



GABRIELINO HIGH SCHOOL

FINAL ACTION PLAN

March 16, 2018

Gabrielino High School Final Action Plan: Goal One

Goal 1 (Area of Improvement): Ensure post-secondary success for each Gabrielino student.

Rationale: Critical Need: Self-study findings indicate a need to increase college and career readiness. Data indicate that the a-g completion rates for Hispanic and all students increased for three years in a row but declined in 2017. Students are re-taking courses to stay a-g eligible at a high rate. Students share concerns about being prepared for the 21st work place. FPM audit findings indicate a need to improve CTE Pathways.

Supporting Data:

- There is an a-g eligibility achievement gap between Asians and Hispanic students.
- D/F grades account for approximately 12% of all grades given; on average 60% of D/F grades go to Hispanic students.
- Summer school data shows an over-representation of Hispanic students.
- Steady growth is desired in English for all students and continued steady growth is desired in math for CAASPP.
- CTE Pathways are in need of cohesion and analysis.

Growth Targets:

2018-2019	2019-2020	2020-2021
<ul style="list-style-type: none"> • Increase in a-g eligibility for all students and also Hispanic students. • Department D/F goals met. • Fewer Hispanic students will need summer school credit recovery. • Increase in CTE Pathway completion. • Students scoring standard met or exceeded will grow by 2% in math and 3% in English SBAC. • Increased participation in Student Survey. 	<ul style="list-style-type: none"> • Increase in a-g eligibility for all students and also Hispanic students. • Department D/F goals met. • Fewer Hispanic students will need summer school credit recovery. • Increase in CTE Pathway completion • Students scoring standard met or exceeded will grow by 2% in math and 3% in English SBAC. • Participation survey will reveal new areas for focus. 	<ul style="list-style-type: none"> • Same targets and beyond

SLOs Addressed: Career/academic plan, be employable, and prepared for employment expectations; Technologically literate and able to function in a technological society; Communicate effectively and work collaboratively; evidence of personal accountability, responsibility, and involvement within a culturally diverse community.

Impact on student learning of academic standards and SLOs: Positive impact on student learning of the academic standards and the SLO.

Monitor Progress Tools
<ul style="list-style-type: none"> • Student Information System: a-g eligibility & grades • CDE Data • Student Survey • Summer School Grade and Enrollment Data

Report Progress
<ul style="list-style-type: none"> • Data Team and ELD Team meetings. • Ongoing WASC Focus Group Meetings • Staff and professional development meetings • Single Plan for Student Achievement • PTSA and School Site Council Meetings

TASKS (Goal 1) Action Plan #1	Responsible Person(s) Involved	Resources	Means to Assess Improvement	Timeline	Reporting
Examine a-g eligibility data for Hispanic students; determine barriers and articulate support for students.	Data Team / WASC Action Plan Team, Counselors, Cabinet.	School collaboration teams, Naviance, College Prep Transition Course, summer school.	Yearly examination of students not a-g eligible – summary to staff.	Fall 2017 and ongoing	Shared with all staff at least once yearly.
Explore and propose integrated academic supports for both struggling and achieving students.	Data Team / WASC Action Plan Team and entire staff.	Other school models	If appropriate models are found, these will be shared with staff	Fall 2017 and ongoing	Data Team will share progress with staff.
Look at correlation between D and F grades and literacy; determine interventions to improve skill if necessary.	Data Team / WASC Action Plan Team, Counselors, Cabinet.	iReady data, teacher and counselor input, intervention programs, SBAC scores.	Grade data and literacy data	Fall 2017 and ongoing	Data Team will share progress with staff.
Evaluate the summer school delivery model success rate to determine revisions to the program.	English department, administration, counselors	Department late start time, summer school funding	Summer school enrollment and retention.	Fall 2017 and ongoing	Administration meeting, district ed services staff.
Expand CTE Pathways and strengthening post-secondary connections.	Administration, CTE teachers, and CTE Advisory Council.	CTE funding, FPM audit findings, CTE advisory meeting time for stakeholder input.	Curriculum and classroom observations	Summer 2017 and ongoing	FPM Auditor and CTE Advisory
Promote CTE Pathways to increase enrollment.	Administration, CTE teachers, CTE Advisory Council, and counseling staff.	Parent Information Nights, course promotional materials, social media, and student work.	Measure course enrollment and pathway completion.	Summer 2017 and ongoing.	Data are reported to state annually.
Grow CTE advisory council for the purposes of evaluating success of CTE Pathways.	Administration, CTE teachers, and CTE Advisory Council.	Meeting time, data on enrollment and pathway completion; student input and feedback.	Student feedback and enrollment in courses.	Fall 2017 and ongoing	CTE advisory meetings and budget review.
Teachers collaborate to align curriculum in order to ensure post-secondary success.	Administration, department chairs, and all teachers.	Collaboration time, pacing guides, common assessments.	Informal student-to-teacher feedback and annual student survey, and common assessment results.	Fall 2017 and ongoing	Department meetings and monthly department chair meetings (Cabinet).
Continue to track graduates beyond GHS to determine post-secondary success.	Administration, counselors, department chairs, and College and Career Center staff.	Clearinghouse and Naviance.	Reports from Clearinghouse of post-secondary success	Fall 2017 and ongoing	Cabinet and SSC.

