GOA	L 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. There is a need to improve student performance towards proficiency in all areas including mathematics, English								
Criti	ritical Need: Language Arts, science and social studies and to ensure equitable outcomes for all students.									
Ratio	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 tes and review of student work support this need. Student performance results show areas of concern in attaining proficiency of standards and for underachieving subgroups.									
Grow	th Target:		f students "proficand site assessm		ase by 5% each year as measured by C	AASPP, ELPAC, other state				
1	ent Outcomes essed		·		Self-Directed Individuals					
ACTI	ON				nts that measure students progress t ng educational equity and just outco					
	BENCHMARKS, ON STEPS	l Timelin	e Persons Responsible	Resources	MEANS TO ASSESS AND REPORT	Progress Monitor				
1.	PLC Teams rout utilize The Lear Cycle and use common assess data to inform instruction, ide students needing intervention, and measure studen progress toward proficiency.	ning ment ntify ng nd	Admin Teachers PLC FC Departments	PLC meeting time, PLC Days, professional development	 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 	By June 2023: Each PLC team will have 1 common assessment per semester By June 2024: Each PLC team will have 2 common assessments per semester By June 2026: PLC teams will have common assessments to measure all standards				
2.	PLC Teams collaboratively design instructi using AVID strategies, differentiation strategies, and student engages strategies. Identify and implement instructional		Admin Teachers PLC FC	AVID professional development, PLC time	 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 	By June 2023: Cornell notes and quick writes will be incorporated into instruction at least weekly By June 2025: Identify and incorporate additional WICOR strategies such as focused note taking and one pagers By June 2027: Schoolwide implementation of AVID				

	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	 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 	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. June 2024: Benchmarks and tools will be determined by the action plan created year 1 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

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	 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 2024: site development include 1 hand development AVID, Tier grading professional development June 2025 and professional development June 2025 and professional development June 2025 and professional development 	nt calendar will our each month o at least 3 topics: 1, and EEDI e professional nt calendar will our each month o at least 4 topics: 1, EEDI, and actices
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	 Classroom walkthroughs AVID student data Surveys Dashboard data Professional development calendar Instructional leadership team meeting notes Clearinghouse data MVID strate into guidar students. June 2024-Jun Schoolwide 	ID site team will haly and implement trategies school ll notes and quick ize AVID CCR., counselors will lance lessons to AVID elective. Egies incorporated ice lessons for all the 2026: implementation COR strategies in
6.	ELPAC and CAASPP goal setting with students to increase scores by 5% yearly	Yearly	administration counselors advisement teachers	supplemental funding	 student goal setting documents positive groyear. Each June: CA scores in E demonstra 	demonstrate bwth by 5% each ASPP student LA and Math will te positive growth year towards

7.	Develop within bell schedule targeted intervention for all students	ongoing	administration counselors MTSS team	base funding	 Learning lab enrollment master schedule dashboard data classroom walk throughs 	Yearly: all staff will engage in supporting student test readiness and engagement including activities and lessons to support test taking. 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	 PLC team notes CANVAS curriculum YAGs Classroom walkthroughs 	Each June: Blueprint holders will update Master course and Course folder with new content added throughout the year. Each August: Ensure that all teacher courses in CANVAS contain our GVC content. 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
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	 PLC team notes CANVAS curriculum YAGs Classroom walkthroughs PLC FC professional development Teacher course syllabi (outlines) Student grades & gradebooks 	August 2023: Within departments, PLC teams will reach common agreement on standards based grading. Teachers will implement these agreements with fidelity. August 2024: PLC teams across content areas will identify areas of commonality amongst standards based grading mindsets seeking to reach consensus school wide. August 2025: Schoolwide standards based grading mindsets will be identified and implemented with

						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	 Classroom walkthroughs master schedule IA schedules Collaborative teaching partnerships 	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. Yearly: Professional development focused on differentiation and effective strategies for EL/SPED.
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	 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 	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. 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. 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

