

## Chapter V: School-wide Action Plan

- A. Revise the single school-wide 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 school-wide 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 stakeholders to implementing the various sections of the school-wide action plan.

Goal #1 - Continue addressing the individual academic needs of all students of all ability levels through cross-curriculum collaboration, with increased and directed focus on the middle student.				
Action Item	Implementer	Target Date	Success Indicator	Reporting Method
Mira Costa High School will provide time, space, and resources for site-based collaboration that allows for the development, communication and implementation of departmental goals, cross-curricular planning and the use of appropriate technologies.	All staff	Year 1	<ul style="list-style-type: none"> <li>Collaborative time built into the schedule</li> </ul>	Revised bell schedule sent to the Board
Continue to focus on student-centered instruction, stressing 21 <sup>st</sup> century skills: teaching and learning that extends beyond the classroom, critical thinking, collaboration, communication, creativity and character.	All staff	Year 3	<ul style="list-style-type: none"> <li>Measurable ESLRs</li> <li>Increase in blended classrooms</li> <li>Creation of cross-curriculum</li> <li>Increase the number of students who feel challenged in class</li> </ul>	Student surveys Include in the objective when lesson planning
Mira Costa High School will provide targeted support systems for special needs, ELL, low-, middle-, and high-performing students in order to enhance their academic and vocational skills, study habits, and cultural, social and emotional well-being across all disciplines, thus preparing them to thrive in a global community.	SSC  PTSA  EdCouncil  All staff	Year 6	<ul style="list-style-type: none"> <li>See Action Items below. Re-evaluate targeted support systems at year 3, with the goal of completion year 6</li> </ul> <p>Additionally, for all groups:</p> <ul style="list-style-type: none"> <li>Determine success indicators for thriving in a global community</li> <li>Continue to build consistency among teachers within each department to create a balance relative to pacing, homework loads, grading policies, and assessments. Classroom expectations by subject/section should have similar goals and outcomes with different instructors</li> <li>Engage more students in innovative STEM lessons, classes and extracurricular opportunities</li> <li>Employ <i>PowerSchool</i> to</li> </ul>	Student, staff and parent survey data specifically addressing global community competencies presented to SSC, PTSA, focus groups, home groups, and EdCouncil  Analysis of survey and performance data in year 3 by SSC, PTSA, focus groups, home groups, and EdCouncil by targeted support system to determine needed adjustments

			<p>effectively communicate assignments, grades and progress to families so they can provide student support from home</p> <ul style="list-style-type: none"> <li>• Stress management PD for teachers</li> <li>• Explore peer counseling program</li> <li>• Provide more support for transfer students and students that arrive late-term</li> <li>• Increase the number of students who are exposed to (and prepared for) college-level curriculum</li> </ul>	
Increase focus on the “special needs” students by developing and implementing strategies to support, encourage and engage these students.	All staff	Year 3	<ul style="list-style-type: none"> <li>• Create transition program for mod/sev population</li> <li>• More in-depth examination and adherence to the ITP in the 9<sup>th</sup> grade</li> <li>• More PD articulation</li> </ul>	Student, staff and parent survey data specifically addressing global community competencies presented to SSC, PTSA, focus groups, home groups, and EdCouncil
Increase focus on the ELL students by developing and implementing strategies to support, encourage and engage these students.	All staff	Year 3	<ul style="list-style-type: none"> <li>• Accurately identify, assess, place ELL students, and design/modify curriculum to address performance gaps</li> <li>• Create ELL specific curriculum in language arts to address ELD education</li> <li>• ELL tutors from the 12<sup>th</sup> grade to tutor as a T.A. assignment</li> </ul>	Student, staff and parent survey data specifically addressing global community competencies presented to SSC, PTSA, focus groups, home groups, and EdCouncil
Increase focus on the “low performing” students by developing and implementing strategies to support, encourage and engage these students.	All staff	Year 3	<ul style="list-style-type: none"> <li>• Explore the development of a <i>Business Literacy</i> course for 11<sup>th</sup> graders</li> <li>• Explore career pathway education</li> <li>• Increase staff awareness of Freshman 101 and ACE</li> <li>• Encourage more career education in the CCC</li> <li>• Re-emphasize SDAIE strategies in PD</li> <li>• Evaluate Common Core performance measurements</li> <li>• Develop common assessments for college preparatory classes and utilizing those assessments to evaluate student progress</li> </ul>	Student, staff and parent survey data specifically addressing global community competencies presented to SSC, PTSA, focus groups, home groups, and EdCouncil
Increase focus on the “middle performing” students by developing and implementing strategies to support, encourage and engage these students.	All staff	Year 3	<ul style="list-style-type: none"> <li>• Consistency in CP rigor</li> <li>• Provide PD on middle student strategies</li> <li>• Emphasize checking for understanding</li> <li>• Increase flipped lecture/lessons</li> <li>• Clarify pathways to graduation and college</li> <li>• Expand CTE, SCROC type classes</li> <li>• Continue Freshman 101</li> </ul>	Student, staff and parent survey data specifically addressing global community competencies presented to SSC, PTSA, focus groups, home groups, and EdCouncil EdCouncil reviews the AP Exam data

