

STANDARDSIMPLEMENTATION DESIGN Action Plan
School Years 2003-2006

School: PresidentWilliam McKinley High School

Date: June2003

**Enabling activity appearsin other areas of action plan*

<p>CROSS-CUTTING ISSUES: Graduation rates, increased parental involvement Standards-Based Student Outcome Goal(s) #1 Students will demonstrate effective reading skills. (This goal relates to MHS Literate Communicator ESLR.) Annual Goals and Benchmarks Yr 1: 40% of students will meet/exceed proficiency in HCPS II testing in reading Yr 2: 44% of students will meet/exceed proficiency in HCPS II testing in reading Yr 3: 44% of students will meet/exceed proficiency in HCPS II testing in reading</p>		<p>Rationale Results from the first year of the statewide testing for Hawaii Content and Performance Standards II indicate that while our students are performing at a level meeting requirements through the 2003-04 school year, we are short of the expectations for the 2004-05 school year. In addition, data from the school profile has consistently indicated that reading skills have been problematic for MHS students in the past. Post-secondary placement test scores have shown reading to be an area of difficulty. Work with improvement of student reading skills will address Images of Success in Standards-based learning in the Standards-Implementation Design.</p>					
What to change or implement	Enabling activities	How to change or implement					
		Professional Development	Resources (human, money, time, facilities)	Documentation	Assessment (evidence)	Person(s) taking the lead	Timeline
Establish a systematic approach to provide critical reading experiences across the curriculum	Develop and implement Resource Management Plan*		Meeting time	<ul style="list-style-type: none"> Draft, Resource Management Plan Budget allocations according to procedures defined in Res Man Plan 		Principal, VP in charge of Finances	
	Develop a system for schoolwide data collection*			List of sources of data, with accompanying description of uses of data		<ul style="list-style-type: none"> Principal VPs (depending on VP responsibility area) School Improvement/ Program Coordinators 	Started August 2001, ongoing as new data becomes available

What to change or implement	Enabling activities	How to change or implement					
		Professional Development	Resources (human, money, time, facilities)	Documentation	Assessment (evidence)	Person(s) taking the lead	Timeline
	Coordination of the following for the improvement of student skills in reading: <ul style="list-style-type: none"> • further analysis of HCPS II proficiency scores • Title I • previously developed departmental action plans for reading 			Progress reports on implementation of dept action plans		<ul style="list-style-type: none"> • Principal • School Improvement Coordinator • Title I Coordinator 	
					<ul style="list-style-type: none"> • Statewide testing • Classroom teacher assessment 		

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<p>CROSS-CUTTING ISSUES: Graduation rates, increased parental involvement</p> <p>Standards-Based Student Outcome Goal(s) #2 Students will demonstrate effective writing skills. (This goal relates to MHS Literate Communicator ESLR.)</p> <p>Annual Goals and Benchmarks Year 1: Use data from statewide testing for HCPS II to determine percentages of students meeting or exceeding standards in reading at benchmarks for grades 9-12. Year 2: At least 15% of the students beyond the baseline %age Year 3: At least 25% of the students beyond the baseline %age</p>	<p>Rationale Multiple data sources have indicated a need for strengthened writing skills for MHS students. The writing placement test at UHM, examination of student work, input from teacher and student groups all combine to suggest that higher expectations in writing for our students are reasonable. Work with improvement of student writing skills will address Images of Success in Standards-based learning in the Standards-Implementation Design.</p>
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What to change or implement	Enabling activities	How to change or implement					
		Professional Development	Resources (human, money, time, facilities)	Documentation	Assessment (evidence)	Person(s) taking the lead	Timeline
Establish systematic approach to provide critical writing experiences across the curriculum	Develop Res. Man. Plan*	<i>Repeated item; see page 1 of this action plan for implementation details</i>					
	Develop a system for schoolwide data collection*	<i>Repeated item; see page 1 of this action plan for implementation details</i>					
	Conduct survey of current writing activities across the curriculum		Meeting time	Departments' listing of writing activities		Principal, School Improvement Coord., Dept. Chairpersons	
	Develop dept. action plans for improved writing skills	Instructional strategies, development of writing skills	Meeting time	Dept. action plans for improvement of writing		Principal, School Improvement Coord., Dept. Chairpersons	May/June 2001
					<ul style="list-style-type: none"> • Statewide testing • Classroom teacher assessment 		

