



SUMMIT HIGH SCHOOL

WASC



Mid-Term Progress Report 2019 – 2020

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



V. Action Plans

“A long time ago when I first walked on to campus, I couldn’t help but be daunted by the multitude of buildings full of mystery. I now know they were filled with wonders.”

- Athena Rubio, Senior

In 2016, our WASC Visitation was very positive, with the committee in strong agreement with the goals and data we used to compile our WASC Action Plan. They wrote that the “Visiting Committee concurs with the Action Plans developed by the school and validates the general direction of the change agenda being promoted.” Their chief suggestion was expanding the focus for our first goal.

During the 2019 Mid-Cycle Visit, the committee recommended the update to the WASC Action Plans and that they be aligned with SPSA goals. This action is reflected in this report. Summit High School utilizes the district mandated Single Plan for Student Achievement. Goals which are based on the district’s LCAP. Each school determines how best to work toward meeting or exceeding the goals. Built into the dynamic SPSA is a process of ongoing monitoring. Goals must be developed and/or modified based on sound data analysis including detailed student assessment data.

Additionally, growth targets were expanded for Goal 1 to incorporate all grade levels rather than just ninth grade students.



Goal 1: Develop and support interventions to meet the needs of 9th, 10th, and 11th grade students, especially in core subjects

Rationale: Critical Need: The 2016 Self-Study findings indicate that 9th graders are having difficulty transitioning from middle school to high school and are earning a disproportionate number of Ds and Fs in English and mathematics. This is causing them to lose A-G compliance in their first year of high school which many do not recover by graduation. A focus on 9th grade was identified as a Critical Learner Need. A decrease in Ds and Fs also aligns with the FUSD’s LCAP Goals.

SPSA Areas Addressed: Increase Proficiency and Strategic Thinking (Goal 1); Increase Graduation and College Career Readiness (Goal 3); Cultivate Effective Teachers and Leaders (Goal 4); Engage Students and Decrease Dropout Rates (Goal 5).



Supporting Data

The number of Ds and Fs per grade level in English and Math strongly suggests that 9th and 10th grade is where students continue to struggle the most. D and F rates are consistently high in 9th grade in both subjects and then drops as time goes on. In math, improvement has been noted between Fall 2016 results and Spring 2019 results with a 16% decrease in Ds or Fs. In English classes, improvements have been made across grade levels between Fall 2016 and Spring 2019. Per the FUSD Grading Policy, adopted in 2012, formative assignments are weighted at 30% while summative assignments are weighted at 70%. Students can retake a summative exam if they scored less than 70% on the test. Use of the FUSD Grading Policy and PLC discussions helps assure that grades are not being inflated and that improvement data is not skewed.

Growth Targets

2016-17:

Decrease average freshmen Ds and Fs in English from 33.5% to 30.5%. *Goal met: No*

Decrease average freshmen Ds and Fs in Math from 32.6% to 29.6%. *Goal met: No*

2017-18:

Decrease average freshmen Ds and Fs in English from 30.5% to 27.5%. *Goal met: No*

Decrease average freshmen Ds and Fs in Math from 32.6% to 29.6%. *Goal met: Yes*

2018-19:

Decrease average freshmen Ds and Fs in English from 27.5 to 25.5% *Goal met: Yes*

Decrease average freshmen Ds and Fs in Math from 26.6% to 24.6% *Goal met: No*

New Growth Targets 2019-20:

Decrease average Ds and Fs in IM 1 by 2% to 23.5%

Decrease average Ds and Fs in IM2 by 2% to 29.9%

Decrease average Ds and Fs in IM3 by 2% to 25.4%

Decrease average 9th grade Ds and Fs in English by 3% to 21.5%

Decrease average 10th grade Ds and Fs in English by 3% to 11.5%

Decrease average 11th grade Ds and Fs in English by 3% to 14.2%

Decrease average 12th grade Ds and Fs in English by 2% to 3.9%



Monitor Progress Tools	
<ul style="list-style-type: none"> ✦ Quarterly progress reports, quarter grades, semester grades. ✦ AVID grade checks. ✦ Link Crew progress monitoring (“Link Alerts”). ✦ Transcript alerts of “At Risk” incoming freshmen – counselors. ✦ Referral to SIT for students not meeting standards or at risk. ✦ MAP Scores/Lexile Levels for students entering below grade level (8th grade data). 	
Report Progress	
<ul style="list-style-type: none"> ✦ Report at department PLC meetings, Quarter 1 progress reports, Quarter 1 report cards, Semester 1 and 2 report cards. ✦ Annual reporting on Action Plan progress to all stakeholders (PLC minutes). 	

