

**Orosi High School**  
**WASC**  
**Critical Areas Action Plan**  
*March 20th, 2017*

**I**

LCAP Goal(s): Conditions of Learning and Pupil Outcomes

**School Goal #1:** Refine the PLC process, using assessment data to increase efficacy of intervention.

❖ **Additional Applicable WASC Visiting Committee Recommendations:**

- Develop appropriate protocols in PLCs, which includes the use of assessment data to guide a system for program evaluation and targeted interventions.

Objective(s)	Action Steps	Timeline	Monitoring
Establish a clear understanding among staff members regarding the definition and protocol of the Professional Learning Community process.	Train Department Leads and Academic Coaches in PLC goals and protocol.	May, 2017 and ongoing each Spring.	Principal, Assistant Superintendent of Curriculum and Instruction
	As an Instructional Leadership Committee, establish PLC goals (including goals for relevant and timely data analysis) and agree upon a schedule for the subsequent year's PLC time on Wednesday mornings.	May, 2017 and ongoing each Spring.	Principal, Assistant Principals, Academic Coaches, ILC members.
	Provide training at the beginning of each school year about the purpose and vision of PLCs.	August, 2017 and ongoing at the beginning of each school year.	Principal, Assistant Principals, Academic Coaches, Teacher Leads
Establish common formative and summative assessments for PLCs to analyze in the	Create one master document stored in a shared location on the Drive indicating and linking what common	May through the end of September, 2017 with ongoing updates made each school year.	Assistant Superintendent of Curriculum and Instruction, Principal, Academic Coaches,

subsequent school year.	assessments will be given in each course. Exact dates should be listed, clearly communicating by when each common assessment will be given.		Teacher Leads.
Backwards map curriculum in every course for the subsequent school year.	Schedule collaborative curriculum planning dates as needed this spring for the subsequent year so that teachers can update existing pacing guides and unit plans to reflect common assessments.	April, 2017 through September, 2017 and ongoing each year as needed.	Academic Coaches, Teacher Leads, Principal, Assistant Superintendent of Curriculum and Instruction
Provide more effective and timely intervention for students who are not mastering skills (as evidenced by grades and progress towards graduation).	Provide students with regular indicators of their academic progress towards graduation and A-G completion status (i.e. in the form of Cardinal Reports displaying in infographic format details about students' current grades, attendance, community service hours, test scores, etc...). Follow-up with teachers who are not regularly updating gradebooks.	January 26th, 2017 and every two weeks thereafter.	Counseling Department, Principal, Assistant Principals, Academic Coaches
Build intervention time into existing	PLCs will work to build intervention	Ongoing during PLC meetings	Teacher Leads and Academic Coaches

<p>spacing guides to section classes into small groups, reteaching skills not being met in new ways, and extending learning for students who have demonstrated mastery of skills.</p>	<p>time into their existing pacing guides.</p>		
<p>Continue to refine the RTI process</p>	<p>Continue to meet bimonthly as an RTI committee comprised of members from all departments to develop intervention plans during the day.</p>	<p>Fall, 2016- ongoing</p>	<p>Assistant Principals, Principal, Academic Coaches, Teacher Leads</p>



LCAP Goal(s): Conditions of Learning and Pupil Outcomes

School Goal #2: Incorporate rigorous reading and writing across all disciplines

❖ Additional applicable WASC Visiting Committee Recommendations: N/A

Objective(s)	Action Steps	Timeline	Monitoring
<p>Establish a shared understanding among staff members about what “rigorous reading and writing” looks like in each discipline.</p>	<p>Vertically articulate rigor in English, math, science, and history by taking discipline-specific teams to local college campuses to observe classes in each aforementioned content area.</p>	<p>Spring 2016- five representatives from the English Department observed FSU English classes to help inform alignment of rigor</p> <p>Spring, 2017- science teachers will observe College of the Sequoias classes to help inform alignment of rigor</p>	<p>Principal, Literacy Coach, Teacher Leads, Academic Coaches</p>

