

Goal 3 (Area of Improvement): "The Child in the Middle"

Rationale: Critical Need: Self study findings indicate a desire for specific and possibly innovative strategies and review of curriculum for "The Child in the Middle." Esperanza does an excellent job of meeting the standards. Almost 70% of our students are proficient. API scores are at 832. AP and SAT scores are excellent. The Special Education (8% of the student population) and ELD (2.6% of the student population) Departments do a wonderful job with their students. The Focus Groups have a desire to try some new strategies and/or curriculum aimed at the child not in the honors, special education, or ELD classes, the middle 19.4% (655 in 2007)-whom may also be seeking connectivity with the school. These positive benefits will also have beneficial affects all students.

Supporting 2005 Data:

E/LA	38% Advanced	Algebra I	7% Advanced	Geometry	22% Advanced
	31% Proficient		48% Proficient		43% Proficient
	20% Basic		27% Basic		27% Basic
	6% Below Basic		13% Below Basic		8% Below Basic
	5% Far Below Basic		5% Far Below Basic		0% Far Below Basic

Growth Targets:

- 2007-08:
 - 2% more 9th & 10th graders, including subgroups, will move from Basic to Proficient or above on the CST's in English Language Arts, Mathematics, Science and Social Studies.
 - 2% fewer 9th graders, including subgroups, will score in FBB/BB on the CST's in English Language Arts, Mathematics, Science and Social Studies.
 - 2% more 10th grade students, including subgroups, will meet the AYP criteria for proficient (based on CAHSEE).
 - 5% increase in proficiency on Esperanza departmental/class common assessments in English, Mathematics, Science, and Social Studies
- 2008-09:
 - Improve measures by 2% for 9th & 10th graders
- 2009-13
 - Same targets

ESLRs Addressed: Life-Long Learners, Effective Communicators

Impact on student learning of academic standards & ESLRs: Positive growth and improved attendance and academic achievement by individuals and groups thereby helping to attain the standards and ESLRs.

Monitor Progress Tools:

- California Standards Test data (CST) –
- CAHSEE 10th AYP proficiency–
- Common assessments
- Curriculum embedded assessments
- Grade Reports

Report Progress:

- Data Reporting: State & ESLR Assessments & Master schedule allotments: September & December; Curriculum Embedded Assessments (Common Assessments) & CAHSEE;
- Action Plan Progress: Administrators & Action Plan Leaders will report progress to Board of Trustees, parents, staff & students (including advisory committees) annually in August & annual reporting/approval of Single Plan for Student Achievement & to staff at department and Back to School In-Service meetings. Action Plan modified, when necessary, at least annually.

TASKS Action Plan #3A	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES (Professional Development Listed Under Each Action Plan)	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
1. Define clearly...“Middle Child.” (Not proficient, above FBB, not Special Education, not ELD and most likely needs some type of connection or additional assistance, commitment or study to reach the proficient level).	<ul style="list-style-type: none"> EHS staff 	<ul style="list-style-type: none"> Release time for research Adopt proven strategies and implement Staff participation and buy-in to strategies Categorical Funds Placentia Professional Development Program County Office of Education Colleges Standardized test scores Grades Progress Reports CSF and NHS Tutoring PTSA Counselors Student and Parent Surveys PAL Program PEER Counseling (Conflict Resolution) ASB EPIC Daily Bulletins Recent research in effective schools and high performing high schools 10th grade counseling funds College and Career Center Letters, phone calls, emails to parents Community Groups 	<ul style="list-style-type: none"> Comparison of current assessments to baseline data to determine if growth targets are met in reading, writing, and math Student performance proficiency on CAHSEE, STAR, CELDT Student performance on common assessments Student and parent surveys ESLR surveys D and F rate Teacher dialogue, implementation of strategies across the curriculum, summary of results, and samples of student work Increased enrollment in a-g courses Increased class participation Informal discussions among staff members 	<ul style="list-style-type: none"> Immediate 	<ul style="list-style-type: none"> Reports to Staff Report Cards Newsletters Parent Nights School Site Council Teachers share SSC Meetings/SPSA progress rep Action Plan Progress Action Plan modified as necessary School Board Minutes

