

Curriculum and Assessment Alignment to the Standards Action Plan 2005-2011

Rationale/ Targeted Areas of Growth

- Sustain a standards-based, data-driven curriculum and methodologies that broaden awareness of the content standards to all stakeholders. (*Curriculum and Instruction*)
- Prioritize staff development and release time for teachers to review data and make curricular decisions. (*Leadership and Staff*)
- Maintain a learning community with high academic and behavioral expectations for all students. (*Culture*)
- Increase awareness and use of academic and personal support services. (*Support*)
- Facilitate and monitor intra and interdisciplinary curriculum collaboration. (*Curriculum and Instruction*)
- Utilize performance data to ensure that curriculum is aligned to the content standards. (*Assessment and Accountability*)

ESLRs Addressed

Reading, writing and communication skills #1

Applied knowledge and reasoning skills #6 and #7 and #8

Learning skills and effective work habits #9 and #10 and #11

<i>Specific Steps/ Tasks</i>	<i>Person(s) Accountable</i>	<i>Timeline</i>	<i>Means of Assessment</i>	<i>Desired Outcomes</i>
1. Explore means to obtain funds to provide State Board Approved standards-aligned textbooks in all classrooms for students enrolled in the core courses, with priority given to English (grades 9 and 10), <i>Algebra I, reading support, and support for English language learners.</i>	<ul style="list-style-type: none"> ➤ Principal ➤ SUHSD ➤ IVP ➤ Department Chairs ➤ SDMC/SSC 	2005—2007	<ul style="list-style-type: none"> ➤ Purchase requisitions 	<ul style="list-style-type: none"> ➤ Increase numbers of students meeting AYP standards for English, math and science ➤ Increase number of students scoring proficient and advanced on CSTs
2. Teachers will continue to collaborate in subject-area teams: <ul style="list-style-type: none"> • to develop pacing schedules for all courses with California Standards Tests. • to assure that appropriate assessments occur within the pacing schedule to measure student mastery of the curriculum. • to evaluate student work and assessments and will develop intervention strategies to assist mastery of the curriculum for students functioning below grade level. 	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs ➤ Data Team Coordinator ➤ Teachers 	2005-2011	<ul style="list-style-type: none"> ➤ Agendas and minutes of meetings ➤ Copies of pacing schedules, assessments and results of assessments 	<ul style="list-style-type: none"> ➤ All students will cover material/receive interventions necessary to pass CAHSEE and to achieve proficiency on CST's

<i>Specific Steps/ Tasks</i>	<i>Person(s) Accountable</i>	<i>Timeline</i>	<i>Means of Assessment</i>	<i>Desired Outcomes</i>
3. All 9 th , 10 th grade students (as well as students who have not passed CAHSEE) performing below <i>standards identified in the district LEAP plan</i> in English and math as when they enroll in high school will be identified and enrolled in intervention programs. <i>These include</i> summer school programs additional <i>support</i> classes (e.g. Reading, <i>Algebra I support</i> , CAHSEE Math Prep), tutorials, etc. <i>Criteria for exit from support classes according to the LEAP plan must be met for the class to be dropped.</i>	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs ➤ Bilingual Resource Teacher ➤ Guidance Department ➤ Data Team Coordinator 	2005-2011	<ul style="list-style-type: none"> ➤ District and site assessment data to identify students needing interventions ➤ Rosters of students in intervention programs 	<ul style="list-style-type: none"> ➤ All students will be in grade-level appropriate classes
4. The freshman colony, the freshman SDAIE team, the junior teams will collaborate to develop strategies of integrating curriculum as well as supporting positive behavioral expectations of students to assure mastery of skills needed to pass CAHSEE as well as CST exams.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs ➤ Bilingual Resource Teacher ➤ 9th Grade Teachers ➤ SDAIE Teachers ➤ 11th Grade Teachers 	2005-2011	<ul style="list-style-type: none"> ➤ Documentation of behavioral expectations, approved interventions and results of assessments 	<ul style="list-style-type: none"> ➤ Increase the number of students passing CAHSEE
5. Skills needed to pass CAHSEE will be integrated into courses through intra and inter-disciplinary curriculum collaboration including support programs such as special education, reading, AVID, Business Technology Academy.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs ➤ Bilingual Resource Teacher ➤ AVID Coordinator ➤ Special Education Department ➤ Reading Department Chair ➤ Business Technology Department Chair 	2005-2011	<ul style="list-style-type: none"> ➤ Documentation of pacing schedules for intervention activities supporting the blueprint of topics covered by CAHSEE 	<ul style="list-style-type: none"> ➤ WHS sophomores will meet AYP mandates for all subgroups
6. Evaluate the results of assessments by subject area to ensure alignment of curriculum as well as appropriate pacing schedules <i>for English and math textbooks mandated by Program Improvement</i> and <i>reading</i> intervention strategies to assure student mastery of curriculum.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs ➤ Bilingual Resource Teacher ➤ Data Team Coordinator 	2005-2011	<ul style="list-style-type: none"> ➤ Pacing schedules for courses with CST exams ➤ Documentation of student achievement ➤ Documentation of intervention activities ➤ UC/ CSU A-G completion rates-CBEDS 	<ul style="list-style-type: none"> ➤ Increase number of students achieving proficient or advanced on CST's ➤ Increase % of students satisfying the UC/ CSU A-G requirements

