

SECTION V: REVISED SCHOOL-WIDE ACTION PLAN REFINEMENTS

- **Comment on the refinements made to the single school-wide action plan since the last self-study visit to reflect school-wide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated school-wide action plan.**

Phineas Banning High School is committed to improving student achievement and preparing all students to be college and career ready while providing a nurturing environment for student social-emotional development. To that end, PBHS revised its WASC Schoolwide Action Plan to reflect the current Critical Areas of Need as recommended by the 2014 Self-Study Visiting Committee Report. This REVISED School-wide Action Plan Refinements aligns the four (4) recommended action areas and the seven (7) recommended School-wide Critical Areas for Follow-up by the 2014 WASC Self-Study Visiting Committee, the Banning Schoolwide Public School Choice 4.0 (PSC) Implementation and Monitoring Plan, and the Single Plan for Student Achievement (SPSA).

The 2014 WASC Self-Study Visiting Committee recommended the following *School-wide Action Plan*:

1. Teacher capacity in use of access strategies.
2. Teacher capacity in assessment literacy and formative assessment.
3. Strengthen current SLCs to provide a highly personalized and supportive learning environment.
4. All students will graduate.

The 2014 WASC Self-Study Visiting Committee recommended the following *Schoolwide Critical Areas for Follow-Up*:

1. Revision of SLOs to correlate with rigor, 21st century learning skills and Common Core Standards is needed and must be attached to measurable progress indicators in order to guide schoolwide action plan.
2. Collaboratively, inclusive of all stakeholders, develop a very clear vision, mission and measurable action plan to guide work of the school with self-imposed, periodic progress monitoring.
3. Increased rigor is needed in all content areas for all students.
4. Establish and enforce high expectations for all stakeholders, including fostering a strong sense of pride in their academic surroundings.
5. Enhance common assessment practices within and across curricular departments to effectively guide and adjust instructional practices to raise student achievement and mastery of the SLOs.
6. Instill and reinforce a sense of ownership and respect for the BHS campus to provide an environment where all students take pride and learn to respect and accept themselves and others.
7. Collaboratively communicate, develop, and implement a consistent schoolwide positive behavioral and instruction intervention support system which provides and articulates appropriate high expectations, consequences, and is supported, monitored and enforced by all stakeholders.

**ACTION ITEM #1:
Teacher capacity in use of access strategies.**

RATIONALE #1: Phineas Banning High School staff has identified a need to build teacher capacity in the effective use of access strategies that support student learning through Professional Learning Communities (PLC) and writing across the curriculum. Building Teacher capacity in use of access strategies will help increase rigor in all content areas for all students (School-wide Critical Area for Follow-Up #3), support the enhancement of common assessment practices within and across curricular departments to effectively guide and adjust instructional practices to raise student achievement and mastery of the SLOs (School-wide Critical Area for Follow-Up #5), and that [after revision] the School-wide Learner Outcomes are embedded into day-to-day instruction of Common Core Standards (School-wide Critical Area for Follow-Up #1).

SLO(s) ADDRESSED:

- **Prepared for post-secondary opportunities:** All students will be ready for college as evidenced by successful completion of required courses with a 'C' or better, the ability to analyze and evaluate data to support decisions, the ability to read, comprehend, and interpret a variety of written materials, and the ability to write and speak effectively using the formal conventions of standard English.
- **Life-long Learners:** All students will develop the ability to think critically which includes asking questions and seeking answers, self-discipline and time management, high expectations for themselves-resulting in intellectual and emotional growth, the application of problem-solving skills and logical-thinking processes to life situations, and connect learning and behavior to their future lives.

ACTION STEP(S) REQUIRED	PERSON(S) RESPONSIBLE	RESOURCES NEEDED (\$)	TIMELINE Start – End Date	MEANS TO ASSESS IMPROVEMENT (What we will do)	MEANS TO REPORT (Evidence to show completion)
1a) Provide training in the use of the “Critical Friends” protocols and data driven dialogue through PLCs	<ul style="list-style-type: none"> ● Administrators ● Title I Coordinator 	<ul style="list-style-type: none"> ● Teacher PD X-time ● Teacher Time 	<ul style="list-style-type: none"> ● Summer 2014 ● <i>✓completed</i> 	<ul style="list-style-type: none"> ● All Teachers will attend “Critical Friends” training (<i>✓completed</i>) 	<ul style="list-style-type: none"> ● “Critical Friends” Training Sign-in Sheets (<i>✓completed</i>)
1b) Continue to implement the use of “Critical Friends” protocols to facilitate data-driven dialogue of student work through the PLCs.	<ul style="list-style-type: none"> ● Administrators ● Department Chairpersons ● ILT Co-Chairs 	<ul style="list-style-type: none"> ● PLC meeting time ● PLC meeting agenda and notes ● LD South Literacy Coordinator ● More classroom technology 	<ul style="list-style-type: none"> ● April 2014- June 2020 	<ul style="list-style-type: none"> ● Review Student Work during PLC PDs ● PLC agenda and notes ● Improvement of summative assessment data 	<ul style="list-style-type: none"> ● PLC meetings ● Reports of improved student work ● Staff to periodically model “Critical Friends” best practices protocols ● ILT Meetings
1c) Continue to build teacher	<ul style="list-style-type: none"> ● Administrators 	<ul style="list-style-type: none"> ● PLC meeting time 	<ul style="list-style-type: none"> ● August 2013 	<ul style="list-style-type: none"> ● PLC meeting observation 	<ul style="list-style-type: none"> ● Staff meeting – reports

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capacity in the effective use of SDAIE and access strategies that support student learning through Professional Learning Communities (PLC).	<ul style="list-style-type: none"> • Title I Coordinator • Title III Coach • TSP Adviser 	<ul style="list-style-type: none"> • PLC meeting agenda and notes • LD South Literacy Coordinator 	<ul style="list-style-type: none"> • Ju14 • April 2016- June 2020 	<ul style="list-style-type: none"> • Pilot Walks • PLC agenda and notes • Classroom observation of SDAIE instructional strategies being used by classroom instructors • Improvement of formative assessment data 	<ul style="list-style-type: none"> of SDAIE best practices being used • Staff to model best practices at faculty and SLC meetings • ILT Meetings
1d) Teacher Librarian will continue to support teachers with literacy, curriculum and digital library resources/lessons to support classroom lessons and units, and access strategies.	<ul style="list-style-type: none"> • Administrators • Teacher Librarian 	<ul style="list-style-type: none"> • Computers • Internet Access • Ongoing collection augmentation • Collaboration Time 	<ul style="list-style-type: none"> • August 2015- June 2020 	<ul style="list-style-type: none"> • Book talks • Library orientations • Library skills • LAUSD digital library • Research skills • Activities specific to a particular teacher/subject (i.e. Day of the Dead collaboration with Spanish teacher, or assisting an English teacher to get all of his students books with the theme of the American Dream, or print and digital resources for argumentative essay topics, or research for a Mexican American studies class, the French revolution, or career research.) • Surveys • PD on Creating a Culture of Reading and Literacy • Update, maintain, and promote library pages on school website 	<ul style="list-style-type: none"> • Calendar of meetings, and class visits to library; email records; photo documentation of collaboration; student exit tickets; survey results
1e) Teacher Librarian will continue to maintain a professional library for teachers and staff.	<ul style="list-style-type: none"> • Teacher Librarian • Administrators 	<ul style="list-style-type: none"> • Books, periodicals, copies • Funds • Destiny 	<ul style="list-style-type: none"> • January 2016-- ongoing 	<ul style="list-style-type: none"> • Teacher survey • Ongoing promotion of professional library via newsletter, email, flyer, PA announcements 	<ul style="list-style-type: none"> • Survey results • Analysis of circulation data

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1f) Teacher Librarian will continue to promote library resources to teachers.	<ul style="list-style-type: none"> • Teacher Librarian • Administrators 	<ul style="list-style-type: none"> • Copies, • Destiny 	<ul style="list-style-type: none"> • August 2015- • ongoing 	<ul style="list-style-type: none"> • Staff newsletter, <i>The Banning Bulletin</i> • Emails to individual teachers, departments, SLCs • Promotional flyers • PA announcements • Main hallway library display case • Library displays • Teacher Surveys 	<ul style="list-style-type: none"> • Responses to emails • Survey Results • Circulation statistics
1g) Continue to provide PLC and SLC Professional development time to analyze data and plan common lessons and assessments within and across curricular departments	<ul style="list-style-type: none"> • School Site Council • Administrators • Title I Coordinator • ILT Leadership 	<ul style="list-style-type: none"> • Budgeting • Computers • Teacher PD X Time 	<ul style="list-style-type: none"> • On-going Thru June 30, 2020 	<ul style="list-style-type: none"> • Review student grades • Review student work 	<ul style="list-style-type: none"> • Lesson plans • Common Assessment • Common strategies
1h) Provide training on child abuse and mandated reporter protocol	<ul style="list-style-type: none"> • Administrators • PSW • PSA • DPC 	<ul style="list-style-type: none"> • Teacher PD • Teacher time • Agenda • Sign in 	<ul style="list-style-type: none"> • March 2016 (annual) 	<ul style="list-style-type: none"> • All teachers will attend child abuse and mandated reporting PD 	<ul style="list-style-type: none"> • Sign in sheets • Agenda
1i) Provide designated ELD course teachers training in the use of the Four Constructive Conversation Skills by Jeff Zweirs, and the connected lessons designed by the Central LAUSD Multilingual and Multicultural Education Department.	<ul style="list-style-type: none"> • Administrators • Title III Coach 	<ul style="list-style-type: none"> • Lessons and lesson materials from MMED • Teacher X-Time • Coach/Coordinator X Time 	<ul style="list-style-type: none"> • September 2015 to ongoing 	<ul style="list-style-type: none"> • Designated ELD teachers will attend and participate in training 	<ul style="list-style-type: none"> • Teachers to model best practices at faculty and SLC meetings and ILT Meetings (Agendas, Sign-ins, and Evaluations) • Lesson plans adapted to fit the needs of the individual classes.
1j) Implement the use of the Four Constructive Conversation Skills in the Designated ELD Classrooms through the co-planning, co-teaching process	<ul style="list-style-type: none"> • Title III Coach • Designated ELD teachers 	<ul style="list-style-type: none"> • Lessons and lesson materials • Conversation Analysis Tool or Rubric (C.A.T.) 	<ul style="list-style-type: none"> • October 2015 to ongoing 	<ul style="list-style-type: none"> • Review student work during PLC PD time • Improvement of Summative work with C.A.T. Rubric 	<ul style="list-style-type: none"> • PLC meetings (Agendas, Sign-ins, and Evaluations) • Analysis and share out of Student work

