



# **WEST ADAMS PREPARATORY HS PROGRESS VISIT REPORT**

**1500 W. Washington Blvd**

**Los Angeles, CA 90007**

**Los Angeles Unified School District**

**April 26, 2016**

**Accrediting Commission for Schools  
Western Association of Schools and Colleges**

## CONTENTS

I: Student/Community Profile Data	2
II: Significant Changes and Developments	11
III: Ongoing School Improvement	13
IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan	16
V: Schoolwide Action Plan Refinements	35
VI: Glossary of Terms	64

## **I: Student/Community Profile Data**

### ***General Description of School:***

West Adams Preparatory High School, located just southwest of downtown Los Angeles, is a comprehensive Los Angeles Unified School District (LAUSD) high school that first opened in 2007. The school has a partnership with LA's Promise, a nonprofit organization that currently manages three South Los Angeles schools including West Adams Prep.

West Adams lies at the southern end of the Pico-Union neighborhood, a largely Latino and immigrant population in Central Los Angeles. With over 25,000 people per square mile, it is one of the most densely populated neighborhoods in Los Angeles. Most of the adults in this community have a high school diploma or less, therefore, the West Adams Preparatory High School community has worked diligently to promote high school graduation and college preparedness.

### ***West Adams Prep School-wide Learner Outcomes (SLOs)***

Prepared, globally-focused agents of change

Resilient learners gaining knowledge through critical thinking and academic discourse

Innovative thinkers proficient in use of technology and analytical thought

Determined to succeed by creating and pursuing college, university and career goals

Empowered to question, evaluate, and express differing opinions in response to the world around them

### ***Student Demographics:***

With its largest enrollment in 2008-09, its first year with four grade levels, the school has lost student population from a high of 2,663 students to a low of 1545 student in 2015-16, a 42% decline in enrollment. Loss of student population mirrors trends in the majority of LAUSD comprehensive high schools.

#### **Enrollment**

Grade	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
9th	1,353	941	848	611	611	700	501	418	496
10th	529	916	674	612	612	495	484	482	386
11th	292	450	717	614	614	381	384	446	308
12th	--	356	378	654	645	492	326	363	355
Total	2,174	2,663	2,618	2,491	2,482	2,068	1,695	1,709	1,545

<b>Ethnicity</b>	2010-11 Number	2010-11 %	2013-14 Number	2013-14 %	2015-16 Number	2015-16 %
African American	227	9.1%	105	6%	100	6.6%
American Indian or Alaska Native	7	0.3%	4	0.2%	2	0.1%
Asian	14	0.6%	11	0.6%	15	0.9%
Filipino	7	0.3%	2	0.1%	1	0.1%
Hispanic or Latino	2,221	89.2%	1,569	93%	1405	90.8%
Pacific Islander	2	0.1%	0	0%	1	0.1%
White (Not Hispanic)	8	0.3%	4	0.2%	12	0.8%

**Title I Status**

93% of the students qualified for eligibility for school lunch programs in October 2015. In addition, the school participates in Breakfast in the Classroom through which all students receive free breakfast each morning. Students can also obtain an afterschool “supper” through the Edu-Care program. These opportunities ensure the students access to three meals a day.

**Faculty/staff Demographics**

WAPHS qualified as a Reed Investment school due to high turnover rate of teachers. WAPHS has 13 new teachers with two or less years of experience. Under the Reed settlement, new teachers are provided 2 conference periods and the services of a mentor teacher. In addition to 3 mentors, 5 instructional coaches and an additional administrator support the novice teachers.

West Adams Preparatory High School Teaching Faculty	2011	2015
Total Number of Teachers	113	85
Total Number of Counselors	13	5

WAPHS also employs five administrators, nine coordinators/coaches, 5 academic counselors, 2 PSAs, 4 PSWs, librarian, psychologist, and nurse. Paraprofessionals, clerical staff, building and grounds workers, and parent-community representatives provide supportive services for the school. LA’s Promise also supplies a college access counselor. West Adams opens its doors to volunteers and interns, including a large number of UCLA student teachers, VISTA interns, and MSW interns from several graduate programs.

**English Language Learners (ELLs)**

**Critical Learner needs and Implications:** After remaining unchanged throughout the last six years, reclassification rates increased last year to 17%, a school record—one of the three areas that WAPHS scored a 10 out of 10 in its School Quality Performance Index. With a significant portion of 9<sup>th</sup> grade and 10<sup>th</sup> grade students in CELDT level 1 or 2, the school’s performance is high influenced by the performance of the school’s English Language Learners.

**Self-Reflection Questions:** *How will the school provide rapid transition to English for the newcomer population? How will the school provide intentional academic language instruction to all students but particularly the English learners?*

Year	Previous Number EL	Number Reclassified	Percent Reclassified
2014-2015	495	84	17.0%
2013-2014	661	75	11.3%
2012-2013	758	90	11.9%
2011-2012	772	84	10.9%
2010-2011	964	133	13.8%
2009-2010	966	83	8.6%
2008-2009	877	116	13.2%

CELDT level	10-11	11-12	12-13	13-14	14-15
1	68	109	51	109	81
2	141	128	48	102	83
3	419	315	115	173	159
4	187	198	52	72	115
5	29	16	5	8	12

LTEL	10-11	11-12	12-13	13-14	14-15	15-16
	535	516	411	255	263	253

**English Learner Accountabilities**

Annual Measurable Achievement Objectives	2011-12	2012-13	2013-14	2014-15
CELDT annual growth (making yearly progress)	44.6%	53.1%	53.9%	47.9%
% ELs proficient < 5yrs cohort	8.6%	16.7%	11.10%	8.1%
% ELs proficient >5yrs cohort	31.7%	40.2%	33.2%	35.1%

**Graduation, Dropout, Attendance Rates**

**Critical Learner needs and Implications:** While the 4-year cohort dropout rates continuously declined, both in 11-12 and 12-13, the 1-year dropout rate increased. Since dropout rates are tied to attendance, WAPHS uses its low counselor to student ratio provided through QEIA funding, as well as additional PSA workers for augmented counseling, parent conferences, and home visits. This year, the school was provided an additional PSA worker dedicated to 9<sup>th</sup> grade attendance. LA’s Promise also supports the school by providing frequent attendance incentives such as special field trips.

The school met graduation rate goals, both overall school and individual student groups. On-site Adult School, APEX and other on-line opportunities, and summer school continue to provide students with credit recovery options.

**Self-Reflection Questions:** How will the school improve its A-G on track rate to better match its graduation rate? How can we adapt grading practices that will improve success rate of student mastery of learning objectives?

Student Attendance School Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Attendance Rate	91.95%	92.45%	93.48%	91.8%	90.3%	92.8%	93.2%

**Comparison of Dropout Rate between WAPHS, LAUSD, and CA:**

	School						District						State					
	08-09	09-10	10-11	11-12	12-13	13-14	08-09	09-10	10-11	11-12	12-13	13-14	08-09	09-10	10-11	11-12	12-13	13-14
9-12 Dropout Rate (1-year)	8.4	4.1	3.2	4.9	6.2	1.5	7.6	6.4	6.1	6.1	6.3	3.9	5.7	4.6	4.2	4	3.9	3.1
9-12 Dropout Rate (4-year)	33.1	16.5	16.2	15.5	13.5	13.1	29.6	24.1	22.6	20.3	17.2	17.4	21.5	17.4	14.7	13.1	11.4	11.5
Grad Rate	87.9	80.5	79	80	80.7	79.7	69.6	70.4	64.8	66.6	68.1	70.2	78.6	80.5	77.1	78.9	80.4	81.0

**Current Year: Graduation Rate Results**

Groups	<u>2014 Cohort Grad Rate (class of 12-13)</u>	<u>2015 Cohort Grad Rate (class of 13-14)</u>	<u>2015 Target Graduation Rate</u>	<u>2015 Grad Rate Criteria Met</u>	<u>2016 Target Grad Rate Class of 2014-15)</u>
Schoolwide	80.7	79.7	80.8	Yes	82.3
Hispanic or Latino	82.4	79.3	80.6	Yes	82
Socioeconomically Disadvantaged	81.2	80.1	81.3	Yes	82.5
English Learners	72.7	68.5	72.6	Yes	73.8
Students with Disabilities	62.12	57.8	67.7	Yes	65.9

**Graduation Rate Criteria:** (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

**Student Adjustment Data**

**Critical Learner needs and Implications:** The school added the data for analysis to address WASC goal #4 Positive School Culture and the School District’s Performance Meter of School Safety. The Performance Meter specifically targets the reduction of the number of suspensions. The statistics show a decline of suspensions and opportunity transfers. WAPHS uses a whole child concept where counselors handle both discipline and academic issues. The low counselor to student ratio allows for personalization and counseling.

**Self-Reflection Question:** *How can the school better utilize the whole child concept of student discipline and positive behavior support model to support classroom instruction?*

Opportunity Transfers									
Year	Al/Alsk	Asian	Filipino	Pac Isl	Black	Hispanic	White	Unknown	Total
2013-14	0	0	0	0	0	1	0	0	1
2012-13	0	0	0	0	0	3	0	0	3
2011-12	0	0	0	0	2	12	0	0	14

Suspensions											
Year	Al/Alsk	Asian	Filipino	Pac Isl	Black	Hispanic	White	Unknown	Total	Avg # Days	Suspension (Rate)
13-14	0	0	0	0	0	7	0	0	7	2.1	0.42
12-13	0	0	0	0	1	5	0	0	6	3.00	0.3
11-12	0	1	0	0	36	99	0	0	136	1.53	5.4

**Student Achievement**

**Standardized Testing Data**

**Critical Learner needs and Implications:** Using the metrics in the School Quality Improvement Index, West Adams’ performance in ELA has an index score of 1/10 while math’s index score is 5/10. To move one index level in ELA, WAPHS will need to improve its current performance of 15% of students meeting standard to 18%. To move one index level in math, WAPHS will need to improve its current performance of 14% of students meeting standard to 15%.

**Self-Reflection Questions:** *In what areas and in what ways will the school target intervention?*

**Baseline SBAC Scores****English Language Arts/Literacy Performance Rates**

	School	District (Grade 11)	State (Grade 11)
Exceeded Standard	1	13	22
Met Standard	13	32	32
Nearly Met Standard	24	27	24
Standard Not Met	53	23	19

**Mathematics Rates**

	School	District (Grade 11)	State (Grade 11)
Exceeded Standard	2	5	11
Met Standard	12	14	18
Nearly Met Standard	18	25	24
Standard Not Met	66	52	44

**Advanced Placement Exams**

**Critical Learner needs and Implications:** The percentage of students passing advanced placement exams continues to be a challenge for West Adams. Statistics for passing (3 or higher) between 2010-11 data and 2014-15 data remain virtually unchanged. A frequent concern of many West Adams teachers is the lack of a coordinated program for honors students. Honors classes do not adequately prepare students for the rigors of Advanced Placement.

However more types of AP courses are being offered (14 as opposed to 9 in 10-11). Teachers and students participate in a UCLA AP Readiness program to prepare students for AP exams. Teachers also attend AP conferences during the summer vacation to prepare curriculum.

A teacher committee of AP/honors teachers meets periodically to examine data and discuss solutions to improving number of students with qualifying scores on the AP exams. Some recommendations include using PSAT scores to determine students' readiness and remediation needs; increasing the number and sequencing of honors classes; and increasing rigor of honors through better differentiation in pacing plans.

**Self-Reflection Question:** *How do we increase the rigor of the overall academic program?*



**AP Test Results**

*The following charts represent the scores for the 209 students who were tested in the 2010-2011.*

School Totals for 2010-2011	5	4	3	2	1	Total Exams
Number of Exams	14	28	48	96	100	286
Percentage of Total	5	10	17	34	35	100

*The following charts represent the scores for the 225 students who were tested in the 2013-2014.*

School Totals for 2013-2014	5	4	3	2	1	Total Exams
Number of Exams	17	44	58	91	133	343
Percentage of Total	5	13	17	27	39	100

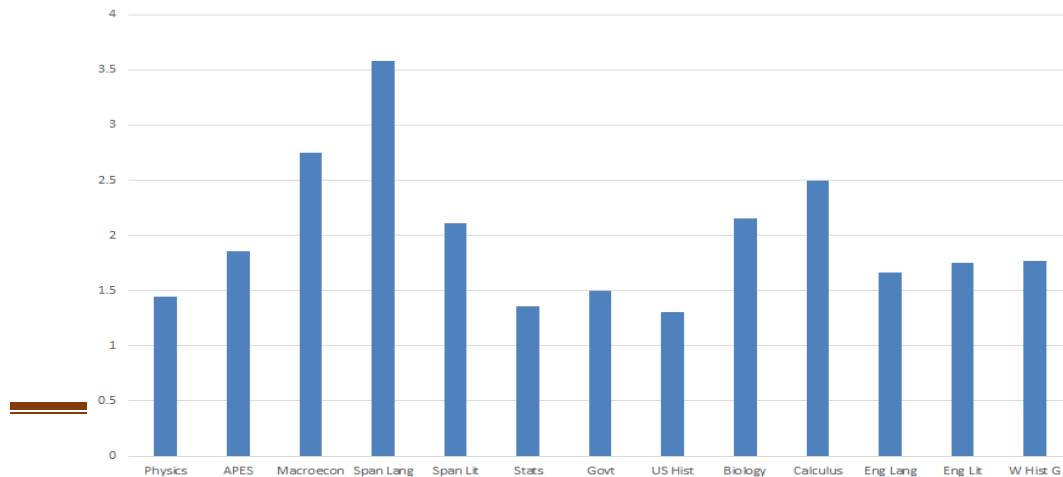
*The following charts represent the scores for the students who were tested in the 2014-15.*

School Totals for 2014-15	5	4	3	2	1	Total Exams
Number of Exams	16	23	55	78	91	266
Percentage of Total	6	9	21	29	34	100

<b>Subject Totals for 2010-11</b>	5	4	3	2	1	<b>Total Exams</b>
English Language and Composition			4	11	4	19
English Literature and Composition			6	31	12	49
United States Government and Politics		1	5	9	21	36
United States History		2	6	19	22	49
Calculus AB	6	11	20	12	15	64
Biology	1	4		7	3	15
Environmental Science				1	17	18
Spanish Literature	7	10	5	3	2	27
Spanish Language			2	3	4	9
<b>Subject Totals for 2013-14</b>						<b>Total Exams</b>
English Language and Composition			3	17	12	32
English Literature and Composition		1	6	15	7	29
United States Government and Politics				3	15	18
United States History			1	1	44	46
Economics		5	5	6	1	17

Calculus AB	5	3	3	5	4	20
Biology		1	1	12		14
AP Physics				4	2	6
Spanish Language	5	27	30	10		72
Other – Music Theory			1		3	4
Other – Calculus BC	7	7	4	7	3	28
Other – World History			3	7	28	38
<b>Subject Totals for 2014-15</b>						<b>Total Exams</b>
English Language and Composition	0	0	0	10	5	15
English Literature and Composition	0	0	0	9	3	12
United States Government and Politics	0	0	2	3	9	14
United States History	0	1	1	9	35	46
Economics	1	1	3	1	2	8
Calculus AB	2	6	14	6	12	40
Biology	0	0	3	9	1	13
AP Physics	0	0	0	4	5	9
Environmental Science	0	1	1	1	4	7
Spanish Language	13	14	23	7	0	57
Other-Spanish Lit	0	0	5	10	3	18
Other – World History	0	0	2	6	5	13
Other--Statistics	0	0	1	3	10	14

Average Score



**College Admittance Rates**

Four year college admittance rates have increased to a high of 43% in 2013. Admittance rates dropped to 37% over the last two years. The school’s college counselor is supported by an additional counselor from LA’s Promise. The college support staff helped ensure that 95% of West Adams seniors completed the paperwork to apply for FAFSA (Federal Aid).