Goal 1 Task 1	<p>1a. Communicate with feeder middle schools to determine “at-risk” students who received Ds and Fs in English and/or Mathematics and/or scored “low” on MAP in Reading, Language, and/or Mathematics.</p> <p>1b. Offer enrollment for those students in Summer Bridge at Summit High (low MAP scores referred to IST for possible Read 180 and other interventions).</p>		
Responsible Person(s)	<ul style="list-style-type: none"> • Teachers, including Summer Bridge Teachers • Link Crew Teacher • ILT (Fall 2020) 	<ul style="list-style-type: none"> • Administration • Counselors • Guidance Technicians 	
Means to Assess Improvement	<ul style="list-style-type: none"> • Transcript grades from middle school. • Sharing results of common assessments. 	<ul style="list-style-type: none"> • MAP scores in Reading, Language, and Mathematics from 8th grade comparison with Fall Quarter of 9th grade to determine success of Summer Bridge. • PSAT and SAT scores. 	<ul style="list-style-type: none"> • Summer Bridge evaluations of student performance.
Professional Development & Resources	<ul style="list-style-type: none"> • Spring scores on 8th grade MAP results in Reading, Language and Mathematics for incoming freshmen. • Professional development for all English teachers in reading and interpreting Lexile levels. • Training for Bridge Program teachers in remediation strategies. 		
Timeline	Ongoing beginning March 2019 -2021. ILT (Fall 2020).		
Reporting	Department Meetings Staff Meetings PLC Meetings		



Goal 1 Task 2	2. Counselors meet with freshmen to create a “4-Year Plan” detailing courses they need to complete to graduate and achieve A-G compliancy. 2a. Link Crew Leaders meet with at-risk students to discuss and define consequences of failing courses freshman year and options for remediation.		
Responsible Person(s)	• Link Crew Teachers • Link Crew Leaders	• Counselors	
Means to Assess Improvement	• Grade data to reflect “at-risk” students’ progress after Link Crew Leader intervention—3 rd and 4 th Quarter progress reports and grades. • Sharing results of common assessments.	• PSAT/SAT scores (2020-21).	• Common assessment data.
Professional Development & Resources	Link Crew Tutoring Lounge Link Crew teacher access to all freshmen grades on Q. Access to computer lab specifically used for counselors to conduct group lessons on how to develop the “4-Year Plan.”		
Timeline	Ongoing beginning March 2019 -Fall 2021.		
Reporting	Department Meetings Staff Meetings PLC Meetings		

Goal 1 Task 3	3a. At Quarter 1 Progress Report, identify all freshmen earning a D or F in English and/or Mathematics. 3b. Parents are contacted and students are offered 7 th period/ Link Crew tutoring/ homework center/tutoring lounge/teacher review to make up missing assignments or failed assessments. 3c. 9 th and 10 th grade students identified as “Low” on MAP Reading/Language and/or Math recommended for remediation (Read 180).		
Responsible Person(s)	• Link Crew Teachers • Link Crew Leaders	• Counselors	
Means to Assess Improvement	• Quarter 1 Report Cards • Q Visits	• Link Crew Sign-In Sheets	• Common Assessment Data



Professional Development & Resources	Professional Development time at staff meetings to communicate current issues with freshmen grades in English and Mathematics. Access to Q visits for guidance technicians, office staff, and teachers to view notes from administrators, teachers, and other staff to encourage and enhance communication regarding at-risk students.
Timeline	Ongoing beginning March 2019 -Fall 2021.
Reporting	Department meetings Staff meetings PLC meetings

Goal 1 Task 4	Professional development regarding responsibilities of classified and certificated staff to ensure proper placement of freshmen, at-risk freshmen, parent contact, etc.		
Responsible Person(s)	<ul style="list-style-type: none"> • Administration • ILT (Fall 2020) 		<ul style="list-style-type: none"> • Department Chairpersons
Means to Assess Improvement	<ul style="list-style-type: none"> • Increase in Intervention referrals (Tutoring, Summer School, Homework Center, AVID tutoring. 	<ul style="list-style-type: none"> • Sign in sheets in school wide Intervention Programs. 	<ul style="list-style-type: none"> • Common Assessment Data
Professional Development & Resources	Physical copy of staff duties and responsibilities including classified office staff necessary for interventions.		
Timeline	Ongoing beginning March 2019 - 2021. ILT (Fall 2020)		
Reporting	Department meetings Staff meetings PLC meetings		





