

Durham High School
Schoolwide Action Plan - June 2018

Goal #1: Leadership team and faculty will work together to cultivate a sense of commitment and ownership through the development of open and honest communications between district leadership, site leadership and staff. Develop and implement inclusive decision-making and problem-solving systems for DHS.

Rationale:

- Ongoing and open communication has been inadequate and has led to fragmentation between administration and staff
- Shared decision making systems have not been in place historically, collaborative creation of district and site educational initiatives has suffered.

Supporting Data:

- Lack of data-driven professional development and vertical and horizontal articulation
- No concise and clear mission and vision for the district and site.
- Student academic achievement is lower than is desired. A large achievement gap exists between several subgroups.

Growth Targets:

- Starting in 2017-2018, and moving forward, the district-wide Teacher Leadership team provides input and helps to collaboratively create district initiatives to help inform site initiatives.
- Starting in 2018-2019 Site leadership team will be integral in decision-making that guides the site's policies, initiatives and practices.

Student Learning Outcomes (SLOs) addressed:

- Foundation in academic knowledge and career-technical education skills
- Demonstrate proficiency of State Standards

Impact on student learning of academic standards & progress toward SLOs:

- Yearly improvement in student achievement as indicated by multiple measures including standardized tests, district interim assessments, etc.
- Narrowing, and ultimate closure of the achievement gap between subgroups in all SLOs.

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Tools for Monitoring Progress:

- Leadership Team meeting notes/minutes
- Increase in collaboratively-created initiatives district-wide
- California State Testing (SBAC)
- ELPAC (Increased RFEP rate)
- Alternative Measures for students with disabilities
- Interim benchmark assessments
 - Measure of Academic Progress (MAP)
- Student performance on teacher-created assessments
- Reporting document for Professional Learning Communities (PLCs)

Reporting Progress:

- SBAC Results
- Results of internal PLC reporting document
- Other assessments results.
 - Short and Long-term student growth tracking via MAP results
 - Completion of Study Island units of study
 - Growth in student achievement of A-G requirements

Tasks	Responsible Persons Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> ● Continuation of regular site-level leadership team meetings ● Implementation of collaboratively developed initiatives 	<ul style="list-style-type: none"> ● Principal ● Site Leadership team 	<ul style="list-style-type: none"> ● PLC training ● LCAP process overview ● Other PD as identified by leadership teams. 	<ul style="list-style-type: none"> ● Leadership team meeting minutes ● Multiple measures, as noted above 	<ul style="list-style-type: none"> ● Ongoing, annually 	<ul style="list-style-type: none"> ● Discussion in staff meetings regarding implementation & new proposals
<ul style="list-style-type: none"> ● Continuation of regular district-wide teacher leadership team meetings 	<ul style="list-style-type: none"> ● Superintendent ● Principals ● District teacher leadership team 	<ul style="list-style-type: none"> ● PLC training ● Other PD as identified by leadership teams. 	<ul style="list-style-type: none"> ● Leadership team meeting minutes ● Multiple measures, as noted above. 	<ul style="list-style-type: none"> ● Ongoing, annually 	<ul style="list-style-type: none"> ● Discussion in admin meetings ● Board meetings

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Goal #2: Leadership team and DHS staff along with counselors create a formalized SST structure for the identification, implementation of modifications and tracking of progress for those students recognized to be struggling.

Rationale:

- Efforts to help struggling students are largely informal and under-documented. Results aren't quantified to ensure effectiveness.
- Available data suggests that achievement gaps exist, and that some students are in need of additional support.

Supporting Data:

- The use of data is necessary to identify academic achievement gaps among the subgroups.
- This data is generally lacking at our site, and is directly addressed by Goal #5

Growth Targets:

- Using the Response to Intervention model, the DHS staff will employ high-quality instruction and universal screening to determine which students are in need of additional educational and behavioral support.
- DHS Students found to be in need of intervention will given a variety of targeted interventions and, if necessary, intensive interventions and comprehensive evaluation.

Student Learning Outcomes (SLO's) addressed:

- Students will possess a strong foundation in academic knowledge and technical skills
- Proficiency in state standards

Impact on student learning of academic standards & progress toward SLO's:

- For students found to be struggling, these supports will help them to achieve our school's graduation goals.
- Students receiving these supports will enjoy higher success rates in their classes.