		Ongoing- core teachers should have the opportunity to observe university or college-level course rigor at least once yearly	
	Provide sample mentor texts (i.e. CCSS Appendix A) demonstrating rigorous reading and writing expectations for each department.	April, 2017 through September 2017 and ongoing	Literacy Coach, Principal, Assistant Superintendent of Curriculum and Instruction
	Involve OHS teachers in the District-wide Writing Committee	February 23rd, 2017 and ongoing planning dates	Assistant Superintendent of Curriculum and Instruction, Principal, Literacy Coach, Teacher Leads
Create a shared understanding of students' specific strengths and areas of growth in reading and writing.	Provide stakeholders with ongoing updates about student's reading and writing skills/growth.	Ongoing (quarterly)	Principal, Assistant Principals, Counseling Department, Literacy Coach, English Department Lead, English teachers
Provide ongoing feedback to teachers about rigor of reading and writing within their courses.	Use academic coach observations as well as informal administrative observations to provide each teacher with electronic and verbal feedback on rigor at least twice per month.	Ongoing	Principal, Assistant Principals, Academic Coaches
Provide support for students who are unable to read or write at grade-level.	Implement "G" elective Academic Literacy Course for students identified as	Course has already been A-G approved and will commence in the 2017-2018 school	Principal, Counseling Department, Literacy Coach

	at-risk and demonstrating effort in the area of literacy	year. Course will initially be open to freshmen, with plans to add additional grade levels each subsequent school year.	
Provide disciplinary literacy training for teachers	Schedule Literacy Coach and/or Tulare County Office of Education Consultant to provide differentiated training to each department during professional development days	Fall, 2017	Principal, Literacy Coach



LCAP Goal(s): Conditions of Learning and Pupil Outcomes

School Goal #3: Develop and implement support strategies for English Learners to increase achievement.

❖ Additional Applicable WASC Visiting Committee Recommendations: N/A

Objective(s)	Action Steps	Timeline	Monitoring
More effectively address the needs of English Learners within the classroom.	Provide trainings for teachers on how to differentiate instruction for EL students in general and LTELs in particular. Allow teachers to self-select in advance the specific strategies about which they are most curious and provide training in those areas.	February 6th, 2017, August, 2017, and ongoing during extended Professional Development Dates	Principal, ELD Coordinator, Teacher Leads

	Adopt new curriculum in ELA that offers easier options for ELD differentiation.	Adoption went into effect February, 2017, will be piloted in May of 2017, and will officially commence in grades 9-11 in the 2017-2018 school year.	Literacy Coach, English Teacher Lead
	Provide staff members with rosters and color-coding system identifying EL students and their levels.	August 19, 2016 and February 6th, 2017, and at the start of every new semester.	ELD Coordinator

## IV

LCAP Goal(s): Engagement

**School Goal #4:** Continue to increase parent involvement

❖ **Additional Applicable WASC Visiting Committee Recommendations:**

➤ Develop outreach to increase parent involvement

Objective(s)	Action Steps	Timeline	Monitoring
Continue to increase parent involvement	Continue to host PIQE meetings on site, providing child care for attending parents.	Once per quarter	Principal, Assistant Principals, Director of State and Federal Projects
	Provide parents with Illuminate App training at next Report Card Night, and at every subsequent Report Card Night.	March 22nd, 2017, and ongoing Report Card Nights	Head Counselor, Technology Coach

	Combine Student Awards Night with parent awards, recognizing parents who are actively involved in the school.	Fall, 2017 and Spring, 2018	Counseling Department, Principal, Assistant Principals
	Provide teachers with training on how best to communicate with parents (i.e. SchoolMessenger).	September, 2017 during extended professional development time, and at the beginning of subsequent school years	Principal, Assistant Principals, Technology Coach
	Create a “Communicator of the Month” award for teachers who most frequently communicate a balance of positive, negative, and neutral information with parents (as evidenced by SchoolMessenger call logs, for example).	October, 2017 and at the beginning of every other subsequent month	Principal, Assistant Principals, Technology Coach



LCAP Goal(s): Pupil Outcomes

❖ WASC Visiting Committee Recommendation #1:

- Continue to fully develop CTE Academies and Pathways to align them to CTE standards and State requirements, including additional industry certifications for students

Objective(s)	Action Steps	Timeline	Monitoring
Continue to strengthen and align instruction in CTE Academies and	Continue to provide professional development opportunities for CTE	August, 2016 and ongoing extended professional development dates	Principal, Academy Leads, Academic Coaches, Director of College and Career