<i>Specific Steps/ Tasks</i>	<i>Person(s) Accountable</i>	<i>Timeline</i>	<i>Means of Assessment</i>	<i>Desired Outcomes</i>
7. Continue to allow release days for staff to review standards alignment and assessments of student work and to develop intervention strategies (e.g. tutorials, support classes) to ensure mastery of curriculum by all students.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs 	2005-2011	<ul style="list-style-type: none"> ➤ Staff development calendar ➤ Staff development agendas ➤ Standardized test scores ➤ Student work 	<ul style="list-style-type: none"> ➤ Increase number of students achieving proficient or advanced on CSTs
8. The Shared Decision Making Council will facilitate the identification of consistent practices to support increased numbers of students reaching academic goals such as proficient scores on CST exams and CAHSEE, meeting UC/CSU (A-G) requirements, enrolling in advanced placement courses, attaining vocational goals, and attaining ESLRs.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs ➤ SDMC ➤ Data Team Coordinator 	2005-2011	<ul style="list-style-type: none"> ➤ Documentation and evaluation of consistent practices identified by SDMC 	<ul style="list-style-type: none"> ➤ Increase the numbers of students achieving proficiency on CST's, CAHSEE, CELDT ➤ Increase the numbers of students meeting UC/CSU requirements
9. Implement Program Improvement intervention programs in English and math for students who enter high school with below grade level skill levels in English and math ; this may include additional class time/instructional minutes, tutorials other interventions.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs ➤ Data Team Coordinator ➤ Bilingual Resource Teacher 	2005-2011	<ul style="list-style-type: none"> ➤ Identification of programs; program descriptions ➤ Documentation of use of SBE approved interventions 	<ul style="list-style-type: none"> ➤ All tenth graders will pass CAHSEE, ideally at a proficient level ➤ Enhance the achievement of students scoring below grade level on skills tests
10. Writing across the curriculum will be a theme for intra and inter-disciplinary curriculum, collaboration, and staff development .	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs ➤ Bilingual Resource Teacher 	2005-2011	<ul style="list-style-type: none"> ➤ Rubrics for writing assignments. ➤ Student writing assignments 	<ul style="list-style-type: none"> ➤ All students will pass CAHSEE and improve writing scores on various assessments
11. Continue to develop and refine formal processes to ensure that performance data is shared through staff meetings, department chair meetings, department meetings, subject-area meetings.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs ➤ Bilingual Resource Teacher ➤ Data Team Coordinator ➤ SDMC 	2005-2011	<ul style="list-style-type: none"> ➤ Staff meeting agendas, department chair agendas, department and subject area agendas 	<ul style="list-style-type: none"> ➤ District and school will implement an assessment process

Approved by SDMC May 9, 2005

ELL (English Language Learners) Action Plan 2005-2011

Rationale/ Targeted Areas of Growth

- Sustain a standards-based, data-driven curriculum and methodologies that broaden awareness of the content standards to all stakeholders. *(Curriculum and Instruction)*
- Coordinate student data, curriculum and academic expectations with partner schools. *(Curriculum and Instruction)*
- Improve academic performance of ELL students and increase achievement of proficient or advanced on assessments. *(Curriculum and Instruction)*
- Embed literacy instruction in all disciplines to ensure that students develop the necessary skills to perform successfully in the core curriculum and attain the ESLRs. *(Curriculum and Instruction)*
- Increase awareness and use of academic and personal support services by English Learners. *(Support)*
- Provide parents of EL with information on academic and personal support services so EL students attain ESLRs . *(Support)*
- Identify ELL students' designation and appropriate differentiated instructional strategies for EL language acquisition levels. *(Leadership and Staff)*
- Collaborate to promote instructional strategies that meet the language acquisition needs of all English Learners. *(Leadership and Staff)*
- Meet the federal and state mandated NCLB requirements for all students regarding AYP, API, and Title III accountability. *(Assessment and Accountability)*

ESLRs Addressed

Reading, writing and communication skills #1 and #2

Ethical and honest behavior #3 and #4 and #5

Applied knowledge and reasoning skills #6 and #7 and #8

Learning skills and effective work habits #9 and #10 and #11

<i>Specific Steps/ Tasks</i>	<i>Person(s) Accountable</i>	<i>Timeline</i>	<i>Means of Assessment</i>	<i>Desired Outcomes</i>
1. Consistent standards-based ELD instruction based on SBE approved curriculum, diagnostics, assessment according to the program described in Performance Goal 2 of the January 2005 District Program Improvement LEAP plan. AMAO (percent of students making annual progress in learning English) will be measured on such exams as CELDT, CAHSEE, etc. according to AYP regulations.	<ul style="list-style-type: none"> ➤ Ed. Services ➤ Dept. of Assessment and Evaluation ➤ IVP ➤ BRT ➤ Department Heads 	2005—2011	<ul style="list-style-type: none"> ➤ Purchase requisitions ➤ Text- based diagnostic results ➤ Stanford Diagnostic scores ➤ High Point assessment results ➤ CST English/Math Results ➤ CELDT Results ➤ CAHSEE Results 	<ul style="list-style-type: none"> ➤ Consistent assessment by use of criterion and norm referenced diagnostics ➤ At least 51.5% of Els district wide will demonstrate progress in acquiring English by gaining one overall CELDT proficiency level ➤ Demonstration of progress includes Els at Beginning, Early Intermediate or Intermediate will gain one level; Els at Early Advanced,

				<p>Advanced overall will bring all subtests up to Intermediate or above; Els at the English proficient level (4 or 5 with all subtests Intermediate or above)will maintain their level until redesignated RFEP.</p> <ul style="list-style-type: none"> ➤ AMAO2 goals will be attained based on CELDT achievement ➤ AMAO3 based on CAHSEE results will be attained.
2. Provide on-going staff development on SBE approved ELD/SDAIE instructional materials. Training for all site administrators in understanding the AMAO targets, results and annual goals; opportunities for all teachers of ELs to acquire proper state authorization; ongoing annual training for all teachers in best teaching practices for EL's.	<ul style="list-style-type: none"> ➤ English Learner Program Director ➤ Site Administrators ➤ BRT 	2005—2011	<ul style="list-style-type: none"> ➤ Site based pacing schedules with frequent assessment to ensure student progress 	<ul style="list-style-type: none"> ➤ Consistent instruction based on SBE approved texts and frequent assessments, including those from the High Point text
3. Improve EL student achievement through teacher collaboration on ELD standards-based instruction.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Dept Head ➤ BRT 	2005—2011	<ul style="list-style-type: none"> ➤ Agendas and minutes of regular collaboration during late-start staff development 	<ul style="list-style-type: none"> ➤ Teacher collaboration in and across disciplines ➤ Improve student progress