Tools for Monitoring Progress:

- Data collections efforts at DHS (see Goal #5) will enable us to identify whether efforts to assist struggling students are effective.
- DataQuest
- Use of a Google Forms document created specifically to track in-meeting discussions about each struggling student
- Progress on goals as defined in IEPs or 504s

Reporting Progress:

- Results of internal and external assessments
- Counselor, School Staff to Principal & District Admin

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Tasks	Responsible Persons Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> ● Institute a system to identify and support struggling students 	<ul style="list-style-type: none"> ● DHS Teachers ● Site Administration 	<ul style="list-style-type: none"> ● Targeted PD for assisting struggling students ● MTSS training 	<ul style="list-style-type: none"> ● Internal data collection efforts ● State testing data 	<ul style="list-style-type: none"> ● Starting in Fall, 2018 ● Ongoing 	<ul style="list-style-type: none"> ● Review of data and progress at Staff & Department meetings
<ul style="list-style-type: none"> ● Support the school site in implementing this support strategy 	<ul style="list-style-type: none"> ● District Administration 	<ul style="list-style-type: none"> ● Targeted PD for assisting struggling students ● MTSS training 	<ul style="list-style-type: none"> ● Internal data collection efforts ● State testing data 	<ul style="list-style-type: none"> ● Starting in Fall, 2018 ● Ongoing 	<ul style="list-style-type: none"> ● Review of progress at Principals meetings & board meetings

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Goal #3: Administration and Leadership Team and teachers will create a systematic approach to continuous improvement through professional development based on student performance data, students needs, and research.

Rationale:

- Professional development opportunities for teachers at Durham High are widely available, though not targeted.
- Data should be used to advise and, later, evaluate the effectiveness of professional development opportunities.

Supporting Data:

- Given the lack of overall data (addressed in Goal #5), support for creating this goal is guided by an observed lack of data-driven justification for the professional development pursued by the staff.
- There is a need to connect the PD sought by our faculty to identified student-learning achievement needs and Action Plan goals.

Growth Targets:

- A multi-year professional development plan that supports student learning, proficiency and mastery of standards and SLOs will be developed
- Professional Development will be evaluated after the fact using newly created data collection framework.

Student Learning Outcomes (SLO's) addressed:

- Strong foundation in academic knowledge and technical skills
- Skills necessary for real-life situations and lifelong development

Impact on student learning of academic standards & progress toward SLO's:

- Targeted PD should result in the identification and implementation of effective instructional strategies that are research-based and used schoolwide.
- This should have an impact on our entire student population, across the spectrum of Student Learning Outcomes, and should be observable by using multiple measures to evaluate student achievement.

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Tools for Monitoring Progress:

- State testing and internally collected data will inform the effectiveness of professional development in addressing needs of:
 - Key subgroups
 - Students identified as struggling

Reporting Progress:

- Site Data team will report to the staff at large at staff and department meetings regarding the effectiveness of targeted PD efforts.
- Teachers doing PD report back to the staff at staff and department meetings.
- Individual teacher reports of student progress via data collection of teacher-created and district-level assessments.

Tasks	Responsible Persons Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> ● Identify areas of most urgent need for professional development 	<ul style="list-style-type: none"> ● Site Data Team ● Site PD Team ● Site Administration 	<ul style="list-style-type: none"> ● Internal data collection system to identify areas of need. 	<ul style="list-style-type: none"> ● Existence of a set of PD priorities, as created by the persons involved 	<ul style="list-style-type: none"> ● June 2019 	<ul style="list-style-type: none"> ● PD Team to Principal
<ul style="list-style-type: none"> ● Select PD opportunities that address areas of need 	<ul style="list-style-type: none"> ● All school staff ● Site Administration ● Site PD Team 	<ul style="list-style-type: none"> ● Money for the PD that is ultimately selected. 	<ul style="list-style-type: none"> ● Is targeted PD being undertaken by staff? ● Are they bringing information back & presenting it? 	<ul style="list-style-type: none"> ● June 2020 	<ul style="list-style-type: none"> ● Staff to Principal
<ul style="list-style-type: none"> ● Support school staff in identification of areas of need 	<ul style="list-style-type: none"> ● PD Team ● Data Team ● District Special Projects Secretary 	<ul style="list-style-type: none"> ● Internal data management system 	<ul style="list-style-type: none"> ● Are the areas of focus for PD being refined as data is analyzed, and other needs found? 	<ul style="list-style-type: none"> ● June 2020 ● Ongoing 	<ul style="list-style-type: none"> ● PD Team & Data team to Special Projects Secretary & Principal

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Goal #4: Update and increase teacher and student access to technology, including expanding the Internet and computer lab capabilities.