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		<ul style="list-style-type: none"> • Kiwanis • National Standards for School counseling • Willard Daggett Tapes • Coaches 			
2. Mine the data for additional information on students involved. (Grades, CAHSEE, CST scores).	<ul style="list-style-type: none"> • Principal • Assistant Principal of Curriculum • "Middle Child" Action Plan Committee • Counselors 	<ul style="list-style-type: none"> • See point 1 	<ul style="list-style-type: none"> • See point 1 	<ul style="list-style-type: none"> • Spring 2007 	<ul style="list-style-type: none"> • See point 1
3. Refer students and parents to counselors for additional support.	<ul style="list-style-type: none"> • Assistant Principal of Guidance • Counselors 	<ul style="list-style-type: none"> • See point 1 	<ul style="list-style-type: none"> • See point 1 	<ul style="list-style-type: none"> • Fall 2007 	<ul style="list-style-type: none"> • See point 1
4. Each counselor will work with approximately 100 of these students to reach out and help create a connection between the student and some aspect of the school.	<ul style="list-style-type: none"> • Principal • Assistant Principal of Guidance • Counselors 	<ul style="list-style-type: none"> • See point 1 	<ul style="list-style-type: none"> • See point 1 	<ul style="list-style-type: none"> • Fall 2007 	<ul style="list-style-type: none"> • See point 1
5. Counselors will make monitor grades, CST, CASHEE, scores	<ul style="list-style-type: none"> • Counselors 	<ul style="list-style-type: none"> • See point 1 	<ul style="list-style-type: none"> • See point 1 	<ul style="list-style-type: none"> • Fall 2007 	<ul style="list-style-type: none"> • See point 1
6. Counselors will identify area of connectivity for the identified student that is lacking a connection, but may need added support. It might be clubs, athletics, academics, social and emotional, co-curricular, CTE and/or ROP.	<ul style="list-style-type: none"> • Counselors • Assistant Principal of Guidance 	<ul style="list-style-type: none"> • See point 1 	<ul style="list-style-type: none"> • See point 1 	<ul style="list-style-type: none"> • 2007-2008 and on-going 	<ul style="list-style-type: none"> • See point 1

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7. Research multiple Critical Thinking strategies and skills.	<ul style="list-style-type: none"> Principal Assistant Principal of Curriculum Critical Thinking Skills Committee 	<ul style="list-style-type: none"> See point 1 	<ul style="list-style-type: none"> See point 1 	<ul style="list-style-type: none"> Summer 2007 	<ul style="list-style-type: none"> See point 1
8. Continue successful practices in Critical Thinking strategies and skills and implement research findings.	<ul style="list-style-type: none"> Assistant Principal of Curriculum All faculty members 	<ul style="list-style-type: none"> See point 1 	<ul style="list-style-type: none"> See point 1 	<ul style="list-style-type: none"> On-going and Fall 2007 	<ul style="list-style-type: none"> See point 1
9. Investigate the possibility of developing more/broader semester courses for extended School to Career choices.	<ul style="list-style-type: none"> Principal Assistant Principal of Curriculum Leadership Team 	<ul style="list-style-type: none"> See point 1 	<ul style="list-style-type: none"> See point 1 	<ul style="list-style-type: none"> Spring 2007, Spring 2008 	<ul style="list-style-type: none"> See point 1
10. Create semester GTE courses as scheduling and funding allocation permit.	<ul style="list-style-type: none"> Principal Assistant Principal of Guidance Department Chairs of those departments 	<ul style="list-style-type: none"> See point 1 	<ul style="list-style-type: none"> See point 1 	<ul style="list-style-type: none"> Spring 2008, Spring 2009 	<ul style="list-style-type: none"> See point 1
11. Balance placement of all students, at all levels, throughout the day.	<ul style="list-style-type: none"> Assistant Principal of Guidance 	<ul style="list-style-type: none"> See point 1 	<ul style="list-style-type: none"> See point 1 	<ul style="list-style-type: none"> Spring 2007 and on-going 	<ul style="list-style-type: none"> See point 1
12. Evaluate CSU/UC a-g data more thoroughly and identify factors for changes	<ul style="list-style-type: none"> Assistant Principal of Curriculum Counselors A-g Committee 	<ul style="list-style-type: none"> See point 1 	<ul style="list-style-type: none"> See point 1 	<ul style="list-style-type: none"> Fall 2007 and on-going 	<ul style="list-style-type: none"> See point 1

