International Polytechnic High School
Chapter V: School Action Plan

2021-2022 Schoolwide Action Plan

Original action plan designated three school goals and the visiting committee identified two additional goals. The additional goals fell within the scope of the three original goals so they were incorporated into Goal #2. The action steps under each goal are organized into four **types** of actions identified: Curriculum and Instruction, Utilization of Data and Schoolwide Accountability, Professional Growth, and Supportive School Climate

NOTE: All the information and data (located in gray area beneath each school goal) used to determine the original goal for our Focus on Learning WASC 2018 document appears in the information below. All updates to the goal, sub goals or action steps are noted in the column "Change from 2018".

SUBJECT: SCHOOLGOAL#1: Develop systems of communication to engage all stakeholders in the success of students.

LCAP : GOAL #1: Engagement
 All students in Educational Programs will have access to a comprehensive plan of innovative systems that:
- Promote active parent involvement through surveys, school committees, site based workshops & staff development as it relates to parent involvement
- Increase student success and achievement by working with stakeholders, including partner agencies, to maximize engagement
- Increase the percentage of students who complete high school through strategic review of student data

Expected Annual Measurable Outcomes:
 Specialized High Schools (IPOLY and LACHSA) and CCS suspension rate is less than 5%
 Specialized High Schools and CCS will maintain a suspension rate lower than 5%
Attendance rates for the schools this past school year are as follows:
Specialized High Schools – 94%
 Target for all schools is to increase attendance rate by 1% or more from baseline

LACOE Strategic Plan: Scorecard 1 Customer Service and Satisfaction: Communication and Collaboration
LCFF Priority: Priority 5 Pupil Engagement, Priority 6 School Climate (Pupil Outcomes 6A and 5D)
Data Used to Form this Goal:
Parent Surveys:

- Teachers communicate with me about my child's progress and areas of improvement: Disagree and Strongly Disagree: 2015 = 54%, 2016 = 49%, 2017 = 46%
- Out of four options which of the following improvements would you MOST like your school to make: Communication with Parents: 2015 = 68%, 2016 = 58%, 2017 = 51%
- More than 75% of parents feel that they would like more information and parent trainings on "Understanding the College-Going Path"
- PTSA finds it difficult to have a response from parents who are not in the immediate areas

Teacher Surveys:

- Teachers are using a variety of online solutions to communicate with students, present in class and post calendars and homework responsibilities
- Teachers have found that sometimes they are not aware when student is on the Watch List and what intervention services the student is involved in.

Recruitment Assessment data:

- Process was not known by all staff nor did most staff feel like they had input into overall process of student selection
- Process for recruitment and assessments needs to be analyzed and solidified.
- Entrance Assessments need to be aligned to the format of NGSS and Common Core

How the school will Evaluate the Progress of this Goal:

- Recruitment Data shows alignment with new policies in place.
- Staff is given the opportunity to participate in the Entrance Assessment proctoring
- Staff and Faculty create a joint committee to assess all applicants
- New website is launched and all teachers have an active teacher page, calendar and assignment dropbox.
- Parent Surveys show at least a 10% decrease in parents feeling like they want the school to communicate more with them regarding the progress of their child.
- A tracking system is put in place in Aeries to alert all teachers to students on the Watch List

Curriculum and Instruction:

1.1.1   Strengthen the collaboration between grade-level teams and PE/Foreign Language teams to better meet the needs of all students.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE	Change from 2018
Integrate projects across all curricular areas (including PE/FL) • Provide teacher prep time to collaborate with grade level teams to design components that are interdisciplinary across PE and foreign language • Develop lesson plans that integrate and support grade level semester projects	Teacher teams PE/FL content teams	Pull out days Friday PD Summer Work days	Project designs	Annually Summer PD	Log of hours per month with collaboration in 9th and 10th grade level team	Ongoing: Started 2018 but needs to be continued
Develop a sequence syllabus across grade levels, complete 1st and 2nd semester • Science: Plan and design curriculum course outlines to meet NGSS standards (grades 9-12) • HSS: Develop standard based scope and sequence for Historical	• Teachers in core level classes	Pull Out days Quarterly and Summer PD	Syllabi for every course identifying alignment to appropriate standards (NGSS - Science, CCSS ELA – English and Social Science, CCSS Math - math, CCSS College and Career –	Spring 2022 June 2022	• Syllabi for each course • Scope and Sequence for grade level	Started in 2019 but needs to be addressed starting 22-23 SY

			Foreign Language and CTE, CCSS Literacy, PE and Social Science)			
and Social Sciences Analysis Skills grades 9 – 12 • English: Design curriculum and provide strategies and support services for students to master the three CCSS writing types: informational, argumentative and narrative. • Math: Redesign grade level standards to best meet the needs of each cohort of students to prepare them for CAASPP						

