El Monte High School

El Monte, California

REVISED ACTION PLAN

MAY 4, 2018

Task 5: Schoolwide Action Plan

A. **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan**.
C. **Describe the school's follow-up process, ensuring an ongoing improvement process.**

> **Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all stakeholders to implementing the various sections of the schoolwide action plan.**

Action Plan

Goal #1: El Monte High School needs to create a systemic process to review and edit LCAP, SPSA, WASC Action Plan, School Safety Plan and faculty handbook with input from all stakeholders.
- **Aligns with EMUHSD LCAP Goal # 1** All students will be taught by appropriately assigned, fully credentialed teachers in school facilities in good repair. **LCAP Priority 1: Basic Services**
- **Aligns with EMUHSD LCAP Goal #2** All students will be provided with access to standards-aligned instructional materials and a broad course of study where the adopted academic content and performance standards are implemented. **LCAP Priority 2: Implementation of Common Core State Standards and LCAP Priority 7: Course Access**
- **Aligns with EMUHSD LCAP Goal #4** The LEA will promote the involvement of parents and community members in an effort to increase parent participation and seek input in decision-making. **LCAP Priority 3: Parent Involvement**
- **Aligns with the EMHS SPSA Goal ELA Proficiency** To increase the number of students meeting and exceeding the standards schoolwide in ELA by 5% as measured by the 2016 CAASPP results.
- **Aligns with the EMHS SPSA Goal Literacy and EL Proficiency**
  1. To meet proficiency on all four domains of literacy for all students with an emphasis on academic language development.
  2. Meet the Title III Accountability
- **Academic Schoolwide Learner Outcome**
  • *Seek, access, analyze, and creatively use information to demonstrate effective communication, computation, critical thinking, and technological skills.*
  • *Demonstrate proficiency in curricular programs aligned to the Common Core State Standards.*

Rationale:
- The LCAP and SPSA goals are sent to us from the district office and the action plan is discussed periodically. There is a need to create a systemic process to review these goals and actions on a regular and integrated basis.
- The LCAP and SPSA goals and the WASC action plan are the driving focus of EMHS. All staff members need to be aware of them and give input as to how these goals and actions will occur.

Task	Assessment of Progress	Person(s) Responsible	Resources	Monitor and Report Progress	Timeline
Review and edit LCAP, SPSA, and the Action Plan receiving input from all stakeholders	During schoolwide late starts the LCAP, SPSA, Action Plan, school safety plan and faculty handbook will be agendized. -Action Plan: September/January -LCAP: October/February -SPSA: November/March -School Safety Plan August/March -Faculty Handbook August/April Create staff, student and parent electronic surveys to receive input	Principal API SSC staff members LCAP staff members TTL Instructional Coach EL TOSA	-Current LCAP plan -Current SPSA -Current WASC -Action Plan -School Safety Plan -Faculty Handbook	-Late start meeting agendas -Late start meeting minutes -Curriculum Committee minutes	2018-2019 school year, ongoing
Review LCAP, SPSA, Action Plan and School Safety Plan by department	During department late starts the LCAP, SPSA, Action Plan and School Safety Plan will be agendized for review. -Action Plan: September/January -LCAP: October/February -SPSA: November/March -School Safety Plan: August/March	Principal API Department Chairs	-Current LCAP plan -Current SPSA -Current WASC -Action Plan -School Safety Plan	-Department late start meeting agendas -Department late start meeting minutes -Curriculum Committee minutes	2018-2019 school year, ongoing
Post LCAP, SPSA, and Action Plan in public areas and online	-Copies available in front office -Place on updated school website	Secretary to the Principal TTL	-Electronic copy of current LCAP plan	-EMHS Website -Pictures of	2018-19 school year,

				Plans posted	ongoing
			-Electronic copy of current approved SPSA -Electronic copy of current WASC Action Plan		
Share school meeting minutes with all stakeholders	-Email meeting minutes to staff, students, and parents	Principal API Secretary to the Principal TTL	-School email -EMHS Website	-Meeting agendas -Meeting minutes	2018-19 school year, ongoing
Create activities/assignments/competitions to learn and understand LCAP, SPSA, and the Action Plan	-Implement a short activity during SSR to support understanding of document focus for the month -Create activities to incorporate into school wide late starts. -Create competitions to incorporate into department late starts.	Principal API APSA and ASB Department Chairs Instructional Coach EL TOSA	-Meeting agendas -Meeting minutes	-Late start meeting agendas -Late start meeting minutes -Curriculum Committee minutes	2018-19 school year, ongoing

Goal #2: Create and implement a protocol, with a timeline, to determine the implications from the analysis of school data, (CAASPP, ELPAC, SRI, SMI, SAT, AP, PSAT, D/F, A-G, PFT) and to determine the next steps for El Monte High School.

