



Pursuing Excellence within the Catholic Tradition

**SCHOOL IMPROVEMENT
ACTION PLAN**

Dear Reader,

The action plans you will see on the following pages were created using the Breakthrough School Improvement Program. As a requirement of continued accreditation through SACS (Southern Association of Colleges and Schools), we must use a research-based school improvement program. Breakthrough was created by the NSSE (National Study for School Evaluation), the research arm of Advanc-Ed the parent company for SACS.

Interventions shown are based upon a careful study of vision, our priorities for school improvement, and information about our students' current performance as detailed in the School Profile. Each action detailed in the pages below was generated by the educators at Father Lopez Catholic High School. Every attempt is made to ensure that the actions we implement are SMART (Specific, Measurable, Attainable & Aligned, Relevant & Rigorous, and Time-bound).

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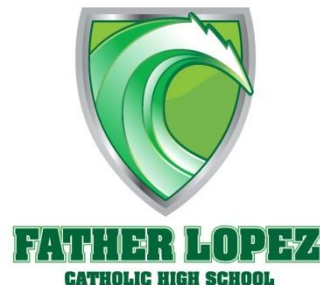
Dear Lord,

We ask that you bless the community of Father Lopez Catholic High School.

*Help us to uphold the virtues instilled here in your name that we may **grow in knowledge and faith,***

*so that we may **better serve you** in all that we do.*

We ask this through Christ our Lord. Amen.



Action Plan

Target Area for Improvement: Academic Program Overall

Improvement Goal: Academic program will be more effective and responsive to student and stakeholder needs.	Expectations for student learning: All expectations as outlined in the Student Handbook.	Targeted participants: All Students
Interventions: School Improvement Action Plan implementation with analysis of results of interventions Breakthrough School Improvement Program implemented		Evaluation: Regular review by faculty and administration. Perception surveys. Test results.

Timeframe for implementation: 2007-2012

Actions	Schedule	Responsibilities	Resources	Comments
Investigate new course offerings for 2010-2011	Each year: October-November	Teachers Department Chairs Assistant Principal/Instruction	FL Dept. of Ed. Course Descriptions New Course Proposal Form	Currently considering: AP World History for 2011-2012 school year
Review and revise vision statement each year to ensure that it continues to reflect the vision of the community.	Each year: September	Assistant Principal/Instruction School Improvement Leadership Team	Breakthrough School Improvement Worksheets Survey Monkey Tool	Vision created in 2008. Parents surveyed regarding knowledge, appropriateness, and agreement with vision in 2009. No plan to revise for the 2009-2010 school year.
Devise and implement a program to help students to understand the school's mission and vision and how to live it.	2009 and continuous	Director of Mission Effectiveness Assistant Principal/Instruction	Planning time Wave TV Daily Announcements Weekly e-News	Students indicate that we do live our vision. Wave TV and daily announcement tags are helping to familiarize students with statement. Week-long prayer program based on the vision statement is in development
Analyze standardized test data to find trends and areas in need of improvement	2007 and continuous	Assistant Principal/Instruction Department Chairs Instructional Improvement Committee	Test scores Test score worksheets	SAT, ACT, and AP complete. PSAT in progress. HSPT to be re-administered to 9 th graders in April.
Complete SACS School Improvement Action Plans	2009: September-December Revisions ongoing and every fall	Department Chairs, Assistant Principal/Instruction	Plan Master Department meeting time.	Areas of focus: Mathematics, Theology, Science, Writing & Problem Solving
Implement and Monitor Interventions from SACS School Improvement Action Plans	2010 and continuous	Department Chairs, Assistant Principal/Instruction	Action Plans Department meeting time.	Will complete analysis worksheet toward the end of 2009-2010 school year. Action plans updated continuously.
Continue Instructional Improvement Committee to give teachers a voice in academic decision-making.	2007 and continuous	Assistant Principal/Instruction	One afternoon once per month Journal articles, research, classroom walkthrough forms	Instituted classroom walkthroughs in 2009. Revised calendar and daily schedule for 2010-2011. Assisted in creation and revision of school-wide expectations for student learning.

