

## Learning Action Plan for Board Goal #1

**Board Goal:** Discern the unique characteristics of 21st century students and implement plans to educate students employing best practices with an emphasis on using online instructional techniques and digital tools.

**Site Strategy:** Making use of effective resources and best practices, we will deliver instruction that meets the needs of a diverse student population of *all* students and supports student demonstration of skills mastery. We will analyze data and implement strategies and programs to support the academic achievement of all students.

Goal/Step	Key Actions	Who's Responsible	Who's Involved	Resources (\$, People, Time)	Timeline	Evidence of Implementation
1.1	<p><b>Review, develop, and support effective uses of technology in the classroom and for communication with students and parents</b></p> <ul style="list-style-type: none"> <li>▪ Use resources of TRT to support teachers in instructional technology advances/ideas—one-on-one and departmental)</li> <li>▪ Research new and emerging technologies and their uses (WASC Identified Goal) <ul style="list-style-type: none"> <li>✓ iPads implemented in Big History and Biology classes 2012-13</li> <li>✓ Digital textbooks implemented in Biology classes (2011-12)</li> </ul> </li> <li>▪ Plan staff development/trainings and parent orientation to new Haiku classroom/student/parent portal</li> </ul>	District Tech Resources; TRT	District Tech Resources; TRT	CSF	<ul style="list-style-type: none"> <li>✓ Staff trainings in the use of Power Point, document cameras, etc. at staff meetings.</li> <li>✓ CUE Conference participation 2010—ongoing</li> <li>✓ Technology Study completed by district Spring 2011</li> <li>✓ Electronic progress reports implemented SY 2010-11</li> </ul>	<ul style="list-style-type: none"> <li>✓ Effective, consistent, appropriate technology incorporated into instruction</li> <li>✓ Reliable technology infrastructure</li> </ul>

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1.2	<p><b>Continue and coordinate vertical team articulation with elementary and middle schools</b></p> <ul style="list-style-type: none"> <li>▪ Continue regular teaming in mathematics (semi-annually)</li> <li>▪ Realize in all disciplines (Foreign Language, Language Arts, Science, Special Education, VAPA, STEAM—teams have met by spring 2013)</li> </ul>	School and district Administrations, Department Chairs, Vertical teams	School and district Administrations, Department Chairs, Vertical teams	Weekly collaboration time; Mutual meeting time for participants (release days)	<ul style="list-style-type: none"> <li>✓ Vertical teams to convene regularly by SY 12-13; (math team has met for many years; Foreign Language VT began 4/08; Reading/Critical Thinking Team visited elem. Schools in Spring 2010)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Smooth transitions between CMS and CHS for 9<sup>th</sup> grade students; academic success, as evidenced by: <ul style="list-style-type: none"> <li>▪ D/F List</li> <li>▪ Attendance rates</li> <li>▪ Test scores</li> <li>▪ 9<sup>th</sup> Grade Exit surveys</li> <li>▪ Adoption of consistent language, protocols between CMS/CHS</li> <li>▪ In-class assessments</li> </ul> </li> <li>✓ Vertical Team reports/minutes</li> </ul>
1.3	<p><b>Provide meaningful staff development opportunities</b></p> <ul style="list-style-type: none"> <li>▪ Professional Development Committee to meet quarterly</li> <li>▪ Expand opportunities for staff to demonstrate “best practices” <ul style="list-style-type: none"> <li>✓ Two instructional showcases in SY 2012-13</li> </ul> </li> <li>▪ Continue to request and allocate CSF funds for dept. and individual staff development</li> <li>▪ Provide updated trainings for AP teachers</li> <li>▪ Encourage/structure Peer Observation Program</li> </ul>	School and district Administrations, Department Chairs; Professional Development Committee; CHS Staff	School and district Administrations, Department Chairs; Professional Development Committee; CHS Staff	Collaboration Time Funding: CSF District Professional Development days	<ul style="list-style-type: none"> <li>✓ Prof. Dev. Themes implemented (Assessment, Intervention, Critical Thinking)</li> <li>✓ “Three Things” from each dept. implemented Spring 2011</li> <li>✓ “Like” and Inter-disciplinary breakout groups est. SY 2010-11</li> </ul>	<ul style="list-style-type: none"> <li>✓ Increased collaboration</li> <li>✓ Increased student achievement</li> </ul>

