

VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

GOAL # 1: ANALYZE THE LEGAL STRUCTURE OF THE GOVERNING BOARD AND IMPLEMENT NECESSARY CHANGES AND POLICIES TO SUSTAIN BOARD DECISION MAKING PROCESSES.

Governance

Rationale: The Board needs to insure the continuity of the school and the preservation of its mission..

Annual Goal: Report to stakeholders on school’s legal status and its impact on sustainability and resource management.

Evaluation: The Board and Superintendent will evaluate progress at monthly Board meetings and yearly with SUHSD CBO.

Progress Reports: Leadership Team will report progress to staff at staff meetings and to staff, parents, students, and district personnel through school newsletters, updated website, Board meetings and minutes, and other public meetings.

Action Plan: Examine legal status of the school:

- Obtain information about not for profit public entities
- Retain services of firm knowledgeable in charter law
- Establish Foundation Committee to acquire non-profit status

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	MEANS TO ASSESS PROGRESS	TIMELINE	MEANS TO REPORT
<p>#1 Board obtains information about not for profit public entities</p> <ul style="list-style-type: none"> • Members and Admin attend relevant workshops, trainings, and conferences • Members and Admin share information with Board and staff • Members research other non-profit public entity charter schools • Members review sample by-laws 	<ul style="list-style-type: none"> • Board Members • Superintendent 	<ul style="list-style-type: none"> • Charter organizations (e.g. CSDC, CCSA) • CASBO • Charter School by-laws • Educational and non-profit publications 	<ul style="list-style-type: none"> • Board Minutes • Board Calendar • Annual Review of Board Goals 	By Charter renewal (March 2009)	<ul style="list-style-type: none"> • Board and Staff Meetings • School publications and website • Annual report to SUHSD
#2 – Foundation Committee	<ul style="list-style-type: none"> • Board Members 	<ul style="list-style-type: none"> • Charter organizations (e.g. 	<ul style="list-style-type: none"> • Legal documents and 	By Charter	<ul style="list-style-type: none"> • Board and Staff

<p>established by Board</p> <ul style="list-style-type: none"> • Election of officers, members include Board member(s) • Development, review, and approval of By-laws • Possible application for 501(c)3 and not for profit public entity status • Members and Admin attend relevant workshops, trainings, and conferences • Board joins educational foundations organization(s) 	<ul style="list-style-type: none"> • Foundation Members • Superintendent 	<p>CSDC, CCSA)</p> <ul style="list-style-type: none"> • Educational Foundations • Charter School by-laws • Educational and non-profit publications • Legal Counsel 	<p>correspondence</p> <ul style="list-style-type: none"> • Board Minutes • Board Calendar • Annual Review by U-Prep Board and SUHSD (oversight) 	<p>renewal (March 2009)</p>	<p>Meetings</p> <ul style="list-style-type: none"> • School publications and website • Annual report to SUHSD
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GOAL # 2: DEVELOP LONG TERM AGREEMENTS (MOU) WITH SUHSD REGARDING FACILITIES.

FACILITIES

Rationale: U-Prep is currently dependent on SUHSD for facilities; there is turnover in both SUHSD Board members and district administrators.

Annual Goal: To review and update the MOU and charter to the benefit of both U-Prep and SUHSD.

Evaluation: Working with the district’s CBO, the Board and administration will review progress towards goal throughout the school year.

Evidence of attainment will be a multi-year MOU.

Progress Reports: Leadership Team will report progress to staff at staff meetings and to parents, students, and district personnel annually through school newsletter, updated website and Board meetings.

Action Plan: Agree upon and implement long term facilities and services agreement:

- Expand review processes for facilities uses with SUHSD
- Establish long term agreements with SUHSD

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	MEANS TO REPORT
<p>#1 – Expand review processes for facilities with SUHSD</p> <ul style="list-style-type: none"> • Monthly meetings with SUHSD CBO and U-Prep Superintendent to include review of facilities’ needs/use and management • Send facilities updates and calendars to SUHSD CBO • Report on meetings with SUHSD CBO to Board 	<ul style="list-style-type: none"> • Administrators and Leadership Team • Board • SUHSD CBO and Facilities Administration 	<ul style="list-style-type: none"> • Prior MOU’s • Finance Training (CASBO) • Charter Law • CSDC, CCSA workshops • Monthly budget reports • Proposed, Interim and Actual Budget • Facilities Use forms, calendars and fee schedule • Legal Counsel 	<ul style="list-style-type: none"> • Annual evaluation of MOU by Board • Changes in Multi-Year Budget projections 	<ul style="list-style-type: none"> • Fall 2009: new multi-year MOU (after renewal) 	<ul style="list-style-type: none"> • Staff and Board meetings and minutes • Reports to SUHSD Board • Newsletter and website

<p>#2 – Establish long-term agreements with SUHSD</p> <ul style="list-style-type: none"> • Petition for charter renewal • Work with district’s CBO on MOU • Communicate school’s facility and service needs to SUHSD 	<ul style="list-style-type: none"> • Administrators • SUHSD CBO • SUHSD Board and Superintendent • U-Prep Board 	<ul style="list-style-type: none"> • School budget • Facility • CCSA • CSDC • Legal Counsel 	<ul style="list-style-type: none"> • MOU • Informal Feedback from SUHSD • Budget Health 	<ul style="list-style-type: none"> • Renewal in spring 2009 • Fall 2009 new multi-year MOU 	<ul style="list-style-type: none"> • Staff and Board meetings and minutes • Reports to SUHSD Board • Newsletter and website
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GOAL # 3: COMMUNICATE WITH SUHSD BOARD AND STAFF ABOUT U-PREP’S PROGRAMS AND THEIR BENEFIT TO SUHSD.

