

Action Plan for Yuba City High School

Black Font-2012-13 Original Plan

Blue Font-2013-14 Revised Plan

Green Font-2014-15 Revised Plan

Red Font-2015-16 Revised Plan

Priority Goal 1: Increase graduation rate by 2% every year until 100% is reached (adopted 8-13-12)

Rationale: We want all students to graduate.

- 2013 graduation rate is 90.7% (Source, AYP 2011-12, 4-year Cohort)
- 2014 graduation rate is 92.3% (Source, AYP 2012-13, 4-year Cohort)
- 2015 graduation rate is 93.3% (Source, AYP 2013-14, 4-year Cohort)

ACTION STEPS (STRATEGIES)	PERSON(S) RESPONSIBLE	TIMELINE Start – End Date	RESOURCES NEEDED	HOW TO ASSESS PROGRESS
1. Investigate the reasons why YCHS students do not graduate	Volunteer Ad hoc committee	Jan. 2014 Discontinued in 2015-2016 Reinstated – 2016	<ul style="list-style-type: none"> · Form an ad hoc committee to do research · Time for ad hoc committee to meet 	<ul style="list-style-type: none"> · When study is complete, Ad hoc committee will report progress to staff
2. Add student mentoring programs (i.e. Link Crew, Frosh Success Team, Career Choices 9 th Grade Program)	Administrative team	Aug. 2013 - Ongoing	<ul style="list-style-type: none"> · Funding for advisors · Training for advisors · Training for students (i.e. Link Crew members) · Student leadership team 	<ul style="list-style-type: none"> · Enrollment in mentoring program · Academic progress of students participating in programs
3. Expand professional development on the Student Data Management System (SDMS) AERIES/Illuminate and Common Core in order to support teachers to continue to create assessments, access and analyze data from Student Data Management System (SDMS)	Administrative team Content Area Leaders	August 2012 - Ongoing	<ul style="list-style-type: none"> · Funding for training on Student Data Management System (SDMS) AERIES/Illuminate · Collaboration time · Release time for teachers to attend workshops and meet with (Total School Solutions) TSS coaches 	<ul style="list-style-type: none"> · Teachers use the SDMS to create assessments, access and analyze data · Number of teachers completing training and using SDMS · Walkthroughs and meetings with TSS coaches

Priority Goal 1: Increase graduation rate by 2% every year until 100% is reached (adopted 8-13-12)

ACTION STEPS (STRATEGIES)	PERSON(S) RESPONSIBLE	TIMELINE Start – End Date	RESOURCES NEEDED	HOW TO ASSESS PROGRESS
4. Articulate with feeder schools	Content area leads Administrative team AVID Team Special Education	Aug. 2012 - Ongoing	<ul style="list-style-type: none"> · Collaboration time with middle school teachers 	<ul style="list-style-type: none"> · Proper student placement · Higher standardized scores · Progress/semester grades
5. Utilize data for proper student placement	All teachers Administrative team Counselors AVID Team	Ongoing	<ul style="list-style-type: none"> · SDMS (AERIES/Illuminate) · Time to review standardized testing scores, Dept. common assessments, Accelerated Reader; pre/post writing assessment · Provide teachers and counselors with Content area placement guides · New District Protocol for Math placements · California English Language Development Test (CELDT) Scores 	<ul style="list-style-type: none"> · Reduction in D and F rates · Counselors pull in D and F students at intervals · Transcript review throughout the school year

Priority Goal 1: Increase graduation rate by 2% every year until 100% is reached (adopted 8-13-12)