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1.4	<p><b>Maintain and grow pathways of learning</b></p> <ul style="list-style-type: none"> <li>▪ Develop plan for STEAM</li> <li>▪ Incorporate real life applications in all classes/courses             <ul style="list-style-type: none"> <li>✓ Teachers' goals reflecting this goal</li> </ul> </li> <li>▪ Expand <i>Project Lead the Way</i> Engineering Program</li> <li>▪ Expand current Sports Medicine Program/Health Sciences Pathway— Biotechnology Course and Medical Biology 2013-14</li> <li>▪ Add section of Culinary Arts</li> <li>▪ Add Gardening &amp; Sustainability Course— (Enrichment 2012-13)</li> <li>▪ Increase and expand Enrichment Course opportunities begun 2011-12</li> <li>▪ Expand business partnerships</li> </ul>	<p>CHS Administration and Counseling, ILT ROP CSF CoSA CHS Staff</p>	<p>CHS Administration and Counseling, ILT ROP CSF CoSA CHS Staff</p>	<p>Grants CSF ROP Student Interest Master Scheduling</p>	<ul style="list-style-type: none"> <li>✓ Engineering implemented SY 2010-11</li> <li>✓ New courses offered SY 2011-12</li> <li>✓ Grants awarded in Health Sciences pathways</li> <li>✓ Implemented flexible scheduling options for 10<sup>th</sup>-12<sup>th</sup> graders regarding E-5, 1-6 options (SY 08-09)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assess master schedule/student demand</li> <li>✓ CHS Named Distinguished School in Career/Technical Education (2007)</li> <li>✓ Increased electives participation and student interest</li> <li>✓ Increased flexibility in student scheduling</li> </ul>
1.5	<p><b>Analyze data to inform instruction</b></p> <ul style="list-style-type: none"> <li>▪ MAP testing implemented Fall 2010: use data to make instructional decisions and create individual and class goals—MAP Math implemented in Spring 2013             <ul style="list-style-type: none"> <li>✓ Use data for placement/interventions</li> </ul> </li> <li>▪ Provide staff development to support use of data</li> <li>▪ Analyze PSAT data with respect to student strengths</li> </ul>	<p>School and district Administrations, Department Chairs; CHS Staff</p>	<p>School and district Administrations, Department Chairs; CHS Staff</p>	<p>Professional development and collaboration opportunities</p>	<p>MAP testing implemented SY 2010-11</p>	<p>Increase in MAP RIT scores, individually and class/grade-wide</p>

	and weaknesses					
1.6	<p><b>Continue to develop and implement appropriate interventions/supports for struggling students and evaluate effects</b></p> <ul style="list-style-type: none"> <li>▪ Continue to develop SST process</li> <li>▪ Ongoing Success Skills Course; Consider AVID program</li> <li>▪ Online credit recovery opportunity implemented SY 2010-11 (SATT-21 Grant); E Period initiated 2012-13</li> <li>▪ Online course opportunities/flexibility to be implemented SY 2011-12 (E20/20)</li> </ul>	<p>CHS Administration and Counseling CHS and Palm Academy Staff Student Support Team</p>	<p>CHS Administration and Counseling CHS and Palm Academy Staff Student Support Team</p>	<p>Section Allocations</p>	<ul style="list-style-type: none"> <li>✓ Success Skills Course established Fall 2006; ongoing</li> <li>✓ Evaluate effect of intervention courses on students' grades, achievement, placement (Spring 2010).</li> <li>✓ English Lab classes to be initiated SY 2010-11</li> <li>✓ New SST protocols introduced 2010-11</li> <li>✓ MFLC Counselor provided 2010-11</li> <li>✓ 10-week Deficiency Notices implemented SY 2010-11</li> <li>✓ Math Support and Math Interventions courses inaugurated 2012-13</li> <li>✓ Peer Academic Coaches established 2012-13</li> </ul>	<ul style="list-style-type: none"> <li>✓ Increased student achievement as a result of participation in course</li> <li>✓ Decrease in D/F list</li> </ul>

