

John Swett High School WASC/Full Visit Report REVISED Action Plan 2020-21

Action Plan #1: Create an environment of high student achievement and reduction of the achievement gap

Growth Targets

- Increase the percentage of students who are on graduation track and earning a C or better in all courses (target 2% by 2021-22)
- Increase the number of students who are a-g eligible (target 60% by 2021-22)
- Narrow the achievement gaps within subgroups- targeted subgroups will improve 2% a year
- Improve student writing skills and AVID strategies across all disciplines (measured by CAASPP gains 5%)
- Increase opportunities for cross-curricular and middle/high school collaboration (3 collaboration days per year proposed)

Rationale:

- Current student performance data reflects the challenges presented by distance learning
- Anticipated “learning loss” necessitates a more global view of achievement rather than targeted goals (like those measured by the CAASPP.)
- Student performance data is useful in identifying strengths and weaknesses in student learning, monitoring student progress towards meeting standards or other specific learning goals, and making appropriate adjustments in instruction; however CAASPP results are unavailable due to suspension of testing
- The SLOs describe the global, interdisciplinary life skills and qualities that all students should know and exhibit by graduation. SLOs are the cornerstone of school improvement along with academic standards.

Link to SLOs: Socially Responsible, Well, Effective Communicators, Thoughtful Problem-Solvers, & Technologically Skilled

Link to LCAP: Goal number(s) 2020 LCAP #1, 3 AND Fall 2020 LCAP: Continuity of Learning, Distance Learning Program, Pupil Learning Loss

Link to SPSA: Goal number(s) #1, 2

Action Steps	Responsibility	Resources	Timeline/ Completion Date	Means to Monitor and Report Progress
1.1 Evaluate academic data related to student learning to determine level of “learning loss” during Distance Learning <ul style="list-style-type: none"> • Develop opportunities within the master schedule to address anticipated credit recovery needs • Provide summer intervention “boot camps” to help students transition more easily back to in-person instruction 	<ul style="list-style-type: none"> • Principal • Dept. Chairs • District office 	<ul style="list-style-type: none"> ▪ IState Funding (DL) ▪ Engagement Team Reports ▪ Academic and Emotional Counselor reports and survey(s) ▪ District LCAP & SPSA ▪ PD Staff development workshops ▪ PD District Plan 	<ul style="list-style-type: none"> • Administer District-developed test/benchmark in English & Math Spring 2021 • Review results using previous CAASPP scores plus D/F list, truancy report, continuation referrals & develop remediation plans as needed by Fall 2021 • Retest District-developed test/benchmark (review D/F list, truancy report, continuation referrals) in English and Math to assess recovery Spring 2022. 	<ul style="list-style-type: none"> • Remediation implemented Summer/Fall 2021 • Administer “retest” Spring 2022 - Target schoolwide results 85% Met or Exceeded Standards • Compare other critical measures (D/F list, truancy report, continuation referrals) over the past four years to monitor target: 2% improvement by Spring 2022.

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Action Steps	Responsibility	Resources	Timeline/ Completion Date	Means to Monitor and Report Progress
1.2 Design and implement interventions based on the analysis of student performance data. <ul style="list-style-type: none"> Analyze data from formal and informal assessments (CAASPP, standards-based interim tests, etc.) to support instructional decisions and increase student understanding. Compare CAASPP and other state testing scores with end-of-course grades. Explore increasing the graduation requirement in math to address levels tested on the CAASPP 	<ul style="list-style-type: none"> Administration Teachers District Curriculum Director School Board 	<ul style="list-style-type: none"> Disaggregated student performance data Dept. Chairs Funding for staff development Funding for disaggregating CAASPP scores PD: Data Analysis training workshops PD: Training for interventions PD: Articulation with middle school mathematics teachers 	<ul style="list-style-type: none"> Administer District-developed test/benchmark in English and/or Math Spring 2021 Review results using previous CAASPP scores & end of course grades Fall/Winter 2021-22 Develop targeted areas for curricular focus Spring 2022 High school/middle school articulation meetings to discuss CAASPP testing levels Winter/Spring 2022 Develop and present proposal to the School Board increasing the Mathematics graduation requirement Winter 2022 	<ul style="list-style-type: none"> CAASPP and end of course grades in core subjects discrepancy negligible Spring 2022 Targeted subgroups improve 2% CAASPP Spring 2022 Writing skills (cross curricular) CAASPP improvement by 5% Spring 2022 Updated graduation requirement in Mathematics approved Spring 2022
1.3 Provide a vertically-aligned curriculum: <ul style="list-style-type: none"> Articulate with Carquinez Middle School. Examine curriculum within departments to ensure vertical alignment 9th-12th grades. Align career/technical education curriculum with UC a-g requirements. 	<ul style="list-style-type: none"> Counselor Dept. Chairs Careers Academy Coordinator 	<ul style="list-style-type: none"> Dept. members Career Center Pacing calendars Funding for training Funding for release time PD Conferences and training workshops on vertically aligning the curriculum PD: Middle/ High school articulation meetings 	<ul style="list-style-type: none"> High school/middle school articulation meetings to discuss curriculum alignment and CAASPP testing levels and expectations Fall/Winter 2022 Departments meet to ensure vertical alignment Summer 2022 & annually CTE curriculum reviewed and revised to ensure a-g alignment Fall/Winter 2021-22 	<ul style="list-style-type: none"> Cross-curricular and articulation meetings increase to one day 2021-2022 (target 3 days by 2022-2023) Updated CTE courses approved as a-g aligned Spring 2022 A-G eligible 60% Spring 2021-2022 Targeted subgroups CAASPP improvement by 2% Spring 2022 Writing skills (cross curricular) CAASPP improvement 5%