<i>Specific Steps/ Tasks</i>	<i>Person(s) Accountable</i>	<i>Timeline</i>	<i>Means of Assessment</i>	<i>Desired Outcomes</i>
4. Enhance articulation based on common assessments and consistent SBE approved ELD program.	<ul style="list-style-type: none"> ➤ District Ed. Services ➤ EL Coord. Council ➤ Site Administrators ➤ BRTs ➤ Teachers ➤ ELDRTs 	2005—2011	<ul style="list-style-type: none"> ➤ EL student profiles of AMAOs in <i>Edusoft</i> and SPELL database 	<ul style="list-style-type: none"> ➤ Common assessments and expectations between HS and partner districts
5. To maintain AMAO accountability, an EL student information database will be maintained. Provide release time to analyze EL student performance data, grades, AMAO test results, writing samples & provide opportunities for peer coaching.	<ul style="list-style-type: none"> ➤ Data Team ➤ Principal ➤ IVP ➤ BRT ➤ EL Dept Head ➤ All Department Heads ➤ Teacher collaboration teams 	2005—2011	<ul style="list-style-type: none"> ➤ Student information district database for English Learners and RFEP including AMAOs, STEP II, SDRT, and diagnostics 	<ul style="list-style-type: none"> ➤ Identify EL intervention groups & strategies to meet proficient or advanced CST (e.g. tutorials, additional class time, migrant ed., support)

6. Systematic collaboration to ensure appropriate placement and analysis of EL student performance indicators (AMAOs, writing sample, grades) and mastery of CAHSEE skills.	<ul style="list-style-type: none"> ➤ IVP ➤ BRT ➤ ELD teachers ➤ All teachers 	2005—2011	<ul style="list-style-type: none"> ➤ Collaborative conferences to assess evidence of EL student profile (AMAOs) and CAHSEE test results 	<ul style="list-style-type: none"> ➤ Frequent assessment of EL progress based on SBE approved High Point/Prentice Hall texts to attain CAHSEE skills and reach proficiency
7. Increase access to core curriculum and A-G UC required classes with appropriate monitoring & support by guidance advisors and the bilingual resource teacher. Support will include extended time through interventions/supplemental services such as tutorials.	<ul style="list-style-type: none"> ➤ Guidance Advisors ➤ BRT ➤ Department chairs ➤ Teachers 	2005—2011	<ul style="list-style-type: none"> ➤ Student enrollment data on CBEDS report, completion of UC/CSU A-G requirements 	<ul style="list-style-type: none"> ➤ Student performance improves with increased access to academic support
8. Continue to redesignate ELs to FLUENT English Proficient with on-going monitoring.	<ul style="list-style-type: none"> ➤ Principal ➤ BRT ➤ ELD teachers 	2005—2011	<ul style="list-style-type: none"> ➤ Redesignation forms ➤ Data on CST performance assessments 	<ul style="list-style-type: none"> ➤ Consistent English Learner achievement in mainstream after redesignation Fluent
9. Continue team approach to literacy improvement for all; embed literacy instruction across all disciplines, continue to differentiate instruction for English Learners, i.e. READ 180 or other state approved intervention program for reading.	<ul style="list-style-type: none"> ➤ Literacy Team (Department Chairs) ➤ 9th grade English/ Read/ SS/ Science ➤ 11th grade Eng/ SS/ Read/ SDAIE teams ➤ ESL/ READ & LEP content team 	2005—2011	<ul style="list-style-type: none"> ➤ Individual progress on READ 180 ➤ Assessment results (STAR, CAHSEE, CELDT) ➤ Annual Measurable Assessment Outcomes (AMAOs) 	<ul style="list-style-type: none"> ➤ EL and RFEP students meet CAHSEE requirements and meet federal AYP and state API growth targets for AMAOs
10. Implement schoolwide ELD standards (adopted 4/2004) based instruction through intra and inter-disciplinary collaboration and consistent instructional strategies and expectations.	<ul style="list-style-type: none"> ➤ EL Dept Head ➤ BRT ➤ ELD and all teachers 	2005—2011	<ul style="list-style-type: none"> ➤ Staff development on Sheltered Instruction Observation Protocol (SIOP) Model & inclusion of writing focus across the curriculum 	<ul style="list-style-type: none"> ➤ Increase EL achievement, especially in writing skills

<i>Specific Steps/ Tasks</i>	<i>Person(s) Accountable</i>	<i>Timeline</i>	<i>Means of Assessment</i>	<i>Desired Outcomes</i>
11. Communicate expectations of ELD program, schoolwide personal support services, assessment summary results, profile of EL student progress to all stakeholders.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP, ➤ BRT, ➤ ELL Dept Head ➤ Migrant Ed. ➤ Guidance Advisors ➤ Community Liaison 	2005—2011	<ul style="list-style-type: none"> ➤ Early College Outreach Parent Institutes ➤ Guidance Parent Info Nights ➤ English Learner Advisory (ELAC) ➤ Migrant Ed Parent Meetings ➤ All staff meeting 	<ul style="list-style-type: none"> ➤ Increase parent involvement, faculty & staff awareness ➤ Support for English Learner student progress and achievement

Literacy Action Plan 2005-2011

Rationale/ Targeted Areas of Growth

- Sustain a standards-based data driven curriculum and methodologies that broaden awareness of the content standards to all stakeholders. (*Curriculum and Instruction*)
- Embed literacy instruction in all disciplines to ensure that students develop the necessary skills to perform successfully in the core curriculum and attain the ESLRs. (*Curriculum and Instruction*)
- Increase the numbers of students who reach proficient and advanced on assessments. (*Curriculum and Instruction*)
- Increase the percentage of students who satisfy the UC/CSU A-G Requirements. (*Curriculum and Instruction*)