1.7	<p><b>Provide accessible data system to disaggregate useful information to improve the instructional program (WASC Identified Goal 2008)</b></p> <ul style="list-style-type: none"> <li>▪ Design and complete database of student academic performance with customizable reports— Genesis/Family Connection/Edline collaboration (develop annual queries)</li> <li>▪ Identify students (and disaggregate cluster data) at Basic, Below Basic, and Far Below Basic levels to determine and provide interventions</li> <li>▪ Determine correlations to better counsel students (e.g., freshmen in foreign language/science courses higher failure rate?)</li> <li>▪ Analyze 9<sup>th</sup> grade D/F groups in relation to 8<sup>th</sup> grade success</li> </ul>	CHS Administration and Counseling, Student Support Team; District Office Data Technician	CHS Administration and Counseling, Student Support Team; District Office Data Technician	8 <sup>th</sup> /9 <sup>th</sup> grade counseling loop established; 9 <sup>th</sup> grade D/F analysis in 2008-09	<ul style="list-style-type: none"> <li>✓ Focus of SATT-21 Grant to track and encourage achievement of struggling students (military and beyond) through 2012.</li> <li>✓ MAP Assessments implemented 2010-11</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>SCHOOLWIDE SMART GOAL: Reduce number of overall semester Ds/Fs by 10% by end of SY 2012-13:</b></li> <li>✓ Increased student achievement (test scores, tracking)</li> <li>✓ Number of students receiving and benefiting from interventions</li> <li>✓ Potential changes in course sequencing/counseling</li> <li>✓</li> </ul>
1.8	<p><b>Implement Common Core Standards in applicable subject areas and identify essential learnings at each level</b></p>	CHS Staff, CHS Administration	CHS Teachers	Time for release days	Throughout SY 2013-14	<ul style="list-style-type: none"> <li>✓ Staff familiarity with Common Core Standards and unit plans based on them</li> <li>✓ Assessments aligned with Common Core Standards</li> </ul>

**ARCHIVED: Learning Action Plan for Board Goal #1**

**These key actions have been accomplished, continue to be implemented at our site, and are part of our Strategic Plan.**

Goal/Step	Key Actions	Who's Responsible	Who's Involved	Resources (\$, People, Time)	Timeline	Evidence of Implementation
1.1	<ul style="list-style-type: none"> <li>▪ Update CUSD technology plan (2012)</li> <li>▪ Enrichment courses initiated SY 2011-12</li> </ul>					
1.6	<ul style="list-style-type: none"> <li>▪ Advanced Sports Medicine and Biotechnology courses added to Health Sciences Pathway</li> <li>▪ 2 Sections of Language Arts Labs and Math Lab implemented SY 2010-11</li> </ul>					

### Communication Action Plan for Board Goal #3

**Board Goal:** Improve the content and frequency of communications with and among shareholders by using written, digital, and face to face methods.

**Site Strategy:** CHS will continue to expand and improve means and content of information shared with and gathered from stakeholders, including students, staff, parents, and community members.

Goal/Step	Key Actions	Who's Responsible	Who's Involved	Resources (\$, People, Time)	Timeline	Evidence of Implementation
3.1	<p><b>Include all stakeholders in CHS decision making</b></p> <ul style="list-style-type: none"> <li>▪ Expand opportunities for input and feedback from faculty leadership</li> <li>▪ Administrators meet monthly with ASB</li> <li>▪ ASB presentations at staff and PTO meetings</li> <li>▪ Monthly PTO meetings</li> <li>▪ Parent/community member participation in committees</li> <li>▪ Provide more opportunities for student input/feedback: surveys, exit slips/surveys</li> <li>▪ Expand resources for staff on Shared Drive</li> </ul>	CHS Administration and Counseling, ILT, Department Chairs, PTO, School Site Council, Strategic Planning Committee, ASB	CHS Administration and Counseling, ILT, Department Chairs, PTO, School Site Council, Strategic Planning Committee, ASB		<ul style="list-style-type: none"> <li>✓ Parents, students, community members on annual Strategic Planning Update committee</li> <li>✓ School Site Council convened 2006 to spend block grant</li> <li>✓ Semi-monthly ILT meetings</li> <li>✓ Parents included on groups such as Athletic Task Force, Campus Lunch Committee, Discipline Committee</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clear communication and requests for feedback via electronic media (website, emails)</li> <li>✓ Increased student participation in decision making (presence on boards, committees)</li> </ul>