ACTION STEPS (STRATEGIES)	PERSON(S) RESPONSIBLE	TIMELINE Start – End Date	RESOURCES NEEDED	HOW TO ASSESS PROGRESS
6. Identify students for academic intervention	Each Department Counselors	August 2012 - Ongoing	<ul style="list-style-type: none"> · Time to assess data and review student progress · Student Study Team (SST) Recommendations · Collaboration time with middle school counselors and school psychologists 	<ul style="list-style-type: none"> · SBAC, Dept. common assessments, Accelerated Reader; pre/post writing assessment · Teacher/Administration Progress Data · Math Intervention Exams
7. Provide support for students to pass classes with a C or better	Administrative team Teachers Attendance Specialist	August 2012 - Ongoing	<ul style="list-style-type: none"> · Provide funding for: After school tutoring; · Lunch tutoring; Online tutoring; Student tutors; AVID Strategies/Curriculum need to be provided for all teachers · Saturday Intervention · C-Club (at lunch intervention) · Physical Education Intervention Program · Early Intervention with D's and F's (automatic mailer/dialer) 	<ul style="list-style-type: none"> · Increase the number of students attending tutorial · Reduction in D and F rates

Priority Goal 1: Increase graduation rate by 2% every year until 100% is reached (adopted 8-13-12)

ACTION STEPS (STRATEGIES)	PERSON(S) RESPONSIBLE	TIMELINE Start – End Date	RESOURCES NEEDED	HOW TO ASSESS PROGRESS
8. Implement strategies to motivate students, such as: <ul style="list-style-type: none"> • Commitment to Graduate • H.O.N.K.E.R.S program • LINK Crew program • Student engagement (in lesson) • Career Pathways • Credit Recovery 	Administrative team ASB Teachers Counselors Project Lead the Way (PLTW) Team	Ongoing	<ul style="list-style-type: none"> • Funding for programs • Time to plan and implement 	<ul style="list-style-type: none"> • Higher graduation rates • Reduction in D and F rates • Reduction in discipline infractions • Walkthroughs
9. Develop courses that meet both the graduation requirement needs, academic needs and interests of students	Teachers Content Area Leads Administrative team	Ongoing Monthly leadership meetings	<ul style="list-style-type: none"> • Time to develop new course proposal 	<ul style="list-style-type: none"> • Implementation of new courses • Enrollment of students in new courses • Reduction in D and F rates
10. Clarify for students the expectations and significance of/ add incentive for: SBAC , graduation requirements, college (A-G) requirements, apprenticeship/internship program opportunities, and career requirements	All staff	Ongoing	<ul style="list-style-type: none"> • Counselors in classrooms (class presentations) • Career Center (Career Cruising) • Seminars/presentations for parents 	<ul style="list-style-type: none"> • Student surveys • Staff surveys • Increased performance on SBAC and number of student with A-G requirements met

Priority Goal 1: Increase graduation rate by 2% every year until 100% is reached (adopted 8-13-12)

ACTION STEPS (STRATEGIES)	PERSON(S) RESPONSIBLE	TIMELINE Start – End Date	RESOURCES NEEDED	HOW TO ASSESS PROGRESS
11. Continue individual and group support from counseling for students	Counselors	Ongoing	<ul style="list-style-type: none"> · Data to identify target students · Insight (Drug and Alcohol) classes · Peer Mediators Group · Coping Skills Group · Academic Group · Social/Emotional Group · Mandatory Freshmen Conference 	<ul style="list-style-type: none"> · Successful completion of counseling groups · Data collection from each group (i.e. survey) · Reduction in disciplinary infractions · Increase in academic progress/achievement · Increase in attendance
12. Provide professional development for all teachers to align lesson plans to Common Core and instructional practices (i.e. increase the use of checking for understanding throughout the class period and during closure)	Administrative team Content area leaders	August 2013 – ongoing	<ul style="list-style-type: none"> · Funding for training · Time for training outside of class time 	<ul style="list-style-type: none"> · Sign in rosters from training sessions · Walkthroughs · Teacher Feedback through survey (i.e. Surveymonkey.com)
13. Leadership team to report annually to full faculty on the progress of the Action Plan goals and the implementation of the action items	Leadership team	Spring faculty meeting	<ul style="list-style-type: none"> · Leadership meeting time to review data 	Report to staff