	09-10	10-11	11-12	12-13	13-14	14-15
College Admittance rates	9%	30%	39%	43%	40%	37%

**School Quality Improvement Index (SQII):**

*Replaces Academic Performance Index for CORE Waiver schools*

Below are the recently published metrics for CORE Waiver schools (Jan 22, 2016). The school used these metrics for the purposes of developing target goals for SBAC proficiency for this report. As it continually readjusts its action planning, the school plans to develop action steps to target SQII metrics in addition to the data used in past years. Action plans will need to consider chronic absenteeism (less than 90%) as well as less than proficient attendance (less than 96%), and specific actions to target the lowest performing racial group, English Language Learners, and students with disabilities.

Domain	Index Level (2015)	Metric (2015)	Change needed to improve 1 index level	Change needed to improve 2 index levels	Change needed to improve 3 index levels
SBAC: ELA	1	15%	+3%	+9%	+16%
SBAC: Math	5	14%	+1%	+6%	+11%
4 year Grad rate	5	80%	+1%	+5%	+8%
5 year Grad rate	7	85%	+3%	+7%	+10%
6 year Grad rate	6	82%	+3%	+6%	+10%
Chronic absenteeism	4	21%	-1%	-4%	-6%
Suspensions	10	0%	-----	-----	-----
ELA redesignation	10	19%	-----	-----	-----

## **II: Significant Changes and Developments**

In the 2012 Self Study and again in the 2014 Mid-visit review, the school perceived that there were significant changes in leadership of the school and its partnership with LA's Promise. The Study also noted the advent of increased staffing provided by QEIA funding, the negative impact of District budget cuts, and a change in bell schedule. While change continues to impact the school, leadership has somewhat stabilized and turnover of other staff between 2014-15 and the current year was relatively small.

### ***Leadership and Structure***

Besides the Principal, there are four assistant principals. The school dedicates one assistant principal to focus on each small learning community, as well as an additional assistant principal hired through Reed funding.

Personalization is provided through the school's three small learning communities. With the reduction of population each year, the school has reduced its SLCs from the original six--this year it combined two of its SLCs. Building strong SLCs while simultaneously maintaining strong content area departments continues to be a challenge for West Adams HS. Each SLC lead teacher has advisory time free for leadership of the small learning community. The STEM SLC received a conditional Linked Learning grant that will provide training and structure with the eventual aim of creating 3 Linked Learning pathways.

Each chairperson of the core content departments has a sixth period conference. Leaders of smaller non-core departments have advisory period free to handle department needs. Common conferences during 6<sup>th</sup> period allow chairpersons to work with instructional coaches to build a strong instructional program and integrated professional development plan.

### ***Funding***

Rollover from QEIA funds continue to bolster the WAPHS general fund to provide smaller class sizes and an increased amount of counselor support. Other categorical program funds include Title 1/NCLB 1114, CORE Waiver Quality Improvement System, Targeted School Population funds, Common Core and English Learner budgets. West Adams is a Reed Investment School, which provides additional funding for staffing and training but also is indicative of West Adam's high turnover and large number of inexperienced teachers. Currently there are 2 openings and 13 teachers who have been teaching less than two years. Special education and math have been particularly hard hit with many inexperienced teachers or long term substitute teachers.

### ***Bell Schedule/Advisory/Professional Development***

West Adams' bell schedule is a traditional 6 period day with advisory class. During advisory, students participate in reading using Accelerated Reader, an on-line program that measures student reading comprehension and recommends an appropriate level of reading material. Beginning spring semester, advisory curriculum included 2 days of Accelerated Reader, 1 day of character development, and an additional day of college and career awareness.

Professional Development occurs once a week on a late start Tuesday schedule. Four instructional coaches, one for each of the main content areas, provide the PD and coach teachers through the learning cycle. A fifth coach funded through Title 3 focuses on instruction to assist long term English learners. A PD committee meets once a week to discuss strengths

and weaknesses of WAPHS professional development program. The school focuses on professional development and classroom instruction that enhances use of academic language, the teaching of reading and writing strategies throughout all content areas. Instructional coaches ensure the cyclical nature of strong professional development through class visits, content area application, and review of student work and common assessments. To address the needs of faculty, encourage buy-in, and fulfill one of the recommendations of the 2012 WASC, department chairs provide weekly input as part of the PD committee in the development of the PD plan and goals, weekly professional development, and to work with instructional coaches to ensure common pacing plans and assessments.

An Instructional Leadership Team (ILT) meets periodically to analyze data, develop action plans, and address instructional concerns. The ILT includes the administration, the department chairs, the instructional coaches, and the SLC lead teachers.

### ***Trauma Informed School***

The school's Wellness Center program is designed to bring more social services to our students and their families. Using a combination of school and district funding, WAPHS provides the services of a school psychologist, four psychiatric social workers, seven MSW interns, a full-time pupil service counselor (PSA), a part-time PSA to work with foster youth, and a full time PSA for 9<sup>th</sup> grade students. Of particular concern are the recent Central American immigrants who arrive to this country with many emotional and socio-economic issues. By working closely with the 4 school counselors, the Wellness Center staff personalizes their work through Coordination of Services Team (COST) and direct referrals. The Center provides crisis intervention, threat and suicide assessment, resource coordination and linkage, parent training, trauma screening, and mental health counseling.

### **III: Ongoing School Improvement**

Through periodic analysis and collaborative discussion, WAPHS stakeholders were engaged both in the process of review and the process of revision of the data and the action plan. Faculty, parent, and administrative meetings periodically reviewed data and related the results to school-wide goals. Data included, but was not limited to, school experience surveys, SBAC results, Performance Meter data, School Quality Indicator information, course pass rates, and English Language Development AMAO results. The WAPHS community also examined student performance on common assessments and other work samples, behavioral and academic performance data of individual students, professional development surveys, and feedback gathered from class observations and learning walks.

The WASC 2015 Mid-visit Review noted that the school should better align its Single School Plan for Student Achievement and the school-wide action plan addressing the eight WASC goals. It emphasized: **“Of concern to the WASC Committee was the school’s commitment to follow through with its action plan”**. To ensure that the action plan was followed, the school made great effort to place its eight WASC goals in the forefront of its planning of any school initiative, and of the revision and development of the Single School Plan for Student Achievement.

Immediately following the visit in March of 2015, all WAPHS staff received a copy of the draft report. The school continually updated its data after the Mid-visit Review. At the start of the school year, the administrative team focused on the data of the LAUSD’s five performance meters. These five performance meters directly align to the school’s WASC goals. Both the school vision and the eight WASC goals were the focus of the school’s opening day professional development.

This year the school is in the process of rewriting its Single School Plan for Student Achievement (SPSA). The SPSA integrates the goals for WASC, CORE Waiver Quality Improvement System, Quality Education Investment Act plan, Title 1/NCLB 1114, and for the 2014-15 School Year, and Reed Investment Schools plan. To follow the WASC Visiting Committee’s recommendation to better align the two documents and processes, the school has been using the data and findings in the WASC report to rewrite its SPSA and to use the process as a method to action plan. Throughout the year as an ongoing process, the school community periodically analyzes its data and the self-study’s findings, and evaluates its planning through a series of Instructional Leadership Team, whole faculty, home group (department), and parent meetings. Instructional coaches and Department Chairs serve as home group leaders.

As part of the process to involve students, each content area undertook to review a different school learner outcome from the school’s list of 5 SLO’s. The progress report with a focus on the data will be presented and discussed by the faculty, the school governing board, and the school leadership after completion.

While the school recognizes the need for the involvement of the whole school in the solutions to action plans and recommendations, to ensure fidelity of following the action plan and goals, different groups provided the structure for leadership and reflection of each goal. Below is a table of each goal’s primary leadership.

**WASC Reflection Groups for Each Goal**

<b>Goal #</b>	<b>Area</b>	<b>Main Reflection Group</b>
1	9th Grade	9th Grade Academy meetings
2	Pacing plans	PD Planning Committee
3	Literacy	PD Planning Committee
4	School Culture	Wellness Center
5	Graduation rate	Counselor meetings and Instructional Leadership Council
6	Proficiency	Instructional Leadership Council
7	Attendance	Administrative Staff meetings
8	Parent/community	Parent Center/Parent Governance Councils

To prepare the progress report, the school gathered and analyzed data, revised action plans by reflecting on data, and communicated and collaborated with staff on the schoolwide action plan. Because honoring the WASC action plan was a concern of the Visiting Committee, an emphasis on documenting follow through of the action plan was foremost in the eyes of the school leadership.

Data was and is continually updated. This year, much of the summative assessment data was no longer relevant (CAHSEE/CSTs). As a result many of the goals and monitoring tools were changed. Recently at the end of January, the School Quality Indicator Index (SQII) was provided for CORE Waiver which changed and will continue to change not only the data but the focus of the data. As the school improves its ability to look at student work, formative data analysis takes place within professional development. Data review includes communicating the results to the staff and other stakeholders in a comprehensible way that would help the staff and stakeholders to better understand the school action planning.

Next the school looked at the data to update its action plans for each goal. For this section, the school used the reflective groups in the aforementioned table. From March 2015 until January 2016, the school updated its former plan and focused on carrying out that plan. When the school leaders and WASC editors met with the newly assigned chairperson, the chairperson

directed the school to examine more closely the five key recommendations that he noted in the report, and that the entire staff was involved in the planning process. He was particularly concerned in the school's failure to follow its action plan in the past. Following that meeting, the school reconvened its focus groups. It also convened WASC Recommendation reflection groups to specifically target the five key recommendations of #1) data, #2) ELA proficiency, #3) pacing plans, #4) Vision/planning of leadership, and #5) AP/honors. The reflection groups' findings and changes were then brought back to school's original focus groups to further discuss. Finally the WASC editors integrated these addenda and concerns into the school-wide action plan.

**WASC Key Recommendation Reflection Groups**

<b>Rec #</b>	<b>Area</b>	<b>Reflection Group</b>	<b>Focus Group Follow-up</b>
1	Data	Tech Committee	School Culture
2	ELA proficiency	ELD planning committee, ELA Department	Assessment
3	Pacing plans	PD Planning Committee	Instruction
4	Vision/planning	Administrative staff	Vision
5	AP/honors	AP/Honors Teacher Committee	Curriculum



## **IV: Progress on Critical Areas for Follow-up / Schoolwide Action Plan**

The Visiting Committee in its 2015 mid-visit review summarized the school's progress on seven of its eight action goals. In addition, it recommended 5 areas of improvement and an overall concern for the school's ability to follow its action plan and action plan process. The following section examines the school's current progress on its eight goals. To clarify the school's progress on the WASC key recommendations, those areas were separately noted if applicable to that school goal.

### **Academic Goal 1: Provide Support for 9th Grade Integration and Intervention**

*"There has been negligible change in the failure rate for freshman English (37% in 2012, 35% in 2014) and Algebra 1 (58% in 2012, 58% in 2014). A Math Tutorial Lab has been provided as an intervention for Algebra 1 students, which are predominantly 9th graders. Other interventions are primarily through social and behavioral support activities. Tutoring is also available. The school is strongly considering implementation of a 9th grade house in 2015-16 to target improvement in the areas of math and English as well as 9th grade student attendance." (2015 Visiting Committee Report)*

To combat high failure rate in ninth grade classes that had not changed since the school's inception, WAPHS formed a ninth grade academy for the 15-16 school year. The Ninth Grade Academy was designed around a Professional Learning Community of 10 teachers and 260 students divided into three SLCs. Each SLC has 2 cohorts and an honors cohort. The student cohorts have common classes in core academic subjects of math, English, and science. The teachers have a common conference period for collaboration. Common rules, rituals, and routines, and consistent expectations help students adjust to high school academics. The three psychiatric social workers attend meetings and work with teachers to design intervention. An after school tutoring program helps low performing students.