Goal 2: *Create and support programs to increase learning for significant subgroups such as GATE, Students with Disabilities, African Americans, and English Learners*

Rationale: Critical Need: The data reveals that key groups are not being provided enough resources that they require to live up to their academic potential. It is necessary to provide greater support to ensure that these groups are successful. These subgroups groups were identified as needing help according to our Critical Learner Needs.

SPSA Areas Addressed: Increase Proficiency and Strategic Thinking (Goal 1); Promote Multilingualism and Multiculturalism (Goal 2); Increase Graduation and College Career Readiness (Goal 3); Cultivate Effective Teachers and Leaders (Goal 4); Engage Students and Decrease Dropout Rates (Goal 5).

Supporting Data

Looking at graduation rates it's clear that Summit needs to continue to work on improving outcomes for Students with Disabilities, African American and our EL population. All other groups are performing at a high or very high level.

Over the last 4 years the percentage of GATE students attending SHS has remained consistent. Currently, most GATE students enroll in Honors and AP courses. Students are identified as GATE in our attendance system, so teachers can differentiate instruction based on their identification.

There is no statistically significant change in the total number of English Learners at SHS. While Spanish continues to represent the most common language spoken, With the opening of Fontana's first mosque in the Summit/A.B. Miller High School attendance areas, Arabic speaking students at SHS have increased. Other languages spoken by students attending SHS remain under 1.3% for the years 2016 - 2020.



Growth Targets

2016-17:

Increase the graduation rate of Students with Disabilities from 71% to 74% *Goal met: No*

Increase the percentage of EL students considered Ready or Conditionally Ready on the ELA EAP to 10%. *Goal met: No*

2017-18:

Increase the graduation rate of Students with Disabilities from 74% to 77% *Goal met: No*

Increase the percentage of EL students considered Ready or Conditionally Ready on the ELA EAP to 15%. *Goal met: No*

2018--19:

Increase the graduation rate of Students with Disabilities from 77% to 80% *Goal met: No*

Increase the percentage of EL students considered Ready or Conditionally Ready on the ELA EAP to 17%. *Goal met: No*

New Growth Targets 2019-20:

Increase the graduation rate of Students with Disabilities from 67% to 70%. Increase the graduation rate for English Learners to 80.0%



Student Learner Outcomes Addressed (SLOs)
<p>Self-Directed Learners who</p> <ul style="list-style-type: none"> - Take personal responsibility for setting and achieving short and long-term goals. - Appreciate diversity and use inclusive and informed approaches to resolve conflicts through positive actions. - Demonstrate critical thinking by identifying, assessing, and analyzing information from a variety of sources.
Impact on Student Learning of Academic Standards
<p>Indicators of successful programs that enhance the learning of Students with Disabilities, GATE, and English Learners will be demonstrated through:</p> <ul style="list-style-type: none"> • Increases in CAASPP scores. • Increases in graduation rates, particularly in the percentage of students meeting A-G requirements. • Increases in the number of special education students achieving their goals as defined by their Individualized Education Plans. • CCI Indicator (Blue).
Monitor Progress Tools
<ul style="list-style-type: none"> ✦ EAP ✦ Graduation Rates ✦ CAASPP Results ✦ A-G Compliance ✦ CCI Indicator (Blue)
Report Progress
<ul style="list-style-type: none"> ✦ Action Plan Progress: The action plan will be revisited annually, and modifications made based on analysis of data. Annual results will be shared with the staff during a faculty meeting. ✦ Annual reporting on Action Plan progress to all stakeholders (PLC minutes). ✦ ILT (Fall 2020)



