and ongoing semi-annually</p>

<p>1.c.2 Design new, expanded model of course offerings</p>	<p>Admin Team, FUHSD admin Counselors Leadership</p>	<p>De Anza Technology support SCCOE CDE UC Counseling best practices consortium</p>	<p>Determine MVHS student needs Cooperation with district on feasibility Initiate course approval process as needed</p>	<p>SSC FUHSD LCAP Staff</p>	<p>Available case by case standards and transcript definitions defined by counseling and admin team; Monitor credit deficient rates and pass rates for external courses which should show a 50% decrease in non-grad and CSU/UC eligibility rate each year.</p>	<p>June 2015 and annually revised</p>
<p>1.d.1 Design and implement assessment of Study Buddies, SAT, and tutorial; correlate with grade data by marking period</p>	<p>Admin team Leadership team</p>	<p>Survey students and staff interviews</p>	<p>Survey staff and students regarding use and effectiveness of tutorial Develop backwards reflection on effectiveness of SAT referrals and Study Buddy program</p>	<p>SSC, staff, ASB, PTSA</p>	<p>Survey results will inform decisions about new models;</p>	<p>Fall 2014</p>

1.d.2 Research and implement changes in tutorial and possible advisory structure	Admin AVID Interested staff	District models CES/ Advisory Board network CDE SCCOE ASCD Student, parent, teacher, alumni survey results	Identify and assess models at other schools Convene a task force to examine options Gather data from external sources (Challenge Success, etc)	SSC, staff, ASB, PTSA, course selection evenings, FUHSD	Report recommending changed structure and mechanism for tracking participating students; Tie in to larger data reporting and tracking system	Research fall 2014; implement pilot spring 2015 for target students; possible implementation fall 2015
1.d.3 Design and implement data tracking system to monitor intervention success	Admin team Leadership team Counselors	Tech support	Integrate into Dashboard (see 1.a)	SSC, staff, ASB, PTSA	50% D and F rate reduction per year	January 2015; assess and revise annually
1.d.4 Promote and target students who can serve as in-class academic tutors	Admin Counselors DCs	Data collected from teachers and enrollment	Promote in-class tutors as a part of our course selection process. Teacher leaders will share best practices with staff Provide training for staff on how to utilize a student tutor	SSC, ASB, staff meetings, build into course fair next year.	Double amount from 2013-2014; Follow course grades by marking period of students served by this model	August (enrollment) and Feb/March (course signup)
1.e.1 PLC Accountability for the above tasks	Leadership Team Department Chairs Course Leads	Dashboard Data Survey Data	Train course leads Support PLC practices and progress	PLC Meeting notes	Built into data stream on the 5 essential PLC questions	Annual progress on PLC characteristics (PLC survey)

Action Plan #2 Continue to improve our emphasis on reducing student stress and increasing self-management skills for all students, by a) creating a school homework and project deadline policy and calendar; b) better assessing and utilizing results from our activities in this area to consolidate around best practices; c) investigation modifications in the school calendar to yield better outcomes and less stress; d) building a more effective alumni network to assist students in planning and executing pre-college and post-secondary plans.

LeGos Addressed: Self-Management, Collaboration, Information Processing, Communication, Thinking

Rationale: Case studies from counseling and mental health, as well as student surveys dating back a number of years, clearly indicate that stress and time management is a key obstacle that inhibits their ongoing success in school and work life. We're busy "doing" without consideration of a learning cycle of "plan—do—study—act". High performing schools typically have much more well established alumni networks that assist students in college, career, and financial support

Task	Responsible Persons	Resources	Implementation Strategies	Methods to Report Progress	Results/Data	Timeline
2.a.1 Create 2 nd year data point around homework expectations including matching teacher expectations vs. student output and range of student experience	Admin team Leadership planning team	Internal surveys (staff and students)	Share current practices and expectations Assess student survey data	Staff meetings SSC ASB PTSA	Follow 2011 and 2013 surveys with more data to monitor trends	December 2014
2.a.2 Build conflict calendar for major test and project deadlines as a research and evaluation tool	Admin team DCs	Internal—paper and people	Define what constitutes a major test/project Share practices Begin with core subjects (9-11)	Classrooms Web site Teachers' lounge office	Calendar initially used for self-reflection, not a mandate	October 2014

2.a.3 Utilize best practice research and other school data (including data on multitasking) to manage a public conversation about workload	Admin team Leadership team/DCs SSC PTSA ASB	Carnegie Institute research on quantity vs. quality of HW. PTA resources, Effective Schools research, College Board data	Challenge Success coach share current research Full staff common readings	PLC	Create Google drive archive of best practices research in this area to be used in PLC setting	August-March 2014
2.a.4 Evaluate conflict calendar and workload data annually	Admin team Leadership ;planning team DCs Counselors	Staff meetings	Survey staff and students at conclusion of first semester Decide a platform for full implementation	Staff ASB PTSA SSC	Student surveys should report decrease stress with better time management	February 2015 and ongoing in Feb
2.b.1 Develop and utilize an assessment tool for peer counseling, Challenge Day, Challenge Success, ASB stress busting activities	Admin team, activities directors,	Stanford outside evaluators In-house psychological services team	Determine current practices for collecting follow-up data Collect data on how many students are served yearly Standardize tools for collecting information	ASB PTSA SSC Staff	Survey results post event and following up	Design--Fall 2014 And use for spring planning; repeat in spring and use for planning each following year
2.c.1 Assess other school's calendars and research as it relates to stress and time management	Admin team Ad-hoc PLC Psychological team FUHSD support	Other high performing schools; APA data Other FUHSD support	Challenge Success coach to share best practices Share APA and APHA research	SSC PTSA Staff FUHSD	Research results inform decision making in this area within school control or to forward to FUHSD for action	August 2014- Feb 2015

