



**Tahoe Truckee High School**

**REVISED ACTION PLAN**

**May 2012**

**11725 Donner Pass Road**

**Truckee, CA**

**Tahoe Truckee Unified School District**

**Goal #1 (Area for Improvement): Expand the opportunities for the ELL, socioeconomically disadvantaged and underperforming students to enter into postsecondary education (to include vocational training programs, community college or college).**

**Rationale:** TTHS recognizes that SED student population has grown over the last few years and with the state of the economy it appears that it will continue to grow. In addition, TTHS wants to continue to close the achievement gap.

**Supporting Data:** CST Scores in English and Math

- ELL and SES students are performing at lower rates in Algebra and Geometry
- 13% ELL students are proficient in Algebra I (2011)
- 19% of SES students are proficient in Algebra I (2011)
- ELL and SES students are not articulating into higher levels of math
- ELL and SES students are performing at lower rates in ELA in all grades and Geometry
- Between 2007 and 2011 ELL 9<sup>th</sup> grade students have decreased in ELA fluency from 16% - 0% proficient (This may be as a result of reclassification). This trend is similar across grades.
- SES students ELA proficiency is higher in recent years but continues to be lower than peers. The range is between 26% - 34% proficient.

**Growth Targets:** 5% growth in Algebra and English CST scores

**ESLRs Addressed:** Core Academic Subjects

**Means to Monitor & Report Progress:** CST (Math & ELA); CELDT- one level increase per year

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
<p>1. 15 minutes of each staff meeting is dedicated to reviewing CLAD/SDAIE and Best Practices Strategies. - This will be staff driven and broken up by department</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Leadership Team</li> <li>• Staff (Certificated and Classified)</li> </ul>	<ul style="list-style-type: none"> <li>• Staff expertise with SDAIE/SIOP or differentiated teaching strategies</li> <li>• Current district staff development that is targeted to close the achievement gap</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Agendas</li> <li>• CST Scores</li> <li>• Graduation Rates</li> <li>• Grade Reports</li> <li>• CAHSEE Scores</li> <li>• CELDT Scores</li> </ul>	<ul style="list-style-type: none"> <li>• Start in September 2012 and ongoing. Once a month at staff meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• End of each semester (Fall and Spring)</li> <li>• September review CST data</li> </ul>
<p>2. Explore the development of a Reading and Math Intervention Program, and if possible implement a new plan.</p>	<ul style="list-style-type: none"> <li>• Principal/ Administration</li> <li>• English and Math Teachers</li> <li>• Special Education Teachers</li> <li>• ELD Teacher</li> <li>• Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• Keys to Curricular Math</li> <li>• Catch up Math</li> <li>• Readers Kit (Edge)</li> <li>• Read Naturally</li> </ul> <p>Professional Development:</p> <ul style="list-style-type: none"> <li>• Site resources</li> <li>• Research-based programs</li> <li>• Research available resources</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate current low performing students reading and math levels</li> <li>• Align student needs to intervention</li> <li>• CST Scores</li> <li>• Grade Reports</li> </ul>	<ul style="list-style-type: none"> <li>• September 2012 identify student needs</li> <li>• October 2012 explore intervention models</li> <li>• January 2013 begin attempts at implementation in the classroom and alignment within our RTI program.</li> <li>• 2013 and ongoing: continue to revise the model put in place</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly at staff meetings and Leadership Team meetings</li> </ul>

