

*Gabrielino High School's Six-Year Improvement Plan
WASC Action Plan and Single Plan SPSA*

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Objective #1: Every tenth grade Gabrielino student will score proficient on the English and math portions of the CAHSEE.

SGUSD's Education Master Plan Connection: (B) Meet the needs of individual learners. (C) Significantly improve academic performance, both overall and among applicable student subgroups, as demonstrated by the results of sound accountability measures.

Rationale Based on Self-Study Findings: While Gabrielino was not identified as a Program Improvement School because of reaching Safe Harbor, three of its subgroups did not meet the AMO in 2010-2011, specifically, Hispanic in ELA, Hispanic in math, and English Learners in ELA.

Measurable Impact on Student Learning of Academic Standards and ESLR's:

English-Language Arts CAHSEE Measurable Goal:

- 78% of Gabrielino's tenth grade students will score proficient on the English Language Arts CAHSEE (AMO).
- 74% of Gabrielino's tenth grade Hispanic students will score proficient on the English Language Arts CAHSEE (will reach Safe Harbor).
- 45% of Gabrielino's tenth grade English Learners will score proficient on the English Language Arts CAHSEE (will reach Safe Harbor)—data not yet available.

Math CAHSEE Measurable Goal:

- 78.2% of Gabrielino's tenth grade students will score proficient on the Math CAHSEE (AMO).
- 71% of Gabrielino's tenth grade Hispanic students will score proficient on the Math CAHSEE (will reach Safe Harbor).
- 78% of Gabrielino's tenth grade English Learners will score proficient on the Math CAHSEE.

ESLR Connection: 1) Every student will demonstrate growth over time in all content standards and supplemental performance assessments and 2) Every student will be able to show evidence of critical thinking, creative problem solving, and data analysis.

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Objective #1: Every tenth grade Gabrielino student will score proficient on the English and math portions of the CAHSEE.					
Gabrielino will administer a CAHSEE diagnostic for the second year to ninth grade students. Data will be compared year-to-year and will be used to identify students that need intervention.	Math TOSA and Curriculum and Instruction Assistant Principal	Math TOSA, Curriculum and Instruction Assistant Principal, teacher proctors, and 9 th grade math and English Language Arts teachers. Also, Data Director scanners and software.	March every year until such time as the CAHSEE is redesigned, then will be replaced with other diagnostic tool as deemed appropriate.	CAHSEE diagnostic administered to all ninth grade students, each test document scanned and test results uploaded and analyzed. Letters sent home to parents.	Ninth grade teachers will report to admin intervention plan for students. Admin will report to staff, Department Chairs, School Site Council and District staff both diagnostic results and intervention plan.
Students will be provided with intervention and support in order to score proficient on the March CAHSEE.	Ninth grade ELA and math teachers and Curriculum and Instruction Assistant Principal, and Summer School Principal.	Math TOSA, Curriculum and Instruction Assistant Principal, teacher proctors, and 9 th grade math and English Language Arts teachers, summer school principal and summer school teachers.	March 2012-March 2013, and then cyclically each year with new group of students.	Ninth grade ELA and math benchmark assessments, ninth grade CST data, summer school grades and Revolution Prep assessment data.	Ninth grade teachers will report to admin intervention plan for students. Admin will report to staff, Department Chairs, School Site Council and District staff.

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Objective #2: Gabrielino's API score will grow by 10 points, 845 to 855.

SGUSD's Education Master Plan Connection: (B) Meet the needs of individual learners. a. Revise all benchmark assessment policies and procedures as needed. b. Revise all student formative and summative assessment policies and procedures as needed. (C) Significantly improve academic performance, both overall and among applicable student subgroups, as demonstrated by the results of sound accountability measures.

Rationale Based on Self-Study Findings: Gabrielino students improved in almost every area tested by the CST's with the exception of ELA at grades nine and ten, which have seen a slower growth over the past five years compared with other subject areas. Gabrielino's goal is to continue growing in each area, but with greater emphasis in improvement English Language Arts.

Measurable Impact on Student Learning of Academic Standards and ESLR's:

ELA CST goals are:

- 68% of all GHS students will score proficient or advanced on the 2011 ELA CST.
- 74% of the 9th grade will score proficient or advanced on the 2011 ELA CST.
- 64% of the 10th grade will score proficient or advanced on the 2011 ELA CST.
- 65% of the 11th grade will score proficient or advanced on the 2011 ELA CST.

