

Action Plan Process

Oak Canyon Junior High's action plan was created using school data, focus group discussions, department analysis, school survey, DRSL conversation, parent feedback, school feedback and student feedback. It represents a collective effort from all stakeholders.

Early in 2010 after the completion of the above mentioned groups, a tentative list of concerns was created. The faculty, SCC and PTA all had the opportunity to examine the list.

From the list, general themes were created that would tie together what would soon be the Action Plan. From the list, three themes were established after discovering the schools greatest areas of need. The majority of the list was drawn upon from the areas of concern and steps forward from each major step in the Accreditation process.

In May of 2010, a more complete list was sent to the faculty in order to gather input. Some suggestions were noted, and another final list was then submitted for faculty for approval. In August of 2010, the same list with dates of completion and responsibilities was included and sent to the faculty for approval. The same list was shared with the PTA and SCC for their approval.

Strengths

- All stakeholders were represented in the creation of the action plan.
- Action Plan connected to our Mission, Vision, Values and School Goals.
- Action Plan created using information from school profile data, discussion in focus groups, survey and department analysis.

Areas of Concern

- Some of the Action Plan is set up for a few years in the future. The Accreditation team will stay intact and meet often to continue process and goal completion.

Steps Forward

- All school decisions will be based on the current action plan. This includes PTSA, SCC, Department Meetings, Collaboration, and At-Risk Meetings.
- The Action Plan will be evaluated each Spring and August for completion and progress.
- Goals will be established each year to continue progress of Action Plan.
- Involve CTL's as leaders to apply Action Plan and progress of completion.

School Wide Action Plan #1

Professional Learning Communities/ Teacher Collaboration/ Data Analysis

Rationale:

- Since 2006 Oak Canyon Junior High has established an early out Monday for the sole purpose of teacher collaboration. During the Monday collaboration time, teachers focus on the four essential questions as outline by Solution Tree and Richard DuFour..

1. What do we want students to learn?
2. How will we know if they have learned?
3. What will we do when students have not learned?
4. What will we do when students already know the information?

The use of school data is a major discussion point as teachers prepare for the instruction of their students to provide them with a quality education.

The vertical alignment of elementary, junior high and high school is just in the beginning stages. According to CRT data students entering Oak Canyon arrive at different levels of learning based on elementary CRT levels.

- Better use of data for student learning...what data and training is available for teachers
- Improve communication from 6th grade through 10th grade
- Create and implement common assessments and use the data to influence teaching
- A scoring device such as a scantron is of need to help collect data for teachers to use from their common assessments
- Implement common assessments and use the data to influence teaching
- Review CRT data and DWA scores to identify struggling students.
- Follow-up on goals and use of data to influence teaching.

School Goals:

1. Oak Canyon will refine and monitor the 4 Essential Questions as defined in our school Action Plan.
2. Oak Canyon will work with students with D, F, or I grades during eTime to decrease the overall # of students with failing grades as compared to their class the previous year.

DRSLs Addressed:

Lifelong Learning
Effective Communication
Responsible Citizenship

1. What do we want students to know?		
a. Refine, review and update Oak Canyon's Core of the Core from the State Core.	Timeline	Person(s) Responsible
	Annually	CTL's/ Teachers
b. Publish Core of the Core on school web site.	Annually	CTL's/ Teachers
c. Advertise Core of the Core in school newsletter and stake holder report.	Annually	Admin
d. Display Core of the Core in Each classroom.	Annually	CTL's
2. How will we know when students have learned the information?		
a. Develop Formative and Summative Assessments aligned with the State Core.	Timeline	Person(s) Responsible
	2010-2011	Collaborative Teams
b. Implement Formative and Summative Assessments that are aligned with the state core.	2010-2011	Collaborative Teams
c. Disaggregate data of all subgroups from Formative and Summative assessments and CRT data for all teachers.	2010-2011	Admin/ CTL's/ Data Specialist
d. Create goals and plan to address areas of need determined from data from knowledge learned from data collection.	2010-2011	Collaborative Teams
e. Look into purchasing a scantron for collection of student data from common assessments.	2010-2011	Admin/ Data Specialist
f. Seek out additional data and training that will assist us in knowing how to assist students to address gaps in achievement data.	2010-2011	Admin/ Data Specialist
g. Investigate ways to instill vertical alignment with elementary and high schools.	2010-2011	Admin/ Counselors/ CTL's
3. What will we do when students have not learned?		
a. Refine eTime as a school wide intervention for all students.	Timeline	Person(s) Responsible
	Annually	eTime Team
b. Communicate learning needs and concerns with parents of students identified.	Annually	Teachers
c. Apply classroom strategies for students who have not learned.	Annually	Teachers/ Collaborative Teams
d. Investigate and develop school wide process to identify and assist students who are not learning.	2010-2011	At-Risk / CTL's
e. Refine and Review At Risk Committee Meeting as an assistance to those who are not learning.	2010-2011	At-Risk/ CTL's
f. Investigate strategies for teachers to work with students who are at risk or below level and provide training.	2010-2011	CTL's/ Teachers
g. Refine and update Pyramid of Interventions.	2010-2011	At-Risk/ CTL's/ Teachers

h. Refine and review current summer school options for students who have not learned.	2010-2011	CTL's/ Counselors/ At-Risk
4. How will we respond when students have already learned the information?		
a. Investigate the Gifted and Talented programs for students.	Timeline 2010-2011	Person(s) Responsible At-Risk/ Admin
b. Refine and review opportunities for students to explore options during eTime.	2010-2011	eTime Team
c. Establish school goals, department goals to address this need on a school wide approach and in individual classrooms.	Annually	Admin/ CTL's