			<ul style="list-style-type: none"> <li>• Encourage co-curricular connections</li> <li>• Emphasize internships</li> <li>• Encourage teachers to create innovative curriculum</li> <li>• Re-instate writing and math labs after school</li> <li>• Increase connection to the library</li> <li>• Increase the number of students taking and passing the AP exam</li> </ul>	
Increase focus on the “high performing” students by developing and implementing strategies to support, encourage and engage these students.	All staff  Counseling staff	Year 3	<ul style="list-style-type: none"> <li>• Clear understanding of demands in AP courses</li> <li>• Time management education</li> <li>• De-stressor strategies and coping competencies</li> <li>• Healthy lifestyle education (diet, sleep, exercise)</li> </ul>	Student, staff and parent survey data specifically addressing global community competencies presented to SSC, PTSA, focus groups, home groups, and EdCouncil
Support student interests and curricular needs through the library program and collections.	School librarian  Administration	Year 1	<ul style="list-style-type: none"> <li>• Fund research search engines</li> <li>• Weave on-line courses in research skills into the writing curriculum for Common Core</li> </ul>	Analysis of service from school librarian and humanities departments
Disseminate message to parents, advisors and entire school community that students should take AP classes in their primary area(s) of interest.	Counselors  Administration	Year 1	<ul style="list-style-type: none"> <li>• Emphasize in parent orientations</li> </ul>	Parent orientation materials and presentations
Employ strategies to increase student access to AP classes.	AP Teachers  Counselors  EdCouncil	Year 1-6	<ul style="list-style-type: none"> <li>• Increase the variety and options for AP classes</li> <li>• Review pre-requisites for AP classes based on three-year data</li> </ul>	Student survey feedback to determine new courses needed and to determine the cause of decreased enrollment in some courses.
Promote effective teaching practices to prepare new AP students who are not traditionally accustomed to taking AP classes.	All staff	Year 2	<ul style="list-style-type: none"> <li>• Increase honors offerings</li> <li>• Increase time during the week where students may seek help</li> </ul>	Student surveys and performance data to SSC

**Goal #2 - Promote a school culture that focuses on educating and supporting the “whole student” in an effort to develop balanced, culturally aware, responsible, ethical and accountable citizens.**