Math CST goals are:

- 59% of all GHS students will score proficient or advanced on the 2011 ELA CST.
- 35% of the algebra students will score proficient or advanced on the 2011 ELA CST.
- 63% of the geometry students will score proficient or advanced on the 2011 ELA CST.

Science CST goals are:

- 76% of the Biology students will score proficient or advanced on the 2011 CST.
- 74% of the Chemistry students will score proficient or advanced on the 2011 CST.
- 39% of the Earth Science students will score proficient or advanced on the 2011 CST.
- 75% of Gabrielino's Grade 10 students will score proficient or advanced on the 2011 Life Science CST.

Social Studies CST goals are:

- 72% of the World History students will score proficient or advanced on the 2011 CST.
- 69% of the U.S. History students will score proficient or advanced on the 2011 CST.

ESLR Connection: 1) Every student will demonstrate growth over time in all content standards and supplemental performance assessments and 2) Every student will be able to show evidence of critical thinking, creative problem solving, and data analysis.

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Objective #2: Gabrielino's API score will grow by 10 points, 845 to 855.					
Each teacher will be visited informally at least four times during the 2011-2012 school year and will be provided with feedback on the following schoolwide professional development goals: <i>Communicating clear Learning Goals/Objective to students, Checking for Understanding in order to inform both in-the-moment and long-term instructional decisions, and Using tools and/or strategies to promote student engagement.</i>	Math TOSA and Curriculum and Instruction Assistant Principal	Math TOSA, Curriculum and Instruction Assistant Principal, teacher proctors, and 9 th grade math and English Language Arts teachers. Also, Data Director scanners and software.	August 2011-June 2012	Administrative Team will discuss and analyze walkthrough data weekly.	Admin will report to teachers, Department Chairs, School Site Council and District staff.
The administrative team will provide feedback to teachers through the data that has been collected and will provide professional development.	Administrative team.	Curriculum and Instruction Assistant Principal, department chairs, district TOSA's.	August 2011-August 2012	Data will be shared with teachers about the success of implementation of the three identified areas for professional growth at every pupil-free day, and again at the start of the 2012-2013 school year.	Admin will report to teachers, Department Chairs, School Site Council and District staff

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<p>The 2011-2012 schoolwide Performance Objective Program goal is: "I expect to see student work three times a year from three different classes that demonstrates the depth of the connection between the daily learning objective and what student are being asked to do." All teachers evaluated during the 2011-2012 school year will show evidence of meeting this goal via lesson plans and student work analyzed via reflective dialogue and writing.</p>	<p>Administrative team.</p>	<p>Administrative team.</p>	<p>August 2011-June 2012</p>	<p>POP 1 and POP 2 evaluation forms and documentation will be discussed by both admin and Human Resources staff.</p>	<p>Admin will report to, Department Chairs, and District staff</p>

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<p>Benchmark assessments will be administered in the four content areas at least twice a year and will be uploaded into Data Director. Departments will review student data in order to revise benchmark assessments and assess student need. Administrative team and TOSA will monitor progress in this area and provide support where needed, and will work in coordination with department chairs to analyze the results of the benchmark assessments.</p>	<p>Math TOSA and Curriculum and Instruction Assistant Principal</p>	<p>Math TOSA and Curriculum and Instruction Assistant Principal, teachers, Data Director scanners and software.</p>	<p>August 2011 and ongoing.</p>	<p>TOSA will assist staff in the data collection process after each benchmark assessment period by sending out reports and meeting with teams who wish guidance in how to analyze benchmark data.</p>	<p>Department Chairs, will report at Cabinet and at department meetings and will debrief with administrators.</p>
<p>This year, the administrative team will propose a banked-time schedule for the 2012-2013 school year with a faculty vote held in the spring.</p>	<p>Administrative team, union site representation.</p>	<p>Administrative team, cabinet, and union site representation.</p>	<p>August 2011-May 2012.</p>	<p>Results of the vote.</p>	<p>Admin will report to staff, Department Chairs, School Site Council and District staff.</p>

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Gabrielino teachers will participate in district level content area teams and professional development opportunities that prepare the school for the transition to the Common Core Standards.	District staff, Curriculum and Instruction Assistant Principal.	Participating teachers, categorical funding identified by district staff to pay for teachers' time.	August 2011-- June 2015.	The ongoing creation of a plan for transitioning to the new standards.	Teachers will report to Department Chairs, who will communicate with Cabinet. Admin will share information with School Site Council.
<u>English Language Arts Strategies:</u> Continued implementation of English 1 Intensive as a 9 th grade intervention strategy. Implement the new curriculum unit guidelines to align lessons and prepare for the benchmark assessments.	ELA department chair and Curriculum and Instruction Assistant Principal.	English Language Arts teachers.	August 2011-June 2012	Department chairs will share progress at Cabinet meetings and informal and formal observations will give data on depth of implementation.	ELA department chair will debrief with admin and Cabinet.