- **Aligns with EMUHSD LCAP Goal #2** All students will be provided with access to standards-aligned instructional materials and a broad course of study where the adopted academic content and performance standards are implemented. **LCAP Priority 2: Implementation of Common Core State Standards and LCAP Priority 7: Course Access**
- **Aligns with the EMUHSD LCAP Goal #3** Student achievement will increase in Literacy. English Language Arts and mathematics, for all students, including English learners and students with disabilities, as measured through the identified matrix (CAASPP, A-G completion rate, reclassification, EAP, D and F rate, walkthrough data (student involvement). **LCAP Priority 4: Student Achievement and LCAP Priority 8: Other Student Outcomes**
- **Aligns with the EMHS SPSA Goal ELA Proficiency** To increase the number of students meeting and exceeding the standards schoolwide in ELA by 5% as measured by the 2016 CAASPP results.
- **Aligns with the EMHS SPSA Goal Math Proficiency** To increase the number of students meeting and exceeding the common core standards schoolwide in Math by 3% as measured by the 2016 CAASPP results.
- **Aligns with the EMHS SPSA Goal Literacy and EL Proficiency**
  1. To meet proficiency on all four domains of literacy for all students with an emphasis on academic language development.
  2. Meet the Title III Accountability
- **Academic Schoolwide Learner Outcome**
  • *Seek, access, analyze, and creatively use information to demonstrate effective communication, computation, critical thinking, and technological skills.*
  • *Demonstrate proficiency in curricular programs aligned to the Common Core State Standards.*

Rationale:
- **CAASPP:**
  In 2017, those exceeding or meeting the ELA standards was 53%, which fell below our LCFF goal for 2016-2017 of 56%-59%. In 2017, those exceeding or meeting the Math standards was 29%, which fell in our LCFF goal for 2016-2017 of 24-34%.
- **EAP:**
  For 2017, 26.0% are EAP college ready, which meets the LCFF rubric of 22.1-27.1%. But if improvement are not made, the results will not fall in the 2017-2018 LCFF rubric range. The 11.1% college ready in Math, does not meet the LCFF rubric of 22.1-27.1%.
- **AP:**
  In 2017, the pass rate was 44%, which was below the LCFF rubric of 46.9-48.9%. In 2017, the AP Enrollment rate was 26.2%, which was above the LCFF rubric of 21.2-24.2 %. Currently 26.5% of the students are enrolled in an AP course, which will meet this year's LCFF rubric of 24.2-27.2%.
- **D/F Rate:**
  For the Spring 2016-2017 semester, English had a D/F rate of 24.52%, which was above the LCFF rubric of 22.8-20.8%. For the Spring 2016-2017 semester, Math had a D/F rate of 42.44%, which was above the LCFF rubric of 42.3-40.6%. For the Spring 2016-2017 semester, Science had a D/F rate of 31.67%, which was above the LCFF rubric of 26.3-24.3%. For the Spring 2016-2017 semester, Social Science had a D/F rate of 18.85%, which was above the LCFF rubric of 17-15%.

- **Graduation Rate:**
  Last year's unofficial graduation rate of 93% meets the LCFF rubric of at least 90%. The dropout rate for 2015-2016 of 10.9% was higher than the LCFF rubric of being less than 5%.
- **A-G Completion:**
  The 2016-2017 A-G rate completion of 39.5% was below the LCFF rubric of 44-47%.