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and with an emphasis on a Gradual Release of Responsibility to the teacher and the student.					and data. • ILT Meetings (Agendas and Sign-ins)
1k) Provide Integrated ELD Course teachers training in the use of the Four Constructive Conversation Skills by Jeff Zweirs.	<ul style="list-style-type: none"> • Administrators • Title III Coach • TSP Advisor 	<ul style="list-style-type: none"> • LD South EL Coordinator for Instruction 	<ul style="list-style-type: none"> • November 2015 to ongoing 	<ul style="list-style-type: none"> • Review of student work during PLC PD time • Improvement of Summative work with C.A.T. Rubric 	<ul style="list-style-type: none"> • PLC meetings (Agendas, Sign-ins, and Evaluations) • Analysis and share out of Student work and data. • ILT Meetings (Agendas and Sign-ins)
1l) Implement the use of the Four Constructive Conversation Skills in the Integrated ELD Classrooms through the co-planning, co-teaching process and with an emphasis on a Gradual Release of Responsibility to the teacher and the student.	<ul style="list-style-type: none"> • Title III Coach • Integrated ELD Teachers • Administrators 	<ul style="list-style-type: none"> • Lesson materials • From MMED • Planning time with Integrated ELD teachers during the school day • Teacher X time • Coach/Coordinator X time 	<ul style="list-style-type: none"> • March 2016 to June 2016 	<ul style="list-style-type: none"> • Review student work during PLC PD time. • Improvement of Summative work with C.A.T. Rubric. 	<ul style="list-style-type: none"> • PLC meetings (Agendas, Sign-ins, and Evaluations) • Analysis and share out of student work and data. • Lesson Plans adapted to fit the needs of the individual classes and subject areas. • ILT Meetings (Agendas, Sign-ins)
1m) Professional Development around Depth of Knowledge to increase rigor in the classroom	<ul style="list-style-type: none"> • Administrators • Coordinators • ILT 	<ul style="list-style-type: none"> • Present information, examples and time to work on DOK samples • Implement during the Cycle of Improvement in PLCs 	<ul style="list-style-type: none"> • 2015-2017 	<ul style="list-style-type: none"> • Meetings- Calendared • Agendas • Sign ins • Reflections • Local District Expert Support 	<ul style="list-style-type: none"> • Sign ins • Agendas • Performance Task at different DOK levels
1n) Continue to develop a system for teachers to engage students	<ul style="list-style-type: none"> • Administrators • Department Chairs 	<ul style="list-style-type: none"> • LAUSD Funding • PLC meeting time 	<ul style="list-style-type: none"> • August, 2015- June, 2020 	<ul style="list-style-type: none"> • District Reed Office Review Visit 	<ul style="list-style-type: none"> • PLC/SLC meetings (Agendas, Sign-ins,

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in knowing the purpose of the lesson (the ‘what and why’ of the learning) to ensure the full implementation of Reed Strategies.	<ul style="list-style-type: none"> • ILT Co-Chairs 	<ul style="list-style-type: none"> • PLC meeting agenda & notes • SLC meeting time • SLC meeting agenda & notes 		<ul style="list-style-type: none"> • PLC/SLC Review of Student work • Sharing of Best Practices • Student data: attendance, grades • Classroom Visits 	and Evaluations) <ul style="list-style-type: none"> • Analysis and share out of student work and data. • Lesson Plans adapted to fit the needs of the individual classes and subject areas. • ILT Meetings (Agendas, Sign-ins)
1o) Continue to develop lessons that deliberately integrate use of Habits of Mind and Reed engagement strategies schoolwide to increase student interaction and Depth of Knowledge level 3/4.	<ul style="list-style-type: none"> • Administrators • Department Chairs • ILT Co-Chairs 	<ul style="list-style-type: none"> • LAUSD Funding • PLC meeting time • PLC meeting agenda & notes 	<ul style="list-style-type: none"> • August, 2015- June, 2020 	<ul style="list-style-type: none"> • Classroom Visits • Reed Office District Review Visit • PLC/SLC Review of Student work • Sharing of Best Practices • Student data: attendance, grades 	<ul style="list-style-type: none"> • PLC/SLC meetings (Agendas, Sign-ins, and Evaluations) • Analysis and share out of student work and data. • Lesson Plans adapted to fit the needs of the individual classes and subject areas. • ILT Meetings (Agendas, Sign-ins)
1p) Continue to implement a schoolwide consistent system for providing actionable feedback (written and verbal) to students that is focused on student learning.	<ul style="list-style-type: none"> • Administrators • Department Chairs • ILT Co-Chairs 	<ul style="list-style-type: none"> • Teacher PD X-time • PLC meeting time • PLC meeting agenda & notes 	<ul style="list-style-type: none"> • August, 2015- June, 2020 	<ul style="list-style-type: none"> • Pilot Walks • Reed Office District Review Visit • PLC/SLC Review of Student work • Sharing of Best Practices • Student improved data: attendance, grades 	<ul style="list-style-type: none"> • PLC/SLC meetings (Agendas, Sign-ins, and Evaluations) • Analysis and share out of student work and data. • Lesson Plans adapted to fit the needs of the individual classes and subject areas. • ILT Meetings (Agendas, Sign-ins)
1q) All special education teachers were trained to be Administrator designees to	<ul style="list-style-type: none"> • All Special education teachers • Administrators 	<ul style="list-style-type: none"> • Teacher time • Student transcript 	<ul style="list-style-type: none"> • IEP due date • District mandated 	<ul style="list-style-type: none"> • Meet all IEP due date deadlines 	<ul style="list-style-type: none"> • All teachers listed on sign-in sheet • All IEPs correctly

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help facilitate IEP meetings.			timeline		completed.
1r) Provide professional development to staff and faculty focused on the four Reed Modules I - IV.	<ul style="list-style-type: none"> • Site Reed Administrators • OOC Personnel • Restorative Justice Advisor 	<ul style="list-style-type: none"> • LAUSD Funding 	<ul style="list-style-type: none"> • Spring 2015 • ✓Completed 	<ul style="list-style-type: none"> • Classroom observations • PLC/SLC Review of student work • Sharing of Best Practices 	<ul style="list-style-type: none"> • PD meeting (Agendas, Sign-ins, and Evaluations) • Analysis and share out of student work and data. • Lesson Plans adapted to include the strategies and Habits of Mind in individual classes.
1s) Provide vendor professional development to staff and faculty focused on the Habits of Mind and adaptive schools strategies.	<ul style="list-style-type: none"> • Site Reed Administrators • UCLA CenterX Vendor 	<ul style="list-style-type: none"> • LAUSD Funding 	<ul style="list-style-type: none"> • Fall 2015 • ✓Completed 	<ul style="list-style-type: none"> • Classroom observations • PLC/SLC Review of student work • Sharing of Best Practices 	<ul style="list-style-type: none"> • PD meeting (Agendas, Sign-ins, and Evaluations) • Analysis and share out of student work and data. • Lesson Plans adapted to include the strategies and Habits of Mind in individual classes.
1u) Provide professional development to new teachers with regard to creating appropriate Individual Education Plans (IEP).	<ul style="list-style-type: none"> • Administrators • Reed Special Education Advisor • Case Carrier 	<ul style="list-style-type: none"> • Welligent • District funding • Day-to-day Substitutes 	<ul style="list-style-type: none"> • December 2015 and ongoing 	<ul style="list-style-type: none"> • Review quality of the IEP • Monitor the IEP • Student Grades • Individual student goals 	<ul style="list-style-type: none"> • Parent Conferences • Progress report of goals sent home every 10 weeks • Annual IEP meeting • Teacher behavior Logs sent home to parents
1v) Provide professional development for a general education/special education teacher collaboration focused on differentiation of instruction and	<ul style="list-style-type: none"> • Administrators • Reed Special Education Advisor • Special Education case Carrier 	<ul style="list-style-type: none"> • Teacher PD X-time • PLC time • technology • Day-to-day substitutes 	<ul style="list-style-type: none"> • Fall 2016 and ongoing 	<ul style="list-style-type: none"> • IEP • Classroom visits • Student work samples • Improved behavioral and academic performance 	<ul style="list-style-type: none"> • Annual IEP • Parent Conferences • Goal page progress reports • Report Cards

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accommodations of FAPE as written in the IEP.	<ul style="list-style-type: none"> General Education teachers 	<ul style="list-style-type: none"> IMA 		<ul style="list-style-type: none"> Increase in work product and quality of student work 	<ul style="list-style-type: none"> Progress reports
1w) Train teachers to implement Achieve 3000 to Support Differentiated Instruction to increase literacy to prepare for SBA.	<ul style="list-style-type: none"> Principal Technology Coordinator Title I Coordinator 	<ul style="list-style-type: none"> Achieve 3000 License 	<ul style="list-style-type: none"> Teacher Training Implementation Fall 2016-Spring 2017 	<ul style="list-style-type: none"> Teachers implement use of Achieve 3000 to enhance literary 	<ul style="list-style-type: none"> Teacher Sign-ins SBA Scores

**ACTION ITEM #2:
Teacher capacity in assessment literacy and formative assessment.**

RATIONALE #2: Phineas Banning High School staff has identified a need to build teacher capacity in assessment literacy and formative assessment, especially in the development of lessons focused on the Common Core State Standards (CCSS) – Use of Data, including writing in CAHSEE, EAP, ~~Periodic Assessments~~ Interim Assessments (IAC), Interim Performance Tasks (IAB) and Summative Assessments, and student samples. This in turn will help increase rigor in all content areas for all students (School-wide Critical Area for Follow-Up #3), and support the enhancement of common assessment practices within and across curricular departments to effectively guide and adjust instructional practices to raise student achievement and mastery of the SLOs (School-wide Critical Area for Follow-Up #5).