Goal 2 Task 1	Identify a means to measure academic progress of Students with Disabilities, GATE, African-American and English Learners students.		
Responsible Person(s)	<ul style="list-style-type: none"> Teachers GATE Coordinator ILT (Fall 2020) PLC s Teaching and Learning Division 	<ul style="list-style-type: none"> Administration Counselors Guidance Technicians Department Chairpersons 	
Means to Assess Improvement	<ul style="list-style-type: none"> AP Potential 	<ul style="list-style-type: none"> PSAT 8/9 PSAT 10/11 and SAT 11/12 scores. 	<ul style="list-style-type: none"> Sharing results of common assessments in PLCs.
Professional Development & Resources	College Board training (AP Potential) Staff Surveys Resources for GATE Coordinator		
Timeline	Ongoing beginning August 2019 -2021. ILT (Fall 2020).		
Reporting	Department Meetings Staff Meetings PLC Meetings		

Goal 2 Task 2	Provide teachers with professional development on how they can use Q to identify their GATE students and provide them strategies that can be used in the classroom to target this group.		
Responsible Person(s)	<ul style="list-style-type: none"> Teachers Administration GATE Coordinator 	<ul style="list-style-type: none"> Counselors Guidance Techs 	
Means to Assess Improvement	<ul style="list-style-type: none"> Q Data 	<ul style="list-style-type: none"> PSAT 8/9 PSAT 10/11 and SAT 11/12 scores. Results of Interim Benchmarks 	<ul style="list-style-type: none"> Common Assessment Data (PLCs)
Professional Development & Resources	Professional Development time to model how to use Q to identify gifted students and utilize GATE strategies identification of EL students and SWD through EADMS; use of <i>Springboard</i> and new social science curriculum for ELs. Funding: Categorical, General		
Timeline	Ongoing beginning March 2019 -Fall 2021.		



Reporting	Department Meetings Staff Meetings PLC Meetings		
Goal 2 Task 3	Increase support staff for teachers and students by finding qualified bilingual aides for Summit High School. Two bilingual aides will allow for all sheltered/SEI classes to have additional language support and meet the diverse needs of EL students. (Goal Met)		
Responsible Person(s)	<ul style="list-style-type: none"> • ED, Sheltered and SEI Teachers • Administration 	<ul style="list-style-type: none"> • Counselors • EL Site Monitor 	
Means to Assess Improvement	<ul style="list-style-type: none"> • Increases in the number of EL students reclassified. • Q Visits • Number of EL students seeking Seal of Biliteracy candidacy. 	<ul style="list-style-type: none"> • Increases in the percentage of EL students considered Ready or Conditionally Ready by the EAP ELA. 	<ul style="list-style-type: none"> • Common Assessment Data • ELPAC • California Dashboard CAASPP EL
Professional Development & Resources	Professional Development time at staff meetings to communicate current issues with freshmen grades in English and Mathematics. Access to Q visits for guidance technicians, office staff, and teachers to view notes from administrators, teachers, and other staff to encourage and enhance communication regarding at-risk students. Funding: Categorical		
Timeline	Ongoing beginning March 2019 -Fall 2021.		
Reporting	Department Meetings Staff Meetings PLC Meetings		

Goal 2 Task 4	Continue to improve our referral system by creating and maintaining a physical Interventions Folder. This would allow for communication between all the stakeholders regarding interventions that are available. This folder to possess tabs based on EL, GATE, SWD, that contains all referral forms, referral data and short intervention strategies. Professional development on use of the folder, how teachers can explore the folder, and all the interventions available for use. SIT team to present how to fill out these referrals and what services they can specifically offer.
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Responsible Person(s)	<ul style="list-style-type: none"> • Administration • Peer Leader Advisor • Counselors • ILT (Fall 2020) • EL Site Monitor 	<ul style="list-style-type: none"> • SPED Department Chair • Health Office • SIT Team • School Psychologists
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Means to Assess Improvement	<ul style="list-style-type: none"> • Increase in Intervention referrals (Tutoring, Summer School, Homework Center, AVID tutoring, Math Intervention sessions). 	<ul style="list-style-type: none"> • Sign in sheets in school wide Intervention Programs. 	<ul style="list-style-type: none"> • Common Assessment Data (PLCs) • Quarter Grades • Q Visit Referral Entries
Professional Development & Resources	<p>Spring 2021 to develop streamline process for referral August 2021 to present folder and strategies.</p> <p>Funding: Categorical, General</p>		
Timeline	<p>Ongoing beginning March 2019 - 2021.</p> <ul style="list-style-type: none"> • SIT (Fall 2020) – look at process to discuss implementation. • ILT (Fall 2020) – work with SIT to discuss implementation. • Spring 2021 develop streamline process for referrals based on feedback. • August 2021 to present folder and strategies. 		
Reporting	<p>Leadership</p> <p>Department Meetings</p> <p>Staff Meetings</p> <p>PLC Meetings</p> <p>Coffee with the Principal</p>		