2.c.2 Use evidence gathered to consider modifications in school calendar	Admin team Guidance Team Leadership team FEA SSC FUHSD	Evidence gathered in 2.c.1	Staff; FEA; FUHSD process for schedule change GC evaluate student need case by case	Web Site/ SL SSC Staff meetings ASB meetings FUHSD Summer mailer	Material changes in start or end time, tutorial calendaring, wraparound time opportunities	Proposals in June 2015-implementation August 2015 – August 2016
2.d.1 Document current practices in alumni engagement	Leadership team Guidance Team Career Center Alumni leaders	Family Communication Naviance FB Career Center Activities	Determine staff leads for alumni communication medium Survey staff on current practices	SSC Counselors Alumni network Web Site email	Map out amount and nature of activities	December 2014
2.d.2 Research best practices in alumni engagement and recommend changes	Leadership team Guidance Team Career Center Alumni leaders	Napa Group CSBA and ACSA Alumni channel AAU FUHSD SCCOE	Contact schools with successful alumni groups Identify and elicit support from core alumni and ASB Leadership	SSC Staff meeting ASB Family mailer and web site FUHSD	White paper with recommendations	May 2015
2.d.3 Implement upgraded engagement programs for alumni including an iterative feedback tool	Admin Team ASB Alumni year leaders	Social media School facilities	Envision what our alumni group would look like for our 50 th anniversary and beyond Build infrastructure to support	Social media On-site events School web site	Alumni academic and business networking; college and career assistance for students; Financial support; social	2015-2016 school year and beyond

2.e.1 PLC Accountability for the above tasks	Leadership Team Department Chairs Course Leads	Survey Data	Use tools developed above to support PLC practices and progress	PLC Meeting notes	Built into data stream on the 5 essential PLC questions	Annual progress on PLC characteristics (PLC survey)
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Action Plan #3: Improve integration of Common Core and other new standards alignment into curriculum, instruction, and assessment, by a) providing credible and current research and training opportunities for staff; b) emphasizing non-fiction and evidence-based close reading and writing across the curriculum; c) emphasizing data analysis and interpretation of quantitative information more effectively across the curriculum; d) effectively aligning and scaffolding research skills into classroom learning activities and projects; and e) align our current LeGos to the Common Core Standards.

LeGos Addressed: Thinking, Information Processing, Collaboration

Rationale: Common Core, NGSS, the College Board, and the movement to new standards and assessments in other areas all align around the 3 core topics of evidence-based writing, creation and interpretations of models based on data, and effective research. Staff surveys clearly indicate the need for time and space to accomplish this within our PD and PLC efforts.

Task	Responsible Persons	Resources	Implementation Strategies	Methods to Report	Results/Data	Timeline
3.a-b-c.1 Support and participate in FUHSD CC development groups	Admin team DCs Core teachers Mentor teachers	FUHSD sponsored	Train course leads on expectations Utilize district staff to make presentations to departments and PLCs	PLCs DCs Admin team FUHSD archives	2014-Bio and 9 th grade English 2015-Chem and 10 th grade English 2016 goals TBD	2014-2016 (3 year cycle)
3.a-b-c.2 Support all teachers to "PLC At Work" conferences	Admin Team Leadership Team DCs	FUHSD Common core implementation \$\$\$	Identify PLC teams to attend SSC for funding	PLC evaluation tools Staff showcase and fishbowl post-conference each year Surveys on PLC effectiveness	PLC feedback and evaluations would show improved outcomes in 5 domains	2014-2017 (24 teachers and leaders per year)

<p>3.a-b-c.3 Provide PLCs with paid summer opportunities to develop effective learning activities and assessment through Common Core elements</p>	<p>FUHSD DO DCs PLCs</p>	<p>Common core implementation \$\$\$</p>	<p>Encourage PLC proposals Schedule on-site meetings</p>	<p>Staff meetings Leadership planning team</p>	<p>Document progress through before and after archives and student learning outcomes</p>	<p>Summers 2014-2015</p>
<p>3.a-b-c.4 Provide teachers with external Common Core and College Board training opportunities</p>	<p>Admin Team DCs SSC</p>	<p>SSC</p>	<p>Use SBAC results to identify training needs Align CC and College Board goals</p>	<p>Staff meetings Leadership planning team</p>	<p>Document progress through before and after archives and student learning outcomes</p>	<p>ongoing</p>
<p>3.d.1 Research PLC presents findings on scaffolded research expectations for students</p>	<p>Research PLC Leadership team</p>	<p>Staff meetings</p>	<p>Apportion time at staff meeting Present findings to staff Collect data from PLCs about implementation Identify ongoing staff training needs</p>	<p>SSC Professional conferences DC liaison and FUHSD core meetings Staff meeting PLCs Course information sessions Green sheets</p>	<p>Scaffolded 9-12 and departmental expectations confirmed on research characteristics and elements in different settings</p>	<p>Fall 2014</p>