SLO(s) ADDRESSED:

- **Prepared for post-secondary opportunities:** All students will be ready for college as evidenced by successful completion of required courses with a 'C' or better, the ability to analyze and evaluate data to support decisions, the ability to read, comprehend, and interpret a variety of written materials, and the ability to write and speak effectively using the formal conventions of standard English.
- **Life-long Learners:** All students will develop the ability to think critically which includes asking questions and seeking answers, self-discipline and time management, high expectations for themselves-resulting in intellectual and emotional growth, the application of problem-solving skills and logical-thinking processes to life situations, and connect learning and behavior to their future lives.
- **Technologically proficient:** All students will have mastery of the 21st century computer skills including the ability to successful completion of the Smarter Summative Assessments, use of specialized programs (Microsoft Word™, Excel™, PowerPoint™, Publisher™, Google Docs™, etc.), the ability to appropriately use technology in support of learning goals and daily life skills.

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2a) In order to facilitate the transition from the STAR testing program to CAASPP online testing format, PBHS will participate in Smarter Balanced Pilot Test in all grade levels (9 thru 11). Participation in the Field Test will begin familiarization by teachers and students to the new assessment items and performance tasks, accessibility options and accommodations, and the design of the test interface.	<ul style="list-style-type: none"> • Principal • APSCS • Testing/Data Coordinator 	<ul style="list-style-type: none"> • PD on test Administrators • Computer Carts in the Classrooms 	<ul style="list-style-type: none"> • April 2014 • <i>✓completed</i> 	<ul style="list-style-type: none"> • Administer Smarter Balanced Pilot Test to Grades 9 thru 11 • Technology needs analysis (hardware and internet connectivity) • (<i>✓completed</i>) 	<ul style="list-style-type: none"> • Teacher Training Sign-in Sheets (<i>✓completed</i>)
2b) Participate in Smarter Balanced Field Test for Grade 11 students. The Field Test will give PBHS teachers a chance to gauge their readiness in advance of the first operational assessment.	<ul style="list-style-type: none"> • Principal • APSCS • Testing/Data Coordinator 	<ul style="list-style-type: none"> • PD on test Administrators • Computer Carts in the Classrooms 	<ul style="list-style-type: none"> • April 2015 • <i>✓completed</i> 	<ul style="list-style-type: none"> • Administer Smarter Balanced Field Test to Grade 11 • Technology needs analysis (hardware and internet connectivity) • Goal: 95% Participation Rate • (<i>✓completed</i>) 	<ul style="list-style-type: none"> • Teacher Training Sign-in Sheets • Student Participation • Student Scores • MyData • (<i>✓completed</i>)
2c) Meetings with seniors to inform them of their EAP Scores. Meet with juniors to begin planning for the Smarter Balanced test and how the scores (EAP) could influence their college readiness.	<ul style="list-style-type: none"> • APSCS • College Counselor • Testing/Data Coordinator 	<ul style="list-style-type: none"> • Classroom Time 	<ul style="list-style-type: none"> • August-October 2015 (annual) 	<ul style="list-style-type: none"> • Testing/Data Coordinator to provide seniors with EAP scores • Data analysis to ensure that seniors who received EAP Conditional Status are enrolled on requisite courses • College Counselor to visit ELA 11 or US History Class on EAP Readiness • (<i>✓completed for 2015</i>) 	<ul style="list-style-type: none"> • Calendar • EAP Scores • MyData • (<i>✓completed for 2015</i>)
2d) Develop strategic plan to increase CAHSEE Passing Rates in all major subgroups.	<ul style="list-style-type: none"> • Principal • APSCS • Testing/Data Coordinator 	<ul style="list-style-type: none"> • PD on test Administrators • Revolution K-12 • Teacher X Time 	<ul style="list-style-type: none"> • Aug-Nov • Jan-Mar • May • (<i>CAHSEE suspended in 2015</i>) 	<ul style="list-style-type: none"> • 10th Grade Parent Meeting • Upperclassmen Parent Meeting • Create 30-hour Intervention Classes in ELA and Math after school and on Saturdays <ul style="list-style-type: none"> ○ Aug-Nov: Gr 11 & 12 	<ul style="list-style-type: none"> • Parent Meeting Sign-in Sheets • Intervention Sign-in Sheets • CAHSEE Scores • MyData

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				<ul style="list-style-type: none"> ○ Jan-Mar: Gr 10-12 ○ May: Gr 12 Bootcamp ○ Smaller Intervention Class Sizes for SWD and EL ● Data analysis to ensure 100% participation ● Data analysis to determine key areas of weaknesses to support upperclassmen who still need to pass CAHSEE ● (✓completed and CAHSEE suspended in 2015) 	<ul style="list-style-type: none"> ● (✓completed for 2015)
2e) Mathematics Department Leads participate in BEAL Training through Local District and bring information to the department	<ul style="list-style-type: none"> ● Administrators over Math Department ● Department Leads ● Title I Coordinator 	<ul style="list-style-type: none"> ● X-time and substitute time for leads to attend the training ● Time for leads to share information with the department 	<ul style="list-style-type: none"> ● 2015-2017 	<ul style="list-style-type: none"> ● Student data on the assessments completed ● Increase number of students being Administered the assessments 	<ul style="list-style-type: none"> ● Sign ins ● PD evaluations
2f) Teachers get trained on SBAC assessments and materials by Local District Experts, including summative assessments and IB assessments	<ul style="list-style-type: none"> ● Administrators ● Local District ● Title I Coordinator 	<ul style="list-style-type: none"> ● PD time ● SBAC usernames and passwords 	<ul style="list-style-type: none"> ● 2015-2017 	<ul style="list-style-type: none"> ● Departments use the materials to increase rigor in the classroom and prepare students for new assessments ● Common assessments used by the departments 	<ul style="list-style-type: none"> ● Use of summative and IB assessments
2g) Teachers work in PLCs using the Cycle of Improvement: Plan, Implement, Assess and Make Changes. PLCs will work on common formative assessments, including SBAC Performance Tasks when it applies.	<ul style="list-style-type: none"> ● Administrators ● PLC Leads ● Title I Coordinator 	<ul style="list-style-type: none"> ● Teacher PD X Time ● PLC/SLC Time 	<ul style="list-style-type: none"> ● 2015-2017 	<ul style="list-style-type: none"> ● Plan for each PLC ● Assessments ● Student Data 	<ul style="list-style-type: none"> ● Student Data ● Sign ins for each Department
2h) Implement Online Credit Recovery Program (Edgenuity) beyond the	<ul style="list-style-type: none"> ● Administrators ● Counselors ● Boys & Girls Club Site 	<ul style="list-style-type: none"> ● Teacher PD X Time ● Boys & Girls Club 	<ul style="list-style-type: none"> ● Spring 2016 	<ul style="list-style-type: none"> ● Develop and implement after school and Saturday classes for Social Science, ELA and Math 	<ul style="list-style-type: none"> ● Student Sign-ins ● Student Grades

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regular school day	Coordinator	Partnership			
<p>2j) Implement the Banning HS Plan for the Cycle of Continuous Improvement which includes the stages of:</p> <ul style="list-style-type: none"> ● Planning (Examining data, Receiving training) ● Doing (Co-Planning tasks and Implementing lessons) ● Reflecting (examining formative and summative data) ● Revising (Revision of lessons) <p>*See specific steps below</p>	<ul style="list-style-type: none"> ● Administrators ● Title III Coach ● TSP Advisor ● All Faculty and Staff 	<ul style="list-style-type: none"> ● SBAC Performance Tasks ● BEAL Adapted Materials ● Local District South Specialists in the content areas: math, ELD, science ● Teacher presenter with expertise in History/Social Science, Science, Math, and ELD ● PD Time During the regular School day ● Teacher/Coach ● Coordinator X Time 	<ul style="list-style-type: none"> ● October 2015- June 2016 	<ul style="list-style-type: none"> ● Co-created Tasks with Lesson plans analyzed by Banning PLC members. ● Pilot Walks (Peer to Peer Observations, Support Staff /Administrators Observations) to collect data (no evaluation but provide Actionable Feedback) 	<ul style="list-style-type: none"> ● Professional Development Calendar with periodic revisions ● Agendas, sign-ins, and evaluations ● Common observation tools with notes ● Data compilation of classroom trends
<p>2k) Provide all teachers training on Assessment Literacy based upon the Building Educators’ Assessment Literacy Training (B.E.A.L) materials from WestEd and Stanford Assessment Literacy Division. This includes: Claims and</p>	<ul style="list-style-type: none"> ● Administrators ● Title III Coach ● TSP Advisor 	<ul style="list-style-type: none"> ● SBAC Performance Tasks ● BEAL Adapted Materials. 	<ul style="list-style-type: none"> ● October 2015 to January 2016 	<ul style="list-style-type: none"> ● All teachers will attend and participate in training. 	<ul style="list-style-type: none"> ● Teachers to model best practices at faculty and SLC meetings and ILT Meetings (Agendas, Sign-ins, and Evaluations)

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Targets, Performance Tasks through the lens of a teacher and student, and Depths of Knowledge. (Tasks, Lessons, and Questioning)					
2l) Provide all teachers training in and a Common Understanding of Rigor through the Depth of Knowledge Matrix from Karen Hess combined with an examination and analysis of the DOK level of samples from existing tasks and the teachers’ own classroom examples.	<ul style="list-style-type: none"> • Administrators • Title III Coach • TSP Advisor 	<ul style="list-style-type: none"> • Local District South Specialists in the content areas: math, ELD, science • Teacher presenter with expertise in History/Social Science • Coach/Coordinator X Time 	<ul style="list-style-type: none"> • December 2015 to January 2016 	<ul style="list-style-type: none"> • Teachers will analyze and calibrate their evaluations of DOK levels for lessons compiled from presenters • Teachers will analyze and calibrate their evaluations of DOK levels of lessons compiled from Banning Classrooms. 	<ul style="list-style-type: none"> • Revised Lesson Plans with a higher level of DOK to fit the needs of the individual classes. • Introduction and Implementation of DOK levels of questioning with all incoming 9th grade students across all disciplines.
2m) Provide time for the teachers to plan their Common Core Aligned Performance Tasks in Professional Learning Communities. These PLCs are composed of teachers of the same content area and the same grade level.	<ul style="list-style-type: none"> • Administrators • Title III Coach • TSP Advisor • Department Chairs • SLC Lead Teachers 	<ul style="list-style-type: none"> • Lessons and lesson materials • PD time • Teacher X time • Local District South Specialists in Math, Science, and ELD. 	<ul style="list-style-type: none"> • January 2015 to March 2016 	<ul style="list-style-type: none"> • Review teacher created tasks/lessons during PLC PD time with protocols such as various Atlas protocols. 	<ul style="list-style-type: none"> • PLC meetings Agendas, Sign-ins, and Evaluations) • Analysis and share out of Student work and data. • ILT Meetings Agendas, Sign-ins)
2n) Implement the use of their Common Core Aligned Performance Tasks in classrooms with an emphasis on a Gradual Release of Responsibility to the student.	<ul style="list-style-type: none"> • Administrators • Core Teachers 	<ul style="list-style-type: none"> • Co-created tasks and rubrics 	<ul style="list-style-type: none"> • March 2015- June 2016 	<ul style="list-style-type: none"> • Formative Assessments • Summative Assessments including a co-created rubric 	<ul style="list-style-type: none"> • Performance Tasks with rubrics • Review of student work • Performance Tasks with Project Based

