A.   Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement.

B.   State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.

C.   Describe the school's follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

Action Item #1- MHS will foster effective teacher and staff collaboration and deliver on-going, consistent professional development as a way to continuously improve curriculum, instruction, and assessment.

Goal(s)	Actions	Responsible Parties	Resources/Needs	Timeline	Measures of Success
Increase professional development opportunities for all staff. **Focus on the development of a cohesive and coherent professional learning plan that provides teachers with the tools to engage students from diverse backgrounds.***	Develop new goals for professional development outcomes and design opportunities to meet those outcomes	Administrators, teachers, and classified staff	Compile a list of teachers/classified interested in creating a plan. Schedule meeting times for interested stakeholders	Spring 2015	Annual list of PD goals as determined by staff input, as well as an annual plan for implementation that align with the school and district mission and vision
*WASC 2015 VC Recommendation #4	Investigate bell schedule options that will provide increased time for PD and collaboration; provide opportunities for teachers to shadow students on different schedules	All Staff	Designated meeting time for discussion at SLT, Dept, Site Council. Volunteer committee interested in generating a list of options.	2014-15 discussion/ planning; 2015-16 implementation AND/OR ongoing annual revisit	Staff vote on the adoption of a new bell schedule with built-in opportunities for collaboration
	Implement a master schedule that will allow for increased time for PD and collaboration	Administrators, counselors, teacher leaders	Bell and Master Schedule that provide for PD opportunities	2015-16 and ongoing	A master schedule with common prep periods for teacher cohorts, PLCs, and whole staff PD
	Create opportunities for teachers to observe other teachers	Administrators, teachers	Designated budget for substitutes	2015-16 planning and piloting; 2016-17 implementation w/ annual review	Professional development plan includes training protocols on peer

					review, walkthrough, lesson study, reflection, etc.
Increase opportunities for teacher-driven collaboration across departments.	Create a collaboration schedule. Teachers must be held accountable and attend the sessions	Teacher leaders	Bell and Master Schedule that provide opportunities for collaboration	Fall 2015 and ongoing	Minutes of meetings that demonstrate productive and regular collaboration among teachers
Teachers continue to build effective instructional strategies specific to their subject areas.	Provide training and professional development opportunities. Share best instructional practices.	Administrators, teachers	Budget for professional development and substitute coverage, provide time during staff meetings and inservice days	Spring 2015 and ongoing	Administrator walkthroughs, peer observations, and evaluations
All teachers will apply Common Core Standards in their subject areas.	Send designated department teacher(s) to appropriate Common Core workshops. Share knowledge gained in department PLCs	District and county office personnel, administrators, teacher leaders	Budget for professional development and substitute coverage, provide time during staff meetings and inservice days	Spring 2015 and ongoing	Administrator walkthroughs, peer observations, and evaluations
Continue to refine and improve the effectiveness of PLCs.	Provide training and professional development opportunities. Share best PLC practices.	Administrators, teacher leaders	Budget for professional development and substitute coverage, provide time during staff meetings and inservice days, designate time for collaboration in the master schedule	2015-16 and ongoing	PLC minutes, peer PLC observations
Utilize support from the Central Office leadership to address vertical and horizontal articulation in relation to instruction and student middle to high school transition.* ***WASC 2015 VC Recommendation #5**	Schedule at least one day per year for middle school and high school teachers from each academic discipline to meet to share and discuss curriculum and best practices.	District Office and Site Administrators; Department Chairs	Funding for allocated release days for teachers (in the form of a no-student staff PD day, paid substitutes for groups of teachers to meet during the work day, or stipends for teachers to work on a non-school day.)	2015-16 and ongoing	Departments will create a scope and sequence to successfully transition students from the middle school curriculum to the high school curriculum.
Increase the quality and frequency of instructional supervision to increase feedback/communication between administration and teachers, identify patterns in	Create a timeline and clear protocol for both administration and teacher colleagues to observe classrooms and	Administration, Teachers	Staff Meeting time or a subcommittee of teachers dedicated to creating a classroom observation timeline and protocol that	2015-16 => Begin discussions and planning 2016-17 => Implementation	An agreed upon protocol will be in place for observing classrooms and providing feedback;