<b>Action Item</b>	<b>Implementer</b>	<b>Target Date</b>	<b>Success Indicator</b>	<b>Reporting Method</b>
Mira Costa High School will foster an environment where students, parents, staff, faculty and administrators understand and respect each other’s roles and responsibilities in order to promote a culture of mutual trust and professionalism.	All Stakeholders	Year 6	<ul style="list-style-type: none"> <li>• Increase student voice through monthly in-class feedback sessions</li> <li>• Prepare syllabi for all classes</li> <li>• Increase staff presence on the website to increase visibility</li> <li>• Formalize school-wide goal-setting to increase trust and transparency</li> <li>• Increase participation on SSC and in PTSA</li> </ul>	Report progress on each indicator to SSC annually
Support student wellness by promoting a healthy balance of academics, athletics, and extracurricular activities coupled with the benefits of proper diet, exercise, and sleep as an approach to reduce stress, as well as a means of building a foundation for overall social/emotional well-being.	Administration  Counseling	Year 3	<ul style="list-style-type: none"> <li>• Maintain systems that do not pressure students into taking more APs than are necessary</li> <li>• Include healthy lifestyles into Frosh Orientation and all parent nights</li> <li>• Increase wellness education seminars through the counseling department and the CCC</li> <li>• Utilize all forms of communication to students and parents</li> <li>• Emphasize healthy lifestyles</li> <li>• Encourage balanced schedules</li> <li>• Create balance among teachers with homework and workload</li> <li>• Model healthy living among staff</li> <li>• Promote clubs that advocate healthy lifestyles</li> <li>• Participate in Blue Zone initiatives</li> <li>• Encourage coaches and advisors to emphasize academic success</li> <li>• Improve overall physical and emotional health</li> </ul>	Student Survey data related to wellness Review Health Kids Survey and Physical Fitness Testing with SSC
Conduct four-year planning meetings with parents and emphasize the importance of maintaining a balance in curriculum, encouraging judicious enrollment in AP classes as colleges do not require or expect	Administration  Counseling  Parents	Year 1-6	<ul style="list-style-type: none"> <li>• Continue the program as it stands, monitoring year-to-year and updating according to needs assessments</li> </ul>	Parent survey data to determine success and future needs

APs in every subject.				
Continue to evaluate the safety of the Costa campus for teachers, students and staff. In addition, provide support for teacher training for disaster recovery.	Standing Committee for School Safety and Culture  All Staff  Administration	Year 1	<ul style="list-style-type: none"> <li>• New safety committee to establish and review regular drills and emergencies</li> <li>• Continue monthly drills</li> </ul>	Safety Committee Minutes and Reports to EdCouncil  Drill calendar
Develop a series of presentations to be presented to students and their parents. The presentations will be delivered one at a time either at athletic or academic parent and student meetings/assemblies during the year/season.	All Staff	Year 4	<ul style="list-style-type: none"> <li>• Participate in Blue Zone projects</li> <li>• Participate in Grades of Green projects</li> <li>• Participate in Friendship Circle projects</li> <li>• Participate in Freedom 4U projects</li> </ul>	Blue Zone, Grades of Green, Friendship Circle, and Freedom 4U rosters and calendars
Address the very real issue of student mental health particularly in 10 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup> grades. Help teachers understand the current landscape created for high school students by the increasing competitiveness of college admissions. Provide stress management workshops given by MCHS alum psychologist twice per year before finals.	Counseling department	Year 3	<ul style="list-style-type: none"> <li>• Coordinate and develop this program out of the counseling department</li> </ul>	Counseling department calendar and workshop notes
Provide peer mentoring (big brother/sister) between seniors and freshman. Utilize honor societies like National Honor Society and California Scholarship Federation to achieve goal.	Counseling department  NSF and CSF club advisors	Year 5	<ul style="list-style-type: none"> <li>• Coordinate and develop this program out of the counseling department</li> </ul>	Counseling department, NSF, and CSF calendar and workshop notes
Continue communication to students of daily activities by posting the Daily Bulletin at numerous locations on campus in addition to homeroom announcements and the Mustang Morning News.	Calendar Standing Committee  Front office staff	Year 2	<ul style="list-style-type: none"> <li>• Encourage all staff to submit announcements to the bulletin and to the website through the calendar committee, and the front office staff</li> </ul>	Review after year two on student and parent surveys using year 1 and year 2 data and findings. Make necessary adjustments based on the findings
Explore more opportunities to engage Costa graduates to visit campus to discuss high school experiences and transition issues.	CCC Counselors	Year 3	<ul style="list-style-type: none"> <li>• Create opportunities for the visits through the CCC</li> </ul>	CCC calendar and notes
Reduce lunch lines by evaluating service levels and turnaround times to allow students to manage stress and lunchtime activities.	Cafeteria	Year 1	<ul style="list-style-type: none"> <li>• Open up satellite cafeteria in March</li> </ul>	Student surveys
Provide education in “digital citizenship” including online safety and etiquette, respect for intellectual property, and building a positive digital footprint along with the proper, responsible, ethical use of personal devices and all online media.	Librarian  All Staff	Year 2	<ul style="list-style-type: none"> <li>• Continue support the curriculum through the library</li> <li>• Increase the number of digital citizenship classes in Midway or include content in each class given</li> </ul>	Library presentations Midway Day curriculum
Continue to provide programs to prevent bullying, including cyber and digital	Administration	Year 1-6	<ul style="list-style-type: none"> <li>• Include in orientation presentations</li> </ul>	Orientation slides and notes

