

**Goal 1:** Conduct systematic collection and analysis of data in order to have a positive impact on learning and teaching.

**Rationale:**

- Data is not systematically collected and analyzed to measure the effectiveness of support services.
- Data is not collected to measure student progress toward the schoolwide learner outcomes.
- Data is not systematically analyzed to measure the effectiveness of the Literacy Project.
- Assessment and follow up data is not consistently used by departments to inform changes and decisions about instruction.

**How will progress be assessed?**

- The Data Committee will monitor its progress using a calendar for data collection and analysis activities.
- Relevant data will be analyzed and will inform instructional strategies, curriculum development and programmatic decisions.

**What will successful implementation look like for all stakeholders?**

- Teachers will understand the learning needs/profile of individual and groups of students. They will be able to judge effectiveness of instructional strategies using analysis of assessment results and adjust instructional strategies accordingly. Data driven decision-making will become a common mode of educational planning.
- Students learning will improve over a period of instruction.
- Administrators will support teachers and learning through departmental and individual PD for data driven curriculum, instruction and assessment practices and also monitor individual and group progress around this goal area.
- Parents will use relevant and appropriate learning data with support from the school and teachers on a regular basis to understand the learning needs and growth of their child and support that child.
- Successful implementation will also add value to the school program. Collecting and analyzing data will serve as a means to improve instruction and make programmatic decisions.

**What professional development activities will be aligned to this goal?**

- The Data Committee will engage in learning about data collection and analysis; to include learning about creating and using effective data collection tools and disaggregation.

**What learner outcomes are involved in the achievement of this goal?**

- All

**What other systems does this goal involve?**

- 2011 WASC VC Recommendations
- GDOE District Action Plan
- Previous SSHA School Action Plan
- GEB Goals

Key Action Steps	Person(s) Responsible	Start Date	End Date	Measurement Strategy/Evidence	Status of Progress
1. Identify interested teachers in each department as members of the schoolwide Data Committee who will not only work with the committee to collect and analyze schoolwide data, but will also act as leaders of data collection and analysis within their departments.	Administrators	Mar. 10, 2014	Apr. 1, 2014	List of members of Data Committee	
2. Data Committee will engage in professional learning which will assist them in determining which data to gather, how to analyze data and how to use data, as well as how to extract data from the PowerSchool system.	Data Committee, Administrators	Apr. 8, 2014	Apr. 30, 2014	PD plan and record of PD activities	
3. Data Committee will work with administrators and staff to determine the following: <ul style="list-style-type: none"> <li>• What data already exists?</li> <li>• What does it tell?</li> <li>• How does the current data inform learning goals? Instructional strategies? Curriculum development? Programmatic decisions?</li> <li>• What questions does it raise?</li> <li>• What data is redundant or irrelevant or not helpful?</li> </ul>	Data Committee, Teacher/ Department Leaders, Administrators	May 1, 2014	May 20, 2014	Agendas and minutes from collaborative meetings about school data	

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<ul style="list-style-type: none"> <li>• What additional data needs to be collected?</li> <li>• How does instruction relate to the data?</li> </ul>					
<p>4. With input from the school, Data Committee will establish a schoolwide data collection and analysis calendar to guide their activities throughout the next school year as well as determine means to report data findings.</p>	<p>Data Committee</p>	<p>May 21, 2014</p>	<p>June 4, 2014</p>	<ul style="list-style-type: none"> <li>- Data Committee Calendar for SY 2014-2015</li> <li>- Plan for reporting data findings</li> </ul>	

**Goal 2:** Encourage parental involvement by strengthening parents' knowledge of the school program, resource needs, and curricula; and by sharing with them strategies and skills to aid their children's success in school.

**Rationale:**

- Parents/guardians are rarely involved in planning processes.
- There is low parent/guardian turnout at school events such as Meet & Greet Nights, PATSO meetings, and Parent-Teacher Conferences.
- SSHS has a high credit-deficient population. Parental involvement is important for the overall success of students.

**How will progress be assessed?**

- The Family-School Committee will keep data of parent/guardian attendance at school events and compare them to previous years' numbers to see whether or not there has been an increase in parent/guardian attendance.

**What will successful implementation look like for all stakeholders?**

- With a calendar to follow, parents/community members and the school, will be able to have better communication and advanced notice of involvement opportunities.
- More parents/guardians will understand the school purpose and learner outcomes, as well as the standards and expected levels of performance their children are required to meet for graduation.
- There will be increased parent/guardian attendance at school events.
- There will be more parent involvement in the planning processes.
- With their parents' support, students' learning will improve over a period of time.

**What professional development activities will be aligned to this goal?**

- Members of the Family-School Committee will engage in learning about effective parent/community involvement strategies in order to choose the appropriate strategies for the SSHS community.