Action Plan for Yuba City High School

Black Font-2012-13 Original Plan

Blue Font-2013-14 Revised Plan

Green Font-2014-15 Revised Plan

Red Font-2015-16 Revised Plan

Priority Goal 2: 80% of ALL students will improve in two of the five categories on their Spring/Post Performance Task Assessment as compared to their Fall/Pre Performance Task Assessment, or score ‘Met or Exceeded Standard’ in two of the five categories by Spring 2015. One area of growth or ‘Met or Exceeded’ score must include at least one of the following categories: Statement of Purpose/Focus, Organization, or Elaboration of Evidence (adopted 2-3-15)

Rationale:

- Class of 2018 (9th) Cohort FALL 2014 ELA Performance Task Assessment; Elaboration of Evidence, 23.0% Met or Exceeded Standard
- Class of 2018 (10th) Cohort FALL 2015 ELA Performance Task Assessment; Elaboration of Evidence, 19.9% Met or Exceeded Standard
- Class of 2017 (10th) Cohort FALL 2014 ELA Performance Task Assessment; Elaboration of Evidence, 47.7% Met or Exceeded Standard
- Class of 2017 (11th) Cohort FALL 2015 ELA Performance Task Assessment; Elaboration of Evidence, 37.0% Met or Exceeded Standard

ACTION STEPS (STRATEGIES)	PERSON(S) RESPONSIBLE	TIMELINE Start – End Date	RESOURCES NEEDED	HOW TO ASSESS PROGRESS
1. Continue to utilize a Writing Task Force Leader to provide professional development to other subject area teachers to implement strategies to improve academic achievement in ELA Re-establish 3-4 Writing Task Force Leaders for the 2016-2017 school year.	Administrative team Writing Task Force Leader	August 2012-2014 – Established August 2014 – Discontinued August 2016 – Re-established	<ul style="list-style-type: none"> • Funding for the position • LCAP 	<ul style="list-style-type: none"> • All teachers participation in writing assessment professional development sessions • All teacher Feedback through survey (i.e. SurveyMonkey)

Priority Goal 2: 80% of ALL students will improve in two of the five categories on their Spring/Post Performance Task Assessment as compared to their Fall/Pre Performance Task Assessment, or score ‘Met or Exceeded Standard’ in two of the five categories by Spring 2015. One area of growth or ‘Met or Exceeded’ score must include at least one of the following categories: Statement of Purpose/Focus, Organization, or Elaboration of Evidence **(adopted 2-3-15)**

ACTION STEPS (STRATEGIES)	PERSON(S) RESPONSIBLE	TIMELINE Start – End Date	RESOURCES NEEDED	HOW TO ASSESS PROGRESS
2. Allow professional development for English teachers to implement strategies to improve academic achievement in ELA	Administrative Team DO Curriculum and Instruction Department English Department	August 2013-ongoing	<ul style="list-style-type: none"> · (Total School Solutions) TSS training in Common Core ELA (Need more beneficial program for implementing strategies for Common Core) · Release time for teachers to collaborate with peers as determined by the English Department 	<ul style="list-style-type: none"> · Walkthroughs · CAHSEE data · Teacher Feedback through survey (i.e. SurveyMonkey.com) · Pre and Post Writing Assessment Data · Peer observations
3. Provide professional development for all teachers to understand the writing assessment process and the assessment rubric (i.e. norming essays, scoring essays) Each department develops a department writing rubric aligned with the ELA writing rubric	Writing task force leader Content area leaders Departments	August 2012 – ongoing 2016-2017	<ul style="list-style-type: none"> · Time and curriculum to in-service colleagues · Poster of writing rubric · Funding for expert from within our campus. · Funding for substitutes for scoring essays · Distribution of ELA rubric to all teachers 	<ul style="list-style-type: none"> · Higher scores on pre/post PT writing assessment · Higher scores on ELA CAHSEE · Walkthroughs

