

GOAL 1:	Creekside High School and San Joaquin High School students will ALL attain proficiency in content standards as measured by site and state assessments including but not limited to CAASPP, PSAT, ELPAC and site common assessments. We will ensure educational equity and just outcomes for all students.					
Critical Need:	There is a need to improve student performance towards proficiency in all areas including mathematics, English Language Arts, science and social studies and to ensure equitable outcomes for all students.					
Rationale:	Self-study findings indicate a need to improve student achievement in all curricular areas. There is a discrepancy between grades earned in the classroom and proficiency levels demonstrated on standardized tests and review of student work support this need. Student performance results show areas of concern in attaining proficiency of standards and for underachieving subgroups.					
Growth Target:	The number of students “proficient” will increase by 5% each year as measured by CAASPP, ELPAC, other state assessments, and site assessments.					
Student Outcomes Addressed	Effective Communicators, Strategic Thinkers, Self-Directed Individuals					
ACTION	Develop and implement common assessments that measure students progress towards proficiency of academic standards, SLO’s and CCR ensuring educational equity and just outcomes for all students.					
	BENCHMARKS/ACTI ON STEPS	Timeline	Persons Responsible	Resources	MEANS TO ASSESS AND REPORT	Progress Monitor
1.	PLC Teams routinely utilize The Learning Cycle and use common assessment data to inform instruction, identify students needing intervention, and measure student progress towards proficiency.	ongoing	Admin Teachers PLC FC Departments	PLC meeting time, PLC Days, professional development	<ul style="list-style-type: none"> Classroom Walkthroughs Professional Development Calendar and meeting notes PLC Meeting notes PLC task agendas Lesson plans Student work Teacher lesson plans/units of study Common assessment data PLC Leadership meeting notes Mark Analysis Dashboard data Data Moments & Common Assessment Data Notes 	<p>By June 2023: Each PLC team will have 1 common assessment per semester</p> <p>By June 2024: Each PLC team will have 2 common assessments per semester</p> <p>By June 2026: PLC teams will have common assessments to measure all standards</p>
2.	PLC Teams collaboratively design instruction using AVID strategies, differentiation strategies, and student engagement strategies. Identify and implement instructional	ongoing	Admin Teachers PLC FC	AVID professional development, PLC time	<ul style="list-style-type: none"> Classroom Walkthroughs Professional Development Calendar and meeting notes PLC Meeting notes PLC task agendas Lesson plans Student work Teacher lesson plans/units of study Common assessment data PLC Leadership meeting notes annual survey 	<p>By June 2023: Cornell notes and quick writes will be incorporated into instruction at least weekly</p> <p>By June 2025: Identify and incorporate additional WICOR strategies such as focused note taking and one pagers</p> <p>By June 2027: Schoolwide implementation of AVID</p>

	strategies that promote belonging, honor student identity and experience.					WICOR strategies in all classes.
3.	Teachers implement Tier 1 interventions in the classroom with fidelity	ongoing	Administration counselors teachers	MTSS professional development, PLC time	<ul style="list-style-type: none"> • Classroom walkthroughs • Dashboard data • Meeting notes from MTSS/PBIS meetings, PLC meetings, staff meetings, School Site Council meetings and leadership team meetings. • PBIS interventions • SST meeting notes • CalHope grant data 	<p>June 2023:utilizing the CALHOPE MTSS grant through OCDE we will determine benchmarks and tools to measure Tier 1 interventions and growth. During year 1 we will complete an SEL Readiness assessment, develop an SEL School-wide vision, review our pyramid of interventions, complete a strengths and needs reflection, and create an action plan.</p> <p>June 2024: Benchmarks and tools will be determined by the action plan created year 1</p> <p>June 2025:Benchmarks and tools will be determined by the progress made on the action plan action plan created year 1 and revised year 2</p>

