

## Revise Schoolwide Action Plan

Warren High School identified three areas for improvement during the 2003 Focus on Learning Process. The Visiting Committee concurred with the school's chosen areas, recommending only a slight wording change. Each year as a part of assessing on-going improvement and developing the Single Plan, annual goals, aligned with those areas, have been set and the previous year's goals have been evaluated. This year, as a part of developing this report, the school took a summative look at the previous areas for improvement and the current needs of our students. Through that process, two of the improvement areas (meeting the needs of EL students and of 9<sup>th</sup> graders) were revised to reflect our current self study. It was decided the third improvement area (meeting growth targets for the API) is actually more of a goal and measure of an improvement area rather than an actual area itself. It is identified as a district Board goal and will remain a goal of our continuing focus on improvement. We have identified an additional area for improvement that we believe requires our attention and will provide additional relevance to Warren's overall program.

The areas we have identified will provide continuity and guide our efforts for the future.

1. Meet the needs of English Learners and special needs students in the areas of language acquisition and content proficiency.
2. Support students as they matriculate to Warren to be successful by developing their academic, problem solving, and decision-making skills.
3. Meet the needs of all students in preparing for post-secondary opportunities.

## Ongoing Process

Warren is committed to on-going self evaluation and improvement. To make improvements in the identified areas will require the involvement of all shareholders: administrators, teachers, staff, parents, community, and students. Administration and staff share a tradition of shared leadership and decision making. Department leaders are elected by the department (elections occurring every two years on an established schedule) and are recognized as school leaders. At the instigation of teachers, Professional Learning Communities have been formed where teachers collaborate to improve student and teacher learning. Parents are partners, participating in the Focus on Learning process and serving as members of Site Council, PTSA, Academic Booster Council, ELAC, and booster clubs. The community is involved, whether listening to presentations at their civic groups, attending recognition

ceremonies for students and staff, or giving financial support. An active effort is being made to recruit community representatives of industries to serve on CTE advisory boards. Students are participating in programs led by the ASB and Link Crew to increase student involvement.

Area for Improvement #1 – Meet the needs of English Learners and special needs students in the areas of language acquisition and content proficiency.

### Growth Targets

- At least 40% initial passage rate of 10<sup>th</sup> grade EL and special needs students on the California High School Exit Exam
- Meet the Annual Measurable Objective for EL and special needs students
- At least 20% of EL and special needs students achieve scores of proficient in English Language Arts and Math on California Standards Tests

### Rationale

- Results from the California Standards Tests and the California High School Exit Exam show English learners and special needs students have not consistently achieved expected growth
- Annual Measurable Objectives and Academic Performance Index growth targets demand continued growth
- Passage of the California High School Exit Exam is a requirement for all students to receive a high school diploma
- The development of English Language Arts skills, especially reading and writing, are central to success across all curricular areas

### Link to Warren's Expected Schoolwide Learning Results

WESLR 1. Academically enriched individuals who:

in an environment that fosters learning, develop and demonstrate the effective communication skills of critical reading, listening, speaking, writing, and thinking, and the skills of problem solving, accessing resources and information, and using technology necessary to contribute and succeed in a global society and take an active part in their own learning.

WESLR 3C. [Individuals who] have pride in one's self, work, school, and community.

### Assessing Progress

- API scores
- AYP
- CAHSEE passage rate
- Number of students identified as proficient on CST's and the CAHSEE
- (For EL students) CELDT measurement of language development
- Passage of academic classes
- Graduation rates for EL and special needs students

- Survey of attitudes about self and school

Tasks	Responsible Person(s)	Resources Needed	Assessment	Timeline	Reporting
1.A. Implement a system of common formative assessments <ul style="list-style-type: none"> <li>• Develop common assessments for each course</li> <li>• Develop an administration calendar</li> <li>• Review disaggregated assessment data</li> <li>• Identify needs for re-teaching and modifications to curriculum or instructional practices</li> </ul>	Principal Department Chairs PLC Groups	Training on formative assessment  Support to score and disaggregate data  Professional development	Common formative assessments  Administration calendar  Disaggregated data  Teacher lesson plans Professional development requests Suggestions to modify curriculum	January, 2009 – ongoing  Spring, 2009 – ongoing  Spring, 2009 – ongoing  Spring, 2009 – ongoing	Report to departments