Relationship with Chartering District

Rationale: There is turnover in both SUHSD Board members and district administrators; the current, positive relationship with SUHSD needs to be integrated into both U-Prep and SUHSD cultures as much as possible.

Annual Goal: To report to SUHSD Board and employees about U-Prep’s progress and accomplishments and their benefit to SUHSD.

Evaluation: Evidence of attainment will be increased and positive communication with SUHSD board and staff.

Progress Reports: Leadership Team will report progress to staff at staff meetings and to parents, students, and district personnel annually through school newsletter, updated website and Board meetings.

Action Plan: Improve and expand current communication practices with SUHSD

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	MEANS TO REPORT
<p>#1 – Improve and expand current communication practices</p> <ul style="list-style-type: none"> • Attend SUHSD Board meetings • Showcase student programs • Send updates and significant school documents to SUHSD Board and senior administrators • Invite SUHSD Board and senior administrators to U-Prep events 	<ul style="list-style-type: none"> • U-Prep Administrators and Leadership Team • SUHSD Administration • Teachers • Students • Parents • Office Staff 	<ul style="list-style-type: none"> • U-Prep participation at SUHSD Board Meeting • Email and regular mail • Student Presentations • Media Presentations 	<ul style="list-style-type: none"> • Annual review by SUHSD Board • SUHSD Board Minutes • Attendance of SUHSD Board members at U-Prep events 	<ul style="list-style-type: none"> • Ongoing with Annual review by staff (April-May) and Board (June Retreat) 	<ul style="list-style-type: none"> • SUHSD and U-Prep Board Meetings • Staff meetings • Newsletter and website

GOAL # 4: PARTICIPATE IN PROFESSIONAL MEETINGS AND IN-SERVICE WITH SUHSD STAFF.

Relationship with Chartering District

Rationale: It is important that the relatively small U-Prep faculty and staff not become professionally isolated; collaboration among SUHSD and U-Prep employees would serve and strengthen both systems.

Annual Goal: To increase participation in shared in-services, trainings, and workshops; to attend conferences with SUHSD employees, to participate with SUHSD employees in professional organizations that promote education.

Evaluation: Evidence of attainment will be increased participation of U-Prep staff in SUHSD in-service and vice versa.

Progress Reports: Leadership Team will report progress to staff at staff meetings and to parents, students, and district personnel annually through school newsletter, updated website and Board meetings.

Action Plan: Build professional and mutually beneficial relationships with SUHSD staff:

- Include SUHSD staff in relevant in-service opportunities and events
- Form professional relationships between U-Prep and SUHSD colleagues
- Work with SUHSD leadership to promote U-Prep participation professional development with SUHSD

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	MEANS TO REPORT
<p>#1 – Include SUHSD staff in relevant in-service opportunities/events</p> <ul style="list-style-type: none"> • Continue to invite SUHSD staff to TPRS and other trainings • Invite SUHSD staff to U-Prep events • Share cost of speakers/assemblies with SUHSD 	<ul style="list-style-type: none"> • Administrators, Leadership Team, and Dept. Chairs • SUHSD Dept. Chairs and Administration • Teachers and Staff (e.g.: ASB and journalism advisors; coaches; clerical) 	<ul style="list-style-type: none"> • Established friendships and collegial relationships between U-Prep and SUHSD staffs • Shared LAN and internal communication systems • Shared auditorium and athletic facilities 	<ul style="list-style-type: none"> • Participation data • U-Prep Staff Satisfaction Surveys • Evaluations of U-Prep in-services • Attendance of SUHSD staff at events/in-services • Informal feedback from both staffs 	<ul style="list-style-type: none"> • Increased interaction with SUHSD in 2007-08 • Yearly assessment of increase in goal attainment 	<ul style="list-style-type: none"> • Survey Data • U-Prep and SUHSD Staff and Board meetings • Newsletters and website
<p>#2 – Form professional</p>					

<p>#2 – Form professional relationships between U-Prep and SUHSD colleagues</p> <ul style="list-style-type: none"> • Continue to involve SUHSD teachers as BTSA mentors and resources for U-Prep teachers • Allocate resources for individual professional development with SUHSD colleagues • Allocate resources for release time to collaborate with SUHSD colleagues 	<ul style="list-style-type: none"> • Administrator • Teachers/Staff • SUHSD Board, Superintendent, administrators • U-Prep Board 	<ul style="list-style-type: none"> • School budget • Facility • BTSA program • Local, state and national professional development opportunities 	<ul style="list-style-type: none"> • Participation data • U-Prep Staff Satisfaction Surveys • Reports on meetings and release days • Attendance of SUHSD staff at events/in-services • Informal feedback from both staffs 	<ul style="list-style-type: none"> • Increased interaction with SUHSD in 2007-08 • Ongoing interaction 	<ul style="list-style-type: none"> • Board Meetings • Staff meetings • Newsletter • Website
<p>#3 Work with SUHSD Leadership to promote U-Prep participation in professional development with SUHSD</p> <ul style="list-style-type: none"> • Increase U-Prep teachers' familiarity with DataWise and Aeries • Increase participation of U-Prep teachers in SUHSD curriculum 	<ul style="list-style-type: none"> • Superintendent • SUHSD Admin • SUHSD DataWise and Aeries technicians 	<ul style="list-style-type: none"> • SUHSD I.T. Dept. • SUHSD C and I Dept. • School Budget • Established professional relationships with SUHSD administrators 	<ul style="list-style-type: none"> • Participation Data • Increased Use of DataWise and Aeries by Staff • Increased use of common benchmark assessments • Staff evaluation and feedback 	<ul style="list-style-type: none"> • Data Analysis and DataWise Trainings in 2007-08 • Meetings with depts. beginning in 2007-08 	<ul style="list-style-type: none"> • Board Meetings • Staff meetings • Newsletter • Website

GOAL # 5: DEVELOP A STUDENT RECRUITMENT AND COMMITMENT PLAN FOR LONG TERM SUSTAINABILITY.

