

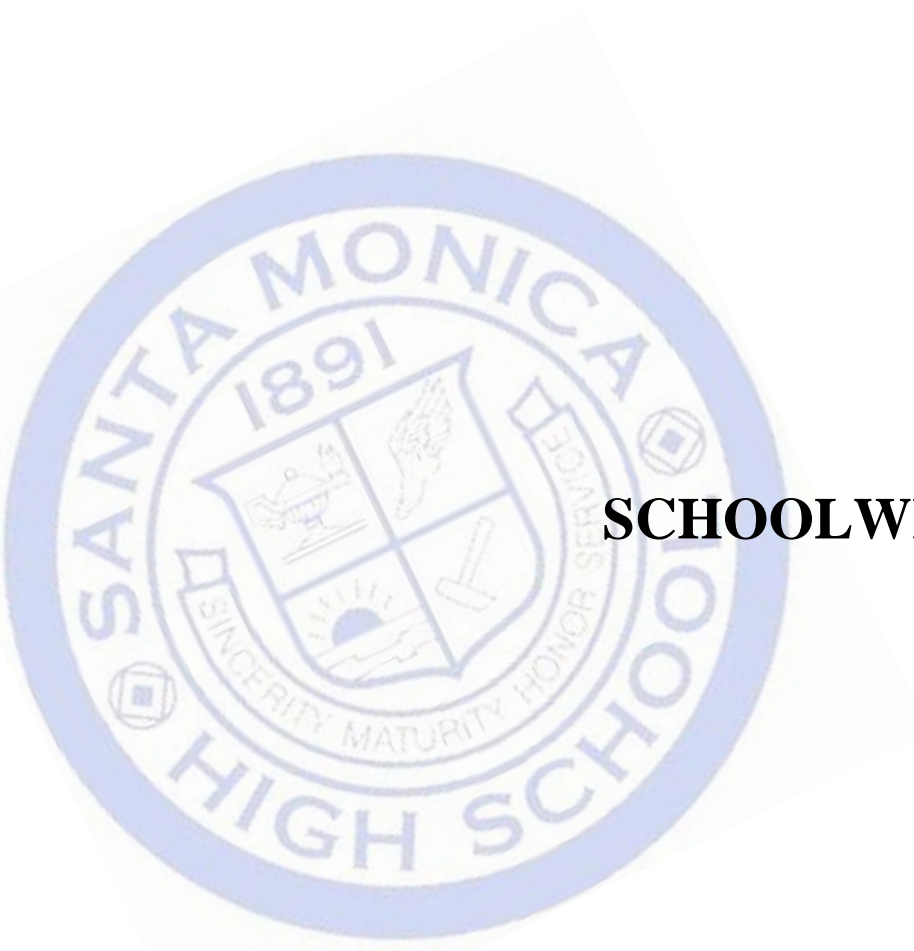


Santa Monica High School Self Study Report



5 CHAPTER

SCHOOLWIDE ACTION PLAN



Schoolwide Action Plan

Goal 1:

All students are ready for college and careers.

Rationale:

In order to reach the next level of achievement, Santa Monica High School needs to address the achievement gap that exists for our minority populations. After reviewing the data listed below, it is a reality that not all students are college and career ready.

Performance on CAASPP (English and Math)
AP Scores and Enrollment
SAT/ACT Data
Graduation Rate
SMC Placement Data

As a school, it is our responsibility to set all students up for success in whatever they choose to pursue in their future, whether they choose to attend college or start a career. It is important that our curriculum and instructional practices reflect outcomes that will allow our students to transition smoothly without having to complete remedial courses at the college level; therefore, creating productive and contributing community members.

