Chapter V: Schoolwide Action Plan



Chapter V. Revised Schoolwide Action Plan *(aligned with Single Plan for Student Achievement)*

Goal 1 - College and Career Readiness: Develop a system of performance assessments to structure, measure, and support student progress toward mastery of college and career readiness standards.

2016-2017 SPSA Goal Alignment:	*Performance Target for 2017*
Goal 1, ELA Achievement;	*50% of all 11th graders will score Ready or Conditionally Ready for College-level English on the 2017 EAP/SBAC English assessment (7% increase).*
Goal 2, Math Achievement;	*25% of all 11th graders will score Ready or Conditionally Ready for College-level Mathematics passage rate on the 2017 EAP/SBAC (9% increase).*
Goal 3, Closing Achievement Gap;	*15% of English Learner juniors will score Ready or Conditionally Ready for College-level English on the 2017 SBAC/EAP English assessment (11% increase).* *35% of African American juniors will score Ready or Conditionally Ready for College-level English on the 2017 SBAC/EAP English assessment (12% increase).*
Goal 6, College and Career Readiness;	*Increase UC/CSU course completion rate to 50% in 2017 (7% increase).*
Goal 7, Argumentative Writing	*By May 2017, 100% of students will demonstrate mastery in argument writing (as described in grade level goals on Muir's Argumentative Writing Grade-Level Progression Chart).*

Rationale: While self-study findings indicate that students are improving in attainment of college and career readiness standards as assessed by SBAC and district benchmark assessments, the majority of students are not graduating college- and career-ready, and they also underperform their peers at the district and state levels, especially in mathematics.

Critical Learner Need(s):

1. Students need daily rigorous practice in developing and strengthening critical thinking and analysis skills demonstrated through speaking, reading, and writing.
2. Students need to be engaged as active participants in classrooms where instruction is both relevant to their lives and the world beyond high school.

Schoolwide Learner Outcome(s) addressed:

Master college and career readiness standards.
Identify solutions to problems through critical thinking.
Realize potential through collaboration, creativity and perseverance.

Goal 1 - College and Career Readiness: Develop a system of performance assessments to structure, measure, and support student progress toward mastery of college and career readiness standards.

Objectives	**Strategies and Resources** *(Aligned to SPSA)*	**Responsible Parties**	**Timeline**	**Process to Monitor Progress**
1.1: All core content teachers will work in teams to develop, implement and review common standards-based assessments.	1.1.1 Develop common assessments during weekly department collaborations and extended planning sessions (release time, weekend and summer sessions) 1.1.2 Use Department Protocol for Common Assessments (DPCA) to ensure each assessment cycle includes: pre-assessment, common instructional strategies, post-assessment, rubrics to review student work, and plans for next steps of instruction, with re-teaching as necessary 1.1.3 Utilize "A Monday" professional development sessions to support collaborative practices within teacher teams (e.g., Writing Lab protocols) 1.1.4 Revise grading practices to assign greater weight to standards-based assessments	• Core content Teachers • Department Chairs • District Instructional Coaches • Site Instructional Coach • AP, Curriculum/ Instruction • Principal	• 2016-2017, one (1) common assessment cycle per semester • 2017-2018 and ongoing, two (2) or more common assessment cycles per semester • Fall 2018 for grading revision process	• ILT review of completed DPCA protocols and representative student work samples. • Review of district benchmark and performance tasks and CAASPP/SBAC results • Quarterly reports by administration to School Site Council
1.2: All students prepare and defend a Graduation Portfolio demonstrating their achievement of SLOs and District Graduate Profile, beginning with the class of 2018 *(Class of 2017 will prepare/defend senior research project only)*	1.2.1 Planning and scheduling of tasks and assessments in grades 9-12 that will produce evidence of students' growth and mastery in both argument writing and creative expression, as outlined by the district graduate portfolio requirements 1.2.2 Summer professional development and ongoing collaboration time dedicated to embedding standards-aligned projects/performance tasks within the program of study in each academy, across courses, and examining student work generated from them. 1.2.3 Development/revision of project/task schedules by each academy team.	• Instructional Leadership Team • Academy Leads • Administrative Team • Site Instructional Coach • Content and CTE teachers • District instructional coaches	• Spring 2017 and ongoing • Summer 2017 professional development institute for selected academy teacher teams	• Semi-annual review of project schedules by ILT, SSC, and Academy Advisory Boards • Annual senior defense presentations

Goal 2 - Effective and Explicit Classroom Instruction: Utilize instructional and formative assessment practices that actively engage students in learning and higher-order thinking.