Priority Goal 2: 80% of ALL students will improve in two of the five categories on their Spring/Post Performance Task Assessment as compared to their Fall/Pre Performance Task Assessment, or score ‘Met or Exceeded Standard’ in two of the five categories by Spring 2015. One area of growth or ‘Met or Exceeded’ score must include at least one of the following categories: Statement of Purpose/Focus, Organization, or Elaboration of Evidence **(adopted 2-3-15)**

ACTION STEPS (STRATEGIES)	PERSON(S) RESPONSIBLE	TIMELINE Start – End Date	RESOURCES NEEDED	HOW TO ASSESS PROGRESS
4. Develop and implement common academic language for writing across all disciplines (consistent definitions)	Writing task force leader Content area leaders	August 2013 – June 2014 2016-2017 – Re-establish	<ul style="list-style-type: none"> · Training by the Writing Task Force leader · Time for collaboration · Posters for each classroom with vocabulary · PD for all non-ELA class teachers · PD in the Critical Reading Strategy from AVID · AVID Weekly Website/Articles 	<ul style="list-style-type: none"> · Vocabulary posters · Higher scores on pre/post PT writing assessment · Higher scores on ELA CAHSEE · Walkthroughs
5. Require students to use constructed response in all classes (i.e. respond in complete sentences and use evidence, both verbally and in writing) with measures such as essays and other forms of written response	Teachers Writing Task Force Leaders	Daily	<ul style="list-style-type: none"> · Collaboration time to discuss teaching strategies · Need training on teaching and using constructed responses · Provide Professional Development for staff directed by staff 	<ul style="list-style-type: none"> · Teachers will assess the writing of constructed response & require complete sentences

Action Plan for Yuba City High School

Black Font-2012-13 Original Plan

Blue Font-2013-14 Revised Plan

Green Font-2014-15 Revised Plan

Red Font-2015-16 Revised Plan

Priority Goal 3: After the 2014-15 school year, every year there will be an increase of 5% of students scoring 70% or more on the end of course district assessment for Intro to Integrated and Integrated 1 (**adopted 3-31-15**)

Rationale:

- 2015 Math CAASSP All Students, 16% Met or Exceeded Standard
- 2015 Math CAASSP Asian Students, 15% Met or Exceeded Standard
- 2015 Math CAASSP Latino Students, 8% Met or Exceeded Standard
- 2015 Math CAASSP White Students, 28% Met or Exceeded Standard

ACTION STEPS (STRATEGIES)	PERSON(S) RESPONSIBLE	TIMELINE Start – End Date	RESOURCES NEEDED	HOW TO ASSESS PROGRESS
1. Provide time for math teachers to meet to create/revise common district assessments with high schools and feeder schools	Administrative Team	June 2013 – ongoing	<ul style="list-style-type: none"> • Funding for collaboration time to create common district assessments • Planning time 	<ul style="list-style-type: none"> • Completion of district assessments in: • Intro to Integrated • Integrated I • Integrated II
2. Implement common unit assessments, common midterm and common end of course exam for Intro to Integrated, Integrated I, and Integrated II	Math Department	August 2013 – ongoing	<ul style="list-style-type: none"> • Collaboration time 	<ul style="list-style-type: none"> • Common district assessment data • Site assessment data

Priority Goal 3: After the 2014-15 school year, every year there will be an increase of 5% of students scoring 70% or more on the end of course district assessment for Intro to Integrated and Integrated 1 (**adopted 3-31-15**)