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2o) Implement the use of the Lesson Study Cycle for all teachers	<ul style="list-style-type: none"> • Administrators • Title III Coach • TSP Advisor • Integrated ELD Teachers 	<ul style="list-style-type: none"> • Lesson materials • Feedback Protocols • Student work analysis protocols • Coach/ Coordinator X time • Teacher X time 	<ul style="list-style-type: none"> • March 2016 to June 2020 	<ul style="list-style-type: none"> • Teachers analyze tasks during PLC PD time with protocols and compilation of data. • Peer review of student work during PLC PD time with protocols that provide actionable feedback. 	learning Rubrics <ul style="list-style-type: none"> • PLC meetings Agendas, Sign-ins, and Evaluations) • Analysis and share out of Student work and data. • Lesson Plans adapted to fit the needs of the individual classes and subject areas. • ILT Meetings Agendas, Sign-ins
2p) MATH DEPT: Administer SBAC Math Interim Assessments to students in grades 9-11 taking Algebra 1, Geometry and Algebra 2.	<ul style="list-style-type: none"> • Math Department Chair • Data Coordinator • Administrators 	<ul style="list-style-type: none"> • Teacher access to SBAC testing site • Student access to SBAC testing site • iPads and computers in math classrooms with testing software available 	<ul style="list-style-type: none"> • March 2016 - Administer hard copy version • 2016-2017 school year - Administer online version of assessments 	<ul style="list-style-type: none"> • Plan to move from hard copy to online version in the 2016-17 school year • Teachers will analyze formative assessment results during Professional Development time and use them to drive instruction • Students will take a progression in difficulty as they get to higher grades and math classes 	<ul style="list-style-type: none"> • Online score reports • PD agendas • MyData
2q) Science Department: Development of Common Labs for Biology, Chemistry, and Physics courses	<ul style="list-style-type: none"> • Science Department Chair • Administrators 	<ul style="list-style-type: none"> • Planning Time • Summer Institute • Time for Cleaning and Organizing the Science Resource Area • Lab Ready Classrooms for all Science Teachers 	<ul style="list-style-type: none"> • 2015-2016 • and beyond 	<ul style="list-style-type: none"> • meet regularly to plan and prep lab materials • design and implement a common lab report format • meet to review student work 	<ul style="list-style-type: none"> • meeting sign-ins and agendas • calendar of common labs • MyData
2r) Continue NGSS Awareness Training with the Science	<ul style="list-style-type: none"> • Local District South Science Specialist 	<ul style="list-style-type: none"> • Planning Time • Summer Institute 	<ul style="list-style-type: none"> • 2015 and beyond 	<ul style="list-style-type: none"> • meet regularly to become familiar ourselves with the NGSS 	<ul style="list-style-type: none"> • meeting sign-ins and agendas

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Department and District Science Specialist	<ul style="list-style-type: none"> • Science Department Chairperson • Administrators 	<ul style="list-style-type: none"> • Materials and Resources Aligned to the NGSS(Not yet adopted by State) 		<ul style="list-style-type: none"> • redesign lessons to meet the expected outcomes of the NGSS 	<ul style="list-style-type: none"> • lesson plans
2s) Prepare social studies teachers to adapt to future Social Studies standards.	<ul style="list-style-type: none"> • ILT • Soc Studies Department chair • Administrators 	<ul style="list-style-type: none"> • Laptops and/or iPads carts • PD Time 	<ul style="list-style-type: none"> • Focus in June planning PD for full implementation in August 2016 	<ul style="list-style-type: none"> • Finding content writing experts to train teachers • Sharing of best practices 	<ul style="list-style-type: none"> • Department review of work samples
2t) Develop common assessments utilizing multiple sources and building arguments. Writings based on claims and evidence.	<ul style="list-style-type: none"> • ILT • Soc Studies Dept Chair • Administrators 	<ul style="list-style-type: none"> • Laptops and/or iPad carts • Planning time 	<ul style="list-style-type: none"> • Summer 2016 • Create • Fall/Spring 2017 • Execute and evaluate 	<ul style="list-style-type: none"> • Develop writing assessments • Compare pre-write to final assessment to evaluate students • Survey teachers in department • Keep samples in best practices file 	<ul style="list-style-type: none"> • Department analysis of work samples.
2u) Members of the Biological Science PLC and the Physical Science PLC plan lessons and assessments together on a regular basis	<ul style="list-style-type: none"> • Science Department Chairperson • Administrators 	<ul style="list-style-type: none"> • Time to meet and plan 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Develop Common Benchmark Assessments and Common Final Exams 	<ul style="list-style-type: none"> • Benchmark • Assessments • Final Exams
2v) UCLA AP Readiness for Math and Science AP students	<ul style="list-style-type: none"> • Administrators • College Counselor • LAUSD Director of AP Readiness Program/Associate Director of CC Prof. Learning/UCLA Center X 	<ul style="list-style-type: none"> • Transportation to UCLA and pay for participating teachers 	<ul style="list-style-type: none"> • 2016-ongoing 	<ul style="list-style-type: none"> • Preparation and support for AP students to help them be successful on their AP exams 	<ul style="list-style-type: none"> • Meeting Sign-In • Earn a Participation Certificate • Professional Development for AP Teachers
2w) Science Department Operations and Logistics Meetings moved from a monthly afterschool meeting to a weekly lunchtime meeting through unanimous vote to provide more time for	<ul style="list-style-type: none"> • Science Department Meeting 	<ul style="list-style-type: none"> • Time to meet 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Address Department Needs, plan and prep for common labs, order materials 	<ul style="list-style-type: none"> • Sign In Sheets and Agendas

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collaboration					
2x) PBHS strives to improve both the academic and physical well-being of its students. To that end, the PE department has identified its focus on improving the cardiovascular portion of the FitnessGram assessment.	<ul style="list-style-type: none"> • AP over PE Dept • PE Teachers 	<ul style="list-style-type: none"> • Stop watches • Audio Player • Sit and Reach Box 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Interval Runs • Endurance Runs • Daily Warm-ups • Callisthenic Activities to improve muscle strength and endurance • Mile Runs • Pacer Runs 	<ul style="list-style-type: none"> • Graphic Organizers • Student Fitness Plan (Project-Based Activity) • FitnessGram Results • MyData
<p>2y) CTE department will continue to develop their Common Core Aligned Argumentative Performance Tasks, assessments to measure Quadrant D Skills= DOK 4 in Professional Learning Communities.</p> <p>Implemented CTE Rigor/Relevance Framework aligned with Common Core Standards.</p> <p>Unit Planning in CTE Department aligns CCSS with CTE Model Curriculum Pathway Standards with Bill Daggett’s Rigor and Relevance Framework as a guide.</p>	<ul style="list-style-type: none"> • Administrators • Title III Coach • CTE Dept. Chair • CTE Teachers 	<ul style="list-style-type: none"> • Lessons and lesson materials • PD time • Teacher X time • Local District South Specialists in Math, Science, and ELD. 	<ul style="list-style-type: none"> • January 2015 to March 2016 	<ul style="list-style-type: none"> • Review teacher created tasks/lessons during PLC PD time with protocols such as various Atlas protocols. • Review student work and provide feedback • Build student capacity by providing extended time for assignments. • Provide “Open Lab” time for students to make revisions and complete assignments. • Differentiated Instruction will challenge all levels of cognitive demand. 	<ul style="list-style-type: none"> • PLC meetings Agendas, Sign-ins, and Evaluations) • Analysis and share out of Student work and data.

ACTION ITEM #3:

Strengthen current SLCs to provide a highly personalized and supportive learning environment.

RATIONALE #3: Phineas Banning High School staff has identified a need to strengthen current structures (Small Learning Communities) in order to provide a highly personalized and supportive learning environment. Phineas Banning High School will design and implement support systems and intervention programs addressing the individual needs of all students to ensure student personalization and academic success. The results of the WASC Self Study indicate that many students lack motivation and do not see a connection between learning, school success, and their futures. Currently, the SLC structure at Banning High School does not provide the formal mechanisms to ensure that every student is consistently supported and mentored by an adult on the campus. SLCs must better-address the individual needs of students, linking their learning to college and career readiness, personal interests, and mastery of the CCSS and SLOs.

SLO(s) ADDRESSED:

- **Invested in education and inspired to succeed:** All students will have excellent attendance and punctuality, the utilization of available support, guidance, and assistance, and participation in experiences beyond the school day such as internships, and extra-curricular activities.
- **Life-long Learners:** All students will develop the ability to think critically which includes asking questions and seeking answers, self-discipline and time management, high expectations for themselves-resulting in intellectual and emotional growth, the application of problem-solving skills and logical-thinking processes to life situations, and connect learning and behavior to their future lives.
- **Socially Responsible Community Members:** Upon graduation from Phineas Banning High School, all students will have completed a community service project, learn to respect diverse cultures, have the ability to set postsecondary educational and vocational goals that have a positive impact, and make healthy life choices for self and the environment.