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Action Steps	Responsibility	Resources	Timeline/ Completion Date	Means to Monitor and Report Progress
1.4 Annually update curriculum pacing calendars, Interim Assessments, and alignment to Common Core State Standards <ul style="list-style-type: none"> Explore assessment policies to better communicate teacher expectations to students. 	<ul style="list-style-type: none"> Principal Dept. Chairs 	<ul style="list-style-type: none"> Student performance data Dept. members PD Summer workshop on CCSS PD Release time for curriculum alignment 	<ul style="list-style-type: none"> Departments meet to update courses of study and pacing guides Summer 2021 (& annually) Develop student & staff surveys on policies and climate Fall 2021 Develop school-wide handbook including course descriptions, expectations, and assessment guidelines 2022-23 	<ul style="list-style-type: none"> Student survey on school policies and climate. Administer Fall/Winter 2021 to establish baseline, administer annually Tentative target: increase participation by 5% 2021-22t Staff survey on school policies and climate. Administer Fall/Winter 2021 to establish baseline, administer each semester thereafter to monitor change/improvement
1.5 Implementation of best practices by staff to increase rigor and student engagement in classrooms	<ul style="list-style-type: none"> Principal Staff District office 	<ul style="list-style-type: none"> Walkthroughs Peer Observations Funding for release time PD Short Wednesday Meetings (*DL short Monday Schedule) PD District professional development plan 	<ul style="list-style-type: none"> Develop AVID-based walk through form and begin to utilize by second semester 2021-22 Develop staff survey to gauge use of AVID strategies 2021-22 Review SPED modifications & accommodations to ensure consistency Fall 2021 Develop guidelines to better serve ELD student 	<ul style="list-style-type: none"> CAASPP and end of course grades in core subjects discrepancy negligible Spring 2022 Targeted subgroups improve 2% CAASPP Spring 2022 Writing skills (cross curricular) CAASPP improvement by 5% Spring 2022
1.6 Continue to fund and utilize AVID strategies via training (both peer-to-peer and AVID)	<ul style="list-style-type: none"> Principal Staff District office 	<ul style="list-style-type: none"> Walkthroughs Peer Observations Funding for release time PD Short Wednesday Meetings (*DL short Monday Schedule) PD SPSA 	<ul style="list-style-type: none"> Restore peer-lead professional development in WICOR strategies 2021 Develop AVID-based walk through form and staff survey to gauge use of AVID strategies Fall 2021-22 	<ul style="list-style-type: none"> Staff survey results 50% using AVID/WICOR strategies twice a week Spring 2021-22 Writing skills (cross curricular) CAASPP improvement by 5% Spring 2022