School Wide Action Plan #2

Special Education/ English Language Learner Needs

Rationale:

- According to recent data, two of our areas of great concern are the CRT proficiency levels of our Special Education students and English Language Learning students in Language Arts, math and science.
- In-school communication to help students that are struggling – grades, behavior, attendance, ELL, special education, accommodations
- Review CRT data and DWA scores to identify struggling students.
- Language Arts-Special education scores have dropped slightly. There is concern because several special education students, although in a co-taught class, do not have an additional Read-Write class for extra support
- There is concern with our Math 7 test scores. In the past, this class has been taught by Special Education teachers only.
- Our weakest subgroup is special education. Our department's SMART goal is to work hand in hand with the special education teachers to ensure timely remediation to each special Ed student in order to help with their class grades and CRT passing scores.

School Goals:

1. Oak Canyon will refine and monitor the 4 Essential Questions as defined in our school Action Plan.
2. Oak Canyon will work with students with D, F, or I grades during eTime to decrease the overall # of students with failing grades as compared to their class the previous year.

DRSLs Addressed:

Lifelong Learning
Effective Communication

1. Address Learning Needs of Special Education Students/ English Language Learners		
	Timeline	Person(s) Responsible
a. Disaggregate data of all subgroups from classroom formative and summative assessments, CRTs.	Annually	Administration/ CTL's
b. Seek out additional data and training that will assist us in knowing how to assist students specifically in the areas of special education (SE) and English Language Learners (ELL) to address gaps in achievement data.	2010-2011	Administration/ CTL's
c. Investigate strategies for teachers to work with students who are at risk or below level and provide training specifically those students in SE and ELL.	2010-2011	Administration/ CTL's
d. One time per month Special Education teachers meet with departments to discuss student needs, levels and accommodations.	2010-2011	Admin/ SE Teachers
e. Continue to offer ELL classes for those students in need and who qualify.	Annually	Admin/ ELL Teacher
a. ELL teacher will communicate student needs to school and individual teachers.	Annually	ELL Teacher
f. Monitor and refine SE students in math enrichment classes.	Annually	Admin/ SE Teachers/ Counselors
g. Monitor and refine SE students in Read/ Write enrichment classes.	Annually	Admin/ SE Teachers/ Counselors
h. Involve discussions with SE teachers and ELL teachers in At-Risk Meetings with regards to specific needs of students.	Annually	At-Risk Committee
i. Refine and review opportunities for SE and ELL students to explore options of additional learning and intervention during eTime	2010-2011	Administration/ CTL's

School Wide Action Plan #3

Desired Results for Student Learning

Rationale:

- The process of defining the indicators and process for collecting data on Effective Communication and Responsible Citizenship must be begun.
- While Oak Canyon has implemented the DRSL Lifelong Learning, the goals have been specifically directed at reducing the number of failing students within the school. The staff would then discuss progress according to data trends. After discussion it has been determined that students who were not learning could be identified, but an accurate measurement for students to self-assess their progress was missing. Students need a clearer picture in order to know what they needed to accomplish and what progress they were making, according to the indicators that were established.
- There is a strong need to communicate the DRSLs to all stakeholders.
- Continued focus is needed on DRSLs in classroom instruction and discussions.
- Continued focus is needed on diverse means of data gathering on implementation and embedding of DRSLs within the school.
- Some concern was noted in the school survey with regard to bullying within the school.
- Embedding the DRSLs, Mission and Beliefs of Oak Canyon in the classrooms
- Beliefs and Goals need to be posted and reviewed often with stake holders

School Goal:

Oak Canyon will implement the DRSL Lifelong Learning for all students.