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3a) Continue development and implementation of Maritime Scholars Program adding 11 th and 12 th grades and by adding appropriate courses	<ul style="list-style-type: none"> • Administrators • Counselors • Lead Teachers 	<ul style="list-style-type: none"> • Master Programing • Recruitment • Brochures • Listing on Zone of Choice 	<ul style="list-style-type: none"> • Annual Recruitment: January-June • Cohort I: Aug 2014-June 2015 • Cohort II: Aug 2015-June 2016 • Cohort III: 	<ul style="list-style-type: none"> • Recruitment Brochures • Recruitment Parent Agenda • Recruit Teachers for Program • Cohort I to begin 2014-15 • Monitor Cohort Participants • Review and analyze to enhance program • Fieldtrips, robotics, specialized projects 	<ul style="list-style-type: none"> • Parent meeting agenda • Parent meeting sign-in sheets • Progress monitoring • attendance and grades

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			Aug 2016- June 2017 • Cohort IV: Aug 2017- June 2018		
3b) Develop school master schedule to program students into SLC specific courses	<ul style="list-style-type: none"> • Administrators • Counselors • Lead Teachers 	<ul style="list-style-type: none"> • Planning time 	<ul style="list-style-type: none"> • Spring, 2016, 2017, 2018, 2019, 2020 	<ul style="list-style-type: none"> • Create pathways for each SLC 	<ul style="list-style-type: none"> • Matrix and student programming will reflect accuracy
3c) Informational assemblies by each SLC in effort to provide greater personalization.	<ul style="list-style-type: none"> • Lead Teacher • Counselors • Administrators 	<ul style="list-style-type: none"> • Allotted time 	<ul style="list-style-type: none"> • August 2014- • June 2020 	<ul style="list-style-type: none"> • Survey students about the information 	<ul style="list-style-type: none"> • Survey results • Assembly Scripts
3d) Create partnership with local industry leaders to serve as mentors and create community based programs.	<ul style="list-style-type: none"> • Lead Teacher • Counselors • Administrators • ITEP 	<ul style="list-style-type: none"> • Industry partners 	<ul style="list-style-type: none"> • August 2014- • June 2020 	<ul style="list-style-type: none"> • Work with industry partners; survey students about what programs they would like to see aside from the internship program and mentorship programs that we currently have. 	<ul style="list-style-type: none"> • Survey results • Number of students participating and completing the internship program.
3e) Increase parent participation in the SLC governance boards	<ul style="list-style-type: none"> • Administrators • Lead Teacher • Title I Coordinator 	<ul style="list-style-type: none"> • Planning time • Parent meeting time 	<ul style="list-style-type: none"> • Spring, 2016- Fall, 2017 	<ul style="list-style-type: none"> • Develop a viable plan for recruiting parents including the role they will fulfill 	<ul style="list-style-type: none"> • Meeting agendum • Sign in Sheets
3f) Research and develop STEAM academy aligned to partnerships with surrounding business community needs	<ul style="list-style-type: none"> • Administrators • ILT • Lead teachers • ITEP-Community Advisory Board 	<ul style="list-style-type: none"> • Planning Time 	<ul style="list-style-type: none"> • Fall, 2016- ongoing 	<ul style="list-style-type: none"> • Realignment of PATHS and CAL into STEAM academy • Develop career pathways • ITEP will help develop a community advisory 	<ul style="list-style-type: none"> • Realigned curriculum • Student participation
3g) CAL SLC will enhance leadership council of students of all grade levels to organize activities and events to foster SLC spirit including middle school recruitment, fundraisers, field trips, and welcoming activities	<ul style="list-style-type: none"> • Lead Teacher • Administrators • Counselor 	<ul style="list-style-type: none"> • meeting time • student volunteers • parent volunteers 	<ul style="list-style-type: none"> • 2014-2020 	<ul style="list-style-type: none"> • Leadership training for students • Activities 	<ul style="list-style-type: none"> • Agenda • Sign-in Sheets • Activity Calendar
3h) Ongoing library collection development, including SLC specific materials; weeding of	<ul style="list-style-type: none"> • Teacher Librarian • Administrators • SLC leads 	<ul style="list-style-type: none"> • Data and statistics from Destiny • Staff/faculty input 	<ul style="list-style-type: none"> • Phase 1: Weeding and initial 	<ul style="list-style-type: none"> • Destiny collection analysis tool • Destiny circulation statistics • Student and Staff surveys 	<ul style="list-style-type: none"> • Destiny collection analysis (comparison over time)

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collection; solicitation of input for acquisitions; purchasing of materials		<ul style="list-style-type: none"> • Student input • Suggestion box • SSC approval of funds 	collection analysis; small purchase of books from 3950 fund; successful presentation to SSC for book purchase- Fall 2015 <ul style="list-style-type: none"> • Phase 2: Continued weeding, ongoing assessment, purchase of new materials (\$15,000 for spring 2016)- • Dec 2015- June 2020 	<ul style="list-style-type: none"> • Library sign-in sheets • Suggestion box slips 	<ul style="list-style-type: none"> • Analysis of circulation statistics • Results of surveys • Analysis of sign in sheets over time
3i) Create and distribute a library newsletter for students(print and online); By Fall of 2016 have an SLC feature/focus each issue	<ul style="list-style-type: none"> • Teacher Librarian • Administrators • Staff and student reps from each SLC 	<ul style="list-style-type: none"> • Paper and Ink 	<ul style="list-style-type: none"> • Phase 1 (Print): 2015-2016 school year • Phase 2 (Print and Online): 2016-2020 	<ul style="list-style-type: none"> • 6 issues of student newsletter <i>The Banning Buzz</i> by June 2016 • Ongoing print and online issues with SLC features 	<ul style="list-style-type: none"> • Retain a copy of the newsletter on file and on the website.
3j) Continue to increase library use	<ul style="list-style-type: none"> • Teacher Librarian • Administrators 	<ul style="list-style-type: none"> • Teacher Librarian 	<ul style="list-style-type: none"> • August 2015 ongoing 	<ul style="list-style-type: none"> • Sign in sheets • Maintain consistent library hours (with certificated Teacher Librarian) that allow students to read, study, research, print, do homework, play games, work collaboratively, socialize, and other activities/tasks before and after school, during pilot break and lunch 	<ul style="list-style-type: none"> • Sign in sheets • Photo documentation of events • Circulation Statistics from Destiny • Book sales • Survey results

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				<ul style="list-style-type: none"> • Spring and Fall book fairs • Student surveys • Banning Book Club • Special events (i.e. International Literacy Day, Banned Books Week, Teen Read Week, Hour of Code) • Engaging Displays • Update, maintain and promote library pages on school website 	
3k) SLC topic specific industry field trips, industry speakers, and internships	<ul style="list-style-type: none"> • Administrators • Counselors • Lead Teachers 	<ul style="list-style-type: none"> • Industry Board • Industry partners • Planning Time 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Established Board • Number of field trips • Speakers calendared • Number of Internships 	<ul style="list-style-type: none"> • Established Board • Number of field trips • Speakers calendared • Number of Internships
3l) Branding of SLCs	<ul style="list-style-type: none"> • Administrators • Leads • Maintenance & Operations 	<ul style="list-style-type: none"> • Materials • Time • SLC Student Board • Printing Shirt Designs 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Branding of contiguous space • Design SLC specific shirts with logos 	<ul style="list-style-type: none"> • Rooms and corridors with SLC brands • Students and staff using their shirts
3m) SLC Operations Meetings to plan activities and support for students the specific SLC	<ul style="list-style-type: none"> • Administrators • SLC Leads • Counselors 	<ul style="list-style-type: none"> • One Tuesday after school for an hour - Faculty meeting time 	<ul style="list-style-type: none"> • ongoing 	<ul style="list-style-type: none"> • Agenda • Plan of action • Sign ins 	<ul style="list-style-type: none"> • Agenda • Sign ins
3n) Open Banning Firefighter Magnet in collaboration with LA Fire Department to provide students an opportunity to follow a career in the health and first responder fields	<ul style="list-style-type: none"> • Administrators • Lead Teachers 	<ul style="list-style-type: none"> • Fire Dept Liaison • Uniforms and equipments provided • Field trips 	<ul style="list-style-type: none"> • 2015- 2017 	<ul style="list-style-type: none"> • 9th and 10th grade students enrollment • Pathway for students • Grades 	<ul style="list-style-type: none"> • Student enrollment • Pathway • Master Schedule
3o) Individual counseling by SLC	<ul style="list-style-type: none"> • PSW • Administrators • Diploma Project Counselor (DPC) • Pupil Services Advisor 	<ul style="list-style-type: none"> • Office space • Comprehensive student history • Report summary • Student reports 	<ul style="list-style-type: none"> • August 2015- June 2016 	<ul style="list-style-type: none"> • Progress monitoring • Data • Teacher input • Collaboration • Expectations 	<ul style="list-style-type: none"> • Communication with staff • Parent/Teacher meetings • Daily check ins

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	(PSA) • Guidance Counselor			• Goals	• Reports
3p) SLC Outreach and Recruitment to incoming 8th grade students	• Administrators • Counselor • TSP Advisor • SLC Lead Teachers	• Funding for (Brochures, Buses, Banners, etc.) • Listings on Zone of Choice Application • SLC staff and student Representatives	• Late Fall to Late Spring 2013-2017	• Motivate • Personalize • Make Connections • Feeder Middle School Articulation	• Sign-in sheets from outreach fair • Number of students matriculating to 9th grade • Number of students making selections to SLCs • participation of staff and students from each SLC
3q) LTEL Teacher Representative from each SLC and Magnet to encourage LTEL support and collaboration across SLCs and Magnet	• Administrators • Counselors	• Master Programming	• August 2015-June 2016 • August 2016-June 2017	• Build collaboration for successful LTEL students	• Master Plan • Students Passing LTEL (ADV ELD or &L) Courses
3r) Cohort students and teachers for PORT Academies per pathway	• Counselors • SLC Leads • Administrators • ITEP (Business Partners)	• Master Programming • Recruitment	• May 2016 - Ongoing	• Monitor Cohort participants • Review and analyze to enhance the program	• Matrix • Student schedule per pathway
3s) Common Planning Period for grade level Common planning period for SLC Lead Teachers	• Administrators • Counselors • SLC Leads • SLC Teachers	• Master Programming	• May 2016-Ongoing	• Monitor Cohort participants • Review and analyze to enhance the program • implement Project Based Learning and interdisciplinary projects • Leads planning Professional Development	• Sign in sheets • Matrix • Monitoring progress of student work • documentation of the PBLs and Interdisciplinary projects
3t) Re-evaluate Bell Schedule to increase learning and optimum student performance	• ESBM • Administrators • ILT • Scheduling Committee	• Discussion and planning time • Data • School comparison	• Fall, 2016-2017 and yearly	• Using grade and test data, discipline referrals, discuss schedule configurations that maximize learning • Investigate 'advisory period'	• Sign-in sheets • Meeting minutes • Matrix