Recruitment and Retention

Rationale: The school is funded by apportionment based on enrollment and average daily attendance of students.

Annual Goal: To maintain current levels of student applications and waiting lists and increase commitment (continued enrollment of existing students) of enrolled students by 10%.

Evaluation: Working with the Registrar, the Administration will examine and analyze AERIES enrollment information.

Action Plan: Implement a school-wide effort to maintain recruitment levels and increase commitment levels by establishing a committee to:

- Review past recruitment processes and numbers; make necessary changes for improvement
- Develop and implement an effective plan for keeping current students

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	MEANS TO REPORT
<p>#1 – Review past recruitment processes and numbers; make necessary changes for improvement</p> <ul style="list-style-type: none"> • Examine enrollment data and determine trends • Develop a media plan to educate community about the school • Design effective Recruitment presentations and events for new and current students • Implement changes to Recruitment plan 	<ul style="list-style-type: none"> • Board and Admin • Dept. Chairs • Teachers .Staff • ASB Advisors and Student Government • Parents and Community members 	<ul style="list-style-type: none"> • Previous Data • Current Aeries information • Existing curricula (Link Crew) • Recruitment practices of other charter schools • Student and Parent Survey 	<ul style="list-style-type: none"> • Increase in applications • Aeries data • Number of students 	<ul style="list-style-type: none"> • Establish committee 2007 • Implement changes for spring 2008 • Yearly update 	<ul style="list-style-type: none"> • Newsletter and website • Board and staff meetings • Minutes from Student government meetings
<p>#2 – Develop and implement an effective plan for retention</p> <ul style="list-style-type: none"> • Examine data on student transfer and determine patterns • Develop strategies to connect students to the school and culture 	<ul style="list-style-type: none"> • Link Crew Advisors • Staff and Faculty • Admin and Counselor • Student and parent representatives 	<ul style="list-style-type: none"> • Other retention programs • Existing Curricula • Student Input (Surveys) • Local media • Teacher developed materials 	<ul style="list-style-type: none"> • Retention Data • Staff and Community Feedback • Student Feedback and Evaluation 	<ul style="list-style-type: none"> • Establish committee 11/2007 • Review annually 	<ul style="list-style-type: none"> • Newsletter and website • Board and staff meetings

GOAL # 6: ARTICULATE A WRITTEN BUDGET PROCESS FOR USE BY U-PREP TEACHERS, BOARD, AND ADMINISTRATION TO ASSURE CONTINUITY OF SITE-BASED BUDGET DEVELOPMENT.

Budget and Allocation of Resources

Rationale: A shared budget process is essential for priority setting by Board, administration, and staff.

Annual Goal: To develop accurate budget projections and receive exception-free audit reports.

Evaluation: The U-Prep and SUHSD Boards will review budget for fiscal viability and maintenance of reserve and Board priorities funds.

Action Plan: Articulate a written budget process

- Create a timeline for budget development and reporting
- Use budget information to create a staffing plan for long term growth

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	MEANS TO REPORT
<p>#1 – Create a timeline for budget development and reporting</p> <ul style="list-style-type: none"> • Calendar for completion of proposed budget, interim budgets, budget actuals, and multi-year projections • Report to Board on budgets (per calendar) • Report to Staff on budgets, COLA, etc. 	<ul style="list-style-type: none"> • Superintendent • SUHSD CBO • Board 	<ul style="list-style-type: none"> • Previous Budgets • Advanced Apportionment information • SUHSD CBO (mentor) • Finance workshops (CSDC, CCSA, CASBO) 	<ul style="list-style-type: none"> • Exception-free Audit Reports • Accurate budget projections • Fiscal health 	<ul style="list-style-type: none"> • Calendar March 2008 • Yearly Budget Calendar 	<ul style="list-style-type: none"> • Staff and Board Meetings • Budget reports
<p>#2—Create a staffing plan for long term growth</p> <ul style="list-style-type: none"> • Use budget information and enrollment predictions to determine staffing needs • Determine five and ten year staffing goals 	<ul style="list-style-type: none"> • Superintendent • Board 	<ul style="list-style-type: none"> • Apportionment and COLA • Budget history/trend • Availability of facilities • Faculty, Staff, Parent, and Student input 	<ul style="list-style-type: none"> • Progress toward Staffing goals • Satisfaction surveys 	<ul style="list-style-type: none"> • Updated yearly in March 	<ul style="list-style-type: none"> • Staff and Board Meetings • Budget reports • Reports to SUHSD Board

GOAL # 7: DEVELOP A TRAINING PROGRAM FOR NEW BOARD MEMBERS AS WELL AS A METHOD TO DEVELOP LEADERS FROM WITHIN PARENT SUPPORT ORGANIZATIONS.

Professional Development for Board

Rationale: Training for new Board members will enable them to quickly become effective, supportive and knowledgeable leaders. Identifying and developing potential leaders from parent organizations will provide the Board with leaders for committees, projects, and openings on the Board.

Annual Goal: To have every new Board member attend a professional Board training or Charter Conference and a Budget Study Session.

Evaluation: The Board will evaluate growth in Board professional development at yearly retreat.

Progress Reports: Board members will report on participation in trainings, etc. at monthly Board meetings.

