

# SCHOOL-WIDE ACTION PLAN

## ACTION PLAN GOAL 1

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South Hills High School will implement a researched based instructional focus supported by best practices that aligns to Common Core State Standards and Student Learner Outcomes to increase student achievement.

### CRITICAL AREA OF NEED ADDRESSED:

Critical Area of Need #2: The development of discrete measures for ESLR attainment (now currently Student Learner Outcomes, SLOs).

Critical Area of Need #3: The need to clarify the use of data to change instructional strategies and practices.

### LCAP GOAL ADDRESSED:

- Goal 2: Implement innovate, research based programs and practices to ensure the highest level of achievement for all students.
- Goal 3: Create a school-wide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school learning.

### RATIONALE:

Self-study indicates that 69% of our students in ELA and 39% of our students in math met or exceeded the standards on the CAASPP. Therefore, South Hills recognized the need to use data to implemented a school-wide researched based instructional focus and strategies aligned to Common Core State Standards to increase student achievement.

### SUPPORTING DATA:

- ELA CAASPP Scores: 69% of students met or exceeded state standards
- Math CAASPP Scores: 39% of students met or exceeded state standards

### GROWTH TARGETS:

- Increase ELA CAASPP Scores by 5%, moving students from 69% to a 73% of students met or exceeded state standards
- Increase Math CAASPP Scores by 5%, moving students from 39% to a 43% of students met or exceeded state standards

### SLO's ADDRESSED:

- Effective Communicators
- Critical Thinkers
- Knowledgeable 21st Century Learner



## ACS WASC MID-CYCLE PROGRESS REPORT

Action Steps/Tasks	Timeline	Responsible Individuals	Means to Measure Improvements	Professional Development and Resources Needed
Instructional Practices - Continue development of the Instructional Leadership Team (ILT) to share strategies, enhance practice, plan professional development and engage in action research.	2015 - Ongoing	-Department Coordinators -Counselors and Administration	-Members of the ILT report to staff and the community regarding instruction, student learning and achievement. -Minutes and agendas from ILT and professional development offered to staff	-Late start time -Teacher release time -Focused Schools training
Instructional Practices - Identify content and organization for the exploration of professional literature/research as it relates to school-wide instructional focus and instructional practices.	2016-17	-Administration -ILT -Departments	- Minutes and agendas from professional development, ILT, and PLC meetings - Classroom observations	-Focus Schools & Visible Learning professional development -Professional publications
Instructional Practices - Select small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms.	2016-17 Implement  Ongoing thereafter	-Administration -ILT -Departments	- Minutes and agendas from professional development, ILT, and PLC meetings - Classroom observations	-Focused Schools & Visible Learning Professional development -Collaboration time
Instructional Practices - Establish an internal structure that allows for frequent peer-to-peer observation.	2017-18	-Administration -ILT	-ILT Minutes and agenda -Observation notes	-Focused Schools training -Release time -PLC collaboration time



Action Steps/Tasks	Timeline	Responsible Individuals	Means to Measure Improvements	Professional Development and Resources Needed
Instructional Practices - Universal implementation of instructional practices to address the Common Core Standards in order to increase rigor and depth of knowledge	Ongoing	-Administration -ILT -Departments	-Sign-in sheets at trainings and conferences -Department meeting agendas -Modified and new curricula	-Focused Schools training -PLC collaboration time -Teacher release time
Instructional Practices - Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to differentiation of instruction for subgroups and increasing rigor	Ongoing	-Administration -ILT	-Sign-in sheets at trainings and conferences -Late start professional development -Department meeting agendas	-District TOSA Support -Professional Development -Pull out time for collaboration
Instructional Practices - Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels.	Ongoing	-Administration -ILT -Special Education -Teachers	-Master Scheduling -PLC minutes and agendas -Classroom observations	-District TOSA Support -Professional Development -Pull out time for collaboration
Instructional Practices - Continued professional development and support for all teachers on ELD strategies and differentiated instruction	Ongoing	-District ELD TOSA -ELD Coordinator -Teachers	-Professional development sign in sheets -Modified and new curricula -SBAC and CELDT results	-ELD Coach -Late start release time