4.	Implement relevant professional development opportunities to support student achievement with a focus on: 1) AVID 2) Tier 1 intervention 3) Assessment and grading practices 4) PBIS 5) Differentiation methods 6) Engagement strategies 7) EEDI	ongoing	Administration Teachers	Professional development LCAP base funding	<ul style="list-style-type: none"> • Data Dialogue worksheets • Classroom walkthroughs • Meeting notes from PLC meetings, staff meetings, Department meetings • Staff Surveys • Teacher lesson plans • Student work • Attendance at Professional Development and surveys from professional development 	June 2023: site professional development calendar will include 1 hour each month dedicated to at least 3 topics: AVID, Tier 1, and EEDI June 2024: site professional development calendar will include 1 hour each month dedicated to at least 4 topics: AVID, Tier 1, EEDI, and grading practices June 2025 and ongoing: site professional development calendar will include 1 hour each month dedicated to at least 5 topics: AVID, Tier 1, EEDI, grading practices, Building Relationships
5.	Implement and refine AVID, as a schoolwide strategy, to improve student achievement and college/career readiness	June 2023	administration district administration Teachers	Professional development	<ul style="list-style-type: none"> • Master Schedule • Classroom walkthroughs • AVID student data • Surveys • Dashboard data • Professional development calendar • Instructional leadership team meeting notes • Clearinghouse data 	June 2023: AVID site team will meet monthly and implement two AVID strategies school wide-cornell notes and quick writes. Utilize AVID CCR curriculum, counselors will deliver guidance lessons to students in AVID elective. AVID strategies incorporated into guidance lessons for all students. June 2024-June 2026: Schoolwide implementation of AVID WICOR strategies in all classes.
6.	ELPAC and CAASPP goal setting with students to increase scores by 5% yearly	Yearly	administration counselors advisement teachers	supplemental funding	<ul style="list-style-type: none"> • Advisement canvas curriculum • dashboard data • student goal setting documents 	Each June: ELPAC student scores will demonstrate positive growth by 5% each year. Each June: CAASPP student scores in ELA and Math will demonstrate positive growth by 5% each year towards proficiency.

						Yearly: all staff will engage in supporting student test readiness and engagement including activities and lessons to support test taking.
7.	Develop within bell schedule targeted intervention for all students	ongoing	administration counselors MTSS team	base funding	<ul style="list-style-type: none"> • Learning lab enrollment • master schedule • dashboard data • classroom walk throughs 	Each August: Identify and implement intervention options such as study hall, learning lab, and math lab based on student needs within the bell schedule
8.	Ensure implementation of a guaranteed and viable curriculum for all students. Utilize TLC to support continuous improvement of GVC.	ongoing	administration teachers PLC FC	professional development PLC days PLC time	<ul style="list-style-type: none"> • PLC team notes • CANVAS curriculum • YAGs • Classroom walkthroughs 	<p>Each June: Blueprint holders will update Master course and Course folder with new content added throughout the year.</p> <p>Each August: Ensure that all teacher courses in CANVAS contain our GVC content.</p> <p>Coordinator of Online learning to develop a yearly continuous improvement calendar of course content and work with course development teams to update courses with new textbook adoptions</p>
9.	PLC's will implement and refine standards based grading mindsets. Teachers will implement common grading practices that ensure hope, efficacy and achievement.	Each year by Sept	administration teachers PLC FC	professional development PLC days PLC time	<ul style="list-style-type: none"> • PLC team notes • CANVAS curriculum • YAGs • Classroom walkthroughs • PLC FC professional development • Teacher course syllabi (outlines) • Student grades & gradebooks 	<p>August 2023: Within departments, PLC teams will reach common agreement on standards based grading. Teachers will implement these agreements with fidelity.</p> <p>August 2024: PLC teams across content areas will identify areas of commonality amongst standards based grading mindsets seeking to reach consensus school wide.</p> <p>August 2025: Schoolwide standards based grading mindsets will be identified and implemented with</p>