Action Plan: The Board will develop strategies to:

- Develop and evaluate effectiveness of professional development for new Board Members
- Develop leaders from within parent organizations

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	MEANS TO REPORT
<p>#1 Develop and evaluate effectiveness of professional development for new Board members</p> <ul style="list-style-type: none"> • Research and develop ongoing list of appropriate governance trainings • Develop a list of Board specific skills for new members • Evaluate effectiveness of training program 	<ul style="list-style-type: none"> • Board • Superintendent 	<ul style="list-style-type: none"> • Board Training opportunities • Budget allocation • U-Prep and SUHSD Staff experts • Charter conferences • Calif. School Board Association 	<ul style="list-style-type: none"> • New member feedback 	<ul style="list-style-type: none"> • 2007-08 school year 	<ul style="list-style-type: none"> • Board minutes • Yearly evaluation of Board Goals
<p>#2 Develop leaders from within parent organizations</p> <ul style="list-style-type: none"> • Identify potential leaders • Invite parent leaders to participate on Board committees and attend Board meetings • Provide training opportunities for parent leaders 	<ul style="list-style-type: none"> • Board • Superintendent 	<ul style="list-style-type: none"> • Board Expertise • Budget allocation • Current leadership in parent organizations 	<ul style="list-style-type: none"> • (Increased) Number of parents participating in Board leadership opportunities 	<ul style="list-style-type: none"> • Ongoing with evaluation of progress in 2009 	<ul style="list-style-type: none"> • Board minutes • Yearly evaluation of Board Goals

GOAL # 8: DESIGN AND IMPLEMENT A FORMAL PROFESSIONAL DEVELOPMENT PLAN WITH INPUT FROM TEACHERS AND STAFF ON AREAS OF NEED.

Professional Development for Staff

Rationale: Teachers and staff have ownership when they determine priorities for professional development and the human and financial resources expended on staff development.

Annual Goal: To allocate professional development resources that address the Action Plan Goals, the academic standards, and the SSGs.

SSGs Addressed:

- Information Manager
- Problem Solver
- Mature Communicator
- Lifelong Learner
- Productive, Healthy Member of Society

Evaluation: Staff Development Committee and/or Department Chairs Committee will solicit staff feedback and evaluate effectiveness of plan.

Progress Reports: Committee will report progress to staff at staff meetings and to parents, students, and district personnel annually through school newsletter, updated website, and Board meetings.

Action Plan: Staff development Committee will:

- Create a staff development needs assessment
- Formalize requests for, reports on, and sharing of professional development
- Develop an evaluation tool/rubric

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	MEANS TO REPORT
<p>#1 – Create a staff development needs assessment:</p> <ul style="list-style-type: none"> • Committee determines areas of need for professional development with staff input • Committee determines priorities for staff review • Include all staff trainings and individual or group training 	<ul style="list-style-type: none"> • Committee • Staff/Faculty • Administrators • Counselor • Office Manager • Department Heads • Advisory Teachers 	<ul style="list-style-type: none"> • Budget allocations • Staff experts • Professional Experts • State/National conferences (e.g.: CLMS, CCSA, CSDC, etc.) 	<ul style="list-style-type: none"> • Staff Survey • Faculty/Staff feedback • Participation rate in professional development • Board Evaluation of plan • Student/Parent Feedback 	<ul style="list-style-type: none"> • Establish committee 2007 • Complete Plan by April 2008 • Update at monthly staff meetings 	<ul style="list-style-type: none"> • Staff and department meetings • Newsletter and website • Board meetings

<p>#2 – Formalize requests for, reports on, and sharing of individual professional development</p> <ul style="list-style-type: none"> • Committee develops rubric/form for requesting professional development • Committee develops form for reporting on individual professional development • Committee develops guidelines for sharing professional development • Administration takes staff development plan to Board for approval 	<ul style="list-style-type: none"> • Committee • Superintendent • Admin Assistant 	<ul style="list-style-type: none"> • Committee planning meetings • Department meetings • Office Assistants • Budget • Action Plan, Academic Standards, SSGs 	<ul style="list-style-type: none"> • Forms, rubrics, reports • Participation of staff as trainers or mentors • Participation of staff as trainees • Staff Surveys 	<ul style="list-style-type: none"> • Committee begins 12/07 • Update at Staff Meetings • Plan by April 2008 • Revise as needed 	<ul style="list-style-type: none"> • Staff and department meetings • Newsletter and website • Board meetings
<p>#3 – Develop an evaluation tool/rubric</p> <ul style="list-style-type: none"> • Committee designs rubric to evaluate professional development • Admin solicits staff feedback after whole staff professional development • Report on staff satisfaction to Board 	<ul style="list-style-type: none"> • Committee • Staff • Administrators 	<ul style="list-style-type: none"> • Committee and Staff Meeting time • Office staff • Zoomerang Online Staff Survey 	<ul style="list-style-type: none"> • Teacher Feedback and Evaluation • Teacher discussion • Student and Parent Surveys 	<ul style="list-style-type: none"> • Rubric completed by April 2008 	<ul style="list-style-type: none"> • Staff and department meetings • Newsletter and website • Board meetings

CURRICULUM AND INSTRUCTION

GOAL # 9: CONTINUE ALIGNMENT OF CURRICULUM TO STANDARDS AND SSGS IN ALL SUBJECTS ACROSS ALL GRADE LEVELS TO INCREASE STUDENT ACHIEVEMENT.

Curriculum Improvement

Rationale: The self-study indicates a need for more consistent teaching of standards; alignment of the written, taught and assessed curriculum will cause increased student academic achievement.

Annual Goal: To provide collaboration time for academic departments to develop benchmark assessments and increase student mastery of standards.