## ACS WASC MID-CYCLE PROGRESS REPORT

Action Steps/Tasks	Timeline	Responsible Individuals	Means to Measure Improvements	Professional Development and Resources Needed
Intervention - Students in need of Literacy and Math remediation will be placed in intervention courses such as Math Lab and Literacy Enhancement Classes after being assessed using multiple measures and ongoing benchmarks. Lessons and assessments will focus on targeted needs of each student to increase academic achievement.	Ongoing	-Counselors -AP -English and math teachers -ELD coordinator -ELA TOSA	-Student enrollment in intervention classes -Number of intervention sections  -Quarterly assessments using iReady to monitor growth.	-iReady training -Chromebook carts for intervention classes
Intervention - Investigate research-based instructional practices to guide intervention models and strategies.	2016-17  Ongoing thereafter	-Administration -ILT	-Sign-in sheets at trainings and conferences -Late start professional development -ILT and department meeting agendas	-Research and visit schools that have successful intervention programs



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## **ACTION PLAN GOAL 2**

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**South Hills High School will continue to refine its PLC model by using data-driven decision making to support student learner outcomes and build a collaborative teaching and learning environment.**

**CRITICAL AREA OF NEED ADDRESSED:**

Critical Areas of Need #1: The need for more PLC time, and more structured PLC activities with accountability in the development of CCSS compatible instructional strategies and lesson design.

Critical Areas of Need #2: The development of discrete measures for ESLR attainment (now currently Student Learner Outcomes, SLOs).

**LCAP GOAL ADDRESSED:**

- Goal 2: Implement innovate, research based programs and practices to ensure the highest level of achievement for all students.

**RATIONALE:**

Self-study found the need for more consistent PLC time to use data for the development of Common Core aligned instructional strategies and common assessments to measure student learning outcomes.

**SUPPORTING DATA:**

- Since 2013, there has been no structured PLC time that allowed teachers to meet
- PLC time was shared with monthly staff meetings
- Low test scores indicated the need to implement common assessments and instruction
- Bell schedule did not allow for teachers to meet during the school hours

**GROWTH TARGETS:**

- New 7 period day allows for teacher to have two prep periods, one teacher prep and one PLC prep
- PLC minutes and agendas are used to drive conversation, instructional planning, and create common assessments

**SLO's ADDRESSED:**

- Effective Communicators
- Critical Thinkers
- Knowledgeable 21st Century Learners



## ACS WASC MID-CYCLE PROGRESS REPORT

Action Steps/Tasks	Timeline	Responsible Individuals	Means to Measure Improvements	Professional Development and Resources Needed
PLC- Departments will analyze data and develop department SMARTe goals, which include department specific professional development to support instructional focus and instructional practices.	2016 - Ongoing	-ILT -Department coordinators -Teachers	-Departmental SMARTe Goals -Professional development, ILT and department minutes and agendas	-PLC collaboration time -Focused Schools training
PLC - All departments will identify essential student learning outcomes and topics for each course of study.	2016-2017	-ILT -Departments -Pathways	-Professional development, ILT and department minutes and agendas -Course of study	-PLC collaboration time -Focused Schools training and support
PLC - Update and align curriculum, instructional practices, and assessments to instructional focus and SLO's	2016-2017	-ILT -Departments -Pathways	-Professional development, ILT and department minutes and agendas	-PLC collaboration time -Focused Schools training and support
PLC - All departments will construct common formative and summative assessments that are aligned to CCSS and student learning outcomes.	2017-2018	-Department coordinators -Teachers -Administrators	-Formative/summative assessments -PLC meeting agenda -Once formative/summative assessments are created -Data will be entered into EADMS to drive instruction and increase student achievement	-PLC collaboration time -Release time and late starts to develop and edit assessments -Summer work on creating and editing formative and summative assessments -EADMS training



Action Steps/Tasks	Timeline	Responsible Individuals	Means to Measure Improvements	Professional Development and Resources Needed
PLC / Intervention - Use of EADMS for data analysis to drive instruction and increase rigor. -Corresponding analysis will guide instruction and respond to achievement deficiencies. -The rigor of assessments should reflect all depths of knowledge.	2016-2017 training  2017-18 implementation	-ILT -Departments -Pathways	-Professional development, ILT and department minutes and agendas - Frequency of use of EADMS to analyze data - Use of pre and post assessment data in EADMS -Analysis of depth of knowledge of lessons, strategies, and assessments	-EADMS training -Technology mentor support -Focused Schools support -PLC collaboration time



## **ACTION PLAN GOAL 3**

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**South Hills High School will prepare students to be college and career ready upon graduation.**

### **LCAP GOAL ADDRESSED:**

- Goal 1: Guarantee all students are eligible and ready for college and careers upon graduation.

