

# SCHOOLWIDE ACTION PLAN

## ACTION ITEM #1-Strategic Plan

5/1/11

To develop a Strategic Plan that will allow all stakeholders to work towards the same vision, reach the same goals, and build commitment to the organization.

**Rationale:** The purpose of a strategic plan is to improve QISS by outlining the direction the school wishes to take, to identify issues impacting the school, identify and address WASC accreditation issues, and deciding on the priorities for action. The Strategic Plan reduces the number of decisions the administration has to make since most decisions are made on the basis of whether or not they fit the school's vision and goals; it ensures the school staff focus on the essentials as determined by key stakeholders; and it provides direction so all stakeholders have a clear vision of what the school is trying to achieve and some understanding of the strategies agreed upon.

**The Strategic Plan is currently under development and will use the outline below as a guide for its development. The plan will also take into account a leadership change within the next fourteen months.**

### Spring 2011

- Board of Trustees informed of need for Strategic Plan
- Board of Trustees adopts the concept of strategic planning

### Fall 2011

- Strategic Plan task force is formed and composed of the Director, Board of Trustees Member, Principals, Parent and Student to meet regularly
- Mission and Vision statement presented to Board of Trustees

### Winter 2011-12

- Strategic Plan goals established
- Draft of plan established

### Spring/Fall 2012

- Draft plan submitted to Board of Trustees
- Draft plan placed on school website for public review

### Winter 2012

- Plan submitted to Board of Trustees for approval

# ACTION ITEM #2-Curricular

Develop a guaranteed, viable, and coherent curriculum which ensures that all students demonstrate progress toward achieving the academic standards and the ESLRs.

**Rationale:** In order to translate the mission of the school into day-to-day practice and ensure progress toward academic standards and ESLRs, the school must develop a curriculum which is coherent both from year to year and across subjects, viable so that it can be realized in the time available, and guaranteed through assessments and monitoring so that the taught curriculum is aligned with the written curriculum. Because our student population is comprised mostly of non-native English speakers, a focus on developing English proficiency must be integrated throughout the instructional program.

**ESLRs Addressed:** Vitality, Courageous, Sensitivity, Intelligence, Compassion

Growth Targets	Progress Tools	People Responsible and Involved
<ol style="list-style-type: none"> <li>1. STAR or MAP Testing: Math: each student will increase their MAP RIT score during an entire school year.</li> <li>2. STAR or MAP Testing: Reading: each student will increase their MAP RIT score during an entire school year.</li> <li>3. Writing: All students will improve their writing using their 6+1 Writing Traits rubric between testing periods.</li> <li>4. 75% of the students will report being appropriately challenged in all classes.</li> <li>5. The number of students taking and passing AP exams will increase.</li> </ol>	<ol style="list-style-type: none"> <li>1. STAR or MAP Math</li> <li>2. STAR or MAP Reading; Guided Reading</li> <li>3. 6+ 1 Writing Traits timed writing samples</li> <li>4. Student Surveys and Focus Group Meetings</li> <li>5. AP Exam Records</li> </ol>	<p><u>Whole School Action Items:</u> Director, Principals, Faculty</p> <p><u>Upper School:</u> Upper School Principal, Faculty</p> <p><u>Lower School:</u> Lower School Principal, Faculty</p>

