

Chapter V
Action Plan for Student Achievement

Goal #1: All students will complete all requirements for high school graduation within four years.
ESLR: Effective citizens make responsible decisions that contribute to a global society.
Rationale: Narbonne High School has identified the need to foster student success as measured by an increase in the number of high school graduates.
Expected Performance Gains: <ul style="list-style-type: none"> • Decrease the four-year dropout rate from 25% to 20% by June 2008. • Increase the student daily attendance rate from 90% to 95% by June 2008. • Increase participation in state mandated assessments from 87% to 95% by June 2008. • Increase the number of students in all subgroups scoring proficient or above on the CAHSEE by 5%.

Action Step	Timeline	Person Responsible	Resources	Assessment	Reporting
Provide specific intervention targeted to student's individual needs in math and English	November 2007	Coaches	Beyond the Bell, teachers, Title I/Bilingual Coordinator, Healthy Start	Students scoring below basic and far below basic on previous year's CST participating in intervention opportunity	List of students being served to stakeholders
Continue use of the Tardy Room	Ongoing	AP (Attendance)	Room, supervision	Accurate records of students held in tardy room	Monthly report of students served to stakeholders

Action Step	Timeline	Person Responsible	Resources	Assessment	Reporting
Complete implementation of Safe and Civil Schools	June 2008	AP (Discipline)	Safe and Civil Schools Steering Committee	Complete description and explanation of implementation	Report to stakeholders
Implement after-school and Saturday intervention programs for at-risk students in math and ELA	September 2007	Title I Coordinator	Coaches, coordinators, teachers, Perkins Coordinator	Written description of implementation and students served	Report of implementation and students served to stakeholders
Continue use of Carnegie Cognitive Tutor in Algebra I classes	September 2007	Math Coach	District representative, Carnegie Cognitive Tutor software and materials	Student assessment and progress data maintained in classes using program	Monthly Carnegie report printouts by teacher
Implement Read 180 for students reading far below grade level	September 2007	Literacy Coach	Read 180 software and materials, district representatives	Student assessment and progress data maintained in classes using program	Monthly Read 180 report printouts by teacher
Reactivate Attendance Incentive Program (AIP)	September 2007	AP (Attendance)	Student Council/Leadership, Leadership Council, AIP Committee	Attendance Incentive Program instructions and policies	Instructions and policies to stakeholders

Action Step	Timeline	Person Responsible	Resources	Assessment	Reporting
Implement suspension room	September 2007	Deans	Room, supervision	Plan and implementation in place	Description of suspension room and records of attendance to stakeholders
Personalize educational programs for all students by continuing to implement and restructure Small Learning Communities	Ongoing	Principal	Counselors, teachers, parents, paraprofessionals	Personalized education programs for all students	Yearly report by SLC lead teacher to stakeholders
Update Parent Involvement Policy	Ongoing	Title I Coordinator	PTSA, Booster Club, Narbonne Magnet Advisory Council, School Site Council	Complete updated parent involvement policy	Policy to stakeholders
Implement and continue various Healthy Start programs	Ongoing	Student Support Services Coordinator	RIGHT Program Clinical Director, Boys and Girls Club, PSA Counselor, Children's Institute Inc., School Mental Health, El Nido	Description of Healthy Start programs and services	Information to stakeholders

Provide incentives for students to participate in all state mandated assessments	November 2007	Testing Coordinator	Administration, coaches, teachers	Explanation and description of incentive program	Information to stakeholders
Officially withdraw students who leave the school	September 2007	AP (Attendance)	ISIS, parents, new school	Official withdrawal through ISIS	ISIS report

Goal #2: All students in all subgroups will be able to communicate effectively using Standard English.
ESLR: Effective communicators listen, speak, read, and write at or above grade level.
Rationale: Narbonne High School has identified the need to ensure that all students in all subgroups master the high school English curriculum.
Expected Performance Gains: <ul style="list-style-type: none"> • Increase the English Learner reclassification rate from .3% to 6% by June 2008. • Decrease the failure rate of EL students enrolled in mainstream classes from 49% to 44% by June 2008. • Decrease the overall D/F rate in ninth and tenth grade English classes from 45% to 40% by June 2008.

Action Step	Timeline	Person Responsible	Resources	Assessment	Reporting
Post content standards in all classrooms	September 2007	Principal	APs, lead teachers	Standards clearly posted in all classrooms	Performance evaluations
Provide professional development that supports student learning through Culturally Relevant and Responsive Teaching and SDAIE	August 2007	AP (Instruction)	Professional Development Committee, Title I/Bilingual Coordinator	Professional development plan for the year	Plan and schedule to stakeholders

Action Step	Timeline	Person Responsible	Resources	Assessment	Reporting
Cluster Special Education (RSP) students into content classes to allow RSP teachers to support instruction	September 2007	AP (SCS)	Special Education Coordinator, RSP Teachers	Master schedule confirming compliance	ISIS
Schedule ESL students in SDAIE content classes with CLAD/CTEL certified teachers	September 2007	AP (SCS)	Title I/Bilingual Coordinator	Master schedule confirming compliance	ISIS
Open EL elective classes for PRP students who have not passed the CELDT	September 2007	AP (SCS)	Bilingual Coordinator, District	Master schedule confirming compliance	ISIS
Teach strategies for reading in the content area in all classes at the start of the school year	September 2007	AP (Instruction)	Literacy Coach, lead teachers	Observation of instruction by APs	Walk-through feedback forms
Inform all teachers of the requirements for EL reclassification	October 2007	Bilingual Coordinator	State mandates, District policy, teachers	Attendance of all teachers at professional development on EL	Sign-in sheets for professional development