2016-2017 SPSA Goal Alignment:	*Performance Target for 2017*
Goal 1, ELA Achievement;	*50% of all 11th graders will score Ready or Conditionally Ready for College-level English on the 2017 EAP/SBAC English assessment (7% increase).*
Goal 2, Math Achievement;	*25% of all 11th graders will score Ready or Conditionally Ready for College-level Mathematics passage rate on the 2017 EAP/SBAC (9% increase).*
Goal 3, Closing Achievement Gap;	*15% of English Learner juniors will score Ready or Conditionally Ready for College-level English on the 2017 SBAC/EAP English assessment (11% increase).* *35% of African American juniors will score Ready or Conditionally Ready for College-level English on the 2017 SBAC/EAP English assessment (12% increase).*
Goal 4, Parent and Community Engagement	*Engage a minimum of 250 parents through membership and/or active participation in one of several parent groups on campus, including School Site Council, PTSA, and the English Learner Advisory Committee. Approximately 120 parents were engaged during 2015-2016.*
Goal 5, School Safety, Climate, and Culture	*Further reduce student referral rate from 34% (2015-2016) to 25% in 2016-2017.*
Goal 6, College and Career Readiness;	*Increase UC/CSU course completion rate to 50% in 2017 (7% increase).*
Goal 7, Argumentative Writing	*By May 2017, 100% of students will demonstrate mastery in argument writing (as described in grade level goals on Muir's Argumentative Writing Grade-Level Progression Chart).*

Rationale: Classroom observations reveal students are often passive participants in learning. Student performance and assessment data are also consistent with low achievement trends for students dating back to middle school. Instructional practices in all subjects need to compel students to think, engage them in academic dialogue, and support them in tasks that will grow their academic skills. Attention is also needed to the learning of specific groups of students within each classroom, including Students with Disabilities, English Learners, and African American students.

Critical Learner Need(s):

1. Students need daily rigorous practice in developing and strengthening critical thinking and analysis skills demonstrated through speaking, reading, and writing.
2. Students need to be engaged as active participants in classrooms where instruction is both relevant to their lives and the world beyond high school.

Schoolwide Learner Outcome(s) addressed:

Master college and career readiness standards.

Utilize technology to communicate ideas effectively.

Identify solutions to problems through critical thinking.

Realize potential through collaboration, creativity and perseverance.

Goal 2 - Effective and Explicit Classroom Instruction: Utilize instructional and formative assessment practices that actively engage students in learning and higher-order thinking.

Objectives	Strategies and Resources *(Aligned to SPSA)*	Responsible Parties	Timeline	Process to Monitor Progress
2.1: All teachers will plan and implement effective lessons, collecting immediate evidence throughout every class period to ensure students are learning what is taught and adjusting instruction as needed.	2.1.1 Instructional coaches and administrators collaborate with teachers to master the components of effective, explicit instruction – especially ongoing checking for student understanding and adjusting instruction based on assessment insights (Schmoker) 2.1.2 Teachers provide students sufficient time and support to purposefully read, discuss, and write about worthy, substantive literature and nonfiction texts across the curriculum (Schmoker). 2.1.3 Instructional Rounds to continuously refine next steps towards improvement of classroom instructional practices that actively engage all students in learning and critical thinking. (City; Kagan)	• Site Instructional Coach and Special Education teachers • Instructional Leadership Team • Principal, Administrative Team	• Spring 2017 and ongoing	• Instructional Rounds, led by ILT with participation of School Site Council membership and district administrative staff • Administrative informal observations • Quarterly reports to School Site Council
2.2: All teachers and staff ensure equitable educational opportunities for all students, across all content areas, grade levels, and academies.	2.2.1 Instructional coaches and administrators collaborate with teachers to ensure adequate rigor and support are provided to all students, including students with disabilities, English Learners, and other student populations 2.2.2 Strengthen implementation of co-teaching as a means for students with IEPs to be in the least restrictive and most academically rigorous environment possible 2.2.3 Infuse each academy's theme into core content units of study, making the curriculum more relevant for students	• Site Instructional Coach • General and Special Education teachers • Department Chairs • Instructional Leadership Team • Principal, Administrative Team	• Spring 2017 and ongoing	• Quarterly reports to School Site Council, English Learner Advisory Committee (ELAC) and reestablished African American Parent Council (AAPC) • Monthly reports to Academy Advisory Boards