<b>Tasks/Actions</b>	<b>P.D./Resources</b>	<b>Evidence of Success</b>	<b>Timeline</b>	<b>Responsibility</b>
<b>1. Implement A Curriculum Review Cycle</b>				
<ul style="list-style-type: none"> <li>• Ensures K-12 collaboration</li> <li>• Review and revise Standards &amp; Benchmarks</li> <li>• Ensure that assessments are aligned with the Standards &amp; Benchmarks</li> <li>• Administrative and staff support for any proposed curricular changes including human resources and school budget</li> <li>• Annual review</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly budget to support curricular changes</li> <li>• Planning time for staff</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the proposed Curriculum Review Cycle</li> <li>• Board of Trustees approval of Review Cycle</li> <li>• Implementation of Review Cycle</li> <li>• Review and Report annually to Director</li> <li>• Continue with the review cycle</li> </ul>	Dec., 2010  Sept., 2011  Oct., 2011 May, 2012 Aug., 2012-onward	Board, Administration, Staff, Students
<b>2. Atlas Rubicon usage by the teaching staff as the sole recording system of curriculum at QISS</b>				
<ul style="list-style-type: none"> <li>• Annually develop, review and revise Atlas Rubicon</li> <li>• Establish vertical alignment</li> <li>• Monitoring instructional strategies</li> <li>• Align Key Assignments and other assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Funds for a teacher to attend Atlas Rubicon training</li> <li>• In-house training during August teacher inservice</li> <li>• Access to Atlas Rubicon online training videos</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring updating Unit Plans in classroom that mirrors Atlas Rubicon</li> <li>• Use of Atlas Rubicon in Unit Plans in the classroom.</li> </ul>	Sept., 2011  Oct., 2011-June, 2014	Monitored by divisional Principals

<b>Tasks/Actions</b>	<b>P.D./Resources</b>	<b>Evidence of Success</b>	<b>Timeline</b>	<b>Responsibility</b>
<b>3. Professional Development Plan</b>				
<ul style="list-style-type: none"> <li>• Review adequacy of current criteria for professional development funding.</li> <li>• Secure adequate funding</li> <li>• All teachers should have professional development at least once every three years that is alignment with the school's initiatives</li> <li>• Develop criteria to assure transference to other staff</li> </ul>	<ul style="list-style-type: none"> <li>• Activate curriculum review cycle to determine anticipated financial needs</li> <li>• Yearly budgeting</li> </ul>	Teacher shares information of school funded professional development with peers.	Feb., 2012-2014	Divisional Principals, Board and Director
<b>4. Assessment Strategies</b>				
<ul style="list-style-type: none"> <li>• Implement MAP Assessment in Gds. 2-12 to: <ul style="list-style-type: none"> <li>-meet student needs</li> <li>-review the success of ESLR implementation</li> <li>-use with triangulation with report cards and class assessment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Online training and conference calls by MAP representatives during teacher orientation in August</li> <li>• Time is needed for teacher collaboration and decision making</li> </ul>	Assessment tests are to be given three times yearly for grades 2-12 with teachers receiving specific student growth area needs. Each student will increase their RIT score in Math and Reading during the school year.	October, 2011	Staff, administration and the Board receives computer adaptive testing results.
<ul style="list-style-type: none"> <li>• Continue with MAP testing. Teacher targets, with the student's participation, <u>two</u> growth areas to improve during school year.</li> </ul>	<ul style="list-style-type: none"> <li>• On-line and in-house MAP training for new teachers to aid in understanding the purpose of MAP and using the resulting data</li> <li>• Time allocated is needed for teachers to conference with students</li> </ul>	Assessment tests are to be given three times yearly for grades 2-12 with teachers receiving specific student growth area needs. Each student will increase their RIT score in Math and Reading during the school year.	Aug.-May 2012-2013	Sub-test score improvement reported to divisional Principal
<ul style="list-style-type: none"> <li>• Continue with MAP testing. Teacher targets, with the student's participation, <u>three</u> growth areas to improve during school year.</li> </ul>	<ul style="list-style-type: none"> <li>• On-line and in-house MAP training for new teachers to aid in understanding the purpose of MAP and using the resulting data</li> <li>• Time allocation</li> </ul>	Assessment tests are to be given three times yearly for grades 2-12 with teachers receiving specific student growth area needs. Each student will increase their RIT score in Math and Reading during the school year.	Aug.-May 2013-2014	Sub-test score improvement reported to divisional Principal.

