

School-wide Action Plan 2018-2024
Revised 10/16/2018 based on VC recommendations

The WASC Action Plan Team (comprised of 4 site administrators, the WASC Coordinators, and five teachers) worked through a collaborative effort to analyze the WASC surveys, California Healthy Kids Survey, and Chapter 2 through Chapter 3 data. School-wide Goals were shared with faculty and staff. Input was requested and collected. The WASC Action Plan Team disaggregated their responses and categorized them into action items. Parents and students were invited to contribute to the action plans by submitting their responses through online surveys (parents were given survey monkey; students were given Google forms). All comments and concerns were collected, analyzed, categorized by themes, and are now listed as action plans in this report.

Table 40

South San Francisco High School's Schoolwide Action Plan for 2018-2019 School Year

Goal 1 - School Climate and Morale - South San Francisco High School will improve community engagement by cultivating pride and respect through school-wide programs, events, and activities that help promote positive and meaningful relationships among all stakeholders.					
Action Item	Person(s) Responsible	Resources Needed	Implementation Year and Tasks		
			2018-2019	2019-2020	2020-2021
1) Create task force to explore student behavior expectations (ex: reevaluation of dress code).	Admin and Teacher Leaders	PD for team in developing matrix	Revise expectations and consequences for technology, language, gender neutral dress code, and citizenship Present revised behavior plan to faculty and staff and implement agreed-upon matrix	Review data and revise accordingly Ensure that new teachers are acquainted with and ready to apply strategies from the behavior matrix	Compare data of the previous two years and revise matrix.
2) Improve staff/ faculty and administrative communication with greater focus on student academic achievement and greater visibility and equity in celebrating success.	Admin Faculty Staff Students	Training in media outlets to communicate with the broader community and among faculty and staff.	Review and revise media and communication tool availability Pilot a weekly newsletter(email/ hard copy) to staff with (announcements, protocols, schedule changes, anything not up for discussion)	Use of a weekly newsletter (email/ hard copy) to staff with (announcements, protocols, schedule changes, anything not up for discussion)	Determine if the newsletter need to be revised or updated Determine if Expectations for faculty meetings and department meetings needed to be updated.

			Engage in a Norming process for reviewing expectations for faculty meetings and department meetings Increase frequency of staff/faculty “get togethers” from 3 annually to 6 annually Increase frequency (staff retreat) and include some type of team building activity during most faculty/meeting Continue inviting veteran teachers to present at New Teachers Meetings (ie SpEd, clubs, EL, ASB) Clarify and practice accordion process for communicating information from teacher/staff/student suggestions and incident or events that occur	Review and determine if norms need to be adjusted (2 x a year) Expectations for faculty meetings and department meetings Increase frequency of staff/faculty “get togethers” from 3 annually to 4 annually Increase frequency (6/10)and include some type of team building activity during most faculty/meeting Continue inviting veteran teachers to present at New Teachers Meetings (ie SpEd, clubs, EL, ASB) Review and use accordion process for communication	Review and determine if norms need to be adjusted (2 x a year) Expectations for faculty meetings and department meetings Increase frequency of staff/faculty “get togethers” from 3 annually to 6 annually Increase frequency (10/10) and include some type of team building activity during most faculty/meeting Continue inviting veteran teachers to present at New Teachers Meetings (ie SpEd, clubs, EL, ASB) Review and use accordion process for communication
3) Explore opportunities to equitably showcase student performance, athletics, clubs and activities.	Admin Staff ASB ICC Students	Calendar items from Admin Retreat Community Liaison to communicate	Establish a student committee to take leadership in designing lunch-time assemblies to showcase dance, band, and color guard. Strengthen media outlets and parent communication channels (school website, use of	Student committee successfully takes leadership and runs 4 lunch-time assemblies to showcase dance, band, and color guard. Strengthen media outlets and parent communication channels (school website, use of	Student committee successfully takes leadership and runs 6 lunch-time assemblies to showcase dance, band, and color guard. Strengthen media outlets and parent communication channels (school

