

Chapter 5



WASC SELF-STUDY ACTION PLAN

February 24-26, 2014 (Full Review)
February 28, 2017 (Mid-cycle Review)

Action Plan Update Report for 2018-19
(6-20-18)

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Goal 1: Students will demonstrate academic improvement in reading, writing, and mathematical skills across the curriculum.

- **2008 Visiting Committee Critical Area of Follow Up #1:** *Staff needs to ensure students demonstrate improvement in reading, writing, and mathematical skills across the curriculum*
- **2011 Review Committee Major Areas of Concern:** *Lack of proactive work on the 2008 VCs Critical Areas of Follow Up*
- **2013-2014 Maricopa High Self Study Team Identified Area of Concern:** *Students across the curriculum lack the level of reading, writing, and mathematical skills to prepare them for the rigors of the California Common Core Standards and to fully meet the expected Schoolwide Learning Outcomes and the demands of higher education and the 21st century workforce.*

Data Trend Analysis:

The MHS staff invested time in analyzing CST scores for the past five years to identify trends in order to formulate strategies to support student achievement and growth. Analysis of student data trends from the State CST database indicated:

ELA:

- In 2017-18, MHS students testing on the CAASPP continued to achieve below standards in ELA. (73.6% scored at the “Not Met” level. 15.7% scored at the “Nearly Met” level. .05% scored “Met” Standard and .05% “Exceeded” standards)

Math:

- In 2017-18, MHS students testing on the CAASPP continued to achieve below standards in Mathematics. (95.7% scored at the “Not Met” level. .05.% scored at the “Nearly Met” level. .0% scored at “Met” or “Exceeded” standards)

Rationale for Action:

Based on data analysis comparisons, the staff fully understands that Maricopa High School students are under-performing in ELA and Mathematics. With this in mind, the staff has set action goals to individualize testing data analysis and intervention programs. This will allow the school to monitor individual student scores and the effectiveness of intervention programs and instructional strategies. Because of the consistently large percentage of students scoring at the “Not Met” level, the staff has determined that the first primary target goal should be to work toward bringing these students up to “Met” and “Exceeded” levels, and that the second priority should be to bring students from the “Not Met” to “Nearly Met” in both ELA and Mathematics.

Growth Targets:

1. Raise 11th grade English Language Arts (ELA) State CAASPP test scores to:
From 15.7% to 20% @ “Nearly Met” (from “Not Met”)
From 1% to 5% @ Met or Exceed
2. Raise 11th grade Mathematics (MA) State CAASPP test scores to:
From .05% to 5% @ “Nearly Met” (from “Not Met”)
From .05% to 5% @ “Met” or “Exceed”

Link to SLO

Quality Self-Directed Learners, Effective Communicators, and Critical Thinkers

- Listen, speak, and write appropriately
- Use technology to access, manipulate, and produce information
- Listen and understand
- Comprehend what we read
- Can apply knowledge to changing conditions
- Can utilize higher-level thinking skills in problem solving
- Make responsible choices through logical decision-making processes
- Identify, plan, and use resources effectively to produce quality work

Goal #1: Students will demonstrate academic improvement in reading, writing, and mathematical skills across the curriculum

Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
School-wide (All Staff)	(1) All staff will collaborate to analyze data (state, school, classroom, ind.) to target students in need of support in English Language Arts and Mathematics Annually.	(1a) By Oct, Explore additional support (i.e. online programs, Late-start all staff/parent meetings).	(1a) By Oct, Have counselor meet with students to provide additional support.	(1a) By Oct, Have counselor meet with students to provide additional support.	(1a) Fully developed up-to-date PASSport database in place that is accessible to all teachers and administrative staff.
		(1b) By Sept. Continue to require mandatory tutoring for all student receiving D or F grades	(1b) By Oct, Consider Afterschool skills curriculum (i.e. curriculum/ iReady)	(1b) By Aug., Training AS Tutor in AVID Tutorology Strategies	(1b) Fewer students receiving failing course grades each year.

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Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
School-Wide (All Staff)	<p>(2) Raise 11th grade English Language Arts (ELA) State Test scores by 2020 to percentage of students scoring: From 15.7% to 20% @ “Nearly Met” (from “Not Met”) From 1% to 5% @ “Met” or “Exceed”</p> <p>(3) Raise student levels of proficiency in Mathematics sections by 2020 to percentage of students scoring: From .05% to 5% @ “Nearly Met” (from “Not Met”) From .05% to 5% @ “Met” or “Exceed”</p>	<p>(2a) (3a) & (4a) By Oct, implement grading system that includes 11th grade CAASPP / iREADY (9-12) test scores.</p>	<p>(2b) (3b) & (4b) By Aug, Explore the creation of a support period for student “Not Met” level CAASPP Prep.</p>	<p>(2b) (3b) & (4b) By Aug, Explore the creation of a Mandatory period for student “Not Met” level CAASPP Prep.</p>	<p>(2a) (3a) & (4a) ELA & MA State test score data indicating upward trends of students scoring per set % goals.</p>
		<p>(2b) (3b) & (4b) By Nov., build a more structured process for schoolwide implementation of Board approved targeted ELA/MA skills based on analysis of student data.</p>	<p>(2b) (3b) & (4b) By Oct., continue implementation of Board approved targeted ELA/MA skills based on analysis of student data.</p>	<p>(2b) (3b) & (4b) By Oct., continue implementation of Board approved targeted ELA/MA skills based on analysis of student data.</p>	<p>(2b) (3b) & (4b) ELA & MA State test score data indicating upward trends of students scoring per set % goals.</p>

