

Chapter V: Schoolwide Action Plan

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Goal 1: Increasing student engagement and personalization (improving attendance)

Rationale: Bell High's monthly attendance rate for 2016-17 is in the range of 94.3% - 95.6%. The current Bell High attendance average is 94.15%. For the 2015-2016 school year the range was 94.9% - 96.1% and the average is 95.6%. This shows a decrease in student attendance of 1.0% - 2.2 % range. However, the number of days lost to suspension in the current school year has decreased from 36 days to 20 days as of February 2017. Students are getting in trouble less, but showing up less as well. Our attendance runs behind the district's level as well. A teacher cannot teach an empty seat, so increasing this number is central to achieving success in all other areas. We also must be cautious that cuts in PSA staff do not worsen this problem.

Key to all of this is the engagement of students. Teachers can engage students through:

- more personalized learning in our Academies, the Magnet and Special Programs
- technology
- using the variety of teaching strategies and scaffolding and coaching techniques they learned through Reed, Kagan and EL modules.

Action Items	Personnel Responsible	Resources	Assessment	Timeline
Student Engagement and Personalization				
<p>Student Attendance Motivation Program The Pupil Services and Attendance (PSA) Counselor will provide trainings and staff development to all teachers, staff and administrators. PSA will communicate to all staff the attendance goals, attendance programs being implemented, and possible strategies and incentive to promote regular student attendance. Also, during the professional development, student attendance data and current programs in placed must be analyzed and reviewed to see the impact on student attendance.</p>	<p>PSA PSW Administrator over Attendance</p>	<p>Principal, and Administrators will monitor the activities of the PSA Counselor. They will receive ongoing updates on the data, professional development, training, and workshops to students, parents, and staff. The administrators will also receive updates and data on the family referral, home visits, incentive success of programs.</p> <p>CE-NCLB T1 Schools (7S046)</p> <p>BTB Family Literacy Grant (7T093)</p>	<p>Increase student achievement rate. Increase student attendance (SPSA sets a measurable objective of 96.5% by June 2018)</p>	<p>August 2017 - June 2018</p>
<p>Support academies, special programs and magnet with planning time for PBL</p>	<p>Instructional Leadership Team Administration Department Chairs Reed Mentor Teacher</p>	<p>PD Plan Linked Learning Charter CE-NCLB T1 Schools (7S046)</p>	<p>Implementation of One PBL per Semester- Student Work</p>	<p>Ongoing</p>
<p>Promote existing clubs and increase faculty awareness of club sponsors.</p>	<p>Leadership Students, Leadership Sponsors, Administration and Club Sponsors</p>	<p>Club Charters; Announcements; School Website; Postings; Flyers; Weekly Announcements; Club Rush Week; EduCare</p>	<p>Increase student club participation based on the number of participants enrolled</p>	<p>Semester One</p>
<p>Increase and support student personalization through current advisory schedule</p>	<p>Advisory Teachers</p>	<p>Advisory curriculum; Student Work from Advisory; and Advisory Council;</p>	<p>Student Survey</p>	<p>Review Annually</p>

Goal 2: Raising graduation rates

Rationale: Although we achieved our graduation benchmark of 84% and actually achieved a 90.9% rate when late grads are taken into consideration, we still feel we need to do better. In 2013 we had 1,109 9th graders. In 2016 we graduated 608 seniors on time. Even if students eventually received a diploma from another school or program, and even if we do well in getting incoming seniors over the finish line by offering credit recovery classes, we can clearly improve our 4-year cohort retention. We have improved our graduation rate for the last three years and currently outperform LAUSD by nearly 5%, but these are low benchmarks for achieving the goal of making sure students get the diploma they are coming to high school for in the first place. In addition, we must be vigilant about this goal as we lose intervention opportunities in our move to a single-track system.