			Peachjar, Facebook, schoolloop), as measured by increase of parent awareness of School business (annual survey) Use ICC to generate interest to schedule/create more events hosted by the clubs on campus (ie Math night competition and academically related events (x2 per year) Revise school festival, Day on the Green, to feature the clubs, activities, and programs on campus Increase opportunities to showcase student cultural heritage by revisiting Multicultural Week events and planning through ASB and school clubs.	Peachjar, Facebook, schoolloop), as measured by increase of parent awareness of School business (annual survey) Use ICC to generate interest to schedule/create more events hosted by the clubs on campus (ie Math night competition and academically related events (x4 per year) Increase amount of school festivals to feature the clubs, activities, and programs on campus (x2 year) Increase opportunities to showcase student cultural heritage by revisiting Multicultural Week events and planning through ASB and school clubs.	website, use of Peachjar, Facebook, schoolloop), as measured by increase of parent awareness of School business (annual survey) Use ICC to generate interest to schedule/create more events hosted by the clubs on campus (ie Math night competition and academically related events (x6 per year) Revisit expectations of school festivals to feature the clubs, activities, and programs on campus (x2 year) Increase opportunities to showcase student cultural heritage by revisiting Multicultural Week events and planning through ASB and school clubs.
4) Improve student/ staff respect through common events, competitions and discussions.	Students Faculty Staff, Admin	Positive Behavior Intervention Support Systems (PBIS)	Review protocol for expectations for positive interactions and completing school business. Development of Tier 1-3 PBIS and Pilot.	Review protocol for expectations for positive interactions and completing school business Full implementation of Tier 1-3 PBIS.	Review protocol for expectations for positive interactions and completing school business Review and adjust implementation

			Continue teacher and counselor supported Restorative practices. Investigate department and schoolwide practices	Discuss options for supplementing current reinforcement options & pilot the activities	of Tier 1-3 PBIS. Implement activities at the department or whole school level.
5) Evaluate current community organization/ school relationships and explore needs for students and staff teams.	District and School Admin CTE District Coordinator	Access and partnership with Community resources	Needs assessment for community outreach for students via survey. Increase modes of participation (videotape and broadcast) at University and College presentation events at our site as evidenced by at least 1 posted video annually	Pursue relevant partnerships between community organizations & communication to students/ families about these opportunities Increase modes of participation (videotape and broadcast) at University and College presentation events at our site as evidenced by at least 3 posted videos annually	Develop a Full Time Community Liaison Position to oversee community outreach and partnerships. Increase modes of participation (videotape and broadcast) at University and College presentation events at our site as evidenced by at least 4 posted videos annually
6) Improve school pride (ex. increase participation in school beautification efforts, staff involvement in school rallies). Determine a process for providing needed upgrades and regular maintenance of the facility, in addition to adopting a school-wide plan to	All faculty, staff, ASB students	Training time Materials and equipment for school beautification	Identify and create a student service group/commissioner to promote positive climate and improve school beautification Identify areas that need beautification and create timeline projects Admin, ASB, Athletic Director, plan out school year rallies and promoting school pride	Student service group/ commissioners work to promote positive climate and improve school beautification Identify areas that need beautification and create timeline projects Survey and disaggregate data	Continue work

