CHAPTER FIVE

Chapter V: Schoolwide Action Plan

The comprehensive schoolwide plan was developed to improve student achievement. The plan reflects the coordination of the following documents from Pleasant Valley High School and the Chico Unified School District:

- Single Plan for Student Achievement (SPSA)
- WASC Report from previous Self-Study, 2008-09
- PVHS Local Control Accountability Plan (PV LCAP)
- CUSD Local Control Accountability Plan (CUSD LCAP)

Critical Learner Need #1: Increase the level of student engagement by increasing rigor and relevance within the classroom setting (*correlates to all 5 Viking Learner Outcomes*).

1.1   Ensure that all students complete a rigorous and relevant curriculum to prepare them for post-secondary experiences.
1.2   Identify and utilize instructional strategies that are aligned to the CCSS and applicable to all subject areas, specifically focusing on 21st Century Skills, use of technology, and cross-curricular integration.

Critical Learner Need #2: Increase support for targeted subgroups as identified by the school (*correlates to all 5 Viking Learner Outcomes*).

2.1   Identify and utilize schoolwide strategies to support increased academic achievement of targeted subgroups, specifically English Learners.
2.2   Continue to evaluate efficacy of current school supports, both academic and socio-emotional, and identify ways to improve these and/or implement additional supports.
2.3   Specifically address supports for students who are currently or at risk of becoming credit deficient.

GOAL 1.1	
(Based on Summary of Findings)	
Ensure that all students complete a rigorous and relevant curriculum to prepare them for post-secondary experiences.	
Student groups and grade levels to participate in this goal:	**Anticipated annual performance growth for each group:**
All students will participate in this goal.	The non-passing rate of students will decline per grade each year. The student cohort attrition rate will decline. The number of students meeting all graduation requirements including passing the CAHSEE, will increase over time. After a baseline for CAASPP performance is established in 2015, a growth goal will be added for this metric.
Means of evaluating progress toward this goal:	**Group data to be collected to measure academic gains:**
Progress will be evaluated by collaborative teams, the leadership team, and the Research Team, through on-going and timely analysis of perceptual and achievement data.	Grade distributions, CAASPP Performance, course enrollment data, student, parent, and teacher survey results, CAHSEE outcome data, and graduation/dropout rate data will continue to be collected. If possible, data will be disaggregated by population and ethnicity subgroups.

Actions to be Taken to Reach This Goal	Responsible Person(s) Involved	Timeline	Means to Assess Improvement	Funding Source
Increase grade level (vertical) articulation of skills	All teachers	Begin immediately, ongoing	Submission of skill progressions by department/course	LCAP Site Gen. Fund
Maintain 100% compliance with Williams Act requirements regarding teacher qualifications, instructional materials, and facilities	All staff	Annually	Annual Williams Act certification	Site Gen. Fund
Design/implement lessons focused on increasing student engagement (providing students with choice)	All teachers	Ongoing	Peer observations, walk-throughs, perception surveys	LCAP Site Gen. Fund
Utilize strategies to help students connect skill sets with real-world application	All teachers	Ongoing	Peer observations, walk-throughs, perception surveys	None
Design formal system to get student feedback regarding curriculum and instructional practices	Administrators, teachers	2015-16 school year	Annual review of schoolwide data	None
Establish regular cycle of curriculum and review	Instructional Council, administrators	Prior to 2015-16 school year	Annual survey of department needs	None
Sustain/expand career pathways to include additional CTE pathways and IB offerings	Teachers, administrators	Ongoing	Student requests, master schedule	Site Gen. Fund
Increase post-graduate monitoring to inform definitions of "rigor" and "relevance"	Administrators, counselors, registrar	Ongoing, begin immediately	Annual review of schoolwide data	None
Increase AP course offerings	Teachers, administrators	2016-17, ongoing	AP ledger, master schedule	Site Gen. Fund
Develop more consistent expectations and grading policies within departments	Teacher course-alike or department teams	Begin conversation 2015-16	Grading policies on file with administration	None
Develop collaboration plan to address student achievement of targeted sub-groups, including an accountability plan for staff	Administrators, Research Team	2015-16 school year	Collaboration meeting notes	LCAP/Title II Site Gen. Fund