**What learner outcomes are involved in the achievement of this goal?**

- All

**What other systems does this goal involve?**

- 2011 WASC VC Recommendations
- GDOE District Action Plan
- GEB Goals
- Previous SSHS School Action Plan

Key Action Steps	Person(s) Responsible	Start Date	End Date	Measurement Strategy/Evidence	Status of Progress
1. Identify interested people to work with the administrators as members of the Family-School Committee to create a Family and School Partnership Calendar.	Administrators	Every Sept. starting from SY 2014	Every Sept. starting from SY 2014	List of Committee members	
2. Family-School Committee will take stock of the current extent of parent/guardian involvement schoolwide through dialogue with all stakeholders.  After examining current levels of involvement, Committee will work with administrators, staff, and PATSO, to determine the following: <ul style="list-style-type: none"> <li>• What are the priority areas in which SSHS wants to expand parent/guardian involvement?</li> <li>• Which subgroups of parents/guardians does SSHS need to place emphasis on?</li> </ul>	Family-School Committee, Administrators, School Leadership, PATSO	Every first week of Oct. starting from SY 2014	Every first week of Oct. starting from SY 2014	Inventory of parent/guardian involvement schoolwide	
3. Committee will plan how to increase involvement in the priority areas identified and reach out to specific parent subgroups. The plan will involve creating a calendar of events identifying persons responsible to cover items such as: <ul style="list-style-type: none"> <li>• Understanding the school purpose and learner</li> </ul>	Family-School Committee	Month of Oct.	Month of Oct.	Family-School Calendar  Planned, detailed activities to accompany	

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<p>outcomes</p> <ul style="list-style-type: none"> <li>• Understanding the standards and expected levels of performance</li> <li>• Sharing of resources parents/guardians can use to help their child(ren) at home</li> <li>• Sharing student achievement data</li> </ul>				calendar	
4. Implementation	Family-School Committee, Administrators, PATSO, Persons identified in Committee’s calendar/plan	Nov. to June	Nov. to June	Attendance sheets from events, flyers, agendas, minutes, other evidence	

**Goal 3:** The school provides core content specific curriculum, instruction, and assessment support to the teaching staff to improve implementation of the newly adopted Common Core State Standards (ELA & Math) and the revised GDOE Content Standards (for all other areas).

**Rationale:**

- While teacher leaders have had training for the CCSS in preparation for district wide implementation, there have been communication gaps.
- Individual teachers need more support and monitoring to implement the CCSS. There needs to be a concerted effort to ensure all who should be using the CCSS are able to do so.

**How will progress be assessed?**

- Teacher lesson plans will show alignment to CCSS curriculum maps disseminated by the district.
- Assessment results will show growth in student learning.
- Mini walkthroughs will be conducted.

**What will successful implementation look like for all stakeholders?**

- Teachers will successfully implement their respective standards in their instruction and planning.
- Increased student achievement in standardized tests (SAT10, pre- and post- tests, CCSS assessment, etc.)

**What professional development activities will be aligned to this goal?**

- Teacher leaders and administrators who've participated in district level training will continue to conduct professional learning on the topic during schoolwide PD sessions and in PLCs within their respective departments.

**What learner outcomes are involved in the achievement of this goal?**

- Academic Excellence
  - through creative and critical thinking skills
  - through effective communication skills

- through being goal oriented and self-disciplined individuals

**What other systems does this goal involve?**

- 2011 WASC VC Recommendations
- GDOE District Action Plan
- GEB Goals
- Previous SSSH School Action Plan
- Current SMART Goals

Key Action Steps	Person(s) Responsible	Start Date	End Date	Measurement Strategy/Evidence	Status of Progress
1. Administrators and teacher leaders will set specific dates and times for PLCs to work on curricular matters to include establishing SMART Goals for their content using curriculum maps and assessment data.	Administrators, Teacher Leaders	Aug. of every year	Aug. of every year	Schedule of PD PLC templates	
2. Teacher leaders will lead their PLCs in using district curriculum maps and guides to address assessment and instructional practices.	Teacher Leaders, Teachers, Administrators	Sept. 2014	Ongoing	Collaborative meeting agendas and minutes SMART Goals, Quarterly pre and post tests, Department/PLC rubrics	
3. Administrators and teacher leaders will continue to provide support to the PLCs in the following areas: <ul style="list-style-type: none"> <li>• Professional development/learning (Best teaching strategies, lesson planning, data analysis, etc.)</li> <li>• Strengthen the PLC procedures</li> </ul>	Teacher Leaders, Administrators	Ongoing	Ongoing	Training session attendance, mini walkthroughs	



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<p>4. Identify, plan, and implement support systems to address struggling students in the area of academics and discipline.</p> <p>Re-evaluate</p> <ul style="list-style-type: none"> <li>• Learner Outcomes Rubric</li> <li>• Advisor-Advisee Period</li> <li>• Sharks Excelling Academically</li> </ul>	<p>All stakeholders</p>	<p>Sept. 2014</p>	<p>Ongoing quarterly</p>	<p>Collaborative meeting agenda and minutes</p>	
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