bullying.	All Staff			
Develop “self discovery” pathways to assist students in discovering and exploring their interests, natural aptitudes, and inclinations early in high school in an effort to help guide them as they enter the college and career search process.	Administration	Year 5-6	<ul style="list-style-type: none"> <li>• Create pathways</li> <li>• Establish academic programs and policies toward passion and discovery</li> </ul>	Master Schedule and Course Catalog

**Goal #3 - Foster an environment that leads to increased student use of technology in the classroom.**

<b>Action Item</b>	<b>Implementer</b>	<b>Target Date</b>	<b>Success Indicator</b>	<b>Reporting Method</b>
Emphasize the technology vision through engaged leadership and modeling "being teacher leaders."	Administration  Teacher leaders	Year 5-6	<ul style="list-style-type: none"> <li>• Include the vision in leadership practice</li> <li>• Incorporate the vision in goals, evals and teacher feedback</li> <li>• Dedicate resources to technology</li> <li>• Continually communicate progress to the community</li> </ul>	Principal's report to PTSA, SSC, EdCouncil and the Board
Create spaces of opportunity to allow and encourage growth.	Administration	Year 3-4	<ul style="list-style-type: none"> <li>• Support teacher collaboration based in technology</li> <li>• Model risk taking</li> <li>• Make structural changes to support growth</li> <li>• Dedicate V.P. to work with cluster groups to develop tech curriculum</li> </ul>	Principal's report to PTSA, SSC, EdCouncil and the Board
Continue staff development for all staff with regard to iPads and other classroom technology.	Administration	Year 1-2	<ul style="list-style-type: none"> <li>• PD on tech use</li> <li>• Use EdCouncil to present new tech</li> <li>• Support District-wide tech training</li> <li>• Support master teachers in the use of tech</li> <li>• Explore outside PD opportunities to promote teacher skills</li> </ul>	Principal's report to PTSA, SSC, EdCouncil and the Board  PD calendars

**Goal #4 - Focus strategies to improve performance of students who will potentially score in the lower third of the Smarter Balanced test to increase overall scores on Common Core Standards.**

<b>Action Item</b>	<b>Implementer</b>	<b>Target Date</b>	<b>Success Indicator</b>	<b>Reporting Method</b>
Define the students who are in the lower third of performance.	All Staff	Year 1-2	<ul style="list-style-type: none"> <li>• Gather information from Smarter Balanced tests and performance tasks in classrooms using close reading of complex text, evaluating informational texts, using textual evidence as proof of argument, responding to the shift in focus, coherence and rigor in math</li> <li>• Determine if there are additional resources or academic support</li> <li>• Decrease in the percentage of students scoring in the lower third on measures of academic performance</li> </ul>	<p>Departmental meeting notes relative to data analysis</p> <p>Analysis of CCSS data in SSC and Departments</p> <p>Transcript data to determine acceptable progress</p>
Identify weaknesses in specific subject areas	All Staff	Year 1-2	<ul style="list-style-type: none"> <li>• Identify gaps in content areas of the ELA and math tests and present to staff as a reflection of the shifts in Common Core State Standards (CCSS) methodology to encourage evaluation of strategies teaching close reading of complex text, evaluating informational texts, using textual evidence as proof of argument, responding to the shift in focus, coherence and rigor in math</li> <li>• Identify subject areas and skills that need review before the test by reviewing progress data and interviewing students by the middle of the semester. Review skills and subject matter that was taught earlier in the school year</li> </ul>	Departmental meeting notes relative to data analysis
Staff Development and Professional Collaboration	All staff	Year 1-2	<ul style="list-style-type: none"> <li>• Working in departments to align curriculum to CCSS; Science is redoing labs and reports, English is aligning grade level guidebooks to CCSS; Math is doing a 3 year review of curriculum; Social Studies is focusing on writing in</li> </ul>	Departmental meeting notes relative to data analysis