DRSLs Addressed:

Lifelong Learning
Effective Communication
Responsible Citizenship

Lifelong Learning

Lifelong Learning		
1. eTime		
a. Continue to monitor, and refine according to data and student need.	Timeline	Person(s) Responsible
	Annually	eTime Team
b. Establish school goals to reduce the number of failing students	Annually	Admin/ CTL's
2. Service Opportunities for Students		
a. During eTime	Timeline	Person(s) Responsible
	Annually	eTime Team
b. Food Drives	Annually	Counselors
3. Needs for High Performing Students		
a. Refine AP Classes	Timeline	Person(s) Responsible
	2010-2011	Admin/ Counselors/ CTL's
b. Investigate Gifted and Talented Programs	2010-2011	Admin/ Counselors
c. Refine Honors classes	2010-2011	Admin/ Counselors/ CTL's
4. Establish methods to assist Student Organization		
a. Planner Checks	Timeline	Person(s) Responsible
	Annually	CTL's
b. Guided Studies Classes	Annually	At-Risk
5. Implement Lifelong Learning in Classrooms and School Culture		
a. Implement student rubric of Lifelong learning	Timeline	Person(s) Responsible
	2010-2011	Admin/ CTL's/ Teachers
b. Involve Lifelong Learning DRSL in classroom discussion	2010-2011	Teachers
c. Publicize DRSL in announcements, foyer TV, newsletters	2010-2011	Student Council

Responsible Citizenship		
Establish a Responsible Citizen Leadership Team to oversee and direct implementation of this DRSL.	Timeline	Person(s) Responsible
		2011-2012
Establish and refine clear and measurable indicators for Responsible Citizenship	2011-2012	Responsibility Team
Establish student assessment for Responsible Citizenship	2011-2012	Responsibility Team
Communicate to all stakeholders Responsible Citizenship indicators	2011-2012	Responsibility Team
Establish a Citizenship Grade Rubric	2011-2012	Responsibility Team
Student Recognition program upgrade	2010-2011	Admin
Establish patriotic opportunities within the school – Assemblies, pledge of allegiance	2010-2011	Admin/ PTSA/ SCC
Tardy Program with student accountability	2010-2011	Tardy Team
Through class presentations each term - Address school needs with Students, specifically the topic of bullying as noted in the school Survey.		
Effective Communication		
Establish a Effective Communication Leadership Team to oversee and direct implementation	Timeline	Person(s) Responsible
	2013-2014	Admin
Establish and refine clear and measurable indicators for Effective Communication	2013-2014	EC Team
Establish student assessment for Effective Communication	2013-2014	EC Team
Communicate to all stakeholders Effective Communication indicators	2013-2014	EC Team
Writing across the curriculum with school rubric	2013-2014	EC Team
Provide opportunities for students to showcase for and celebrate their work and talents with others	2013-2014	EC Team

School Wide Action Plan #4

School Communication with Stakeholders

Rationale:

- Informing and reminding all stake holders of the process and message of our MVVG
- Embedding the DRSLs, Mission and Beliefs of Oak Canyon in the classrooms
- Beliefs and Goals need to be posted and reviewed often with stake holders
- Classroom Communication to parents – upcoming assignments, grades, tests, expectations
- There is a strong need to communicate the DRSLs to all stakeholders.
- Not all teachers utilize web sites and email for communication with parents
- Not all students are able to be recognized for their efforts and improvements
- Student planner could be used more for better organization

School Goal:

Oak Canyon will continue to investigate methods to improve quality and timely communication to parents and students.

DRSLs Addressed:

Effective Communication

1. Display and publicize MVVG		
a. Posters will be created with the MVVG for halls and classrooms	Timeline	Person(s) Responsible
	Annually	Accreditation Team
b. Student planners will be designed with the schools MVVG	Annually	Accreditation Team
c. Letterhead, memos, school website, stakeholder report will have MVVG and descriptors	Annually	Admin
2. Implement MVVG and DRSLs and Imbed them in what we do.		
a. Quarterly presentation on DRSLs and MVVG to all students	Timeline	Person(s) Responsible
	2010-2011	Admin/ Teachers
b. Investigate an assessment tool to measure awareness of MVVG amongst stakeholders	2011-2012	Accreditation Team
a. MVVG guides meeting agendas and decision making of PD Days, CTL, PLC, SCC and PTSA	2010-2011	Admin
c. Yearly goals will be established based on the MVVG and DRSLs	Annually	Admin/ CTL's/ Staff
d. Resource allocation from school and Trustlands will be directed towards school goals	Annually	SCC
3. Established Yearly SMART Goals to Accomplish Mission of Oak Canyon		
a. School Wide	Timeline	Person(s) Responsible
	Annually	Admin/ CTL's
b. Department	Annually	CTL's
c. Classrooms	Annually	Teachers
d. Post goals and progress in the office window, foyer TV, Announcements, newsletters and stakeholder report	Annually	Admin
e. Celebrations will be held on all 5 th Mondays to recognize progress and completion of goals	Annually	Admin/ CTL's

4. Communication from the School to all Stakeholder

	Timeline	Person(s) Responsible
a. School web site will be utilized as an effective communication tool with school calendar, school information and teacher emails	2010-2011	Admin
b. Classroom websites and email will continue to become an effective means of teacher communication with parents and students.	2011-2012	CTL's
c. School email and caller will continue to be utilized as an effective means of communication for upcoming events at Oak Canyon.	2010-2011	Admin/ CTL's/ Teachers
d. Calendar meetings will be held weekly and school information will be adjusted accordingly on school web site	2010-2011	Admin
e. Communicate student discipline and attendance concerns with parents	2011-2012	Admin