### **RATIONALE:**

In our self-study we found that 66.8% of our students are meeting the A-G completion requirements, which is an increase of 13% from 2013-2014 school year. Despite an increase in A-G completion over the past three years, only 25% of Class of 2016 students met Early Assessment Program (EAP) requirements for English and only 12% met EAP requirements for Math. In addition, only 50% of AP students passed the AP exam with a 3 or higher in 2016.

### **SUPPORTING DATA:**

- 66.8% of students completed the A-G requirements
- 25% of students scored ready on the Early Assessment Program in ELA
- 12% of students scored ready on the Early Assessment Program in Math
- 50% of students scored 3 or higher on the Advanced Placement Test

### **GROWTH TARGETS:**

- Senior English offers Expository Reading and Writing Curriculum to bypass the EAP scores
- Finite math is offered to juniors and seniors, which allows students to bypass the EAP scores

### **SLO's ADDRESSED:**

- Responsible Contributing Citizens
- Effective Communicators
- Critical Thinkers
- Knowledgeable 21st Century Learners



Action Steps/Tasks	Timeline	Responsible Individuals	Means to Measure Improvements	Professional Development and Resources Needed
Counselors will engage in an ongoing process to increase awareness of A-G requirements, monitor student progress and course selection, and guide students/families through the college-career selection process.	Ongoing	-Counselors	-Class visits by counselors and IB coordinator -Naviance	-UC Management -Portal Training -College Board -Trainings -Outreach and networking with college and university communities -Naviance training
Update and refine course offerings and course content to ensure curriculum targets: <ul style="list-style-type: none"> <li>• UCs A-G course alignment</li> <li>• Consistent with Common Core and Next Generation Science Standards (NGSS).</li> </ul>	Ongoing	-Administrators -Teaches -Counselors -ILT	-Annual evaluation of course of study to curricular targets -Professional development, ILT and department minutes and agendas -Students qualifying for college -Juniors qualifying as 'Ready' for college on the EAP	-Professional development in NGSS -UC partnerships and training
Analyze data to determine factors for students not completing A-G and meeting EAP requirements	Ongoing	-Administrators -Teaches -Counselors -ILT	-Measuring students who meet A-G entrance requirements -Apex credit recovery completion -Juniors qualifying as 'Ready' for college on the EAP -Minimize non-college A-G course offerings -Vertical articulation with feeder schools	-Articulation days



## ACS WASC MID-CYCLE PROGRESS REPORT

Action Steps/Tasks	Timeline	Responsible Individuals	Means to Measure Improvements	Professional Development and Resources Needed
Continue to build academic skills to utilize technology and enhance communication skills to prepare students for college and career	Ongoing	-Administrators -Teaches -Counselors -ILT	-Sign-in sheets at trainings and conferences -Late start professional development -Increase course offerings within our CISCO Academy	-District TOSA Support -Professional Development -Pull out time for collaboration
Continue to increase participation in college, career presentations, college fairs, and speakers so that all students and parents are aware of the opportunities presented through social media, Blackboard, website, Naviance, Parent and Student Portal.	Ongoing	-Administrators -Teaches -Counselors	-Attendance numbers at presentations and college fairs -Data on percentage of use of Naviance and Parent and Student Portal	-Outreach and networking with college and university communities -Naviance and Portal training
Expand Career and Technical Education (CTE), pathway, and rigorous electives that contribute to college and career readiness.	2015 - Ongoing	-Administration -District -ILT -Counselors -Teachers	-Student survey and student enrollment in these programs -Departments and teachers communicate career opportunities within their field of study	-Release time and late start meetings to continue to develop CISCO Academy, Coding, and Business pathways - Articulation with local colleges and universities



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## **ACTION PLAN GOAL 4**

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**South Hills High School will create and implement ongoing professional development with a focus on instructional uses of technology to increase teacher capacity.**

**CRITICAL AREA OF NEED ADDRESSED:**

Critical Area of Need #4: The need for professional development in instructional uses of technology that will support Common Core implementation.