<b>Tasks/Actions</b>	<b>P.D./Resources</b>	<b>Evidence of Success</b>	<b>Timeline</b>	<b>Responsibility</b>
<b>5. Instructional Strategies</b>				
<ul style="list-style-type: none"> <li>Hiring of a Upper School ESL teacher</li> </ul>	Funding for position	Hiring of an Upper School ESL teacher.	<ul style="list-style-type: none"> <li>April, 2011</li> </ul>	Director
<ul style="list-style-type: none"> <li>Offer parallel ESL program with English/LA grades 6-9 and a parallel support program in grades 10-11</li> </ul>	Additional staffing requirements	Class schedule with smaller class sizes.	<ul style="list-style-type: none"> <li>Aug., 2011</li> </ul>	Upper School Principal
<ul style="list-style-type: none"> <li>ESL training for non-ESL teachers</li> </ul>	<ul style="list-style-type: none"> <li>Invite Virginia Rojas to conduct ESL workshops</li> <li>Online follow up course</li> <li>Use of in-house ESL staff</li> </ul>	<ul style="list-style-type: none"> <li>Periodic classroom visitations to determine if the needs of the ESL students are being served.</li> <li>ESL class size reduction in upper school due to students being mainstreamed.</li> </ul>	<ul style="list-style-type: none"> <li>Sept., 2011</li> <li>Feb., 2012</li> </ul>	Divisional Principals, Board, Parents and Director
<ul style="list-style-type: none"> <li>Hire an ESL Coordinator for Upper and Lower School to coordinate ESL training</li> </ul>	<ul style="list-style-type: none"> <li>Funding for position</li> <li>Recruitment</li> </ul>	Hiring of ESL Coordinator	March, 2012	Director
<ul style="list-style-type: none"> <li>Continue ESL training</li> </ul>	Use of ESL Coordinator, ESL staff and online course work	Tracking of individual teaching staff taking ESL training and refresher courses.	Ongoing	Divisional Principals, ESL Coordinator
<ul style="list-style-type: none"> <li>Thematic CS units</li> </ul>	Budget for supplies needed for the program	Student elective lists will show the demand of the students of the different thematic units.	Sept., 2012-2014	Divisional Principals and ESL Coordinator, Teachers
<ul style="list-style-type: none"> <li>Continue to integrate the ESLRS into the instructional program using general ESLR rubric during Key Assignments</li> </ul>	Teachers meet with divisional Principal to review Key Assignment ESLRs	<ul style="list-style-type: none"> <li>Determine if the report cards are best way to report student ESLR progress or other ways such as narratives.</li> <li>Track each student using a rubric for each quarter to determine improvements.</li> </ul>	June, 2012	Divisional Principals and Teachers
<ul style="list-style-type: none"> <li>Report to parents their child's ESLR acquisition success</li> </ul>	Time needed to quarterly collate the student's ESLRs	Survey parents to see if the ESLR presentations are useful information.	June, 2013-June, 2014	<ul style="list-style-type: none"> <li>Board of Directors, Divisional Principals</li> <li>Student report to parents during Parent/Student Conferences</li> </ul>

Tasks/Actions	P.D./Resources	Evidence of Success	Timeline	Responsibility
<p>6. Differentiation</p> <ul style="list-style-type: none"> <li>• What is differentiated instruction and what is and is not –staff discussion and examples</li> <li>• Utilized differentiated instructional strategies</li> <li>• Parallel ESL program and core classes based on ability level and need</li> <li>• Expand math help labs to include other core subjects not only for low ability students but also high ability students</li> </ul>	<ul style="list-style-type: none"> <li>• Time needed during start of year inservice</li> <li>• Teaching schedule adjustment</li> <li>• Supplemental staffing</li> </ul>	<p>Sharing of successful differentiated instructional activities, lesson and assessments.</p>	<p>August, 2011-2014</p>	<p>Staff and divisional principals</p>