			<p>their discipline; VAPA is incorporating writing into production classes; Foreign Language is revising semester finals to reflect CCSS skills</p> <ul style="list-style-type: none"> <li>• Develop time for staff to collaborate to share best practices</li> </ul>	
<p>Emphasize effective classroom strategies for teachers to utilize with students to improve student success.</p>	All staff	Year 1-3	<ul style="list-style-type: none"> <li>• Continue with professional development and collaboration time to allow teachers to implement new shifts such as close reading of complex text, evaluating informational texts, using textual evidence as proof of argument, responding to the shift in focus, coherence and rigor in math</li> <li>• Continue to evaluate student engagement in classes, access to honors classes, pacing and homework load, teaching loops, thematic connections, coaching, giving “wins”, higher level questioning, checking for understanding, formative and summative assessment, and technology</li> </ul>	<p>Departmental meeting notes relative to data analysis</p> <p>Drop-in feedback to teachers</p>

**Goal #5 - Continue to support, through Title I funds, the success of the SAS program as measured by improved grades and proficiency of Common Core State Standards, increased homework completion, improved attendance, and greater awareness and incorporation of growth mindset, sparks, and thriving indicators vital to student success.**

<b>Action Item</b>	<b>Implementer</b>	<b>Target Date</b>	<b>Success Indicator</b>	<b>Reporting Method</b>
Staff development and professional collaboration.	All staff	Year 1-6	<ul style="list-style-type: none"> <li>•Continue staff development and professional collaboration</li> <li>•Professional development for counselors and teachers working with Title I students in Response to Intervention and effective instructional methodologies for intervention</li> <li>•Counselors and Administration will meet with Department Heads to identify, support, and collect data on struggling students</li> <li>•SAS Counselors will attend and be members of education/healthcare related professional community meetings and organizations</li> <li>•SAS Counselors will collaborate weekly with SAS teachers</li> <li>•SAS Teachers will have the opportunity to attend professional development conferences on topics related to struggling students and socio/emotional development</li> </ul>	Staff and PD agendas, calendars and minutes
Involvement of staff, parents and community (including interpretation of student assessment results to parents).	All Stakeholders	Year 1-6	<ul style="list-style-type: none"> <li>•SAS students will have the opportunity to hear from professionals in the community through guest speaker sessions</li> <li>•SAS students have the opportunity to interact with peer tutors on a daily basis</li> <li>•SAS Counselors will host meeting for parents of SAS students</li> <li>•SAS Counselors will share data regarding the effectiveness of the SAS program with MBUSD Community representatives</li> <li>•Through small class sizes students build a supportive community</li> </ul>	Staff and parent surveys

			within the school	
Auxiliary services for students and parents.	All Stakeholders	Year 1-6	<ul style="list-style-type: none"> <li>•SoCal ROC available as an opportunity to enhance positive movement and interest in school</li> <li>•Parent Education evenings will be offered on varying topics</li> <li>•After school tutoring available in library monitored by certified teacher</li> <li>•Outside referral resources are provided to both students and parents</li> </ul>	Student and parent surveys
Monitoring program implementation and results.	All staff	Year 1-6	<ul style="list-style-type: none"> <li>•Completion of S.M.A.R.T goals</li> <li>•GPA pre and post comparisons</li> <li>•Progress report comparisons</li> <li>•Student self-reports</li> </ul>	All Stakeholder survey data
Define a cohesive program for alternative credits.	Administration Counselors	Year 1-2	<ul style="list-style-type: none"> <li>•Integrate transcript credits, curriculum content, course offerings, implementation policy, program management, and staffing for IS, ACE, Summer School, alternative credits from other institutions, home/hospital, blended schedules, and on-line courses</li> </ul>	Board minutes