modernize technology in the classroom.					
7) Improve home-to-school and school-to-home outreach communications	Admin, faculty, admin assistants	Schoolloop news and Schoolloop e-mail, PeachJar, school messenger trainings	Continue Weekly communications via Schoolloop, and Robo-calls of school events for parents to attend. Increase access to meeting notes, via the attachment of ppt, and even video of events to provide access to parents that cannot attend in person, as measured by 1 or more major events (BTS, 8th Grd., Showcase, AP night) videoed and upload to school website	Continue Weekly communications via Schoolloop, and Robo-calls of school events for parents to attend. Increase access to meeting notes, via the attachment of ppt and even video of events to provide access to parents that cannot attend in person, as measured by 2 or more major events videoed and upload to school website	Assess Community view of the weekly communications Increase access to meeting notes, via the attachment of ppt, and even video of events to provide access to parents that cannot attend in person, as measured by 3 or more major events videoed and upload to school website
8) Increase staff/ faculty retention and morale; explore ways to collaborate with the district and Teachers' Association to reduce the high turnover of the instruction staff and retain qualified teachers.	All faculty and staff District and Site admin Department Chairs	Welcoming and supportive school climate/culture New teacher site orientation and New teacher meetings run by school admin Department Chair support	See Action 3 for continued work in a welcoming and supportive school climate/culture. Continue New Teacher site orientation annually Continue meetings run by school admin, ask for feedback and adjust for next year. Dept Chair support, as measured by frequent "check ins" with new teachers and feedback to admin on New Teacher(s) work.	See Action 3 for continued work in a welcoming and supportive school climate/culture Continue New Teacher site orientation annually Continue meetings run by school admin, ask for feedback and adjust for next year Continue work	See Action 3 for continued work in a welcoming and supportive school climate/culture Continue New Teacher site orientation annually Continue meetings run by school admin Continue work

Goal 2 - Professional Development - South San Francisco High School will support faculty and staff by providing relevant professional development seeking to create capacity and expertise in both curriculum program implementation and addressing the specific needs of our student population.

			Implementation Year and Tasks
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Action Item	Person(s) Responsible	Resources Needed	2018-2019	2019-2020	2020-2021
1) Increase training targeted to special populations of students, including their social/emotional needs, including opportunities for co-teachers to collaborate.	All faculty and staff	Special Education laws, policies EL data	Develop and present an annual training and around SpEd policies, Laws and expectations Survey EL students to determine who has had no previous schooling Continue to offer Co-teaching PD before the school year. Increase co-teaching PD offered during the year by 1 session. Offer a staffwide PD on understanding approximation Trauma, Crisis Cycles, and trauma informed practices Continue to annually review with all staff (during staff meeting) Tier 1 and tier 2 supports, SST process annually: Work with AC to refine tracking system for progress/data	Continue annual training around SpEd policies, laws, and expectations Use this information to develop a progress monitoring system to support the EL population with no previous schooling Continue to offer Co-teaching PD before the school year. Increase co-teaching PD offered during the year by 2 session. Review training of on understanding approximation Trauma, Crisis Cycles, and trauma informed practices Continue to annually review with all staff (during staff meeting) Tier 1 and tier 2 supports, SST process annually: Work with AC to Pilot the tracking system for progress/data	Continue annual training around SpEd policies, laws, and expectations Continue to fine tune and use a progress monitoring system to support the EL population with no previous schooling Continue to offer Co-teaching PD before the school year. Increase co-teaching PD offered during the year by 4 session. Create an annual review training targeted to clarify expectations and offer a more indepth training/ review for new staff on understanding approximation Trauma, Crisis Cycles, and trauma informed practices Continue to annually review with all staff (during staff meeting) Tier 1 and tier 2 supports, SST process annually: Use and refine tracking system for progress/data Review training for new faculty and staff on and Pilot Restorative practices Task Committee with maintaining awareness and next steps from information learned

			Research and Discuss Restorative practices to pilot Bring in a Consultant to foster Culturally Responsive interactions with students Pre/post survey	Review training for new faculty and staff on Restorative practices Evaluation of consultant and progress made on culturally responsive interactions Pre/post survey	Pre-post survey
2) Training to support students with their academic needs through highly effective instructional and student engagement strategies.	All faculty and staff	Training and time for all staff to work in their depts Annual training for school counselors	Discuss Inter-disciplinary training (writing/science, science/math) Guest speakers from colleges to learn about requirements and expectations, provide annual training opportunities to counselors to keep them up to date	Implement common process language for Interdisciplinary training (writing/science, science/math) Guest speakers from colleges to learn about requirements and expectations, provide annual training opportunities to counselors to keep them up to date	Monitor Implementation of common process language for Inter-disciplinary training (writing/science, science/math) Guest speakers from colleges to learn about requirements and expectations, provide annual training opportunities to counselors to keep them up to date

