



## Mattole Triple Junction High School - 2010-2011 Single Plan for Student Achievement

### Goal #1: Improve academic performance of all students

**Rationale:** By improving academic performance students will ultimately demonstrate advanced embodiment of the first ESLR: Mind.

**ESLRs:** *Mind* Students are self motivated learners, effective communicators, with competency in reading, writing, math, the arts, speaking, and listening. Students have the ability to think critically, access information, utilize technology, apply knowledge, solve problems, develop plans and achieve goals.

**Monitor:** School Site Council monitors the progress of this Action Plan during Annual Reviews of the Single Plan for Student Achievement

Objective	Strategies	Responsibility	Resources	Assessment/ Benchmarks
Maintain high-quality instruction with highly-qualified teachers	<ul style="list-style-type: none"> <li>·“NCLB highly-qualified” teachers</li> <li>·participation in BTSAs</li> <li>·On-going professional development</li> <li>·Annual observation</li> </ul>	<ul style="list-style-type: none"> <li>·Administration</li> <li>·Teachers</li> </ul>	<ul style="list-style-type: none"> <li>·BTSA Induction Program</li> <li>·MUSD in-service trainings</li> <li>·Professional development funds &amp; classes</li> <li>·Administrators observations</li> </ul>	<ul style="list-style-type: none"> <li>·Standards-based/benchmark assessments</li> <li>·Progress reports</li> <li>·Quarter/semester grades</li> <li>·API + AYP scores</li> <li>·Classroom observations</li> </ul>
Continue to provide an individualized approach to each student’s interests and academic needs	<ul style="list-style-type: none"> <li>·Individualized schedules</li> <li>·Tutorials in problem subject areas</li> <li>·Counselor sessions</li> <li>·Staff meetings “Current concerns”</li> <li>·Offer ESL classes when necessary</li> <li>·AP courses, co-enrollment at CR</li> <li>·Yearly graduation checks</li> </ul>	<ul style="list-style-type: none"> <li>·Administration</li> <li>·Counselor</li> <li>·Teachers</li> </ul>	<ul style="list-style-type: none"> <li>·Elective courses survey</li> <li>·Progress reports</li> <li>·Grades reports</li> <li>·Student/parent interviews</li> </ul>	<ul style="list-style-type: none"> <li>·Progress reports</li> <li>·Quarter/Semester grades</li> <li>·Graduation checklist</li> <li>·Mentor project evaluations</li> <li>·CELDT assessment for ESL students</li> </ul>
Expand context-embedded, project-based learning	<ul style="list-style-type: none"> <li>·Local artisans &amp; professionals teach elective courses</li> <li>·Mentor projects</li> <li>·Class Projects</li> <li>·Create History Day projects</li> <li>·Create Science Fair projects</li> <li>·Continue computer design courses</li> <li>·Include technology training in professional development</li> <li>· Continue local field trips</li> </ul>	<ul style="list-style-type: none"> <li>·Administration</li> <li>·Teachers</li> </ul>	<ul style="list-style-type: none"> <li>·Visiting community members &amp; poets</li> <li>·GATE funds</li> <li>·Site grants</li> <li>·Computer-based laboratory instruments</li> <li>·MEEP coordinator</li> <li>·Mattole Restoration Council</li> <li>·Mattole Salmon Group</li> <li>·Sanctuary Forest</li> </ul>	<ul style="list-style-type: none"> <li>·Quality of end products</li> <li>·A.P. class enrollment</li> <li>·A.P. exam results</li> <li>·Mentor project evaluations</li> <li>·Production of yearbook and quarterly newsletters</li> <li>·Teacher participation in software/technology professional development</li> <li>·students observe data collection &amp; learn about equipment function</li> </ul>