Implement Instructional Planner and Curriculum Mapping (diocesan mandate)	2008-2009 Math Teachers Map Curriculum Fall 2009 All Teachers use Instructional Planner for one class Spring 2010 All Teachers use Instructional Planner for all classes	Assistant Principal/Instruction Teachers Teacher trainers	One faculty development period per month for 2009-2010 Software program (\$50 per teacher 09-10, \$70-90 per teacher 10-11)	Training completed on Instructional Planner (unit planner and daily planner). Monitoring use of Instructional Planner and creation of maps.
Survey stakeholders to gather opinions about Father Lopez	2007 and continuous	Assistant Principal/Instruction	Survey Monkey tool	2009-2010: New family, staff, parent, recent graduate, and student surveys complete.
Provide targeted professional development to faculty members	2009-2010 and continuous	Assistant Principal/Instruction Department Chairs	Individual Professional Development Plans Departmental Goals \$4000 school budget \$6212 Title II funds \$5-6000 EETT Title II funds for technology professional development.	2009-2010: Teachers have selected short and long-term goals related to departmental goals. Professional development offerings are proposed to teachers as they come available. Teachers propose professional development that is approved if it aligns with goals.
Investigate possibility of adding a music, band, and drama program to the curriculum.	2009 and continuous	Principal Assistant Principal/Instruction	Salaries and benefits for needed staff.	2008-2009: Drama added to curriculum/full-time teacher hired for program. Attempted instrumental program through Paul Effman Music Svc. Only 4 students showed initial interest, none showed up after initial sessions. 2009-2010: Courses in fine arts have increased enrollments over previous year. Looking Forward: Investigation continues. Music is desired, but we need an increase in staff to handle our growing fine/digital arts offerings and enrollments. Also, need salary money to cover increased enrollments in required courses.
Develop a written statement regarding the services provided for students with special needs, including any special classes and/or accommodations.	2009 and continuous	Assistant Principal/Instruction	Salaries and benefits for additional staff.	2008-2009: Statement written and added to website. 2009-2010: Continue Success English 1 and Algebra 1 programs. 2010-2011: Added continuation success courses in math and English in order to accommodate students at all levels of achievement.
Improve communication with stakeholders by creating a Principal's Advisory Council with parent and student representatives from around the county, faculty and trustee representatives, the Chaplain and the Principal.	January-May 2010	Assistant Principal/Instruction Principal Parent Volunteers	Meeting space and time, funds to pay secretary to take minutes, e-mail account for the group, action plan form.	3/4/10 Update January: Preliminary meetings to create the group and devise its mission and purpose. February: Finalized all appointed members. March: First meeting of group April: Election of additional parent members 2010-2011 school year: continue group's work. Analyze any improvements in satisfaction surveys.

Provide teachers with additional training in the use of the school's available technology.	2009 and continuous	Assistant Principal/Instruction Assistant Principal/ Operations Technology Coordinator	Faculty development time Staff trainers Professional development funds (EETT Title II funds 09-10)	2009-2010: Teachers training on Instructional Planner and Curriculum Mapping. Time is short for other topics this year. Some faculty members will attend FETC. Professional development moneys available. Tech coordinator available to train teachers as needed. 2010-2011: Identify topics for trainings, send faculty members to learn techniques and present to colleagues. Consider outside trainings as needed. Professional development moneys available.
Investigate PD360 online professional development delivery product	2010	Assistant Principal/Instruction	EETT Title II funds	PD 360 may be considered for 2010-2011 as EETT funds were less than expected.
Develop and implement an exit survey for seniors.	2010 and continuous	Assistant Principal/Instruction Coordinator Guidance	Survey Monkey	All students currently surveyed every year. Exit survey will be constructed for 2010.