3) Develop plans to differentiate and make effective use of PLC time.	All faculty and admin District admin	Training and time for collaboration Department Chairs to be trained on protocols Site admin to train Department Chairs on protocols	More collaboration time for dept .(Inter-department and grade level collaboration) Focused PLC time for Curriculum development Each Dept. to conduct a mini “Needs Assessment” and create annual goals based on needs (i.e., Department collaboration, designing common assessments, common language around classroom management, etc.)	Inter-department and grade level collaboration Curriculum development Assess and evaluate needs and process from previous year Assess and evaluate needs and process from previous year and design or update goals	Presentation of Inter-department & grade level collaboration Curriculum development Assess and evaluate needs and process from previous year Assess and evaluate needs and process from previous year and design or update goals
4) Increase involvement of paraprofessional and classified staff in trainings to support students.	All paras and classified staff Admin and teacher leaders	Training and time	At least one PD sessions for paras sponsored by SpEd or EL depts on how to manage difficult behavior, crisis communication	Increase PD for paras sponsored by SpEd or EL depts about behavior, crisis communication to 2-4 planned sessions.	Increase PD for paras sponsored by SpEd or EL depts about behavior, crisis communication to 5-8 planned sessions.
5) Training for staff to have greater understanding of student heritage and cultural norms.	All Staff	Trainers, Training and time, cost of organization to train	Continue to research and invite organizations to work with SSFHS in order to develop cultural competence, emotional intelligence, empathy, gender, and ethnic identity awareness within the staff Identify faculty members to be part of Professional Development planning Conduct Pre/post evaluations to determine level of competency	Continue to research and invite organizations to work with SSFHS in order to develop cultural competence, emotional intelligence, empathy, gender, and ethnic identity awareness within the staff Conduct Pre/post evaluations to determine level of competency	Continue to research and invite organizations to work with SSFHS in order to develop cultural competence, emotional intelligence, empathy, gender, and ethnic identity awareness within the staff Conduct Pre/post evaluations to determine level of competency

Goal 3 - Academic - South San Francisco High School will provide equitable and culturally relevant curriculum that will raise student proficiency as measured by their overall academic achievement on state assessments, California Dashboard results, interim assessment data and ELPAC and Reclassification data.

Action Item	Person(s) Responsible	Resources Needed	Implementation Year		
			2018-2019	2019-2020	2020-2021
1) Develop cross-curricular projects and programs centered around vocational and professional skills	All Faculty and Staff Community	Collaboration time Training and resources used for projects and programs	Update a compiled list of mentors used for the Senior Capstone projects to provide to students with directory for future Identify specific PLC cross curricular groups to collaborate during early release time to design long term projects specifically addressing mentorships, Financial literacy (functional/practical math), resume/cover letter, Formal emails (standard formatting), Face-to-face communication, and Oral presentation preparation	Update and compile mentor list from 2018-2019 as resources Maintain work and present results from PLC cross curricular groups. Cross Collaboration to design lessons around vocational and professional skills in Financial literacy (functional/practical math), resume/cover letter, Formal emails (standard formatting), Face-to-face communication, and Oral presentation preparation	Update and compile list of mentors from 2019-2020 senior capstone project Continue work with PLC cross curricular groups. Cross Collaboration to design lessons around vocational and professional skills in Financial literacy (functional/practical math), resume/cover letter, Formal emails (standard formatting), Face-to-face communication, and Oral presentation preparation
2) Develop cross-curricular projects that integrate current events, civic engagement, and community	All teachers	Collaboration time Training and resources on how to integrate	Identify PLC cross curricular groups (Example: math, science, VAPA, CTE, PE, ELD and Special Ed collaborate; English social studies, world language, ELD, Special Ed, collaborate) Use PLC and embedded time scheduled for teacher collaboration to discuss grade level	Maintain work. Present results from PLC cross curricular groups to design projects that integrate current events, civic engagement, and community Use PLC and embedded time scheduled for teacher collaboration to discuss grade level planning and mapping of projects	Continue work with PLC cross curricular groups to design projects that integrate current events, civic engagement, and community Use PLC and embedded time scheduled for teacher collaboration to discuss grade level planning and mapping of projects