<b>Tasks</b>	<b>Responsible Person(s)</b>	<b>Resources Needed</b>	<b>Assessment</b>	<b>Timeline</b>	<b>Reporting</b>
<p>1.F. Analyze disaggregated data (summative assessments and grade distributions)</p> <ul style="list-style-type: none"> <li>• Identify need to modify curriculum, instructional practices, or programs</li> <li>• Identify additional course, program, professional development needs</li> </ul>	<p>Leadership Departments/PLC groups School Site Council</p>	<p>Disaggregated data</p> <p>Professional Development</p>	<p>Meeting agendas</p> <p>Recommendations for curriculum modification Lesson Plans</p> <p>Recommendations for courses Professional Development requests</p>	<p>Fall, 2009 and annually thereafter</p>	<p>Report to staff Report to Site Council Single Plan for Student Achievement</p>
<p>1.G. Survey student attitudes</p> <ul style="list-style-type: none"> <li>• Develop and administer survey</li> <li>• Analyze results</li> <li>• Recommend appropriate actions</li> </ul>	<p>Leadership</p>	<p>Release time</p> <p>Support to score results</p>	<p>Survey</p> <p>Data Recommendations</p>	<p>June, 2009 – ongoing</p>	<p>Report to all shareholders</p>

Area for Improvement #2 – Support students as they matriculate to Warren to be successful by developing their academic, problem solving, and decision-making skills.

### Growth Targets

- Increase the percentage of students meeting the state algebra requirement by the end of the freshman year to at least 90%
- Reduce the number of 9<sup>th</sup> grade failures leading to students being “reclassified (9)” to less than 10%
- Increase attendance rate for 9<sup>th</sup> graders to at least 98%

### Rationale

- Records of student reclassification show approximately 20% of freshman have failed to achieve enough credits to be identified as a 10<sup>th</sup> grader
- Research show that students who are involved in school and good attendance are more successful in high school
- Data indicates 9<sup>th</sup> graders are having significant difficulties and failing algebra and science
- Data indicates in-coming 9<sup>th</sup> graders lack the study and reading skills needed to be successful in high school
- Research indicates the 9<sup>th</sup> grade year is pivotal to success in high school

### Link to Warren’s Expected Schoolwide Learning Results

WESLR 1. Academically enriched individuals who:

in an environment that fosters learning, develop and demonstrate the effective communication skills of critical reading, listening, speaking, writing, and thinking, and the skills of problem solving, accessing resources and information, and using technology necessary to contribute and succeed in a global society and take an active part in their own learning.

WESLR 3C. [Individuals who] have pride in one’s self, work, school, and community.

### Assessing Progress

- Passage of academic classes
- Data on 9<sup>th</sup> graders taking and completing algebra
- Data on 9<sup>th</sup> grade involvement in athletics, band, chorus, and clubs
- 9<sup>th</sup> grade attendance rates
- Survey of attitudes about self and school

<b>Tasks</b>	<b>Responsible Person(s)</b>	<b>Resources Needed</b>	<b>Assessment</b>	<b>Timeline</b>	<b>Reporting</b>
2.A. Implement revised science curriculum	District Assistant Principal, Guidance Science Department Chair	Textbooks Materials Professional Development	Master schedule	Fall, 2009 – ongoing	Report to science department Board presentation
2.B. Implement newly adopted algebra curriculum	District Assistant Principal, Guidance Math Department Chairs	Textbooks Materials Professional Development	Master schedule	Fall, 2009 – ongoing	Report to math department Board presentation
2.C. Support “at-risk” students <ul style="list-style-type: none"> <li>• Identify “at-risk” students in the 8<sup>th</sup> grade</li> <li>• Identify individual student support needs</li> <li>• Provide parents training in strategies to help their students</li> </ul>	Assistant Principal, Guidance Intervention counselor	Intervention funds	List of “at-risk” students  Student files  Parent training meetings	Spring, 2009, and annually thereafter  Fall, 2009, and annually thereafter  Fall, 2009, and, at least, annually thereafter	Report to staff and parents