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		visits		<ul style="list-style-type: none"> • Sustain credit recovery and intervention 	
3u) Increase participation in internships during the summer of their Junior year related to career pathways. Students participate in year-long workshops to get them ready for their internship interviews and positions assigned.	<ul style="list-style-type: none"> • Administrators • ITEP • SLC Leads 	<ul style="list-style-type: none"> • Internship workshops • Applications • Interview • Internship during summer of Junior year 	<ul style="list-style-type: none"> • Summer 2016 and yearly. 	<ul style="list-style-type: none"> • Application Process • Sign ins • Increase opportunities for all SLCs • Provide Interview Workshops 	<ul style="list-style-type: none"> • Sign ins • # of students participating in internships
3v) Continue to implement Maritime Scholars Robotics Program.	<ul style="list-style-type: none"> • Administrators • ITEP • Faculty Advisor 	<ul style="list-style-type: none"> • Funded from ITEP • Sponsorship from Phillips 66 • Robotics Kits • USS Iowa point of contact • Pool access • Chaperones and buses for field trips 	<ul style="list-style-type: none"> • Spring 2016 - First build • Spring 2017 - Second build • Ongoing each Spring 	<ul style="list-style-type: none"> • Build underwater robots (ROVs) in 9th grade math class • Culminating event at Banning swimming pool - robotics competition • After school field trip to the USS Iowa • Robotics presentations and overnight stay aboard the USS Iowa • Students will build Seaperch robots in their 9th grade math class and then hold a competition in the Banning swimming pool. Students will then showcase their robots as part of an overnight stay on the USS Iowa. 	<ul style="list-style-type: none"> • Completion of ROVs • Video of robotics competition • Video of robotics presentations • Student evaluations
3w) Social Science Dept: Reading Like A Historian (Stanford-Sheg), Four Worlds (USC-Calis), Use of Historical Novels	<ul style="list-style-type: none"> • Administrators • PLC • SLC Leads 	<ul style="list-style-type: none"> • Newspaper • novels • technology • Additional PD's • common planning time 	<ul style="list-style-type: none"> • Fall 2016-Spring 2017 	<ul style="list-style-type: none"> • Reading Like a Historian (DBQ) twice a semester • Analyze assessment using the ATLAS Protocol to assess student work • History Fair/Showcase • Collaborate with English Department • To team teach, common theme, continue to develop our database of primary and secondary sources 	<ul style="list-style-type: none"> • Performance Task Questions • Culminating projects • Evidence Binders • building on Best Practices • Showcase
3x) Offer Exploring Computer Science (ECS) curriculum which is an introductory computer science class that	<ul style="list-style-type: none"> • Teachers with training • Administrators 	<ul style="list-style-type: none"> • Computer lab and/or internet access • Mindstorm 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Curriculum designed in collaboration between LAUSD and UCLA Research Center X. • Program supported by National 	<ul style="list-style-type: none"> • Formative and Summative assessment

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focuses on equity and broadening the opportunity for all students to learn computer science		Robotics Kit		Science Foundation • Continual PD	
3y) Implement Project Lead the Way - Introduction to Engineering Design	<ul style="list-style-type: none"> • Teacher with training • Administrators 	<ul style="list-style-type: none"> • Computer lab and CAD software • AMTELL Grant 	<ul style="list-style-type: none"> • Fall 2016-Ongoing 	<ul style="list-style-type: none"> • Curriculum designed by PLTW and formative and summative assessment integrated within the curriculum. • Continue to enhance student access to engineering and design 	<ul style="list-style-type: none"> • Formative and summative assessments; student projects
3aa) Encourage current college students and college graduates to return to school to speak on behalf of higher education and the importance of it.	<ul style="list-style-type: none"> • Career Center • Pilot Center • Counselors • Administrators 	<ul style="list-style-type: none"> • Personnel • Space 	<ul style="list-style-type: none"> • ASAP • Spring Semester 	<ul style="list-style-type: none"> • Gage by the number of students scheduled to take the SAT and ACT 	<ul style="list-style-type: none"> • Number of Students who actually enrolled in college.

**ACTION ITEM #4:
All students will graduate.**

RATIONALE #3: Phineas Banning High School will establish and enforce academic rigor across all content areas to ensure that all students have equitable access to A-G courses, master the CCSS, and are “college and career ready” when they graduate. In support of our district’s vision of 100% college prepared and career ready, we recognize the importance of supporting all students in reaching proficiency and 100 percent graduation. In order to do so, it is important to ensure that all students receive a rigorous College Preparatory curriculum that will help them be successful.

SLO(s) ADDRESSED:

- **Prepared for post-secondary opportunities:** All students will be ready for college as evidenced by successful completion of required courses with a 'C' or better, the ability to analyze and evaluate data to support decisions, the ability to read, comprehend, and interpret a variety of written materials, and the ability to write and speak effectively using the formal conventions of standard English.
- **Invested in education and inspired to succeed:** All students will have excellent attendance and punctuality, the utilization of available support, guidance, and assistance, and participation in experiences beyond the school day such as internships, and extra-curricular activities.

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- **Life-long Learners:** All students will develop the ability to think critically which includes asking questions and seeking answers, self-discipline and time management, high expectations for themselves-resulting in intellectual and emotional growth, the application of problem-solving skills and logical-thinking processes to life situations, and connect learning and behavior to their future lives.
- **Optimistic and Oriented toward goals:** All students will have respect for self and others, including following school and classroom rules, the ability to collaborate effectively with others, the ability to listen and comprehend oral language, and respond using appropriate language, and the ability to set and implement short-term and long-term goals.
- **Technologically proficient:** All students will have mastery of the 21st century computer skills including specialized programs (Microsoft Word™, Excel™, PowerPoint™, Publisher™, Google Docs™, etc.), the ability to appropriately use technology in support of learning goals and daily life skills.
- **Socially Responsible Community Members:** Upon graduation from Phineas Banning High School, all students will have completed a community service project, learn to respect diverse cultures, have the ability to set postsecondary educational and vocational goals that have a positive impact, and make healthy life choices for self and the environment.

ACTION STEP(S) REQUIRED	PERSON(S) RESPONSIBLE	RESOURCES NEEDED (\$)	TIMELINE Start – End Date	MEANS TO ASSESS IMPROVEMENT (What we will do)	MEANS TO REPORT (Evidence to show completion)
4a) Continue to increase the number of students knowledgeable of the college application process.	<ul style="list-style-type: none"> • College Counselor • Administrators 	<ul style="list-style-type: none"> • Office Supplies • Office Space • College Representatives 	<ul style="list-style-type: none"> • August 2014-ongoing 	<ul style="list-style-type: none"> • Classroom Presentations • Pilot Center Readiness Outreach 	<ul style="list-style-type: none"> • Student Log In Sheets
4b) Continue implementation of A-G requirements as the graduation requirements. Counselors will ensure that each student receives information regarding A-G requirements.	<ul style="list-style-type: none"> • Guidance Counselors • Administrators 	<ul style="list-style-type: none"> • Counselors X Time 	<ul style="list-style-type: none"> • August 2014-ongoing 	<ul style="list-style-type: none"> • Freshman Orientation • Individual Parent Meetings • Classroom Presentations • Counselors will also keep Individual Graduation Plan (IGP) for each student • Individual Student Meetings 	<ul style="list-style-type: none"> • Student Log In Sheets • Individualized Graduation Plan (IGP)
4c) Continue to provide parent workshops on, how to support the high school student; Financial Aid and Scholarship Opportunities,	<ul style="list-style-type: none"> • Title I Coordinator • Parent Resource Liaison • College Counselor • Counselors • LD South Support • Outside Agency • Administrators 	<ul style="list-style-type: none"> • X Time Funding • Program Funding 	<ul style="list-style-type: none"> • October - Ongoing 	<ul style="list-style-type: none"> • Sign in • Agendas • Presentations 	<ul style="list-style-type: none"> • Increase in cohort promotion • Graduation rate • College Acceptance Rate
4d) Continue to offer the nine	<ul style="list-style-type: none"> • Title I Coordinator , 	<ul style="list-style-type: none"> • X Time Funding 	<ul style="list-style-type: none"> • Spring 2012 - 	<ul style="list-style-type: none"> • Sign in 	<ul style="list-style-type: none"> • Graduation Rate

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<p>week Parent Investment Quality Education Program (PIQE) parent institute to empower, low-income multi-cultural/multi-lingual parents to participate in their children’s education so that students stay in school, improve their academic performance, develop healthy/constructive relationships with their parents, teachers, and counselors, and graduate from HS with the option of a post-secondary education. Classes offered in the morning and in the evening.</p>	<ul style="list-style-type: none"> • Administrators • Parent Resource Liaison • Outside agency 	<ul style="list-style-type: none"> • Program Funding • Title I Funding 	<p>On going</p>	<ul style="list-style-type: none"> • Agendas • Presentations • Parent graduation 	<ul style="list-style-type: none"> • Parent Participation • Parent Volunteers
<p>4f) 9th Grade Orientation for all incoming 9th grade students</p>	<ul style="list-style-type: none"> • Administrators • Counselors 	<ul style="list-style-type: none"> • A-G Requirements • Registration Packet • Orientation Meeting • Parent Notification 	<ul style="list-style-type: none"> • August - Ongoing 	<ul style="list-style-type: none"> • Sign ins • Agenda • Presentation of A-G requirements 	<ul style="list-style-type: none"> • Sign ins • Agenda
<p>4g) Parent Trainings around A-G graduation requirements and college application requirements</p>	<ul style="list-style-type: none"> • Administrators • Title I Coordinator • College Counselor 	<ul style="list-style-type: none"> • Parent recruitment materials • Handouts • College Counselor 	<ul style="list-style-type: none"> • Yearly 	<ul style="list-style-type: none"> • Meeting - Calendared • Agenda • Materials - Handouts • Sign ins 	<ul style="list-style-type: none"> • Sign ins • Agenda
<p>4h) Students will work on Performance Tasks that will get them ready for SBAC assessments</p>	<ul style="list-style-type: none"> • Administrators • Department Chairs • Lead Teachers 	<ul style="list-style-type: none"> • SBAC training • SBAC usernames and passwords • Released Performance Tasks 	<ul style="list-style-type: none"> • 2015- 	<ul style="list-style-type: none"> • PLCs select performance tasks to implement in classroom • Students in grades 9-11 will work on a performance tasks 	<ul style="list-style-type: none"> • Student data • Sign ins • agenda
<p>4i) Library orientations for all 9th grade English classes early in Fall semester. (Orientations available for all grade levels)</p>	<ul style="list-style-type: none"> • Teacher Librarian • English Teachers • Administrators 	<ul style="list-style-type: none"> • Internet access 	<ul style="list-style-type: none"> • August 2016-ongoing 	<ul style="list-style-type: none"> • All 9th grade English classes will attend library orientation-minimum one session with option for series of sessions 	<ul style="list-style-type: none"> • Sign ins • Student exit tickets • Lesson Plan/Power Point