ACTION STEPS (STRATEGIES)	PERSON(S) RESPONSIBLE	TIMELINE Start – End Date	RESOURCES NEEDED	HOW TO ASSESS PROGRESS
3. Notify parents after each common assessment administration through auto-dialer and Parent Connect for Integrated I	Administrative Team	After each common unit assessment administration	<ul style="list-style-type: none"> · Clerical time · Teacher time to collect, compile, and analyze data 	<ul style="list-style-type: none"> · Parent feedback · Scores on the re-take tests
4. Create a team of cross-curricular teachers to explore/research and implement a “during the school day intervention model” (i.e. explore comparable models at other high schools/seven period day)	All Staff	Aug. 2013-June 2014 2015-2016 – Discontinued 2016-2017 – Re-establish	<ul style="list-style-type: none"> · Funding for team to do the following: · Visit other high schools · Collaboration time · Master Schedule · Teacher time to collect, compile, and analyze data 	<ul style="list-style-type: none"> · Implementation of new intervention program(s)
5. Explore grade level grouping for Intro to Integrated and Integrated I	Administrative Team Math content area leader	Feb. 2013 – ongoing	<ul style="list-style-type: none"> · Master Schedule 	<ul style="list-style-type: none"> · Master schedule sections
6. Provide professional development and release time outside of class time to Math teachers to implement strategies/modify lessons to improve academic achievement in mathematics	Administrative Team DO Curriculum and Instruction Department	August 2013-ongoing	<ul style="list-style-type: none"> · SCOE training in Common Core Math · YCUSD Math Instructional coach · Release time for teachers to meet with SCOE coach 	<ul style="list-style-type: none"> · Walkthroughs —CAHSEE data · Teacher Feedback through survey (i.e. SurveyMonkey.com)

Priority Goal 3: After the 2014-15 school year, every year there will be an increase of 5% of students scoring 70% or more on the end of course district assessment for Intro to Integrated and Integrated 1 (**adopted 3-31-15**)

ACTION STEPS (STRATEGIES)	PERSON(S) RESPONSIBLE	TIMELINE Start – End Date	RESOURCES NEEDED	HOW TO ASSESS PROGRESS
7. Hire 3-4 Math Cross-Curricular Task Force leaders to provide professional development to other subject areas to implement strategies to improve academic achievement in mathematics Re-establish in 2016-2017	Administrative Team	August 2013-ongoing	<ul style="list-style-type: none"> · Funding for the position 	<ul style="list-style-type: none"> · Teacher participation in <i>math across the curriculum</i> professional development sessions · Walkthroughs · Teacher Feedback through survey (i.e. SurveyMonkey.com)
8. Provide Academic Linguistic class offerings in Intro to Integrated and Integrated I	Administrative Team	August 2014 – ongoing	<ul style="list-style-type: none"> · Master schedule 	<ul style="list-style-type: none"> · Academic Linguistic classes provided
9. Identify students scoring below a 70% on unit assessments for Integrated I intervention	Math Teachers	August 2014 – ongoing	<p>–SDMS</p> <ul style="list-style-type: none"> · Common unit assessments · Teacher time to compile and analyze data 	<ul style="list-style-type: none"> · Students are identified and provided with intervention
10. Create common academic Math language for all subject areas	Math Cross-Curricular Task Force leader(s) Content area leaders	August 2013 – June 2014 2016-2017 – Re-establish	<ul style="list-style-type: none"> · Training by the Math Cross-Curricular Task Force leader(s) · Time for collaboration · Posters for each classroom with vocabulary, e.g., math concept of the week · Professional development for all non-Math classes 	<ul style="list-style-type: none"> · Higher scores on site and District math assessments · Higher scores on Math-CAHSEE · Walkthroughs

Priority Goal 3: After the 2014-15 school year, every year there will be an increase of 5% of students scoring 70% or more on the end of course district assessment for Intro to Integrated and Integrated 1 (**adopted 3-31-15**)

ACTION STEPS (STRATEGIES)	PERSON(S) RESPONSIBLE	TIMELINE Start – End Date	RESOURCES NEEDED	HOW TO ASSESS PROGRESS
11. Content areas incorporate appropriate math activities that address and support basic math skills	Math Cross-Curricular Task Force leader(s) All staff	August 2013 – June 2014	<ul style="list-style-type: none"> · Training by the Math Cross-Curricular Task Force leader(s) · Time for collaboration · Posters for each classroom with vocabulary, e.g., math concept of the week · professional development for all non-Math classes · Vocabulary posters 	<ul style="list-style-type: none"> · Higher scores on District math benchmark assessments · Higher scores on Math CAHSEE · Walkthroughs

Yuba City High School



APPENDIX