Task	Assessment of Progress	Person(s) Responsible	Resources	Monitor and Report Progress	Timeline
Create data review committee to determine protocol	-Google survey to staff to determine members -Input from department chairs	Principal API Instructional Coach	Google Forms	Data Review Committee Minutes	May 2018
Create timelines and specific meeting dates to share data	-Review when data available -Calendarize late start review	Principal API Career Counselor Coordinator	District Calendar School Calendar Data release dates	Late start agendas Department meeting minutes Committee Minutes	June 2018, ongoing by semester
Disaggregate data	-Create user-friendly data for staff	Principal API Instructional Coach EL TOSA Data Review Committee	CDE Dashboard AP Data CAASPP Data ELPAC Data SRI Data SMI Data PSAT Data SAT Data D/F Data A-G Data PFT Data Illuminate	Committee Minutes Department meeting minutes PD agenda and minutes	Monthly, as available, beginning July 2018

			ARMS Dataquest		
Review and analyze student performance data	-Departments review data relevant to subject area such as: *PFT results* *AP results* *SRI data* *SMI data* *D/F data* *A-G data* -Schoolwide data review *Sharing of best practices* -Generate analysis on meeting LCFF goals -Create action items to increase scores -Analyze common performance data by course, including: *D/F data* *6/12/sem. grades* *Common assessments* *Pre/post data*	Principal API Department Chairs Instructional Coach EL TOSA	CDE Dashboard AP Data CAASPP Data ELPAC Data SRI Data SMI Data PSAT Data SAT Data D/F Data A-G Data PFT Data Illuminate ARMS Dataquest	Late start minutes Committee Minutes Department meeting minutes PD agenda and minutes	Will depend on above task. *Create timelines and specific meeting dates to share data.*
Create common assessments by department/course to produce local data for analysis and to standardize courses	-Create common assessments by course, examples are: *Common exit quizzes* *Common lab/activity* *Common unit assessment* *Performance Task* *Common DBQ's* *Common project* *Common writing prompt* *Semester benchmark* -Analyze, revise, and plan next steps for common assessment upon completion -Increase instructions in the following: *Higher-Level thinking* *Real world problem-solving*	Principal API Department Chairs Content Specialists Course Leads Instructional Coach EL TOSA	Benchmark Data Illuminate	PD agenda and minutes Department meeting minutes Data committee minutes	First assessment completed by 12/18 for implementation in spring 2019. One assessment completed each semester thereafter, through Spring 2022.

	skills **Career preparation* *activities*				
Determine next steps for EMHS	-Data Review Committee meeting	Principal API Department Chairs Content Specialists Course Leads Instructional Coach EL TOSA	Staff surveys	-Survey input from staff -Assessment and evaluation by Data Committee	May 2019 and end of school years following

Goal #3: Professional Development, at El Monte High School, needs to be focused on school/student needs and be data driven.

- **Aligns with EMUHSD LCAP Goal #2** All students will be provided with access to standards-aligned instructional materials and a broad course of study where the adopted academic content and performance standards are implemented. **LCAP Priority 2: Implementation of Common Core State Standards and LCAP Priority 7: Course Access**
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  2. Meet the Title III Accountability
- **Academic Schoolwide Learner Outcome**
  • Seek, access, analyze, and creatively use information to demonstrate effective communication, computation, critical thinking, and technological skills.
  • Demonstrate proficiency in curricular programs aligned to the Common Core State Standards.