Pathways	teachers, offering ongoing training in classroom management to instructors for whom teaching is a second career or who are otherwise new to the profession.	throughout the subsequent school years.	Readiness
	Structure and organize quarterly site team meetings for each of the following academies or pathways: AEGT, AOSA, AOHS, Law and Criminal Justice, Arts and Digital Media, and AVID. Site teams would meet during extended professional development time and would involve all stakeholders in the ongoing CTE refinement process.	August, 2017 would be the initial round of site team meetings, and subsequent meetings would occur quarterly thereafter	Principal, Academy Leads, Counseling Department, Director of College and Career Readiness
	Continue to vertically articulate CTE courses with the middle school, and to refine the recruitment and application process.	August, 2016, February 2017, and ongoing dates in 2017-2018	Director of College and Career Readiness, El Monte Principal, Orosi High School Principal, Counseling Department

## VI

### LCAP Goal(s): Pupil Outcomes

#### ❖ WASC Visiting Committee Recommendation #2:

- Develop and implement a plan to monitor and increase math capacity and achievement for all students



Objective(s)	Action Steps	Timeline	Monitoring
<p>Increase student math achievement as measured by course grades, midterms/finals, and the 11th Grade SBAC Math Assessment.</p>	<p>Hire additional math teachers.</p>	<p>Spring, 2017</p>	<p>Principal, Superintendent</p>
	<p>Hire a Mathematics Coach for the 2017-2018 school year to assist the math team in aligning the standards, curriculum, instruction, and assessment to the expectations and rigor of the CA Mathematics Standards and the Summative 11th grade SBAC Math Assessment.</p>	<p>Spring, 2017</p>	<p>Principal, Superintendent</p>
	<p>Continue to work closely with the Tulare County Office of Education Mathematics Consultant, to align common formative and summative assessments with the CAASPP blueprint, and to backwards map with the curriculum to plan.</p>	<p>August, 2015 and ongoing</p>	<p>Principal, Mathematics Coach, Assistant Superintendent of Curriculum and Instruction</p>
<p>Build student capacity and engagement</p>	<p>Continue to offer opportunities for the Math Department to develop research-based instructional practices that promote student engagement with mathematics through professional development workshops and</p>	<p>December, 2016 and ongoing</p>	<p>Principal, Mathematics Coach, Assistant Superintendent of Curriculum and Instruction</p>

	seminars that demonstrate student-centered learning approaches and structures for academic conversation.		
Increase Teacher Team Capacity	Support and develop the Math Department as a high-functioning PLC where course level teacher teams collaborate around the before, during, and after team actions that support their team with the PLC Cycle as an ongoing structure to increase student achievement by aligning expectations, instructional practices, and data to inform instruction.	Fall 2016, and ongoing	Principal, Mathematics Coach,
Continue math course planning and pacing.	To support math course planning, a unit design process will be implemented to include four components: Standards, curriculum, instruction and assessment. To support math course pacing, SBAC priority targeted math standards will be identified and allotted more instructional time.	Summer 2017 and 2 times per course throughout the 2017-18 school year.	Principal, mathematics coach

# VII

LCAP Goal(s): Engagement

❖ WASC Visiting Committee Recommendation #3:

- Revise and align site-specific Student Learning Outcomes to the District SLOs so that they are relevant, measurable, and clearly communicated with students to achieve a favorable impact on student learning

Objective(s)	Action Steps	Timeline	Monitoring
Revise and communicate SLOs, making them concise and memorable so as to be internalized by all stakeholders	Revisit the spreadsheet explaining relevance, alignment, and measurement for the CARDINALS (site specific SLOs). Align the site specific SLOs to the District SLOs and phase out all CARDINALS posters	Summer 2017	Principal, Literacy Coach
	Phase out Character Counts, and align student of the month awards to SLOs instead. Repeat this alignment process for PBIS before even beginning PBIS next year.	Summer 2017	Principal, Character Counts Lead, Assistant Principals
	Add campaign to promote the District SLOs (hashtags on social media instead of the numerous school slogan each year, t-shirts, cheerleader chant, posters to display in classrooms and offices, etc).	Summer 2017	Principal, Cheerleading Coach, Assistant Principals, Athletics Director

	Add the SLO's to our OHS expectations for teachers to post on their boards each day (boards should state the daily learning target, essential question, agenda, and SLO for each course)	Summer and Fall, 2017	Principal, Assistant Principals
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