GOAL 1.2	
(Based on Summary of Findings)	
Identify and utilize instructional strategies that are aligned to the CCSS and applicable to all subject areas, specifically focusing on 21st Century Skills, use of technology, and cross-curricular integration.	
Student groups and grade levels to participate in this goal:	**Anticipated annual performance growth for each group:**
All students will participate in this goal.	The non-passing rate of students will decline per grade each year. The student cohort attrition rate will decline. The number of students meeting all graduation requirements including passing the CAHSEE, will increase over time. After a baseline for CAASPP performance is established in 2015, a growth goal will be added for this metric.
Means of evaluating progress toward this goal:	**Group data to be collected to measure academic gains:**
Progress will be evaluated by collaborative teams, the leadership team, and the Research Team, through on-going and timely analysis of perceptual and achievement data.	Grade distributions, CAASPP Performance, course enrollment data, student, parent, and teacher survey results, CAHSEE outcome data, and graduation/dropout rate data will continue to be collected. If possible, data will be disaggregated by population and ethnicity subgroups.

Actions to be Taken to Reach This Goal	Responsible Person(s) Involved	Timeline	Means to Assess Improvement	Funding Source
Increase schoolwide focus on research-based best practices including use of formative assessments, literacy strategies, and differentiated instruction	Administrators, teachers	Ongoing	Staff surveys, walk-throughs, peer observations	LCAP/Title II Site Gen. Fund
Establish practices/protocols for regularly looking at student work, assessing student progress, and planning instruction	Teacher collaborative teams, administrators	Begin 2015-16, ongoing	Submission of meeting notes to admin	None
Continue to add to computer labs and iPad and Chromebook inventories so that at least 20% of PV students will have access to computer technology at any given time	Administrators, CUSD IT Dept.	Ongoing	Annual inventory of technology equipment /hardware	LCAP Site Gen. Fund
Identify baseline needs for teacher, student, and IA professional development needs in technology (Google Apps, Aeries, and Illuminate)	All staff	Begin 2015-16, ongoing	Staff survey	LCAP/Title II
Provide release time and/or extra assignment compensation for core academic area staff to align Common Core State Standards to pacing guides, learning targets/objectives, and common assessments for each course	Administrators, teachers	Ongoing	Staff surveys; pacing guides, learning targets, and common assessments on G-drive	LCAP/Title II Site Gen. Fund
Continue to fund teacher professional development requests focused on the Viking Learner Outcomes and CLN's	Administrators, teachers	Ongoing	Number of PD applications submitted and approved	LCAP/Title II Site Gen. Fund
Develop benchmarks that specifically address the Viking Learner Outcomes and use their results to inform professional development needs related to instruction	Departments and course-alike teams	Timeline TBD by RT plan proposal	Benchmark results	LCAP Site Gen. Fund
Increase use of AVID strategies across disciplines	Teachers	Ongoing	Peer observations, walk-throughs	None
Adult learning around Viking Learner Outcomes and instructional strategies related to each	Teachers, administrators	Begin 2015-16, ongoing	Research Team PD plan implementation	LCAP Site Gen. Fund
Provide release time and/or extra assignment compensation for cross-curricular planning	Administrators, teachers	Ongoing	Lesson plan samples, PD applications	LCAP/Title II Site Gen. Fund
Create plan to address further development of students' technology skills	Interested staff, students, and parents	Begin 2015-16, ongoing	Annually review progress on plan & implementation	LCAP Site Gen. Fund

GOAL 2.1	
(Based on Summary of Findings)	
Identify and utilize schoolwide strategies to support increased academic achievement of targeted subgroups, specifically English Learners.	
Student groups and grade levels to participate in this goal:	**Anticipated annual performance growth for each group:**
All students will participate in this goal.	The non-passing rate of students will decline per grade each year. The student cohort attrition rate will decline. The number of students meeting all graduation requirements including passing the CAHSEE, will increase over time. After a baseline for CAASPP performance is established in 2015, a growth goal will be added for this metric.
Means of evaluating progress toward this goal:	**Group data to be collected to measure academic gains:**
Progress will be evaluated by collaborative teams, the leadership team, and the Research Team, through on-going and timely analysis of perceptual and achievement data.	Grade distributions, CAASPP Performance, course enrollment data, student, parent, and teacher survey results, CAHSEE outcome data, and graduation/dropout rate data will continue to be collected. If possible, data will be disaggregated by population and ethnicity subgroups.