Goal #1: Students will demonstrate academic improvement in reading, writing, and mathematical skills across the curriculum

Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
School-Wide (All Staff)	(5) Raise student level of proficiency in reading, writing and mathematics by incorporating reading, writing and math skills into coursework across the curriculum.	(5a) By Aug., Purchase IXL program and pilot with high school students in need of skill-based instruction. Monitor HS engagement with new program.	(5a) By Aug., Consider and Fully implementation IXL program based success.	(5a) By Aug., Monitor implementation IXL program based on success.	(5a) -Purchase of new program -Data Reports
		(5b) By Oct., Develop this year's annual cross-curricular teaching unit/projects on theme of Career Exploration.	(5b) By Oct., Develop this year's annual cross-curricular teaching unit/projects on theme of Heritage.	(5b) By Oct., Develop this year's annual cross-curricular teaching unit/projects on theme of Personal Choices.	(5b) Implemented school-wide cross-curricular teaching unit/projects, which incorporate reading, writing, and math skills.

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Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
Admin	(1) Provide leadership in securing approval, funding, and needed resources to implement action plan to increase academic improvement in reading, writing, and mathematical skills cross the curriculum.	(1a) By June, Monitor budget and adjust as needed for ongoing funding.	(1a) By June, Monitor budget and adjust as needed for ongoing funding.	(1a) By June, Monitor budget and adjust as needed for ongoing funding.	(1a) Board approved WASC plan with budget.
		(1b) By Aug., Fund and support the implementation of new Social Science textbook adoption per CDE timeline.	(1b) By Aug., Fund and support the implementation of new NGSS Science textbook adoption per CDE timeline.	(1b) By Aug., Fund and support the implementation of new Foreign Language textbook adoption per CDE timeline.	(1b) Fully implemented new state adopted textbook series to support CCSS rigor.
		(1c) By Oct., identify funding and implement this years annual cross-curricular teaching unit/project on theme of Career Exploration.	(1c) By Oct., develop this year's annual cross-curricular teaching unit/projects on theme of Heritage.	(1c) By Oct., develop this year's annual cross-curricular teaching unit/projects on theme of Personal Choices.	(1c) Fully implemented cross-curricular teaching unit/projects.
		(1d) By end of first quarter, admin. assess with teachers effectiveness of new IXL benchmark testing system.	(1d) By end of first quarter, analyze student outcomes/data using the IXL program to determine effectiveness.	(1d) By end of first quarter, analyze student outcomes/data using the IXL program to determine effectiveness.	(1d) By end of first quarter, retrain teachers in the use of Triand benchmark testing system.

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Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
English	(1) Analyze 11 th grade state and all grade level local ELA test performance data to direct instruction.	(1a) By Aug, Explore additional support materials to support CAASPP ELA testing.	(1a) By Aug., Implement additional support materials to support CAASPP ELA testing.	(1a) By end of year., analyze effectiveness of implementation of additional support and adjust accordingly.	(1a) Lists of implemented support materials.
		(1b) By Aug., outgoing teacher work with incoming teacher to adjust curriculum and instruction based on benchmark results.	(1b) By June, Analyze impact of adjusted curriculum and instruction based on benchmark results.	(1a) By end of year, implement modified curriculum after adjustments have been made per impact analysis.	(1b) Samples of Benchmark testing and schoolwide review of data.

Goal #1: Students will demonstrate academic improvement in reading, writing, and mathematical skills across the curriculum

Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
English	(2) Implement effective research-based reading and writing strategies in ELA curriculum that meet student needs as identified by test score data analysis.	(2a) By Aug., Review implementation of CCSS Textbook materials, “ <i>Collections</i> ” monitor and adjust.	(2a) By Aug., Review implementation of CCSS Textbook materials, <i>Collections</i> monitor and adjust.	(2a) By Aug., monitor and adjust the implementation of CCSS based <i>Collections</i> textbook materials.	(2a) Continuous improvement in CAASPP scores and CAHSEE passing rate.
		(2b) By end of year, Focus on inference for better reading comprehension per ELA CCSS. Focused on Jr class 2018-2019	(2b) By end of year, Focus on inference for better reading comprehension per ELA CCSS. Focused on 11th & 12th class 2019-2020	(2b) By end of year, Focus on for metaphors better reading comprehension per ELA CCSS.	(2b) Improvement in ELA CAASPP’s scores
		(2c) By Sept, develop and implement rubric for student self-grading on presentation scoring.	(2c) By June, revise curriculum/ instruction based testing results and learner outcomes.	(2b) By end of year, follow rubrics in CCSS based <i>Collections</i> textbook materials and adjust accordingly.	(2c) Student work samples using technology at increased levels of complexity.
		(2d) By June, Develop structure based rubric for student self-grading on MLA format writing assignments.	(2d) By June, revise curriculum/instruction based testing results and learner outcomes.	(2d) By end of year, continue to revise curriculum/ instruction based on <i>Collections</i> rubric assessments, testing results and learner outcomes	(2d) Student feedback on readiness using MLA and increase in writing rubric, CAASPP data.