Fall semester final grades for 2015 were compared with 2014 fall grades. Math grades in cohorted classes were slightly lower than non-cohorted classes because many of the honors 9<sup>th</sup> graders were programmed in non-cohorted algebra and geometry classes. However in general, 9<sup>th</sup> graders improved their overall passage rate with a D or higher of algebra, biology, and English by 12% and their A-G passage rate (C or higher) by 9% from 2014. The group attributed the gain due to the collaboration of the 9<sup>th</sup> grade team, specifically

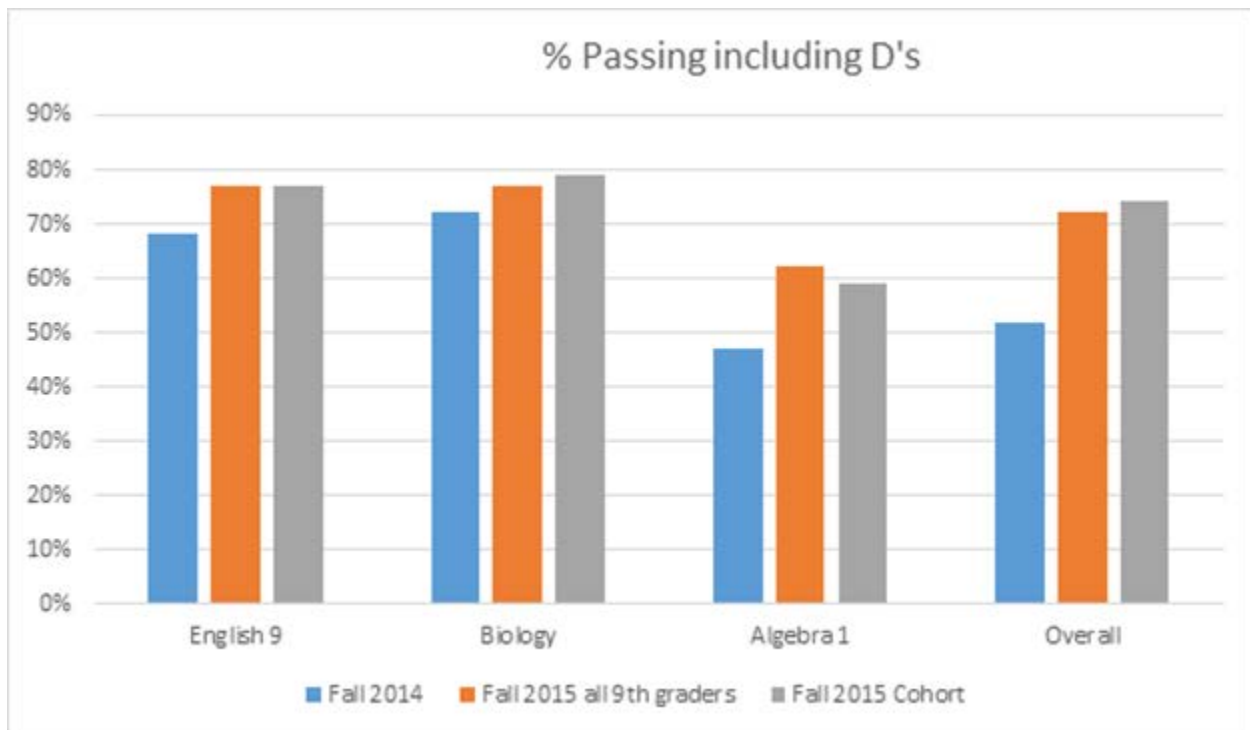
- 2-4 meetings/month to regularly plan and discuss issues during common conference period
- Collaborations with PSWs
- Tutoring program
- Looking at issues from a cohort-wide perspective rather than individual classroom
- Less punitive grading practices and classroom rituals and routines that emphasized building an academic culture and mastery of tasks
- Collegiality and professional learning community culture of the group

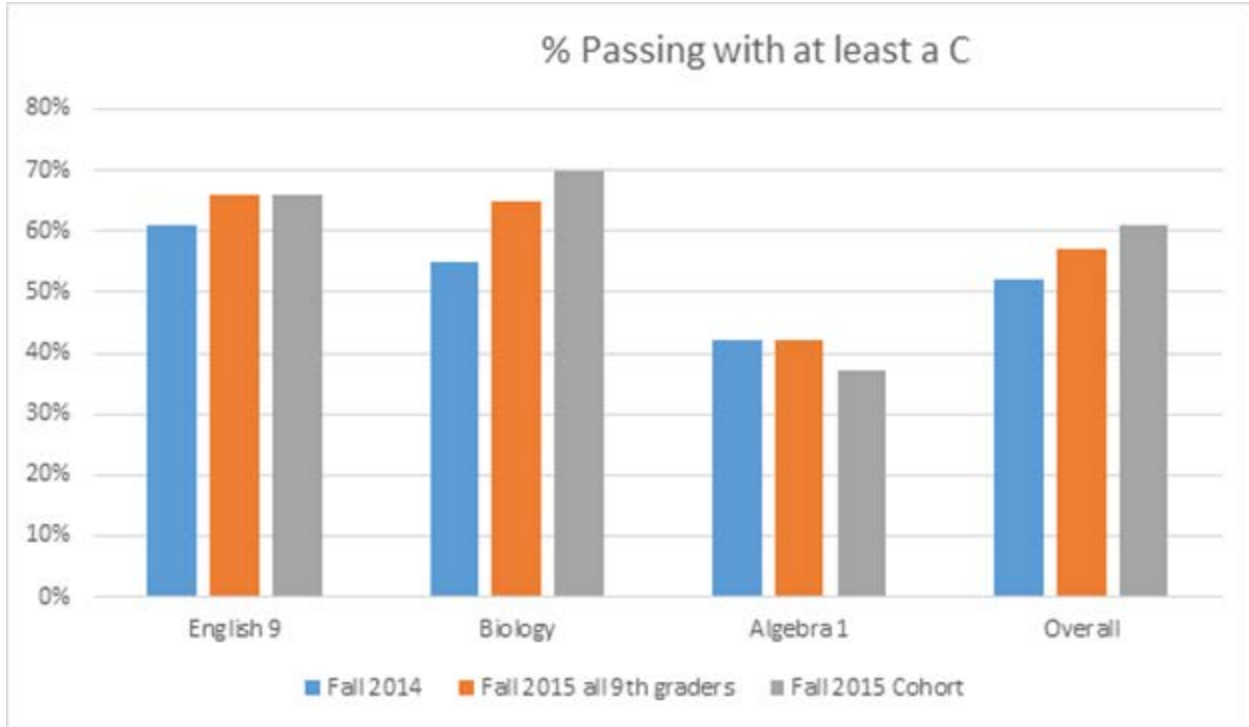
While the group was proud of their achievement, the group also reflected on concerns, needs, and goals for the future and determined the following areas of growth:

- Inflexibility of cohort model creates behavior problems
- Not all teachers had a common conference period
- Academy needs a period off for a lead teacher and a dedicated 9<sup>th</sup> grade administrator
- Larger class size averages than upper grades when 90% of the behavior problems are in 9<sup>th</sup> grade
- Goals for future: more interdisciplinary learning, restorative justice practices, and family involvement

In addition to the formation of the 9th Grade Academy, the school also identified the following additional actions:

- attendance incentives provided through a 9th grade attendance counselor
- Parent support meetings for students with high absenteeism
- Summer Bridge
- EL LAP (language acquisition plan)
- EduCare program: after school activities and tutoring.
- Math Tutorial Lab: intervention course for Algebra 1 students
- Four PSWs to counsel students
- CBIT (trauma) screening for 9<sup>th</sup> graders





**Key Recommendation #4 Instilling Vision and Long Term Planning (within Goal 1):**

9th Grade meetings are supervised by an instructional coach and an administrator. The instructional coach and administrator meet once a week to discuss and plan the support that will be given in the bi-monthly meetings. The administrator and coach often reach out to the PSWs and counselors to develop professional development and support for the cohort. The school's psychiatric social workers discuss specific methodologies with teachers to help off task students. The 9<sup>th</sup> grade attendance counselor works with students and teachers to set up incentives for attendance. The leadership designs professional development to meet the needs of teachers and students. Classroom visits to 9<sup>th</sup> grade classes provide additional feedback. Besides grade data and class visits, a survey at the end of the year for participating teachers will help monitor the benefit and progress of the program.

Other administrators and out of classroom personnel are encouraged to provide leadership. The administrator with greatest expertise in data provided MISIS training to the 9th grade teachers. The REED administrator, with expertise in restorative justice practices, works with the 9<sup>th</sup> grade cohort in order to help with positive behavior reinforcement. Counselors in the three SLC's, as well as our entire wellness center, support positive behavior in the classroom through one on one conversations with students.

## **Academic Goal 2: Ensure Consistency and Use of Common Pacing Plans, Rubrics, and Assessments**

*“Funds have been targeted to provide professional development for teachers to develop and review pacing plans and assessments in the four core academic areas. Progress in mathematics is partly attributed to common pacing plans, common assessments, and the building of a collaborative culture in the mathematics department. The report indicates the school is moving to replicate these efforts in other content areas. All core content areas are required to have and review common assessment each semester along with a common final.”*  
2015 Visiting Committee Report

### **Current Actions**

- PD time for teachers is allocated to develop and review pacing plans and assessments
- 5 instructional coaches assist with common pacing plans and assessments
- Additional common conference period (6<sup>th</sup>) for core content department chairs for chairs and coaches to provide support
- Focus on learning cycle during professional development
- All core content areas are required to have and review 2 common assessment per semester and common finals/study guides

### **Key Recommendation Tie-In #3: Consistency in Common Pacing Plans (within Goal 2):**

*“The need to ensure consistency in the use of Common Pacing Plans, Rubric, and Assessments has been an area of concern since the 2008 WASC review. Considerable improvements are noted; however, work is ongoing to ensure that these practices become a more fundamental, intrinsic part of instructional practice across campus.”* (2015 Visiting Committee Report)

In the years since 2008, WAPHS has striven to integrate the development, integration, and review of pacing plans and assessments into the Home Group (Department) professional development plan. All core departments and other departments with non-singleton classes implemented 2 common assessments, a common final exam, and a common study guide for the fall semester. Furthermore, these departments are currently implementing these items for the spring semester. More professional development time was also dedicated this year to allow for examination of student work from these assessments through use of action research protocols.

During Reed training in the spring of 2015, all teachers and administrators were trained on how to use protocols to look at student work. Departments revisited the pacing plans frequently to embed new practices during the 2015-16 department professional development. Eight days of professional development were set aside for the use of student work review. However, the application of student data analysis to instructional practices has not yet been fully instilled into WAPHS culture and is an area of need and further focus.

- Math:
  - Unified CPM Textbook (College Preparatory Math)
  - Regularly, collaboratively revised Common Pacing Plan
  - Collaboratively designed common assessments aligned to curriculum and Common Core Standards in Algebra 1, Algebra 2, and Geometry.
  - Data from common assessments, grades, and school statistic reports are used regularly in meetings to further focus instruction on key areas of need - and to resolve patterns of deficiency.
  - Classroom observations, coaching and feedback
- English Language Development:
  - Common academic vocabulary
  - Regularly, collaboratively revised Common Pacing Plan
  - Common text rich environments and visuals.

### **Evidence**

- WAPHS Professional Development Plan 2015-16
- REED PD Module 4 on Action Research
- Action Research feedback forms from data review of common assessments
- Common Pacing Plans for: ELA, ELD, Mathematics, Science, Social Studies, PE/ROTC
- Common assessments (2 + 1 common final for each semester totaling 6) for ELA, ELD Mathematics, Science, Social Studies, PE/ROTC

### **Key Recommendation Tie-In #4 Instilling Vision and Long Term Planning (within Goal 2)**

The administrative staff along with our instructional coaches contributes to the development and implementation of PD that supports the development of pacing plans. All department chairs, instructional coaches and administration oversee the development of pacing plans. An assistant principal is assigned to each of the four core subject areas and work with the department chair and instructional to facilitate professional development. Administrators, department chairs, instructional coaches, and teachers keep copies of the pacing plans as well as have Google access. Instructional coaches and lead teachers all have a common planning time of sixth period. Coaches and department chairs meet with PD administrator on Thursdays during period 6.

### **Academic Goal 3: Increase Literacy Skills across the Curriculum**

*“The school indicates that the number of newcomer and long term English Learners, which had been in decline, have begun to increase. The school recognizes the need to focus on literacy skills with introduction of strategies to intentionally teach academic language. The school has adopted a common focus on academic language, reading, and writing skills across the content areas supported by four instructional coaches.” (2015 Visiting Committee Report)*

#### **Key Recommendation Tie-In #2, Improving ELA proficiency:**

*“Adopt strategies to improve ELA proficiency rates among all students. English language learners continue to struggle and scores have been stagnant. This area has been identified by the school as the greatest concern in the Mid-Cycle Progress Report.” (2015 Visiting Committee Report)*

#### **Key Recommendation 2.1: Improving ELA Proficiency Rates among All Students**

With long term English learners increasing by 20% and a growing influx of newcomer immigrants from Central America (the school currently has the largest number of newcomer enrollees of any LAUSD comprehensive high school), WAPHS realizes its need to focus on literacy skills with the introduction of strategies to intentionally teach academic language. Therefore, professional development across content areas continues to target academic language and reading and writing strategies. Furthermore, the school has invested in more paraprofessionals, who receive specialized professional development on literacy from the Categorical Program Advisor and the Bridge Coordinator. Finally, because West Adams recognizes the role that trauma often plays in a student’s receptivity to instruction, the school’s Wellness Center screens newcomer students for trauma (CBIT) to address the myriad needs and traumas of recent immigrants from Central America; the school also has a dedicated guidance counselor to work with English language learners and a Bilingual Coordinator to improve instruction and reclassification.

Social studies, science, and math emphasized argumentation as a Common Core thread to tie to English Language Arts. ELD teachers were trained in Explicit Direct Instruction. Narrative writing still remains the domain of ELA classes, but informational and opinion writing pieces are becoming more common in the other content areas. Writing is also taking place in our PE classes, as well as our electives. Evidence of writing across the curriculum is seen in classroom visitations by instructional coaches and administration, as well as student work and rubrics being posted in the classroom. Data strands are also analyzed by faculty, coaches, department chairs, and administrators. During PD time discussions are held on what areas of student need are paramount and then steps are developed to support student learning. This is an ongoing process that is building a culture of reflective practices at WAPHS, where teachers reflect on their lessons and make necessary adjustments in order to meet the individual needs of students within their classrooms.

### **Current Actions**

- Common focus on academic language, reading, and writing skills across the content areas for professional development supported by 4 instructional coaches
- Reading program for daily advisory class using Accelerated Reader materials
- Required Accelerated Reader quizzes in ELA classes
- Intervention classes for LTELs
- Explicit Direct Instruction training for all ELD teachers and a significant number of other content area teachers
- Trainings for LTEL teachers on strategies for Language and Literacy classes and Advanced English Language Development classes

### ***Key Recommendation 2.2: Improving English Learner Scores***

During the years 2011-2012, 2012-2013, and 2013-2014, ELD reclassification rates plateaued between 10.9% - 11.9%. It is notable that these were also years which saw significant leadership, small school structure, and state-standards changes - as well as years in which students that had been severely affected by the 2008-2012 recession matriculated from ES/MS into high school. Many of West Adam's feeder schools are today part of the Reed vs. State of California settlement "Investment Schools" program. Still, the school's ELD department strove to build a holistic, effective program based off of the proven High Point ELD program. As a result, reclassification in 2014-2015 rose to 17.0%, a nearly 50% increase. In the 2015-2016 school year and beyond, the ELD department is committed to continuing, improving, and focusing its current intervention measures.

- Collaboration and training on defined common pacing plans for each ELD level
- Common summative assessments for each ELD Level and each ELD Unit
- Periodic data analysis sessions, used to inform pacing plan revisions or departmental adjustments in reteaching
- Open sharing of key data among department members, including grades and lesson plans
- Planned time for teachers to observe each other
- Common focus and template for argumentation in all content areas
- Collaboratively designed, unified text-rich environments (common visuals, especially with regards to grammar)
- Using data--formative/summative assessments, community data, and student work, to develop and implement literacy strategies
- Focus on academic language in professional development
- Implementation of common literacy strategies that were developed in Reed professional development

Teachers identified the need to implement the following:

- Provide more LTEL and CELDT training for all teachers (ELD provides CELDT inservice to ELA teachers by 5th week of first semester)
- Increase collaboration between ELD and ELA departments (perhaps one meeting per semester, together)
- Increase literacy skills through the use of culturally responsive pedagogy

***Key Recommendation Tie-In #4 Instilling Vision and Long Term Planning (within Goal 3):***

The assistant principal over ELA works with an instructional coach and the ELA department chair. This team also works with the other instructional coaches in developing PD for writing across the curriculum. The ELD team, consisting of the administrator, a Title III coordinator, an EL Coordinator, and an EL counselor, also assist in the development of writing and reading and leading department meetings. All instructional coaches meet with administration and department chairs once a week on Thursdays during period 6 to look at a variety of teaching strategies that can be used in the classroom to increase overall literacy skills in reading and writing. In addition to PD, administration and instructional coaches visit classrooms, make observations, schedule meetings and sit down with individual teachers offering support and guidance. Administration and coaches then revisit classrooms to see if the support and guidance is being implemented in the classroom.