## Character Education Action Plan for Board Goal #4

**Board Goal:** Promote character education community-wide and encourage all shareholders to model the Six Pillars of Character.

**Site Strategy:** We will provide a safe and supportive community for learning while fostering an environment that promotes the development of the whole child.

Goal/Step	Key Actions	Who's Responsible	Who's Involved	Resources (\$, People, Time)	Timeline	Evidence of Implementation
4.1	<p><b>Continue to develop strategies and programs for students to determine their own social and educational paths</b></p> <ul style="list-style-type: none"> <li>▪ Develop Personalized Education Plans (PEP)</li> <li>▪ Continue student/parent orientation/trainings for Family Connection</li> <li>▪ Expand Work Experience/Service Learning/Internship opportunities to support students in the transition to post-secondary life (WASC Identified Goal 2002).</li> </ul>	CHS Administration and Counseling, All CHS Teachers, All programs, Student Support Team, Parents, Civic Clubs, Community Resources	CHS Administration and Counseling, All CHS Teachers, All programs, Student Support Team, Parents, Civic Clubs, Community Resources	Counseling staff, Community resources, Other schools' models	<ul style="list-style-type: none"> <li>✓ 2007: 9<sup>th</sup> and 10<sup>th</sup> graders take Career Interest Inventory through Family Connection, with follow-up appointments with counselors</li> <li>✓ Students' 4-year plans annually updated with counselors</li> <li>✓ Counselor accessibility and availability increased through restructuring and student appointment sign-ups on counselors' doors</li> <li>✓ Counselors using bulletin boards to promote counseling resources, career and college opportunities</li> </ul>	<ul style="list-style-type: none"> <li>✓ Students' eased adjustment to high school as evidenced by social/emotional counseling and student achievement</li> <li>✓ PEPs developed</li> <li>✓ Students receiving credit work/intern/service opportunities</li> </ul>
4.2	<p><b>Continue character development</b></p> <ul style="list-style-type: none"> <li>▪ Maintain twice-annual cycle of Human Relations Days to ensure all students' participation</li> <li>▪ Increase communication with coaching and extracurricular staff (quarterly meetings, sharing of policies)</li> <li>▪ Continue to support student initiatives, dialogue around respect, bullying intervention and</li> </ul>	CHS Administration and Counseling, ILT, ASB, Community Service Clubs: VACHI, Trading Cards	CHS Administration and Counseling, ILT, ASB, Community Service Clubs: VACHI, Trading Cards		<ul style="list-style-type: none"> <li>✓ District adopts Character Counts! Program Spring 2009</li> <li>✓ Human Relations Days reestablished 2008</li> <li>✓ Annual assemblies with motivational speakers 2007-ongoing, sponsored by ASB</li> <li>✓ Dance policy initiated 2007; student "freaking"</li> </ul>	<ul style="list-style-type: none"> <li>✓ Increased student safety comfort, as measured in interventions and data at student feedback</li> <li>✓ Increased dialogue/understanding about academic honesty/integrity</li> <li>✓ Student/Family Awareness Nights (Academic Honesty/online safety)</li> </ul>