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Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
Math	(1) Analyze state (11 th grade) and local Math test performance data to direct instruction.	(1a) By Aug. Explore of support materials to support CAASPP Math testing.	(1a) By Aug., Implement additional support materials to support CAASPP Math testing.	(1a) By Aug., analyze impact of support materials to support CAASPP Math testing and adjust as indicated.	(1a) Lists of implemented support materials.
		(1b) By Aug., adjust curriculum and instruction based on benchmark results.	(1b) By June, analyze impact of adjusted curriculum and instruction based on benchmark results.	(1b) By end of year, implement modified curriculum based on impact analysis from the previous year.	(1b) Samples of Benchmark testing and schoolwide review of data.
	(2) Improve 10 th grade CAHSEE passing rate in Mathematics.	(2a) CAHSEE Test has been suspended until 2018-19	(2a) Administer CAHSEE and analyze results if reinstated.	(2a) By end of year, adjust math curriculum based on CAHSEE data.	(2a) Meet achievement goals & continuous improvement in testing
	(3) Improve 11 th grade State Test scores on CAASPP, and the Common Core Assessments	(3a) By Aug., analyze student outcomes/data using the iReady to determine effectiveness. Explore other online options.	(3a) By Aug., Analyze student outcomes/data using the iReady/IXL or new program to determine effectiveness.	(3a) By Aug., Analyze student data using IXL.	(3a) Meet achievement goals/continuous growth on State testing for Basic or Above %.
	(4) Increase the number of students taking 3 or 4 years of Math.	(4a) By Aug., seek Board approval for raising graduation requirement. Plan Freshman implement.	(4a) By Aug., plan implementation for Freshman/ Sophomore classes if approved.	(4a) By Aug., fully implement raised graduation requirement for Freshman/ Sophomore classes if approved	(4a) Increased number of students taking 3 or 4 years of Math.

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Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
Science	(1) Incorporate ELA and Mathematic Standards/skills into Science curriculum.	(1a) By Aug., implement ideas gained from visitations to CART program and CUE conference.	(1a) By Aug., implement additional ideas gained from visitations into labs/program.	(1a) Ongoing: more fully implement AVID strategies into labs/program.	(1a) Science STAR/ CAASPP tests dealing with primary source reading and analyzing questions.
		(1b) By Aug.2018, customize the district writing rubric to best fit subject requirements	(1b) By Dec., develop self-grading rubric for AVID based note taking.	(1b) Ongoing: more fully implement AVID based note taking in the science curriculum.	(1b) Improved performance on CAASPP ELA scores.
		(1c) By Aug. 2018, customize the writing rubric for science subject writing.	IP(1c) By Dec., develop self-grading rubric for science subject writing.	(1c) Ongoing: more fully implement AVID WICOR strategies into science subject writing assignments.	(1c) Improved performance on CAASPP ELA and Math scores.

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Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
History/ Social Science	(1) Incorporate ELA and Mathematic Standards into History/Social Science curriculum.	(1a) By Oct., analyze and revise literacy based instruction and benchmarks to align with CCSS.	(1a) By Oct., build stats information in lesson to highlight math concepts.	(1a) By end of year, teach students to read statistical tables for use in research.	(1a) History/Social Science benchmark tests dealing with primary source reading and analyzing questions.
		(1b) By Oct, develop note-taking rubric to assess the quality of student inquiry.	(1b) By Dec., develop note-taking self-grading rubric to assess the quality of student inquiry.	(1b) By end of year, develop research checklist for students..	(1b) Improved performance on CAASPP ELA scores.
		(1c) By March, require the students to cite the source and evaluate the legitimacy of online information.	(1c) By March, require the students to use other source or opinions to justify position.	(1c) By end of year, require the students to use statistical tables as a resource in writing reports.	(1c) Improved reading skills based on ELA CCSS.