**LCAP GOAL ADDRESSED:**

- Goal 2: Implement innovate, research based programs and practices to ensure the highest level of achievement for all students.
- Goal 3: Create a school-wide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school learning.

**RATIONALE:**

SHHS recognizes the importance of providing a systemic professional development program to increase the instructional use of technology to support and improve instruction, allowing students to engage in lessons as they address the Common Core State Standards.

**GROWTH TARGETS:**

- Increase ELA CAASPP Scores by 5%, moving students from 69% to a 74% of students met or exceeded state standards
- Increase Math CAASPP Scores by 5%, moving students from 39% to a 44% of students met or exceeded state standards

**SLO's ADDRESSED:**

- Effective Communicators
- Critical Thinkers
- Knowledgeable 21st Century Learners



## ACS WASC MID-CYCLE PROGRESS REPORT

Action Steps/Tasks	Timeline	Responsible Individuals	Means to Measure Improvements	Professional Development and Resources Needed
Intervention - Develop a site specific Response to Intervention (RTI) Pyramid through systematic data analysis to provide students with targeted intervention to replace tutorial period.	2017-2018	-Administration -ILT -Departments -District	-Survey and data analysis of RTI -Use of EADMS - i-Ready diagnostic results	-Focused Schools and district professional development -EADMS and i-Ready training
Intervention - Investigate research-based instructional practices to guide intervention models and strategies.	2016-2017 Ongoing thereafter	-Administration -ILT -Departments -District	-Professional development, ILT, and PLC minutes and agenda	-Focused Schools and district professional development -Late start release time
Intervention - Continue professional development to utilize i-Ready diagnostic assessments in introductory ELA and Math courses to identify student proficiency levels and provide intervention via the computer adaptive i-Ready online curriculum.	2016-17 Training  2017-18 Implement  Ongoing thereafter	-Math and ELA Departments -Site Technology Mentor - Technology coach	- i-Ready diagnostic results - Professional development, ILT, and PLC minutes and agenda	-i-Ready training -Site Technology Mentor Leadership -Technology access



Action Steps/Tasks	Timeline	Responsible Individuals	Means to Measure Improvements	Professional Development and Resources Needed
Instructional Practices/ Technology - Establish an internal structure that allows for frequent peer-to-peer observation.	2017-18	-Administration -ILT -Teachers	-ILT Minutes and agenda -Observation notes	-Focused Schools training -Release time -PLC collaboration time
Technology - Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation.	Ongoing	-Administration -ILT -Tech Mentors - Technology - TOSA -STEM Coordinators	- Minutes and agendas from professional development, ILT, and PLC meetings -Site and district technology trainings	-Professional development -Gen Tech students -Tech Mentor -STEM Coordinators
Technology - Teachers will design and implement a lesson and/or performance tasks that requires students to use existing technology tools (e.g. Edmodo, Google docs, Chromebooks, digital device)	2016 - Ongoing	-Administration -ILT -Teachers -Technology Mentors -STEM Coordinators -Technology - TOSA	-Agenda and minutes from meetings -Lesson plans, pacing guides, rubrics with a technology component -Edmodo -Google Applications (documents, classroom, drive) -Student work samples	-Professional development -Gen Tech students -Technology Mentors -Chromebooks
Technology - Teachers develop formative and common summative assessments that require use of technology and rubrics that are aligned to CAASPP, CCSS and NGSS	2015 - Ongoing	-Administration -ILT -Teachers -Technology Mentors - Technology TOSA	-Agenda and minutes from meetings -Formative and Summative assessments	-EADMS -i-Ready -Google Applications -CAASPP Interim Assessment training



## ACTION PLAN GOAL 5

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South Hills High School will increase student and parent communication and involvement in school activities to improve the school culture.

**CRITICAL AREA OF NEED ADDRESSED:**

Critical Area of Need #5: The need for more and clearer communications using available technology to inform all stakeholders about school activities, student academic progress, and other aspects of school life.

Critical Area of Need #6: More widespread student involvement in school activities such as clubs, sports, and other extracurricular programs that will enhance school pride.

**LCAP GOAL ADDRESSED:**

- Goal 3: Create a school-wide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school learning.

**RATIONALE:**

Stakeholder surveys, school-wide data, and observation indicate the need for increased student and parent involvement in the educational process.