SSGs Addressed:

- Information Manager
- Problem Solver
- Mature Communicator
- Healthy, Productive Member of Society
- Lifelong Learner

Evaluation: Curriculum Committee (including department chairs and teachers from each academic discipline) will review curriculum to determine alignment; modifications and revisions to the action goals.

Progress Reports: Committee will report progress to parents, students, staff, and district personnel annually through school newsletter, updated website, and meetings.

Action Plan: Committee will implement a school-wide effort to provide teacher training in standards-based instruction and use student data to assess student achievement and to:

- Place students into appropriate courses.
- Increase the use of research-based effective strategies to improve student achievement
- Extend student support to improve academic achievement.

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	MEANS TO REPORT
<p>#1 – Use assessment information to place students in courses:</p> <ul style="list-style-type: none"> • Use common assessments to measure achievement in math and reading • Use CST scores and readiness tests (math) for new student placement • Develop placement and end of course tests for academic subjects 	<ul style="list-style-type: none"> • Committee • Counselors • Department Chairs • Teachers • Administrators 	<ul style="list-style-type: none"> • Teachers • California Standards • Math diagnostic and exit tests • CTBS test or other reading test instrument (Budget) • CAHSEE 	<ul style="list-style-type: none"> • Test results • Aeries data • Report cards • Number of student schedules changed to correct placement 	<ul style="list-style-type: none"> • Establish committee 2007 • Implement placement strategies with new students (2008) 	<ul style="list-style-type: none"> • Newsletter and website • AERIES analysis of student schedules • Reports on student progress at Staff and Board meetings
<p>#2 – Increase the use of research-based, effective strategies to improve student achievement</p> <ul style="list-style-type: none"> • Provide training for new teachers in school's instructional strategies <ul style="list-style-type: none"> -Cornell Note-taking -Jane Schafer Writing -Academic Vocabulary -Front-loading Strategies -Formal Discourse -Rubrics • Provide support for on-going use of strategies • Develop an accountability system 	<ul style="list-style-type: none"> • Committee • Administrators • Faculty • Leadership Team 	<ul style="list-style-type: none"> • Staff development • Standards-based texts • Data analysis training • U-Prep teacher-experts • Shasta Co. Office of Ed. • Release Time (Budget) • Computer Lab 	<ul style="list-style-type: none"> • Advisory Binders • Observation • Teacher Discussion • Formative, benchmark and standardized test results • Student Feedback and Evaluation • Teacher Developed Materials 	<ul style="list-style-type: none"> • In-service Fall 2007 • Evaluation of progress 2008 	<ul style="list-style-type: none"> • Board Meetings • Staff meetings • Report Cards • Newsletter and website

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	MEANS TO REPORT
<p>#3 – Extend student support to include:</p> <ul style="list-style-type: none"> • CAHSEE tutorial software • Reading and math labs • Paraprofessional assistance • Summer math Boot Camp • Teaching test taking strategies (CST/SAT/ACT/AP) • Summer School • Professional development for AP teachers • Professional development on differentiated instruction 	<ul style="list-style-type: none"> • Staff • Administrators • Math and reading lab coaches • Literacy coach • Leadership team 	<ul style="list-style-type: none"> • Professional development • Parent University • Departmental articulation/release days • Research based strategies 	<ul style="list-style-type: none"> • Test scores (CAHSEE) • D/F list • API • AYP • Report cards • Student evaluation of software programs • Number of students Meeting a-g requirements 	<ul style="list-style-type: none"> • Ongoing prof. training for teachers • All else in place by 2008-09 	<ul style="list-style-type: none"> • Test scores • Staff meetings • Department meetings • Report cards

GOAL # 10: DEVELOP A CONSISTENT SCOPE AND SEQUENCE FOR VISUAL AND PERFORMING ARTS CLASSES.

Curriculum Improvement

Rationale: VAPA department would benefit from collaboration time to develop integrated, interdisciplinary curriculum.

Annual Goal: To update academic vocabulary lists and create cross-curricular projects and to identify talented arts students..

SSGs Addressed:

- Information Manager
- Problem Solver
- Mature Communicator
- Lifelong Learner

Evaluation: VAPA Department will assess progress toward departmental curriculum goals.

Progress Reports: VAPA department chair will present written progress report to Board.

Action Plan: VAPA department will develop instructional strategies, assessments, and curriculum:

- Teachers will refine and teach common fine arts vocabulary
- Teachers will develop integrated authentic, alternative assessments

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	MEANS TO REPORT
<p>#1 – Teachers will refine and teach common fine arts vocabulary:</p> <ul style="list-style-type: none"> • Use academic vocabulary instructional strategies 	<ul style="list-style-type: none"> • VAPA teachers • Literacy Teacher • Administrators 	<ul style="list-style-type: none"> • VAPA Teachers • California Standards • Academic Vocabulary • CA Arts Project • Release Time (Budget) 	<ul style="list-style-type: none"> • Common Vocabulary Assessments • Teacher Self-evaluations • Student feedback • Admin Evaluation 	<ul style="list-style-type: none"> • Establish departmental goals 2007-08 • Implement strategies • Review Plan August 2008 	<ul style="list-style-type: none"> • Report to Board • Revised syllabi and Academic Vocabulary
<p>#2 – Teachers will develop integrated authentic, alternative assessments</p> <ul style="list-style-type: none"> • Use student and parent input to create performance based assessments and gain parent support 	<ul style="list-style-type: none"> • VAPA teachers • Students • Parents • Administrators 	<ul style="list-style-type: none"> • VAPA Teachers • California Standards • CA Arts Project • Release Time (budget) 	<ul style="list-style-type: none"> • Graded assessments • Student feedback • Teacher evaluation of assessments’ effectiveness 	<ul style="list-style-type: none"> • Establish departmental goals 2007-08 • Implement some strategies (Jan 2008) • Review Plan June 2008 • Implement all strategies Aug 2008 	<ul style="list-style-type: none"> • Video of authentic assessments shared with stakeholders

ACCOUNTABILITY AND ASSESSMENT

GOAL # 11: CONTINUE DEVELOPMENT, TRAINING AND IMPLEMENTATION OF ONGOING FORMATIVE ASSESSMENT SYSTEM THAT PROVIDES TEACHERS, ADMINISTRATION, AND PARENTS WITH RELEVANT DATA REGARDING STUDENT ATTAINMENT.