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Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
<p>Fine Arts</p>	<p>(1) Incorporate ELA as well as VPA (Visual & Performing Arts) Standards into all major visual art assignments.</p>	<p>(1a) By end of year, develop a MLA format written assignment that requires critical evaluation of professional/historical works of art.</p>	<p>(1a) By end of year, develop a MLA format assignment that requires critical evaluation of legitimacy of works of art that the student does not appreciate.</p>	<p>(1a) By end of year, develop a MLA format written assignment that requires the synthesis of information from a variety of sources to discuss the importance/significance of a work of art from a social/political point of view.</p>	<p>(1a) Sample student works exhibiting proficient writing skills.</p>
	<p>(2) Embed ELA Standards into an integrated Linked Learning Performing Arts Career Pathway.</p>	<p>(2a) By end of year, more fully develop playwriting skills by writing dramatic pieces based on annual cross-curricular teaching unit/project theme of Career Exploration.</p>	<p>(2a) By end of year, more fully develop playwriting skills by writing dramatic pieces based on annual cross-curricular teaching unit/project theme of Heritage.</p>	<p>(2a) By end of year, more fully develop playwriting skills by writing dramatic pieces based on annual cross-curricular teaching unit/project theme of Personal Choices.</p>	<p>(2a) Sample student works exhibiting proficient writing skills.</p>

Goal #1: Students will demonstrate academic improvement in reading, writing, and mathematical skills across the curriculum

Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
Tech	(1) Provide planning and implementation of technology integration plan to Improve ELA and Math skills.	(1a) By June, train teacher in new uses of school website.	(1a) By June, support teachers to annually update department webpages.	(1a) By June, continue to support teachers to annually update department webpages, and implement new software.	(1a) Analysis of SchoolWise reports and Website.
		(1b) By June, implement Google Education programs at the high school level.	(1b) By June, Support development of Schoolwide implementation of Google Education programs to grades 4-12.	(1b), Provide ongoing support for, and maintenance and expansions of, Google Education programs schoolwide.	(1b) Implementation of technology plan for laptop program.
		(1c) By June, develop personalized teacher technology training.	(1c) By June, implement, personalized teacher technology training as is requested and need arises.	(1c) Provide ongoing personalized teacher technology training as is requested and need arises.	(1c) 3-yr. staff develop plan.
	(2) Embed ELA standards into Technology curriculum.	(2a) By Aug., create assignments that integrate the basic use of technology based vocabulary.	(2a) By Aug., create assignments that integrate high levels of technology based vocabulary.	(2a) By end of year, require students to synthesize information from multiple sources, gain a coherent understanding of process, resolve conflicting information, & read & comprehend technical text.	(2a) Student samples, Increase in rubric scores for reading and writing skills for computer-based projects.

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Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
ESL	(1) Students will demonstrate academic improvement in reading, writing and mathematical skills and raise student CELDT scores (California English Language Development Test).	(1a) By Oct., Analyze CAASPPs and ELPAC scores for deficiency and develop individual learning plans to meet ESL student needs.	(1a) By Oct., Analyze and Monitor CAASPPs and ELPAC scores for deficiency and develop individual learning plans to meet ESL student needs.	(1a) By Oct., Analyze and Monitor CAASPPs and ELPAC scores for deficiency and develop individual learning plans to meet ESL student needs.	(1a) Increase in individual yearly ELPAC / CAASPP scores.
		(1b) By Jan., Develop and implement Social Science content strategies for ELD students.	(1b) By Jan., Develop and implement Science content strategies for ELD students.	(1b) By Jan., implement new Foreign Language textbooks content strategies for ELD students.	(1b) Increase in CAHSEE/ ELPAC passage for ESL students.

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Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
Foreign Lang	(1) Reinforce student knowledge of parts of speech and improve student ELA and writing skills.	(1a) By June, Seek and visit other AVID schools for ideas to enhance Spanish courses.	(1a) By June, Incorporate more technology use in Spanish courses.	(1b) By Aug., implement new Foreign Language textbooks.	(1a) Master schedule of upper level
		(1b) By end of year, Analyze and refine rubric to evaluate student use of parts of speech (i.e. verbs and adjectives).	(1b) By end of year, Incorporate self-evaluation into grading rubric.	(1b) By end of year, Incorporate Self-evaluation & Peer evaluation into grading rubric.	(1b) Sample lesson/unit plans and sample student work.
		(1c) By March, Customize the writing rubric to best fit Spanish subject requirements.	(1c) By March, Incorporate self-evaluation into grading rubric.	(1b) By end of year, Incorporate Self-evaluation & Peer evaluation into grading rubric.	(1c) Implementation of Writing Rubric.

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Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
PE & Health	(1) Incorporate mathematical calculations and ELA skills into the PE/Health program.	(1a) By end of year, implement Math based Health benchmarks.	(1a) By Aug, analyze and revise literacy and math based instruction and benchmarks to align with CCSS.	(1a) By Dec., create an AVID strategy based unit on literacy & math Common Core goals	(1a) Sample lesson/unit plans with embed ELA and math CCSS.
		(1c) By March, customize the writing rubric to best fit PE/health subject requirements.	(1c) By March, incorporate self-evaluation into grading rubric.	(1c) By March, require students to revise and revamp self-evaluation criteria for grading rubric.	(1b) Sample student works exhibiting proficient writing skills.
Culinary Arts	1) Incorporate mathematical calculations and ELA skills into the Culinary Arts Program	(1a) By end of year, students write menus with all food courses and accurate pricing for all dishes based on cost of ingredients.	(1a) By end of year, students write new menus with all food courses and accurate pricing for all dishes based on cost of ingredients, that exhibit a greater range of dishes, cooking skill, and creativity.	(1a) By end of year, students write new menu items to be incorporated into the Tea Room menu.	(1b) Sample student works exhibiting proficient writing skills and mathematical skills