**SUPPORTING DATA:**

91% felt SHHS effectively prepares their child for the next grade level

56% of parents participated in a school activity

61% of students surveyed were involved in extracurricular activities

**GROWTH TARGETS:**

10% Increase the number of parents attending Parent Workshops

5% Increase student involvement in activities on campus and in the community

**SLO's ADDRESSED:**

- Responsible Contributing Citizens
- Effective Communicators



Action Steps/Tasks	Timeline	Responsible Individuals	Means to Measure Improvements	Professional Development and Resources Needed
Increase the home-school connection, including weekly messages, social media, email, Parent Portal, Aeries App, website, Coffee at South Hills (CASH), PTA, and parent phone calls	Ongoing	-Administration -Counselors -Associated Student Body -Teachers	-Parent surveys -Number of Parent Portal accounts -Social media data	-Parent Portal training for parents -Blackboard
Students will have the opportunity to serve the school community in varying capacities, with the goal of serving the greater community through participation in clubs, activities, athletics, student government, ASB, and school site council.	Ongoing	-Associated Student Body -Teachers -Club Advisors -Coaches -Administration -Counselors	-School election results and service terms carried out by ASB members -Student participation surveys and data -Rosters, agendas, and meeting minutes.	-Outreach and networking with community -Advertising and promotion of clubs, activities, and athletics
An annual climate survey will drive the school-wide intervention focus and provide data regarding school	2016-2017 Ongoing Thereafter	-Administration -Counselors -Associated Student Body -Teachers	-Results of the survey from the beginning of the year to the end of the year to quantify the impact of implemented interventions and school culture	-Blackboard -Social media -Survey -Chromebooks
Parent workshops on college requirements, International Baccalaureate and Advanced Placement programs, financial aid, Parent Portal, and English Language Advisory Committee	Ongoing	-Administration -Counselors -Coordinators	-Agendas -Minutes -Published schedules	-Outreach and networking with college and university communities -Naviance and Portal training -Social media and website



## ACS WASC MID-CYCLE PROGRESS REPORT

Action Steps/Tasks	Timeline	Responsible Individuals	Means to Measure Improvements	Professional Development and Resources Needed
Continue to expand Link Crew to provide intervention for Freshmen	2016 - Ongoing	-Link Crew -Coordinator -Administration -Counselors -ASB -Teachers	-Agendas and Schedule of Link Crew activities	-Link Crew trainings -Visits to effective Link School programs -Release time
Increased focus on civic responsibility of SHHS students	Ongoing	-Teachers -Administrators -Counselors -Community Service Coordinator (CAS)	-Student involvement - Community service hours	-Community support -Volunteer hours
Intervention - Continue to evaluate attendance, tardy, truancy, suspension data to revise policy in order to increase attendance and instructional time.	Ongoing	-Dean -Administration -Counselors -Staff Summit -Teachers	-Collect and analyze attendance, tardy, and truancy data each month to guide revisions as needed -SART and SARB data	-Aeries data -SARB
Intervention - Track at risk population in an effort to close the achievement gap.	2016-2017 Ongoing Thereafter	-Counselors -ILT -Administrators -Teachers	-Benchmarks -CAASPP -i-Ready diagnostic data -"D" and "F" data for subgroups and by grade level	-EADMS training -Grade data -i-Ready training -PLC release time



Action Steps/Tasks	Timeline	Responsible Individuals	Means to Measure Improvements	Professional Development and Resources Needed
Intervention - Work on early identification of students who are having social and emotional issues	Ongoing	-Counselors -School psychologist -Marriage and Family Therapist -Administrator -Teachers	-Referrals to counselors and MFTI -School psychologist, and partnership agencies	-Staff development to identify and work with students at-risk
Inform parents of students at risk of not meeting standards:	Ongoing	-Counselors -Administrators -Teachers	-Progress Reports -Parent Portal -Blackboard -Telephone conferences -Conference with teachers -Conference with Administration -Student Success Team (SST)	-Staff development to identify and work with students at-risk
Home School liaison will increase bi-lingual communication with parents regarding CELDT testing, reclassification, and monitoring student progress	16-17 school year	- Home School liaison -EL Coordinator -Counselors -Teachers	-Number of parent contacts -ELAC meeting agenda and minutes	-Parent information in home language