#### **Academic Goal 4: Establish Positive and Consistent School Culture**

*“Suspension rates have continued to drop significantly however, the low socio-economic level of the surrounding community often creates psychiatric, social, and emotional issues for the WAPHS students. In order to resolve academic problems whose roots lay in these other issues, the school has established a Wellness Center. The Wellness Center is staffed with two Public Service Attendance Counselors, four Psychiatric Social Workers, six Masters of Social Work interns, and a school psychologist. The school utilizes whole-child concept of counseling with a very low student to counselor ratio. The School Decision Making Council reviews safety concerns on monthly basis.” (2015 Visiting Committee Report)*

In order to resolve academic problems whose roots lay in the low socio-economic issues of the families, the school pooled resources to create a Wellness Center. In its second year, the Wellness Center provides a myriad of support services to all student and families regardless of legal status in this country, ability to pay or enrollment in other programs. To encourage greater ties with teachers, three psychiatric social workers were placed in each of the three small learning communities. Currently these PSWs work closely with the counselors and administrators to provide support services to students and teachers on a daily basis.

This year the school implemented a positive support behavior plan. Staff can issue “Caught Being Good” tickets. Students can then use these tickets to earn a prize at the end of each week through a raffle drawing. Teachers are going through the transition of noticing positive behaviors and quickly rewarding those behaviors, while lessening their intent on spotting negative behaviors. WAPHS has seen a reduction in school wide aggressive behavior including fights. The school also utilizes its active parent center to help with student needs and a positive overall school climate.

##### **Current Actions**

- Establishment of Wellness Center: 3 PSAs, 4 PSWs, school psychologist, and 6 MSW interns
- Whole child concept: Counselor as point person for both discipline and academic issues—low student to counselor ratio
- Restorative Justice program for 2016-17
- School Decision Making Council reviews and acts on safety issues on monthly basis.
- Positive Behavior Support Intervention strategies including Caught Being Good program
- Development of SLC themes through Linked Learning Pathways
- Habits of Mind incorporated into classroom culture

***Key Recommendation Tie-In #4 Instilling Vision and Long Term Planning (within Goal 4):***

All schools, including WAPHS, will be trained by LAUSD district personnel in restorative justice practices. West Adams is slated for restorative justice implementation in 2017. WAPHS REED's AP has been trained in restorative justice practices and goes into classrooms and helps teachers set up restorative circles. In addition, the SBM (School Based Management) has adopted a school wide positive intervention program. In fall semester 2015, West Adams passed the District audit for the school's implementation of a Positive School-wide Behavior Intervention program.

***Key Recommendation Tie-In #1 Appropriate Implementation of Data System (within Goal 4):***

In 2015, WAPHS became a campus-wide MISIS-only school with regards to both attendance and grades (misis.lausd.net). As a result, PSWs now make regular use of student academic data (misis.lausd.net), student records (mydata.lausd.net), student behavior records (misis.lausd.net), and student special needs data (welligent.lausd.net) to prepare themselves for student and student/parent consultations. Furthermore, WAPHS' integrated technology plan has provided all departments, including the Wellness Center, with training on key digital collaboration tools (Google Apps and student/parent feedback forms hosted on teacher websites). As an example, students and parents during parent conference night may be invited by teachers to provide individual feedback using online Google Apps forms hosted on teacher websites. Data from these forms are then aggregated and made available to staff during meetings regarding planning of school-wide discipline plans and procedures.

**Academic Goal 5: Increase the number of students graduating within four years, meeting their A-G requirements, and passing the CAHSEE to 100% of the students. (District Performance Meter 1)**

*“The school has had slight increases in the graduation rate which is higher than the District average. With LAUSD’s adoption of A-G requirements for graduation beginning in 2016, the school faces a significant challenge to provide instructional support and credit recovery options to assist students in meeting this goal. The school plans to use summer school and other credit recovery options for those 9th grade students who fall behind through D and F grades.” (2015 Visiting Committee Report)*

West Adams is proud of its progress in increasing graduation rate with higher than District performance however low pass rates in key academic courses is of grave concern to the school. Review of course pass rate data and initial conversations about grading practices have begun within administrative meetings, instructional leadership team, 9th Grade Academy, and home groups. This semester WAPHS opened up a second college and career center primarily for 9<sup>th</sup> and 10<sup>th</sup> grade students. All 9<sup>th</sup> grade students have attended informational meetings on A-G requirements.

**Current Actions**

- APEX / E2020 (on-line credit recovery) classes during school day
- Credit recovery through evening school classes, Saturday intervention classes, summer school including both online Edgenuity classes and teacher directed
- After school Common Core tutoring
- Formation of 9<sup>th</sup> grade academy
- Alternative setting recommendations
- Wellness Center support to assist with nonacademic problems affecting graduation through COST and direct referrals

***Key Recommendation Tie-In #4 Instilling Vision and Long Term Planning (within Goal 5):***

Through a District initiative, all teachers have completed a certification process where they have become knowledgeable in A-G requirements. SLC administrators ensure that all teachers post A-G posters in their classrooms. The head counselor plans with the counseling staff to ensure that each student meets with their counselor twice a year to address their individualized education plan (IGP). The Principal oversees the college centers and ensures that all stakeholders are aware of the A-G requirements. An assistant principal oversees credit recovery after school and on Saturdays. This same administrator organizes after school tutoring.

**Academic Goal 6: Increase the number of students scoring proficient or advanced on both portions of the California High School Exit Exam, and each section of the California Standardized Tests in May. (District Performance Meter 2)**

*“CAHSEE Math proficiency rates have improved. The school attributes the improvements to the focus on common pacing plans and assessments. CAHSEE ELA proficiency rates have continued to decrease since the 2012 Self Study. The school identifies this goal as one of the most urgent.” (2015 Visiting Committee Report)*

As the State of California transitions to Common Core Standards, WAPHS is redeveloping targets and strategies for improving proficiency using baseline SBAC data. Regardless of the change of testing methods, it is clear to the school that there remains an urgent need to improve proficiency in English Language Arts (ELA). According to the School Quality Index Indicator (SQII), West Adams students are scoring in the first decile. To move West Adams' ELA performance to the second decile, West Adams will need to improve the percentage of students scoring proficient from 15% to 18%.

Percentage of students proficient in math is 14%. Compared to other CORE Waiver schools, West Adams is within the fifth decile and will need a one percentage gain to score in the sixth decile based on the SQII data. Past progress in mathematics is partly attributed to common pacing plans, common assessments, and the building of a collaborative culture in the mathematics department. The school is moving to replicate these efforts in other content areas. Within the math department, math teachers are working to readjust pacing plans and assessment to account for Common Core Math Standards. The school has adopted a CCSS aligned curriculum, College Preparatory Math (CPM). Teachers receive training in CPM and the school monetarily supports that training through its Single School Plan for Student Achievement.

**Current Actions**

**Strategies to meet all 5 instructional subgoals**

- Department professional development and common planning time
- Focus on Common Core Math, ELA and Next Generation Science Standards
- Common assessments and pacing plans, including SBAC IABs for Math and ELA
- Whiteboard configuration (standardized format for learning objectives)
- 4 instructional coaches in 4 content areas
- Common semester finals and study guides
- Accelerated Reader in advisory class
- Categorical Program Advisor
- Title 3 instructional coach
- Expansion of Instructional Technology Program across all disciplines
- Adoption of Explicit Direct Instruction Strategies

**Subgoal 1: AMAO 1 (English learners making adequate yearly progress)**

- CELDT awareness
- SDAIE strategies in PD
- Data analysis
- Collaborative for newcomers, intervention class
- HiPoint portfolios
- ELD 1 through 4
- Bilingual coordinator

Subgoal 2: AMAO 2 (English learners demonstrating proficiency)

- CELDT awareness
- SDAIE strategies in PD
- Data analysis and sharing of student work

Subgoal 3: Increase Proficiency in Mathematics

- Integrate use of Interim Assessment Blocks (IABs) in math pacing plan and for formative and diagnostic purposes
- Math Tutorial Lab in Algebra 1
- CCSS implementation plan
- Data analysis of formative and summative assessments
- Use of action research for analysis of common assessments
- Interim Comprehensive Assessment (ICA) prior to SBAC testing

Subgoal 4: Increase Proficiency in ELA

- School-wide professional development focus on reading and writing strategies across the content areas
- Increase use of close reading strategies and other rigorous strategies
- CCSS implementation plan
- Interim Assessment Blocks prior to SBAC testing
- Accelerated Reader implementation through advisory and English classes

Subgoal 5: English Language Development (LTELs)

- LTEL goal sheets
- Title 3 Instructional coach
- Intervention classes (L&L and Advanced ELD)
- Productive Partnering and other academic language strategies in professional development

***Key Recommendation Tie-In #2: Improve Proficiency of ELA among all Students (within Goal 6):***

The school's ELD department strives to build a holistic, effective program based off of the proven High Point ELD program. As a result, reclassification in 2014-2015 rose to 17.0%, a nearly 50% increase. In the 2015-2016 school year and beyond, the ELD department is committed to continuing, improving, and focusing its current intervention measures.

- Defined common pacing plans for each ELD level
- Common summative assessments for each ELD Level and each ELD Unit
- Periodic data analysis sessions, used to inform pacing plan revisions or departmental adjustments in reteaching focus
- Open sharing of key data among department members, including grades and lesson plans
- Planned time for teachers to observe each other
- Professional Development for ELD teachers including on-going Explicit Direct Instruction training and coaching

***Evidence:*** Copy of ELD common pacing plan, summative assessments, PD PowerPoints, sign-in sheets for data analysis sessions

All math students and ELA students have multiple times to take Interim Assessment Blocks (SBAC interim practice tests) as well as the summative practice exam (ICA). The school's pacing plans are standard based and are designed to help students succeed on standardized tests. WAPHS also supports testing by giving students opportunities to use the computer labs as well as computer lab carts. Teachers are able to sign out carts for students to work on laptops in the classroom. Teachers are developing SBAC like quizzes and tests in order to prepare students for the exam. Lead teachers and coaches oversee the implementation of these questions. All teachers have access to multiple online SBAC practice tests and quizzes including [caaspp.org/practice-and-training](https://caaspp.org/practice-and-training). The Career Technical Education computer teachers offer time for students to use computers to take practice quizzes online. WAPHS is moving towards developing more SBAC type questions and giving students more computer time to simulate SBAC testing conditions.

**Key Recommendation Tie-In #4 Instilling Vision and Long Term Planning (within Goal 6):**

The Assistant Principal over SBAC and testing with the help of the Tech Coordinator works with the math and ELA instructional coaches and department chairs to ensure that all math and English teachers have been trained and certified on SBAC testing procedures through CAASPP. The SBAC administrator with the assistance of the Tech Coordinator oversees the testing calendar, practice tests and Common Core/Smarter Balanced testing.

**Key Recommendation Tie-In #1 Appropriately Implemented Data System (within Goal 6):**

WAPHS has invested in a Technology Office staffed by two part-time Technology Coordinators and an MCSA. Together with the Testing Coordinator and ELA/Math leadership personnel, the Coordinators plan teacher trainings on SBAC/SBAC IABs, collect and collaborate on data received from SBAC/IAB testing, and work with instructional leaders to incorporate more instructional technology components into regular curriculum with a goal toward heightening student expertise with instructional technology. This effort was made after gathering data from students & staff after practice and IAB tests where feedback indicated a lack of instructional technology expertise across most persons involved with each aspect of those tests. Google Apps, and more specifically Forms & Sheets, were used to aggregate and make this data useful for collaborative purposes. These applications were designed and implemented through both the Technology Office and other instructional leaders.

**Key Recommendation Tie-In #5 Improve Honors / AP Program Coordination (within Goal 6):**

*“A frequent concern of many West Adams teachers is the lack of a coordinated program for advanced placement and honors students. Honors classes do not adequately prepare students for the rigors of Advanced Placement.” (2015 Visiting Committee Report)*

WAPHS is focusing on the development of a pre advanced placement program so that students can be more successful and prepared for AP classes. One of the goals is to increase the level of rigor in the honors classes in order to prepare students for the rigor of AP courses. Honors teachers are developing differentiated pacing plans for the 2016-2017 school year to be reviewed prior to teaching the classes. Monthly meetings of AP/honors teachers encourages collaboration to coordinate and troubleshoot a rigorous program both for advanced placement classes and the honors classes that will prepare students for AP.

Student selection: WAPHS recognizes that many students are currently not ready for the workload posed by a college level class. To tackle that issue, the school is not only building a more coordinated honors program, it also counsels students on how to select their courses and how to build their study skills once in the program. The school encourages students to take on the challenge of AP. The school feels that students can benefit from AP classes even when they do not receive qualifying scores. However the school very much desires to increase the number of students qualifying, so it counsels students to properly balance their schedules with an appropriate amount of challenges that they will be able to successfully undertake. To help in that process, AP course catalogs and applications are distributed at AP assemblies and advertised on the school website. The catalog delineates prerequisites, career pathways, and helpful strengths and skills. An AP Open House allows students to personally talk to AP teachers prior to registration. After registration, students meet with their future teachers to discuss summer homework and take diagnostic tests. Summer homework and diagnostics are designed to help assess and fill learning gaps.

Rigor of Honors program: WAPHS recognizes that maintaining rigor is necessary for a successful AP and honors program. The honors program suffered in the past due to the lack of differentiation and inappropriate programming of honors pathways. To mitigate these issues, the school leadership will ensure that differentiated pacing plans required by all honors teachers are followed through class observations. Better attention will be paid to programming honors pathways. In past years, ELA was one of the few areas that had honors classes appropriated scheduled. In 2015-16, honors biology classes were successfully implemented and honors chemistry is slotted for implementation for 2016-17. The school's hope is that an honors pathway for math, once the foundation of a formerly strong AP Calculus BC program, will be reinstated.

In spring 2015, a more stringent application process for teachers was implemented. This process involves an application, an appropriate syllabus to both AP administrator and College Board, as well as going through the interview process. Interviews are held with the assistant principal in charge of honors and AP as well as the principal of the school site. To this current year's process, the school now requires honors teachers to turn in an application as well and demonstrate a pacing plan that differentiates for honors. AP and Honors teachers meet once a month to discuss best practices and to work on differentiation.