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Improve retention across the curriculum	<ul style="list-style-type: none"> <li>·Spiraling curriculum</li> <li>·Elementary/middle school outreach</li> <li>·Explicit academic vocabulary instruction</li> </ul>	<ul style="list-style-type: none"> <li>·Administration</li> <li>·Teachers</li> </ul>	<ul style="list-style-type: none"> <li>·Teacher collaborations</li> <li>·MTJHS teaching Science at Mattole Elementary</li> <li>·Workshops for teachers</li> </ul>	<ul style="list-style-type: none"> <li>·Standards based assessments</li> <li>·Mentor project evaluations</li> <li>·Alumni in post-secondary institutions</li> <li>·STAR test results</li> <li>·CAHSEE test results</li> <li>·PSAT test results</li> </ul>
Continue enrichment programs via GATE and mentor Projects	<ul style="list-style-type: none"> <li>·Participate in culture and foreign language studies (Mentor project trip)</li> <li>·Continue to invite guest lecturers</li> <li>·Attend HSU Center Arts live performances</li> <li>·Provide GATE activities</li> <li>·Attend Shakespeare plays at the Oregon Shakespeare Festival</li> </ul>	<ul style="list-style-type: none"> <li>·Administration</li> <li>·School Site Council</li> <li>·GATE Coordinator</li> <li>·Teachers</li> </ul>	<ul style="list-style-type: none"> <li>·GATE Funds</li> <li>·Site Council Funds</li> <li>·Community volunteers</li> <li>·Teachers</li> <li>· BLM</li> <li>· MEEP and Mattole Restoration Council</li> </ul>	<ul style="list-style-type: none"> <li>·Enrollment in advanced level language courses</li> <li>·AP courses enrollment</li> <li>·Mentor project evaluations</li> </ul>
Provide remediation for students until passing the CAHSEE and scoring proficient on STAR test and for ESL students until scoring fluent proficient in the CELDT test	<ul style="list-style-type: none"> <li>·AVID</li> <li>·Core class tutorials</li> <li>·Spiral curriculum</li> <li>·ESL classes</li> <li>·school wide focus on particular skills</li> </ul>	<ul style="list-style-type: none"> <li>·Administration</li> <li>·Teachers</li> </ul>	<ul style="list-style-type: none"> <li>·College Knowledge tutor from College of the Redwoods</li> <li>·Key Curriculum Press: Innovations in Mathematics Education Skill-Level Books</li> <li>·AVID Strategies for Success</li> <li>·CAHSEE test prep booklets</li> <li>·Buckle Down series</li> </ul>	<ul style="list-style-type: none"> <li>·CST test scores (STAR)</li> <li>·CAHSEE scores</li> <li>·CELDT test scores for ESL students</li> <li>·Grades</li> </ul>
Focus on literacy across the curriculum	<ul style="list-style-type: none"> <li>·Establish grade-level expectations for reading and writing</li> <li>·Teacher assign writing across the core curricula</li> <li>·Use the CSU Writing Placement Test grading rubric for Writing Across the Curricula for seniors</li> <li>·11<sup>th</sup> graders take the STAR test's Early Assessment for College English/ Language Arts &amp; math</li> </ul>	<ul style="list-style-type: none"> <li>·Administration</li> <li>·Teachers</li> </ul>	<ul style="list-style-type: none"> <li>·Joint evaluations of student work</li> <li>·CSU grading rubric for writing placement test</li> <li>·Buckle Down on Reading</li> <li>·Buckle Down on Writing</li> <li>·Buckle Down on Biology</li> <li>·BEST Test Preparation for the CAHSEE: English/language arts</li> <li>·Science journals: Orion, Smithsonian</li> </ul>	<ul style="list-style-type: none"> <li>·Increased proficiency in writing</li> <li>·STAR test scores</li> <li>·Students exempt from CSU placement test in writing</li> <li>·Students qualifying for basic college English</li> <li>·Mentor project evaluations</li> </ul>



**Mattole Triple Junction High School - 2010-2011 Single Plan for Student Achievement**

**Goal #2: Develop courses specifically to develop self-discipline, tolerance and self-respect and healthy choices.**

**Rationale:** By exposure to the concepts of self-discipline, tolerance and self-respect, students will make more informed choices.

**ESLRs: *Body*** Students are self-confident, self-aware and healthy.

***Spirit*** Students demonstrate good citizenship, self-discipline, tolerance, cooperation, and respect for themselves and others.