Action Plan

Target Area for Improvement: Theology

Improvement Goal: Students will demonstrate a more thorough understanding of the Catholic faith. Students will demonstrate that they are living the Catholic faith.	Expectations for student learning: The Father Lopez student will be continually challenged to build the Kingdom of God. The Father Lopez student will have an opportunity to understand and embrace a well formed moral conscience. The Father Lopez student will learn about the divine inspiration of biblical texts and the lessons contained therein.	Targeted participants: All students
Interventions: Enhancement and modification of curriculum Enhancement and modification of classroom procedures Enhancement and modification of service opportunities		Evaluation: ACRE Test Knowledge and Affective Domains, Observation, Service Hours, School wide service opportunities

Timeframe for implementation: 2008-2013

Actions	Schedule	Responsible Parties Responsibilities	Monitoring	Resources	Updates
Reflect on ACRE test results	2008 and continuous	<i>Theology Teachers</i> Dir. Mission Effectiveness Gather ACRE results and discuss what the data is saying about Theology instruction and mission effectiveness.	Dir. Mission Effectiveness	Department meeting time to discuss results. Release time to continue to research interventions	
Offer a variety of School-Wide Service Projects	Continuous	Dir. Mission Effectiveness <i>Theology Teachers</i> Community Organizations Organize and plan projects with students and community members. Determine what projects best meet the needs of the community.	Annual Report Student Service Hour Log	Full-Time Director of Mission Effectiveness /Campus Minister Campus Ministry budget allocation of \$500-\$1000 for supplies and transportation	
Create and Implement a Campus Ministry Advisory Board	2009 and continuous	Dir. Mission Effectiveness, Chair Interested School Board and Community Members Help schedule and vision campus ministry events	Board minutes and yearly plan	Time and space for members to meet	Board created and functioning. Currently working on drug/alcohol awareness program in addition to other initiatives.
Address problems of student focus and attention during lecture and reading	2009 and continuous	<i>Theology Teachers</i> Provide manipulatives that students may use/create alternative seating possibilities Incorporate music	Lesson Plans Classroom policies and procedures Knowledge Domain of the ACRE Test	Class set of stress reliever manipulatives Bean bag chairs Music access on the computer Foam pool noodles	In progress.

Research and begin a teacher/student mentoring program	Research 2009-2010 Implement 2010-2011	<i>Committee of Interested Teachers</i> <i>All Teachers and Administrators</i> Write a framework for a teacher/student mentoring program Implement the program	Yearly Record of Mission Effectiveness programs Minutes from meetings of the steering committee for the program.	Time and space for mentors and mentees to meet Release time (substitutes) for steering committee work Faculty development time for training of mentors 1-2 assembly periods per month for mentoring sessions	
Provide Leadership /Peer Ministry Workshop/Seminar	Research summer 2009 Implemented 2009 Continuous	<i>Dir. Mission Effectiveness</i> Write a framework for and schedule days for an in-school Leadership Workshop Conduct workshop	Yearly Record of Mission Effectiveness programs	Time and space for students and group leader to host workshop Allocation of Mission Effectiveness budget \$200 for food and supplies	
Implement an Abstinence Awareness Interactive Program	Implemented 2009 for all Theology Classes Continuous for Junior Theology Classes	<i>Dir. Mission Effectiveness</i> <i>Theology Teachers</i> Schedule and conduct presentations with "Think Smart" program	"Think Smart" pre- and post-surveys Affective Domain of the ACRE Test	Class time for "Think Smart" to present to students.	"Think Smart" program complete for 2009-2010 school year. Awaiting ACRE results.
Educationally Enhance Theology Classroom Environment	Implement 2010 Continuous	<i>Theology Teachers</i> Create classroom posters that explicitly reflect weak areas on the ACRE test	Dept. Chair will coordinate and monitor poster creation. Knowledge Domain of the ACRE Test	Poster Board Art Supplies Laminating Time to research and design posters.	In progress.
Add educational component to Morning Prayer and Prayer at the Cross	Implement 2009 Continuous	<i>Dir. Mission Effectiveness</i> <i>Theology Teachers</i> Incorporate prayers that teach and reflect on liturgical seasons, the culture of the church, the school's vision, and community awareness.	Affective Domain of the ACRE Test Observation Student surveys indicating awareness of school's vision.	Time to research appropriate themes and prepare thoughtful prayer experiences	
Map Theology Curriculum	Planning and initial mapping 2009 Continued planning and mapping 2010-2011 Gap analysis and reflection 2010 and continuous	<i>Theology Teachers</i> Create lesson plans focusing on Content, Skills, Assessment methods, standards, and Marzano's high yield strategies. Create timeline and comprehensive curriculum map for each Theology class Reflect on the maps and ACRE assessment data to find gaps and areas of overlap in order to streamline curriculum.	Assistant Principal for Instruction and Theology Dept. Chair will monitor lesson plans and curriculum maps. Dept. Chair will coordinate data and reflection meetings	Time to create and check maps. Dept. Meeting time to review and discuss maps	In progress.
Students will deepen their faith through reflection and study of religious works of art.	2009 and continuous	<i>Performing/Fine/Practical Arts Teachers</i>	Lesson plans showing these assignments	Planning time to develop the assignments.	