Critical Learner Needs:

- Interventions need to be in place to support our minority and underrepresented subgroups
- Classrooms need to reflect instructional practices that support underserved students in developing 21st century skills
- Performance levels of Hispanic/Latino, Social-economic Disadvantaged, and African American students on the SAT, ACT, CAASPP, and AP assessments are much lower than the peers. Our greatest concern is to develop instructional strategies that would support the various needs of these subgroups. For example, claims-evidence writing has been a focus for the school regarding writing across all content.
- Implementation of strategies provided during professional development for Math teachers are critical to the success and increase in our passage rate of the CAASPP Math assessment. Currently, we have 52% of all students that are at or exceeding the standard. Additionally, we have a large achievement gap apparent with regards to the African American, Hispanic/Latino, Social-economic Disadvantaged, and Special Education subgroups.

| Objective | Strategies/ Actions | Person(s) Responsible | Timeline to Accomplish each Task | Assessment and Evidence | Means to Assess Progress |
|---|---|--|---|--|---|
| PLC groups will work on creating and integrating claim evidence writing into their curriculum. | During professional development, PLC groups will collaborate on claim evidence assignments. | PLC groups | Interim Assessments (Spring for ELA) Semester | Student Samples Interim Assessments (One for ELA) Pre-Assessments and Common Assessments | Increase in scores on CAASPP English scores Performance on Interim Assessments |
| All course will have a common website to include -description -expectations -pacing and timeline | PLCs will create common descriptions, expectations, and pacing for each course. | Department chairs support teachers. PLC groups will work on descriptions. | Common Course Website (description & expectations by Fall Semester 2017) | School Website | Parent and student feedback |
| Departments will work towards creating Common Assessment | During professional development, PLC groups will collaborate to create common assessments to address critical learning goals. | Department chairs support teachers. PLC groups will work on common assessments. | Pre-Assessment (first two weeks of the semester) Mid-year benchmark (December) Final benchmark (April) (≥3 writing samples) | Completion of assessments Implementation of common assessments Student work samples | Student growth data |
| Equitable Course Grades | Discussions on grading policies, structures, and common rubrics. | All teachers | Discussions 2017-2018 Developing common policies and practices 2018-2019 | Common grading policies and practices | Consistencies across departments |

| | | | | | |
|---|--|---------------------------------------|---------|---|--|
| Increase enrollment of underrepresented groups in AP courses. Additionally, provide supports to allow them to successfully complete the course and receive a three or higher. | Use Illuminate and Equal Opportunity Schools (EOS) data to identify students who have the potential to be successful in the program. | All staff | Ongoing | Data for AP enrollment, course completion, and AP scores | Increase enrollment and course completion for underrepresented students Increase in AP scores (three or higher) for underrepresented students |
| Expand the “Get Focused Stay Focused” program to guide students towards high school and college completion. Help students have a mindset to be successful in their future by creating a plan. | Development of online, skill-based, 10-year career and education plan. The plan is updated each year by the student. | Freshmen Seminar and English Teachers | Ongoing | Completion of 10-year plans College application Financial aid applications Create resumes and cover letters Research majors and colleges Mock interviews | Student feedback on Senior Exit Survey |

Goal 2:

English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the core content areas.

Rationale:

At Santa Monica High School there are 61 students classified as LTEL. After reviewing the CAASPP scores (English and Math), CELDT data, and course grades for EL students, it was determined that there was a need for instructional strategies to support the successful completion of courses for all EL students across the board.

Critical Learner Needs:

- Instructional practices that support the direct teaching of academic language in all classes
- Teachers need to provide the opportunity for students to engage in academic discourse
- Interventions need to be in place to support our LTEL students
- Cohorts for EL students to help support them in specific content classes based on their performance levels