TASKS (Goal 1) Action Plan #1	Responsible Person(s) Involved	Resources	Means to Assess Improvement	Timeline	Reporting
Maintain the Data Team to collect and discuss data that leads to accomplishment of the Action Plan goals and the identification of new areas of challenge as they arise.	Data Team members.	Student data from Aeries, CDE, and Clearinghouse grad data.	Action Plan goals met yearly, revised as needed; new goals/action steps needed as data become available.	Fall 2018 and ongoing	Data Team meetings
Implement IBAs (Interim Assessment Blocks) in math and English grades 9-11.	Administration and math and English teachers.	District staff and LACOE	IBA student data	Fall 2018 and ongoing	Collaboration time, Cabinet, WASC Focus Group Meetings, PD days, SSC
Implement ICAs (Interim Comprehensive Assessments) grades 9 and 10.	Administration and math and English teachers.	District staff and LACOE	ICA student data	Fall 2018 and ongoing	Collaboration time, Cabinet, WASC Focus Group Meetings, PD days, SSC
Refine student survey and maintain WASC Student Group.	Data Team / WASC Action Plan Team and entire staff.	Google forms, Data Team members, Student WASC group.	Student survey results in spring 2018	Fall 2017 and ongoing	Cabinet and WASC Focus Groups

Gabrielino High School Final Action Plan: Goal Two

Goal 2 (Area of Improvement):

Implement and refine programs and interventions to assist students who are academically at-risk.

Rationale: Critical Need: Self-study findings indicate that for the past three years, the greatest percent of non-grads are English Learners and that the percent of L-TEL's / at-risk of L-TEL is 15%. There is a need to decrease the number of students who are enrolling in credit recovery options in order to graduate. Data shows a combination of low academic skills and a lack of motivation. Hispanic students, students with disabilities, English Learners, and 9th grade students are most at risk for low academic performance. Staff report an increase in student mental health issues, including anxiety, that prevent student success.

Supporting Data:

- 60% of the D and F grades assigned are assigned to Hispanic students.
- 14%-16% of 9th graders have at least one F on their transcript at the end of first semester
- Students enroll in credit recovery to be cohort graduation-eligible at a high rate.
- Summer school data shows an over-representation of Hispanic students; 50% of Hispanic students who enroll in summer school are dropped from rosters for attendance issues.
- iReady scores indicate 36% of incoming 9th graders reading 1 or 2 levels below.
- Over 90% of students with disabilities scored standard not met/nearly met on SBAC math and English (past three years).
- Small percentage of the students with D's and F's attend after-school intervention sessions.
- Increase in student hospitalizations, PET team referrals, and anxiety issues.
- Most non-grads are English Learners; for the past two years, the percent of L-TEls/at-risk of L-TEL is 15% of overall EL population.
- Students share that the support available to students is inconsistent.

Growth Targets:

2018-2019	2019-2020	2020-2021
<ul style="list-style-type: none"> • Meet department D & F grade reduction goals. • Decrease number of 9th grade students needing credit recovery. • Increase in math and ELA SBAC scores for all students and for SWD, English Learners, and Hispanic students. • Increase the number of "cohort" graduates and decrease in the percent of non-grads who are English Learners. • Identify school-based triggers of student anxiety. • Increased participation in Student Survey. 	<ul style="list-style-type: none"> • Meet department F grade goals. • Decrease number of 9th grade students needing credit recovery. • Increase in math and ELA SBAC scores for all students and for SWD, English Learners, and Hispanic students. • Increase the number of "cohort" graduates and decrease in the percent of non-grads who are English Learners. • Develop school-wide strategies for • Increased participation in Student Survey. 	<p>Same targets and beyond.</p>

SLOs Addressed: Growth in all content standards and performance assessments; critical thinking, creative problem solving, and data analysis.

Impact on student learning of academic standards and SLOs: Direct positive impact on student learning of academic standards and SLO's.