	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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GO	AL 2:					tivate a positive school cu	llture, increase stakeholder e growth.				
Crit Nee	tical d:	There is a need		tive school culture		parent/student engagemen					
Rati	ionale:	Self-study findings indicate a need to improve stakeholder engagement. Findings also suggest a need to increase t									
Gro Tar	wth get:		SN, and school si			th attendance at PTSA meetichool culture and connection	ings, parent/student n by 5% yearly as measured				
Out	dent comes ressed:	Effective Comm	unicators, Strate	egic Thinkers, Self	f-Directed Indiv	riduals, Contributing Comm	unity Members				
						ough open lines of commu					
AC'	rion		stakeholders and increase stakeholder participation in school activities/events/workshops to ensure educational equity and just outcomes for all students.								
	BENCH	equity and just IMARKS/ACTION STEPS	Timeline	Person Responsible	Resources	MEANS TO ASSESS AND REPORT	Progress Monitor				
1.	student activitie yearbool	e and refine extra curricular es including ASB, k and other hip 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.	career s	ps throughout	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 tracker 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%

						Each August and new enrollment period: Ensure transportation is established for students living over 2 miles from site. Ongoing: Admin meetings with students and parents/ guardians regarding attendance concerns and utilize SARB and evaluation of enrollment process whenever possible 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.
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	Monthly: Attend PTSA meetings and support dissemination of PTSA materials to families Yearly: Staff development activities focused on sense of belonging and connection. Monthly: Outreach by teachers and staff to families sharing positives as well as when in need of greater support. 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. Each August and ongoing: Implement a comprehensive orientation for students and families.

7.	Implement universal screening to identify students with socio-emotional needs	ongoing	administration counselors mental health specialist	base funds	Data from screeners counseling notes	Quarterly: Counselor meetings with students individual at CHS and through grade level advisement at IVA. 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 s transitioning to p			ness for college	and career as well as to ensu	are that students are successful in				
Growth Target:	Students meeting and persistence i			rease by 5% yea	arly. Clearinghouse data will	show improvement with enrollment				
Student Outcomes Addressed:	Effective Comm	unicators, Str	rategic Thinkers, Self	-Directed Indi	viduals, Contributing Com	munity Members				
ACTION			ollege and career reational equity and j			all aspects of curriculum for				
BENCH	MARK/ACTION STEPS	Timeline	Persons Responsible	Resources	MEANS TO ASSESS AND REPORT	Progress Monitor				
with both	t and refine AVID AVID school wide and the AVID ass	2022-2023 ongoing	administration AVID coordinator district administration	professional development	 Master Schedule Classroom Walkthroughs Lesson Plans Professional development calendar 	June 2023: Implementation of AVID elective class and 2 schoolwide AVID strategies in all classrooms (CN and QW). June 2024: Expand the AVID Elective class to include grade 11. June 2025: AVID elective class at all grade levels 9-12.				

By June 2025: Identify and

taking and one pagers

June 2023 and ongoing: Monthly activities in advisement and

incorporate additional WICOR strategies such as focused note

school success for college/career

exit tickets for each lesson. SJHS students complete post-test data after curriculum delivery by counselors (Freshman Presentation, Sophomore

readiness. CHS students complete

Conferences, Junior Presentations, Senior Survey). Data for college readiness will be gathered through

Utilize advisement and

functioning skills and

school success classes to

college/career readiness.

support student executive

22-23 and

ongoing

administration

counselors

teachers

PLC days

• Advisement curriculum

• clearinghouse data

dashboard data

• student work

						our dashboard (a-g completion), CSAC (FAFSA completion), IVC Application completion and the senior survey in Naviance. 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
3.	Ensure equitable access to A-G courses for all students	ongoing	administration counselors		 Master schedule Dashboard data Course enrollment CCR indicators 	FAFSA completion. Each Spring and August: review and renew commitment to open access for all students. Transcript review Fall 2022-Spring 2023: EOS survey (fall) and utilize insight cards (Spring 2023) for student conference regarding course selection
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	workshop materialsschool event calendarschool 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	 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	 master schedule dashboard data ROP course enrollment 	June 2023: Increase in bell CTE offerings for Creekside HS students with 2 CTE courses. Begin planning for UCCI course implementation 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

			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

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.