Goal 3: *Improve CAASPP scores and implement Common Core Standards.*

Rationale: Critical Need: CAASPP data shows an increase in student achievement in both English Language Arts and Mathematics at Summit High School. The breakdown of scores for 2019 shows that improvement in English Language Arts needs for focus on Students with Disabilities and English Learners. In Mathematics, emphasis needs to be focused on English Learners, Students with Disabilities, Hispanic, SED, and White students. African-American students are currently ranked green on the dashboard indicator. As mentioned before, CAASPP testing for Mathematics in 2020 will follow the same 1 day procedures used by English Language Arts to see if that change generates higher test scores.

SPSA Areas Addressed: Increase Proficiency and Strategic Thinking (Goal 1); Increase Graduation and College Career Readiness (Goal 3); Cultivate Effective Teachers and Leaders (Goal 4); Engage Students and Decrease Dropout Rates (Goal 5).

Supporting Data

English teachers reported that student feedback after the 2018-19 test administration, indicated that there was a preference to complete ELA exams on one day rather than over several sessions. The result was a 28.4 point increase in ELA performance. Students remained with their English teacher for the entire school day while completing both the CAT and PT sections of the CAASPP. Students felt more at ease testing with their own teacher and indicated that this decreased test anxiety. During the ELA CAASPP, students were provided with nutritional snack breaks along with the delivery of breakfast prior to the start of the test.



Growth Targets

2015-16:

60% of all students will meet or exceed the Common Core standards assessed by CAASPP for ELA. *Goal Met: No (46%)*

27% of all students will meet or exceed the Common Core standards assessed by CAASPP for Math. *Goal Met: No (25%)*

2016-17:

65% of all students will meet or exceed the Common Core standards assessed by CAASPP for ELA. *Goal Met: No (61.45%)*

30% of all students will meet or exceed the Common Core standards assessed by CAASPP for Math. *Goal Met: No (27.17%)*

2017-18:

65% of all students will meet or exceed the Common Core standards assessed by CAASPP for ELA. *Goal Met: No (61.5%)*

30% of all students will meet or exceed the Common Core standards assessed by CAASPP for Math. *Goal Met: No (28.43%)*

2018-19:

65% of all students will meet or exceed the Common Core standards assessed by CAASPP for ELA. *Goal Met: Yes*

30% of all students will meet or exceed the Common Core standards assessed by CAASPP for Math. *Goal Met: Yes*

2019-20 Goals:

68% of all students will meet or exceed the Common Core standards assessed by CAASPP for ELA.

33% of all students will meet or exceed the Common Core standards assessed by CAASPP for Math.

Student Learner Outcomes Addressed (SLOs)

Self-Directed Learners, Articulate Communicators, Real-Life Problem Solvers. This goal also connects to our first critical learner need.



Impact on Student Learning of Academic Standards

Indicators of successful implementation of Common Core Standards:

- Increases in the amount and frequency of reading and informative/argumentative writing.
- Increased DOK and skills that “transfer” from classroom to classroom.
- Increased rigor between grade levels.

Monitor Progress Tools

- ✦ CAASPP scores should be the primary means to assess attainment of Common Core Standards.
- ✦ Quick Visits and Summit SkyHawk Agendas to informally monitor implementation of Common Core Standards.
- ✦ PLC minutes and common assessments demonstrate alignment with Common Core.

Report Progress

- ✦ Quick Visit results to be aggregated and shared with staff.
- ✦ Action Plan Progress: Comparative analysis of CAASPP data will be used to determine the progress Summit has made in reaching its growth targets. The action plan will be revisited annually, and modifications made based on analysis of data as also seen in the school’s SPSA.