Assessment and Evaluation

Rationale: The analysis of data will inform staff about student performance, lead to specific actions to increase student achievement, and support a culture of continuous improvement.

Annual Goal: To produce a yearly data report and analysis for dissemination to stakeholders for feedback.

SSGs Addressed:

Information Manager
Problem Solver
Mature Communicator
Lifelong Learner

Evaluation: Departments and Leadership Team will review both formative assessment data and data collection and analysis throughout the school year. Modifications and revisions will be made as needed.

Progress Reports: Leadership Team will report progress to staff at staff meetings and to parents, students, and district personnel annually through school newsletter, updated website and Board and other public meetings.

Action Plan: Implement a school-wide effort to use formative assessment, data, and current research to:

- Provide on-going training and in-service on data aggregation, disaggregation, and analysis
- Increase the use of data to improve curriculum and instruction
- create a school-wide culture of continuous improvement of student achievement

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	MEANS TO REPORT
<p>#1 – Provide ongoing training and in-service on data aggregation, disaggregation & analysis</p> <ul style="list-style-type: none"> • Aeries Training • Provide appropriate Data Wise training • Provide release time for staff to create benchmark tests • Provide current research on educational trends 	<ul style="list-style-type: none"> • Administrators • Teachers • Classified Staff 	<ul style="list-style-type: none"> • SUHSD DataWise Trainers • District IT Staff • Off-site job alike mentors • Computer Lab • Measures Aligned Test Bank • ACSA • CCSA • Educational Publications 	<ul style="list-style-type: none"> • Staff Evaluation of Professional Development • Use of Aeries • Release Day Calendars • Staff Development Calendar 	<ul style="list-style-type: none"> • DataWise Training Jan 2008 & ongoing • Annual Review 	<ul style="list-style-type: none"> • Board and Staff Meetings • WASC Update • Newsletter and website
<p>#2 – Increase the use of data DataWise program to improve curriculum and instruction</p> <ul style="list-style-type: none"> • Provide in-service on reading and math assessments • Provide on-going in-service and tutorials on DataWise system 	<ul style="list-style-type: none"> • Teachers • Administrators • District site Technician • District C&I Dept. 	<ul style="list-style-type: none"> • Staff development • AB466 training for appropriate staff • Shasta Co. Office of Ed. • DataWise trainers 	<ul style="list-style-type: none"> • Teacher discussion • Analysis of new program effectiveness • Benchmark and standardized test scores • Use of Measures and Measures Aligned by teachers • Number of students meeting a-g requirements 	<ul style="list-style-type: none"> • In-service Jan 2008 • Implement 2008 	<ul style="list-style-type: none"> • Report cards • Staff meetings • Back to School Night Presentation
<p>#3 – Create a school-wide culture of continuous improvement</p> <ul style="list-style-type: none"> • Monitor use of school-wide reading, vocabulary, and writing instructional strategies across curriculum and grade levels • Provide release day for teachers to share best practices 	<ul style="list-style-type: none"> • Teachers • Administrators • Math coach • Literacy coach • BTSA Mentors • Peer Mentors 	<ul style="list-style-type: none"> • Staff development • Release time (Budget) 	<ul style="list-style-type: none"> • Test Scores/API • Teacher discussion • Student proficiency levels • DataWise analysis • Student and Parent Evaluations 	<ul style="list-style-type: none"> • Implement 2008 	<ul style="list-style-type: none"> • Report cards • Test scores • Newsletter • Open House and Back to School Night

GOAL # 12: AGGREGATE AND DISAGGREGATE ASSESSMENT DATA (OTHER THAN STAR/CSTS) TO ANALYZE STUDENTS' STRENGTHS AND WEAKNESSES WITH INCREASED EMPHASIS ON ARTICULATION AMONG GRADE LEVELS AND DEPARTMENTS.

Assessment and Analysis

Rationale: The analysis of data will inform grade level teachers and departments about student performance and lead to specific actions to increase student achievement.

Annual Goal: To produce a yearly data report and analysis for dissemination to stakeholders for feedback.

SSGs Addressed:

- Information Manager
- Problem Solver
- Mature Communicator
- Lifelong Learner

Evaluation: Department Chairs and Leadership Team will review grade level and departmental articulation proposals.

Progress Reports: Leadership Team will report progress to staff at staff meetings and to parents, students, and district personnel annually through school newsletter, updated website, and Board and other public meetings.