			planning and mapping of projects (Field trips; Teaching about poverty cycle; Growth mindset; Life lessons as they relate to our community) Evaluate effectiveness of project design & Teacher training	(Field trips; Teaching about poverty cycle; Growth mindset; Life lessons as they relate to our community) Evaluate effectiveness of project design & Teacher training	(Field trips; Teaching about poverty cycle; Growth mindset; Life lessons as they relate to our community) Evaluate effectiveness of project design & Teacher training
3) Develop cross-curricular projects that integrate students' culture and experiences	All teachers in cross-curricular departments	Collaboration time	Identify PLC groups across the curriculum Use embedded collaboration time to include grade level and content subject level to develop lessons and projects that embed students culture and experiences (Rigorous discussions around culture; Culturally relevant texts; Relatable lessons; Expand ethnic studies classes - Raza, Pacific Islander, Black) Evaluate and assess effectiveness	Continue work Identify PLC cross curricular groups (Example: math, science, VAPA, CTE, PE, ELD and Special Ed collaborate; English social studies, world language, ELD, Special Ed, collaborate) Use PLC and embedded time scheduled for teacher collaboration to discuss grade level planning and mapping of projects (Field trips; Teaching about poverty cycle; Growth mindset; Life lessons as they relate to our community) Evaluate effectiveness of project Teacher training	Continue work Identify PLC cross curricular groups (Example: math, science, VAPA, CTE, PE, ELD and Special Ed collaborate; English social studies, world language, ELD, Special Ed, collaborate) Use PLC and embedded time scheduled for teacher collaboration to discuss grade level planning and mapping of projects (Field trips; Teaching about poverty cycle; Growth mindset; Life lessons as they relate to our community) Evaluate effectiveness of project Teacher training
4) Strengthen our academic opportunities	Teachers, counselors, admin team	Online practice test taking sites RTI2 resources	Provide training on test taking skills Identify PLC groups across the curriculum	Continue the work; Evaluate and assess effectiveness via survey	Continue the work; Evaluate and assess effectiveness via survey

and interventions to support student learning; investigate other possible revenue streams, such as Title 1 dollars to support the enhancement of resources to improve teaching and learning.		Grade level teams for parent/ intervention nights	Update Response to Intervention to clarify resources and support services Extend paraprofessional hours to full day; Use embedded collaboration time to include grade level and content subject level to develop lessons and projects that embed students culture and experiences (Rigorous discussions around culture; Culturally relevant texts; Relatable lessons; Expand ethnic studies classes - Raza, Pacific Islander, Black) Provide additional individualized school services and support system in core subjects (math and English) Increase bilingual staff and faculty Create grade level teams to organize intervention nights and meet regularly to review student progress Evaluate and assess effectiveness via survey		
5) Staff will continue to develop common assessments derived from	Teachers and middle school teachers	Districtwide collaboration between middle school and high school	Identify PLC groups by grade and content Use embedded time for the development	Continue to use embedded time for the development and implementation of units and common assessments	Continue to monitor embedded time for development of units and common assessments (horizontal /vertical

articulation between middle and high school subjects and across grade levels.			of units and common assessments (horizontal /vertical assessments; Streamlined sped curriculum and funding for sped classrooms; Vertical: essay writing)	(horizontal /vertical assessments; Streamlined sped curriculum and funding for sped classrooms; Vertical: essay writing) Monitor student performance	assessments; Streamlined sped curriculum and funding for sped classrooms; Vertical: essay writing)
6) Continue review of block schedule as a district wide initiative.	All faculty departments District admins and site admins	Teacher led trainings	Training on how to utilize block schedule Teacher collaboration time to design curriculum	Continue to support teacher collaboration time to design curriculum	Continue the work
7) Evaluate current programs for effectiveness and engagement in order to improve future programs.	Admin, departments, teachers, students	Survey and collaboration time to create survey, send out and collect data, and evaluate results of survey	Identify all school sponsored field trips Create surveys for students and faculty input on field trip effectiveness and engagement.	Identify all school sponsored field trips from previous year Use survey input to identify and improve/remove future field trips	Continue the work