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CROSS-CUTTING ISSUES: Graduation rates, increased parental involvement Standards-Based Student Outcome Goal(s) #3 Students will meet proficiency levels appropriate for high school in math. Annual Goals and Benchmarks Yr 1: 28% of students will meet/exceed proficiency in HCPS II testing in math Yr 2: 28% of students will meet/exceed proficiency in HCPS II testing in math Yr 3: 28% of students will meet/exceed proficiency in HCPS II testing in math		Rationale Results from the first year of the statewide testing for Hawaii Content and Performance Standards II indicate that a relatively small percentage of our students are meeting or exceeding proficiency in math. In addition, failure rates in Pre-Algebra, which is the entry level class for math for SY2002-03 reflect over half of the students are receiving D's or F's.					
What to change or implement	Enabling activities	How to change or implement					
		Professional Development	Resources (human, money, time, facilities)	Documentation	Assessment (evidence)	Person(s) taking the lead	Timeline
Improve students' skills in mathematics	Develop Res.Man. Plan*	<i>Repeated item; see page 1 of this action plan for implementation details</i>					
	Develop a system for schoolwide data collection*	<i>Repeated item; see page 1 of this action plan for implementation details</i>					
	Coordination of the following for the improvement of student skills in mathematics: <ul style="list-style-type: none"> • Further analysis of HCPS II proficiency scores • Title I implementation 		Meeting time for principal groups/ individuals (i.e., math teachers)	Schoolwide plans/procedures for increasing student achievement in math	<ul style="list-style-type: none"> • Grade distributions in entry level math classes • HCPS II statewide testing results • NCLB annual objectives 	<ul style="list-style-type: none"> • Principal Improvement Coordinator • Title I Coordinator 	

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CROSS-CUTTING ISSUES: Graduation rates, increased parental involvement Standards-Based Student Outcome Goal(s) #4 Students will establish and maintain career portfolios reflecting Career and Life Skills activities dealing with self-awareness, career preparation, and career/life planning. (This goal relates to ESLRs dealing with Literate Communicators and Community Contributors.) Annual Goals and Benchmarks Year 1: 50% of students will have career portfolios Year 2: At least 75% of the students will have career portfolios Year 3: At least 95% of the students will have career portfolios		Rationale The FOL Self Study process revealed difficulty assessing relevance, coherence and levels of engagement of curriculum, as well as strong ties between student support and student learning. Work with advisory groups and career paths will strengthen these areas as well support the sections of the action plan dealing with reading and writing. The establishment of groups for advisor-advisee will address Images of Success in Standards-based learning and Quality Student Support in the Standards					
What to change or implement	Enabling activities	How to change or implement					Timeline
		Professional Development	Resources (human, money, time, facilities)	Documentation	Assessment (evidence)	Person(s) taking the lead	
	Develop Res.Man. Plan*	<i>Repeated item; see page 1 of this action plan for implementation details</i>					
	Develop a system for schoolwide data collection	<i>Repeated item; see page 1 of this action plan for implementation details</i>					
	Develop sequenced programs of study within School-To-Work career pathways	<ul style="list-style-type: none"> • CTE Meetings/ Workshops • Meetings for development of career pathways 	<ul style="list-style-type: none"> • Substitute days for Voc Ed, planning • State/district resource personnel 	Recommended courses for various programs of study		M. Uyesugi, N. Whitford, J. Shimokawa	Begun spring 2000 in Voc Ed programs

	Enabling activities	How to change or implement					
		Professional Development	Resources (human, money, time, facilities)	Documentation	Assessment (evidence)	Person(s) taking the lead	Timeline
	<ul style="list-style-type: none"> Update/ disseminate CSSS brochure of Array of Student Support Services Include Array of Services in student planner 		Printing costs	Log of students accessing various support services	<ul style="list-style-type: none"> Student Services Coordinator for CSSS brochure Student Activities Coordinator for Student Planner 	<ul style="list-style-type: none"> Annual update of brochure Fall distribution of brochure, beginning Fall 2001 Information included in planner for SY2001-02 	
	Develop units/ implementation plan for advisory period	Training (advisory topics, sample units) for committee members	Meeting time for Committee Members	Updated units/ procedures for advisory periods	N. Whitford, M. Uyesugi	M. Uyesugi N. Whitford D. Sugihara	Meet sem 1 & 2 each school year
	Maintain updated communication for implementation of Advisory Period	In-service for general faculty on content/ details for advisory units	<ul style="list-style-type: none"> Meeting time for Committee Members 			M. Uyesugi N. Whitford D. Sugihara	For advisory periods in Aug., Sept., Oct., Dec., Jan., April
					Student Career Portfolios		