Goal 3 - School Climate and Culture: Strengthen and implement school-wide systems to increase student engagement, support positive student behavior, and improve student attendance.

2016-2017 SPSA/LCAP Goal Alignment:	*Performance Target for 2017*
Goal 4, Parent and Community Engagement	*Engage a minimum of 250 parents through membership and/or active participation in one of several parent groups on campus, including School Site Council, PTSA, and the English Learner Advisory Committee. Approximately 120 parents were engaged during 2015-2016.*
Goal 5, School Safety, Climate, and Culture	*Further reduce student referral rate from 34% (2015-2016) to 25% in 2016-2017.*
LCAP Goal 3	*Students will be in school every day.*

Rationale: ***While self-study findings reflect that students have a sense of belonging at Muir due in large part to the academy structure, a significant number have been identified at risk due to internal and external behaviors, remain disengaged during instruction, and have poor attendance.***

Critical Learner Need(s):

2. Students need to be engaged as active participants in classrooms where instruction is both relevant to their lives and the world beyond high school.
3. Students need a safe and supportive community that strengthens students' sense of confidence, belonging, pride, and interdependence.

Schoolwide Learner Outcome(s) addressed:

Realize potential through collaboration, creativity and perseverance.

Goal 3 - School Climate and Culture: Strengthen and implement school-wide systems to increase student engagement, support positive student behavior, and improve student attendance.

Objectives	Strategies and Resources *(Aligned to SPSA)*	Responsible Parties	Timeline	Process to Monitor Progress
3.1: All staff members implement student engagement strategies to ensure a safe, secure and productive learning environment in every classroom.	3.1.1 Provide professional development to revisit Capturing Kids Hearts student engagement strategies 3.1.2 Video recording of exemplary classroom management practices in current teachers' classrooms for review/consideration by rest of faculty 3.1.3 Develop consensus on engagement strategies and classroom management procedures to be implemented by all teachers following trauma-informed care training in summer 2017 3.1.4 Revision of Faculty Handbook to reflect strategies and revised procedures.	• Teachers • Counselors • RTI Coach • Principal, Administrative Team • Film/Video classes • Classroom Teachers	• Spring 2017 • Summer 2017 for retraining sessions	• Quarterly report to School Site Council on attendance and discipline data
3.2: Implement a school-wide progressive discipline plan, which results in a reduction of issues that detract from students' academic achievement	3.2.1 Create a stakeholder team to include Site Safety Committee to evaluate and refine the existing progressive behavior support plan. 3.2.2 Visit other school sites to observe best practices in positive behavior support and progressive discipline. 3.2.3 Utilize various distribution methods to communicate expectations to staff, students, and parents 3.2.4 Collect and monitor data each semester 3.2.6 Provide Restorative Justice Training for staff	• Principal, Administrative Team • Lead Teachers • RTI Coach • Student Support Team • Classified staff (clerical and security officers) • Classroom Teachers	• Spring 2016 for site visits continuing through 2017-18 for training, implementation and data collection	• Revised school-wide progressive discipline plan available for dissemination. • Data regarding school climate indicators, including attendance and discipline referrals
3.3: Improve student attendance and decrease chronic truancy.	3.3.1 Implement proactive, tiered interventions at first sign of attendance concerns. 3.3.2 Dialogue regarding best practices with staff at principal feeder schools that share similar student demographics and obstacles to achievement (Northwest Connection).	• Teachers • Counselors • RTI Coach • Classified Staff • Administrators • CWAS staff	• Fall 2017 and ongoing.	• Review of quarterly data compiled by CWAS department. • Advisory teams review attendance data monthly.