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	<ul style="list-style-type: none"> <li>prevention</li> <li>Develop student and staff awareness of online communications responsibilities and respect</li> <li>Continue to develop student/family awareness of academic honesty</li> <li>Continue to develop partnerships, collaborations with community organizations: CHRC, SAFE, Civic Clubs</li> </ul>				<ul style="list-style-type: none"> <li>bracelets</li> <li>✓ “Islander of the Day” program initiated Fall 2009</li> <li>✓ Student-2-Student (welcoming newcoming students) program initiated Spring 2010</li> <li>✓ Seasonal meetings with coaches to reinforce expectations</li> </ul>	
4.3	<p><b>Welcome and support campus newcomers and foster a sense of unified ownership.</b></p> <ul style="list-style-type: none"> <li>Provide coordinated new teacher support, including tech resources and ongoing lunches and orientations</li> <li>Diversify participation and encourage clubs to promote student activities</li> <li>Expand opportunities to contribute to ASB; re-initiate representative group</li> <li>Initiate mid-year freshmen orientation</li> <li>Continue to orient new families to Coronado and resources</li> <li>Expand opportunities for CHS students to mentor and support younger learners</li> <li>Introduce new military families to campus and community resources</li> </ul>	<p>CHS Administration and Counseling, ILT ASB CSF PTO SAFE</p>	<p>CHS Administration and Counseling, ILT ASB CSF PTO SAFE</p>		<ul style="list-style-type: none"> <li>✓ CoSA Ambassadors established</li> <li>✓ Student-2-Student (welcoming newcoming students) program initiated Spring 2010</li> <li>✓ CHS Broadcast initiated Fall 2009</li> <li>✓ Parents’ Book Club established Fall 2009</li> </ul>	<ul style="list-style-type: none"> <li>✓ Increased level of participation in extracurriculars, campus programs</li> <li>✓ Annual ASB retreat</li> <li>✓ Number of students involved in ASB increased</li> <li>✓ Number and diversity of groups in pep rallies has increased.</li> <li>✓ Increased participation in school dances, events</li> <li>✓ Orientation nights: 9th, 10th, 11th, 12th Grade</li> </ul>

**ARCHIVED: Character Education Action Plan for Board Goal #4**

These key actions have been accomplished, continue to be implemented at our site, and are part of our Strategic Plan.

Goal/Step	Key Actions	Who's Responsible	Who's Involved	Resources (\$, People, Time)	Timeline	Evidence of Implementation
4.1	<ul style="list-style-type: none"> <li>▪ Internship course inaugurated SY 2011-12</li> </ul>					
4.2	<ul style="list-style-type: none"> <li>▪ CHS participation in SAFE Coalition, Strategic Planning</li> <li>▪ Mental Health Awareness Assembly featuring CHS Staff implemented fall 2012</li> <li>▪ All-school Human Relations Day implemented Winter 2013</li> </ul>					

## Assessment Action Plan for Board Goal #5

**Board Goal:** Encourage a culture where all shareholders seek the highest level of performance and develop assessments that evaluate progress toward the goal.

**School-wide Academic SMART Goal:** Reduce number of overall semester Ds/Fs in all content areas by 10% by end of SY 2012-13.

**READING Site Strategy/SMART Goal:** By June 2013, the 84% percent of students will be proficient or advanced on CST ELA in grades 9, 10, and 11 and increase of 3% from 2011 CST. By May 2014, reading and analytical skills taught will reflect adoption of the Common Core Standards across the content areas.