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Action Steps	Responsibility	Resources	Timeline/ Completion Date	Means to Monitor and Report Progress
1.7 Refine use of the Common Core Standards in ELA * ALL content areas develop strategies to teach literacy, writing, technical writing, and higher level thinking skills.	<ul style="list-style-type: none"> Principal Department Chairs District Office 	<ul style="list-style-type: none"> Professional Development plan Resource allocation Administration * PD District Common Core Plan/LCAP * PD SPSA * PD Short Wednesday Meetings 	<ul style="list-style-type: none"> Restore peer-lead professional development in WICOR strategies Fall 2021 Develop school-wide handbook including course descriptions, expectations, and assessment guidelines 2022-23 	<ul style="list-style-type: none"> Targeted subgroups improve 2% CAASPP Spring 2022 Writing skills (cross curricular) CAASPP improvement by 5% Spring 2022
1.8 Review and refine CCSS in Mathematics and Science (via articulation with the middle school) <ul style="list-style-type: none"> Explore increasing graduation requirement in Mathematics Further implement The Next Generation Science Standards 	<ul style="list-style-type: none"> Principal Department Chairs District Office 	<ul style="list-style-type: none"> Professional Development plan Resource allocation Administration * District Common Core Plan/LCAP * Short Wednesday Meetings (*DL short Monday Schedule) * Staff Meetings 	<ul style="list-style-type: none"> High school/middle school articulation meetings to discuss curriculum alignment. CAASPP testing levels & expectations 2021-22 Develop and present proposal to the School Board changing Mathematics graduation requirement Winter 2022 	<ul style="list-style-type: none"> Targeted subgroups improve 2% CAASPP Spring 2022 Writing skills (cross curricular) CAASPP improvement by 5% Spring 2022 Updated graduation requirement in Mathematics approved Spring 2022
1.9 Increase parental involvement <ul style="list-style-type: none"> Standardize the use of Aeries and Google Classroom Improve communication via Global Connect, social media, Google School, school website, and school bulletin 	<ul style="list-style-type: none"> Principal Department Chairs Classroom teachers District Office 	<ul style="list-style-type: none"> Dept. members Funding for release time PD Conferences and training workshops on use of Blackboard, Aeries, Google School, and other online resources 	<ul style="list-style-type: none"> Develop student & parent surveys on policies and climate Fall 2021 Develop school-wide handbook including course descriptions, expectations, and assessment guidelines 2022-23 	<ul style="list-style-type: none"> Student and Parent surveys on school policies and climate. Administer Fall/Winter 2021 to establish baseline, administer annually Tentative target: increase participation by 5% 2021-22
1.10 Ensure funding available for staffing needs: certificated personnel, academic & emotional counselors, support staff (PARAs & librarian)	<ul style="list-style-type: none"> Counselor Principal District Office 	<ul style="list-style-type: none"> State funding and grants LCAP 	<ul style="list-style-type: none"> Develop student & parent surveys on policies and climate Fall 2021 Review needs in Site Council and LCAP meetings 2021-22 	<ul style="list-style-type: none"> Administer surveys Fall/Winter 2021 to establish baseline, administer each semester thereafter to monitor change/improvement

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Action Plan #2: Improve School Climate and Culture by Developing Interventions to Meet Student Social and Emotional Needs

Growth Target:

- Increase the percentage of students who are on graduation track and earning a C or better in all courses (target 2% by 2021-22.)
- Increase the number of students who are a-g eligible (target 50% by 2021-22.)
- Decrease the percentage of students who are chronically absent (target 2% by 2021-22.)
- Continue utilizing alternatives to discipline via restorative justice and similar programs.
- Increase college/career readiness via development of a four year plan using Naviance (Target 2021-22 school year.)
- Increase student connection to school through clubs, sports, tutoring, and programs in the school and community.

Rationale:

- Distance Learning has highlighted the need for social and emotional support and interventions.
- Anticipated return to in person instruction has elicited mixed feelings of excitement and anxiety.
- Seeing the connection between high school and college/career after graduation results in increased student motivation and engagement.
- Our economy demands more highly educated workers. High-demand, high-wage jobs require college degrees, along with training in technical skills.

Link to SLOs: Socially Responsible, Well, Effective Communicators, Thoughtful Problem-Solvers, & Technologically Skilled

Link to LCAP: Goal number(s) 2020 LCAP #4 AND Fall 2020 LCAP: Mental Health and Social and Emotional Well-Being

Link to SPSA: Goal number(s) #1, 2, 3, 4

Action Steps	Responsibility	Resources	Timeline/ Completion Date	Means to Monitor and Report Progress
2.1 Evaluate available data related to student learning and engagement to determine impact of Distance Learning * Re Engage students via clubs, sports, and other school programs * Expand tutoring program to include student-tutors * Explore development of a program similar to “service learning” to ensure continuity of engagement	• Principal • Academic & Emotional Counselors • Department Chairs • Leadership teacher • Club and athletic teacher/coaches	* Student BACR survey * Engagement team reports • Short Wednesday Meetings (*DL short Monday Schedule) • Professional development plan	• Develop student & parent surveys on policies and climate Fall 2021 • Develop school-wide policies and guidelines for participation in school programs, tutoring services 2022-23 • Investigate service learning requirements at similar schools and develop a program suitable for JSHS 2022-23	• Student and Parent surveys on school policies and climate. Administer Fall/Winter 2021 to assess needs and establish baseline, administer annually Tentative target: increase participation by 5% 2021-22 • Decrease chronically absent students by 2% 2021-22 • Continue alternatives to discipline like Restorative Justice decrease suspensions by 2% 2021-22