**Monitor:** School Site Council monitors the progress of this Action Plan during Annual Reviews of the Single Plan for Student Achievement

Objective	Strategies	Responsibility	Resources	Assessment/ Benchmarks
Continue to provide a flexible athletics program that meets the needs of our small student body	<ul style="list-style-type: none"> <li>·Participate in league sports such as cross country, track &amp; tennis when possible.</li> <li>·Continue to provide Tai Chi instruction</li> <li>·Include confidence building/ropes course</li> </ul>	<ul style="list-style-type: none"> <li>·Administration</li> <li>·P.E. Teachers</li> </ul>	<ul style="list-style-type: none"> <li>·Lost Coast Camp Ropes Course</li> <li>·Community donations for basketball/tennis Fence</li> <li>·P.E. grant</li> <li>·Community volunteer Tai Chi teacher</li> </ul>	<ul style="list-style-type: none"> <li>·Students continue an exercise practice outside of school</li> </ul>
Address components of habits for healthy living	<ul style="list-style-type: none"> <li>·Sex education, drug and alcohol awareness classes taught in Health,</li> <li>·Biology &amp; Social Science classes</li> <li>·Multicultural perspectives across the curriculum</li> <li>·Units on becoming productive and responsible members of society</li> <li>·Community role models as guests</li> <li>·Personal reflection at the end of topic units and on student established goals in health class</li> <li>·Include discussions and practice of exercise and nutrition habits in Health, PE and Biology Classes</li> <li>·Provide healthy snacks and lunches</li> </ul>	<ul style="list-style-type: none"> <li>·Teachers</li> <li>·Students</li> <li>·Teachers of Health, Biology and Social Sciences</li> <li>·GATE Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>·Health Curriculum</li> <li>·Current Health Issues in newspapers &amp; magazines</li> <li>·Health curriculum</li> <li>·TUPE tobacco materials</li> <li>·Biology texts</li> <li>·Driver's Ed curriculum</li> <li>·Guest lecturers and volunteer teachers from the Mattole community</li> </ul>	<ul style="list-style-type: none"> <li>·Students exhibit healthy and appropriate behavior at school</li> <li>·Student-generated presentations on drug, alcohol and tobacco use, &amp; sex education</li> </ul>



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Goal #2: Develop courses specifically intended to develop self-discipline, acceptance and self-respect (Continued)

Objective	Strategies	Responsibility	Resources	Assessment/ Benchmarks
Provide guidance for psychological well-being	<ul style="list-style-type: none"><li>·Provide personal counseling on a by-need basis</li><li>·Provide health curriculum on mental health &amp; strategies to maintain it.</li></ul>	<ul style="list-style-type: none"><li>·Administration</li><li>·Teacher's recommendation</li><li>·Credentialed counselor</li><li>·Student requests</li></ul>	<ul style="list-style-type: none"><li>·Health curriculum</li><li>·Credentialed counselor</li></ul>	<ul style="list-style-type: none"><li>·Improvement in academics and behavior</li><li>·Fewer discipline problems</li></ul>
Develop units that stress multi-cultural awareness and the importance of a global society	<ul style="list-style-type: none"><li>·Teach in context of foreign language, English &amp; Social Science courses</li><li>·International trips</li><li>·Mentor Projects</li><li>·Find host families for AFS students so they can attend our school</li><li>·Teach literature from around the globe</li></ul>	<ul style="list-style-type: none"><li>·Administration</li><li>·Teachers</li><li>·Foreign language teachers</li></ul>	<ul style="list-style-type: none"><li>·Mentor projects</li><li>·Guest speakers</li><li>·Film library</li><li>·Student fund raising AFS program</li><li>·Community host families</li><li>·Social Science texts</li><li>·Literature sets</li></ul>	<ul style="list-style-type: none"><li>·Students exhibit acceptance, good citizenship and cooperation</li><li>·Student-developed research and mentor projects with global and or multi-cultural foci.</li></ul>



**Mattole Triple Junction High School - 2010-2011 Single Plan for Student Achievement**

**Goal #3: Maintain a vibrant program during current period of very low enrollment.**

**Rationale:** Keeping the school spirit vibrant during this low-enrollment period will enhance our ability to attract and retains students.