Goal 2: Assist students in creating and believing that academic and career opportunities exist for them in order to motivate them to reach their fullest potential both academically and professionally

- **2008 Visiting Committee Critical Area of Follow Up #2:** *Students need assistance creating and believing that academic possibilities exist for them in order to motivate them to reach their full potential*
- **2011 Review Committee Major Areas of Concern:** *Need for increased academic rigor in the classroom. Trained individual needs to be on staff who can develop a 4-year plan with each student*
- **2013-2014 Maricopa High Self-Study Team Identified Area of Concern:** *Keeping students motivated to succeed while raising the level of academic rigor required for mastery of the Common Core State Standards. Students need to develop a global view outside the confines of the local community, be aware of the opportunities available to them, and have the confidence to pursue them.*

Rationale for Action:

Because of the isolated, rural, and low-socioeconomic nature of the community, the majority of residents are not college educated. For this reason, MHS students often have low expectations for their futures and may not aspire to more than a basic high school education. Given this, the staff has concluded that Maricopa High graduates need a solid foundation in the expectations of industry, as well as institutions of higher learning. We believe the MHS educational program must be reengineered to include a rigorous, project-based, business and industry Linked Learning program (College and Career) in order to motivate and facilitate student academic and professional development.

Growth Targets:

1. Raise percentage of students completing the A-G requirements of their 4-year plan for university preparation, the need of which is indicated by the following graph:

% of UC A-G Ready Students By Year of Graduation		
2015-16	2016-17	2017-18
24%	37%	50%

The following are target goals:

- 2018-19: 60%
- 2019-20: 70%
- 2020-21: 80%

% of Seniors Enrolling in College/Military/Vocational		
2015-16	2016-17	2017-18
65%	61%	74%

2. Raise percentage of graduating Seniors enrolling in college/military/vocational training to:

-2018-19: 75%

-2019-20: 77%

-2020-21: 80%

Link to SLO

Quality Self-Directed Learners, Effective Communicators, Critical Thinkers, and Involved Citizens

- Listen, speak, and write appropriately
- Use technology to access, manipulate, and produce information
- Listen and understand
- Comprehend what we read
- Can apply knowledge to changing conditions
- Can utilize higher-level thinking skills in problem solving
- Make responsible choices through logical decision-making processes
- Identify, plan, and use resources effectively to produce quality work
- Demonstrate good character and civic responsibility
- Contribute to the welfare of others
- Are aware of and respect cultural values, viewpoints, and belief systems other than our own

Goal #2: Assist students in creating and believing that academic and career opportunities exist for them in order to motivate them to reach their fullest potential both academically and professionally

Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
School-Wide (All Staff)	(1) Fully implement a Linked Learning Career and College Pathway program schoolwide.	(1a) By June, Implementation of CTE Grant-year 3 goals/actions to make improvements to career pathway strands.	(1a) By June, Seek funding to continue CTE Grant goals.	(1a) By June, Consider other pathways to support the District's 2030 Vision (i.e. Health related areas/ Engineering field)	(1a) Raise percentage of grade level students who indicate on a survey their desire and readiness to enter a career or college, military, and vocational training.
	(2) Raise percentage of students completing the A-G requirements of their 4-year plan for university preparation.	(2a) By end of year, Submit another course offerings for A-G approval. (i.e. STEAM/Drama /Art 3)	(2a) By end of year, Submit another course offerings for A-G approval. (i.e. STEAM/Drama/ Art 3)	(2a) By end of year, Submit another course offerings for A-G approval. (i.e. STEAM/Drama/ Art 3)	(2a) Raise percentage of students completing A-G requirements

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Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
School-Wide (All Staff)	(3) Raise percentage of graduating Seniors enrolling in college, military, vocational training.	(3a) By June, Set up system to track advanced degrees success rate. (i.e. 4-year, MA, PH.D.)	(3a) By June, Post data on website or special Facebook site.	(3a) By June, Construct a “Hall of Fame” to reflect Maricopa student’s success post high school.	(3a) Raise percentage of graduating Seniors enrolling in college, military, vocational training. -2013-14: 75% -2014-15: 80% -2015-16: 85%
	(4) Raise student motivation and the belief that academic and career opportunities exist for them.	(4a) By end of year, Explore Middle School unit offerings to expand mind-set for 4-year college/university going culture.	(4a) By end of year, HS student support of new Intermediate career day	(4a) By end of year, HS student support of new primary career day	(4a) Raise percentage of grade level students who indicate on a survey their desire and readiness to enter a career or college, military, and vocational training.