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4j) Instruction in using the LAUSD Digital Library databases, and research skills	<ul style="list-style-type: none"> • Teacher Librarian • Administrators 	<ul style="list-style-type: none"> • Computers with internet access 	<ul style="list-style-type: none"> • August 2015-ongoing 	<ul style="list-style-type: none"> • Instruction will take place with individual students, small groups of students, and whole classes in collaboration with teachers. 	<ul style="list-style-type: none"> • Student work • Student exit tickets • Student/Teacher Survey results
4k) Build student resilience and coping skills	<ul style="list-style-type: none"> • PSW • Administrators 	<ul style="list-style-type: none"> • Office space • Classroom space 	<ul style="list-style-type: none"> • August 2015-June 2016 	<ul style="list-style-type: none"> • MISIS • Attendance checks • Grades • Pre/post tests 	<ul style="list-style-type: none"> • Attendance sheets • Welligent data • Pre/post tests
4l) Monitor excessive absences and engage students and parents in educational process	<ul style="list-style-type: none"> • PSA • PSW • Administrators 	<ul style="list-style-type: none"> • MISIS 	<ul style="list-style-type: none"> • August 2015-June 2016 	<ul style="list-style-type: none"> • Home Visits 	<ul style="list-style-type: none"> • Attendance data • MiSiS • Attendance Sheets
4m) Support ELD 1-4 students by offering an 8th period Intro to Theater A/B class to give them an opportunity to make up credits and build their English Language Skills	<ul style="list-style-type: none"> • TSP Administrators • TSP Advisor 	<ul style="list-style-type: none"> • Teacher X-Time • Art Teacher 	<ul style="list-style-type: none"> • Spring 2016 • 2016-17 • 2017-18 • 2018-19 • 2019-2020 	<ul style="list-style-type: none"> • Successfully complete Class with a “C” or better • Increased Enrollment in the class (10% per semester) 	<ul style="list-style-type: none"> • Attendance Data • Grades • Improvement in ELD course by means of grades or advancing in levels
4n) Meet with English Learners to assess their own data and set possible goals towards Reclassification.	<ul style="list-style-type: none"> • TSP Advisor • Title II Coach 	<ul style="list-style-type: none"> • Student Data • Goal Sheets 	<ul style="list-style-type: none"> • Twice a year 2013-2020 	<ul style="list-style-type: none"> • Increased Reclassification of Students • AMAO 1 and 2 Data • Improvement in RFEP Criteria 	<ul style="list-style-type: none"> • RFEP Criteria • Completed Goal Sheets
4o) English Department to add courses in Creative Writing, Author’s Composition, Humanities to enhance literacy	<ul style="list-style-type: none"> • Head Counselor • English Department Chair • Counselors 	<ul style="list-style-type: none"> • Textbooks • Software • Supplemental Materials 	<ul style="list-style-type: none"> • Fall, 2016-through Spring, 2017 	<ul style="list-style-type: none"> • Inclusion in master schedule • Recruit and program students 	<ul style="list-style-type: none"> • Class rosters, • Attendance data • grade data
4p) Science Elective: Add AP Environmental Science	<ul style="list-style-type: none"> • Head Counselor • Science Department Chair 	<ul style="list-style-type: none"> • AP/College Board Training • Field Trips • Textbooks • Software 	<ul style="list-style-type: none"> • 2016-2017 	<ul style="list-style-type: none"> • Train a teacher who has the appropriate credential • Recruit and Program Students • AP Potential letters mailed to parents and students 	<ul style="list-style-type: none"> • Class Rosters • AP Test Score Report
4q) Decathlon Elective Class: prepare an “A” team and a “B” team to compete in Academic Decathlon	<ul style="list-style-type: none"> • Decathlon Coach 	<ul style="list-style-type: none"> • USAD Materials • Training and Planning Time • Transportation to 	<ul style="list-style-type: none"> • Starting in Fall 2015 	<ul style="list-style-type: none"> • Recruit and program students 	<ul style="list-style-type: none"> • Class Rosters • Competition Score Reports

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		and from competitions			
4r) Performing Arts Department will increase course offerings in music, theater, and dance	<ul style="list-style-type: none"> • Head Counselor • Administrators for Performing Arts • Counselor • Performing Arts teacher collaboration 	<ul style="list-style-type: none"> • Certificated subject area teachers • Field trip • Rehearsal space • Equipment • Instruments 	<ul style="list-style-type: none"> • Spring, 2016 thru Spring, 2017 	<ul style="list-style-type: none"> • Recruit and program student • Inclusion in master schedule 	<ul style="list-style-type: none"> • Performances • Grades • Enrollment
4s) Meet with parents to discuss academic progress, graduation requirements, programs available, and Reclassification Criteria for English Learners.	<ul style="list-style-type: none"> • TSP Administrators • TSP Adviser 	<ul style="list-style-type: none"> • Flyers • Connect Ed 	<ul style="list-style-type: none"> • 2013-2020 	<ul style="list-style-type: none"> • Increase Parent Attendance 	<ul style="list-style-type: none"> • Sign-Ins • Parent Participation
4u) Collaboration for advanced study activities	<ul style="list-style-type: none"> • Lead Teacher • Counselors • Administrators 	<ul style="list-style-type: none"> • LAHC(Los Angeles Harbor College) Staff 	<ul style="list-style-type: none"> • August 2014- June 2020 	<ul style="list-style-type: none"> • Review of transcripts • Aligned courses with existing career pathways 	<ul style="list-style-type: none"> • Number of students enrolled and completing courses.
4v) Continue to increase student attendance Proficiency rate	<ul style="list-style-type: none"> • Reed PSA counselor • Administrators over attendance • Academic Counselors • Title I PSW • DPC 	<ul style="list-style-type: none"> • Reed PSA • Title 1 PSW • Incentives for Green Day-every Thursday • MiSiS • MyData 	<ul style="list-style-type: none"> • 2015-2017 	<ul style="list-style-type: none"> • MyData • MiSiS • sign-ins • Monitor attendance • Attendance certificates • Provide incentive for proficient/advanced attendance 	<ul style="list-style-type: none"> • Agenda of parent meeting • Sign in sheet for student and parents • Data Analysis (MyData, MiSiS reports)
4w) Provide Positive Behavior Support Through Restorative Justice (RJ) to our students	<ul style="list-style-type: none"> • Administrators • Restorative Justice Coordinator • Teachers • Counselors • Deans 	<ul style="list-style-type: none"> • Training on Restorative Justice Principles • Copies of school Positive Behavior Support Plan to all staff. 	<ul style="list-style-type: none"> • On-Going 	<ul style="list-style-type: none"> • PD on Restorative Justice • Increase RJ Circles • Update School Wide Positive Behavior Support Plan (SWPBSP) • Update student Contact Information 	<ul style="list-style-type: none"> • PD sign-ins and agendas • Monthly Reports on the number of RJ Circles • Suspension Rate • Revised approved SWPBSP • More staff able to contact parents when called.
4x) Inform parents of attendance	<ul style="list-style-type: none"> • Reed PSA counselor 	<ul style="list-style-type: none"> • Reed PSA 	<ul style="list-style-type: none"> • 2015-2017 	<ul style="list-style-type: none"> • Monthly unclear absence letter mailed 	<ul style="list-style-type: none"> • Sign in sheet for

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concerns	<ul style="list-style-type: none"> • Administrators over attendance • DPC 	<ul style="list-style-type: none"> • mileage reimbursement 		home <ul style="list-style-type: none"> • Data Analysis (MyData, MiSiS reports) • Parent Conferences • Home Visits • Monitor Attendance through MiSiS report 	student and parents <ul style="list-style-type: none"> • Data Analysis (MyData, MiSiS reports)
4y) Decrease Dropout Rate	<ul style="list-style-type: none"> • Reed PSA counselor • Title I PSW • DPC • Academic Counselors • Administrators 	<ul style="list-style-type: none"> • Reed PSA • Title I PSW • Options School 	<ul style="list-style-type: none"> • 2015-2017 	<ul style="list-style-type: none"> • Conferences with at-risk students (November) • Offer appropriate educational options to at-risk students (November) • Update MiSiS with correct L-code • Home Visits • Participate in Student Recovery Day • Personal phone calls to student on dropout report 	<ul style="list-style-type: none"> • Data Analysis (MyData, MiSiS, CDE) • Reduction on number of students on Dropout Report
4z) Continue creating a positive school climate for students and teachers	<ul style="list-style-type: none"> • Reed PSA counselor • Title I PSW • DPC • Academic Counselors • Administrators 	<ul style="list-style-type: none"> • Reed PSA • Title I PSW • Incentives for students and staff • P.A.C.E 	<ul style="list-style-type: none"> • 2015-2017 	<ul style="list-style-type: none"> • Celebrate milestone days of instruction (50th, 100th, 150th Day of Instruction) • Coordinate lunchtime concert with PACE to motivate students and create a positive school climate • Coordinate assemblies promoting attendance and positive school climate • Provide weekly incentives for students, staff, and teachers-Thursdays Green Day • Lunchtime Raffles 	<ul style="list-style-type: none"> • Data Analysis (MyData, MiSiS) • Attendance data • Graduation data • Student surveys • Parent surveys • Teacher surveys • Staff surveys
4aa) Co-Facilitate “Why Try” group to ELD 1-2 students	<ul style="list-style-type: none"> • Administrators • Reed Pupil Service and Attendance Counselor (PSA) • PSW Interns • TSP Advisor 	<ul style="list-style-type: none"> • Reed PSA • Title I PSW • Office Space • Incentives for students • Why Try Curriculum 	<ul style="list-style-type: none"> • 2015-2017 	<ul style="list-style-type: none"> • Build students resilience and coping skills • Engage students in educational process • Provide educational resources • Provide Language Support 	<ul style="list-style-type: none"> • Student surveys • Attendance data • Grade checks • Surveys