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<p><u>Math Strategies:</u> Continued implementation of the "clickers" an electronic in-the-moment assessment tool to check for understanding and evaluate student progress towards mastery.</p>	<p>Math department chair and Curriculum and Instruction Assistant Principal.</p>	<p>Math teachers.</p>	<p>August 2011-June 2012</p>	<p>Department chairs will share progress at Cabinet meetings and informal and formal observations will give data on depth of implementation.</p>	<p>Math department chair will debrief with admin and Cabinet.</p>
<p><u>Social Studies Strategies</u> Initial implementation of the "clickers" an electronic in-the-moment assessment tool to check for understanding and evaluate student progress towards mastery. Increase three sections of AP U.S. History to four in order to increase diversity and access to rigorous courses.</p>	<p>Social Studies Department Chair and Curriculum and Instruction Assistant Principal.</p>	<p>Social Studies teachers.</p>	<p>August 2011-June 2012</p>	<p>Department chairs will share progress at Cabinet meetings and informal and formal observations will give data on depth of implementation.</p>	<p>Social Studies department chair will debrief with admin and Cabinet.</p>

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<p><u>Science Strategies:</u> Continued implementation of the "clickers" an electronic in-the-moment assessment tool to check for understanding and evaluate student progress towards mastery. Integrated Science 1, Integrated Science 2, and Biology classes will continue to use Interactive Science Notebooks to help students organize information and to review content prior to benchmark assessments and standardized testing. AP Environmental Science will be offered for the first time in 2011-2012, providing more opportunities for students to take challenging and rigorous classes.</p>	<p>Science Department Chair and Curriculum and Instruction Assistant Principal.</p>	<p>Science teachers.</p>	<p>August 2011-June 2012</p>	<p>Department chairs will share progress at Cabinet meetings and informal and formal observations will give data on depth of implementation.</p>	<p>Science department chair will debrief with admin and Cabinet.</p>

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Objective #3: Close the Achievement Gap at Gabrielino High School, specifically between Asian and Hispanic subgroup populations.

SGUSD's Education Master Plan Connection: (B) Meet the needs of individual learners-- B1. Eliminate the achievement gap across student subgroups at all levels by raising the performance of the lower achieving group(s). (C) Significantly improve academic performance, both overall and among applicable student subgroups, as demonstrated by the results of sound accountability measures.

Rationale Based on Self-Study Findings: There is a gap between the achievement of Gabrielino's Asian and Hispanic students as evidenced by: CST scores, CAHSEE scores, grades, and A-G completion rates.

Measurable Impact on Student Learning of Academic Standards and ESLR's:

CAHSEE English Language Arts:

- The percent of Hispanic students who score proficient or advanced on the 2012 ELA CAHSEE Census will increase from 64% to 75%.
- The percent of English Learners students who score proficient or advanced on the 2012 ELA CAHSEE Census will increase from 35% to 45%.

CST English Language Arts:

- The percent of Hispanic students who score proficient or advanced on the 2012 ELA CST will increase from 49% to 55%.
- The percent of English Learners who score proficient or advanced on the 2012 ELA CST will increase from 15% to 25%.

CAHSEE Math:

- The percent of Hispanic students who score proficient or advanced on the 2012 Math CAHSEE Census will increase from 60% to 71%.
- The percent of English Learners students who score proficient or advanced on the 2012 Math CAHSEE Census will increase from 73% to 76%.

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CST Math:

- The percent of Hispanic students who score proficient or advanced on the 2012 Math CST will increase from 28% to 33%.
- The percent of English Learners students who score proficient or advanced on the 2012 ELA CST will increase from 41% to 46%.

CST Science:

- The percent of Hispanic students who score proficient or advanced on the 2012 Life Science CST will increase from 51% to 56%.
- The percent of English Learners who score proficient or advanced on the 2012 Life Science CST will increase from 36% to 41%.