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
<p>3. Create “Wings” or Mentor Program that supports 9<sup>th</sup> graders -engage them socially, emotionally, and academically</p>	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Students</li> <li>• Community Members (ARC)</li> <li>• Wellness Center</li> <li>• Leadership Class</li> </ul>	<ul style="list-style-type: none"> <li>• Site Visits</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Grade Reports</li> <li>• Graduation Rates</li> <li>• Discipline Reports</li> <li>• Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Year One: Researching</li> <li>• Year Two: Developing</li> <li>• Year Three: Implementation</li> <li>• Years Four-Six: Assessing and Revising</li> </ul>	<ul style="list-style-type: none"> <li>• End of 9<sup>th</sup> Grade</li> </ul>
<p>4. Incorporate relevant, engaging curriculum that reflects a diverse student body.</p> <ul style="list-style-type: none"> <li>• Identify academic language that supports the essential standards in all core content to ensure access and equity for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Staff</li> <li>• PLCs</li> </ul>	<ul style="list-style-type: none"> <li>• National Content Standards</li> <li>• Research</li> <li>• PLC Time</li> <li>• Reviewing Academic Language Series</li> <li>• ASCD Tools or Publications</li> </ul>	<ul style="list-style-type: none"> <li>• Student Interest Survey</li> <li>• Teacher Survey</li> <li>• Discipline Reports</li> <li>• Grade Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Year One: Researching</li> <li>• Year Two: Developing</li> <li>• Year Three: Implementation</li> <li>• Years Four-Six: Assessing and Revising</li> </ul>	<ul style="list-style-type: none"> <li>• Each semester annually</li> </ul>
<p>5. Explore and develop a Career Technical Education pathway at TTHS</p>	<ul style="list-style-type: none"> <li>• Principal/ Administration</li> <li>• Leadership Team</li> <li>• Staff</li> <li>• Counseling Dept.</li> <li>• ROP 49er</li> </ul>	<ul style="list-style-type: none"> <li>• ROP 49er</li> <li>• ASCD</li> <li>• Site visits</li> <li>• Conferences</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of staff buy-in</li> <li>• Identification of a CTE pathway</li> <li>• Regain our ROP funding</li> <li>• Integration into our master schedule</li> </ul>	<p>Year One: Research and Development</p> <p>Years Two- Six: Implementation of program at school site with revisions ongoing</p>	<ul style="list-style-type: none"> <li>• Quarterly through 2012-13 school year</li> <li>• 2013 ongoing: Reporting would be biannually</li> </ul>

**Goal #2 (Area for Improvement): Redevelop our Response to Intervention (Truckee Intervention Remediation and Enrichment) to be more effective and begin to look at tier 2 and tier 3 Responses to Intervention and clarify the role of advisory.**

**Rationale:** Varying degrees in success in our current response to intervention model indicates that it is being used more for homework help rather than targeted intervention/enrichment model originally designed.

**Supporting Data:** Anecdotal evidence from stakeholders, API Scores, the need to close the achievement gap

- ELL and SES students are performing at lower rates in Algebra and Geometry
- 13% ELL students are proficient in Algebra I (2011)
- 19% of SES are proficient in Algebra I (2011)
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- ELL and SES students are performing at lower rates in ELA in all grades and Geometry
- Between 2007 and 2011 ELL 9<sup>th</sup> grade students have decreased in ELA fluency from 16% to 0% proficient (This may be as a result of reclassification). This trend is similar across grades
- SES students ELA proficiency is higher in recent years but continues to be lower than peers. The range is between 26% to 34% proficient.

**Growth Targets:** Increase the API scores for all students and close the achievement gap

**ESLRs Addressed:** Core Academic Subjects, High Productivity

**Means to Monitor & Report Progress:** Attendance, Report Cards, API Scores, Grades of target demographic (ELL, SED, Resource Students)