Goal/Step	Key Actions	Who's Responsible	Who's Involved	Resources (\$, People, Time)	Timeline	Evidence of Implementation
5.1	Current departmental reading lists contain no full-length works of non-fiction. Standards emphasize comprehension and analysis of nonfiction texts as a critical skill, noting that in the senior year 70% of school-related reading should be non-fiction (across all subject areas). Department will select one non-fiction text per grade level to incorporate into curriculum matrix. Add item to department agenda; solicit suggestions from department members.	English Department	English Department		By School Year 2012-13	<ul style="list-style-type: none"> <li>✓ Additional non-fiction texts in curriculum</li> <li>✓ Increased exposure to, enjoyment of, and ability to analyze literary non-fiction.</li> </ul>
5.2	<p><b>Develop and implement common formative assessment tools to measure student progress at grade levels, in courses, and in programs (WASC Identified Goal 2008)</b></p> <ul style="list-style-type: none"> <li>▪ Link and evaluate department-wide and individual teacher goals to formative assessment data</li> </ul>	CHS Administration, Department Chairs, All CHS teachers	CHS Administration, Department Chairs, All CHS teachers	Weekly collaboration Time; Staff Development Release Time	<ul style="list-style-type: none"> <li>✓ Annual SMART goals review in Spring (beginning 2010)</li> <li>✓ Evidence of common and formative</li> </ul>	<ul style="list-style-type: none"> <li>✓ WASC Visiting Committee Report 2008</li> <li>✓ Teachers' evidence of assessment (Chemistry and Biology, 2010; Math 2010)</li> <li>✓ Assessment Data/Results and subsequent adjustments to instruction</li> <li>✓ Increased student achievement</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ Develop annual individual and department-wide SMART goals               <ul style="list-style-type: none"> <li>✓ English dept. designing summative year-end assessments at each grade level (SY 2012-13) ; phase in formative assessments in years to follow. Assessments to be designed in grade-level groups, shared department-wide, and essay questions calibrated through collaborative grading</li> <li>✓ Align assessments to Common Core Standards</li> </ul> </li> </ul>				<p>assessments in each department (as appropriate) during SY 2010-11 Evaluate SMART goals.</p>	<p>(Science CST scores)</p>
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**WRITING Site Strategy/SMART Goal:** By May 2013, at least 70% of students will be able to write a literary analysis essay that would qualify as “Proficient” or “Advanced” based on the common English 10 Essay Rubric.

Goal/Step	Key Actions	Who’s Responsible	Who’s Involved	Resources (\$, People, Time)	Timeline	Evidence of Implementation
5.2	Initial writing assignments in 10 <sup>th</sup> grade reveal student strengths in summarizing, but clear needs in writers’ ability to analyze texts, evidenced in textual citation and connecting parts of texts to thesis statement. English 10 teachers have identified skillful essay writing evidenced by strong structure, deep textual analysis and citation, and purposeful writing as a gateway to more advanced texts/writing assignments in the upper grade levels. In addition, a well written essay shows comprehension of and interaction with important texts. English 10 teachers will collaborate on a common English 10 essay rubric and a set of common writing needs. English 10 teachers will meet at least twice a semester to compare, analyze, and interpret trends in student work. English 10 teachers will continue to support students through scaffolding documents and writing workshops.	English Department, CHS Administration	English teachers CHS Administration	Release time, department meeting time	Fall 2011-Spring 2013	<ul style="list-style-type: none"> <li>✓ Students’ essays and rubric scores.</li> <li>✓ Students will begin to understand essay writing an analytical level.</li> <li>✓ Students will become more aware of their choices as writers and become more purposeful writers as a result.</li> <li>✓ Students will have clear pathways to proficiency through scaffolding documents, revisions, teacher feedback, and rubrics.</li> </ul>

**MATHEMATICS Site Strategy/SMART Goal:**

To support academic achievement and gains in math fluency, student confidence, and professional development

To increase total percentage of students (all grades) scoring ‘proficient or advanced’ in Algebra and Geometry as measured by the end of the year STAR (CST) assessment.

- **Algebra:** 36% of all students tested will score “proficient or advanced” in mathematics as measured by the end of the year STAR (CST) assessment—an increase of 5%
- **Geometry:** 52% of all students tested will score “proficient or advanced” in mathematics as measured by end of the year STAR (CST) assessment –an increase of 5%.

Goal/Step	Key Actions	Who’s Responsible	Who’s Involved	Resources (\$, People, Time)	Timeline	Evidence of Implementation
5.1	Study San Diego County best practices to outline vertical team discussion/determination on the recalibration of secondary math placement determinations in CUSD	CHS Math Department, CHS Administration	CHS Math Department	Release Time for Site Visits	2012-13	Adjusted secondary math placement criteria
5.2	Participation in mathematics professional development, curriculum development, and leadership development through partnership with Math for America San Diego	CHS Math Department, CHS Administration	CHS Math Department, Math for America San Diego	Membership to Math for America, release time for professional development	2012-13	Join Math for America San Diego consortium.