### **Academic Goal 7: Increase the number of students and staff attending school 96% of the time. (District Performance Meter 3)**

*“Currently, 51.6% of the 9th grade students had a 96% or better attendance rate. Due to the changes in the District’s data system, the school has found it difficult to compare current data to previous years. Average annual rates of attendance declined in 2012-13 and improved in 2013-14. Actions to improve attendance include use of Wellness Center personnel who team with the students’ counselors to identify and treat causes of absenteeism. Staff makes home visits and the school provides attendance reviews.” (2015 Visiting Committee Report)*

The District uses the number of students who have 96% or better attendance rate (seven days or fewer) for its Performance Meter. Because only 51.6% of the 9<sup>th</sup> grade students had a 96% or better attendance rate, WAPHS was provided an attendance counselor by the District. Currently 9<sup>th</sup> graders have slightly higher attendance than the upperclassmen. Average annual rates of attendance for the last three years have slowly increased since the self-study. Actions to improve attendance include use of Wellness Center personnel who team with the students’ counselors to identify and treat causes of absenteeism. Incentives, such as coupons, raffles, trips, and prime parking spots are used to encourage morale and attendance of both students and staff.

CORE Waiver schools measure attendance differently from the District Performance Meter. Currently WAPHS has 21% of its students chronically absent (defined as not meeting 90% attendance or better), placing it 4/10 in the School Quality Improvement index. With the new method of measuring attendance in the SQII, the school will need to develop an action plan to specifically target students who are chronically absent.

All certificated staff puts in classroom attendance in MISIS within 15 minutes of the tardy bell. At the end of the day, an ANS (attendance not submitted) report is generated and any teacher who has not submitted attendance is contacted immediately and encouraged to make the necessary corrections. WAPHS had perfect attendance submitted for the fall semester of 2015 and its goal is to have perfect attendance submitted during the spring of 2015.

The PSA counselor at WAPHS monitors chronic and truant student absenteeism. The schoolwide PSA makes contact with parents and sometimes with the district attorney in order to make sure students are attending school. In addition, the school-wide PSA conducts monthly SART meetings to address chronic truancy. Our three counselors also make contact with parents whose children are absent. PSA and Academic Counselors will contact teachers to make sure homework packets are delivered to the parent or student. Our attendance office, run by the counselors and parent volunteers, also makes phone calls to home. Our clerks also monitor attendance. The 9<sup>th</sup> grade PSA works specifically with 9<sup>th</sup> grade students. The 9<sup>th</sup> grade PSA along with the 9<sup>th</sup> grade cohort teachers, offers incentives and prizes for students with 96% or higher attendance.



### **Current Actions**

#### **Subgoal 1: Student attendance**

- Attendance incentives & awards provided by LA's Promise as well as local community members
- Educare after school program
- Home visits by counselor and attendance PSAs

#### **Subgoal 2: Staff attendance**

- Teacher of the Month program
- Perfect attendance certificates and gift cards

#### ***Key Recommendation Tie-In #4 Instilling Vision and Long Term Planning (within Goal 7):***

Administration informs staff members of District Attendance Policy. On three day weekends, if a staff member is absent, they are required to bring in a doctor's note. Staff members with perfect attendance are rewarded. Each administrator oversees faculty attendance for the SLC he/she is in charge of and the principal oversees the administration and other staff. Administrators hold both formal and informal conversations for staff with less than 96% attendance. Administrators contact staff who are absent for multiple days both to encourage accountability and to promote an atmosphere of caring and compassion. The Principal supervises the attendance counselors and works with them to develop an action plan to improve student attendance.

#### ***Key Recommendation Tie-In #1 Appropriately Implemented Data System (within Goal 7):***

PSAs conduct regular reviews of 9<sup>th</sup> grade and school-wide attendance data via MyData's (getdata.lausd.net) data collection and analysis tools. This assists them in identifying areas of need, such as key periods or classrooms where attendance is at lower than proficient levels, and in documenting proper intervention strategies for students in need of additional support services. Likewise, PSAs utilize MISIS (misis.lausd.net) to help them identify individual students to target for awards, positive intervention, or SART (for chronic truancies). Additional tools that are school-generated are an integrated website school website with clear resources for parents & students regarding attendance; asynchronous collaboration tools and data aggregation tools via LAUSD's Google Apps (in particular, Google Sheets). These tools help PSAs and other stakeholders to look at data simultaneously without the need for in-person consultation.

## **Academic Goal 8: Increase the involvement of parents and other community partners (District Performance Meter 4)**

*(Not included in 2015 Visiting Committee Report)* In the 2014-15 parent survey 84% felt welcome at school and 70% communicated with a teacher about their child's progress—a significant improvement from the self-study. Teachers also felt warmly toward parents with 83% of teachers feeling parents treated them with respect. However only 9% of the parents responded which indicates a need for the school to develop more ways to involve parents. Action steps include student activities to involve parents such as family curricular fairs and student led conferences. Multiple opportunities and events to participate allow families to be involved at West Adams.

### **Current Actions**

#### **Subgoal 1: Parent as Partners**

- Coffee with the Principal
- Campus Beautification
- ELAC
- Parent Student Compact
- SSC
- Academic Fairs
- Wellness Center parent training and services PIQUE trainings
- PHBAO conferences

#### **Subgoal 2: Parent activities**

- PIQE
- Computer classes
- Promise Parent College
- Parents in Control

### ***Additional Recommendations of Visiting Committee 2015***

**Key Recommendation #1, From WASC Visiting Committee 2015:** *There is a need for an appropriately implemented data system which would program student schedules, assist staff in providing proper intervention services, provide families access information about their children, and provide basic student data such as GPAs and CELDT levels. Teachers should also have access to data to allow for differentiated instruction and formative assessments.*

MiSIS, MyData, and Welligent are LAUSD's mandated Student Information Systems and are designed to provide for the above needs. However, these systems have proved problematic in the past. That said, the District has and continues to improve upon both systems. All three systems provide substantial data that is part of WAPHS' data analytics efforts, and as such it is becoming increasingly necessary for all stakeholders to be able to effectively utilize these platforms. Unfortunately, many stakeholders still experience some difficulty when attempting to utilize these data systems to address the needs outlined in Recommendation 1. To address this need, WAPHS designated personnel with technological expertise (the Technology Development Office) to act as researchers and mentors in anticipating problems, developing solutions, and hosting professional development.

- **Expert Personnel Capacities:** MiSIS, MyData, E2020, Welligent, APEX, Legacy SIS, Ancillary Data Systems (Google App, Microsoft One platforms)
  - Technology Development Office: K. Chow (Coordinator), J. De Dios (Webmaster), A. Renteria (MCSA)
    - Preemptive systems research & workaround development
    - Liaison to LAUSD SIS/ITD branch, developing known exploit/bug fixes via district programmers
    - Hosting Data System professional development for all staff
  - Chief Counselor: A. Vo
    - Student data access lead for all staff
    - Aggregate data & produce reports
    - Matrix development lead
  - Instructional Coach: N. White
    - Data analytics and use-of-data professional development
  - Title 1 Coordinator: P. Martinez
    - Title 1 student information data aggregation: ie., meal applications & school population familial economic data
    - Non-student information data (ancillary systems) development and analysis
- Illuminate\* Assessment generation and Assessment Data Analytics
  - Instructional Leadership Team
    - Acts as Illuminate experts, provides Illuminate professional development to staff
- Departmental use of quantitative data
  - All departments regularly examine and discuss years of MiSIS/MyData data such as pass rates among classes offered, trends with regards to AP data, and attendance. Consequently, pacing plans may be revised to better meet student needs.
- SDM/SSC
  - Regularly uses MiSIS/MyData to determine more effective bell schedules, testing schedules, and policies (such as with regards to Breakfast in the Classroom)

## **V: Schoolwide Action Plan Refinements**

### **Academic Goal 1. Provide Support for 9th Grade Integration and Intervention**

9<sup>th</sup> Grade Academy Leadership and 9<sup>th</sup> Grade Attendance Improvement Counselor provided support and leadership for this school goal.

#### **Growth Targets:**

2015-16:

- Increase by 5 percent the number of 9<sup>th</sup> graders passing English 9, Biology, and Algebra 1 by end of summer school 2016
- Increase by 5 percent the number of 9<sup>th</sup> graders with Proficient or Advanced attendance from 51.6% to 56.6
- Increase number of students receiving college and career service by 50%

2016-17:

- Increase by 5 percent the number of 9<sup>th</sup> graders on target for graduation and meeting A-G requirements from 2015-16
- Decrease chronic absenteeism from 2015-16 by 2%

2016-17:

- Continue to monitor Progress Tools through attendance and grade data and adjust growth targets accordingly in preparation of WASC Full Visit
- Monitor progress tools for 9<sup>th</sup> graders with Proficient or Advanced attendance and adjust progress tools in preparation of WASC Full Visit
- Monitor progress tools for 9<sup>th</sup> graders on target for graduation and develop growth targets for students meeting A-G requirements

#### **SLO's Addressed:**

- Prepared, globally-focused agents of change
- Resilient learners gaining knowledge through critical thinking and academic discourse
- Determined to succeed by creating and pursuing college, university and career goals

**Impact on student learning of academic standards & SLOs:** 9th grade issues of high failure rate and absenteeism mirror and magnify the types of problems and issues facing all of our West Adams students. By supporting our ninth graders through academic and other interventions, we provide our students a solid foundation that will allow them to be successful throughout their time at West Adams and to meet school-wide learner outcomes.

**Monitor Progress Tools:**

- Percentage of 9th grade students passing core courses with C or higher
- Percentage of 9th grade students passing core courses with D or higher
- 9th grade attendance data
- Percentage of 9th graders on target for graduation

**Report Progress:**

Attendance Reports: Proficient Attendance Reports, Grades Attendance Summary Report, Master Absence Report

Semester Final Grades of 9th grade core classes

**Action Plan Progress:** 9th Grade Academy Collaboration meetings; master schedule meetings with counselor/principal using grade data; Principal: monthly reports by attendance counselor and 9th Grade Academy leadership

TASKS: Goal 1 (9 <sup>th</sup> grade)	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES NEEDED	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
<p>1 Summer Bridge: 3-5 weeks</p> <p>a. program planning: determine date, activities, hours, audience, budget, rooms</p> <p>b. Hire personnel/meet with middle school administration</p> <p>c. Recruit at middle schools, send letters, call homes</p> <p>d. Conduct program</p> <p>e. Collect data of participants and reflect on program</p>	<p>Counselors</p> <p>Instructional coaches</p> <p>Educare</p>	<p>Instructional materials</p> <p>Summer Bridge leaders (upper class mentors), 9th grade counselors to recruit</p> <p>EduCare program</p>	<p>Attendance data and Fall semester grades of incoming 9th graders</p>	<p>Planning phase: Mar 16- June 16</p> <p>Recruitment: May 2016</p>	<p>Summer end review by leadership</p> <p>Monthly meetings beginning in March 16</p>
<p>2. Improving 9<sup>th</sup> grade attendance</p> <p>a. Send informational letters to all parents of 9<sup>th</sup> graders regarding attendance policy</p> <p>b. conduct presentations to students in 9<sup>th</sup> grade advisory classes about attendance and graduation requirements.</p> <p>c. Reward 9<sup>th</sup> grade students with a special invitation to field trips if they achieve Proficient/Advanced attendance, or perfect attendance in a particular month; send congratulatory Connect-Ed announcements; give out attendance awards for most improved and perfect attendance</p> <p>d. Tier 2: Target students with below proficient attendance through: phone calls home, personalized letters with data, small group counseling sessions, targeted and small group parent meetings</p> <p>e. Tier 3: Individualized student and parent conferences; provide links for families to community/school resources; refer students to SART/SARB/COST</p>	<p>9<sup>th</sup> grade Attendance Improvement Counselor</p>	<p>Incentives</p> <p>9<sup>th</sup> grade attendance counselor</p>	<p>Attendance data</p>	<p>a. Aug 14</p> <p>b. Sept-Oct 14</p> <p>c. Every 25 days</p> <p>d. Aug 14-ongoing</p> <p>e. Aug 14-ongoing</p>	<p>Monthly reports to Principal by 9<sup>th</sup> grade Attendance Improvement Counselor</p>

TASKS: Goal 1 (9 <sup>th</sup> grade)	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES NEEDED	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
3 Screen 9 <sup>th</sup> graders for trauma Use Cognitive Behavioral Intervention for Trauma in Schools (CBITS) to assess all 9 <sup>th</sup> graders for trauma	Psychiatric Social Workers (PSWs)	PSW time	Number of students treated for trauma or given related services	ongoing	Weekly meetings of PSWs, Feedback 2/semester to Principal
<p>4. Provide academic intervention opportunities for 9<sup>th</sup> graders.</p> <p>a. Enroll all below proficient 9<sup>th</sup> graders in ELA and math intervention classes</p> <p>b. Encourage failing students to attend tutoring</p> <p>c. Enroll 9<sup>th</sup> graders in mandatory credit recovery classes</p> <p>d. Identify low performing 9<sup>th</sup> graders for intervention</p>	<p>a. counselors</p> <p>b. teachers, counselors,</p> <p>c. counselors, administrator</p> <p>d. counselors, teachers, Wellness Center</p>	<p>ELA and math intervention classes; academic tutors; credit recovery classes; counselor time</p>	<p>Lower failure rate in 9<sup>th</sup> grade classes</p> <p>Increase % of 9<sup>th</sup> graders on target for graduation</p>	ongoing	<p>Weekly counselor meetings with head counselor, ILT data review</p>
<p>5. Implementation of 9<sup>th</sup> Grade Academy</p> <p>a. Develop a master schedule with cohorted classes and a common conference period</p> <p>b. Coordinate weekly meetings for 9<sup>th</sup> grade teachers and PSWs</p> <p>c. Develop a tutoring program for low performing students</p> <p>d. Create opportunities for incentives for 9<sup>th</sup> graders doing well and for teacher participants.</p> <p>e. Develop positive support behavior system through common classroom ritual routines, restorative practices, positive behavior incentives</p> <p>f. Analyze and reflect on student data and work</p>	<p>a. Principal, counselor, 9<sup>th</sup> grade leadership</p> <p>b/c/d. 9<sup>th</sup> grade leadership, teachers</p> <p>e/f. 9<sup>th</sup> grade leadership, teachers, PSW</p>	<p>master schedule with common conference periods, leadership, salary for tutoring, incentives for students and teachers, leadership, PSWs</p>	<p>Lower failure rate in 9<sup>th</sup> grade classes</p> <p>Increase % of 9<sup>th</sup> graders on target for graduation</p>	<p>Beginning fall 2015 and ongoing</p>	<p>Weekly meeting with AP and 9<sup>th</sup> grade leadership</p>

## **Academic Goal 2: Ensure Consistency and Use of Common Pacing Plans, Rubrics, and Assessments**

In spring of 2015, all faculty members were trained on protocols to examine student work through Reed professional development. A common school-wide template for pacing plans was adopted and required of all teachers beginning in the fall of 2015. Common final assessments, study guides, and 2 common interim assessments per semester were enforced in the 2015-16 school year for the core content departments. Eight collaboration days were added to the professional development plan for the use of reviewing common assessments and student work. Additional time for pacing plans and assessments were added to the spring PD plan after the mid-year PD survey of teachers indicated a need to include more pacing plan review in the first part of the spring semester.