<b>TASKS</b>	<b>RESPONSIBLE PERSON(S) INVOLVED</b>	<b>PROFESSIONAL DEVELOPMENT/ RESOURCES</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>	<b>TIMELINE</b>	<b>REPORTING</b>
1. Research effective intervention models for core academic classes	<ul style="list-style-type: none"> <li>Academic Coaches</li> <li>Staff</li> <li>Leadership Team</li> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Time set aside to collect data, analyze data and develop report with recommendations</li> <li>Research models</li> <li>Staff will read RTI publications</li> </ul>	<ul style="list-style-type: none"> <li>Create a list of pros and cons to current model</li> <li>Student Grades</li> <li>Attendance</li> <li>Teacher response</li> <li>% of students below basic</li> <li>Parent Survey</li> <li>Review if intervention is tied to core academics</li> </ul>	<ul style="list-style-type: none"> <li>April 2012 Staff Meetings begin process</li> <li>Fall 2012: Leadership Team meets with new Principal</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team reports to staff</li> </ul>
2. Develop and Implement new Intervention Model	<ul style="list-style-type: none"> <li>Academic Coaches</li> <li>Administration</li> <li>Leadership Team</li> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>Staff Training each year ongoing</li> <li>Clear established guidelines</li> <li>Data software support</li> </ul>	<ul style="list-style-type: none"> <li>Computer data analysis/ monitoring program, Datawise</li> <li>AERIES</li> </ul>	<ul style="list-style-type: none"> <li>Keep current intervention model 2012-13 and plan to implement new model 2013-14 school year</li> </ul>	<ul style="list-style-type: none"> <li>Assess new intervention model throughout the semester at staff meetings</li> </ul>
3. Once intervention model has been successfully established begin to address enrichment needs.	<ul style="list-style-type: none"> <li>Academic Coaches</li> <li>Administration</li> <li>Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Time set aside to collect data, analyze data and develop</li> <li>Research models that are similar to our school and have been successful</li> </ul>	<ul style="list-style-type: none"> <li>Student Grades</li> <li>Attendance</li> <li>Teacher response</li> <li>% of students below basic</li> <li>Parent and Student Survey</li> </ul>	<ul style="list-style-type: none"> <li>Start in alignment with RTI.</li> </ul>	<ul style="list-style-type: none"> <li>Assess new enrichment model throughout the semester at staff meetings</li> </ul>

<b>TASKS</b>	<b>RESPONSIBLE PERSON(S) INVOLVED</b>	<b>PROFESSIONAL DEVELOPMENT/ RESOURCES</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>	<b>TIMELINE</b>	<b>REPORTING</b>
4. Establish tier 2 and tier 3 Responses to Intervention	<ul style="list-style-type: none"> <li>Academic Coaches</li> <li>Administration</li> <li>Leadership Team</li> <li>Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Time set aside to collect data, analyze data and develop</li> <li>Research models that are similar to our school and have been successful</li> </ul>	<ul style="list-style-type: none"> <li>Student Grades</li> <li>Attendance</li> <li>Teacher response</li> <li>% of students below basic</li> <li>Parent and Student Survey</li> </ul>	<ul style="list-style-type: none"> <li>Start in alignment with successful Tier 1 intervention and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Assess new intervention and enrichment models throughout the semester at staff meetings.</li> </ul>
5. Develop and organize clear expectations for each grade level during Advisory	<ul style="list-style-type: none"> <li>Grade Level PLC Chairs</li> <li>Counseling Staff</li> <li>Teachers</li> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Time set aside to align expectations throughout a four year period.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher response</li> <li>Parent and Student Survey</li> </ul>	<ul style="list-style-type: none"> <li>End of 2011-12 school year and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Assess new advisory model throughout the semester at staff meetings.</li> </ul>
6. Advisory Period scheduled for the first Friday of every month	<ul style="list-style-type: none"> <li>Administration</li> <li>Grade Level PLC Chairs</li> <li>Counseling Staff</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Grade Level PLC time</li> <li>Examine other school district's Advisory curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Teacher response</li> <li>Parent and Student Survey</li> </ul>	<ul style="list-style-type: none"> <li>Fall of 2012 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Assess new advisory model throughout the semester at staff meetings.</li> </ul>

**Goal #3 (Area for Improvement): Continue our PLC staff development with common planning time that facilitates training areas of integration of curriculum, ESLRs, state standards, and district alignment. In addition, make site agreements for operational norms of the PLCs.**

**Rationale:** Through our self-study findings, we have identified the need to continue our PLC development with emphasis on integrating curriculum, ESLRs and standards, as well as use data to inform instruction.