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Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
School-Wide (All Staff)	(5) Provide information and readiness for Career Preparation.	(5a) By end of year, Expand to involve more parent participation in College Fair Night or CSUB visitation by offering transportation.	(5a) By end of year, Expand to involve more parent participation in MUSD College /FAFSA night (i.e. Dinner/ Drawings).	(5a) By end of year, Expand to involve more parent participation in college field trips.	(5a) Raise percentage of grade level students who indicate on a survey their desire and readiness to enter a career or college, military, and vocational training.
Admin	(1) Provide leadership to support schoolwide achievement of #2 goals.	(1a) By June, Have seniors host a College/Career Fair and/or fieldtrips.	(1a) By June, Have seniors host a College/Career Fair and/or fieldtrips for MS.	(1a) By June, Have seniors host a College/Career Fair and/or fieldtrips or Elem.	(1a) Year progress reports to staff and Board on goal #2 achievement.

Goal #2: Assist students in creating and believing that academic and career opportunities exist for them in order to motivate them to reach their fullest potential both academically and professionally

Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
English	(1) To build student confidence in writing skills and relevance, create opportunities for more real world application.	(1a) By end of year, require all Seniors to write a UC application essay/statement for submission to colleges or future employers. Begin to familiarize Juniors with the function and process of resume writing to prepare them for their Senior year	(1a) By end of year, require all Seniors to write a cover letter or personal statement for submission to colleges or future employers.	(1a) By end of year, begin exposing 9th-11th grades to resume; writing, public speaking, and mock interviews.	(1a) Observe level of student enjoyment of writing as a motivational strategy. 100% of Seniors completing scholarship application. Completed student résumé's .
Math	(1) Help students develop an interest and understanding of workforce- and college related Math skills.	(1a) By end of year, develop a assignment/unit for students to explore career simulations.	(1a) By end of year, consider increasing concurrent TC enrollment for career related Math/STEM in place of 7 th period pathway.	(1a) By end of year, consider giving students time once a week to explore math related career.	(1a) Lesson plans/units dealing with math-related careers.

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Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
Science	(1) Help students develop an interest and understanding of workforce- and college related Science skills.	(1a) By Jan, the STEM PLC meet with industry and/or high education representative(s) to review our program and make suggests to include new programs based industry needs.	(1a) By Jan, the Develop STEM related internships with industry.	(1a) By end of the year, continue to develop STEM related internships with industry.	(1a) Lesson plans/Units dealing with science-related careers.
	(2) Help students understand the expectations of college/higher education needed for science careers.	(2a) By end of year, Plan a guest speaker on a Science-related career	(2a) By end of year, Consider increasing concurrent TC enrollment for career related Science in place of 7 th period pathway.	(2a) By end of year, develop plan for increasing concurrent TC enrollment for career related Science in place of 7 th period pathway	(2a) Increased number of students meeting A-G requirements for Science.

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Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
History/ Social Science	(1) Help students develop an interest and understand of workforce-related Social Science careers skills/college.	(1a) By end of year, develop a assignment/unit for students to explore career simulations.	(1a) By end of year, consider increasing concurrent TC enrollment for career related Social Science courses including, US History, Geography, Econ, Gov, & Western Civilization in place of 7 th period pathway.	(1a) By end of year, explore student placement in a local internship related to Social Studies.	(1a) Lesson plans dealing with careers and college.
Fine Arts	(1) Help students develop an interest and understanding of workforce-related Art careers skills.	(1a) By end of year, have advanced Art students teach a art workshop for elem./middle school students	(1a) By end of year, have theater students teach a theater workshop for elem./middle school students.	(1a) By end of year, arrange for students to observe/receive training from a professional theater lighting/sound tech	(1a) Lesson plans dealing with careers and college.
Tech	(1) Help students develop an interest and understand of workforce-related technology careers skills.	(1a) By end of year, have students teach a technology workshop for K-8 STEAM.	(1a) By end of year, have advances technology students participate in the Disney “Engineering Magic” program	(1a) By end of year, have students create a teaching unit for the K-8 STEAM lab.	(1a) Students pursuing continuing education and careers in technology field.

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Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
Foreign Lang	(1) Assist students in seeing the benefits of Spanish language acquisition to their future careers.	(1a) By end of year, have students teach a Spanish lesson for middle school students.	(1a) By end of year, have students teach a Spanish lesson for elem. school students.	(1a) By end of year, have students teach a Spanish or English workshop for parents.	(1a) Increased % of students pursuing continuing education and careers in Spanish or language related field.
PE & Health	(1) Assist students in seeing the benefits to a Health lifestyle and develop an interest in fitness-related careers.	(1a) By Oct, have students give input on PE/Health related program/careers they are interested in exploring.	(1a) By end of year, visit a local sports related location.	(1a) By end of year, visit a local Park and Recreation program (i.e. North of River-BKF)	(1a) Increased % of students pursuing continuing education and careers in the fields of health, nutrition, and fitness.
Culinary Arts	(1) Assist students in developing an interest in careers in the Culinary Arts	(1a) By end of year, take students to visit the College Culinary Arts program to explore job opportunities in food preparation and service.	(1a) By end of year, take students to visit the Culinary Arts field trips to explore job opportunities in food preparation and service.	(1a) By end of year, take students to culinary arts lab / or cooking show taping to experience the program.	(1a) Increased % of students pursuing continuing education and careers in Culinary Arts the foodservice industry.