Goal 3 Task 1	<p>Create a department Common Core survey in which all departments identify areas of need for professional development and resources that will maximize the implementation of Common Core.</p> <p>Survey should also ask departments to self-evaluate their implementation of Common Core. Information shared at leadership and faculty meetings.</p>		
Responsible Person(s)	<ul style="list-style-type: none"> Teachers ILT (Fall 2020) 	<ul style="list-style-type: none"> Administration Department Chairs 	
Means to Assess Improvement	<p>Staff survey developed and provided at end of the year regarding Common Core self-evaluation and professional development needs.</p> <p>Data to be used to determine professional development for 2020 – 2021.</p>		
Professional Development & Resources	<p>Department Surveys</p> <p>Funding: Categorical, General</p>		
Timeline	<p>Ongoing yearly beginning May 2020, May 2021. ILT (Fall 2020 for result analysis).</p>		
Reporting	<p>Department Meetings</p> <p>Staff Meetings</p> <p>PLC Meetings</p>		

Goal 3 Task 2	<p>Continue professional development on implementation of WICOR strategies to all teachers. Teachers to use strategies to in their classrooms. Administration asked teachers to choose two WICOR strategies (one per semester) to use. Feedback on those strategies will be discussed at the end of the school year.</p>		
Responsible Person(s)	<ul style="list-style-type: none"> Teachers ILT (Fall 2020) 	<ul style="list-style-type: none"> Administration 	
Means to Assess Improvement	<ul style="list-style-type: none"> Quick Visits for alignment between lessons and WICOR strategies. 	<ul style="list-style-type: none"> CAASPP Scores 	<ul style="list-style-type: none"> Common Assessment Data
Professional Development & Resources	<p>Outside consultants (such as RIMS AVID)</p> <p>District Office Assessment and Accountability Department</p> <p>District Office Teaching and Learning Division</p> <p>Funding: Categorical, General</p>		
Timeline	<p>Ongoing beginning March 2019 -Fall 2021.</p>		
Reporting	<p>Department Meetings</p> <p>Staff Meetings</p> <p>PLC Meetings</p>		



Goal 3 Task 3	Administration and leadership to reevaluate existing CAASPP testing conditions and develop improvements that boost student engagement, including ways to communicate the importance of CAASPP to staff, parents, and students.		
Responsible Person(s)	<ul style="list-style-type: none"> • Link Crew Teachers • Link Crew Leaders 	<ul style="list-style-type: none"> • Counselors 	
Means to Assess Improvement	<ul style="list-style-type: none"> • CAASPP Chats 	<ul style="list-style-type: none"> • SkyHawk News 	<ul style="list-style-type: none"> • Interim Summative and Formative Assessments
Professional Development & Resources	BlackBoard Connect SkyHawk News Funding Source: General	Rallies CAASPP Chats	
Timeline	Ongoing beginning March 2019 -Fall 2021.		
Reporting	Department meetings Coffee with the Principal Staff meetings PLC meetings		

Goal 3 Task 4	Continue to evaluate alignment between common assessments and Common Core. PLCs to develop assessments that align with Common Core—which often requires writing and reading components. Administration and departments to evaluate existing assessments to see whether they align with Common Core.		
Responsible Person(s)	<ul style="list-style-type: none"> • Administration • Department • ILT (Fall 2020) 	Chairpersons	
Means to Assess Improvement	<ul style="list-style-type: none"> • Analysis report shared with PLCs and ILT (2020). • Increase in CAASPP scores as alignment continues. 	<ul style="list-style-type: none"> • PLC Minutes 	<ul style="list-style-type: none"> • Common Assessment Data • Reclassification Rates
Professional Development & Resources	EADMS INSPECT class reports. Department Meetings Funding Source: General	PLC Meeting Time	
Timeline	Ongoing beginning March 2019 - 2021.	ILT (Fall 2020)	
Reporting	Department meetings Staff meetings PLC meetings		



Goal 3 Task 5	The Instructional Leadership Team (ILT) to evaluate and suggest changes based upon analysis of data and informal analysis of department assessments in regards to Common Core. They will present findings to the staff. This will begin in Fall 2020 as there are several trainings left in their cycle of PD.		
Responsible Person(s)	<ul style="list-style-type: none"> Administration ILT (Fall 2020) 	<ul style="list-style-type: none"> Department Chairpersons 	
Means to Assess Improvement	<ul style="list-style-type: none"> Common Assessments 	<ul style="list-style-type: none"> CAASPP 	<ul style="list-style-type: none"> CCI Indicator
Professional Development & Resources	Training to be completed by Fall, 2020 Funding: General		
Timeline	Ongoing beginning March 2019 - 2021.		ILT (Fall 2020)
Reporting	Department Meetings Staff Meetings PLC Meetings ILT (Fall 2020) Leadership Meetings		