Action Plan

Target Area for Improvement: Problem Solving

Improvement Goal: Student problem solving skills will improve. Student test scores in areas of problem solving like judging, defending positions, and logical reasoning will increase.	Expectations for student learning: The Father Lopez student will problem solve effectively	Targeted participants: All students Male students
Interventions: Curriculum: Train students in processes that will help them to be better problem solvers. Implement time-management and organizational skills training to assist students in setting up to solve a problem. Assessment: Increase the number of opportunities for assessing problem-solving ability.		Evaluation: Curricular semester exams, PSAT, SAT, ACT, AP exams, ACRE, HSPT post-test.

Timeframe for implementation: 2008-2013

Actions	Schedule	Responsibilities	Monitoring	Resources	Updates
Faculty will research methods for questioning students at higher levels of Bloom's taxonomy.	2008 and continuous	<i>All Teachers</i>	Record of professional development. Presentations of research in dept. mtg. notes.	Professional development funds Release time for research	
Faculty members will research and implement problem solving learning activities to incorporate into teaching methods.	2009 and continuous	<i>All Teachers</i>	Teachers will present their researched findings and report on success of implementation at dept. meetings.	Internet Teacher texts Periodicals Department meeting time.	
Students will participate in oral and written activities which require a stance and defense of that stance	2009 and continuous	<i>Social Studies Teachers Foreign Language Teachers English Teachers Theology Teachers</i>	Lesson plans indicating activities to be completed.	Document based questions and primary source readers and documents Planning time to research activities.	3/4/10 Update: Defend your position and persuasive essays assigned in each level of English.
Students will evaluate the credibility of sources	2009 and continuous	<i>All Teachers</i>	Lesson plans indicating activities to be completed.	Primary sources pertaining to subject being studied	
Students will research and produce a project that demonstrates understanding of a problem and the ways to solve it.	2008 and continuous	<i>Social Studies Teachers Science Teachers</i>	Students will produce a project on a given topic for the social studies and science fairs	Volusia County social studies and science fair guides, Internet Media Center resources Class time for research	Social studies and science fair projects required of all students.
Incorporate project-based learning into the curriculum. (Improve problem-solving skills in real-world situations)	2009 and continuous	<i>All Teachers</i>	Professional development funds Department time	Teachers indicate that projects are an integral part of most courses. AP courses do not have the time to participate, as the curriculum is too heavy.	