Goal 3: Raise and support level of academic expectations and rigor schoolwide

- **2008 Visiting Committee Critical Area of Follow Up #4:** *Formalized benchmark assessments aligned to the state Standards are needed in order to assist teachers in modifying their curriculum and instructional practices*
- **2011 Review Committee Major Areas of Concern: #6** *Need for increased academic rigor in the classroom. Lack of proactive work on the 2008 VCs Critical Areas of Follow Up*
- **2013-2014 Maricopa High Self-Study Team Identified Area of Concern:** *Raising the level of academic rigor required for mastery of the Common Core State Standards while keeping student motivation high is an area of needed improvement. Students need to develop skills necessary to prepare for the demands of higher education and the 21st century workforce.*

Rationale for Action:

One of the most critical issues facing MHS is the continued improvement of program rigor and relevance. Based on data analysis comparisons, the staff fully understands that Maricopa High School students are under-performing in ELA and Mathematics. Analysis of student standardized test scores and work samples have disclosed that student are unprepared to meet the high level inquiry-based skills of CCSS, teacher's expectations, and schoolwide learning outcomes. Our action plan addresses this area and our main efforts are to raise our academic rigor to a level that our students can and will achieve.

Data Trend Analysis/Research:

The MHS staff invested time in analyzing CST scores for the past five years to identify trends in order to formulate strategies to support student achievement and growth. Analysis of student data trends from the State CST database indicated:

ELA:

- In 2017-18, MHS students testing on the CAASPP continued to achieve below standards in ELA. (73.6% scored at the "Not Met" level. 15.7% scored at the "Nearly Met" level. .05% scored "Met" Standard and .05% "Exceeded" standards)

Math:

- In 2017-18, MHS students testing on the CAASPP continued to achieve below standards in Mathematics. (95.7% scored at the "Not Met" level. .05.% scored at the "Nearly Met" level. .0% scored at "Met" or "Exceeded" standards)

Growth Targets:

1. Raise 11th grade English Language Arts (ELA) State CAASPP test scores to:
From 15.7% to 20% @ “Nearly Met” (from “Not Met”)
From 1% to 5% @ Met or Exceed
2. Raise 11th grade Mathematics (MA) State CAASPP test scores to:
From .05% to 5% @ “Nearly Met” (from “Not Met”)
From .05% to 5% @ “Met” or “Exceed”

Link to SLO

Quality Self-Directed Learners, Effective Communicators, Critical thinkers

- Strive to meet California Academic State Standards
- Can utilize higher-level thinking skills in problem solving
- Listen, speak, and write appropriately
- Can apply knowledge to changing conditions
- Identify, plan, and use resources effectively to produce quality work

Goal #3: Raise and support level of academic expectations and rigor schoolwide

Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
Admin & School-Wide	(1) Align MHS graduation requirements to compare with the rigor of other local high schools.	(1a) By June, encourage all students to take 3 or 4 years of Mathematic and Science courses.	(1a) By June, Schedule all students to take 3 or 4 years of Mathematic and Science courses for Freshman 4-year planning.	(1a) By June, Consider adding a third Math or Science course for graduation.	(1a) Implemented Board approved graduation requirements.
	(2) Implement a rigorous homework policy and apply consistently.	(2a) By Aug., Analyze homework policy/calendar impact on student performance related to ELA and/or Math.	(2a) By Aug., Implement homework policy/calendar impact on student performance.	(2a) By Aug., Monitor homework policy/calendar impact on student performance.	(2a) Implemented research-based rigorous homework policy and calendar. Student averages in grade book "Homework" categories -Student grade reports.

Goal #3: Raise and support level of academic expectations and rigor schoolwide

Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
Admin & School-Wide	(3) Support students in succeeding in rigorous courses of study schoolwide by making college prep strategies available to all students.	(3a) By June, Per the AVID plan, continue to monitor and analyze implementation of college preparatory strategies for schoolwide implementation. (i.e. Cornell notes, organization, higher level thinking) into lesson plans. Continue AVID training for new teachers.	(3a) By June, Continue monitor and analyze implementation of college preparatory strategies for schoolwide implementation. Continue AVID training for new teachers.	(3a) By June, Consider holding AVID Tutorial sessions twice per month in all classes (i.e. Thursday Late-start periods) Continue AVID training for new teachers.	(3a-b) College prep support services implemented. Calendar of tutoring sessions. College prep strategies embedded in lesson/unit plans schoolwide. Increase in number of students who have successfully completed upper level courses. Board approved policy. Trained TAs.
		(3b) By Oct., Develop grading rubric for TAs to support peer student achievement.	(3b) By Oct., Implement grading rubric for TAs to support peer student achievement.	(3b) By Oct., Train TAs in AVID tutorial strategies for HS / MS / Elem. teacher and peer student support.	