Action Items	Personnel Responsible	Resources	Assessment	Timeline
100% Graduation				
<p>Improve efficiency in providing students with credit recovery pathways that lead towards graduation.</p>	<p>DPC; Intervention Counselors; Admin over Intervention</p>	<p>Credit Recovery Plan; A-G Plan; List of At-Risk Students A-G Intervention & Credit Recovery (10446) CE-NCLB T1 Schools (7S046)</p>	<p>Increased Graduation Rate (The SPSA measurable objective for 2017-2018 school year is to increase the graduation rate from 84% to 87%, English Language Learners 73%, and Students with Disabilities to 72%. This will show a schoolwide increase of 3%.)</p>	<p>Grading period deadlines – annually</p>
<p>Increase the promotion of A-G requirements, credit recovery options and attendance policies</p>	<p>DPC; PSA; Academic Counselors; Advisories; Administrators</p>	<p>District A-G Awareness Presentation; A-G Posters; College Awareness Workshops; College Fair TSP-Parent Involvement (10405) CE-NCLB T1 Schools (7S046) T1-Extended Learning Opportunity (7T142) T1 Focus & Support Schools (7V744)</p>	<p>Increase A-G student awareness as measured through student survey. Increase A-G completion rate with a C or better.</p>	<p>Continuous; First Week of each semester</p>
<p>Streamline use of Student Support Progress Team (SSPT) for early identification of at-risk students.</p>	<p>Designated Admin, PSW, PSA, DPC, SPED and EL Coordinators</p>	<p>District Guidelines for SSPT; Referral Form and Process</p>	<p>Number of students referred to the SSPT</p>	<p>Monthly</p>

<p>Support ILT PD time for intervention, and PLC PD time for Mastery Grading</p>	<p>Department Chairs, Academy Leads and Counselors, Designated Admin</p>	<p>Mastery Grading PD and policy; Credit Recovery Plan; A-G Plan; List of At-Risk Students CE-NCLB T1 Schools (7S046)</p>	<p>A-G On-track Progress Reports</p>	<p>PLC's-1st Tuesday of the Month ILT</p>
<p>Monitor at-risk student achievement. Teachers will receive professional development and support to ensure that all students are successful and achieve the graduation goals as set in the SPSA.</p>	<p>Categorical Program Advisor (Title 1 Program Advisor)</p>	<p>CE-NCLB T1 Schools (7S046) TSP - (10183)</p>	<p>Available data and programs will be reviewed and evaluated to monitor student progress and develop strategies necessary to meet desired outcomes.</p>	<p>07/01/2017 06/30/2018</p>
<p>Support parents of at-risk students with resources and tools to engage them in the intervention process.</p>	<p>All Staff Categorical Program Advisor (Title 1 Program Advisor) TSP Coordinator Magnet Coordinator Administration Parent Center Educare</p>	<p>TSP -(10183) CE-NCLB T1 Schools (7S046) Schoology www.bellhs.org</p>	<p>Available data and programs will be reviewed and evaluated to monitor student progress and develop strategies necessary to meet desired outcomes. Monitor agendas and Sign in of meetings for attendance. School Survey</p>	<p>Annually, on-going</p>

Goal 3: Achieving Proficiency for all**Rationale:**

In 2016 Bell High had 54.8% of students scoring proficient in the English Language Arts Smarter Balance Assessment Consortium (SBAC), meeting the measurable goal of 44%. [Updated: On our latest English SBAC test scores, Bell High increased 13 percentage points from the prior year, and a total of 27 percentage points from 2015, outpacing LAUSD. Our school performed 25 percentage points better than the district average this year.] Bell High School also met the measurable goal of 15% of students scoring proficient in the Mathematics SBAC with an overall score of 17.3% of students meeting/exceeding standards. [Update: In Math, on our latest SBAC test scores, Bell High increased 14 percentage points from the prior year, and a total of 20 percentage points from 2015, again outpacing LAUSD.]

These are respectable scores, but they still leave room for improvement. Succeeding by having over 15% of your students scoring proficient in Math is succeeding by reaching a low benchmark. The school needs to continue to maintain a focus on analyzing student work and conducting professional development that results in teaching critical thinking and literacy skills (reading, writing, analyzing) through rigorous lessons that encourage students to write across the curriculum, utilize technology to advance their learning and be career/college ready.

Bell High School has made improvements in our approach with English Language Learners, increasing our reclassification rate from 12.5% in October of 2016, to an approximate 17.8% this school year, but we are still 3% away from the district's 20% goal. Again, respectable gains, but with ample room for growth.