Goal 3 Task 6	Reestablish Quick Visits. Administration to create a schedule for Quick Visits on a regular basis. The Quick Visit rubric to look for key elements that relate to not only this goal but to the PLC goals as well. In particular Quick Visits to be looking for evidence of Common Core, DOK, and modifications for GATE, Special Ed, and EL populations, and the use of the SkyHawk Agenda.		
Responsible Person(s)	<ul style="list-style-type: none"> Administration 		
Means to Assess Improvement	<ul style="list-style-type: none"> Compilation of Quick Visit Data, to Learning Targets for the 2019-21 school years 	<ul style="list-style-type: none"> Evidence of WICOR strategies used. 	<ul style="list-style-type: none"> Evidence of Learning Targets
Professional Development & Resources	Quick Visit Digital Forms		
Timeline	Ongoing beginning March 2019 - 2021.		ILT (Fall 2020)
Reporting	Aggregate results to be shared with Department. Aggregate results to be shared with staff as a whole at Staff Meeting.		





Goal 4: *Share and use assessment data to improve and identify students who are meeting/not meeting learning goals set by PLCs, Common Core Standards, College Board, etc.*

Rationale: Critical Need: Self-Study and staff survey findings indicate teachers do not fully participate in the Professional Learning Communities model. This results in lack of sharing data about student work is necessary to improving student achievement. Staff survey findings also reveal that teachers are not knowledgeable in how to implement the Common Core Standards into the classroom. Both deficiencies result in a lack of understanding on improving student achievement.

SPSA Areas Addressed: Increase Proficiency and Strategic Thinking (Goal 1); Promote Multilingualism and Multiculturalism (Goal 2); Increase Graduation and College Career Readiness (Goal 3); Cultivate Effective Teachers and Leaders (Goal 4); Engage Students and Decrease Dropout Rates (Goal 5).

Supporting Data

According to the PLC survey administered in November of 2016, only 50.7% of Summit teachers administered common assessments. 67.2% of teachers reported that their PLC did not use common rubrics to score assessments. Only 22.9% of teachers reported analyzing student work samples as a team. 24.3% of teachers reported analyzing data gleaned from common assessments. 41.1% of teachers reported that they don't even meet regularly with a PLC, which would indicate that assessment data is not consistently shared among PLCs.



Growth Targets

2016-17

60% of teachers meet in Professional Learning Communities regularly as measured by timesheets/minutes.

Increase the percentage of PLCs analyzing student work samples to 35%.

Increase the percentage of teachers' administration of common assessments to 60%.

2017-18

60% of teachers meet in Professional Learning Communities regularly as measured by minutes.

Increase the percentage of PLCs analyzing student work samples to 40%.

Increase the percentage of teachers' administration of common assessments to 65%.

2018-19

70% of teachers meet in Professional Learning Communities regularly as measured by minutes.

Increase the percentage of PLCs analyzing student work samples to 40%.

Increase the percentage of teachers' administration of common assessments to 65%.

New Goals for 2019-20

70% of teachers to meet in Professional Learning Communities regularly as measured by minutes during Administrative Directed Days.

Increase the percentage of PLCs analyzing student work samples to 40%.

Increase the percentage of teachers' administration of common assessments to 70%.

Student Learner Outcomes Addressed (SLOs)

Articulate Communicators who convey ideas through oral and written expression, using effective organization, correct grammar, and appropriate language and register.

Articulate Communicators who listen and read to understand and interpret concepts and ideas.

Real-Life Problem Solvers who demonstrate a strong foundation in deductive and inductive reasoning.



Impact on Student Learning of Academic Standards

- Increased graduation rates.
- Increased numbers of students meeting college and career Common Core Standards.
- Increased numbers of students who are college-ready (A-G)
- Increased student awareness of standards and their own achievement and academic needs
- Increased academic interventions for struggling students.
- CCI Indicator (Blue).

Monitor Progress Tools

- ✦ PLC notes uploaded to “O” Drive or OneNote.
- ✦ Administrative “Quick Visits”.
- ✦ PLC Timesheets.
- ✦ Administrative participation in PLC meetings.

Report Progress

✦

PLC members/leaders and administration report out PLC Meeting data at staff meetings/department meetings.