3.d.2 Annual assessment and showcase of student research results	Staff Parents	Course information nights Library Outside competitions	Implement showcase with Spring FUHSD board meeting at MVHS	Web site Parents associations FUHSD External competitions Course information sessions Local and national news media	Annual presentation and archive of student research activities and connections to cross-cutting learning objectives	Spring 2015 and ongoing annually
3.e.1 LeGos Align to the common core standards	Administration Teachers	LeGos LeGo Rubrics Common Core Documentation	PLC meetings Written map linking LeGos to Common Core	DC'd SSC Student Handbook Classroom posters Website	Green Sheets Curriculum maps See 3.e.2	June, 2015
3.e.2 Develop assessment process/practice for evaluating students against LeGos/Common Core	Administration Teachers Students	FUHSD personnel Collaboration time ASB members Conflict calendar of major assignments Survey data (teachers & students)	Create rubrics Link to the four-year plan Grade level benchmark evaluations Surveys	SSC/SPSA Admin Team DCs PLCs Showcase portfolio	Rubric evaluations over the course of a student's four years. Portfolio Examples of student work which reflects multiple LeGos	June, 2016
3.f.1 PLC Accountability for the above tasks	Leadership Team Department Chairs Course Leads	Survey Data	Train course leads Support PLC practices and progress Align essential learnings with common core objectives	PLC Meeting notes	Built into data stream on the 5 essential PLC questions	Annual progress on PLC characteristics (PLC survey)

Action Plan #4: Increase the consistency and coherence across sections of the same classes by a) increasing the development and use of common assessments and rubrics based on internal and external touchpoints; b) increasing consistency in course load expectations; c) creating and using an ongoing data stream to monitor progress in this area.

LeGos Addressed: Collaboration, Self-Management, Information Processing, Communication

Rationale: Student, parent, and alumni surveys highlight the need for more consistency among sections of the same course. Staff turnover and student mobility during the year represent particular problems in this area if there is no common method for identifying essential learnings and developing appropriate learning activities. In addition, data about self-organized student study groups highlights discrepancies among students in different sections of a course.

Task	Responsible Persons	Resources	Implementation Strategies	Methods to Report Progress	Results/Data	Timeline
4.a.1 Quantify the degree of common assessments in formative and summative assessments within classes	PLCs DCs	PLC time FUHSD core meetings	Define examples of formative and summative assessments PLCs quantify current data point	PLC evaluation and record keeping	Map out starting point of level of common assessment	Spring 2014-fall 2015
4.a.2 Set and implement public goals for desired % of common assessment in various settings	PLCs	PLC time	PLCs create SMART goals around common assessment	PLC evaluation and record keeping Course information materials	PLC records will have stated goals within each unit of study	Spring 2015 Y
4.b.1 Assess and document current status of practices and policies regarding course load, rigor, expectations, essential learnings, grading standards, use of rubrics, intervention methods, and other methods which support student achievement.	PLCs DCs	PLC time FUHSD core meetings	Staff and student survey	PLC evaluation and record keeping Green sheets	Public map out starting point	Spring 2014-fall 2015

4.b.2 Access and make available best practices research on elements of 4.b.1 and connect to PLC work	PLCs	PLC time, Challenge Success; Peer counseling research.	Collect relevant research Share electronically in "journal club" format	PLC evaluation and record keeping Course information materials FUHSD meetings	PLC records will connect best practices research into ongoing 5 questions	School year 2014-2015 With annual revise
4.b.3 Identify and implement pilot changes and monitor results of modifications in 4.b.1 and 4.b.2 as it connects to student achievement and course and school survey results.	PLCs	PLC, staff development time		PLC evaluation and records, school Web site, staff meetings, SSC, internal staff google site or Dropbox	Greater transparency and public conversation about evolving best practices and suitability in different courses and settings	June 2015 and annual revise
4.c.1 Compile data to compare with other courses in FUHSD and other similar schools statewide, nationally, and internationally	Admin team Leadership team PLCs	College Board realignments CDE data Effective Schools PLC at Work University data		Staff PLCs	An iterative tool to revisit and compare our standards in this area with best practices nationally	Annually
4.d.1 PLC Accountability for the above tasks	Leadership Team Department Chairs Course Leads Guidance Team	Green sheets Survey data Curriculum maps Grade data	Train course leads SSC Support PLC practices and progress Align essential learnings with common core objectives Course Information Fair	PLC Meeting notes District Course-Alike teams (DLCP) Schedule change request data	Built into data stream on the 5 essential PLC questions	Annual progress on PLC characteristics (PLC survey)