**Supporting Data:**

- PLC time structure is new and the staff continues to struggle with norms
- PLCs need training in formative assessment, the use of data, and practice focusing on student learning
- District lack of consistent professional development plan
- Low percentage of staff being trained on district professional development
- Consistent leadership change in the district and at the school site

**Growth Targets:** All teachers will be trained on Datawise. 100% of teachers will be using common pacing guides, standards, and assessments by 2014.

**ESLRs Addressed:** Core Academic Subjects, High Productivity, Information, Media and Technology, Personal/Life Skills

**Means to Monitor & Report Progress:** Principal and District office staff review the PLC model using the TTUSD Trimester Review Document (Rubric) to identify and verify progress. The results will be shared with staff on an annual basis.

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
1. Vertically align essential “skills” within departments (i.e. expectations for each grade level and course are clear and posted)	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administration</li> <li>• Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting time for PLC groups</li> <li>• Conferences/trainings</li> <li>• State and National Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Number of departments with common curriculum and clear expectations for students</li> <li>• Pre/Post Survey</li> <li>• PLC sign-in sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Continue Fall of 2012 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Department Chairs</li> <li>• Administration</li> <li>• Department discussions</li> <li>• Reports at staff meetings</li> <li>• Website</li> </ul>
2. Continue to allow staff to meet, develop, and reassess pacing guides, syllabi, and essential standards.	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administration</li> <li>• Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting time for PLC groups</li> <li>• Conferences/trainings</li> <li>• State and National Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Number of departments with common curriculum</li> <li>• Pre/Post Survey</li> <li>• PLC sign-in sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Continue Fall of 2012 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Department Chairs</li> <li>• Administration</li> <li>• Department discussions</li> <li>• Reports at staff meetings</li> <li>• Website</li> </ul>
3. Become familiar with/identify Common Core Standards	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administration</li> <li>• Leadership Team</li> <li>• District Office/Ed Services</li> <li>• PCOE</li> </ul>	<ul style="list-style-type: none"> <li>• Examine how State Standards and work already completed correlates with Common Core Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• 2013 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Department Chairs</li> <li>• Administration</li> <li>• Department discussions</li> <li>• Reports at staff meetings</li> <li>• Website</li> </ul>

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
4. Begin developing and breaking down Common Core Standards within departments	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administration</li> <li>• Leadership Team</li> <li>• District Office/Ed Services</li> <li>• PCOE</li> </ul>	<ul style="list-style-type: none"> <li>• District Training</li> <li>• PCOE Workshops</li> <li>• Academic Coaches</li> <li>• Professional Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team discussions about progress in courses</li> <li>• Staff Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• 2013 and ongoing</li> <li>• Mirrored on state roll-out plan and work of state</li> </ul>	<ul style="list-style-type: none"> <li>• Department Chairs</li> <li>• Administration</li> <li>• Department discussions</li> <li>• Reports at staff meetings</li> <li>• Website</li> </ul>
5. Create benchmarks using decided Common Core Standards	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administration</li> <li>• Leadership Team</li> <li>• District Office/Ed Services</li> <li>• PCOE</li> </ul>	<ul style="list-style-type: none"> <li>• Department PLC time</li> <li>• Academic Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team discussions about progress in courses</li> <li>• Staff Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• 2014 and ongoing</li> <li>• Mirrored on state roll-out plan and work of state</li> </ul>	<ul style="list-style-type: none"> <li>• Department Chairs</li> <li>• Administration</li> <li>• Department discussions</li> <li>• Reports at staff meetings</li> <li>• Website</li> </ul>

**Goal #4 (Area for Improvement): Continue to strengthen student wellness initiatives that are researched based to address the social, emotional, and physical health of our students and community.**

**Rationale:** The California Healthy Kids Survey indicates a need to focus on student's social and emotional well-being.