### **Growth Targets:**

2015-16:

- 100% of core departments will review student work and collect formative data using 2 or more common assessments that use CCSS/NGSS aligned tasks and prompts
- Develop and implement growth target for SBAC (Common Core assessments) results

2016-17

- Monitor Progress Tools through student work, assessments, and staff survey and adjust common assessments and pacing plans accordingly.
- Continue adjusting common assessments and pacing plans to better address Common Core Standards in ELA and Math and Next Generation Science Standards

2017-18

- Monitor Progress Tools and reflect on data to readjust school action plan as part of the 17-18 Full WASC Review
- Continue adjusting common assessments and pacing plans to better address SBAC data, and the instruction of Common Core Standards in ELA and Math and Next Generation Science Standards

### **SLO's Addressed:**

- Innovative thinkers proficient in use of technology and analytical thought
- Empowered to question, evaluate, and express differing opinions in response to the world around them

**Impact on student learning of academic standards & SLOs:** Common pacing plans and assessments will allow teachers to develop common tools to check for understanding and effectiveness of learning strategies and to monitor improvement. These efforts will improve learner outcomes.

### **Monitor Progress Tools:**

- Smarter Balance Assessment Consortium Common Core State Standards (SBAC CCSS)
- Common pacing plans, rubrics, and assessments



**Report Progress:**

Data Reporting: August: Results of spring CCSS assessments, Progress on CELDT; monthly review of interim assessments; end of year review of staff PD evaluation surveys

Action Plan Progress: PD Leadership team of department chairs and instructional coaches: annual PD plan integrating pacing plan and common assessment development, implementation, and adjustment; weekly planning meetings to integrate pacing plans and common assessments with professional development and collaboration, 1/semester survey and reflection to adjust PD plan; Instructional Leadership Team monthly meeting to analyze student data; action plan modified when needed

<b>TASKS: Goal 2 Common Pacing Plans, Rubrics, and Assessments</b>	<b>RESPONSIBLE PERSON(S) INVOLVED</b>	<b>RESOURCES NEEDED</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>	<b>TIMELINE</b>	<b>REPORTING</b>
<p>1 Common Pacing Plan</p> <p>a. Create a common template for all core departments.</p> <p>b. Develop and refine pacing plans to align to CCSS/NGSS</p> <p>c. Reflect and adjust pacing plans based on student work</p>	<p>Department chairs, Instructional coaches, teachers, assistant principal</p>	<p>Instructional coaches Department chair time PD time</p>	<p>Completed plans Collaboration notes</p>	<p>a. June 2015 b. prior to start of each semester c. at end of each semester</p>	<p>Pacing Plans to be submitted each semester to Administrator</p>
<p>2 Common Assessments</p> <p>a. Develop and implement common assessments and rubrics: ELA/SS/science: 2/sem; math: 2/sem</p> <p>b. Provide PD on ways to review student work</p> <p>c. Review student work</p>	<p>a. teachers, dpt chairs, inst. coaches b. Department chairs, instructional coaches, admin c. teachers, chairs, coaches</p>	<p>PD time, data sharing system, instructional coaches</p>	<p>Completed assessments, student work, PD evaluations</p>	<p>a. By start of semester B. Reed training spring 15, additional ongoing training, c.ongoing</p>	<p>Coach/chair/AP meeting 3/month Action Plan Progress: 1/month by chairs/coach to admin</p>
<p>3 Reflection</p> <p>a. Use results of student work review, PD surveys, student grades, to assess PD and intervention needs</p>	<p>PD leadership committee, Instructional Leadership Team</p>	<p>Smarter Balanced data, student work review observations, student grades data, faculty surveys</p>	<p>Meeting notes, Smarter Balance test results, improvement of student grades</p>	<p>ongoing</p>	<p>Semester PD reflection report with coaches and AP</p>

### **Academic Goal 3. Increase Literacy Skills across the Curriculum**

With long term English learners increasing and a growing influx of newcomer immigrants from Central America, WAPHS realizes its need to focus on literacy skills with the introduction of strategies to intentionally teach academic language.

#### **Growth Targets:**

2015-16:

- Increase by 5%, multiplicatively, the students reclassifying from English Language Learner status from prior year
- Increase by 5%, multiplicatively, the percentage of students scoring 3 or higher on their ELA AP exams from prior year
- Incorporate at least two writing assignments into the common pacing plans of all discipline areas per semester
- All students in 9th, 10th, and 11th grade take the ELA IAB assessment and develop a baseline score
- Increase by 3%, additively, the rate of 11th graders scoring “Proficient” or better on the SBAC

2016-17:

- Increase by 5%, multiplicatively, the students reclassifying from English Language Learner status from prior year
- Each discipline area will monitor & evaluate data from each Progress Tool (see below) twice a year (once per semester) toward adjusting growth targets & literacy skill goals.
- Increase by 6%, additively, the rate of 11th graders scoring “Proficient” or better on the SBAC

2017-18:

- Continue to monitor Progress Tools through student work, assessments, and staff survey and adjust growth targets and literacy skill goals.
- Monitor Progress Tools and reflect on testing data to readjust school action plan goals as part of the 17-18 Full WASC Review

#### **SLO’s Addressed:**

- Resilient learners gaining knowledge through critical thinking and academic discourse
- Determined to succeed by creating and pursuing college, university and career goals
- Empowered to question, evaluate, and express differing opinions in response to the world around them

**Impact on student learning of academic standards & SLOs:** By focusing on literacy skills across the curriculum using common strategies, progress in reading levels, writing skills, and standardized testing results is anticipated, thereby improving school-wide learner outcomes.

**Monitor Progress Tools:**

- Smarter Balance Assessment Consortium Common Core State Standards (SBAC CCSS), SBAC Test scores
- Progress on CELDT, CELDT Test scores
- Results of IAB tests
- Results of staff survey of professional development

**Report Progress:**

Data Reporting: August: Results of spring CCSS assessments, Progress on CELDT; monthly review of interim assessments; end of year review of staff PD evaluation surveys

Action Plan Progress: Leadership team: Monthly review with end of year reflection; Governing council: end of year progress report; Action plan modified when needed.

TASKS: Goal 3 Literacy Across the Curriculum	RESPONS. PERSON(S) INVOLVED	RESOURCES NEEDED	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
<p>1 School-wide professional development focus on literacy skills</p> <p>a. Common focus on academic language, reading, and writing skills across the content areas for professional development supported by 5 instructional coaches-- Identify and develop key common literacy practices to be used school-wide. (15-16 Writing, Check for understanding strategies)</p> <p>b. Develop/implement a professional development plan that involves these practices including time for student data review- plan to be reviewed each semester.</p> <p>c: Develop/implement writing assignments into the pacing plans of each discipline; at least one common assessment each semester to involve writing.</p> <p>d. Review evaluation surveys and student data to determine adjustment to PD plan: twice a year, once each semester. This would be done once right before the first semester, and once right before the second semester.</p> <p>e. Develop/implement school-wide argumentation template and guide to embed CCSS in all content areas</p>	<p>a. School leadership, PD leadership team</p> <p>b. Instructional coaches; Department Chairs, administrator team</p> <p>c. Coaches, Dpt chairs, teachers</p> <p>d/e. administrator team; coaches; chairs</p>	<p>PD surveys, Instructional coaches, Dept chair aux time, PD time,</p>	<p>Student work samples</p> <p>Class observations</p> <p>School Experience survey</p>	<p>a/b. annually, before the beginning of each semester</p> <p>c/d. each semester</p>	<p>Weekly coach/chair PD meetings</p> <p>Action Plan progress:</p> <p>End of semester reporting to Leadership</p>

TASKS: Goal 3 Literacy Across the Curriculum	RESPONS. PERSON(S) INVOLVED	RESOURCES NEEDED	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
<p>2 Literacy Intervention</p> <p>a. Analyze student data to program students in appropriate ELA interventions and programs: twice a year, once prior to start of school year, once right before start of second semester.</p> <p>b. provide appropriate interventions for at need students, including Language and Literacy, English Language Development, Special Day Class, Resource Specialist, after school tutoring</p> <p>c. Provide appropriate training/coaching to LTEL staff who will implement interventions</p> <p>d. Inform teachers and develop strategies for accommodations and modifications of students with disabilities within the first grading window of each semester</p> <p>e. Intervention classes for LTELs</p> <p>f. Trainings for LTEL teachers on strategies for Language and Literacy classes and Advanced English Language Development classes</p>	<p>Counselors Administrators, Bridge Coordinator, District Personnel, Coaches, staff</p>	<p>ELA data District training Instructional coaches Bridge Coordinator After school services</p>	<p>CELDT data Academic grades EAP data CAHSEE proficiency rate SBAC baseline data</p>	<p>ongoing</p>	<p>periodic meeting of counselors with head counselor; 1/month by head counselor to Principal</p>
<p>3 Independent Reading</p> <p>a. Provide reading materials through AR program by start of school year</p> <p>b. Assign 2 accelerated reader quizzes per semester in ELA classes</p> <p>c. Monitor advisories for participation; Reading program for daily advisory class using Accelerated Reader materials</p>	<p>a. Librarian, b. ELA teachers c. Administration</p>	<p>Accelerated Reader Program, computers and on-line access Reward incentives</p>	<p>number of students taking quizzes</p>	<p>Aug 14- ongoing</p>	<p>1/month to AP by librarian; 2/sem by AP to Principal End of year reporting to Leadership</p>

<b>TASKS: Goal 3 Literacy Across the Curriculum</b>	<b>RESPONS. PERSON(S) INVOLVED</b>	<b>RESOURCES NEEDED</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>	<b>TIMELINE</b>	<b>REPORTING</b>
<p>4. Improving English Learner Scores</p> <ul style="list-style-type: none"> <li>A. Collaboration and training on defined common pacing plans for each ELD level</li> <li>B. Common summative assessments for each ELD Level and each ELD Unit</li> <li>C. Periodic data analysis sessions, used to inform pacing plan revisions or departmental adjustments in reteaching focus</li> <li>D. Open sharing of key data among department members, including grades and lesson plans</li> <li>E. Planned time for teachers to observe each other</li> <li>F. Common focus and template for argumentation</li> <li>G. Collaboratively designed, unified text-rich environments (common visuals, especially with regards to grammar)</li> <li>H. Using data--formative/summative assessments, community data, and student work, to develop and implement literacy strategies</li> <li>I. Focus on academic language in professional development</li> <li>J. Implementation of common literacy strategies that were developed in Reed professional development</li> </ul>	<p>ELD teacher, Title 3 Coach, Administrators, Tech Office, ELD Dept Chair, ELD Coordinator</p>	<p>Online collaborative tools, Asynchronous collaboration tools, Technology training, Computer Labs for students, and outside consultants</p>	<p>SRI Scores, CELDT Scores, Reclassification rates, Grades, Student Surveys collected through Google Apps</p>	<p>August 14 - Ongoing</p>	<p>1/ month to AP by Title 3 Coach, ELD Coordinator, ELD Dept. Chair; 2/sem by AP to Principal. End of year reporting to leadership.</p>

## **Academic Goal 4. Establish Positive and Consistent School Culture**

Since 2015, a positive behavior support plan was initiated. The school is slowly building a restorative community through use of restorative circles. Three Wellness Center PSWs work out of the individual SLC offices, increasing connection to their students, the academic counselor, and the teachers within each SLC. Suspensions are negligible. The percentage of students who feel safe on campus in the latest published school survey was 66%.

### **Growth Targets:**

2015-16:

- Increase the percentage of students who feel safe on campus by 5%
- Increase attendance of after school activities by 10% from the 2014-15 school year
- Continue to limit suspensions to only the severest infractions
- Increase the number of SLC-wide thematic activities by 25%
- Decrease the number of tardies to first period by 20%
- Increase the number of positive behavior incentives by 50%

2016-17:

- Continue to monitor Progress Tools through student data and student and staff surveys and adjust growth targets for positive school culture.
- Increase the variety and attendance of after school activities by 10%.
- Monitor progress tools of tardies and adjust growth targets

2017-18:

- Continue to monitor Progress Tools through student data and student and staff surveys and adjust growth targets for positive school culture.
- Reflect on current action goals and progress tools in preparation of full WASC visit

### **SLO's Addressed:**

- Prepared, globally-focused agents of change
- Resilient learners gaining knowledge through critical thinking and academic discourse
- Empowered to question, evaluate, and express differing opinions in response to the world around them

**Impact on student learning of academic standards & SLOs:** A safe campus that is welcoming and rich in organized activities will increase attendance, and improve academic performance of our students. A safe campus will allow students to focus on academics and will therefore promote learner outcomes.

### **Monitor Progress Tools:**

- Suspension, opportunity transfer, and expulsion rates
- Results of staff, student, and parent surveys on clean and safe campuses
- Attendance sheets of after school activities

### **Report Progress:**

Data Reporting: August: Results of parent student surveys; prior year rates of suspension, expulsion, and opportunity transfer, attendance records of EduCare activities

Action Plan Progress: Annual planning with end of year reflection; periodic plan reflection meetings after data reporting during weekly administrative and counselor meetings; Action plan modified when needed.