CST Social Studies:

- The percent of Hispanic students who score proficient or advanced on the 2012 World History CST will increase from 51% to 56%.
- The percent of English Learners who score proficient or advanced on the 2012 World History CST will increase from 32% to 42%.

- The percent of Hispanic students who score proficient or advanced on the 2012 U.S. History CST will increase from 52% to 57%.
- The percent of English Learners who score proficient or advanced on the 2012 U.S. History CST will increase from 29% to 39%.

ESLR Connection: 1) Every student will demonstrate growth over time in all content standards and supplemental performance assessments and 2) Every student will be able to show evidence of critical thinking, creative problem solving, and data analysis.

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Objective #3: Close the Achievement Gap at Gabrielino High School, specifically between Asian and Hispanic subgroup populations.					
Continued implementation of the co-teaching model as much as possible—for the 2011-2012 school year that is an Integrated Science 1 class that will have two teachers present, one a content specialist, and the other a special education teacher.	Curriculum and Instruction Assistant Principal and head counselor.	Case carriers, science and special education department chairs.	August 2011 and ongoing.	Informal classroom visits by administration, regular meetings with participating teachers, and student data.	Admin will report to staff, Department Chairs, School Site Council and District staff
The AP and Honors Committee of teachers that was re-initiated during the 2010-2011 school year will continue to meet and will finalize new policy that outlines a commitment to recruit Hispanic students for both AP and honors classes, the retention of all students in AP and Honors classes, and an overall increase in the number of rigorous course offerings available to students.	AP/Honors Committee Chairs, Principal, Head Counselor, and Curriculum and Instruction Assistant Principal.	Members of the committee and all AP/Honors teachers.	August 2011 and ongoing.	Creation of new policy, approved by both Cabinet and the SGUSD school board.	Admin will report to staff, Department Chairs, School Site Council and District staff.

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The English Language Acquisition Committee will meet four times a year with an added attention on attendance and the specific language needs of parents and families.	Curriculum and Instruction Assistant Principal and Principal.	Curriculum and Instruction Assistant Principal, Principal, ELD teachers, parents, and Community Liaisons.	August 2011 and ongoing.	Attendance at meetings as recorded on sign-in sheets.	Admin will report to staff, Department Chairs, School Site Council and District staff.
Provide ELD teachers with continued professional development and support.	Curriculum and Instruction Assistant Principal and Lead ELD teacher	EIA-LEP funding for training at LACOE.	August 2011 and ongoing.	Debriefing with staff, student academic success increases as measured by teacher-developed and state developed assessments.	ELD site team will report to staff, Department Chairs, School Site Council and District staff.
Gabrielino will continue its implementation of the AVID program and will open its 11 th grade AVID class this year in order to provide support, encouragement, and academic skills to students who are underrepresented in post-secondary institutions, so that these students can be the first people in their families to attend college.	Principal, AVID Site Team.	Title 1 and EIA-LEP funding for master schedule sections, tutors, and summer AVID training and program development by site team.	August 2011 and ongoing.	Evidence of additional sections in the master schedule, informal classroom visits by administration, lack of student turn over at the semester mark.	Admin will report to staff, Department Chairs, School Site Council and District staff.

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Renew contract with Parent Institute for Quality Education.	ROP/CTE Assistant Principal, Principal.	Title 1 funding for the PIQE contract.	August 2011-June 2012	Consistent attendance at each PIQE meeting, as evidenced by sign-in sheets. Positive parent feedback.	Admin will report to staff, Department Chairs, School Site Council and District staff
Continue implementation of parent and student access to on-line grading with volunteer teachers in preparation for full implementation at the start of the 2012-2013 school year.	Curriculum and Instruction Assistant Principal, and Selected District Staff	Curriculum and Instruction Assistant Principal, Aeries-trained teachers, district staff.	August 2011-June 2013	The teachers volunteering this year will increase from the year previous.	Admin will report to staff, Department Chairs, School Site Council and District staff

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Objective #4: Each Gabrielino student will be exposed to a variety of post-secondary options and will have the opportunity to develop a four-year plan.

SGUSD's Education Master Plan Connection: (A) Graduate every student empowered with the skills and knowledge to take the next steps in his/her educational and vocational journey. a. Provide an effective web-based life-planning tool for at least those students in grades 7-12. b. Establish a comprehensive Career Technical Education (CTE) program for secondary students.