| Objective | Strategies/ Actions | Person(s) Responsible | Timeline to Accomplish each Task | Assessment and Evidence | Means to Assess Progress |
|---|--|---|---|---|---|
| Incorporate direct instruction of Academic Language in all courses. | Provide professional development on academic language and instructional practices to support it. | Teacher Leaders and District EL Coordinator | All school PD Aug. 18 th , Sept. 13 th , and Oct. 18 th Teacher Leaders ongoing support through regular meetings with teachers of EL cohorts (supporting with observations and coaching) | Observations Shadowing EL Students Student work samples | Increase in observations of classrooms incorporating academic language. Increase in EL students' ability to speak and write using academic language. |
| Implement academic engagement strategies in all courses. | Provide professional development on engagement strategies and work in PLC | Teacher Leaders All staff | All school PD Aug. 18 th , Sept. 13 th , and Oct. 18 th Ongoing in PLC groups | Observations Shadowing EL Students | Increase in observations of classrooms incorporating academic |

| | | | | | |
|---|---|-----------|---------|---|--|
| | groups to design lessons around student needs incorporating the strategies. | | | Student work samples | engagement strategies. Increase in EL students' ability to speak and write using academic language. |
| Increase utilization of the Academic tutors and resources in place. | Communicate information about the resources available. | All staff | Ongoing | Attendance at tutoring Grade comparisons by grading periods of those attending | Increase in number of students attending and returning. Increase in grades |

Goal 3:

All students engage in schools that are safe, well maintained and family friendly.

Rationale:

Suspension rates have increased due to illegal substance abuse while suspension rates for disruptive behavior and conflict have decreased. Therefore, Santa Monica High School needs to address the culture of the school and shift it towards responsible behaviors and decision making.

Additionally, according to the Student Engagement Survey, there is a need at the school for students to feel more connected to the school, their classes, and the staff.

Critical Learner Needs:

- Programs to support the education of students about the use and consequences of drug and alcohol abuse
- Programs that support the transition of seniors from secondary to post-secondary education
- Conflict resolution opportunities for students, staff, and parents
- Implementation of academic engagement strategies to help students feel more connected and engaged in their classes

| Objective | Strategies/ Actions | Person(s) Responsible | Timeline to Accomplish each Task | Assessment and Evidence | Means to Assess Progress |
|--|---|---|---|---|--|
| Provide opportunity for productive conversations that will lead to positive outcomes and resolutions by implementing Restorative Justice practices both socially, emotionally, and academically. | Provide level one Restorative training for all new teachers, and opportunities for veteran staff. Additionally, provide opportunities for students to participate in the Building Bridges Restorative Camp. | All staff Self-selected students | RJ training on 8/18/17 - teaching philosophy & building relationships First week of classes have primary focus on community and relationship building rather than content. New teachers trained in December | Observations Office referrals and visits Suspension rates | Increase in implementation of academic and harm circles within classrooms and throughout the school Decrease in office referrals and visits Decrease in suspension rates |
| Implement of Engagement/ Investment strategies to support students' academic and social/emotional success. | Opportunities for professional development that support the incorporation of academic engagement strategies | All staff | RJ training on 8/18/17 - teaching philosophy & building relationships First week of classes have primary focus on community and relationship building rather than content. Ongoing | Student Engagement Survey Senior Exit Survey | Increase in connectedness of students in classes and to the school |
| Provide consistent | PLCs will create | Department chairs | Common Course | School Website | Parent and student feedback |

| | | | | | |
|---|--|--|---|--|--|
| language across courses and a common space where course information is housed to inform students and parents of offerings and expectations. | common descriptions, expectations, and pacing for each course. | support teachers. PLC groups will work on descriptions | Website (description & expectations by Fall Semester 2017) | | |
| Provide students with information to help them make responsible decisions regarding illegal substance abuse. | Provide students information through a substance abuse assembly. Additionally, expose students to opportunities to discuss responsible behaviors and how to deal with situations that may arise. | PTSA, Administrators, Advisors, Freshmen Seminar teachers, and Physical Education teachers | Ongoing through Freshmen Seminar and Health class Substance abuse assemblies for grade levels in Fall 2017 | Illegal substance abuse suspension rates | Decrease in number of suspensions related to illegal substance abuse |