Goal(s)	Actions	Responsible Parties	Resources/Needs	Timeline	Measures of Success
student achievement/instruction, and inform site leadership of professional learning needs.* ***WASC 2015 VC Recommendation #6**	provide feedback. This will also include revamping the current walk-through tools used by administration.		will be voted on and adopted by staff		Recommended timelines will be followed
	Provide opportunities for teachers to discuss and address professional learning needs .	Administration, Teacher leaders	Surveys and classroom observations to determine PD needs, Collaboration/Staff PD to address those needs	2015-16 => Begin discussions and develop process and protocols; 2017-2018 => Full implementation	Instruction focused on identified learning needs will be the norm

ACTION ITEM #2- MHS will expand community outreach and increase communication with all stakeholders to encourage and facilitate involvement in the school.

Goal(s)	Actions	Responsible Parties	Resources/Needs	Timeline	Measures of Success
Improve the method and effectiveness of communication with all stakeholders including students, parents, and other members of the school community.	MHS will administer a survey to establish a baseline of parental satisfaction with communication.	Administrators and PTSA	Survey	Spring 2015	2015 survey responses from stakeholders will establish a baseline.
	MHS will increase the use of ParentLink, School Loop, and other available methods of communication to disseminate information.	Administrators, teachers, and staff	Training for teachers as needed Ongoing district funding for technology and training	Ongoing	By Spring 2017, at least 95% of stakeholders will deem communication satisfactory, and at least 75% will deem it above average or excellent.
Share information about school communication sources (e.g., School Loop) with parents and show them how to best monitor student progress.	Host Parent Information Nights for incoming 9th graders in the spring of their 8th grade year and for all students in late August or early September	Administrators, counselors, teachers, PTSA representatives	Meeting space, presenters, planning time to maximize relevance of information	Spring 2015 and ongoing 1-2 times per year	Two Parent Information Nights will be on the calendar for the 2015/16 school year. The percentage of parents/guardians using School Loop will increase. Parent surveys will show increased satisfaction with the communication received from the school
Increase parent, student, and teacher participation in school activities, programs, and	Organize PTSA-hosted tables at school events, make presentations to staff, include marketing tools in registration	Administrators, teachers, staff, students, PTSA representatives	Opportunities for PTSA to participate in school functions	Fall 2014 and Ongoing	PTSA membership will increase by at least 30% during the 2015-16 school year and will continue to increase year over

organizations.	packets, give PTSA more prominence on the school website				year [Baseline: In 2014-15, 225 members of MHS PTSA]
	Recruit parents, teachers, students, and community members to serve on school committees (e.g., School Site Council, ELAC).	Administrators, teachers, parents	Stakeholder email addresses and contact information; marketing materials	Ongoing	Increase the number and diversity of participants [Baseline: In 2014-15, no site ELAC, Site Council composed of 3 parents who are PTSA officers, 4 teachers composed of 3 world language and 1 science]
Improve communication with non-English speaking students and parents in our community	Provide translation services for school events, documents, and web resources.	Administrators, PFEL Coordinator; Latino Liaison, Translators, Student Volunteers	Funding to pay translators (Spanish, Vietnamese, Tagalog)	Fall 2015 and ongoing	Translated documents and translators will be available for major school events
	Provide information to non-English speaking parents on how to use SchoolLoop, school resources, graduation and college entrance requirements, scholarships/financial aide	Administrators, PFEL Coordinator, Latino Liaison, Translators, Student Volunteers, ELD Teachers	Dedicated time during ELAC meetings	Fall 2015 and ongoing	Increased parent use of SchoolLoop and participation in school activities.
	Build environments that respond to the needs of immigrant students. Create structures and systems to support students as they adjust to a new culture, both social and academic	Administrators, PFEL Coordinator, Latino Liaison, ELD Teachers, Staff	Professional Development for all staff regarding cultural identity and practices (in particular for our most common Hispanic, Vietnamese and Filipino) new immigrant students	2016-17 and ongoing	Decreased time for students to achieve English proficiency on CELDT and a decrease in percentage of ELs who are long-term
Increase collaboration within and across departments.	Create designated opportunities for collaboration within the school day	Administrators, Dept. Leads, PLC Leads	Allocated Collaboration Time	2015-16 school year and ongoing	Opportunities for common prep periods for cohorts.
Increase and improve articulation between feeder middle schools and high school.	Collaboration between middle and high school within subject areas to clarify what skills are expected at what levels and what steps will be taken for effective implementation	Department representatives	Allocated Collaboration Time	Spring 2015 (Site Admin), Fall 2015 (Staff) and ongoing	Meeting notes; District-wide scope and sequence expectations established

Action Item #3 – MHS will continue to expand student and staff access to technology, improve the use of technology as an instructional tool, and increase digital literacy.