Actions to be Taken to Reach This Goal	Responsible Person(s) Involved	Timeline	Means to Assess Improvement	Funding Source
Implement a 5 (or more) year plan for all students to guide their course selection process, including the use of On-Track option in Illuminate	Counselors, registrar, administrators	Begin 2015-16, ongoing	Graduation rates, attrition rates, course rates	None
Continue current supports of Power Reading/READ 180 and Math Lab	Administrators, English and Math departments, registrar	Ongoing	Pass rates in English 9A, Math C, and Integrated Math 1	LCAP Site Gen. Fund
Explore ways to increase elective opportunities for students who receive extra support (i.e. students below grade level, EL's, etc.)	Committee of parents, students, teachers, and administrators, registrar	Begin 2015-16, ongoing	Master schedule, section allotment	LCAP/Title II Site Gen. Fund
Establish annual timeline for collection and distribution of aggregate and disaggregated data	Research Team, registrar, administrators	Spring 2015	Annual distribution to and analysis by staff	None
Support Research Team collaboration to identify means of strengthening systematic intervention strategies	Administrators	Ongoing	Number of RT ideas implemented by staff	LCAP/Title II
Continue to expand role of Targeted Case Manager position	Administrators, TCM	Begin 2015-16	Number of hours allotted to position/day	LCAP
Increase support to mentor program	Administrators, interested teachers	Begin 2015-16	Number of mentors	LCAP
Evaluate and, if necessary, adjust efficacy of ELL re-designation process	Administrators, Research Team, ELD teacher, Targeted Case Manager	2015-16	Re-designation rates, CELDT scores	LCAP Site Gen. Fund

GOAL 2.2	
(Based on Summary of Findings)	
Continue to evaluate efficacy of current school supports, both academic and socio-emotional, and identify ways to improve these and/or implement additional supports.	
Student groups and grade levels to participate in this goal: All students will participate in this goal.	**Anticipated annual performance growth for each group:** The non-passing rate of students will decline per grade each year. The student cohort attrition rate will decline. The number of students meeting all graduation requirements including passing the CAHSEE, will increase over time. After a baseline for CAASPP performance is established in 2015, a growth goal will be added for this metric.
Means of evaluating progress toward this goal: Progress will be evaluated by collaborative teams, the leadership team, and the Research Team, through on-going and timely analysis of perceptual and achievement data.	**Group data to be collected to measure academic gains:** Grade distributions, CAASPP Performance, course enrollment data, student, parent, and teacher survey results, CAHSEE outcome data, and graduation/dropout rate data will continue to be collected. If possible, data will be disaggregated by population and ethnicity subgroups.

Actions to be Taken to Reach This Goal	Responsible Person(s) Involved	Timeline	Means to Assess Improvement	Funding Source
Increase parent education opportunities for use of Parent Portal (Aeries)	Administrators, counselors, registrar	Begin 2015-16, ongoing	Track number of parents with logins and frequency of site use	None
Reduce out-of-school suspension rates through alternative options such as on-site ISS or AFC ISS	Administrators, Student Services staff	Begin immediately, ongoing	Track suspension rates (ISS vs. out of school)	None
Expand Frosh Parent Orientation to multiple grade levels	Administrators, Counselors, Athletic Director, Activities Director	Begin 2016-17, ongoing	Track parent attendance	Site Gen. Fund
Expand Link Crew activities throughout year for greater support of freshmen	Activities Director, Student Government, Link Crew Leaders	Begin 2016-17, ongoing	List of activities per year, track participation	Site Gen. Fund
Continue to utilize SARB process for students who are habitually truant	Assistant Principals, Student Services staff	Ongoing	Track number of SARB referrals per year	None
Bi-annually provide behavior intervention programs, such as "Breaking Down the Walls", adding follow up activities to reinforce any messaging	Administrators, Activities Director	Begin 2016-17, ongoing	School Climate Surveys	Site Gen. Fund
Implement student in-service to address school climate and bullying	Administrators, counselors, Activities Director, Student Government	Begin 2016-17, ongoing	School Climate Surveys, in-service participation	Site Gen. Fund
Continue to support "Athlete Committed" organization to promote healthy living	Administrators, Athletic Director, sports coaches	Ongoing	Track number of violations per year	Site Gen. Fund
Investigate the viability of an Academic Support Class for struggling 9-11th grade students	Administrators, Research Team	2015-16	Contact other schools with this structure to determine their results	None