Help students with making connections between info in different parts of a passage by increasing the use of double diary entries.	2008 and continuous	<i>Social Studies Teachers</i>	Lesson plans indicating the use of double diary entries.	Class time to teach the use of double diary entries.	
Improve student ability in comparing and contrasting ideas presented in two paragraphs by writing data based answers (DBQ's).	2008 and continuous	<i>Social Studies Teachers</i>	Lesson plans indicating the use of DBQ's. PSAT results showing improvement in the skill of comparing and contrasting.	Class time to teach the process of writing a DBQ.	
Students will participate in activities which require synthesis of information prior to formulation of an answer.	2008 and continuous	<i>All Teachers</i>	Lesson plans indicating the use of problem-solving skills in activities.	Class time to teach methods for synthesizing information Activities requiring higher level thinking skills.	
Research ways to increase student ability at solving real-world problems.	2009 and continuous	<i>All Teachers</i>	Record of professional development. Presentation of findings in dept. mtg. notes.	Professional development funds Release time for research.	Mathematics curriculum will move to CPM, a problem-solving based program.
Use <u>The Official SAT Study Guide, second edition</u> help students improve problem solving skills and critical thinking	2009 and continuous	<i>Math Teachers</i>	Lesson plans indicating problem-solving skill review Curriculum maps indicate problem-solving and critical thinking instruction	5 minutes of class time during days on regular schedule 15 – 25 minutes on block schedule	
Students will research and produce a project that demonstrates understanding of a problem and the ways to solve it.	2008 and continuous	<i>All Teachers</i>	Projects completed, projects displayed in school, lesson plans and rubrics for projects.	Planning time Rubrics	
Create a Moodle on time management-a problem solving skills unit online for all students.	2010: Planning 2010: Pilot program 2011: Launch	<i>English Teachers</i> Gather resources and create an online Moodle. The Moodle will address time management skills students need for high school, college and work.	Student performance will be measured through the online assessments created in the Moodle. Feedback will be immediate.	Training in Moodle will be needed. The school will need to provide internet space to support the Moodle. Release time for teachers to research and create Time management lessons.	3/4/10 Update – seeking approval for server space.
Create a prerequisite Moodle for study skills that incoming students will complete online.	2009: Planning 2010: Pilot program 2011:Launch	<i>English Teachers</i> Gather resources and create an online Moodle. The Moodle will address study skills and prepare students for high school education.	Student performance will be measured through the online assessments created in the Moodle. Feedback will be immediate.	Training in Moodle will be needed. The school will need to provide internet space to support the Moodle. Study skill lessons will be researched and created. Release time for teachers to research and create study skills lessons.	

Prepare problem solving units: teaching oral presentation techniques	2010 and continuous	<i>English Teachers Social Studies Teachers Theology Teachers</i>	Department meeting minutes, logs of activities	Faculty release time to research & prep lessons using web sites, such as Rubrics4teachers.com, Internet tutorials, School tech specialist instructions	3/4/10 Update – More stringent rubrics emphasizing the “tool” aspect of the PPT and accompanying oral presentation skills have been created.
Students will improve their skills and understanding in a variety of media and technology software and hardware through project work	2010 and continuous	<i>Performing/Fine/Practical Arts Teachers</i>	Project Rubric Project Critique Portfolio Observation/Feedback Classroom Discussion curriculum maps/plans showing assignments	Technology for students, planning time	
Identify and Implement cross-curricular project plans	2010	<i>Performing/Fine/Practical Arts Teachers</i> Gather information from core teachers– look for commonalities and opportunities for cross-curricular teaching (ie. Anatomy and Figure Drawing, Theology and Film Joan of Arc, Humanities and Foreign Languages		In-service, prep and planning prior to school year	

Action Plan

Target Area for Improvement: Mathematics

Improvement Goal:

Students will improve their mathematics skills. Mathematics scores on assessments will improve year over year for all students.

Expectations for student learning:

The Father Lopez student will problem solve effectively.
The Father Lopez student will communicate mathematically.

Targeted participants:

All students
Students in Success Algebra 1

Interventions:

Curriculum: Map curriculum to find gaps and areas of weakness
Increase use of TI-Nspire graphing calculators across the math curriculum
Assessment: Incorporate test-taking skills into all course levels

Evaluation:

HSPT post-test in Quantitative and Math Skills, PSAT Math, SAT Math, ACT Math and College Algebra Readiness, AP Calculus; course semester and final exams

Timeframe for implementation: 2008-2013

Actions	Schedule	Responsible Parties Responsibilities	Monitoring	Resources	Updates
Institute Success-level Algebra 1 Course	2008 and continuous	<i>Assistant Principal Math Teacher</i> Include hands-on learning activities to strengthen understanding of basic Algebraic concepts	HSPT post-test results (quantitative and math) PSAT results from grade 10.	One class period per day Professional development for teacher Student performance data	
Investigate the possibility of adding Intensive Math to the schedule for students who struggle in mathematics	2009-2010	<i>Assistant Principal Math Department Chair Math Teachers</i>	HSPT post-test results (quantitative and math) PSAT results from grade 10.	FL DOE website Department meeting time	Will add for 2010-2011. Currently developing the course and researching ancillary materials. 3/4/10 Update – researching Carnegie learning products.
Use “Review Your Answers” student result sheets (PSAT) to examine/determine areas in need of remediation	January 2008 and each year upon receipt of results from PSAT.	<i>Math teachers</i>	Lesson plans indicating skill review Curriculum maps indicate problem-solving and critical thinking instruction	Department meeting time to review data 5 minutes of class time during days on regular schedule 15 – 25 minutes on block schedule	For 2010, this has been completed in all mathematics classes.
Develop curriculum maps for each mathematics course	2009 and continuous	<i>Math teachers</i> Plan instruction through CLI software Generate monthly diary maps	Instructional Planning /Curriculum Map reports	CLI Mapping/Planning software	In progress.