Goal(s)	Actions	Responsible Parties	Resources/Needs	Timeline	Measures of Success
Increase the effective use of technology in a variety of contexts to enhance and personalize learning.	Plan and design clear, comprehensive technology PD for teachers.	District personnel, Administrators, EdTech Mentors, teacher leaders, IT	Teacher leaders, funding for PD, access to appropriate technology	Summer/Fall 2015 and ongoing	Evidence of training and consistent use of email, Google docs, and other basic technologies
	Plan and develop a standard of digital literacy for all students and provide necessary training	District personnel, administrators, EdTech Mentors, teacher leaders	Access to appropriate technology and time to develop curriculum and instructional strategies	Spring 2016 and ongoing	Evidence of curriculum and instructional strategies and use of technology to demonstrate learning.
	Provide equitable access to technology for teachers, students, and staff.	District personnel, administrators, teacher leaders	Designated annual budget for technology and training	Ongoing	Annual evaluation of access to technology
	Recruit a task force composed of teacher leaders to support technology needs on campus	Administrators, EdTech Mentors, teacher leaders	Designated annual budget for technology and training	Fall 2016	Creation of a sustainable task force

Action Item #4 – MHS will provide additional counseling and career/college readiness services to all students in order to better prepare them for high school and post-secondary success.

Goal(s)	Actions	Responsible Parties	Resources/Needs	Timeline	Measures of Success
Provide a variety of college and career services to all students.	Hire a trained, qualified career and college advisor.	Site and District Administrators	-Funding for salary and PD	Spring 2015	Position filled
	Create a centralized college and career center.	Site Administrators, counselors	-Funding for appropriate technology and materials -Personnel to manage the program.	Spring 2015	Space provided in Learning Center
	Improve communication/ awareness about college deadlines, scholarship	College/Career advisor, counselors	-A newsletter published by the career center and shared with students, parents, and staff.	Spring 2015	Regular newsletter created and communicated

	programs, college visits, etc.				
	Expand career technical education (CTE) training experiences available to all students.	College/career advisor, counselors, administrators	-SVCTE, MHS academies	Fall 2017	TBD
Improve the counselor to student ratio to get closer to the American School Counselor Association (ASCA) 250 to 1 model.	Manipulate staffing allocations to provide for additional counseling staff	Site and district administrators	-Funding, office space, and district support	Fall 2017	Improved counselor/student ratio

Action Item #5 (Addresses 2015 VC Recommendations #1, 3) – MHS will systematically address the appropriate scheduling and support of students from all backgrounds to increase equity in educational opportunities and access to core curriculum

Goal(s)	Actions	Responsible Parties	Resources/Needs	Timeline	Measures of Success
Ensure that historically underrepresented and marginalized student populations are provided the opportunity to pursue a college prep curriculum (focus on RSP, Hispanic and African American students) to eliminate tracking at MHS.	Continue to use Equal Opportunity Schools(EOS) data to monitor placement of students	Administration Administrative Team Counselors Teacher Leaders	-Funding to continue	Begin 2014-2015 Ongoing	90% of students will successfully complete coursework, pass courses, and pass AP exams.
	Provide structured support programs to build student skills	Administration PFEL Coordinator AVID Site Team Horizontes Dreamkeepers SPED Teachers	-Staff to monitor student participation and maintain records. -Tutors -Summer Program	Ongoing	90% of identified students will participate in at least 2 tutoring or practice sessions during the course of the school year
	Additional counseling support for students in	Outreach Counselor	-Allocation of staffing resources	Begin 2015-2016	Improved heterogeneity of classes- class