Teachers involved in the Full Inclusion model which began in the spring of 2014 gave the program positive feedback (91% of teachers surveyed strongly agreeing or agreeing that co-teaching had improved their practice). Students surveyed in 2015 also responded positively (79% responding that they always felt comfortable in the General Education setting, and 68% believing they were benefitting socially from the inclusion model). Since our EL and SPED populations lag far behind in SBAC scores and graduation rates, we intend to continue this program while monitoring any forthcoming data to see if it is being successful.

Action Items	Personnel Responsible	Resources	Assessment	Timeline
Proficiency for All				
PD for EL Strategies	TSP Coordinator, Title III Coach, and Admin	ELPAC Awareness; CA ELD CC Standards; Title III Coach	CELDT, ELA End of Semester Grades, Reading Inventory and ELPAC (Spring) (The SPSA sets a measurable objective of and increase in Bell High's reclassification rate to 22% by June 2018.)	SY 17-18
Continue Full Inclusion plan for our SPED students	SESP Coordinator and Admin	Core Waiver Fund; Co-Teaching Model;	Student Survey, End of Semester Grades, SBAC Scores, Graduation Rates and IEP Goal Completion	Continuous
Support PD for using technology for differentiation, scaffolding and support	Technology Coordinator and Admin	Schoology, MISIS, MyData CE-NCLB T1 Schools (7S046)	Progress Grades; Graduation Rates; IEP Goal Completion	SY 17-18 Continuous
Facilitate common planning time for PLCs to design CC tasks and assessments	Department Chairs and Admin	Common Formative Assessments SBAC Results	SBAC Common Formative Assessments Common Lesson Plans	SY 17-18 Continuous

Goal 4: Increasing Parent/Community Engagement

Rationale: According to our School Report Card, of the parents that completed the survey, 92%, - an increase of 11 percentage points from the previous year - stated that they feel welcomed to participate in school. In addition, 86% of the parents - a 16 percentage point increase from the previous year - stated that they were a partner with the school in decisions made about their child's education. This seems to indicate that the school feels welcoming to parents who engage, but simply not enough parents are engaging. If we document 50 parents participating in a schoolwide outreach, such as a Parent Power Fair, we consider this, based on previous participation levels, a success. But we need to consider that such a turnout represents about 2% of Bell High parents. There is clearly potential for promoting and tracking growth in parent engagement through our Academies, the Magnet and Special Programs.

Action Items	Personnel Responsible	Resources	Assessment	Timeline
Increasing Parent/Community Outreach				
Increase involvement of Parents in the SSPT process to meet the needs of at-risk youth.	Administration Psychologist PSW PSA Special Ed. Support Provider	SSPT Agendas SSPT Meeting Dates Attendance Records SBAC Scores and Grades CE-NCLB T1 School (7S046) TSP - Parental Engagement (10405)	Attendance Rates SBAC Scores	SY 17-18
Facilitate PD time for ILTs to plan Parent Outreach activities.	Lead Teachers, Parent Community Reps, Title 1 & TSP Coordinators, and Admin	BTB Family Literacy Grant (7T093) TSP - Parental Engagement (10405)	Parent Outreach Plan for each Academy; Parent Participation Rate per Academy	SY 17-18
Support parent/counselor meetings for parents of students at-risk by Academies	Administration PSA A-G Counselor	CE-NCLB T1 Sch-Parent Inv (7E046) TSP Parental Engagement - (10405) BTB Family Literacy Grant (7T093)	Attendance Rates SBAC Scores Graduation Rates	SY 17-18
The school will use a variety of communication tools to increase parent, student, and staff communication. The school will use the community representatives and clerical support staff to communicate to parents for all the BHS workshops and activities at the Parent Center throughout the school year.	Administration Parent Community Reps, Title 1 & TSP Coordinators, Select Clerical	Schoology, Jupiter Grades Connect-ed, School PA System, www.bellhs.org , Home Mailers, Hand carry announcements	Parent Survey, Student Survey, Agendas & sign ins, Parent Participation Attendance (The SPSA states the rate of parent participation in the School Experience Survey will increase from 32 to 38% by the end of June 2018. The rate of Staff participation will increase from 49% to the LAUSD average of 74%, and the rate	SY 17-18

			of student participation will increase from 74% to 80% by the end of June 2018. Increase the percentage of students who feel that the adults treat all students with respect by 8% from 62% to 70%.	
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