Goal 4 Task 1	<p>1a. Staff meetings begin with reading and discussing excerpts from PLC guidebook.</p> <p>1b. Administration ensures all staff members are part of a Professional Learning Community.</p> <p>1c. Teachers receive professional development in the development, creation, and student achievement goals of a PLC.</p>		
Responsible Person(s)	<ul style="list-style-type: none"> Administration Teachers ILT (Fall 2020) 	<ul style="list-style-type: none"> Department PLCs Department Chairpersons 	
Means to Assess Improvement	<ul style="list-style-type: none"> Staff survey. Sharing results of common assessments. 	<ul style="list-style-type: none"> Student work samples and rubrics. 	<ul style="list-style-type: none"> PLC Minutes
Professional Development & Resources	<p>Continued Staff training in creating a PLC, with text: <i>Learning by Doing</i> by Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas Many.</p> <p>Admin-directed Minimum Days once a month dedicated to PLC teams meetings, developing common assessments, analyzing data, etc. Funding Source: Categorical and General</p>		
Timeline	<p>Ongoing beginning August 2018 -2021.</p> <p>ILT (Fall 2020)</p>		
Reporting	<p>Leadership Meetings</p> <p>Department Meetings</p> <p>Staff Meetings</p> <p>PLC Meetings</p> <p>ILT Meetings (2020)</p>		

Goal 4 Task 2	<p>“Outlier” teachers who are not part of a common subject PLCs meet to develop alternatives to traditional PLC model by focusing on professional development, best practices, or possibly the use of telepresence to create a district wide PLC.</p>		
Responsible Person(s)	<ul style="list-style-type: none"> Teachers who are “Singletons” on Master schedule. District Office Department of Teaching and Learning. 	<ul style="list-style-type: none"> Administration 	
Means to Assess Improvement	<ul style="list-style-type: none"> Administration “Quick Visits” during PLC meetings. Administration “Quick Visits” to see if PLC Meetings and used in class. 	<ul style="list-style-type: none"> PLC Survey 	<ul style="list-style-type: none"> Common Assessment Data



Professional Development & Resources	Meeting schedules which administration use to visit and track progress. EJourney schedule of professional development classes. Prep time devoted to developing strategies with PLCs at other sites. Funding Source: Categorical and General
Timeline	Ongoing beginning March 2019 -Fall 2021.
Reporting	Department Meetings Staff Meetings PLC Meetings ILT (Fall 2020)

Goal 4 Task 3	PLCs develop SMART goals.		
Responsible Person(s)	<ul style="list-style-type: none"> • Teachers • Administrators • ILT 		<ul style="list-style-type: none"> • Librarian • Department Chairs
Means to Assess Improvement	<ul style="list-style-type: none"> • PLC Minutes • PLC Sign-in Sheets • Student work samples. 	<ul style="list-style-type: none"> • Analysis of student work. • Administrative observations. • ILT observations. 	<ul style="list-style-type: none"> • Common Assessment Data
Professional Development & Resources	Professional development detailing the process for selecting standards of focus, construction of Common Assessments, and rubrics, SMART goal writing. Funding Source: Categorical and General		
Timeline	Ongoing beginning March 2019 -Fall 2021.		
Reporting	Department Meetings Staff Meetings PLC Meetings ILT (Fall 2020)		



Goal 4 Task 4	PLC Reteach and Enrichment. 4a. School wide Professional Development on ways to provide reteach or enrichment for students based on common assessment results. 4b. PLC meeting in MPR in which PLCs analyze the results of common assessment results and formulate a strategy for providing reteach/enrichment. 4c. PLCs meet again in MPR to compare the results of common assessments after reteach opportunities have been provided.		
Responsible Person(s)	<ul style="list-style-type: none"> • Administration • ILT (Fall 2020) 		<ul style="list-style-type: none"> • Department Chairpersons • PLCs
Means to Assess Improvement	<ul style="list-style-type: none"> • SAT/PSAT/AP Scores • District Assessments for ELA and Math (Common Formative and Summative). 	<ul style="list-style-type: none"> • Quick Visits to the classroom to determine if interventions are integrated into the classroom. • Quick Visit data compiled and analyzed by Administration. 	<ul style="list-style-type: none"> • Common Assessment Data • CAASPP Scores
Professional Development & Resources	Professional development in implementing an RTI model based on selected standards. Funding Source: Categorical and General		
Timeline	Ongoing beginning March 2019 - 2021. ILT (Fall 2020)		
Reporting	Department Meetings Staff Meetings PLC Meetings		