Follow-Up Process and Timeline for Monitoring, 2017-2018

Date	Process to Monitor Progress	Responsible Parties
August 2017	**Administrative and ILT Review of following performance data:** ✓ SBAC and CAST results ✓ End-of-year passage rates for A-G courses ✓ End-of-year attendance and truancy reports **Revision of Schoolwide Action Plan** **Revision of WASC School/Community Profile (Chapter 1)**	Assistant Principal, Curriculum & Instruction Assistant Principal, Student Services School Site Council Chairperson Principal
September 2017	**Review of Action Plan revisions with Assistant Superintendent, Secondary**	Principal
October 2017	**Administrative and Counseling Team Review of following performance data:** ✓ UC/CSU eligibility ✓ Graduation rate ✓ National Student Clearinghouse college matriculation and completion	Counselors Assistant Principal, Curriculum & Instruction Principal
January-April 2018	**Revision of Single Plan for Student Achievement, Staffing Plan, & site budget for following year** ✓ Review and revision of required targets for ELA, Math, Closing the Gap, College & Career Readiness, Parental Involvement and School Climate ✓ Tweaking of action steps for 2018-2019 school year ✓ Revision of budget priorities for 2018-2019	Instructional Leadership Team Assistant Principal, Curriculum & Instruction Assistant Principal, Student Services School Site Council Chairperson Principal
August 2018	**Administrative and ILT Review of following performance data:** ✓ **SBAC and CAST results** ✓ **End-of-year passage rates for A-G courses** ✓ **End-of-year attendance and truancy reports** **Revision of Schoolwide Action Plan**	Assistant Principal, Curriculum & Instruction Assistant Principal, Student Services School Site Council Chairperson

	Revision of WASC School/Community Profile (Chapter 1)	Principal
September 2018	**Review of Action Plan revisions with Assistant Superintendent, Secondary**	Principal
October 2018	**Administrative and Counseling Team Review of following performance data:** ✓ **UC/CSU eligibility** ✓ **Graduation rate** ✓ **National Student Clearinghouse college matriculation and completion**	Counselors Assistant Principal, Curriculum & Instruction Principal
January-April 2019	**Revision of Single Plan for Student Achievement, Staffing Plan, & site budget for following year** ✓ **Review and revision of required targets for ELA, Math, Closing the Gap, College & Career Readiness, Parental Involvement and School Climate** ✓ **Tweaking of action steps for 2018-2019 school year** ✓ **Revision of budget priorities for 2018-2019**	Instructional Leadership Team Assistant Principal, Curriculum & Instruction Assistant Principal, Student Services School Site Council Chairperson Principal
May-August 2019	**Preparation of Progress Report for Mid-Cycle Visit** **Administrative and ILT Review of following performance data:** ✓ **SBAC and CAST results** ✓ **End-of-year passage rates for A-G courses** ✓ **End-of-year attendance and truancy reports** **Revision of Schoolwide Action Plan** **Revision of WASC School/Community Profile (Chapter 1)**	Assistant Principal, Curriculum & Instruction Assistant Principal, Student Services School Site Council Chairperson Instructional Leadership Team WASC Lead Principal
September 2019	**Review of Action Plan revisions with Assistant Superintendent, Secondary**	Principal
October 2019	**Administrative and Counseling Team Review of following performance data:**	Counselors

	✓ **UC/CSU eligibility** ✓ **Graduation rate** ✓ **National Student Clearinghouse college matriculation and completion**	Assistant Principal, Curriculum & Instruction Principal
January-April 2020	**Revision of Single Plan for Student Achievement, Staffing Plan, & site budget for following year** ✓ **Review and revision of required targets for ELA, Math, Closing the Gap, College & Career Readiness, Parental Involvement and School Climate** ✓ **Tweaking of action steps for 2018-2019 school year** ✓ **Revision of budget priorities for 2018-2019**	Instructional Leadership Team Assistant Principal, Curriculum & Instruction Assistant Principal, Student Services School Site Council Chairperson Principal
February/March 2020	**Mid-Cycle Visit by WASC Visiting Committee (2 days)**	WASC Leadership Team WASC Lead Principal Instructional Leadership Team Assistant Principal, Curriculum & Instruction Assistant Principal, Student Services Teachers Staff Students Parents & Community District Leadership