Rationale:

- While access to technology across our district has improved dramatically over the past few years, a coherent plan doesn't exist for the future procurement of material and the maintenance and replacement of technology we already possess.
- Access to professional development supporting the use of new technology is not firmly established or widely used.

Supporting Data:

- Few teachers have had formal training in the use of technology in their classrooms.
- Available technology by itself has a limited impact if teachers aren't informed on effective ways to use it.

Growth Targets:

- A formalized, comprehensive technology plan will be created which includes fiscal plan for equipment repair and eventual replacement of computers, tablets and other technology-related equipment.
- The entire staff will, at some point over the course of each school year, will engage in some training or other professional development focused on the use of technology in the classroom by both teachers and students.

Student Learning Outcomes (SLO's) addressed:

- Students will show the ability to communicate in a variety of ways
- Students will utilize current and appropriate technology effectively for a variety of purposes

Impact on student learning of academic standards & progress toward SLO's:

- This should apply across academic and career-technical disciplines, as technological literacy is applicable in all areas.
- Student achievement should be improved in all areas and across all subgroups.

Tools for Monitoring Progress:

- Annual technology census
- DataQuest
- Meeting minutes indicating time allotted for technology-sharing by staff
- Technology Census
- Technology Plan (when created)

Reporting Progress:

- Members of the site technology team to entire staff
- Members of the site technology team to site and district administration.
- Results of student and parent technology survey responses.

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Tasks	Responsible Persons Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> ● Create Technology Plan 	<ul style="list-style-type: none"> ● Site Technology team ● Site Admin ● Parent Fundraising representative 	<ul style="list-style-type: none"> ● Periodic Technology Census, so it is known how much and which types of technology already exist. ● Time to meet with staff and discuss what types of tech are needed most urgently, including repair or replacement of outdated equipment. 	<ul style="list-style-type: none"> ● Existence of a formal technology plan. ● Successive increase in technology as recorded in the tech census ● A turnover of older machines and equipment for newer, as is appropriate. 	<ul style="list-style-type: none"> ● Fall, 2018 ● Ongoing 	<ul style="list-style-type: none"> ● Site Tech team to entire staff ● Site Tech team to district and site admin
<ul style="list-style-type: none"> ● Provide PD as needed to support technology use in classroom by teachers and students 	<ul style="list-style-type: none"> ● Teaching faculty ● Site PD team ● Site Tech team ● Site Admin 	<ul style="list-style-type: none"> ● PD related to the use of technology: <ul style="list-style-type: none"> ○ CUE Conferences ○ BCOE Tech Trainings & Information 	<ul style="list-style-type: none"> ● Are more and different tech being used in more classrooms by both teachers and students? 	<ul style="list-style-type: none"> ● Spring, 2019 ● Ongoing 	<ul style="list-style-type: none"> ● Site Tech & PD Teams to staff, District & Community

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Goal #5: The site administration, Leadership Team and faculty develop an effective schoolwide data system to collect, disaggregate (across all areas and subgroups), analyze and apply the findings to drive educational decision-making processes resulting in schoolwide change and increased student achievement.

Rationale:

- Data collection and analysis is virtually non-existent currently at Durham High School
- Site-wide decision making should be informed and evaluated using collected data to see what works and what doesn't.

Supporting Data:

- Significant gaps exist between subgroups, especially between economically disadvantaged students and their more affluent peers.
- There is a general lack of data to inform site decisions and implementation of new programs.

Growth Targets:

- 10% improvement in mean scaled scores in Mathematics
- 5% improvement in mean scaled scores in English and Language Arts

Student Learning Outcomes (SLO's) addressed:

- Understand and convey information in written, oral, visual or artistic form
- Demonstrate Proficiency of state standards

Impact on student learning of academic standards & progress toward SLO's:

- Student achievement should improve across subject areas, as the increase in data should inform targeted reforms and new program implementations.
- Targeted intervention and support for struggling students subgroups.