**ESLRs: *Mind*** Students are self motivated learners, effective communicators, with competency in reading, writing, math, speaking, and listening. Students have the ability to think critically, access information, utilize technology, apply knowledge, solve problems, develop plans and achieve goals.

***Body*** Students are self-confident, self-aware and healthy.

***Spirit*** Students demonstrate good citizenship, self-discipline, tolerance, cooperation, and respect for themselves and others.

**Monitor:** School Site Council monitors the progress of this Action Plan during Annual Reviews of the Single Plan for Student Achievement

Objective	Strategies	Responsibility	Resources	Assessment/ Benchmarks
Encourage local students to remain in the Mattole Valley for High School	<ul style="list-style-type: none"> <li>·Community, staff and parents meet regularly to consult, plan and build community &amp; school vision (district - bi-annually, &amp; school - quarterly) and to encourage enrollment</li> <li>·Hold joint Site Council meetings bi-annually</li> <li>·Administrators continue contact with all parents and families in Mattole Valley with high-school aged students who are enrolled elsewhere</li> <li>·Continue publication of <i>The Trillium</i> newsletter for all community families</li> <li>·Begin a new column in <i>The Trillium</i> highlighting the success of our alumni</li> <li>·Continue to hold an annual dinner/silent auction fundraiser for the community</li> <li>·Continue outreach teaching (MTJHS teachers teaching science at Mattole Elementary School &amp; providing Algebra for elementary school)</li> <li>·Design and distribute tri-fold brochure for prospective students and their families</li> <li>·Science Fair at MUSD Schools</li> </ul>	<ul style="list-style-type: none"> <li>·Administration</li> <li>·Teachers</li> <li>·Site Council</li> </ul>	<ul style="list-style-type: none"> <li>·<i>The Trillium</i> newsletter</li> <li>·Computer lab &amp; color laser printer</li> <li>·Parents &amp; community members</li> </ul>	<ul style="list-style-type: none"> <li>·Enrollment data</li> <li>·8<sup>th</sup> graders who continue on to MTJHS</li> <li>·Former Mattole Valley students who choose to return to MTJHS</li> <li>·Charter students participating in athletics</li> </ul>
·Attract students countywide and worldwide	<ul style="list-style-type: none"> <li>·Advertise in local newspapers</li> <li>·Inform local newspapers of newsworthy current activities</li> </ul>	<ul style="list-style-type: none"> <li>·Administration</li> </ul>	<ul style="list-style-type: none"> <li>·<i>The Journal</i></li> <li>·<i>Ferndale Enterprise</i></li> <li>·<i>Eureka Times-Standard</i></li> <li>·<i>Redwood Record</i></li> <li>·AFS</li> </ul>	<ul style="list-style-type: none"> <li>·New enrollment</li> <li>·AFS students</li> </ul>



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**Goal #3: Maintain a vibrant program during current period of very low enrollment.** (Continued)