Action Step	Timeline	Person Responsible	Resources	Assessment	Reporting
Provide a list of EL students enrolled in mainstream English classes to English teachers	October 2007	AP (SCS)	Bilingual Coordinator	List of enrolled EL students to teachers	Record of teachers who have been provided with a list

Goal #3: Narbonne High School will promote the effective collection, interpretation, analysis, and use of data to drive instruction and the school program.
ESLR: Complex thinkers demonstrate proficiency and creativity in solving both practical and abstract problems.
Rationale: Narbonne High School has identified the need to gather and maintain all relevant data in order to maximize student achievement.
Expected Performance Gains: <ul style="list-style-type: none"> • Gather and interpret 100% of the data required for a WASC Self-Study and make it available to all stakeholders in a centralized location by June 2008. • Increase the number of days devoted to the interpretation and analysis of data in all areas of instruction from 0 to 2 by June 2008. • Increase the number of students scoring proficient or above by five percentage points on each subsequent administration of the district periodic assessment in all tested areas by June 2008. • Increase the number of students scoring proficient or above on all subjects of the CST by 5%.

Action Step	Timeline	Person Responsible	Resources	Assessment	Reporting
Implement incentive program to increase teacher attendance	January 2008	AP (SSS)	Social Committee	Explanation and description of program	Information to stakeholders
Create, revise, or use instructional guides for all subject areas	June 2008	AP (Instruction)	District guidelines, workshops	Instructional guides for all core subjects	Guides to teachers
Provide planning time for departments to analyze student data	September 2007	Principal	Coaches, AP (Instruction), lead teachers	Schedule of Banked Time professional development	Schedule to stakeholders

Action Step	Timeline	Person Responsible	Resources	Assessment	Reporting
Adhere to instructional guides in all core subject areas	June 2008	AP (Instruction)	Instructional guides, workshops	Observation of teachers following guides	Performance evaluation
Implement all adopted curricular programs as prescribed	September 2007	APs	Coaches, instructional guides, textbooks, lead teachers	Observation of teachers implementing programs as prescribed	Performance evaluation
Involve students in analysis of CST and periodic assessment scores to determine areas of academic strength and weakness	November 2007	Coaches	SIS reports	Confirmation that teachers have reviewed CST and periodic assessment scores with students	Printouts of CST and periodic assessment scores with record of those students involved
Plan instruction based on the results of standards-based, curriculum-embedded assessments by determining levels of standards mastery and the necessity of reteaching	October 2007	AP (Instruction)	Instructional guides, embedded assessments	Lesson and unit plans based on data	Teacher records of student performance and plans

Action Step	Timeline	Person Responsible	Resources	Assessment	Reporting
Provide professional development trainings for teaching standards-based lessons and programs for improving student achievement in core subjects	Ongoing	AP (Instruction)	Coaches, Learning Teams, lesson studies	Observation of teacher using professional development skills and concepts by evaluating AP	STULL evaluation and walk-through feedback forms
Offer extra support to teachers in need	November 2007	AP (Instruction)	Coaches, peers, lead teachers, instructional guides, workshops	List of resources available to struggling teachers	Professional development sign-ins, records of assistance provided
Analyze student data within departments and plan instruction according to findings	September 2007	Principal	Coaches, lead teachers	Qualification of instructional plan based on data	Professional development sign-in sheets
Implement collaboration between administration and lead teachers to support all faculty members in standards-based instruction	August 2007	Principal	Instructional guides to APs, Coaches, Coordinators, lead teachers	Collaboration log citing accomplishments and reflections by administration	Sign-in sheets and minutes of meetings

Action Step	Timeline	Person Responsible	Resources	Assessment	Reporting
Create committee of teachers for planning, implementing, and following through on relevant, research-based professional development	August 2007	Leadership Council	Published and unpublished data, LD8 and District requirements, teacher surveys	List of members with schedule of meetings	Information to stakeholders
Incorporate plan for motivating students to do their best on the CST and CAHSEE	September 2007	AP (SCS)	Testing Coordinator	Plan and its goals with list of targeted students	Plan to stakeholders
Involve parents in student CST scores at Back-to-School Night	October 2007	AP (Instruction)	Data, Coaches, Title I Coordinator	Parents sign in at Back-to-School Night	Sign-in sheets with confirmation of data reviewed to office
Use protocols in meetings to promote positive and productive teamwork	Ongoing	AP (Instruction)	Critical Friends protocols	Organized, productive meetings	Professional development evaluations
Perform regression analysis on CST scores to determine “tail left” students	November 2007	AP (Instruction)	Data, teachers, coaches	List of students in each core class whose scores dropped from the previous year	Teachers maintain list

Action Step	Timeline	Person Responsible	Resources	Assessment	Reporting
Create an easily accessible “data bank” to include all data used in a WASC Self-Study	June 2008	WASC Coordinator	2007 WASC Self-Study, CDE website, Decision Support System, Coaches	Publication of data with accessing instructions	Information to stakeholders