Goal #3: Raise and support level of academic expectations and rigor schoolwide

Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
Admin & School-Wide	(4) Give students the ability to take college courses to earn above a 4.0 GPA so that they are better prepared for college and acclimated to the rigors of college coursework.	(4a) By June, Explore provide additional support for students attending Community College courses. (i.e, transportation, tutoring).	(4a) By June, Implement as budget allows to provide additional support for students attending Community College courses. (i.e, transportation, tutoring).	(4a) By June, Monitor additional support needed for students attending Community College courses. (i.e, transportation, tutoring).	(4a) A variety of College course options available to students. Student transcripts exhibiting GPAs exceeding 4.00
	(5) Develop a formalized schoolwide unit lesson planning and pacing calendar formats designed to raise classroom rigor.	(5a) By June, Implement a formalized schoolwide unit lesson-planning and pacing calendar format.	(5a) By June, Analyze and modify as needed the formalized schoolwide unit lesson-planning and pacing calendar format.	(5a) By June, Add AVID WICOR to the formalized schoolwide unit lesson-planning and pacing calendar format.	(5a) Sample Unit plans. Sample updated Unit plans. Sample collaborative cross-curricular unit plans.

Goal #3: Raise and support level of academic expectations and rigor schoolwide

Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
English	(1) Increased rigor at all achievement levels in ELA.	(1a) By end of year, raise the percentage of students performing at highest level of rubric by 20%.	(1a) By end of year, raise the percentage of students performing at highest level of rubric by 30%.	(1a) By end of year, evaluate increase from previous years, and raise by 40%.	(1a) Continuous improvement in CAHSEE passing % -Improvement in CST. Proficient or Above %. -Increase in student reading logs. -Increase in ELA skills.
Math	(1) Increased rigor at all achievement levels in Math.	(1a) By end of year, raise the percentage of students performing at highest level of rubric by 20%.	(1a) By end of year, raise the percentage of students performing at highest level of rubric by 30%.	(1a) By end of year, raise the percentage of students performing at highest level of rubric by 40%.	(1a) -Lesson plans/units. -Performance assessments. -Homework schedule.
Science	(1) Increased rigor at all achievement levels in Science.	(1a) By end of year, raise the percentage of students performing at highest level of rubric by 20%.	(1a) By end of year, raise the percentage of students performing at highest level of rubric by 30%.	(1a) By end of year, Raise the percentage of students performing at highest level of rubric by 40%.	(1a) -Benchmark scores. -Lesson plans/units. -Performance assessments. -Sample student work.

Goal #3: Raise and support level of academic expectations and rigor schoolwide

Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
History /SS	(1) Increased rigor at all achievement levels in Social Science.	(1a) By end of year, raise the percentage of students performing at highest level of rubric by 20%.	(1a) By end of year, raise the percentage of students performing at highest level of rubric by 30%.	(1a) By end of year, raise the percentage of students performing at highest level of rubric by 35%.	(1a) -Benchmark scores. -Lesson plans/units. -Performance assessments. - Sample student work.
Fine Arts	(1) Increase the academic rigor of the Visual and Performing Arts department over time	(1a) By the spring of 2018, work with guidance counselor to develop an Art IV and/or advanced theater curriculum that meets UC a-g requirements	(1a) By end of year, encourage advanced students to submit artwork to juried art shows.	(1a) By end of year, require theater students to perform piece at the CSUB Spotlight Festival for college level critique.	(1a) -Benchmark scores. -Lesson plans/units. -Performance assessments. -Sample student work, awards
Foreign Lang	(1) Increased rigor in foreign language by providing advanced FL courses.	(1a) By Aug., if deemed feasible, implement other FL courses.	(1a) By Aug., analyze implementation of FL courses.	(1a) By Aug., monitor implementation of FL courses.	(1a) -Online Spanish -French courses.
Tech	(1) Increase rigor at all grade levels for technology courses.	(1a) By end of year, change level appropriate grading rubrics to reflect the increased rigor of CCSS.	(1a) By end of year, continue appropriate grading rubrics to reflect the increased rigor of CCSS.	(1a) Encourage all students to work to best of ability, gifted & talented students to plan & create independent projects to expand skill sets, & highly proficient students to add higher level complexity to assignments.	(1a) Observable increase in level of student engagement.

Resp. Dept.	Department Goals	Action Steps 2018-19	Action Steps 2019-2020	Action Steps 2020-2021+	Evidence of Effectiveness
PE & Health	(1) Students will develop increased physical rigor.	(1a) By end of year, implement self-assessment using the grading rubrics for project-based health units	(1a) By end of year, develop and implement additional group exercised-base units (i.e. Zumba)	(1a) By Oct., collect student input on how engaging, interesting, informative, successful, etc. prior units were, and adjust future lessons accordingly.	(1a) Increase in State fitness testing results. Individual student progress logs.
Culinary Arts	(1) Increase rigor of all Culinary Arts courses, and motivate students to achieve this level of rigor. .	(1a) By end of year, create a unit in which students must research, & compare/ contrast quality of life between low income jobs & dream careers	(1a) By end of year, continue and expand upon unit in which students must research, & compare/ contrast quality of life between low income jobs & dream careers	(1a) By end of year, continue and expand upon unit in which students must research, & compare/ contrast quality of life between low income jobs & dream careers	(1a) Observable increase in level of rigor of student work & student engagement.