Objective	Strategies	Responsibility	Resources	Assessment/ Benchmarks
Continue programs that take advantage of student interests	<ul style="list-style-type: none"> <li>·Work Experience</li> <li>·Individualized instruction</li> <li>·Allow flexible schedules of 11<sup>th</sup> and 12<sup>th</sup> graders for concurrent enrollment at College of the Redwoods</li> <li>·Mentor Projects</li> <li>·Guest Lecturers</li> </ul>	<ul style="list-style-type: none"> <li>·Administration</li> <li>·Teachers</li> </ul>	<ul style="list-style-type: none"> <li>·Community mentors</li> <li>·Community elective teachers</li> <li>·College of the Redwoods course catalogue</li> <li>·Humboldt County science fair &amp; history day</li> </ul>	<ul style="list-style-type: none"> <li>·Students satisfied with academic and elective courses</li> <li>·Work experience agreements and evaluations</li> <li>·Mentor Project evaluations</li> <li>·Science fair or history day participation</li> </ul>
Improve and maintain high levels of current technology on campus	<ul style="list-style-type: none"> <li>·Wireless connectivity</li> <li>·Modern Computers and Peripherals</li> <li>·Continue to Expand Vernier® Real-Time/Probe-Based Data Collection</li> <li>·Students actively research in class &amp; present power points.</li> <li>·High use of technology across curricula</li> <li>·Purchase new equipment incl. laptops &amp; DVD drives</li> <li>·Use Promethean board for classroom instruction, assessment &amp; class projects</li> </ul>	<ul style="list-style-type: none"> <li>·Administration</li> <li>·Teachers</li> <li>·Technology Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>·District technology Coordinator</li> <li>·Site technology coordinator</li> <li>·Computers</li> <li>·Scanners</li> <li>·Digital Projectors</li> <li>·Vernier® LabPro +Probes</li> <li>·Digital Cameras</li> <li>·MEEP Coordinator</li> <li>·Promethean board trainings</li> <li>·AVID video editing equipment</li> <li>·HSU Adobe software classes</li> </ul>	<ul style="list-style-type: none"> <li>·Mentor project evaluations</li> <li>·PowerPoint presentations</li> <li>·Student-generated computer-based charts and graphs</li> <li>·On-going use of campus computer network</li> <li>·Publication of year book, newspapers &amp; flyers</li> </ul>
·Offer opportunities and activities that expand student horizons in the Mattole Valley and beyond	<ul style="list-style-type: none"> <li>·Beginning of the year trip</li> <li>·Ashland Trip</li> <li>·Mentor Projects</li> <li>·Individual competitive sports</li> <li>·Inter-school activities</li> <li>·GATE enrichment activities</li> </ul>	<ul style="list-style-type: none"> <li>·Administration</li> <li>·Teachers</li> <li>·GATE coordinator</li> <li>·Community mentors</li> <li>·Team coaches</li> </ul>	<ul style="list-style-type: none"> <li>·School district vans</li> <li>·Coaching stipends</li> <li>·GATE funds for tickets and transportation</li> <li>·parent &amp; community volunteers</li> </ul>	<ul style="list-style-type: none"> <li>·Mentor Project evaluations</li> <li>·Student feedback,</li> <li>·Attendance at plays and other activities</li> <li>·Participation in school trips</li> </ul>



### Mattole Triple Junction High School - 2010-2011 Single Plan for Student Achievement

<p>Acquire land for permanent high school, develop plans for permanent high school structure, and create transition site at Mattole Elementary School</p>	<ul style="list-style-type: none"> <li>·Continue planning for permanent high school structures</li> <li>·Prepare to move buildings to Mattole</li> <li>·Meet with administration, maintenance and Mattole Site Council regularly to plan move</li> <li>·Move buildings to Mattole</li> <li>·Maintain garden &amp; landscape</li> <li>·Repair greenhouse</li> <li>·Continue upkeep of buildings</li> <li>·Place sign for new high school site as soon as land is acquired.</li> </ul>	<ul style="list-style-type: none"> <li>·Administration</li> <li>·Teachers</li> <li>·Maintenance + Custodial Staff</li> </ul>	<ul style="list-style-type: none"> <li>·School Board and MUSD/MVCS District support</li> <li>·Building committee consisting of administration, staff, parents and community members</li> </ul>	<ul style="list-style-type: none"> <li>·Budget approval</li> <li>·Land acquired</li> <li>·Buildings moved</li> <li>·Lawns mowed</li> <li>·Garden thriving</li> <li>·Buildings maintained</li> <li>·Working building committee</li> </ul>
<p>Establish “Hall-of-Fame” of former students</p>	<ul style="list-style-type: none"> <li>·Contact alumni for updated information</li> </ul>	<ul style="list-style-type: none"> <li>·Administration</li> <li>·Student interviewers</li> </ul>	<ul style="list-style-type: none"> <li>·Alumni contact and surveys</li> </ul>	<ul style="list-style-type: none"> <li>·Historical data</li> <li>·“Hall of Fame” in <i>The Trillium</i></li> </ul>