

Chapter V
Action Plan for Schoolwide Achievement

1. Increase student proficiency in the current content standards and College and Career Readiness through articulation of curriculum, instruction, and assessments within and across disciplines.

Student Growth Target: Increase proficiency on state and local assessments by fully aligning all curriculum and instruction with current content standards; develop and implement formative and summative assessments that measure and monitor development in content standards from grade 9 to 12; Development of Student Success program to meet grade specific needs of students.

Rationale: Current curriculum, instructional practices and assessments are not fully aligned or articulated, within and across disciplines, with the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).

ESLR's Addressed: Communication, Critical Thinking, Creativity, Curiosity

	Task	Timeline	Person(s) Responsible	Resources Required	Means of Assessing Progress	Progress Monitor
1.	Articulation and creation of curriculum that encompasses all CCSS standards for students who started the CCSS at varying starting points during the district wide adoption.	Annually, and ongoing until current 7 th grade students have graduated	All W.C.C. group leaders, Department Chairs and 8 th grade teams (when appropriate.)	W.C.C. time, funding for summer work and additional resources, master schedule adjustments	Articulation Plan, Curriculum Map	W.C.C. Groups, Department Chair
2.	Development and articulation of curriculum, instruction, and assessments that align with the CCSS for Mathematics and facilitate and monitor growth towards Standards for Mathematical Practices.	2014-2016	All math teachers, math W.C.C. group leaders, Department Chair and Administration.	W.C.C. time, funding for summer work and additional resources, master schedule adjustments	Curriculum Map, Common Assessments	W.C.C. Groups, Department Chair
3.	Development and articulation of curriculum, instruction, and assessments that align with the ELA CCSS for writing.	2014-2017	All English, Social Science, ELD, Science, Technical Ed. and Special Ed. W.C.C. group leaders and Department Chairs.	W.C.C. time, funding for summer work and additional resources.	Curriculum Map, Common Assessments	W.C.C. Groups, Department Chair
4.	Development and articulation of curriculum, instruction, and	2014-2017	All English, Social Science, ELD, Science,	W.C.C. time, funding for summer work	Curriculum Map, Common	W.C.C. Groups, Department Chair

	assessments that align with the ELA CCSS for reading to allow all students to read and comprehend complex and grade appropriate text independently and proficiently.		Technical Ed. and Special Ed. W.C.C. group leaders and Department Chairs.	and additional resources.	Assessments	
5.	Development and articulation of curriculum, instruction, and assessments that align with the NGSS and facilitate and monitor growth towards the Science and Engineering Practices.	2016-2018	All Science teachers, W.C.C. leaders, and Administration.	W.C.C. time, funding for summer work and additional resources.	Curriculum Map, Common Assessments	W.C.C. Groups, Department Chair
6.	Development and articulation of curriculum, instruction and assessments in course offerings for ELD students to align with the ELD Standards to support the movement of students across the English Language Development Level Continuum.	2014-2018	ELD Coordinator, ELD Teachers, Sheltered Teachers, Language Minority, and Administration.	W.C.C. time, funding for summer work and additional resources	Curriculum Map and Pathways, Language Skill Development Map, Course Descriptions	W.C.C. Group, ELD Coordinator.
7.	Development and refinements of a grade level specific, research-based curriculum for the Student Success Program.	2014-2016	Counselors, College & Career Specialist, Administration, and ROP Technician	W.C.C. time	Curriculum Guide for Student Success Program	Counseling

2. Increase student learning through the development of instructional practices necessary for CCSS implementation and the promotion of College and Career Readiness.

Student Growth Target: Increase performance on state and local assessments through the implementation of instructional practices that best foster critical thinking; developing course offerings and instructional practices that support significant subgroups and At-Risk students. Increase the use of data to inform instruction by identifying additional opportunities and time for W.C.C. groups.

Rationale: Limited common instructional practices have been identified as best practices, or have been commonly utilized, to implement the CCSS across the curriculum. Additionally, best practices have not been identified or implemented to best support At-Risk and/or significant subgroups in the student body. The use of data to inform instruction is limited due to the need for more common formative assessments and insufficient time to fully evaluate the data.

ESLR's Addressed: Communication, Critical Thinking, Creativity, Curiosity, Commitment, Collaboration

	Task	Timeline	Person(s) Responsible	Resources Required	Means of Assessing Progress	Progress Monitor
1.	Identify, implement, and monitor the effectiveness of research-based instructional practices that develop critical thinking skills in all students.	Ongoing	All W.C.C. groups, Leadership Team.	Release time for Instructional Rounds, W.C.C. time	Local Assessments, Climate Survey	W.C.C. Leads, Leadership Team
2.	Identify, implement, and monitor the effectiveness of research-based differentiated instructional practices to support all students.	Ongoing	All W.C.C. groups, Leadership Team.	Release time for Instructional Rounds, W.C.C. time	Local Assessments, Climate Survey	W.C.C. Leads, Leadership Team
3.	Continue professional development and use of research-based instructional practices necessary for the CCSS in Mathematics.	2014-2017	All Math teachers, Math Department Chair.	W.C.C. time, PD as offered	Curriculum & Instruction Map, W.C.C. Year-End Meetings	Math Department
4.	Continue professional development and use of research-based instructional practices necessary for the ELA CCSS for Reading and Writing.	2014-2017	All English, Social Science, ELD, Science, Technical Ed. and Special Ed. W.C.C. group leaders and Department Chairs.	W.C.C. time, PD as offered	Curriculum & Instruction Map, W.C.C. Year-End Meetings	W.C.C. Groups, Department Chair
5.	Continue to develop research-based curriculum and instructional strategies to support students enrolled in below grade level and non-college prep course offerings.	2014-2017	W.C.C. teams	W.C.C. time, PD as offered	Curriculum & Instructional Maps, W.C.C. Year-End Meetings	W.C.C. Leads