						fidelity schoolwide across all subject areas.
10.	Implement effective supports in the general education classroom for English Language Learners and Students with Disabilities through a collaborative teaching model.	ongoing	administration teachers	supplemental funds	<ul style="list-style-type: none"> Classroom walkthroughs master schedule IA schedules Collaborative teaching partnerships 	<p>August of each year: Identify English Language Learners and Students with Disabilities and place instructional aides in the gen ed classroom to support student learning.</p> <p>Yearly: Professional development focused on differentiation and effective strategies for EL/SPED.</p>
11.	Progress monitoring of students to ensure support and intervention. Implementation of a comprehensive counseling program to support student learning.	ongoing	administration counselors mental health specialist	base funding	<ul style="list-style-type: none"> Counseling meeting notes SIT and SST notes Mark analysis Grade data with interventions and follow up Counseling guidance program documents Workshop materials School success/advisement curriculum Comprehensive Guidance program lessons Academic planning conferences College and Career workshops 	<p>Weekly Counseling Meetings and PLCs: Counselors have weekly counseling meetings and weekly PLC meetings. In the counseling meetings counselors collaborate on existing processes and discuss program evaluation with the admin team.</p> <p>In the PLC counselors look at attendance and engagement data from the prior week. Counselors follow their intervention process defined by our guiding documents to do outreach and intervention based on our weekly data.</p> <p>Every six weeks: Counselors also utilize progress/ quarter/ semester grade data at the end of each marking period to guide their targeted tiered support as defined by MTSS guiding documents. Teachers are trained to use the counseling referral form to communicate about students who they notice are struggling throughout the semester. Counselors rely on open communication from teachers to guide outreach and intervention in between</p>

						periods of outcome data analysis. Counselors are proactively connecting with students through the school year with guidance lessons, academic planning conferences, advisement visits and school wide outreach.
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GOAL 2:	Creekside High School and San Joaquin High School will cultivate a positive school culture, increase stakeholder engagement and increase systems of support to ensure student personal and academic growth.
Critical Need:	There is a need to ensure a positive school culture and increase parent/student engagement. There is also a need to support student personal and academic growth.
Rationale:	Self-study findings indicate a need to improve stakeholder engagement. Findings also suggest a need to increase the positive school culture. Student performance and personal growth continue to be an area of concern.
Growth Target:	Increase parent participation by 10% yearly as measured through attendance at PTSA meetings, parent/student workshops, BTSN, and school site council meetings. Increase school culture and connection by 5% yearly as measured by annual survey data.
Student Outcomes Addressed:	Effective Communicators, Strategic Thinkers, Self-Directed Individuals, Contributing Community Members
ACTION	Maintain, expand, and monitor a safe, welcoming school through open lines of communication with all stakeholders and increase stakeholder participation in school activities/events/workshops to ensure educational equity and just outcomes for all students.

	BENCHMARKS/ACTION STEPS	Timeline	Person Responsible	Resources	MEANS TO ASSESS AND REPORT	Progress Monitor
1.	Increase and refine student extra curricular activities including ASB, yearbook and other leadership opportunities.	June 2023	Administration Teachers ASB teacher Counselors	Base funding	master schedule school calendar ASB minutes Lunchtime activities on campus	Each August: Creatively design the master schedule to ensure student leadership opportunities. Each August: Develop a student activity calendar in collaboration with leadership/ASB. Establish and identify student leadership roles. Establish and identify roles for staff to ensure that all are engaged in school culture activities. By June 2023: Develop a calendar of activities and events including senior activities and additional student recognition activities.
2.	Through college and career specialist develop student/parent workshops throughout the year	Develop each Sept and implement by June of each year	administration counselor college and career specialist	base funding	workshop materials school calendar of events weekly newsletter	Each August/September: publish a yearly calendar of workshops for parents. Establish clear lines of communication for the dissemination of this information.

3.	Improve communication with families to ensure sufficient input into the governance of school, improve understanding of college and career readiness, and increase engagement.	ongoing	administration counselors college and career specialist	Translation services/tools	Annual Survey data school calendar of events/workshops weekly newsletter PTSA minutes SSC minutes Staff meetings Site surveys	Each August/September: Publicize opportunities for parent involvement in PTSA and School Site Council. Establish clear lines of communication for the dissemination of this information. Weekly: Communication via email and text to families. Updates to social media Weekly: Update school website information so that it is current
4.	Increase student ownership of their academic learning and for their educational and career futures. Comprehensive counseling program that includes career interest and post-secondary survey	ongoing	administration counselors college and career specialist	base funding	counseling program calendar workshop materials advisement and school success canvas course counseling notes	June 2024: Teachers will receive professional development on the use and implementation of learning target trackers. PLC teams will identify a template for a learning target tracker in their course. June 2025: Teachers will implement the use of learning target tracker in one course June 2026: Teachers will implement the use of learning target trackers in all courses Annual and Ongoing: During each academic review meeting counselors will be sharing at least one resource with students to support students in their specific interests/post high-school goals and will follow up with students on resources utilized. Counselors will be revising their tracking document to include columns to document resources shared and whether or not the resources were utilized.
5.	Reduce tardy and truancy rates by 3% yearly	ongoing	administration counselors mental health specialist	transportation funding	student transportation data SARB data dashboard data Evaluation of Enrollment data	Each June: Reduce student tardy and truancy rates by 3%