Rationale:
- **CAASPP:**
  In 2017, those exceeding or meeting the ELA standards was 53%, which fell below our LCFF goal for 2016-2017 of 56%-59%. In 2017, those exceeding or meeting the Math standards was 29%, which fell in our LCFF goal for 2016-2017 of 24-34%. (The pass rates for the English Learners and SPED are very low, but increased slightly in 2017.)
- **EAP:**
  For 2017, 26.0% are EAP college ready, which meets the LCFF rubric of 22.1-27.1%. But if improvement is not made, the results will not fall in the 2017-2018 LCFF rubric range. The 11.1% college ready in Math, does not meet the LCFF rubric of 22.1-27.1%.
- **AP:**
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- **A-G Completion:**
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Create Professional Development committee	-Google Forms survey to staff to determine members	Principal API Instructional Coach EL TOSA	Google Forms	PD Committee Minutes	December 2018
Review analysis of student performance data and next steps from Professional Development Review Committee	-Review district PD dates -Review site needs -Calendarize late start PD -Calendarize schoolwide PD -Calendarize department PD -Calendarize course PD -Calendarize administration PD	Principal API PD Committee Instructional Coach EL TOSA Department Chairs Course Leads	CDE Dashboard AP Data CAASPP Data ELPAC Data SRI Data SMI Data PSAT Data SAT Data D/F Data A-G Data PFT Data Illuminate ARMS/TRS Dataquest	District PD calendar Site PD calendar PD agendas/minutes	Summer 2019 and ongoing
Create professional development plan to support district, schoolwide, and department initiatives	-Analyze data committee information -Create plan to support school, departments, and courses -Implement best instructional practices schoolwide -Create a system for teacher observation/peers coaching	Principal API PD Committee Instructional Coach EL TOSA Department Chairs Course Leads	Data committee meeting minutes	District PD plan Site PD plan PD agendas/minutes Site walk-through data Classroom observation data	Summer 2019 and ongoing

Implement yearly professional development plan	-SIOP Refresher -Sharing of best practices -Review teacher observation schedule	Principal API PD Committee Instructional Coach EL TOSA Department Chairs Course Leads	District calendar District professional development calendar School calendar	Site PD plans PD agendas/minutes Teacher observation schedule	Begin 2019-2020 school year and ongoing

Goal #4: A schoolwide intervention plan needs to be created and embedded in the school day to decrease the D/F rate, to increase the A-G rate, and to increase the graduation rate and CTE completion rate.

- **Aligns with EMUHSD LCAP Goal #3** Student achievement will increase in Literacy. English Language Arts and mathematics, for all students, including English learners and students with disabilities, as measured through the identified matrix (CAASPP, A-G completion rate, reclassification, EAP, D and F rate, walkthrough data (student involvement)). **LCAP Priority 4: Student Achievement and LCAP Priority 8: Other Student Outcomes**
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- **Aligns with the EMHS SPSA Goal Literacy and EL Proficiency**
    1. To meet proficiency on all four domains of literacy for all students with an emphasis on academic language development.
    2. Meet the Title III Accountability
- **Career Student Learning Outcomes**
  • Explore a variety of career options and develop personal attributes and skills that lead to the pursuit of a post-secondary education and productive work life.
- **Academic Schoolwide Learner Outcome**
  • Seek, access, analyze, and creatively use information to demonstrate effective communication, computation, critical thinking, and technological skills.
  • Demonstrate proficiency in curricular programs aligned to the Common Core State Standards.

Rationale:
- **D/F Rate:**
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- **Graduation Rate:**
  Last year's unofficial graduation rate of 93% meets the LCFF rubric of at least 90%. The dropout rate for 2015-2016 of 10.9% was higher than the LCFF rubric of being less than 5%.

Task	Assessment of Progress	Person(s) Responsible	Resources	Monitor and Report Progress	Timeline
Create intervention committee	-Google Forms survey to staff to determine members	Principal API APSS Instructional Coach	Google Survey	Intervention committee minutes	Spring 2018
Develop a plan to reduce the D/F rates school wide	-Analyze D/F data, review trends then set semester goals for each course	Principal API APSS All Certificated Staff members	D/F 3 year data	Late Start minutes Semester D/F reports Curriculum minutes	Fall 2018
Create a schedule to review D/F data every grading period	-Analyze D/F data after every grading period -Create analysis with Data Committee after every grading period for D/F data	Principal API APSS Instructional Coach Intervention Committee	School calendar	Intervention committee minutes Site calendar	Fall 2018 and ongoing
Review analysis of student performance data and next steps from Data Review Committee	-Review D/F Data Analysis	Principal API APSS Instructional Coach Intervention Committee	School calendar ALEKS Math Data Khan Academy SRI	Intervention committee minutes	Fall 2018 and ongoing
Create and calendarize a plan for observing intervention programs at various similar schools	-Investigate similar area schools with embedded interventions during school day -Contact and schedule visits to similar area schools with embedded interventions during	Principal API APSS Instructional Coach Intervention	School calendar Various bell schedule examples Data from similar area schools	Intervention committee minutes Site calendar PD calendar	Fall 2018 with visits in winter and spring 2019

school day		Committee	Bell schedules from similar area schools		
Staff presentations and findings		Principal API APSS Instructional Coach Intervention Committee		D/F data Presentation with examples	Spring 2019 and ongoing
Implementation of department interventions	-Data from common assessments -Analyze student work	API Instructional Coach Department Chairs Course Leads	-Illuminate -SchoolLoop -Student work	D/F data	Fall 2019 and ongoing
Election (if necessary) to support an embedded schoolwide intervention at EMHS.	-Change of bell schedule	EMUEA site director	-Ballots	Election results	Spring 2019