**Supporting Data:** CHKS, State Fitness

9<sup>th</sup> and 11<sup>th</sup> grade – 12% seriously considered attempting suicide, 10% had a plan

9<sup>th</sup> grade – feelings of sad and hopeless 21%

11<sup>th</sup> grade – 29%

9<sup>th</sup> grade – 17% high from using drugs

11<sup>th</sup> grade – 20%

9<sup>th</sup> grade – 14% consumes alcohol until really drunk

11<sup>th</sup> grade – 15%

9<sup>th</sup> grade – 42% had mean rumors or lies told about them

11<sup>th</sup> grade – 37%

**Growth Targets:**

2012-2013

5% fewer 9<sup>th</sup> graders will seriously consider attempting suicide and 5% less will have a plan

5% fewer 9<sup>th</sup> and 11<sup>th</sup> graders will have feelings of sad and hopeless

5% fewer 9<sup>th</sup> and 11<sup>th</sup> graders will consume alcohol until really drunk

5% fewer 9<sup>th</sup> and 11<sup>th</sup> graders will have mean rumors spread about them

**ESLRs Addressed:** Personal Life Skills

**Means to Monitor & Report Progress:** CHKS, number of students attending Friday Night Live, Wellness Center attendance, School-Wide Information System (SWIS) Reports

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
1. Continue to develop Wellness Center at TTHS.	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Counselors</li> <li>• School staff</li> <li>• Wellness Director</li> <li>• District Office</li> </ul>	<ul style="list-style-type: none"> <li>• Review Healthy Kids Survey to align with Wellness Center</li> <li>• Research on social and emotional development</li> <li>• Access County Mental Health and Department of Education resources</li> </ul>	<ul style="list-style-type: none"> <li>• Student sign-in</li> <li>• Student survey</li> <li>• % of students accessing and utilizing the Wellness Center</li> <li>• Parent survey</li> <li>• Staff survey</li> </ul> <p>*Dependent upon funding</p>	<ul style="list-style-type: none"> <li>• Fall of 2012 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• SAC bulletin</li> <li>• Website</li> <li>• SWIS</li> </ul>
2. Challenge Day  Provide Challenge Day on a yearly basis and integrate the curriculum within the Advisory period.	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administration</li> <li>• Counselors</li> <li>• School staff</li> <li>• District</li> </ul>	<ul style="list-style-type: none"> <li>• Advisory teachers to participate in the day and process</li> <li>• Training for staff on follow-up strategies</li> </ul> <p>Continue until funding is no longer available.</p>	<ul style="list-style-type: none"> <li>• Continue program</li> <li>• Student survey</li> <li>• School climate</li> </ul>	<ul style="list-style-type: none"> <li>• September to June yearly</li> </ul>	<ul style="list-style-type: none"> <li>• Counselors report to Challenge Day Program</li> <li>• Counselors share out about Challenge Day to staff at meetings</li> <li>• SWIS</li> </ul>
3. Building Effective Schools Together (BEST) Program	<ul style="list-style-type: none"> <li>• BEST Team</li> <li>• School Staff</li> </ul>	<ul style="list-style-type: none"> <li>• BEST team is trained and ongoing follow-up of trainings</li> <li>• BEST trainings for all staff at staff meetings</li> <li>• Integrate BEST strategies throughout Advisory curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• SWIS Data</li> <li>• School climate</li> </ul>	<ul style="list-style-type: none"> <li>• 2012 school year and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• SWIS report at monthly staff meetings</li> <li>• Report to the School Site Council, ELAC, and School Safety Committee</li> </ul>