this population.	College Career Advisor PFEL Coordinator		Ongoing	demographics will more closely model the demographics of MHS
Implement new ELD standards in alignment with CCSS to accelerate the progress of ELs as they learn English	District ELL Coordinator PFEL Coordinator SDAIE Teachers	-Classroom materials -Teacher training	Begin 2015-2016	Annual increase of CELDT scores and students being reclassified
Develop remedial/ supplemental/ summer school classes targeting the needs of EL students in order to provide enrichment and accelerate language acquisition.	Director of Secondary Student Services District ELL Coordinator PFEL Coordinator SDAIE Teachers	-Extended learning time before/during/after school and/or in the summer	Spring 2015- Begin discussion 2015-16- Begin Implementation	Annual increase of CELDT scores and students being reclassified and increase of students successfully completing the Integrated Common Core Math 1-3 sequence
Diversify enrollment in A-G approved, AP, and accelerated courses to match the demographics of MHS	Administration Teacher Leaders Counselors	- Counselor and teacher training to learn strategies to better support students - Parent outreach and training	Spring 2015 and ongoing	Improved heterogeneity of classes- class demographics will more closely model the demographics of MHS
Increase opportunities to address the disproportionality in achievement, behavior and attendance for Hispanic and African American student groups with a special focus on the disproportionality of underperformance with young men of color within the general education classroom and additional site based supports.	Collect specific data on students in this target group over more than one school year.	Data Analyst Administration	Prioritizing collection of historical data	Begin 2015-2016	Data collected in a meaningful format to provide continued opportunities for positive growth
	Utilize data to determine next steps.	Administration Outreach counselor School Leadership Team		Begin 2016-2017	Improved performance of target group

Action Item #6 (Addresses 2015 VC Recommendations #2) – **MHS will focus on increasing the level of rigor, engagement and critical thinking present in all classes to increase student access to the cognitive expectations outlined in the new state standards and in alignment with Schoolwide Learner Outcomes.**

Goal(s)	Actions	Responsible Parties	Resources/Needs	Timeline	Measures of Success
Teachers from all disciplines will require students to: **(a) Summarize informational texts** **(b) Write justifications of their opinions on debatable issues** **(c) Evaluate Internet sources for credibility and value** **(d) Perform close reading of informational texts on both sides of an issue** **(e) Complete constructed-response questions** **(f) Write an argumentative essay.**	Create CCSS-aligned informational writing tasks Provide school-wide summary and justification templates.	- PLC Members -Department Leads and Teacher Leaders -Administrators	-Staff professional development time -Release time or compensation for teacher leaders to plan for PD	Begin 2015-16	An increasing number of students will be able to effectively summarize a passage and clearly justify their responses [Baseline data will come from 2015 SBAC results, TBD]
	Create CCSS-aligned argumentative essay performance tasks in grades 9 through 11.	- PLC Members -Department Leads and Teacher Leaders -Administrators	-Staff professional development time -Release time or compensation for teacher leaders to plan for PD	Begin 2015-16	An increasing number of students will be able to effectively write an argumentative essay [Baseline data will come from 2015 SBAC results, TBD]
	Pilot and evaluate the effectiveness of CCSS performance tasks on student learning and reflect using the PLC process.	- PLC Members -Department Leads and Teacher Leaders -Administrators	-Staff professional development time -Release time or compensation for teacher leaders to plan for PD	Begin 2015-16	[Baseline data will come from 2015 SBAC results, TBD]
	Utilize close reading of informational texts and the analysis of primary documents across the curriculum. Develop CCSS close reading lessons based on a subject-specific primary source (speeches, letters, treaties, dissertations, technical reports, etc.) for each core course.	- PLC Members -Department Leads and Teacher Leaders -Administrators	-Staff professional development time -Release time or compensation for teacher leaders to plan for PD	Begin 2015-16	An increasing number of students will be able to effectively utilize close reading strategies to analyze information from a text [Baseline data will come from 2015 SBAC results, TBD]

	Develop CCSS-aligned writing instruction that includes discussion of main idea, purpose, intended audience, text structures, rhetorical devices, connotative word meanings, text accuracy and/or biases, etc.	- PLC Members -Department Leads and Teacher Leaders -Administrators	-Staff professional development time -Release time or compensation for teacher leaders to plan for PD	Begin 2015-16	[Baseline data will come from 2015 SBAC results, TBD]

Note: Of the four recommended areas for growth developed by our site and the six additional recommendations left for us by the 2015 WASC Visiting Committee, MHS consolidated them and incorporated each into our current Action Plan.