6.	Continue to develop curriculum and instructional strategies for the Humanities and Bridge Course for ELD students in English Language Arts and Social Studies.	2014-2017	ELD Coordinator, ELD W.C.C. team	W.C.C. time, PD as offered	Course Description Aeries Data	ELD Coordinator
7.	Continue to develop specialized academic instructional strategies in the Co-Teach setting to support students with disabilities in the Least Restrictive Environment.	Ongoing	Co-Teachers, Administration.	Release time (sub pay) for Instructional Rounds, W.C.C. time	Data on 'A-G' requirements met, D/F rate, Master Schedule data, IEP Progress Reporting	Co-Teach Teams
8.	Identify, implement, and use common formative assessments in each course to effectively inform instructional practices.	Ongoing	All W.C.C. groups, Department Chairs.	W.C.C. time	Local Assessments, W.C.C. Year-end Meetings	W.C.C. Leads
9.	Increase opportunities for additional time for each W.C.C. groups to evaluate student assessment data to inform and improve instructional practices.	Summer of 2015, 2015-2016 school year	All W.C.C. groups, Department Chairs.	W.C.C. time	W.C.C. Year-End Meetings, Climate Survey	W.C.C. Leads
10.	Continue development of Instructional Rounds, Lesson Study, and Bushido Canvas forum to support site based professional development and to increase feedback on instruction.	2014-2017	Leadership Team.	Release time (sub pay) for Instructional Rounds, W.C.C. time, Leadership meetings	Observation records, Canvas page development	Leadership Team, Ed Mentors

3. Increase support for student personal and academic growth through the cultivation of a positive school culture and systems of support.

Student Growth Target: Reduce reoccurring student disciplinary responses through the adoption and implementation of a PBIS program; Increase use of academic and personal supports for all students through refinement of programs and systems to address varying mental health issues.

Rationale: Data indicates reoccurring behavioral issues that have not responded to previous punitive and/or intervening measures. Data also indicates increased mental health issues on campus. Feedback indicates that both Homeroom and Tutorial are in need of development and refinement to best support students.

ESLR's Addressed: Commitment, Collaboration

	Task	Timeline	Person(s) Responsible	Resources Required	Means of Assessing Progress	Progress Monitor
1.	Adoption of the WHS PBIS Matrix of behavioral expectations throughout the campus for teaching and reinforcing positive behavior.	2015-2016 (Ongoing)	All Staff	Professional Development	Climate Survey, discipline data	PBIS Coordinator
2.	Create school-wide acknowledgement systems to recognize and award students for demonstrating Integrity, Perseverance, and Empathy.	2015-2016 (Ongoing)	PBIS Committee, All Staff	PTSA Supports, Site Budget	Student data, Climate Survey	PBIS Coordinator
3.	Development of proactive methodology to deter and decrease truancies and tardiness.	2015-2016 (Ongoing)	All Staff, Attendance Dean, Administration	W.C.C. time	Tardy, truancy and absenteeism data	Attendance Dean
4.	Ongoing development and refinement of a specialized program for incoming Freshman students who have been identified as academically At-Risk prior to entering Woodbridge High School.	Summer 2015+	Counselors, Counseling Interns, School Success Teacher, Intervention Coordinator, Project Success, ROP Specialist	W.C.C. time, school supplies, School Success Teacher, Middle School Articulation	Student data	Intervention Coordinator
5.	Ongoing refinement of AP/Honors course education to support balanced and manageable course selection and elective involvement.	Annually	Counseling, Administration, AP/Honors Teachers and Students	Parent Workshops, Master Schedule, 8 th Grade Family Night	Course enrollment, Course changes, grade analysis	Counselors
6.	Continue to develop supports, programs, and strategies for intervening with students struggling	2015-2016 (Ongoing)	Counseling, Intervention Team	Team Meetings	Student Data, S.I.T./S.S.T.	Counselors

	with Mental Health issues.					
7.	Create a Homeroom Team to identify the purpose, objectives and lessons for Homeroom with a system to monitor progress.	Spring – Summer 2015 Ongoing (as needed)	Homeroom Team, PBIS Team, ASB, Counseling	Team Meetings, Stipend for Homeroom Lead, Summer Hours	Climate Survey	Homeroom Coordinator
8.	All staff will Implement objectives and lessons for Homeroom.	2015-2016 (Ongoing)	All Staff, Homeroom Team	Team Meetings, Homeroom materials	Climate Survey	Homeroom Coordinator
9.	Reconvene Tutorial Team to refine the policies and best practice for Tutorial with a system to monitor progress.	Spring – Summer 2015 Ongoing (as needed)	Tutorial Team	Team Meetings, Stipend for Tutorial Lead, Summer Hours	Climate Survey	Tutorial Coordinator
10.	Continue to assess <i>The Way of the Warrior</i> and PBIS behavioral expectations to best support student’s personal and academic growth.	Annually	All Staff	Climate Survey	Climate Survey	Leadership Team