Examine maps to find gaps and areas in need of improvement	2010-2011 school year and continuous	<i>Math Teachers</i> Create maps, meet to analyze data, revise curriculum as needed	Curriculum Maps Department meeting notes	Curriculum maps Standardized test results and other performance data	
Increase teacher skill and learn new activities that use the TI-Nspire graphing calculator	2008 and continuous	<i>Math Teachers</i>	Record of training activities	TI Webinars TI Area Representative Regional workshops	Regional workshops have begun.
Integrate the TI-Nspire graphing calculator into all levels of mathematics	2008 and continuous	<i>Math Teachers</i>	Lesson plans indicating calculator activities	TI Trainings\ TI-Nspire calculators	TI-Nspire to be required for all students 2010-2011.
Invite area feeder schools to participate in TI-Nspire trainings in order to improve articulation between K-8 and 9-12 schools	2010 and continuous	<i>Math Department Chair</i> Invite area principals to send their teachers to the trainings	Record of training activities and log of feeder school teachers who attend.	TI Area Representative Regional workshops	Feeder schools are invited and some are participating (St. Paul, St. Barnabas).
Include math vocabulary and terminology in daily lessons	2008 and continuous	<i>Math Teachers</i>	Lessons plans indicate terminology taught and used Curriculum maps indicate essential vocabulary instruction Word walls with essential vocabulary	CLI Mapping/Planning software	
Incorporate areas of weakness evident from the previous year's assessment data into the math curriculum	Spring semester of 2008 and continuous	<i>Math Teachers</i>	Lesson plans indicate remediation Department Chair or Assistant Principal will monitor	PSAT Summary of Answers and Skills	
Investigate a new research-based, spiraling, and scaffolding mathematics program that focuses on problem-solving in the real world (College Preparatory Mathematics by CPM and Springboard Mathematics by the College Board)	2010	<i>Assistant Principal for Instruction</i> <i>Math Department Chair</i> <i>Math Teachers</i>	Department Meeting Notes	Meetings with reps. And sample textbooks.	Met with CPM representative. Mrs. Ridder has previously used SpringBoard and attested to its value. We are anticipating implementation of the CPM program for 2010-2011.
Invite feeder schools to participate in the investigation of the new math program.	2010	<i>Assistant Principal for Instruction</i>	Meeting notes	Meetings with reps. And sample textbooks.	Lourdes, St. Brendan, and St. Barnabas attended.

Action Plan

Target Area for Improvement: Science

Improvement Goal:	Expectations for student learning: The Father Lopez student will read effectively, write effectively, communicate effectively, problem solve effectively. The Father Lopez student will demonstrate an understanding of and apply the basic principles of biological and physical science.	Targeted participants: All students Students participating in Physical science – 2010/2011 Students enrolled in Biology Honors
Interventions: Curriculum: Map curriculum offering several paths for success. Increase use of Vernier technology and software to provide ample data for multileveled analysis Assessment: Identifying challenges and selecting appropriate formative and summative methods for assessing learning outcomes.		Evaluation: Math and language PSAT results spanning timeframe. AP Biology scores