ESLRs Addressed

Reading, writing and communication skills #1 and #2

Ethical and honest behavior #3 and #4 and #5

Applied knowledge and reasoning skills #6 and #7 and #8

Learning skills and effective work habits #9 and #10 and #11

<i>Specific Steps/ Tasks</i>	<i>Person(s) Accountable</i>	<i>Timeline</i>	<i>Means of Assessment</i>	<i>Desired Outcomes</i>
1. Provide adequate time and resources for grade level collaboration based on student performance data for instructional planning purposes.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs 	2005—2011	<ul style="list-style-type: none"> ➤ Department meeting agendas ➤ Data team meeting agendas 	<ul style="list-style-type: none"> ➤ Increase number of students who score proficient or advanced on CAHSEE and English CSTs
2. Ensure that all teachers have necessary materials and training for implementing consistent practices-school-wide, including English/math SBE adopted texts and reading support materials mandated by district Program Improvement.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs ➤ SUHSD 	2005—2011	<ul style="list-style-type: none"> ➤ Staff development calendar ➤ Staff development plan 	<ul style="list-style-type: none"> ➤ Improve scores on CAHSEE, CELDT, PSAT, AP, CST exams, SAT, ACT
3. Maintain and implement a regular process by which teacher and administration review student performance data and evaluate and <u>modify</u> teaching strategies and effectiveness of instruction.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs ➤ Data Team Coordinator 	2005—2011	<ul style="list-style-type: none"> ➤ Edusoft records ➤ Common assessments ➤ Feedback from teachers following review of the data 	<ul style="list-style-type: none"> ➤ Awareness of student needs

<i>Specific Steps/ Tasks</i>	<i>Person(s) Accountable</i>	<i>Timeline</i>	<i>Means of Assessment</i>	<i>Desired Outcomes</i>
4. Make instructional strategies (SDAIE) a priority in core department meetings, staff meetings, and /or professional development.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs 	2005-2011	<ul style="list-style-type: none"> ➤ Staff development database ➤ Evidence that appropriate teachers have had AB 466 training that goes with SBE approved textbooks ➤ Agendas of core meetings 	<ul style="list-style-type: none"> ➤ Students are taught using effective strategies and monitored using appropriate assessments
5. Provide specific tutorials for <i>English language learners</i> that focus on academic literacy and the transition into mainstream classes.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs ➤ Bilingual Resource Teacher 	2005-2011	<ul style="list-style-type: none"> ➤ Results of CELDT, English CST, CAHSEE ➤ Schedules of tutorials 	<ul style="list-style-type: none"> ➤ English Learners will meet requirements and be redesignated FEP
6. SDMC, administration, and teachers ensure that students with reading difficulties or disabilities have the opportunity to receive intensive, systematic teaching and practice learning skills and strategies needed to meet the standards using State Board of Education approved materials.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs ➤ Special Education Department 	2005-2011	<ul style="list-style-type: none"> ➤ S.D.R.T. and CELDT (if English Learner) ➤ Observation of Reading classes using Read 180 ➤ Teacher evaluation process 	<ul style="list-style-type: none"> ➤ Improvement of reading skill levels for all students to grade-level standards
7. Develop a process to ensure that teachers use a variety of quality instructional strategies when differentiating the curriculum to meet the needs of all students, including English Learners.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs 	2005-2011	<ul style="list-style-type: none"> ➤ CLAD certification and training for teachers of ELL students ➤ Observation by administrators. Including instructional strategies in department/subject 	<ul style="list-style-type: none"> ➤ Teachers in all academic content areas use effective reading comprehension and vocabulary building techniques
8. Administer a schoolwide writing assessment to all students. All staff will assess the schoolwide writing assessment using a schoolwide writing rubric.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs ➤ SDMC 	2005-2011	<ul style="list-style-type: none"> ➤ Student writing samples assessed 	<ul style="list-style-type: none"> ➤ Improvement of writing skills for all students
9. Provide additional, consistent, systematic, and on-going literacy training for staff and increase the number of reading teachers with certification.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs ➤ SUHSD 	2005-2011	<ul style="list-style-type: none"> ➤ Human Resources will have records of appropriate credentials of highly qualified reading teachers 	<ul style="list-style-type: none"> ➤ Students will be taught to read and write by highly qualified teachers ➤ Increase the number of certified reading teachers as defined by NCLB

<i>Specific Steps/ Tasks</i>	<i>Person(s) Accountable</i>	<i>Timeline</i>	<i>Means of Assessment</i>	<i>Desired Outcomes</i>
10. Provide on-going professional development for teachers working with EL and Special Education students to define student proficiency and performance using the English Language Development Standards.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs ➤ Bilingual Resource Teacher ➤ SUHSD 	2005-2011	<ul style="list-style-type: none"> ➤ Staff development database. ➤ Evidence of <i>High Point</i> training to ESL teachers 	<ul style="list-style-type: none"> ➤ Increase the rate of ELL students being redesignated FEP
11. Work with the district to develop a district-wide literacy plan with sufficient funding for implementation and evaluation.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs ➤ Bilingual Resource Teacher ➤ SUHSD 	2005-2011	<ul style="list-style-type: none"> ➤ Plan approved by board with approved budget 	<ul style="list-style-type: none"> ➤ Increase the numbers of students scoring proficient or advanced on CAHSEE, CELDT, English CSTs ➤ Increase the % of students satisfying the UC/ CSU A-G requirements
12. Communicate grade-level expectations for students by providing a short curriculum summary and a copy of the content standards in English and Spanish to all parents.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs ➤ Bilingual Resource Teacher ➤ SUHSD 	2005-2011	<ul style="list-style-type: none"> ➤ Evidence of this information provided to parents ➤ Parent Surveys 	<ul style="list-style-type: none"> ➤ All parents are aware of the English grade-level expectations

Achievement Gap Action Plan 2005-2011

Rationale/ Targeted Areas of Growth

- Maintain a learning community with high academic and behavioral expectations for *all* students. (*Culture*)
- Embed literacy instruction in all disciplines to ensure that students develop the necessary skills to perform successfully in the core curriculum and attain the ESLRs. (*Curriculum and Instruction*)
- Increase the numbers of students who reach proficient and advanced on assessments. (*Curriculum and Instruction*)
- Sustain a standards-based, data-driven curriculum and broaden awareness of the content standards to all stakeholders. (*Curriculum and Instruction*)
- Consistently provide and monitor a strong core-curriculum and methodologies for all subgroups. (*Curriculum and Instruction*)
- Work with SUHSD to coordinate curriculum and set academic expectations with feeder schools. (*Curriculum and Instruction*)
- Increase awareness and use of academic and personal support services. (*Support*)