<b>TASKS: Goal 4 Positive School Culture</b>	<b>RESPONSIBLE PERSON(S) INVOLVED</b>	<b>RESOURCES NEEDED</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>	<b>TIMELINE</b>	<b>REPORTING</b>
<p>1 Use Whole Child approach to school discipline</p> <p>a. Continue strengthening personalization of socio-emotional support with counselor and PSW for each SLC</p> <p>b. Refer student discipline issues to PSW/counselor/admin team</p> <p>c. Refer to Coordination of Services Team (COST), School Attendance Review Team (SART), and Wellness Center interventions with chronic or more severe discipline infractions</p> <p>d. Implement Positive Behavior supports in place of punitive measures</p> <p>e. Integrate Wellness Center personnel into SLC structure: 3 PSAs, 2 PSWs, 1 Lead PSW, 3 PSW Interns, 3 PSA Interns</p> <p>f. Restorative Justice Program for 2016-2017</p> <p>g. Caught Being Good, Anti-Bullying Campaign, Gratitude Grams, Red Ribbon Week, Anti-Sexting</p> <p>h. Parent Education/Engagement Workshops</p> <p>i. SDM Council reviews and acts on safety issues identified through meetings and data collection systems; Remind101 to communicate parents, students, and staff of emergency safety issues</p>	<p>PSA/PSW Counselors, Administrators, Technology Office</p>	<p>Wellness Center services, COST, SART, outside referral services, Google resources through LAUSD, Remind101</p>	<p>Lower suspension /expulsion/opportunity transfers, improved attendance and grades, parent &amp; student feedback as collected through data collection systems and meetings</p>	<p>ongoing</p>	<p>Weekly Counselor meetings Action Plan progress: 2/month by AP to Principal End of year reporting to Leadership</p>

<b>TASKS: Goal 4 Positive School Culture</b>	<b>RESPONSIBLE PERSON(S) INVOLVED</b>	<b>RESOURCES NEEDED</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>	<b>TIMELINE</b>	<b>REPORTING</b>
<p>2 Develop small school themes in Small Learning Communities (SLCs)</p> <p>a. Provide advisory period for lead teachers to develop SLC activities</p> <p>b. Program students in SLC pure advisories and provide personalization events including assemblies, speakers, pep rallies, and field trips</p> <p>c. Provide monthly SLC planning time to discuss events</p> <p>d. Implement Linked Learning pathways</p>	<p>Administrators, SLC leads, counselors</p>	<p>Unassigned advisory for SLC leads</p> <p>SLC budget for events</p> <p>Linked Learning PD</p>	<p>Number and types of SLC activities</p> <p>Linked Learning pathways</p>	<p>Ongoing</p> <p>Linked Learning for STEM in 2016-17; other SLCs to follow</p>	<p>monthly by counselors to AP</p> <p>1/sem by AP to Principal</p>
<p>3. Increasing involvement in after school activities</p> <p>a. Survey students to target student interests</p> <p>b. Publicize activities through lunch time events, flyers, and announcements</p> <p>c. Work with partners to provide a variety of programs and instructors after school</p> <p>d. Provide after school "supper" for participants</p> <p>e. Assess data and reflect on program offerings to provide most effective activities that increase sense of belonging and encourage overall school attendance</p>	<p>EduCare leader and staff for Educare sponsored activities</p> <p>Teachers/staff for other activities</p>	<p>EduCare Program</p> <p>Access to means to publicize program through school web-site, announcements, flyers</p>	<p>Attendance data of after school activities</p> <p>Variety of activities</p>	<p>on-going</p>	<p>1/month to AP ; 2/sem by AP to Principal</p> <p>End of year reporting to Leadership</p>

<b>TASKS: Goal 4 Positive School Culture</b>	<b>RESPONSIBLE PERSON(S) INVOLVED</b>	<b>RESOURCES NEEDED</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>	<b>TIMELINE</b>	<b>REPORTING</b>
4 Enforce school uniform policy a. Develop identity and increase safety through uniforms b. Encourage Friday uniform day for all staff c. Encourage college awareness gear day	Administrators, counselors, staff	Means of providing uniforms for students who cannot afford them  Student store personnel to sell uniforms	Number of students adhering to uniform policy, number of staff members wearing uniforms on Fridays, Fewer unauthorized visitors entering campus	ongoing	Annual review of policy by leadership
5 Increase Faculty motivation and morale a. Initiate monthly lunch with the Principal for faculty b. Nominate 1 Teacher of the Month for each SLC c. Provide opportunities for more collaboration in professional development	Administrators, Lead teachers, Dept. Chairs, Instructional coaches	Lunch provided through donation  1 collaboration PD day per month	Number of teachers attending lunch, notes/observations from collaboration time; teacher surveys of PD	ongoing	Monthly administrative meetings
6. Increase new teacher support and retention a. Provide 2 conference periods for new teachers for additional preparation and classroom visits b. Provide a mentor teacher to new teachers for instructional support and guidance c. Provide Instructional coaches for each content area to support new teachers d. Provide Reed professional development to assist teachers	Administrators a. Head counselor b/c/d. mentor teachers, coaches, administrator, new teachers	Investment School funding for additional mentors, teaching staff, administrator  Funding for Instructional coaches	Retention rate of new teachers  Evidence of Reed strategies implemented in classroom	ongoing	Periodic meetings of mentors and administrator; coaches meetings; annual review by leadership

**Academic Goal 5. Increase the number of students graduating within four years, meeting their A-G requirements, and passing the CAHSEE to 100% of the students. (District Goal)**

**Growth Targets:**

**2015-16:**

- Increase the percent of student meeting A-G requirements by 5%
- Increase the percentage of ELL making progress by 5%
- Increase number of students successfully making up credit during credit recovery opportunities by 10%
- Monitor progress tools for students on target for graduation and develop interventions for students not meeting A-Gs

**2016-17:**

- Increase the percent of student meeting A-G requirements by 5% from 15-16
- Increase the percentage of ELL making progress by 5% from 15-16
- Increase number of students successfully making up credit during credit recovery opportunities by 10% from 15-16
- Monitor progress tools for students on target for graduation and develop interventions for students not meeting A-Gs

**2017-18:**

- Continue to monitor Progress Tools of students on target for graduation and adjust interventions accordingly.
- Reflect on goals and progress tools as part of WASC full visit

**SLO's Addressed:**

- Prepared, globally-focused agents of change
- Determined to succeed by creating and pursuing college, university and career goals

**Impact on student learning of academic standards & SLOs:** By ensuring more students with a high school diploma that meets high academic standards, West Adams will ensure that more students will be prepared to pursue college and career goals.

**Monitor Progress Tools:**

- Students meeting A-G requirements
- Progress on CELDT

**Report Progress:**

Data Reporting: Periodic reports of A-G data, Progress on CELDT; end of year review of school data

Action Plan Progress: Leadership team: Annual planning with end of year reflection; Weekly counselor meetings and monthly ILT meetings with periodic plan reflection meetings after data reporting;; Department faculty: monthly review of student work; Action plan modified when needed

TASKS: Goal 5 Graduation Rate	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES NEEDED	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
<p>1 Master Schedule Development</p> <p>a. Create a master schedule with appropriate and adequate courses to permit all students to meet their A-G requirements</p> <p>b. Program students with necessary courses for graduation and to maximize post-secondary opportunities</p> <p>c. Program students for credit recovery when needed</p>	<p>a. Principal, head counselor, dept chairs, program leads</p> <p>b/c. counselors</p>	<p>Planning time</p> <p>Preprogramming time</p> <p>credit recovery classes</p>	<p>Percentage of students on target for graduation</p>	<p>a. Jan 16-May 16</p> <p>b. Feb-Mar 16</p> <p>c. ongoing</p>	<p>a. Principal</p> <p>b/c. weekly counselor meeting with administrator</p>
<p>2 Prepare students to meet A-G requirement</p> <p>a. Conduct Individualized Graduation Plan (IGP) twice yearly</p> <p>b. Identify students in danger of not meeting A-G and refer for intervention</p> <p>c. Conduct parent workshop for A-G awareness</p>	<p>a. Counselors</p> <p>b. Counselors</p>	<p>Counselor time</p> <p>Grade and credit data</p> <p>Planning time</p>	<p>Percentage of students on target for graduation</p>	<p>a. 2/semester</p> <p>b. ongoing</p> <p>c. ongoing</p>	<p>a/b. weekly counselor meeting with administrator</p> <p>monthly ILT meeting</p>
<p>3 Provide intervention for students not meeting A-G</p> <p>a. Enroll students in summer school</p> <p>b. Provide mandatory tutoring</p> <p>c. Enroll students in Saturday credit recovery</p> <p>d. Provide opportunities for credit recovery through afterschool and on-line programs</p>	<p>a. counselors</p> <p>b/c/d. administrators, counselors, teachers</p>	<p>Credit recovery classes,</p> <p>tutoring</p>	<p>Percentage of students on target for grad; CAHSEE pass rate</p>	<p>a. April-May 16</p> <p>b. ongoing</p> <p>c. ongoing</p>	<p>weekly counselor meeting with administrator</p>

**Academic Goal 6. Increase the number of students scoring proficient or advanced on both portions of the California High School Exit Exam, and each section of the California Standardized Tests in May. (District Goal)**

Without CAHSEE data and with the change from CST to SBAC, the school lacks the summative data to meet this goal. Using baseline SBAC data, the school is implementing methods to improve instructional strategies.

**Growth Targets:**

**2015-16:**

- Increase to 100% the number of teachers using open-ended questions in some of their assessments
- Increase to 100% of core departments who use common assessments that are aligned to CCSS tasks and prompts
- Increase to 100% of core departments reviewing student work and collecting formative data that use CCSS/NGSS aligned tasks and prompts

**2016-17:**

- Increase to 100% the number of teachers using higher rigor questions in their assessments
- Increase to 100% the common assessments that are aligned to CCSS tasks and prompts
- Monitor Progress Tools through student data and work, and summative and formative assessments to adjust growth targets for proficiency
- Monitor Progress Tools to adjust growth targets for proficiency in SBAC results: Increase ELA SBAC results to 21% (2 index levels); Increase math SBAC results to 20% (2 index levels)

**2017-8:**

- Continue to monitor Progress Tools through student data and adjust growth targets for proficiency goals.
- Reflect on current action goals and progress tools in preparation of full WASC visit

**SLO's Addressed:**

- Resilient learners gaining knowledge through critical thinking and academic discourse
- Innovative thinkers proficient in use of technology and analytical thought
- Determined to succeed by creating and pursuing college, university and career goals
- Empowered to question, evaluate, and express differing opinions in response to the world around them

**Impact on student learning of academic standards & SLOs:** To meet any of the school's learner outcomes, students must demonstrate proficiency in their academic skills. The ability to succeed in post-secondary education and succeed in career goals is a critical component of a high school's ability to properly prepare and educate its students. Realizing the school's smart goals toward proficiency will demonstrate success in realizing student learner outcomes.

**Monitor Progress Tools:**

- Smarter Balance Assessment Consortium Common Core State Standards (SBAC CCSS); Interim Assessment Blocks (IABs); Interim Comprehensive Assessments
- Progress on CELDT
- Results of common interim curriculum embedded assessments
- Results of staff survey of professional development

**Report Progress:**

Data Reporting: August: Results of spring CCSS assessments, CAHSEE results, Progress on CELDT; monthly review of interim assessments; end of year review of staff PD evaluation surveys

Action Plan Progress: Leadership team: Annual planning with end of year reflection; periodic plan reflection meetings after data reporting (4/year); Governing council: 2/year analysis and report of action plan progress; Department faculty: monthly review of student work; Action plan modified when needed

TASKS: Goal 6 Proficiency in Standardized Testing	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES NEEDED	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
<p>1 Align core content to CCSS/NGSS</p> <p>a. Training: provide both outside and in-school PD as well as collaboration time with a focus on CCSS ELA, Next Generation Science Standards (NGSS), and Common Core Math</p> <p>b. Develop and implement open-ended assessment questions as part of common assessments and encourage use of open ended and higher order questions for instruction and assessments</p> <p>c. Align common assessments and pacing plans to CCSS and NGSS</p> <p>d. Adopt College Prep Math (CPM) curriculum</p>	<p>a. District trainers, Instructional coaches, Dept Chairs</p> <p>b/c. Core content teachers, Coaches, Chairs</p> <p>d. math teachers, Math Coach, Math Chair, Math Administrator</p>	<p>District Trainings; PD time; College Prep Math program; PD time</p> <p>Instructional Coach time; Dept Chair unassigned period</p>	<p>AGT calculations of SBAC; results of teacher designed assessments;</p>	<p>ongoing</p>	<p>Weekly PD committee meeting</p> <p>Monthly ILT meeting</p>
<p>2 Ensure equal access to all students by decreasing the gap between students with disabilities (SWDs) and General Education students in their SBAC and academic performance</p> <p>a. Teachers will meet in collaborative groups to design a common lesson.</p> <p>b. Teachers will review student work and reflect on lesson strategies</p> <p>c: Sped teachers will participate in learning walks as part of Communities of Practice</p>	<p>Bridge Coordinator, Special Education teachers, designated General Education teachers</p>	<p>Sub time</p> <p>Collaboration time in PD</p>	<p>Reduced gap in performance between SWDs and Gen Education students</p> <p>Improved performance in standardized testing by SWDs</p>	<p>Nov 14-ongoing</p>	<p>Weekly meeting with Bridge coordinator and Administrator</p> <p>Monthly report to Principal</p>



TASKS: Goal 6 Proficiency in Standardized Testing	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES NEEDED	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
<p>3. Develop Common Instructional Practices</p> <p>a. Ensure common rituals and routines such as Whiteboard Configuration—a standardized format for learning objectives</p> <p>b. Emphasize common semester finals and study guides</p> <p>c. Encourage adoption of rigorous strategies such as Document Based Questions; Close Reading; and scientific investigations using science and engineering practices through class visits and instructional coaching</p> <p>d. Develop and implement a common writing strategy to be used across content areas</p>	<p>Administrator, Instructional Coaches, Dept Chairs, Teachers</p>	<p>PD time</p> <p>Instructional Coach time; Dept Chair unassigned period</p>	<p>SBAC proficiency rates; failure rate of A-G course; results of teacher designed assessments;</p>	<p>ongoing</p>	<p>Weekly PD committee meeting</p> <p>Monthly ILT meeting</p>
<p>4 Focus on English learners making adequate yearly progress and reclassifying quickly</p> <p>a. Provide student intervention programs for newcomer and LTEL students including CELDT Awareness program and Newcomer Collaborative</p> <p>b. Emphasize SDAIE strategies in Professional Development</p> <p>c. Use HiPoint curriculum for English Language Development classes including individualized portfolios</p> <p>D: ELD teachers will be trained and coached in Explicit Direct Instruction</p>	<p>Bilingual Counselor, Categorical Program Advisor, Title 3 Instructional Coach, ELD Dept Chair, Instructional Coaches, ELD/ELA teachers, Administrators</p>	<p>Counselor, CPA, instructional coach time PD time for collaboration, training and review of student work; Instructional Coach time; Dept Chair unassigned advisory; ELD classes; HiPoint curriculum</p>	<p>Improvement on Annual Measurable Achievement Objectives #1, #2</p> <p>Pass rate of ELD classes</p>	<p>a. Jan 15</p> <p>b. ongoing</p> <p>c. - ongoing</p> <p>d. fall 2015</p>	<p>Weekly ELD meeting of chair, coach, bilingual counselor, admin</p> <p>Monthly ILT meeting</p>

TASKS: Goal 6 Proficiency in Standardized Testing	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES NEEDED	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
<p>5 Increase ELA Proficiency of all learners</p> <p>a. Provide a school-wide professional development focus on academic language and writing strategies across the content areas</p> <p>b. Allow collaboration time in professional development to examine student writing</p>	<p>a. Instructional Coaches</p> <p>b. Dept Chairs, teachers, Administrators, coaches</p>	<p>Collaboration time in PD, instructional coach leadership; Dept Chair period</p>	<p>SBAC Proficiency rates, ELA grades; PD documentation</p>	<p>ongoing</p>	<p>Weekly PD committee meeting</p> <p>Monthly ILT data review</p>
<p>6 Increase Math Proficiency</p> <p>a. Provide practice SBAC exams: Interim Assessment Blocks (IABs). Use data to inform instruction</p> <p>b. Enroll Algebra 1 students in Math Tutorial lab</p>	<p>a. math teachers, Math Coach, Math Chair, Math Administrator</p> <p>b. counselors</p>	<p>a. Math Coach; collaboration time</p> <p>b. Math Tutorial classes</p>	<p>SBAC results</p>	<p>ongoing</p>	<p>Weekly math meeting of chair, coach, admin</p> <p>Monthly ILT data review</p>
<p>7 Focus on needs of Long Term English Language Learners</p> <p>a. Develop LTEL goal sheets</p> <p>b. Train teachers on writing, academic language, and check for understanding strategies and ensure implementation through class visits and coaching</p> <p>c. Provide coaching, training, support materials, and other assistance to teachers of English Language Learners</p> <p>d. Enroll long term English Language learners (LTELs) in Language and Literacy, Advanced English Language Development intervention classes</p>	<p>a. Title 3 Instructional Coach,</p> <p>b. Instructional coaches</p> <p>c. Title 3 Instructional Coach,</p> <p>d. counselors</p>	<p>a-c. Instructional coach time; teacher collaboration time, PD time</p> <p>d. ELA intervention classes</p>	<p>LTEL reclassification ; GPAs of LTEL students, observations during class visits; ELA pass rate</p>	<p>ongoing</p>	<p>Weekly ELD meeting of chair, coach, admin</p> <p>Monthly ILT data review</p>