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Action Steps	Responsibility	Resources	Timeline/ Completion Date	Means to Monitor and Report Progress
2.2 Continue to evaluate, promote, and increase number of students a-g eligible • Increase the numbers of students receiving a C or better in all courses	• Administration • Staff • Department Chairs	• Grading Policies • Master Schedule • Interventions to target college readiness • Short Wednesday Meetings (*DL short Monday Schedule) • PD plan	• Review student progress using previous CAASPP scores & end of course grades Fall/Winter 2021-22 • Develop targeted areas for curricular focus 2021-22	• CAASPP and end of course grades in core subjects discrepancy negligible Spring 2022 • Targeted subgroups improve 2% CAASPP Spring 2022
2.3 Continue to investigate developing an advisory curriculum for each grade level that focuses on college/career preparation.	• Principal • Counselor • Department Chairs	• Neighboring high schools • Community members • Visits to high schools with advisory * Short Wednesday Meetings (*DL short Monday Schedule)	• Investigate advisory courses and curriculum at similar schools and develop a program suitable for JSHS 2022-23	• All students utilizing 4 year plan in Naviance Spring 2022 • A-G eligible 60% Spring 2021-2022
2.4 Increase college/career guidance for students and parents • Develop an 8th grade Open House to showcase school programs • Utilize Naviance for all students to develop and follow a 4-year plan • Improve annual college/career financial aid night for students and parents • Continue to utilize AVID courses & strategies across the curriculum	• Career counselor • Administration • Staff	• School Website • Student Planner • Counselor meetings with every grade level • Vocational Career counseling in CTE courses • Aeries, Naviance, Blackboard, and social media usage • Short Wednesday Meetings (*DL short Monday Schedule) • Counselor updates • Class presentations • Field trips	• Facilitate student use of Naviance to develop a four year plan 2021-22 • Expand use of Naviance to utilize career search and college tools 2022-23 • Plan and hold 8th grade Open House Spring 2022 • Explore methods to increase participation in Financial Aid night Fall 2021 • Restore peer-lead professional development in WICOR strategies Fall 2021	• All students utilizing 4 year plan in Naviance Spring 2022 • Student and Parent surveys school climate. Administer Fall/Winter 2021 to assess needs and establish baseline, administer annually Tentative target: increase participation by 5% 2021-22 • Staff survey results 50% using AVID/WICOR strategies twice a week Spring 2021-22
2.5 Continue to improve school culture • Expand utilization of Restorative Justice practices • Promote Racial Justice and Equity programs through continuing PD	• Administration • College representatives • Career Counselor	• School Website • District PD plan • Site PD plan • Short Wednesday Meetings (*DL short Monday Schedule)	• Develop student & parent surveys on policies and climate Fall 2021 • Develop school-wide policies and guidelines for restorative justice 2022-23 • Continue JSUSD PD: Racial Justice & Equity Initiative 2021-22	• Decrease chronically absent students by 2% 2021-22 • Continue alternatives to discipline like Restorative Justice decrease suspensions by 2% 2021-22

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Action Steps	Responsibility	Resources	Timeline/ Completion Date	Means to Monitor and Report Progress
2.6 Update and conduct annual surveys addressing student wellness, post graduate plans, and school climate (Healthy Kids, Exit Survey)	<ul style="list-style-type: none"> • Administration • English and/or Social Studies teachers 	<ul style="list-style-type: none"> • School Website • School budget for mailing/printing 	<ul style="list-style-type: none"> • Develop student & parent surveys on policies and climate Fall 2021 • Develop school-wide handbook including course descriptions, expectations, and assessment guidelines 2022-23 	<ul style="list-style-type: none"> • Student and Parent surveys on school policies and climate. Administer Fall/Winter 2021 to establish baseline, administer annually Tentative target: increase participation by 5% 2021-22
2.7 Increase technology access for instruction and student research • Investigate features of Google Classroom, and similar "Tech Literacy" programs.	<ul style="list-style-type: none"> • District Office • Administration • Staff • Technology team 	<ul style="list-style-type: none"> • District tech plan • Site plan for technology • District PD plan • Short Wednesday Meetings (*DL short Monday Schedule) 	<ul style="list-style-type: none"> • Conduct PD for staff in maximizing use of online platforms, and establish consistent practices Fall 2021 • Develop student & parent surveys on policies and climate Fall 2021 • Add common tech practices to school-wide handbook 2022-23 	<ul style="list-style-type: none"> • Student and Parent surveys on school policies and climate. Administer Fall/Winter 2021 to establish baseline, administer annually Tentative target: increase participation by 5% 2021-22