GOAL 2.3

(Based on Summary of Findings)

Specifically address supports for students who are currently or at risk of becoming credit deficient.

Student groups and grade levels to participate in this goal:	**Anticipated annual performance growth for each group:**
All students will participate in this goal.	The non-passing rate of students will decline per grade each year. The student cohort attrition rate will decline. The number of students meeting all graduation requirements including passing the CAHSEE, will increase over time. After a baseline for CAASPP performance is established in 2015, a growth goal will be added for this metric.
Means of evaluating progress toward this goal:	**Group data to be collected to measure academic gains:**
Progress will be evaluated by collaborative teams, the leadership team, and the Research Team, through on-going and timely analysis of perceptual and achievement data.	Grade distributions, CAASPP Performance, course enrollment data, student, parent, and teacher survey results, CAHSEE outcome data, and graduation/dropout rate data will continue to be collected. If possible, data will be disaggregated by population and ethnicity subgroups.

Actions to be Taken to Reach This Goal	Responsible Person(s) Involved	Timeline	Means to Assess Improvement	Funding Source
Develop system to identify primary causes for students not meeting state, district, and site achievement standards	Research Team, registrar, counselors, administrators	Begin 2015-16, ongoing	Annual review of state, district, and site achievement data	None
Continue credit recovery options through ISP	Independent Study teachers, administrators, counselors, registrar	Ongoing	Track number of students needing and successfully completing credit recovery annually	Site Gen. Fund
Implement after school courses for credit/learning recovery	Administrators, interested core subject area teachers, registrar	Begin 2016-17, ongoing	Student requests, course allocations, master schedule	LCAP Site Gen. Fund
Utilize counselor to identify intervention strategies for struggling underclassmen and track academic achievement	Counselors, Research Team, TCM, interested staff	Begin 2015-16, ongoing	Student surveys, track progress of students receiving intervention	LCAP Site Gen. Fund
Develop role of Academic Support Coordinator/Data Analyst to work with public to support struggling students	Administrators, Research Team, registrar	Begin 2015-16, ongoing	Graduation rates, attrition rates, Student Climate Surveys	LCAP Site Gen. Fund
Specifically identify and implement support strategies for Freshman Transition	Administrators, Research Team	Identify in 2015-16, implement in 2016-17	Student Climate Surveys, number of freshmen meeting learning plan goals	LCAP Site Gen. Fund
Continue to develop credit recovery options for students, including the viability of a CUSD Summer School, implementation of a seven-period day, and adding an Academic Support Class	Administrators, Research Team	Ongoing	Number of options for credit recovery, number of students needing credit recovery	LCAP Site Gen. Fund

Appendices:

A. Timeline of self-study process
B. Results of student questionnaire/interviews
C. Results of parent/community questionnaire/interviews
D. Master schedule
E. Additional details of school programs, e.g., online instruction, college/career, academies, IB, AVID
F. School Quality Snapshot (see cde.ca.gov)
G. School accountability report card (SARC)
H. CBEDS school information form
I. Graduation requirements
J. Any pertinent additional data (or have it on exhibit during the visit)
K. Single Plan for Student Achievement
L. Glossary of terms unique to the school.
M. Academic Integrity Policy
N. Athlete Committed agreement
O. Club List 2013-14
P. Computer Use Policy
Q. Course list for grade distribution tables in Chapter 1
R. Focus Group Lists
S. Athletics codes used in Figure 38 in Chapter 1
T. Professional Development Application
U. Dance Expectations
V. PVHS LCAP
W. PVHS Community Partners
X. Room Use, spring 2015
Y. PVHS Organizational Leadership Chart
Z. Staff Climate Surveys
 2008-09 WASC Action Plan