						<p>Each August and new enrollment period: Ensure transportation is established for students living over 2 miles from site.</p> <p>Ongoing: Admin meetings with students and parents/ guardians regarding attendance concerns and utilize SARB and evaluation of enrollment process whenever possible</p> <p>Ongoing - work closely with teachers to ensure there are systems in place to require students who are truant to schedule time outside of class to make up missing assignments.</p>
6.	Develop, support and promote student and parent organizations that increase connections among families, support personal belonging, promote cultural identity and support the development of schoolwide cultural competency.	ongoing	administration counselors ASB PTSA Community partners district admin	base funds	annual survey PTSA, SSC membership student club membership referral documents orientation materials dashboard data annual survey-increase in belonging data	<p>Monthly: Attend PTSA meetings and support dissemination of PTSA materials to families</p> <p>Yearly: Staff development activities focused on sense of belonging and connection.</p> <p>Monthly: Outreach by teachers and staff to families sharing positives as well as when in need of greater support.</p> <p>By June 2023: Meet and coordinate with neighboring alternative education schools to design activities such as sports and dances for Creekside students. Incorporate student leadership into the planning and fundraising for such events.</p> <p>Each August and ongoing: Implement a comprehensive orientation for students and families.</p>

						Quarterly: Counselor meetings with students individual at CHS and through grade level advisement at IVA.
7.	Implement universal screening to identify students with socio-emotional needs	ongoing	administration counselors mental health specialist	base funds	Data from screeners counseling notes	By Spring 2023 and ongoing: Identify and implement universal screening tool to be used and administered as part of CALHOPE grant.
9.	Identify and refine PBIS strategies, and restorative practices that support positive student behavior	ongoing	Administration, Counselors, Mental Health Specialist, MTSS team, SIT and SST Teams	professional development	Dashboard data suspension rates AERIES discipline data ATS referral data SEL screener data	Each year: Use data from Universal screener to develop school-wide SEL lessons imbedded into school success/advisement Quarterly: Counseling guidance lessons within the bell schedule By June 2023 and for three years: implement with fidelity the CALHOPE grant as part of our continuous improvement of PBIS. Monthly: Student recognition activities for academics and behavior (SLO's).
8.	Targeted socio-emotional intervention imbedded into advisement/school success	ongoing	administration counselors mental health specialists teachers	PLC time	Advisement/school success canvas course dashboard data annual survey	June 2023 and ongoing: Advisement and school success curriculum will include socio-emotional lessons on a monthly basis. There are exit tickets for all CHS students after these lessons. SJHS and CHS were awarded an OCDE SEL planning grant that will drive our SEL curriculum this year. Yearly and Ongoing: Counselors will give students a needs assessment/Universal Screener to guide lesson topics. Students participate in a senior survey to evaluate the program.