Action Plan: Implement departmental and grade level efforts to:

- Analyze student strengths and weaknesses
- Use alternate assessments for analysis

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	MEANS TO REPORT
<p>#1 – Analyze student strengths and weaknesses</p> <ul style="list-style-type: none"> • Provide release time for teachers to examine all student performance data 	<ul style="list-style-type: none"> • Dept. Chairs • Teachers • Leadership Team • Administration 	<ul style="list-style-type: none"> • Embedded Assessments • Benchmark assessments based on standards • District IT Staff 	<ul style="list-style-type: none"> • Charts and graphs of student progress • Department and grade level meeting minutes • Student proficiency levels 	<ul style="list-style-type: none"> • Implement 2008 	<ul style="list-style-type: none"> • Board and Staff Meetings • Open House and Back to School Night

<p>#2 – Use alternate assessments for analysis</p> <ul style="list-style-type: none"> • Provide release time for teachers to develop assessments • Provide current research on assessments to teachers • Train teachers in use of formative, benchmark, and summative assessments 	<ul style="list-style-type: none"> • Committee • Teachers • Leadership Team • Administration 	<ul style="list-style-type: none"> • Staff development • Research based materials • Reading tests for fluency, comprehension, vocabulary • UC/CSU Math Diagnostic assessment • PSAT, PLAN, ACT, SAT, SAT II, and AP exams • AB466 training for appropriate staff • Shasta Co. Office of Ed. • DataWise trainers • Release time (Budget) 	<ul style="list-style-type: none"> • Teacher discussion • Analysis of new assessments effectiveness • School-based formative, benchmark and standardized test results • National test results • Use of DataWise system by teachers • Number of students meeting a-g requirements 	<ul style="list-style-type: none"> • 2008 and ongoing 	<ul style="list-style-type: none"> • Board and Staff Meetings • WASC Update • Newsletter and website • Open House and Back to School Night
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SCHOOL CULTURE AND STUDENT SUPPORT

GOAL # 13: CREATE A PLAN TO SUSTAIN CURRENT LEVELS OF PARENTAL AND COMMUNITY SUPPORT AND PARTICIPATION.

Parent and Community Support

Rationale: Parental and community support are essential to the school's ability to offer extracurricular activities, fundraise for special projects, and support student organizations.

Annual Goal: Increase parent involvement by 10%.

SSGs Addressed:

- Information Manager
- Problem Solver
- Mature Communicator
- Lifelong Learner
- Productive, Healthy Member of Society

Evaluation: Community Volunteer Committee will use information from a database of parent and community volunteers to track participation rates.

Progress Reports: Committee will report progress to staff at staff meetings and to parents, students, and Board annually through school newsletter, updated website and Board meetings.

Action Plan: Committee design of a comprehensive plan to sustain parent and community support:

- Create database of parent volunteers and community advocates
- Develop volunteer organization and appreciation plan

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	MEANS TO REPORT
<p>#1 – Create a database of parent volunteers and community advocates</p> <ul style="list-style-type: none"> • Use existing information to create database • Solicit volunteers (e.g.: through mailings, newsletter, flyers, etc.) • Develop a system for tracking volunteer hours 	<ul style="list-style-type: none"> • Committee (includes staff, faculty, parents, and community members) • Administrators • Board 	<ul style="list-style-type: none"> • Release time for Committee • Parent Organizations • Volunteer forms • Information and materials from other charter schools • Spreadsheets of previous and current volunteers • Phone communications system 	<ul style="list-style-type: none"> • Amount of volunteers and volunteer hours • Feedback from parent organizations • Student, teacher and staff feedback • Satisfaction Surveys (Parent, Student, Staff, and Teacher) 	<ul style="list-style-type: none"> • Establish committee 2007 • Implement completed plan by August 2008 • Update at staff meetings 	<ul style="list-style-type: none"> • Newsletter and website • Staff, Board meetings • Parent organization meetings • Open House and Back to School Night

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	MEANS TO REPORT
<p>#2– Develop plan to assist volunteers with organization and to demonstrate appreciation of volunteers</p> <ul style="list-style-type: none"> • Create Parent Volunteer Coordinator position • Maintain calendar of parent organization activities and school event that require volunteers • Assist Parent Coordinator with Volunteer appreciation event 	<ul style="list-style-type: none"> • Committee • Parent Coordinator • Office Staff • Parent organizations • Administrators 	<ul style="list-style-type: none"> • Allocation for Appreciation event (Budget) • Staff meeting time for Committee meetings • Release time for Committee members (Budget) • Comp time for clerical staff (Budget) • Ideas from other schools • Parent input • Student assistance with appreciation event 	<ul style="list-style-type: none"> • Satisfaction Surveys • Feedback from parent organizations and volunteers • Participation data • Teacher/student feedback • Community Feedback 	<ul style="list-style-type: none"> • Committee 2007 • Plan by June 2008 • Implement August 2008 • Yearly review and revision of plan 	<ul style="list-style-type: none"> • Newsletter, Daily Bulletin, Website • Staff, Board meetings • Open House and Back to School Night

GOAL # 14: ARTICULATE AND DOCUMENT BENCHMARKS, CURRICULUM AND ASSESSMENTS FOR ADVISORY.

Advisory

Rationale: The self-study indicates a need for developing consistent curriculum, benchmarks, and assessments in Advisory.

Annual Goal: Seamless transition of Advisory curriculum from grade to grade; meaningful integration of SSGs into Advisory curriculum.

SSGs Addressed:

- Information Manager
- Problem Solver
- Mature Communicator
- Lifelong Learner
- Productive, Healthy Member of Society

Evaluation: Committee of Advisory teachers from each grade level analyzes student, staff, and parent surveys to evaluate the effectiveness and relevance of the Advisory curriculum.

Progress Reports: Committee will report progress to staff at staff meetings and to parents, students, and district personnel annually through school newsletter, updated website and Board meetings.