ESLRs Addressed

Reading, writing and communication skills #1 and #2

Ethical and honest behavior #3

Applied knowledge and reasoning skills #6 and #7 and #8

Learning skills and effective work habits #9 and #10 and #11

<i>Specific Steps/ Tasks</i>	<i>Person(s) Accountable</i>	<i>Timeline</i>	<i>Means of Assessment</i>	<i>Desired Outcomes</i>
1. Create a study center for students to access throughout the school day and partner with Stanford University in the creation of a writing center.	<ul style="list-style-type: none"> ➤ Principal ➤ SDMC/ Site Council ➤ Assistant Director, Stanford Writing Center 	2005—2006	<ul style="list-style-type: none"> ➤ Study Center/ conversion of music room ➤ Homework accountability ➤ CAHSEE and STAR performance results 	<ul style="list-style-type: none"> ➤ Constant access to tutoring and academic assistance ➤ Increase homework accountability ➤ Improve performance on CAHSEE and STAR ➤ Improve writing skills
2. Continue to provide parent educational workshops and inform parents of state-standards, AYP/API performance and accountability expectations, tips to support students, HW expectations, and student planners.	<ul style="list-style-type: none"> ➤ IVP Curriculum and Instruction ➤ Department Chairs ➤ Teachers ➤ Parents ➤ Students 	2005—2011	<ul style="list-style-type: none"> ➤ Grades ➤ AYP/ NCLB Program Improvement ➤ API scores ➤ Test Scores (STAR, CAHSEE) ➤ Parent Night Agendas ➤ Student Planners ➤ Progress Reports ➤ Parent Surveys/ Feedback 	<ul style="list-style-type: none"> ➤ Improve grades ➤ Increase homework accountability ➤ Improve performance on CAHSEE and STAR ➤ Meet AYP guidelines and API growth targets ➤ Enhance parent participation

<i>Specific Steps/ Tasks</i>	<i>Person(s) Accountable</i>	<i>Timeline</i>	<i>Means of Assessment</i>	<i>Desired Outcomes</i>
3. Explore/ pilot an advisory period, homeroom, or mentoring program with teachers and students. a) research concept b) visit other schools	<ul style="list-style-type: none"> ➤ Principal ➤ SDMC ➤ Department Chairs ➤ Teachers 	2005—2011	<ul style="list-style-type: none"> ➤ Grades ➤ Homework accountability (detention lists) ➤ Master Schedule ➤ Student, parent, staff surveys 	<ul style="list-style-type: none"> ➤ Improve grades ➤ Increase homework accountability ➤ Create smaller learning communities ➤ Increase % of students who satisfy A-G Requirements
4. Explore and publicize outside vocational training opportunities, mentoring possibilities, business and community partnerships/ internships and explore other academy programs.	<ul style="list-style-type: none"> ➤ Principal ➤ Department Chairs ➤ IVP ➤ Vocational teachers ➤ Work Experience Coordinator 	2005—2011	<ul style="list-style-type: none"> ➤ Meetings with businesses and community organizations ➤ Work experience ➤ Student internship enrollment ➤ Master schedule ➤ Visits to other schools 	<ul style="list-style-type: none"> ➤ Lower dropout rate ➤ Improve grades ➤ Lessen achievement gap ➤ Improve attendance and school participation
5. Evaluate progress of SDAIE classes and ensure alignment to state standards. (Implement use of and provide training for state-adopted textbooks and materials as prescribed by Academic Progress Survey/ NCLB.)	<ul style="list-style-type: none"> ➤ Principal ➤ Department Chairs ➤ IVP ➤ Data Coordinator ➤ Bilingual Resource Teacher ➤ SDAIE teachers ➤ SDMC 	2005—2011	<ul style="list-style-type: none"> ➤ Grades of SDAIE students ➤ CAHSEE results ➤ Comparison of stand alone SDAIE and mainstream SDAIE ➤ Staff, student, parent surveys 	<ul style="list-style-type: none"> ➤ Increase number of passing grades ➤ Increase graduation rate ➤ Implement either additional mainstream or stand alone SDAIE classes
6. Provide teachers with professional development of “best practices” for diverse populations, i.e. state-adopted textbooks, curriculum, staff development.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs ➤ Teachers 	2005—2011	<ul style="list-style-type: none"> ➤ Test scores (STAR and CAHSEE) ➤ Improved grades ➤ Attendance rates ➤ Staff, student, and parent surveys 	<ul style="list-style-type: none"> ➤ Meaningful and useful staff development time ➤ Increase implementation of “best practices”/ improved pedagogy ➤ Increase student academic performance

<i>Specific Steps/ Tasks</i>	<i>Person(s) Accountable</i>	<i>Timeline</i>	<i>Means of Assessment</i>	<i>Desired Outcomes</i>
7. Continue to explore small learning communities and increase inter/intra-department collaboration.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Data Coordinator ➤ Department Chairs ➤ SDMC 	2005—2011	<ul style="list-style-type: none"> ➤ Pilot houses, teams, collaborative projects ➤ Collaborative curriculum development/ projects ➤ Master Schedule (common prep periods) ➤ Staff development ➤ Department meeting minutes 	<ul style="list-style-type: none"> ➤ Personalize learning environments ➤ Increase homework accountability ➤ Improve grades and test scores ➤ Close achievement gap
8. Include Basic Study Skills in 9 th grade classes. a) introduce MLA format b) begin Cornell Notes	<ul style="list-style-type: none"> ➤ IVP ➤ Department Chairs ➤ 9th grade teachers 	2005—2011	<ul style="list-style-type: none"> ➤ Student planner ➤ Curriculum development time (agendas) ➤ Lesson plans and instructional materials 	<ul style="list-style-type: none"> ➤ Improved performance on CAHSEE and STAR ➤ Increased homework accountability
9. Continue to develop strategies to incorporate literacy across the curriculum and incorporate differentiated instructional methodologies in all content areas.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ Department Chairs ➤ Bilingual Resource Teacher ➤ All teachers 	2005—2011	<ul style="list-style-type: none"> ➤ SDRT (reading test) scores ➤ CAHSEE and STAR performance results ➤ Staff development ➤ SSR Surveys ➤ Parent, student, and staff surveys ➤ Teacher evaluations ➤ Peer evaluations 	<ul style="list-style-type: none"> ➤ Increase literacy skills ➤ Improve grades ➤ Improve CAHSEE and STAR performance ➤ Increase graduation rates ➤ Increase % of students who satisfy the A-G Requirements
10. Increase articulation with the feeder schools (placement exams, curriculum collaboration).	<ul style="list-style-type: none"> ➤ Principal ➤ Department Chairs ➤ IVP ➤ District Deputy Superintendent of Curriculum and Instruction 	2005—2011	<ul style="list-style-type: none"> ➤ Appropriate recommendations for placement ➤ Reading and Math assessments ➤ Visitation to 8th grade classes ➤ Staff development 	<ul style="list-style-type: none"> ➤ Accurate placement of students ➤ Established expectations for incoming 9th graders