Timeframe for implementation: 2007-2012

Actions	Schedule	Responsible Parties Responsibilities	Monitoring	Resources	Updates
Institute Physical Science course	2010 and continuous	<i>Science Department Chair</i> <i>Science Teachers</i> Strengthen basic scientific principles Include quantitative gathering and implications on results. Provides stimulus events to provoke curiosity and sufficient time for exploration.	Student writing prompts, tests and evaluative projects. Students tracked through a 4 year progression. PSAT, math, and science classes.	One class period per day Professional development for teacher Student performance data tracked and evaluated quarterly after completion of 1st semester.	Course added for 2010-2011.
Facilitate and foster communication between feeder schools in science	2010 and continuous	<i>Principal</i> <i>Feeder science teachers</i> <i>Lopez science teachers</i> <i>Community professionals.</i>	Varied principals. Teachers in attendance	Department meeting time. Professional development time.	
Survey and track diverse students regarding Science interests and success	2010 and continuous	<i>Department representative</i> Organize community speakers to reflect diversity.	Survey results	Survey Tool	
Use departmental student/teacher evaluation sheets examining areas of improvement	Continuous	<i>Science Teachers</i>	Department or administrator	Department meeting time to review data 15 minutes of class time.	
Implement "The Strategy" plan for scientific methodology.	2011 and continuous	<i>Science Teachers</i>	Periodic Renweb assessments. Departmentalized Quarterly exam.	Departmental meetings to review individual progress. Individualized progressed tracked.	

Improve Science Curriculum by developing a lab manual and integrating more laboratory experiences in each science course.	2009-2010 and continuous	<i>Science Teachers</i>	Paid planning time in the summer of 2009 and 2010 (if funding is available).	Lab manual	Lab manual developed for Biology and Chemistry. Incorporates standardized lab report format and safety information. More lab experiments being conducted in all science classes. Lab manual to be expanded in summer 2010.
Increase attendance at professional development workshops and association memberships (NSTA)	2008 and continuous	<i>Science Teachers</i>	Record of training activities and memberships	AP workshops Vernier workshops Science conferences	Association membership purchased through school.
Integrate the Vernier data collection software incorporate TI-Nspire graphing calculator into data collection. Implement and utilize station lap tops.	2007 and continuous	<i>Science and math Teachers</i>	Lesson plans indicating Data collection activities and evaluation. Incorporate statistical analysis graphing and reinforcement of mathematical concepts to solve scientific problems	Vernier training TI Trainings TI-Nspire calculators Collaborative math and science departmental meetings. PSAT REVIEW	
Increase the use of student logs or lab journal writing	2010 and continuous	<i>Science department</i>	Demonstrate and record an understanding of main concepts, themes, laws developed within. Foster critical-thinking, process qualitative information, and use resources to explore information	Collaborative departmental meetings.	
Create department-wide quarter exams based on "The Strategy" including lab practicals to reinforce basic science instrumentation and usage	Summer 2010	<i>Science department</i>	Provide lessons for reinforcement. Departmentalized Quarter exam bench mark	Student tracking. Planning time in the summer	
Implement department-wide quarter exams	2010-2011	<i>Science department</i>	Results of quarter exams, tracking student progress over quarters and years.	Quarter exam period Excel spreadsheet with results Student result tracking forms.	
Investigate Teacher Enhancement in Science Technology (TEST)	2010 - 2011	<i>Science department</i>			
Investigate Curriculum Approach to Retention Enhancement (CARE)	2010 - 2011	<i>Science department</i>			
Investigate Research Experiences and Training teachers through Regional opportunities (RETRO)	2010 - 2011	<i>Science department</i>			

Investigate Faculty Using Technological Undergraduate Resources in Education (FUTURE)	2010 - 2011	<i>Science department Local and National area science facilities, companies and organizations. Local universities.</i>			
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Action Plan

Target Area for Improvement: Writing Skills

Improvement Goal:

Students will improve writing skills. Writing scores on assessments will improve year over year for all students.

Expectations for student learning:

The Father Lopez student will write effectively.

Targeted participants:

All students
Male students

Interventions:

Curriculum: modifications and changes in strategies which provide for greater emphasis on writing exercises and practice. Where appropriate, all courses will stress the writing process as a means of more effective communication

Assessment: Incorporate test-taking skills in all areas.

Evaluation:

Curricular semester exams, SAT, ACT, AP exams, ACRE, HSPT post-test.