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4ab) Educate students in goal setting and build motivation by increasing problem solving skills	<ul style="list-style-type: none"> • Administrators • PSW 	<ul style="list-style-type: none"> • Office space • Classroom 	<ul style="list-style-type: none"> • August 2015- June 2016 	<ul style="list-style-type: none"> • MISIS • Attendance check • Grades 	<ul style="list-style-type: none"> • Welligent data • Pre/Post tests • PSW data report
4ac) Facilitate grief groups for students grieving the loss of a family member	<ul style="list-style-type: none"> • Administrators • PSW 	<ul style="list-style-type: none"> • Classroom • Art supplies 	<ul style="list-style-type: none"> • October 2015- March 2016 	<ul style="list-style-type: none"> • MISIS • Attendance check • Grades 	<ul style="list-style-type: none"> • Pre/Post tests • Sign in sheets • PSW data report
4ad) Facilitate girls’ group for ELD Level 2 students	<ul style="list-style-type: none"> • Administrators • PSW • PSW Intern • TSP Advisor 	<ul style="list-style-type: none"> • Classroom • Art supplies • Resource materials 	<ul style="list-style-type: none"> • Spring 2016- 2020 	<ul style="list-style-type: none"> • MISIS • Attendance check • Grades 	<ul style="list-style-type: none"> • Sign in sheets • Welligent data • Surveys
4ae)) Facilitate COST team meeting to discuss student issues and interventions	<ul style="list-style-type: none"> • Administrators • PSW • PSA • School Psychologist • SD South Crisis Team 	<ul style="list-style-type: none"> • Classroom 	<ul style="list-style-type: none"> • August 2015- June 2016 	<ul style="list-style-type: none"> • Sign in sheets 	<ul style="list-style-type: none"> • Sign in sheets • PSW data report
4af) Facilitate crisis team to intervene in cases of schoolwide crisis	<ul style="list-style-type: none"> • PSW 	<ul style="list-style-type: none"> • Classroom 	<ul style="list-style-type: none"> • August 2015- June 2016 	<ul style="list-style-type: none"> • Crisis handouts • Sign in sheets 	<ul style="list-style-type: none"> • Sign in sheets • PSW data report
4ag) Conduct threat assessments	<ul style="list-style-type: none"> • PSW 	<ul style="list-style-type: none"> • Meeting space 	<ul style="list-style-type: none"> • August 2015- June 2016 	<ul style="list-style-type: none"> • Threat assessment documents • Sign in sheets 	<ul style="list-style-type: none"> • ISTAR
4ah) Initial assessment beginning phase of work with student and family	<ul style="list-style-type: none"> • Administrators • Diploma Project Counselor (DPC) 	<ul style="list-style-type: none"> • Comprehensive student history • Report summary • Brochures • Student reports 	<ul style="list-style-type: none"> • August 2015- June 2016 	<ul style="list-style-type: none"> • Progress monitoring • Data • Teacher input • Collaboration • Expectations • Goals 	<ul style="list-style-type: none"> • Communication with staff • Parent/Teacher meetings • Daily check ins • Reports
4ai) Group counseling for 9 th grade at risk students	<ul style="list-style-type: none"> • DPC(Diploma Project Counselor) 	<ul style="list-style-type: none"> • Target population • Safe setting 	<ul style="list-style-type: none"> • August 2015- June 2016 	<ul style="list-style-type: none"> • Empowering students • Allowing feedback • Collaboration • PDs • Suggestions • Encourage room for growth • Opportunities for leadership 	<ul style="list-style-type: none"> • Follow up • Groups • Accountability • Survey • Data reports
4aj) Parent and student meetings	<ul style="list-style-type: none"> • APSCS 	<ul style="list-style-type: none"> • Time to meet 	<ul style="list-style-type: none"> • August 2014 - 	<ul style="list-style-type: none"> • Freshman Orientation 	<ul style="list-style-type: none"> • MISIS meeting

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ACTION STEP(S) REQUIRED	PERSON(S) RESPONSIBLE	RESOURCES NEEDED (\$)	TIMELINE Start – End Date	MEANS TO ASSESS IMPROVEMENT (What we will do)	MEANS TO REPORT (Evidence to show completion)
regarding academic progress.	<ul style="list-style-type: none"> • Guidance Counselors 	<ul style="list-style-type: none"> • Open House • Back-to-School Night • Parent/Teacher Conference 	June 2020	<ul style="list-style-type: none"> • Grade Comparisons • Annual In-Class Programing • Seniors Letters 	<ul style="list-style-type: none"> documentation • Report Cards • Sign-in Sheets
4ak) Build Parent Capacity to Support the College-Going Culture.	<ul style="list-style-type: none"> • College Counselor • Guidance Counselors • APSCS 	<ul style="list-style-type: none"> • Stamps • Access to Computer Lab • Counselor X Time 	<ul style="list-style-type: none"> • Annually in August • 3rd Thursday in January 	<ul style="list-style-type: none"> • Provide parents with an outline of expectations to help prepare the seniors for the college and financial aid application process • Cash for College • Parent Financial Aid Workshops 	<ul style="list-style-type: none"> • Parent Letter • Sign-in Sheets
4al) Student Success Team meets to provide support to students who are struggling academically.	<ul style="list-style-type: none"> • Student Success Team 	<ul style="list-style-type: none"> • Meeting time and Space • Parent Notification 	• 2014-2020	<ul style="list-style-type: none"> • Report cards • Attendance • Reevaluation • Students are referred by parent and teacher requests and the team meets to provide strategies/plan to help student improve 	<ul style="list-style-type: none"> • MiSiS documentation • referral forms to all counseling support staff
4am) COST Coordination of Services Team to meets monthly to coordinate interventions for students who are having social adjustment problems on multiple levels.	<ul style="list-style-type: none"> • PSA counselor (s) • PSW counselor (s) • Dean • Assistant Principal • Counselor • Any other relevant support staff 	<ul style="list-style-type: none"> • Meeting time and space 	• 2014-2020	<ul style="list-style-type: none"> • Report cards • attendance • behavioral referrals 	<ul style="list-style-type: none"> • MiSiS documentation
4an) Continue Language Acquisition Team Meetings	<ul style="list-style-type: none"> • Principal • TSP Administrators • TSP Advisor 	<ul style="list-style-type: none"> • Student Data • Meeting time and space 	• 2013-2020	<ul style="list-style-type: none"> • Attendance • Grades • SRI Scores • CELDT Scores • LTEL Teacher Input 	<ul style="list-style-type: none"> • Improved data: grades, assessment scores, CELDT scores, attendance, students moving to the next ELD level.
4ao) Increase graduation rate of foster youth	<ul style="list-style-type: none"> • Foster Youth Achievement Program (FYAP) • Academic Counselor 	<ul style="list-style-type: none"> • Office Space 	• August 15 - June 2016	<ul style="list-style-type: none"> • Individual Graduation Plan (IGP) • Meet with educational rights folder • Determine eligibility • All parties sign appropriate 	<ul style="list-style-type: none"> • Qualified students are documented in MISIS

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4ap) Offer Introduction to Data Science (IDS) course that was developed by UCLA and LAUSD. New course that validates Algebra 2.	<ul style="list-style-type: none"> • Trained IDS teacher • Administrators • Counselors 	<ul style="list-style-type: none"> • Use of laptops carts for the year • Poster size Post-its 	<ul style="list-style-type: none"> • August 2015 - ongoing 	<p>documents</p> <ul style="list-style-type: none"> • Completion of Algebra 1 with “C” or better even though students currently have attempted Algebra 2 • Recruit and program students 	<ul style="list-style-type: none"> • LOCUS test through the University of Florida • Grades • Practicums and End of Unit Projects throughout year • Student feedback in college level stat courses after graduation
4ar) To accelerate language development, ELD 1-4 students will access the Rosetta Stone interactive software program after school, three times a week.	<ul style="list-style-type: none"> • TSP Administrators • Afterschool program coordinator 	<ul style="list-style-type: none"> • Rosetta Stone software • laptops 	<ul style="list-style-type: none"> • March- June 2016 	<ul style="list-style-type: none"> • ELD 1-4 students will attend three times a week to receive additional support 	<ul style="list-style-type: none"> • Attendance • ELD Course Grade • Rosetta Stone Data
1t) Modification of SWPBIS Progressive Discipline Policy; Implementation of Discipline Foundation Policy; School Climate Bill of Rights; Implementation Restorative Justice Practices and Strategies; Increase capacity of teachers to conduct community building circles	<ul style="list-style-type: none"> • Restorative Justice Teacher Advisor • Administrators • Deans of Discipline • Restorative Justice Teacher Advisor; Dean of Discipline; PSW 	<ul style="list-style-type: none"> • PD X Time • Restorative Justice Teacher Advisor • Parent/Guardian Training 	<ul style="list-style-type: none"> • Ongoing review of SWPBIS with annual updates • 2014-2015: Staff Trained in Tier I Community Building Circles • 2015-2016: Staff Trained in Tier II Community Building Circles 	<ul style="list-style-type: none"> • All Faculty and Support Staff will complete a minimum of 12 hours of PD in Tier I: Community Building Strategies 	<ul style="list-style-type: none"> • Agendas • Sign-In Sheets • Power-point Presentations • Evaluations from faculty and support staff connected to SLO’s: (1) Invested in education and inspired to succeed; (2) Life-long learners; (3) Socially responsible community members.