Consistent Practices Action Plan 2005-2011

Rationale/ Targeted Areas of Growth

WHS needs to:

- Maintain a learning community with high academic, behavioral and cultural expectations for all students by developing and enhancing academic and cultural consistent practices. *(Culture)*
- Sustain a standards-based, data-driven curriculum and methodologies that broaden awareness and improve attainment of the content standards and ESLRs for all stakeholders. *(Curriculum and Instruction)*
- Close the achievement gap and increase the numbers of students who reach proficient and advanced on assessments. *(Curriculum and Instruction)*
- Embed instruction in all disciplines to develop the necessary literacy skills to perform successfully in the core curriculum.
- Enhance and foster collaboration and support among stakeholders to continue best practices. *(Leadership and Staff)*

ESLRs Addressed

Reading, writing and communication skills #1 and #2

Ethical and honest behavior #3

Applied knowledge and reasoning skills #7

Learning skills and effective work habits #9 and #10 and #11

<i>Specific Steps/ Tasks</i>	<i>Person(s) Accountable</i>	<i>Timeline</i>	<i>Means of Assessment</i>	<i>Desired Outcomes</i>
1. Analyze the congruence between school performance and the results on related standardized tests.	<ul style="list-style-type: none"> ➤ DATA team ➤ IVP ➤ Department Chairs ➤ Office of Assessment and Evaluation, SUHSD 	2005—2011	<ul style="list-style-type: none"> ➤ Grades ➤ Standardized Test Scores ➤ Teacher Input 	<ul style="list-style-type: none"> ➤ Close achievement gap between students on standardized tests ➤ Increase the number of students reaching proficient and advanced on CST and CELDT
2. Explore and enhance automated methods (i.e. SASI, websites) to inform parents of student performance (grades, missed assignments, behavior, attendance).	<ul style="list-style-type: none"> ➤ District Technology ➤ Data Team ➤ Administration ➤ Instructional Vice Principal ➤ Counselors 	2005—2011	<ul style="list-style-type: none"> ➤ “Hits” on an automated site ➤ Parent Surveys 	<ul style="list-style-type: none"> ➤ Improve student performance ➤ Enhance parent awareness of student progress

<i>Specific Steps/ Tasks</i>	<i>Person(s) Accountable</i>	<i>Timeline</i>	<i>Means of Assessment</i>	<i>Desired Outcomes</i>
3. Continue to foster a spirit of pride and respect towards the campus and improve the learning environment through student incentives (extended lunch periods, school picnics/ activities).	<ul style="list-style-type: none"> ➤ Administration ➤ Board of Student Affairs ➤ Staff ➤ Students ➤ Custodial Staff ➤ All stakeholders 	2005—2011	<ul style="list-style-type: none"> ➤ Staff observations ➤ Referral logs ➤ KLEAR referrals ➤ Attendance reports ➤ Student and staff surveys ➤ Parent, student, and staff attendance at school events 	<ul style="list-style-type: none"> ➤ Improve spirit and morale amongst students and staff ➤ Improve learning environment. ➤ Improve adherence to dress code ➤ Cleaner campus ➤ Fewer tardies ➤ Increase recycling ➤ Reduce litter ➤ Greater participation by all stakeholders
4. Provide additional training and workshops to increase the utilization of <i>Edusoft</i> by all stakeholders.	<ul style="list-style-type: none"> ➤ SUHSD/ Board of Trustees ➤ Data team ➤ Administration ➤ Department Chairs ➤ Teachers ➤ Parents ➤ Students ➤ Counselors 	2005—2011	<ul style="list-style-type: none"> ➤ Staff development agendas ➤ Staff development logs/ database ➤ Examples of standards-based assessments ➤ Edusoft grading log 	<ul style="list-style-type: none"> ➤ Increase number of students scoring proficient or advanced on standardized tests ➤ All stakeholders have access to <i>Edusoft</i> test results and performance data
5. Create and evaluate programs to determine the best way to meet the needs of our students for all levels of instruction and evaluate current tutorial programs.	<ul style="list-style-type: none"> ➤ SDMC ➤ IVP ➤ Administration ➤ Department Chairs ➤ All stakeholders ➤ Program coordinators 	2005—2011	<ul style="list-style-type: none"> ➤ Student grades ➤ Standardized test scores ➤ Tutorial logs ➤ Student surveys and formal input (SDMC/SSC meetings) 	<ul style="list-style-type: none"> ➤ Greater efficiency in meeting student needs ➤ Increase the academic performance of all students
6. Continue to develop a means by which WHS can measure student attainment of the ESLRs and full implementation of the ESLR Portfolio Assessment to include all grade levels.	<ul style="list-style-type: none"> ➤ SDMC ➤ Department Chairs ➤ Staff ➤ Students 	2005—2011	<ul style="list-style-type: none"> ➤ ESLR Portfolios 	<ul style="list-style-type: none"> ➤ Attainment of the skills necessary to meet and/ or exceed the expectations set by a standards-based curriculum
7. Continue to provide training and learning opportunities to communicate and model behavioral expectations in regards to race, gender, culture, religious tolerance, or sexual orientation/ differences.	<ul style="list-style-type: none"> ➤ SDMC ➤ Administration ➤ Student Leadership ➤ SOS ➤ KLEAR ➤ Students 	2005—2011	<ul style="list-style-type: none"> ➤ Staff observations of student behavior ➤ KLEAR referrals ➤ Number of programs, ie. “Out of the Closet” presented to students and staff 	<ul style="list-style-type: none"> ➤ Improve daily interactions among students; foster respect ➤ Enhance learning environment for all students. ➤ Less recidivism amongst habitual offenders