Rationale Based on Self-Study Findings: With the elimination of Freshman Seminar because of budget cuts, students have limited exposure to College and Career choices during classes that are part of the regular graduation requirements.

Measurable Impact on Student Learning of Academic Standards and ESLR's:

- The College and Career Center will increase the number of events it coordinates for students from three to four.
- The College and Career Center will increase the number of events it holds that meets the needs of those looking for Career Technical assistance from 1 to 2.
- The staff in the College and Career Center will participate in the development of the College and Career Readiness Four-Year Plan.

ESLR Connection: (2) Every student will have a career/academic plan, be employable, and prepared for employment expectations.

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Objective #4: Each Gabrielino student will be exposed to a variety of post-secondary options and will have the opportunity to develop a four-year plan.					
Participate in the development of the new model of the College and Career Readiness Four-Year Plan and lead in the implementation of the plan.	Administrative Team.	Counselors, Career Center Staff, and Administrative Team. Perkins Funding.	January 2013 until plan is implemented.	Four meetings during the 2011-2012 school year of staff members interested in developing the revised 4-year plan. A draft plan to go to Cabinet (department chairs) for the first meeting of the 2012-2013 school year.	Admin will report to staff, Department Chairs, School Site Council and District staff
Increase the number of computer terminals in the College and Career Center by four.	ROP / CTE Assistant Principal.	R.O.P. and Perkins funding.	August 2011-June 2014.	Each year, as funding allows, one computer will be added.	Career Center staff will report to admin, who will update School Site Council and Cabinet.
Transition from a paper-based system of learning about post-secondary choices to a digital system.	Administrative Team.	Career Center Staff and Counselors.	August 2011-June 2014.	An increase in content at the GHS website regarding post-secondary options.	Admin will report to staff, Department Chairs, School Site Council and District staff.
Maintain current successful programs, such as Financial Aid Night, Cal SOAP enrollment, and 4-Year College Fair.	ROP / CTE Assistant Principal.	Career Center Staff.	August 2011 and ongoing.	Attendance will be assessed at each event and follow up surveys after each event with stakeholders.	Admin will report to staff, Department Chairs, School Site Council and District staff

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Continue to interact with college recruiters both in and out of state, both private and public to expose students to a variety of post-secondary options.	ROP / CTE Assistant Principal.	Career Center Staff.	August 2011 and ongoing.	Calculating the number of recruiter visits from year to year.	Admin will report to staff, Department Chairs, School Site Council and District staff
Increase communication and promotion of college counseling by both counselors and Career Center staff.	ROP / CTE Assistant Principal Curriculum and Instruction Assistant Principal.	Career Center Staff and Counselors.	August 2011 and ongoing.	End-of-year assessment of counseling sessions.	Admin will report to staff, Department Chairs, School Site Council and District staff

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<p>Objective #5: Gabrielino High School will provide an educational environment which fosters mutual respect and a desire to learn for all students. This environment will be safe and free from bias and bullying.</p>
<p>SGUSD's Education Master Plan Connection: (B) Meet the needs of individual learners. (B. a) Create and maintain an environment that is physically and emotionally safe for all students and that prevents and stops all forms of bullying (e.g., physical, verbal, social, cyber and relational).</p>
<p>Rationale Based on Self-Study Findings: While overall, Gabrielino's stakeholders perceive the school as a safe and welcoming environment, the Gab Week pre- and post- surveys showed that students feel the staff needs to grow more in the following area: "We talk openly about how to address issues relating to race, ethnicity and sexual orientation in the school."</p>
<p>Measurable Impact on Student Learning of Academic Standards and ESLR's:</p> <ul style="list-style-type: none"> • 100% of the reported incidents of bullying will be resolved completely following the initial report to an administrator. • Classroom Referrals will decrease by 25% compared with the referral rate of the 10-11 school year.
<p>ESLR Connection: (6) Every student will show evidence of personal accountability, responsibility, and involvement within a culturally diverse community.</p>

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<p>Objective #5: Gabrielino High School will provide an educational environment which fosters mutual respect and a desire to learn for all students. This environment will be safe and free from bias and bullying.</p>					
Implement GHS' newly adopted anti-bias / anti-bullying policy.	Administrative Team.	Administrative Team, teachers, and Title 1 funded professional development.	August 2011 and ongoing.	Administrative team will debrief with head of Pupil services monthly to evaluate success and discuss particular cases.	Admin will report to staff, Department Chairs, School Site Council and District staff