Goal #5: A systemic response to Positive Behavior Interventions and Supports (PBIS) needs to be created, that is communicated and implemented by all stakeholders.

- **Aligns with EMUHSD LCAP Goal #5** Increase student engagement and provide a safe school climate. **LCAP Priority 5: Student Engagement and LCAP Priority 6: School Climate**
- **Aligns with the EMHS SPSA Goal ELA Proficiency** To increase the number of students meeting and exceeding the standards schoolwide in ELA by 5% as measured by the 2016 CAASPP results.
- **Aligns with the EMHS SPSA Goal Literacy and EL Proficiency**
  1. To meet proficiency on all four domains of literacy for all students with an emphasis on academic language development.
  2. Meet the Title III Accountability
- **Interpersonal Academic Schoolwide Learner Outcomes**
  • *Be productive community members by learning to respect diversity, exercise rights, accept responsibility, and work cooperatively with others.*
- **Personal Skills Schoolwide Learner Outcomes**
  • *Make informed decisions, set goals, take actions, and evaluate results while exhibiting resiliency, honesty, integrity, and personal accountability.*

Rationale:

- **Chronic Absenteeism:**
  The 2016-2017, Chronic Absenteeism Rate of 12.1% is higher than the LCFF rubric of 5.4-4.9%.
- **Attendance:**
  The 2016-2017, Attendance Rate of 96.27% met the LCFF rubric of 96.1-96.6%.
- **Suspensions:**
  The 2016-2017, suspension rate of 3.5% meets the LCFF rubric of less than 5% and the 0.05% expulsion rate meets the LCFF rubric of less than 1%.
- According to the Certificated Staff survey, 39% of the staff feel the discipline is fair and equitable and 26% feel the discipline policies are equitably enforced at EMHS.

Task	Assessment of Progress	Person(s) Responsible	Resources	Monitor and Report Progress	Timeline
Professional Development on student discipline guidelines	-Behavior Data -Referral Data -Survey -Social Contracts	APSS Guidance Staff CSSC	ARMS/TRS Capturing Kids Hearts	Late start agendas Google Doc Surveys	Fall 2018 and ongoing beginning of each school year
Communication protocol between student services/	-Teacher Collaboration regarding same student	Site Administration Guidance Staff	ARMS/TRS	ARMS/TRS Blackboard	Spring 2018

administration and classroom teachers	issues	Teachers Attendance Office		Connect Personal Phone Calls	
Review of student discipline policy and review of student agenda	-Create a lesson on PBIS for teachers to review annually during SSR -Student Surveys -Parent Workshops -Input on student agenda development	Classroom Teachers Guidance Staff API APSS Curriculum Committee Community Liaison	Student Agenda Google Docs School Email Social Contract	PBIS/SSR Lesson Late Start Agenda Student Agenda signed discipline policy Classroom Posters Social Contract ARMS/TRS	Fall 2018 and Ongoing
Create a Positive Behavioral Interventions and Supports (PBIS) program	-Review site needs -Calendarize PBIS PD -Behavior Data -Referral Data -Google Survey with past practices and best practices -Parent Workshops	-Site Administration and Curriculum Committee	Capturing Kids Hearts Resources Research-based support	Curriculum Committee Agenda and Minutes Late Start Agenda	Complete by spring 2019 and ongoing
Create professional development plan to inform staff, students and parents of PBIS	-Parent workshop on PBIS (Revamp Code of conduct page for parents)	API Community Liaison	Email communication Parent Workshop PBIS plan	Late start agendas Parent workshop agendas Google Doc Surveys	Fall 2019

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