Monitor Progress Tools

- Student Information System: grades and credit recovery
- CDE Data: SBAC and graduation
- Student Surveys
- Counselor Data

Report Progress

- Data Team and ELD Team meetings.
- Ongoing WASC Focus Group Meetings
- Staff and professional development meetings
- Single Plan for Student Achievement
- PTSA and School Site Council Meetings

TASKS (Goal 2) Action Plan #1	Responsible Person(s) Involved	Resources	Means to Assess Improvement	Timeline	Reporting
Explore and propose integrated academic supports for both struggling and achieving students.	Data Team/ WASC Action Plan Team and entire staff.	Other school models, teacher visits to other schools, articles, and Data Team Members.	Proposed new model of intervention.	Fall 2017- Spring 2019	Results will be shared with entire staff and district personnel.
Track incoming 9 th grade students reading below grade level as identified by iReady scores; create intervention plan for students with literacy challenges.	Administration, Intervention Specialist, counselors, and department chairs.	Intervention Specialist, iReady system, Middle School teachers and administration, and Director of Assessment and PD.	Decision made of how to best support literacy needs of students and implementation of program.	Fall 2017 and ongoing	Admin team will review with Cabinet.
In collaboration with district goals, design 3 year plan for how to increase inclusion of students with IEP's into the general ed setting.	Administration, special ed teachers, school psychologist, counseling, special education program administrator.	Data from student information system on number of sections students with disabilities are not with peers, district organized PD.	Measure number of sections that students with disabilities are separated from peers in order to set benchmarks.	Contingent upon district leadership.	Cabinet will discuss.
Determine whether the school would like to pursue ways to aid students' "Personal Development," such as in the area of resiliency.	Data Team/ WASC Action Plan Team and entire staff.	Data Team / WASC Action Plan Team substitutes.	Schoolwide decision about what aspect of Personal Development teachers want to impact schoolwide.	Fall 2018 –Spring 2019	Department chairs in Cabinet.
Evaluate the summer school delivery model to determine revisions to the program.	Data Team/ WASC Action Plan Team and entire staff.	Student information system: dropout data and; course fails.	Enrollment in summer school and D and F data.	Fall 2017 – Fall 2019	Data Team and department chairs in Cabinet will review data.
Evaluate effectiveness of current interventions.	Data Team/ WASC Action Plan Team, intervention teachers counselors, and department chairs.	Record of student sign in and student information system.	Grades of student participants and overall participation rates.	Spring 2017 – Summer 2018	Results will be shared with all teachers and parent groups.
Examine D and F grades of Hispanic students in the 9 th and 10 th grade years to determine and implement intervention strategies.	Data Team/ WASC Action Plan Team, counselors, and department chairs.	Student information system, research on research and evidence-based strategies for intervention.	Yearly and continual examination of grade data.	Fall 2017 and ongoing	Data Team will review.
Utilize English Learner strategies in each classroom.	Administration, ELD Team, and department chairs.	ELD Team, SIOP training and follow-up professional development.	Formal and informal visits by administration; peer-to-peer support classroom visits.	Fall 2017 – Fall 2019	ELD Team, SSC, and school-wide meetings.
Increase teacher collaboration in order to support the use of integrated instructional	Administration, ELD Team, and department chairs.	ELD Team-led training, late start time and staff development days.	Evidence of SIOP strategies in each classroom for at least one	Fall 2017 – Fall 2019	ELD Team, SSC, and school-wide meetings.

TASKS (Goal 2) Action Plan #1	Responsible Person(s) Involved	Resources	Means to Assess Improvement	Timeline	Reporting
Implement Long-Term English Learner course. Evaluate the need to reinstate the ELD 4 course.	Administration, English department, and ELD Team.	LACOE (curriculum and professional development) and LCAP unduplicated funding.	CAASPP English scores for English Learners and CELDT scores.	Fall 2017 – Fall 2019	ELD Team will discuss.
Analyze EL data to determine the best strategies for supporting L-TELS, including an analysis of the new L-TEL courses and the Spanish for Spanish Speakers program.	ELD Team, Counselors, Cabinet	EL-PAC/CELDT data, SBAC scores, iReady data, L-TEL curriculum.	Graduation data; L-TEL data at CDE Data Quest.	Fall 2017 and ongoing	Staff meetings and ELD Team meetings. Graduation data shared with all stakeholders, including PTSA and SSC.
Continue to evaluate why English Learners are less likely to graduate and determine next steps for improvement.	ELD Team, Cabinet, and counselors.	EL district TOSA, ELD Team subs, counselor input.	Yearly examination of non-grads.	Fall 2017 and ongoing.	Data shared with staff annually.
Refine student survey and maintain WASC Student Group.	Data Team / WASC Action Plan Team and entire staff.	Google Forms and Student WASC committee	Future input on updated and revised Student Survey.	Fall 2017 – Fall 2019	Results shared with WASC Focus Groups and Cabinet.
Articulate schoolwide strategies that decrease student anxiety.	Administration, counselors, social worker, school psychologist.	MTSS group monthly meetings	MTSS plan for support for students with mental health	Fall 2017 – Spring 2019	Share with parent groups and all staff.