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Continue to clarify "terms of use" for communication tools at the Gabrielino site.	Administrative Team.	Administrative Team, teachers, and Title 1 funded professional development.	August 2011 and ongoing.	Fewer conflicts between staff members around access to and content of communication tools.	Admin will report to staff, Department Chairs, School Site Council and District staff
Hold second annual Gab Week in the spring of 2012 to celebrate diversity and promote acceptance.	Administrative Team.	Administrative team, teachers, and students in School Site Council, ASB, Student Forum, and Clubs.	August 2011 and ongoing.	Survey GHS students both before and after the Gab Week as was done last year.	Admin will report to staff, Department Chairs, School Site Council and District staff
Revise the student referral form to emphasize parent engagement requirements.	Administrative Team.	Office staff, administrative team, teachers, parents.	August 2011-August 2012.	Evaluate referral forms to verify teacher contact with parent/guardian.	Admin will report to staff, Department Chairs, School Site Council and District staff
Re-form the Student Forum, made up of Club representatives, ASB Vice president, and School Site Council representatives.	Administrative Team.	School Site Council members and club advisors.	August 2011-June 2012.	Student Forum will meet four times a year, and all clubs will attend, as evidenced by sign in sheets, and feedback from Student Forum to School Site Council.	Admin will report to staff, Department Chairs, School Site Council and District staff
Provide opportunities for teachers to participate in classroom management professional development.	Administrative Team.	Title 1 funding to send teachers to LACOE behavior management training.	August 2011 and ongoing.	Debriefing with teachers in attendance at training and opportunity to share out with other staff.	Admin will report to staff, Department Chairs, School Site Council and District staff

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Implement the Brief Intervention Model that provides quick but effective intervention to students with drug or alcohol problems (San Francisco Unified uses this model).	Administrative Team and Counselors.	District staff, counselors, nurse, and administrative team.	August 2012 and ongoing.	Compare student outcomes under the previous system to the new model; determine if there is a reduction in repeat offenses	Admin will report to staff, Department Chairs, School Site Council and District staff
Institute Renaissance "program."	Administrative Team.	Title 1 funding to support recognition of students to have made great academic gains.	August 2011-June 2012.	Three times during the school years, students will be recognized for success on assessments and other measurements that does not reduce class time.	Admin will report to staff, Department Chairs, School Site Council and District staff

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Objective #6: Gabrielino will align its teaching and learning objectives with the Expected Student Learning Results.
SGUSD's Education Master Plan Connection: (C). Significantly improve academic performance, both overall and among applicable student subgroups, as demonstrated by the results of sound accountability measures.
Rationale Based on Self-Study Findings: At the start of the 2010-2011 school year, staff re-approved the ESLR's that were originally developed in 2000. During the course of the WASC Self-Study process we have come to find a slight disconnect between the ESLR's and our current program, and have identified the need to develop an objective means of measuring student success towards the ESLR's.
Measurable Impact on Student Learning of Academic Standards and ESLR's:
<ul style="list-style-type: none"> • Ensure that each of GHS' ESLR's can be measured and success can be evaluated.
ESLR Connection: 1) Every student will demonstrate growth over time in all content standards and supplemental performance assessments and 2) Every student will be able to show evidence of critical thinking, creative problem solving, and data analysis.

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Objective #6: Gabrielino will align its teaching and learning objectives with the Expected Student Learning Results.					
Revise and update the ESLR's.	Administrative Team and Department Chairs.	All stakeholders.	January 2012-January 2013.	Draft of revised ESLR's prepared by the first Cabinet meeting on the 2012-2013 school year.	Admin will report to staff, Department Chairs, School Site Council and District staff

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Link student samples as evidence of student progress towards achieving the ESLR's.	Administrative Team and Department Chairs.	Teachers, Administrative Team, district TOSA's, and Career Center Staff.	January 2012 and ongoing.	Match major projects and activities from at least one subject per department to ESLR's and determine how often coursework supports achievement of the ESLRs	Admin will report to staff, Department Chairs, School Site Council and District staff
Evaluate the success of the ESLR's and make programmatic changes where necessary.	Administrative Team and Department Chairs.	Administrative Team, teachers and Career Center Staff.	January 2012	Develop an assessment tool to be used with a pilot group of randomly selected students to monitor their progress towards the ESLR's over the course of a school year	Admin will report to staff, Department Chairs, School Site Council and District staff