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
<p>4. Advisory: 30 minutes dedicated to the academic, social, and emotional needs of the students. Students stay with their same teacher for all 4 years.</p>	<ul style="list-style-type: none"> <li>All certificated teachers at THS</li> <li>Administration</li> <li>Counselors</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing grade level PLC meetings for curriculum</li> <li>Counselors will provide materials when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> <li>CHKS Results every 2 years</li> <li>Student's knowledge base in academics, social and emotional issues</li> </ul>	<ul style="list-style-type: none"> <li>August- June yearly</li> </ul>	<ul style="list-style-type: none"> <li>Teacher reports</li> <li>Progress and term grade reports</li> <li>Teacher referrals to counselors</li> </ul>
<p>5. Friday Night Live Mentoring: a program where high school students mentor middle school students through discussion of various topics, games, healthy snacks and homework help.</p>	<ul style="list-style-type: none"> <li>Counselors</li> </ul>	<ul style="list-style-type: none"> <li>State Training</li> </ul>	<ul style="list-style-type: none"> <li>Teaching middle school students success in high school</li> </ul>	<ul style="list-style-type: none"> <li>Aug-May yearly</li> </ul>	<ul style="list-style-type: none"> <li>High school student yearly written reports</li> <li>Middle school student yearly written reports</li> <li>CA FNL Mentoring written state reports</li> </ul>
<p>6. Friday Night Live Natural High: create student leaders who are willing to foster change at the school and within the community</p>	<ul style="list-style-type: none"> <li>Counselors</li> </ul>	<ul style="list-style-type: none"> <li>2 conferences throughout the year (Fall/Spring)</li> <li>Curriculum binder</li> <li>Butte County</li> </ul>	<ul style="list-style-type: none"> <li>% of students at FNL events</li> <li>Signing pledges (i.e. Prom, drug and alcohol free)</li> <li>Committed packets (parents, athletes, merchants)</li> </ul>	<ul style="list-style-type: none"> <li>2007- present</li> <li>Facebook page up and running by September 2012</li> <li>Committed packets completed by June 2013</li> </ul>	<ul style="list-style-type: none"> <li>Monthly reports</li> <li>Facebook page</li> </ul>

<b>TASKS</b>	<b>RESPONSIBLE PERSON(S) INVOLVED</b>	<b>PROFESSIONAL DEVELOPMENT/ RESOURCES</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>	<b>TIMELINE</b>	<b>REPORTING</b>
7. Sources of Strength “peer helpers”	<ul style="list-style-type: none"> <li>• Leadership teacher</li> <li>• Nevada County Health</li> <li>• Counselors</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Receive training in wellness and resiliency models</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Kids Survey (every 2 years)</li> <li>• School Climate</li> </ul>	<ul style="list-style-type: none"> <li>• Each Fall and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Create a system to monitor number of students accessing Sources of Strength services through the Wellness Center</li> <li>• Students report at staff meetings twice a year</li> </ul>
8. Club-a-Palooza  Club awareness event that takes place every fall.	<ul style="list-style-type: none"> <li>• Club Advisors</li> <li>• Student Body</li> <li>• Leadership Class and Officers</li> </ul>	<ul style="list-style-type: none"> <li>• Bulletin</li> <li>• Open rallies for all grade levels to promote awareness</li> </ul>	<ul style="list-style-type: none"> <li>• % of students that sign up and attend clubs</li> <li>• Advisory data on student involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Every September</li> </ul>	<ul style="list-style-type: none"> <li>• % of students that attend and participate in events</li> </ul>
9. State Fitness Testing	<ul style="list-style-type: none"> <li>• Physical Education Department</li> </ul>	<ul style="list-style-type: none"> <li>• California state curriculum guidelines and reporting</li> <li>• State and National standards</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly reporting to the state</li> <li>• Results from previous testing</li> </ul>	<ul style="list-style-type: none"> <li>• September-June yearly</li> </ul>	<ul style="list-style-type: none"> <li>• District Office</li> <li>• Report to staff annually</li> </ul>
10. “Driven” Program or “Every 15 Minutes” Program	<ul style="list-style-type: none"> <li>• Administration</li> <li>• California Highway Patrol</li> <li>• Fire Department</li> <li>• Truckee Police Department</li> <li>• Tahoe Forest Hospital</li> <li>• Truckee Mortuary</li> </ul>	<ul style="list-style-type: none"> <li>• Planning Group meets weekly to organize the event (students included)</li> <li>• The participants “Living Dead” create an obituary and tombstones</li> </ul>	<ul style="list-style-type: none"> <li>• Debrief with all participants and professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Every 3 years</li> </ul>	<ul style="list-style-type: none"> <li>• Report to the School Board</li> <li>• Video is created and posted on the website</li> <li>• Articles in Sierra Sun written for community awareness</li> </ul>