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13. Develop the curriculum in CTE courses and request a-g status for more of the elective courses (i.e. Woods, Auto, Art).	<ul style="list-style-type: none"> • Principal • Assistant Principal of Curriculum • Assistant Principal of Guidance • GTE/Vocational/ROP department chairs 	<ul style="list-style-type: none"> • See point 1 	<ul style="list-style-type: none"> • See point 1 	<ul style="list-style-type: none"> • Spring 2008, 2009-2010 	<ul style="list-style-type: none"> • See point 1
14. Investigate an incoming 9 th grade transitional summer program to better prepare students. Proposed steps include: -funding -research current successful models with a similar population -Identify resources for project Design program based on these findings -Create an assessment plan for the program -Implement if feasible	<ul style="list-style-type: none"> • Principal • District Office • Assistant Principal of Curriculum • Incoming 9th grade Committee 	<ul style="list-style-type: none"> • See point 1 	<ul style="list-style-type: none"> • See point 1 	<ul style="list-style-type: none"> • Spring 2008 • 2008-2009 	<ul style="list-style-type: none"> • See point 1
15. Create a School to College and Career planning team including representatives from all stakeholders-departments, counselors, parents, students, business community-which will oversee the creation of a School to College and Career Plan.	<ul style="list-style-type: none"> • Assistant Principal of Curriculum • School to College and Career Committee 	<ul style="list-style-type: none"> • See point 1 	<ul style="list-style-type: none"> • See point 1 	<ul style="list-style-type: none"> • Fall 2008 	<ul style="list-style-type: none"> • See point 1

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16. Embed more school to college and career planning in the 9-12 school culture and curriculum. Suggest: speakers, projects, job shadowing, Career Center	<ul style="list-style-type: none"> Assistant Principals of Curriculum and Guidance Leadership Team Counselors 	<ul style="list-style-type: none"> See point 1 	<ul style="list-style-type: none"> See point 1 	<ul style="list-style-type: none"> 2007-2008 2008-2013 	<ul style="list-style-type: none"> See point 1
17. Increase faculty, student and parent understanding of current trends in school to college and career programs and trends.	<ul style="list-style-type: none"> Assistant Principal of Guidance School to College and Career Committee 	<ul style="list-style-type: none"> See point 1 	<ul style="list-style-type: none"> See point 1 	<ul style="list-style-type: none"> 2007-2008 2008-2013 	<ul style="list-style-type: none"> See point 1
18. Counseling Department connects with parents about various options in school to college as well as career programs. Publicize to parents.	<ul style="list-style-type: none"> Assistant Principal Guidance Counselors 	<ul style="list-style-type: none"> See point 1 	<ul style="list-style-type: none"> See point 1 	<ul style="list-style-type: none"> 2007-2008 2008-2013 	<ul style="list-style-type: none"> See point 1
19. Use the school website regarding electives. i.e. pictures of facilities, equipment, and projects to increase student and parent awareness.	<ul style="list-style-type: none"> Assistant Principal of Guidance Webmaster 	<ul style="list-style-type: none"> See point 1 	<ul style="list-style-type: none"> See point 1 	<ul style="list-style-type: none"> Spring 2008 	<ul style="list-style-type: none"> See point 1
20. Broaden the scope of ROP classes during the school day.	<ul style="list-style-type: none"> Assistant Principal of Guidance GTE Department Counselors ROP Counselor/ Advisor 	<ul style="list-style-type: none"> See point 1 	<ul style="list-style-type: none"> See point 1 	<ul style="list-style-type: none"> 2008-2009 2009-2013 	<ul style="list-style-type: none"> See point 1

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21. Expand links to business community (mentors, job shadowing, internship, community service).	<ul style="list-style-type: none"> • ROP Counselor/ Advisor • School to College and Career Committee 	<ul style="list-style-type: none"> • See point 1 	<ul style="list-style-type: none"> • See point 1 	<ul style="list-style-type: none"> • 2008-2013 	<ul style="list-style-type: none"> • See point 1
22. Upon completion of these projects continue with Action Plan #1 as the overarching plan of action to increase proficiency and therefore the success in college or in the work world of our students.	<ul style="list-style-type: none"> • Principal • WASC Coordinator 	<ul style="list-style-type: none"> • See point 1 	<ul style="list-style-type: none"> • See point 1 	<ul style="list-style-type: none"> • As appropriate 	<ul style="list-style-type: none"> • See point 1
Professional Development					
<ul style="list-style-type: none"> • Guest Speakers • District Office Specialists • Community • Grade level Teacher Meetings for sharing of Best Practices • Content Conferences and/or Conventions • Summer Seminars • BTSA • Recent research in effective schools and high performing high schools • Intervention Specialists • Vertical and Horizontal Articulation with middle schools and high schools in district 	<ul style="list-style-type: none"> • Administrative Team • Professional Development Committee • WASC Coordinator • Department Chairs 	<ul style="list-style-type: none"> • Late Start Days • BTSA/PAR • BTSA Specialist • District Professional Development Funds • District Professional Development Specialist • Guest Speakers • District Office Specialists • Community Resources • College and University Resources • Workshops • GATE funding for honors and AP teachers • ELD funds for ELD teachers 	<ul style="list-style-type: none"> • Surveys and year-end evaluations 	<ul style="list-style-type: none"> • Annually 	<ul style="list-style-type: none"> • Leadership Meetings • WASC Annual Update • SSC Minutes