GOAL 3:	Creekside High School and San Joaquin High School students will be college and career ready					
Critical Need:	There is a need for students to meet college and career readiness indicators and improve executive functioning so that they are independent learners, ready for life after high school.					
Rationale:	Self study data shows a need to increase student readiness for college and career as well as to ensure that students are successful in transitioning to post secondary opportunities					
Growth Target:	Students meeting college and career indicators will increase by 5% yearly. Clearinghouse data will show improvement with enrollment and persistence in post secondary opportunities					
Student Outcomes Addressed:	Effective Communicators, Strategic Thinkers, Self-Directed Individuals, Contributing Community Members					
ACTION	Expand the utilization of college and career readiness standards and strategies into all aspects of curriculum for all students to ensure educational equity and just outcomes for all students.					
	BENCHMARK/ACTION STEPS	Timeline	Persons Responsible	Resources	MEANS TO ASSESS AND REPORT	Progress Monitor
1.	Implement and refine AVID with both AVID school wide strategies and the AVID elective class	2022-2023 ongoing	administration AVID coordinator district administration	professional development	<ul style="list-style-type: none"> • Master Schedule • Classroom Walkthroughs • Lesson Plans • Professional development calendar 	<p>June 2023: Implementation of AVID elective class and 2 schoolwide AVID strategies in all classrooms (CN and QW).</p> <p>June 2024: Expand the AVID Elective class to include grade 11.</p> <p>June 2025: AVID elective class at all grade levels 9-12.</p> <p>By June 2027: Schoolwide implementation of AVID WICOR strategies in all classes.</p> <p>By June 2025: Identify and incorporate additional WICOR strategies such as focused note taking and one pagers</p>
2.	Utilize advisement and school success classes to support student executive functioning skills and college/career readiness.	22-23 and ongoing	administration counselors teachers	PLC days	<ul style="list-style-type: none"> • Advisement curriculum • student work • clearinghouse data • dashboard data 	<p>June 2023 and ongoing: Monthly activities in advisement and school success for college/career readiness. CHS students complete exit tickets for each lesson. SJHS students complete post-test data after curriculum delivery by counselors (Freshman Presentation, Sophomore Conferences, Junior Presentations, Senior Survey). Data for college readiness will be gathered through</p>

						<p>our dashboard (a-g completion), CSAC (FAFSA completion), IVC Application completion and the senior survey in Naviance.</p> <p>June 2024: Data will be drawn from the areas listed above as well as the CCGI (California College Guidance Initiative) platform - californiacolleges.edu. This will help us pull data on UC/CalState and CCC applications as well as FAFSA completion.</p>
3.	Ensure equitable access to A-G courses for all students	ongoing	administration counselors		<ul style="list-style-type: none"> • Master schedule • Dashboard data • Course enrollment • CCR indicators 	<p>Each Spring and August: review and renew commitment to open access for all students. Transcript review</p> <p>Fall 2022-Spring 2023: EOS survey (fall) and utilize insight cards (Spring 2023) for student conference regarding course selection</p>
4.	Parent/Student workshops on college and career planning and readiness	each Sept with a calendar and yearly ongoing	administration counselors college and career specialist	base funds	<ul style="list-style-type: none"> • workshop materials • school event calendar • school newsletter 	Each August: Develop a college and career workshop calendar and disseminate to families
5.	Improve college readiness (A-G completion) by offering credit recovery within the bell schedule.	ongoing	administration counselors	district funding	<ul style="list-style-type: none"> • Master schedule • learning lab completion data • dashboard data • CCR indicators • professional development • classroom walkthroughs 	Each August and ongoing: Establish Learning Lab enrollment process with all HS in IUSD and collaborate with sites on Learning Lab implementation.
8	Increase CTE Pathway completers	ongoing	administration counselors ROP district CTE coordinator	PLC time district funds	<ul style="list-style-type: none"> • master schedule • dashboard data • ROP course enrollment 	<p>June 2023: Increase in bell CTE offerings for Creekside HS students with 2 CTE courses. Begin planning for UCCI course implementation</p> <p>Ongoing: In partnership with Coastline ROP, continue to actively recruit and hire a teacher for Culinary and Construction Technology. Promote student enrollment in IVC Dual enrollment classes. Explore partnership with</p>

						IVC for dual enrollment classes on campus at Creekside. June 2024: Implement 2 UCCI courses at Creekside HS June 2026: Implement one UCCI course in each discipline at Creekside HS
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Follow Through Process on Action Plan:

Creekside and San Joaquin High School staff will meet weekly to monitor progress on action steps in each of our three goal areas. Monthly meetings include PLC, department, general staff meetings, and site based professional development on early out days. Each of these meetings will address different aspects of the action plan. Meeting and team notes will be used to monitor progress towards reaching the goals in this action plan.