Timeframe for implementation: 2008-2013

Actions	Schedule	Responsible Parties Responsibilities	Monitoring	Resources	Updates
Add Applied Communications course to improve low-ability student language skills.	2008 and continuous	<i>Assistant Principal Instruction Department Chair – English English Teacher</i>	HSPT post-test in Verbal Skills, Language, and Reading Comprehension, PSAT	HSPT Professional Development funding Summer planning time	Course added for 2008-2009. Continued for 2009-2010 and 2010-2011.
Investigate the need to add a second level of applied communications to the curriculum.	2009	<i>Assistant Principal Instruction Department Chair – English</i>	HSPT post-test, PSAT	HSPT, PSAT results	Need identified for a number of students.
Extend Applied Communications course to include second year of study	2010 -2011	<i>Assistant Principal Instruction English Teacher</i> Study need for extension & institute second year of basic training in language arts.	HSPT post-test, PSAT, curricular semester exams	Teacher training & time for preparing second course materials. One period per day in schedule	Writing for College Success course added for students still needing added assistance. 0.5 credit course/may be repeated.
Use "Review Your Answers" student result sheets(PSAT) to examine & determine remediation needs for improvement in basic skills	2008 and continuous, upon receipt of PSAT results.	<i>English teachers</i>	Lesson Plans indicating review & curriculum mapping plans indicating use of review	25 Minute minimum per week for skill review and exercises Department meeting time devoted to data review each quarter.	
Increase opportunities for vocabulary building with emphasis on college bound vocabulary	2009 and continuous	<i>English Teachers</i> (college bound and PSAT verbal vocabulary), <i>All Teachers</i> (content specific vocabulary).	Lesson plans indicating vocabulary building	PSAT and SAT prep materials including <i>Official SAT Study Guide, second edition</i> . Curricular materials for vocabulary building.	3/4/10 Update – Adopting sequential vocab series from Townsend.
Train all English Teachers in use of 6-Trait writing process	2010 and continuous	<i>English Teachers Department Chair - English</i>	Log and record of training	Time for training Prof Dev seminars, webinars 6-Traits texts and materials Rubrics	

Continue to develop writing program by increasing the number of writing experiences in grades 10-11 in addition to the research paper.	2009 and continuous	All Teachers	Faculty development /department time Professional development funds	All departments incorporate writing into the curriculum. PSAT writing scores show improvement in writing.	3/4/10 Update – Foreign Language teachers have increased writing
Expand implementation of 6-Trait writing process from Freshman year to all four years.	2010 and continuous	<i>English Teachers</i> Use the 6-Trait process in writing exercises	Lesson plans and mapping indicating use of process in classes.	6-Trait texts Renweb and instructional planner software. Class time to teach and use 6-Trait method of writing.	3/4/10 Update – Sent for examination copies of companion workbooks for each level.
Develop curriculum maps for each English course to evaluate frequency and rigor of writing assignments	2009 and continuous	<i>English Teachers</i> Plan instruction through CLI software Generate curriculum maps	Instructional Planning /Curriculum Map reports	Software: CLI Mapping & /Planning	In progress.
Examine maps to find gaps and areas in need of improvement	2010 and continuous	<i>English Teachers</i> <i>Department Chair - English</i> Create maps, meet to analyze data, revise curriculum as needed	Curriculum Maps Department meeting notes	Curriculum maps Standardized test and other performance data results	
Intensify use of peer editing by providing weekly editing opportunities	2010 and continuous	<i>English Teachers</i> <i>All Teachers as Appropriate</i> Includes expansion of use of peer editing tools (Baker's Dirty Dozen.)	Lesson plans and student logs of completed peer editing	Training teachers in use of tools (Baker's Dirty Dozen) Class time for peer reviews	
Increase writing requirements in foreign language classes to create a progression from sentence-level to multiple paragraph-level writing assignments	2009 and continuous	<i>Foreign Language Teachers</i>	Lesson plans and student work showing a progression of writing skills	Training in writing methods in a foreign language. Planning time.	
Research and implement writing across the curriculum.	2009 and continuous	<i>All Teachers</i>	Record of professional development, Shared research on writing in departments	Professional development funds Release time for research and professional development.	
Continue written critiques of project work based on rubrics.	2009 and continuous	<i>Performing/Fine/Practical Arts Teachers</i>	Written critiques, lesson plans showing assignment of critiques	Planning time, rubrics	