Tools for Monitoring Progress:

- SBAC scores as accessed from DataQuest
- Internally collected data
 - Locally generated Assessments
 - MAP test scores
 - Attendance Data
 - Data related to struggling students and intervention efforts

Reporting Progress:

- Site Data Team to entire Staff
- Site Data team to district & Site Admin
- District and Site Admin to School Board
- Horizontal and Vertical articulation based on student performance data

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Tasks	Responsible Persons Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> Implement a site-wide data management system 	<ul style="list-style-type: none"> Site Data Team Site Principal Superintendent District CFO 	<ul style="list-style-type: none"> Data management software (Illuminate, or expanded features in the programs we already have like Powerschool and the Measure of Academic Progress) 	<ul style="list-style-type: none"> Acquisition & deployment of a product 	<ul style="list-style-type: none"> January, 2019 	<ul style="list-style-type: none"> District to Site
<ul style="list-style-type: none"> Establish a system wherein data collected with the abovementioned system is disaggregated and delivered to the teachers and the site and district admin. 	<ul style="list-style-type: none"> Site Data Team Principal District Special Projects Secretary. 	<ul style="list-style-type: none"> Training in the use of whatever software/service we purchase or upgrade to. 	<ul style="list-style-type: none"> Release of the first useful data will be an indicator 	<ul style="list-style-type: none"> June, 2019 	<ul style="list-style-type: none"> Data Team to School & District Staff
<ul style="list-style-type: none"> Have a schoolwide discussion about what kinds of data we'd like to collect and use for our growth. 	<ul style="list-style-type: none"> High School Teaching, support, & administrative staff. 	<ul style="list-style-type: none"> Time to have meetings PD focused on the meaningful use of data. 	<ul style="list-style-type: none"> Existence of a formalized plan that is generally agreed upon by the whole staff. Continued release of data. 	<ul style="list-style-type: none"> December, 2019 	<ul style="list-style-type: none"> Data Team to district and site administration

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Goal #6: The administration, Leadership Team and faculty expand and further develop the collaboration processes and time toward aligning curriculum, improving instruction, analyzing assessments and increasing student achievement.

Rationale:

- Weekly collaboration time allows for schoolwide improvement if implemented correctly
- Structures, like Professional Learning Communities, can guide the use of this time so that it is meaningful and data driven.

Supporting Data:

- The weekly, 1-hour collaboration time was added to the High School and Intermediate School schedules in 2015 but few formal structures exist regarding the use or effectiveness of the time.
- Collaboration days are scheduled and used in an ad-hoc way at times

Growth Targets:

- 3 of every 4 hours of weekly collaboration time will be scheduled for aligning curriculum, improving instruction, analyzing assessments or otherwise increasing student achievement.
- 1 of every 4 hours will be left flexible, to be used as specific needs or opportunities for discussion arise. If nothing arises,

Student Learning Outcomes (SLO's) addressed:

- Students will show the ability to communicate in a variety of ways
- Students will possess a strong foundation in academic knowledge and technical skills
- Students will demonstrate skills necessary for real life situations and lifelong development

Impact on student learning of academic standards & progress toward SLO's:

- Student achievement should improve in all subject areas, as this time is available to all staff members.
- As progress toward SLO's is measured and analyzed, the use of the collaboration time can be refined.

Tools for Monitoring Progress:

- SBAC scores as accessed from DataQuest
- Internally collected data
 - Locally generated Assessments
 - MAP test scores
 - Data related to efforts undertaken during collaboration time

Reporting Progress:

- Individual teachers to Site Admin & PD team.
- Standardized collaboration and PLC reporting documents
- Annual district-wide report of student performance.

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Tasks	Responsible Persons Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> Formulate a PLC structure for the site. 	<ul style="list-style-type: none"> Principal PD Team Leadership Team 	<ul style="list-style-type: none"> PD related to the implementation and efficient use of PLCs Release time for said PD, and for extended planning on-site 	<ul style="list-style-type: none"> Existence of a codified structure that can be put in place. 	<ul style="list-style-type: none"> December, 2018 	<ul style="list-style-type: none"> Principal, PD Team, Leadership Team to Staff
<ul style="list-style-type: none"> Teachers and staff begin the implementation of the PLC structure 	<ul style="list-style-type: none"> Principal Teaching Staff Administrative and support staff 	<ul style="list-style-type: none"> PD related to the implementation and efficient use of PLCs 	<ul style="list-style-type: none"> Occurrence of PLC meetings during collaboration time. 	<ul style="list-style-type: none"> June, 2019 	<ul style="list-style-type: none"> Site Staff to Principal
<ul style="list-style-type: none"> Use the PLC structure to evaluate the effectiveness of both PD and Collaboration time. 	<ul style="list-style-type: none"> Principal Teaching Staff Administrative and support staff Leadership Team 	<ul style="list-style-type: none"> Continued training on PLCs. 	<ul style="list-style-type: none"> Data returns should indicate positive results if endeavors are working, negative if things should be refined. 	<ul style="list-style-type: none"> September 2019 Ongoing 	<ul style="list-style-type: none"> Site Staff to Principal