<i>Specific Steps/ Tasks</i>	<i>Person(s) Accountable</i>	<i>Timeline</i>	<i>Means of Assessment</i>	<i>Desired Outcomes</i>
8. Provide staff development opportunities in order to continue to foster intra- and inter-department collaboration.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ SDMC ➤ Department Chairs 	2005—2011	<ul style="list-style-type: none"> ➤ Data analysis on assessments. ➤ Common assessments ➤ Teacher/ department collaborations ➤ Department meeting agendas ➤ Staff development agendas ➤ Staff development logs ➤ Student achievement 	<ul style="list-style-type: none"> ➤ Close the achievement gap on standards-based achievement ➤ Create smaller learning communities
9. Continue to implement and monitor SDMC-approved school policies such as dress code, MLA Format, Cornell Note Taking, and Academic Integrity Policy and institute an annual review and presentation of Vision and Mission Statements.	<ul style="list-style-type: none"> ➤ SDMC ➤ All Stakeholders 	2005—2011	<ul style="list-style-type: none"> ➤ Staff observations ➤ Referral logs ➤ Surveys ➤ Documentation of student achievement 	<ul style="list-style-type: none"> ➤ Schoolwide consistent practices to enhance student learning and progress

Program Improvement: Addendum to the Action Plans 2005-2011

Revised Action Plans for Woodside High School *Approved by SDMC May 9, 2005*

Achievement Gap Action Plan

<i>Specific Steps/ Tasks</i>	<i>Person(s) Accountable</i>	<i>Timeline</i>	<i>Means of Assessment</i>	<i>Desired Outcomes</i>
1. Implement support classes in English for 9 th and 10 th grade students performing below proficient in CST exams as well as for 11 th graders who have not passed CAHSEE	<ul style="list-style-type: none"> ➤ Ed services ➤ English SAC ➤ School Administrators ➤ Department Chairs 	2005—2011	<ul style="list-style-type: none"> ➤ Review of master schedule and student assessment data (CST, Stanford Diagnostic Reading Test, CELDT, CAHSEE results) 	<ul style="list-style-type: none"> ➤ Increased numbers of students performing at proficient or advanced on CSTs, increased numbers passing CAHSEE, ➤ increased numbers of English learners being redesignated FEP
2. Implement support class for 9 th and 10 th graders enrolled in Algebra I	<ul style="list-style-type: none"> ➤ Ed. Services ➤ Math SAC ➤ School Administrators ➤ Department Chairs 	2005—2011	<ul style="list-style-type: none"> ➤ Review of master schedule and student assessment data (CST, STEP tests, CELDT, CAHSEE results) 	<ul style="list-style-type: none"> ➤ Increased numbers of students performing at proficient or advanced on CSTs, increased numbers passing CAHSEE,
3. Implement Program Improvement mandates for assessment including a calendar to go with state approved/adopted texts in English and math for 9 th and 10 th grade students., collaboration time for teachers to review data	<ul style="list-style-type: none"> ➤ Ed Services ➤ English SAC ➤ Math SAC ➤ School Administrators ➤ Data Team ➤ Teachers 	2005—2011	<ul style="list-style-type: none"> ➤ Assessment calendar, calendar of collaboration meetings 	<ul style="list-style-type: none"> ➤ Instruction that meets the needs of students based on assessments
4. Participate in the implementation of a district-wide data system to monitor student achievement, especially the achievement of students in the significant sub-groups of AYP and API	<ul style="list-style-type: none"> ➤ Ed Services ➤ Technology and Information Services ➤ School Administrators ➤ Data Team ➤ Department Chairs ➤ Teachers 	2005—2011	<ul style="list-style-type: none"> ➤ Review of documents from the new data system ➤ Review of data of the sub-groups produced by the new data system 	<ul style="list-style-type: none"> ➤ Decisions on student achievement are based on data

Achievement Gap Action Plan *continued*

<i>Specific Steps/ Tasks</i>	<i>Person(s) Accountable</i>	<i>Timeline</i>	<i>Means of Assessment</i>	<i>Desired Outcomes</i>
5. Inform English language learners of their individual progress towards fluency on the CELDT exam, CAHSEE, and other assessments to make students aware of the mandate to move up a level each year.	<ul style="list-style-type: none"> ➤ Ed Services ➤ School Administrators ➤ BRT ➤ Department Chairs ➤ Teachers ➤ Students ➤ Parents 	2005—2011	<ul style="list-style-type: none"> ➤ Copies of the documents sent home, signed by student and parent 	<ul style="list-style-type: none"> ➤ Student achievement will increase based on information from assessments and encouragement from parents.
6. The data team will review subgroup data relative to progress for AYP and API and provide feedback to staff to measure progress being made of closing the achievement gap through the implementation of Program Improvement activities.	<ul style="list-style-type: none"> ➤ District Assessment and Evaluation ➤ School Administrators ➤ Data Team ➤ SDMC ➤ Department Chairs ➤ Teachers 	2005—2011	<ul style="list-style-type: none"> ➤ Agendas of Data Team and Staff Meeting 	<ul style="list-style-type: none"> ➤ School and district AYP scores will increase; school will increase API scores
7. Department chairs will identify means to close the achievement gap of significant subgroups in annual department goals.	<ul style="list-style-type: none"> ➤ School Administrators ➤ Department Chairs ➤ Teachers 	2005—2011	<ul style="list-style-type: none"> ➤ School Site Plan ➤ Department Goals 	<ul style="list-style-type: none"> ➤ Scores of SED group will meet the mandate of AYP ➤ Scores of all significant subgroups will meet AYP
8. Provide staff development opportunities for staff as mandated by AB466 and AB75 with additional support for meeting staff development needs for teachers of English language learners and site administrators.	<ul style="list-style-type: none"> ➤ District Human Resources ➤ District Staff Development Committee ➤ Site Administrators ➤ Department Chairs ➤ Teachers 	2005—2011	<ul style="list-style-type: none"> ➤ Staff Development Database 	<ul style="list-style-type: none"> ➤ Increased understanding of the needs of English learners by staff that results in improved instruction for ELL students and increased student achievement