<b>Tasks</b>	<b>Responsible Person(s)</b>	<b>Resources Needed</b>	<b>Assessment</b>	<b>Timeline</b>	<b>Reporting</b>
2.D. Increased articulation with feeder middle schools and all core departments	Principal Department Chairs	Release time	Agendas of articulation meetings	Spring, 2009, and, at least, annually thereafter	Report to departments and staff
2.E. Improve matriculation program <ul style="list-style-type: none"> <li>Analyze effectiveness of current efforts</li> <li>Identify effective activities</li> </ul>	Principal Assistant Principal, Guidance	To be identified	Data on effectiveness of efforts  List of activities	Fall, 2009, and annually thereafter  Spring, 2010	Report to all shareholders
2.F Increase 9 <sup>th</sup> grade attendance <ul style="list-style-type: none"> <li>Identify attendance incentives</li> <li>Review and modify consequences for absenteeism</li> </ul>	Vice Principal Attendance Committee	Incentives  Staff time	Increase in 9 <sup>th</sup> grade attendance rate  Attendance Policy	Spring, 2009, and ongoing  Fall, 2009, and ongoing	Report to all shareholders
2.G. Implement a Pyramid of Interventions	Assistant Principal, Guidance Counselors	Intervention funds	Pyramid of Interventions	Fall, 2009	Report to all shareholders



<b>Tasks</b>	<b>Responsible Person(s)</b>	<b>Resources Needed</b>	<b>Assessment</b>	<b>Timeline</b>	<b>Reporting</b>
2.J. Increase 9 <sup>th</sup> grade involvement in extracurricular activities	Principal Director of Athletics Activities Director	To be identified	Increased 9 <sup>th</sup> grade participation in activities	Spring, 2009, and ongoing	Report to all shareholders

Area for Improvement #3 – Meet the needs of all students in preparing for post-secondary opportunities.

#### Growth Targets

- By the end of the sophomore year, 90% of all students will have a Post-Secondary Plan (PSP)
- Increase the number of students in identified career paths
- Increase the number of students achieving certification in identified career paths

#### Rationale

- Research indicates that students who set goals are more likely to succeed in post-secondary opportunities
- Research indicates relevance of learning is important to encouraging student achievement
- Careers of the 21<sup>st</sup> century demand more education and/or training than is required for a high school diploma

#### Link to Warren’s Expected Schoolwide Learning Results

WESLR 2B. Possess attributes desirable in business, which include, but are not limited to, flexibility, cooperativeness, responsibility, honesty, adaptability, problem solving, and decision-making skills.

WESLR 3B. Set and achieve realistic personal goals, incorporating short and long term planning and evaluations as they relate to their individual growth.

WESLR 3C. [Individuals who] have pride in one’s self, work, school, and community.

#### Assessing Progress

- Number of students passing college prep (“a-g”) classes
- Number of students enrolled in ROP classes
- Number of students enrolled in CTE classes
- Number of all students going on to post-secondary technical schools and two- and four-year colleges
- Number of certified students hired, entering apprenticeships, and/or pursuing post-secondary degrees in career path
- Number of 10<sup>th</sup> grade students with identified Post-Secondary Plans
- Number of students receiving third-party certificates
- Academic success of students in identified career paths
- Attendance rates
- Articulation agreements with post-secondary institutions and feeder middle schools, if applicable

<b>Tasks</b>	<b>Responsible Person(s)</b>	<b>Resources Needed</b>	<b>Assessment</b>	<b>Timeline</b>	<b>Reporting</b>
3.A. Implement CTE classes and career pathways	Principal CTE teachers	Equipment and materials	Master schedule Career Pathway guides	Fall, 2009	Report to all shareholders
3.B. Implement a post-secondary planning program <ul style="list-style-type: none"> <li>• Student interest inventories</li> <li>• Student identification of training/education requirements of area of interest</li> <li>• 10<sup>th</sup> grade students complete Post-Secondary Plan</li> </ul>	Counselors Career and College Technician	Planning time  Interest inventories	Complete inventories         Completed Post-Secondary Plans	Fall, 2009, and annually thereafter  Winter, 2009, and annually thereafter    Spring, 2009, and annually thereafter	Report to all shareholders

Tasks	Responsible Person(s)	Resources Needed	Assessment	Timeline	Reporting
3.C. Increase awareness of staff, parent, and students <ul style="list-style-type: none"> <li>• College entrance requirements</li> <li>• Community college programs</li> <li>• ROP program</li> <li>• CTE classes</li> <li>• Career pathways</li> </ul>	ROP Counselor Career and College Technician CTE teachers	Meeting time	Meeting agendas	Fall, 2009, and, at least, annually thereafter	Report to all shareholders