**Goal #5 (Area for Improvement):** A systematic method must be implemented by which standards based student performance data is regularly collected, disaggregated, analyzed, and reported so instructional staff can draw conclusions and modify instruction. This must include regular opportunities for staff to perform this work and must include district, administrative, instructional, and guidance staff.

**Rationale:** The WASC Committee and the Leadership Team have identified use of data as a critical need at the school site.

**Supporting Data:**

- PLCs need training in formative assessment, the use of data, and practice focusing on student learning
- District lack of consistent professional development plan
- Low percentage of staff being trained on district professional development
- Consistent leadership change in the district and at the school site

**Growth Targets:** Increase API scores for all students and close the achievement gap. All teachers will be trained on Datawise or current data system. 100% of teachers will be using common pacing guides, standards, and assessments by 2014.

**ESLRs Addressed:** Core Academic Subjects, High Productivity, Information, Media and Technology, Personal/Life Skills

**Means to Monitor & Report Progress:** By 2014, teachers will be using data effectively to inform instruction in their classrooms.

<b>TASKS</b>	<b>RESPONSIBLE PERSON(S) INVOLVED</b>	<b>PROFESSIONAL DEVELOPMENT/ RESOURCES</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>	<b>TIMELINE</b>	<b>REPORTING</b>
1. Assess and train staff in the various software programs: Datawise, AERIES, etc.	<ul style="list-style-type: none"> <li>• PCOE and/or software companies</li> <li>• Teachers</li> <li>• Administrators</li> <li>• Support Staff</li> <li>• District Office</li> </ul>	<ul style="list-style-type: none"> <li>• PCOE</li> <li>• District</li> <li>• Staff-wide trainings</li> <li>• Implementation strategies</li> </ul>	<ul style="list-style-type: none"> <li>• % of staff trained</li> <li>• % of staff using the software</li> <li>• Pre/Post Survey</li> <li>• Department Chair reports</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2012 begin training process and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will be signed off upon completion of trainings.</li> <li>• Annual review of percentage of staff trained at staff meetings.</li> </ul>
2. Training/ Professional Development of effective ways to use data to guide instruction.	<ul style="list-style-type: none"> <li>• PCOE</li> <li>• District Office</li> <li>• Departments</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• PCOE and District Office strategies and systems trainings</li> </ul>	<ul style="list-style-type: none"> <li>• % of classes using data to guide instruction</li> <li>• Test results</li> </ul>	<ul style="list-style-type: none"> <li>• Fall of 2013 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Reports at staff meetings</li> <li>• Data</li> <li>• Department/Teacher feedback</li> </ul>
3. PLC time to interpret and implement appropriate data	<ul style="list-style-type: none"> <li>• District Office</li> <li>• Leadership Team</li> <li>• Teachers</li> <li>• Academic Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Meeting time</li> </ul>	<ul style="list-style-type: none"> <li>• % of classes using data to guide instruction</li> <li>• Test results</li> </ul>	<ul style="list-style-type: none"> <li>• Fall of 2013 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Reports at staff meetings</li> <li>• Data</li> <li>• Department/Teacher feedback</li> </ul>

**Goal #6 (Area for Improvement):** Based on identified student needs with staff input, TTHS will implement a staff development plan with clear timelines and objectives that aligns with the district.