Action Plan: Implement a comprehensive, school-wide effort to improve the Advisory programs:

- Develop benchmarks, curriculum and assessments
- Integrate SSGs into Advisory curriculum, benchmarks, assessments, and Senior Transition Project

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	MEANS TO REPORT
<p>#1 – Develop benchmarks, curriculum, assessments</p> <ul style="list-style-type: none"> • Examine and refine existing Advisory materials • Create benchmarks and assessments for each grade level • Solicit feedback from teachers 	<ul style="list-style-type: none"> • Advisory Committee • Leadership Team • Teachers • Administrators • Board 	<ul style="list-style-type: none"> • Release time (budget) • Teachers • Students • Parents • Grade Level Meetings • Materials from various professional organizations (e.g.; colleges, ACSA, CDE, career education organizations) 	<ul style="list-style-type: none"> • Survey (Student, Staff, Parent) results • Teacher discussion • Student Work (Portfolios) • Committee reports • Surveys of graduates (on relevance of program) 	<ul style="list-style-type: none"> • Establish committee 2007 • Complete Plan by August 2008 • Update at staff meetings • 2010 Survey of 2008 Graduates 	<ul style="list-style-type: none"> • Newsletter and website • Staff, Board meetings • Student Government meetings

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	MEANS TO REPORT
<p>#2- Integrate SSGs into Advisory curriculum, benchmarks, assessments, and the Senior Transition Project</p> <ul style="list-style-type: none"> • Develop curriculum that integrates SSGs into Advisory instruction at each grade level • Develop an assessment of Advisory survey for Senior Transition that includes input from seniors, graduates, parents, community, and staff • Report on Advisory and Senior Transition Curriculum to Board annually 	<ul style="list-style-type: none"> • Committee • Teachers • Students • Administrators • Board 	<ul style="list-style-type: none"> • Current curriculum • Student Input • Release time for Committee • Compensation for summer curriculum work (Budget) • Dedicated staff meeting time for Advisory Committee • Materials/Curriculum from schools with similar programs and other sources 	<ul style="list-style-type: none"> • Survey (Student, Staff, Parent) results • Teacher/student feedback • Student Work (Portfolios) • Community Feedback • Surveys of seniors 	<ul style="list-style-type: none"> • Establish committee 2007 • Present plan to stakeholders April 2008 • Update at staff meetings • Implement Plan August 2008 • 2010 Graduate Survey • Yearly review of program 	<ul style="list-style-type: none"> • Staff, Board meetings • Student Government meetings • Newsletter and website • Open House and Back to School Night

GOAL # 15: DEVELOP A COMPREHENSIVE PLAN FOR EVALUATION AND ONGOING IMPROVEMENT OF THE TUTORIAL PROGRAM.

Tutorial

Rationale: Tutorial is a dynamic program, which is most effective when it is both flexible and responsive to students’ academic needs.

Annual Goal: The self-study indicates a need to focus on improvement of Tutorial program; continued improvement of this program will further support the academic achievement of students.

SSGs Addressed:

- Information Manager
- Problem Solver
- Mature Communicator
- Lifelong Learner
- Productive, Healthy Member of Society

Evaluation: Tutorial teachers will analyze student, staff, and parent surveys to evaluate the effectiveness of the Tutorial period. Teachers and Leadership team will use the data analysis to make necessary changes in the programs.

Progress Reports: The Leadership Team will report progress and changes to staff at staff meetings and to parents, students, and district personnel annually through school newsletter, updated website and Board meetings.

Action Plan: Implement a comprehensive, school-wide effort to improve Tutorial programs.

- Evaluate and improve the Tutorial program with student input.
- Integrate SSGs into Tutorial practices and organization

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	MEANS TO REPORT
<p>#1 – Evaluate and improve the Tutorial program with student input</p> <ul style="list-style-type: none"> • Assess student, parent, and staff satisfaction with program • Provide time for Tutorial Teachers to refine program • Report on progress/changes 	<ul style="list-style-type: none"> • Tutorial Teachers • Leadership Team • Department Chairs • Administrators 	<ul style="list-style-type: none"> • Teachers • Students • Parents • Release Time (Budget) • Visits/Communication with schools with existing Tutorial programs 	<ul style="list-style-type: none"> • Survey (Student, Staff, Parent) results • Teacher/staff discussion • Analysis of academic performance of students in special tutorials (e.g.: Hedman’s Hall) • Surveys of graduates (on efficacy of program as academic support) 	<ul style="list-style-type: none"> • Committee established 2007 • Ongoing evaluation • 2010 Graduate Survey 	<ul style="list-style-type: none"> • Newsletter and website • Staff, Board meetings • Report to tutorial students • Open House and Back to School Night

TASKS	RESPONSIBLE	RESOURCES	MEANS TO ASSESS	TIMELINE	MEANS TO
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	PERSON(S)		IMPROVEMENT		REPORT
<p>#2 Integrate SSGs into Tutorial practices and organization</p> <ul style="list-style-type: none"> • Review SSGs for integration into the structure of Tutorials • Develop feedback loop for ongoing evaluation of the Tutorial program, including feedback from graduates • Develop assessment tool that correlates specific academic improvement to tutorial practices • Report on tutorial feedback results to Board annually 	<ul style="list-style-type: none"> • Teachers • Students • Administrators • Office Staff • Board 	<ul style="list-style-type: none"> • Teacher input • Student Input • Other schools with successful tutorial programs • Dedicated staff meeting time for discussion about tutorials 	<ul style="list-style-type: none"> • Results of Stakeholder feedback • Teacher discussion • Academic Improvement (e.g., report cards) • Community Feedback • Surveys of graduates 	<ul style="list-style-type: none"> • Committee established 2007 • Ongoing evaluation • 2010 Graduate Survey 	<ul style="list-style-type: none"> • Newsletter and website • Staff, Board meetings • Student Government meetings • Open House and Back to School Night