TASKS: Goal 6 Proficiency in Standardized Testing	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES NEEDED	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
<p>8 Increase pass rate in Advanced Placement exams</p> <ul style="list-style-type: none"> <li>a. Develop honors program by ensuring better placement of students and increasing rigor of instruction through differentiated pacing plans and expansion of honors courses</li> <li>b. Provide skill building opportunities                             <ul style="list-style-type: none"> <li>I. Provide afterschool and Saturday AP tutoring</li> <li>li. Encourage participation in AP Readiness at UCLA</li> <li>lii. Provide pre-enrollment work such as summer workshops and homework</li> </ul> </li> <li>c. Improve enrollment process through increasing opportunities for students to select courses through AP open houses, assemblies, course catalogs, teacher and counselor recommendations</li> <li>d. Improve instructional strategies through                             <ul style="list-style-type: none"> <li>I. collaboration meetings of AP/honors teachers</li> <li>li. application process</li> <li>lii. training opportunities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a. Head counselor, honors teachers</li> <li>b.AP teachers</li> <li>c. counselors, teachers, leadership</li> <li>d. AP leader, teachers</li> <li>E. leadership, teachers</li> </ul>	<p>Teacher pay for tutoring, leadership, diagnostic tests, Counselor programming time, registration fees for conferences, AP Readiness buses</p>	<p>Pacing plans Number of students qualifying on exam; number of students taking AP courses</p>	<ul style="list-style-type: none"> <li>A. ongoing</li> <li>B. ongoing</li> <li>C. Mar 2016</li> <li>D. ongoing</li> </ul>	<p>Weekly meetings in spring for AP leadership, Ongoing monthly meetings for teachers Yearend review by leadership</p>

**Academic Goal 7. Increase the number of students and staff attending school 96% of the time. (District Goal)**

**Growth Targets:**

2015-6:

- Improve number of students and staff attending school 96% of the time by 2%
- Improve number of staff attending school 96% of the time by 2%
- Decrease student chronic absenteeism rate from 21% to 20%.

2016-17:

- Decrease student chronic absenteeism rate to 17%.
- Monitor progress tools of attendance data of 15-16 to determine new growth targets and adjust action steps

2017-18:

- Decrease student chronic absenteeism rate to 15%.
- Monitor progress tools of attendance data to determine new growth targets and adjust action steps
- Reflect on current action goals and progress tools in preparation of full WASC visit

**SLO's Addressed:**

- Prepared, globally-focused agents of change
- Resilient learners gaining knowledge through critical thinking and academic discourse
- Innovative thinkers proficient in use of technology and analytical thought

**Impact on student learning of academic standards & SLOs:** Attendance is correlated to success in school. By focusing on attendance, the school will ensure that students will be able to attain the academic skills and student learner outcomes.

**Monitor Progress Tools:**

- Attendance records
- Teacher reports
- Student grades

**Report Progress:**

Data Reporting: Ongoing: MyData- Proficient Attendance Report and Monthly Attendance Report can be utilized to view previous year's attendance data Grades Attendance Summary Report- measures absences within a specified time period Master Absence Report- measures absences, year to date, monthly tracking of student attendance data

Action Plan Progress: Leadership team: Annual planning with end of year reflection; Principal: monthly reporting by attendance counselor; Governing council: 2/year analysis and report of action plan progress; Action plan modified when needed

<b>TASKS: Goal 7 Attendance</b>	<b>RESPONSIBLE PERSON(S) INVOLVED</b>	<b>RESOURCES NEEDED</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>	<b>TIMELINE</b>	<b>REPORTING</b>
<p>1 Attendance Incentives</p> <p>a. Maintain daily, weekly, and monthly attendance data</p> <p>b. Reach out to community organizations &amp; LAP partner for donations for incentives</p> <p>c. Publicize incentives through posters, announcements, website</p> <p>d. Provide incentives for students with proficient or advanced attendance such as field trips, certificates to local restaurants, food/beverage items, special invitation events</p> <p>e. Educare after school program; 9th grade cohort tutoring program</p>	<p>9<sup>th</sup> grade Attendance Improvement Counselor, Pupil Services and Attendance Counselor, Educare Representative, 9th Grade Cohort</p>	<p>Donations for attendance incentives</p>	<p>Improved attendance data</p>	<p>ongoing</p>	<p>Monthly reporting to Principal by attendance counselors</p>
<p>2 Improving Communication about Attendance</p> <p>a. Present attendance information and the importance of accurate attendance-taking to faculty</p> <p>b. Assist the school in sending out Connect Ed messages to all parents with reminders and important information concerning attendance; monthly attendance meetings with parents</p> <p>c. Present to parents at Coffee With the Principal meetings, and at Parent Conference/PHBAO Nights</p>	<p>9<sup>th</sup> grade Attendance Improvement Counselor, Pupil Services and Attendance Counselor, Technology Office</p>	<p>Time during PD, Connect-Ed, Attendance Counselors, website,; Remind101</p>	<p>Improved attendance data, Number of parents signing into events, Number of students completing survey, Number of website hits</p>	<p>ongoing</p>	<p>Monthly reporting to Principal by attendance counselors</p>

<b>TASKS: Goal 7 Attendance</b>	<b>RESPONSIBLE PERSON(S) INVOLVED</b>	<b>RESOURCES NEEDED</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>	<b>TIMELINE</b>	<b>REPORTING</b>
<p>3. Attendance intervention</p> <p>a. Target students with below proficient attendance through: phone calls home, personalized letters with data, small group counseling sessions, targeted and small group parent meetings</p> <p>b. For chronic attendance problems: Home visits, Individualized student and parent conferences; provide links for families to community/school resources; refer students to SART/SARB/COST;</p>	<p>Counselors</p>	<p>Funding for additional counselors</p>	<p>Improvement in Attendance data</p>	<p>a. Aug 15 b. Sept-Oct 15 c. Every 25 days d. Aug 15-ongoing e. Aug 15-ongoing</p>	<p>Monthly reporting to Principal by attendance counselors</p>
<p>4 School-wide Tardy Policy</p> <p>a. Send tardy students to counselor to write letter home</p> <p>b. Contact parents of repeat offenders</p> <p>c. Assign chronic tardy students Saturday detention</p>	<p>Administrator Counselors</p>	<p>Counselor time to enforce policy</p>	<p>Tardy data Improved attendance Improved grades</p>	<p>Jan 15-ongoing</p>	<p>Weekly meeting with counselors and Administrator Weekly report to Principal by Administrator</p>
<p>5 Improving staff attendance</p> <p>a. Provide incentives and awards to teacher with excellent attendance</p> <p>b. Meet with teachers who have less than 96% attendance</p>	<p>Administrators</p>	<p>Incentives</p>	<p>Improved Teacher attendance data</p>	<p>Aug 15-ongoing</p>	<p>Weekly administrative meeting End of year report to Leadership</p>

### **Academic Goal 8. Increase the involvement of parents and other community partners. (District Goal)**

In the 2012-13 parent survey 76% felt welcome at school and 61% communicated with a teacher about their child's progress. 17.7% of the parents responded.

#### **Growth Targets:**

2015-16:

- Increase attendance at parent events by 10%
- Increase the percentage of parents responding to the parent survey by 5%
- Increase by 10% the percentage of parents who communicated with a teacher about their child's progress

2016-17:

- Increase attendance at parent events by an additional 10%
- Increase the percentage of parents responding to the parent survey by an additional 5%
- Increase by 10% the percentage of parents who communicated with a teacher about their child's progress

2016-17:

- Continue to monitor Progress Tools involving parent involvement and adjust growth targets accordingly

#### **SLO's Addressed:**

- Determined to succeed by creating and pursuing college, university and career goals

**Impact on student learning of academic standards & SLOs:** By expanding involvement of our students' families and educating parents about the educational process, school-wide learner outcomes should improve.

#### **Monitor Progress Tools:**

- Sign-in sheets of community events
- Completed Parent Student Compacts
- Completed parent surveys

#### **Report Progress:**

Data Reporting: Sign-in sheets for events, grades/attendance improvement of students whose parents attended parent trainings

Action Plan Progress: Leadership team: Annual evaluation of Single School Plan reviewing parent involvement plan, weekly meeting of CPA and administrator, monthly administrative update, Annual review; Action plan modified when needed

TASKS: Goal 8 Parent Community Involvement	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES NEEDED	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
<p>1 Parents as Partners Events/Governance councils</p> <p>a. Implement monthly Coffee With the Principal event</p> <p>b. Implement Campus Beautification Saturday activities</p> <p>c. Develop, implement, and support academic family nightstr</p> <p>d. ELAC/SSC/SDM: annual elections, monthly meetings</p> <p>e. Back to School/Parent Conference/PHBAO nights</p> <p>f. Distribute and collect Parent Student Compacts</p> <p style="text-align: center;"><u>Action steps for events</u></p> <p>i. Publicity: flyer design and distribution</p> <p>ii. Communication: Connect-Ed, Personal calls, semester calendar</p> <p>iii. Parent Center Planning</p>	<p>a. Categorical Program Advisor (CPA), Principal, Community Reps</p> <p>b. CPA, Reps, volunteers, B&amp;G</p> <p>c. Dept chairs, Reps, CPA</p> <p>d. Parent Volunteers, CPA, Reps</p> <p>e. admin, Reps, CPA</p> <p>f. Reps, CPA, counselors</p>	<p>Printing and graphics supplies</p> <p>Connect-Ed phone system</p> <p>Community Reps</p> <p>Parent volunteers</p> <p>Garden and cleaning supplies</p> <p>Refreshments</p> <p>Translation services</p>	<p>Participation rate of activities</p> <p>Annual District Parent survey</p>	<p>a. Every 3rd Thursday</p> <p>b. 2/semester</p> <p>c. April 2016</p> <p>d. Aug 15 for elections, monthly meetings thereafter</p> <p>e. 4/ year</p> <p>Flyers, calls 1 week before event</p> <p>Semester Calendars</p> <p>Weekly planning meeting</p>	<p>2/ Month by CPA to AP</p>
<p>2 Parent Activities</p> <p>a.Support and implement parent computer classes</p> <p>b. Support Promise Parent College</p> <p>d. Support Parents in Control trainings</p> <p>e. Support parent workshops provided by School Wellness Center</p>	<p>CPA, Reps, computer trainers,LA Promise staff, Parent In Control trainer, Wellness Center staff</p>	<p>Printing and graphics supplies</p> <p>Connect-Ed</p> <p>Community Reps</p> <p>Refreshments</p> <p>LA Promise staff</p> <p>Trainers and materials for Parents in control; Wellness Center</p>	<p>Participation rate of activities</p> <p>Annual District Parent survey</p>	<p>Ongoing events throughout year</p>	<p>2/ Month by CPA to AP</p>



## Glossary of Terms

Acronym	Term	Additional Explanation
	EduCare Foundation	Foundation running after school programs
	Illuminate	Data system purchased by WAPHS
A-G	A-G Subject Requirements	Courses that meet UC requirements
AGT	Academic Growth over Time	Measures growth compared to anticipated growth
AMAO	Annual Measurable Achievement Objective	#1 measures annual yearly progress #2 measures redesignation rates
AP	Advanced Placement	College level courses
APEX	APEX Learning System	On-line program used for credit recovery
API	Academic Performance Indicator	replaced this year by SQII
AYP	Annual Yearly Progress	
CAHSEE	California High School Exit Exam	No longer applicable
CBITS	Cognitive Behavioral Intervention for Trauma in Schools	Intervention for students suffering from trauma
CCSS	Common Core State Standards	New standards replacing Ca State Standards
CPA	Categorical Program Advisor	
CPM	College Prep Math	CCSS aligned math curriculum
CELDT	California English Language Development Test	Annual test given to English Language Learners to determine progress
CORE	California Office of Reform Education Waiver	Waiver from mandates of NCLB
COST	Coordination of Services Team	Team that evaluates at-risk students for intervention services
CST	California Standards Test	
EDI	Explicit Direct Instruction	Instructional strategies to enhance direct instruction and check for understanding
ELA	English Language Arts	
ELD	English Language Development	
ELLs	English Language Learners	
FAFSA	Free Application for Federal Student Aid	
GPA	Grade Point Average	
IAB	Interim Assessment Block	SBAC aligned Periodic assessment
ICA	Interim Comprehensive Assessment	Summative practice assessment for SBAC
IGP	Individual Graduation Plan	
ILT	Instructional Leadership Council	Monthly council of lead teachers, dpt chairs, coaches, and administrators
LAP	LA's Promise	Education partner for WAPHS
LAUSD	Los Angeles Unified School District	
LTEs	Long Term English Language Learners	5+ years in English Learner program
MCSA	Microcomputer Support Assistant	
MISIS, ISIS, SIS	My Integrated Student Information System	New Student data system used by LAUSD replaces ISIS and SIS
MyData	MyData	Student data system used by LAUSD mainly for assessments
NCLB	No Child Left Behind	Federal Education Act requiring states to measure annual yearly progress on standardized tests

NGSS	Next Generation Science Standards	Newly adopted science standards to complement CCSS
PD	Professional Development	
PSA	Pupil Service Attendance counselor	
PSW	Psychiatric Social Worker	
QEIA	Quality Education Investment Act	Federal funding to reduce class size and counselor/student ratio
Reed	Reed Investment Schools	Additional funding from REED settlement to increase teacher retention
SART/SARB	School Attendance Review Team/Board	
SBAC	Smarter Balanced Assessment Consortium	Assessment used to assess mastery of Common Core
SDAIE	Specially designed academic instruction in English	An approach to teach academic content in English to students learning English
SLC	Small Learning Community	Smaller school within a school but not autonomous
SLOs	School-wide Learner Outcomes	P.R.I.D.E.
SPSA	Single Plan for Student Achievement	
SQII	School Quality Improvement Indicator	Equivalent of Academic Performance Indicator for CORE schools
WAPHS	West Adams Preparatory High School	