**Rationale:** The WASC Committee and the Leadership Team have identified the need for a clear staff development plan based on student needs and staff input at the school site.

**Supporting Data:**

- District lack of consistent professional development plan
- Low percentage of staff being trained on district professional development
- Consistent leadership change in the district and at the school site

**Growth Targets:** All teachers will be trained on Datawise. 100% of teachers will be using common pacing guides, standards, and assessments by 2014.

**ESLRs Addressed:** Core Academic Subjects, High Productivity, Information, Media and Technology, Personal/Life Skills

**Means to Monitor & Report Progress:** Percentage of staff trained and/or implementing methods in areas of identified student needs.

<b>TASKS</b>	<b>RESPONSIBLE PERSON(S) INVOLVED</b>	<b>PROFESSIONAL DEVELOPMENT/ RESOURCES</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>	<b>TIMELINE</b>	<b>REPORTING</b>
1. Meet as departments to identify student needs and teacher professional development needs	<ul style="list-style-type: none"> <li>Teachers</li> <li>Leadership Team</li> <li>Administration</li> <li>District Office</li> <li>Academic Coaches</li> </ul>	<ul style="list-style-type: none"> <li>District Office Professional Development Plan</li> <li>PCOE</li> <li>Academic Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Staff Meeting Updates</li> <li>End of the year</li> <li>Student Data</li> </ul>	<ul style="list-style-type: none"> <li>Fall of 2012 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Staff Meetings</li> <li>Department Meetings</li> </ul>
2. Communicate with District Office, staff identified student needs	<ul style="list-style-type: none"> <li>Teachers</li> <li>Leadership Team</li> <li>Administration</li> <li>District Office</li> <li>Academic Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Best Practices</li> <li>Leadership Team Meetings with District Office and Administration</li> </ul>	<ul style="list-style-type: none"> <li>Fall and Spring Staff Questionnaire</li> <li>Student Data</li> </ul>	<ul style="list-style-type: none"> <li>Fall of 2012 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Staff Meetings</li> <li>Department Meetings</li> </ul>
3. 15 minutes of each staff meeting is dedicated to reviewing CLAD/SDAIE and Best Practices Strategies. - This will be staff driven and broken up by department	<ul style="list-style-type: none"> <li>Principal</li> <li>Leadership Team</li> <li>Staff (Certificated and Classified)</li> <li>Academic Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Staff expertise with SDAIE/SIOP or differentiated teaching strategies</li> <li>Current district staff development that is targeted to close the achievement gap</li> </ul>	<ul style="list-style-type: none"> <li>Staff Agendas</li> <li>CST Scores</li> <li>Graduation Rates</li> <li>Grade Reports</li> <li>CAHSEE Scores</li> <li>CELDT Scores</li> </ul>	<ul style="list-style-type: none"> <li>Start in September 2012 and ongoing. Once a month at staff meetings.</li> </ul>	<ul style="list-style-type: none"> <li>End of each semester (Fall and Spring)</li> <li>September review CST data</li> </ul>
4. Training/Professional Development (supported by the District) addressing "identified student needs" at the school site	<ul style="list-style-type: none"> <li>Principal</li> <li>Leadership Team</li> <li>Staff (Certificated and Classified)</li> <li>District Office</li> <li>Academic Coaches</li> </ul>	<ul style="list-style-type: none"> <li>District Office Professional Development Plan</li> <li>PCOE</li> <li>Academic Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post Training Survey</li> <li>Student Data</li> </ul>	<ul style="list-style-type: none"> <li>Fall of 2013 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Staff Meetings</li> <li>Department Meetings</li> <li>Leadership Team discussions</li> </ul>