Consistent Practices Action Plan

<i>Specific Steps/ Tasks</i>	<i>Person(s) Accountable</i>	<i>Timeline</i>	<i>Means of Assessment</i>	<i>Desired Outcomes</i>
1. Implement Program Improvement curriculum mandates for 9 th and 10 th grade English classes, English learners, and for students in Algebra I ensuring that teachers collaborate and use the state mandated/adopted curriculum materials selected by the district as well as the differentiated instruction methodologies demonstrated in the AB466 trainings, frequent assessments provided with the texts using a pacing schedule.	<ul style="list-style-type: none"> ➤ District Ed Services ➤ Site Administrators ➤ Department Chairs ➤ Teachers ➤ Data Team 	2005—2011	<ul style="list-style-type: none"> ➤ Observations by administrators ➤ Review of assessment results, pacing schedules 	<ul style="list-style-type: none"> ➤ Improvement on STAR, CAHSEE, CELDT exams

English Language Learners Action Plan

1. All teachers of English learners will have appropriate state authorizations.	<ul style="list-style-type: none"> ➤ District Human Resources ➤ Principal 	2005-2011	<ul style="list-style-type: none"> ➤ Human Resources list of certifications 	<ul style="list-style-type: none"> ➤ Highly qualified staff
2. Woodside will promote parental and community participation through an appropriately constituted English Learner Advisory Council (ELAC) with a representative on the District English Learner Advisory Council	<ul style="list-style-type: none"> ➤ District Ed Services ➤ Principal ➤ IVP ➤ BRT ➤ ELL Dept Chair ➤ Parents 	2005-2011	<ul style="list-style-type: none"> ➤ Agendas of ELAC meetings with names of participants 	<ul style="list-style-type: none"> ➤ Increased involvement of parents of English learners, improved communications, improved programs
3. An EL department will be established and meet at least monthly (during a late-start Wednesday) to focus on EL progress using formative and anecdotal records.	<ul style="list-style-type: none"> ➤ Principal ➤ IVP ➤ BRT ➤ ELL Dept Chair ➤ Teachers 	2005-2011	<ul style="list-style-type: none"> ➤ Agendas of meetings of the department with names of participants 	<ul style="list-style-type: none"> ➤ Improvements in the program as a result of the meetings; conclusions regarding student achievement

English Language Learners Action Plan continued

<i>Specific Steps/ Tasks</i>	<i>Person(s) Accountable</i>	<i>Timeline</i>	<i>Means of Assessment</i>	<i>Desired Outcomes</i>
4. Parents of Limited-English-Proficient students must be notified per mandate of No Child Left Behind as described in the district's LEAP plan. The BRT will be actively involved in the appropriate placement of students based on appropriate assessments.	<ul style="list-style-type: none"> ➤ District Assessment and Evaluation ➤ BRT ➤ Guidance Advisors ➤ Parents 	2005-2011	<ul style="list-style-type: none"> ➤ Evidence of notification of test results, letters and other documents translated into Spanish 	<ul style="list-style-type: none"> ➤ Increased awareness of parents about the offerings for English learners and the progress of their student in the program towards mastering English fluency
5. The Single Plan for Student Achievement will include specific actions to meet AMAO's	<ul style="list-style-type: none"> ➤ Principal ➤ Instructional Vice Principal ➤ BRT ➤ ELL Department Chair ➤ Teachers 	2005-2011	<ul style="list-style-type: none"> ➤ ELL Action Plan 	<ul style="list-style-type: none"> ➤ Documentation of means to increase academic performance of ELL students on CELDT, CAHSEE, CST exams
6. The site will provide an annual report with measurable data identifying progress of all ELs using CELDT results, disaggregated CST-ELA and CST-Math percent of ELs passing CAHSEE, redesignation rate and a narrative of program services.	<ul style="list-style-type: none"> ➤ District Assessment and Evaluation ➤ Data Team ➤ BRT 	2005-2011	<ul style="list-style-type: none"> ➤ Annual report of ELL data, including narrative of services 	<ul style="list-style-type: none"> ➤ Overview of progress of English learners and the programs/resources providing support

Literacy Action Plan

1. Increase staff development activities across disciplines to improve writing skills of students; investigate the possibilities of participating in the Write Institute.	<ul style="list-style-type: none"> ➤ Ed. Services ➤ School Administrators ➤ Department Chairs ➤ SDMC ➤ 	2005-2011	<ul style="list-style-type: none"> ➤ Staff development database 	<ul style="list-style-type: none"> ➤ Improvement in test scores: CELDT, CST, CAHSEE
2. Establish consistent school-wide practices to increase writing across the curriculum.	<ul style="list-style-type: none"> ➤ School Administrators ➤ SDMC ➤ Department Chairs ➤ Teachers 	2005-2011	<ul style="list-style-type: none"> ➤ SDMC documentation of approved practices to improve writing 	<ul style="list-style-type: none"> ➤ Improvement in test scores: CELDT, CST, CAHSEE
3. Survey current practices of reading across the curriculum and develop strategies to increase reading in the content areas throughout the school.	<ul style="list-style-type: none"> ➤ SDMC ➤ School administration ➤ Department Chairs ➤ Teachers 	2005-2011	<ul style="list-style-type: none"> ➤ Survey ➤ Plan for increasing reading in the content areas 	<ul style="list-style-type: none"> ➤ Improvement in CST scores in content areas, CELDT, CAHSEE, SDRT