1.1.2 Formalize a transparent Student Planning Team outcome process and intervention process for all instructional staff in order to best meet the student's instructional needs.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE	Change from 2018
Coordinate initial plan with SpEd, counselor, academic monitor and admins – create a clear matrix of intervention (Parent Conference, SPT, 504, SpEd Referral)	Admin Counselor Academic Monitor SpEd Team	MTSS PD for all staff	Matrix developed for intervention	Fall 2022	MTSS Matrix and Staff Sign In/ Collaboration Docs in Google	MTSS Matrix developed, articulated written process needs to be established
Coordinated training and implementation of new MTSS Matrix	All staff Members	Friday Staff meetings Weekly	All teachers understand the intervention matrix	Fall 2020	Sign in sheets Agendas	Began 2020, As process is developed training needs to continue
Revise MTSS Matrix to incorporate new resources and services	Instructional Support Team	Weekly Instructional Support Meetings	New matrix with added resources	Fall 2021 Fall 2022	Analysis of Annual Matrix	Instructional Support Team established, meeting weekly, revised annually
Wellness Reports established for all students in SIS and weekly review by instructional support team	Instructional Support Team	Weekly Instructional Support Meetings	Analysis of Weekly Wellness Report across grade levels	Fall 2021 Fall 2022	Weekly Wellness Summary Report	Began 2020, weekly written response in Wellness Reports and communication from counselors

						needs to be formalized

Utilization of Data and Schoolwide Accountability:

1.2.1 Utilize the various data systems to analyze student achievement. (Naviance Alumni Tracker, Aeries, CAASPP platform, ELPAC, NWEA)

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE	Change from 2018
Analyze summative and formative data from new textbook implementation (Math & ELA)	English and Math Teachers Admin	Pearson Trainings	Results of Diagnostic Pearson Testing	Removed 2021	Logs of results Changed lesson planning	Teachers did not find useful, stopped 2020, Began NWEA 2021
Train all teachers in the CAASPP system and reporting	Admin District Staff Teachers	Trainings for parents and teachers	Access logs show 100% of teachers have logged in and administered assessments	Spring 2022	Data Analytics	Changed: Interim assessments stopped 2020, NWEA will take place of annual growth assessments but CAASPP will be used to gauge movement toward 11th assessment.
NWEA purchased and achievement assessments taken twice per year in each grade level	Admin Teachers	Trainings for teachers on administering assessments	Math and ELA assessments taken twice per year in all grade levels	Fall 2021	Math and ELA summary reports	New action to assess growth over the year.
NWEA professional development: assessment reports	Admin TOSA's	Semester trainings to review growth results	Math and ELA assessments taken twice per year in all grade levels	Fall 2021	Training Materials Sign-In Sheets	New action
Support EL Coordinator with training on new ELPAC and site implementation	Admin District Staff EL Coordinator	Quarterly Training	EL Coordinator has kept IPoly in 100% compliance with EL	Each semester EL Coordinator attends at least one training	Sign In sheets	Ongoing

Professional Growth:

1.3.1 Provide professional development to teachers so they understand how to utilize the various data systems available (Aeries, Naviance, Pearson Realize, ParentSquare)

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE	Change from 2018
Develop schoolwide use of Naviance • Training classroom staff • Training office staff • Training students • Training parents	Admin Dean of College Admissions Counselors	Training videos Friday Trainings	Logs of use – Goals: • 100% students • 50% parents • 75% staff	Annual: Parent Training Spring 2022	Sign In sheets Use of Naviance by teachers Use of Naviance by parents and students	Ongoing: Update goals and usage
Develop schoolwide use of Aeries for data management • Training classroom staff • Training Office staff • Training parents • Teacher monthly grade emails	Admin ITO District TOSA's	Friday Trainings Fall Parent Orientation Semi annual parent trainings in English and Spanish	• 100% parent portal use • 100% student accounts	Annual	Weekly grade input from teachers Log of parent use Log of student use	Ongoing
Develop schoolwide use of online communication tool (ParentSquare)	Admin ITO District TOSA's	Friday PD Trainings Fall Parent Orientation Semi annual parent trainings in English and Spanish	• 100% parent portal use • 100% student accounts	Annual Registration	Weekly grade input from teachers Log of parent use Log of student use	Ongoing

Supportive School Climate:

1.4.1 Redesign website and **implement online communication** tool so all staff have functional capability to to fully communicate with all stakeholders. (Changed)

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	Evidence	Change from 2018
Redesign website that includes	Admin	Friday PD	Trainings	Update to	Website launch	Changed:

additional sources to communicate with parents (New website tools)	Contract Consultant TOSAs Outreach Coordinator		Before and after surveys	new website template Spring 2022		Website did not have capability we needed. Website is now only public reference.
Research and provide new online communication tool for all parents and students	Admin TOSAs	Trainings for staff and teachers	Implementation of Parent Square with 95% Connectedness Report	Fall 2021	ParentSquare Dashboard	New Action
Provide training for staff and parents during registration for new online communication tool	Admin TOSAs	Trainings for staff and teachers	Registration Materials Logs and Sign-Ins	Fall 2021	ParentSquare Dashboard	New Action
Provide weekly communication to parents through online communication tool (ParentSquare) to update school business in the form of letters, newsletters, announcements, etc.	Admin Office Staff TOSAs Social Worker Wellness Counselor	Trainings for staff and teachers	Online feedback within ParentSquare Surveys with parents and students for effectiveness	Fall 2021	ParentSquare Dashboard	Changed action to ParentSquare secure online communication tool
Weekly/monthly academic grade level announcements, updates, celebrations to parents through ParentSquare	Grade level Teams TOSAs	Trainings for grade-level teams on sending ParentSquare Posts	ParentSquare Dashboard	Fall 2021	Grade-level ParentSquare announcements	Changed action to ParentSquare secure online communication tool
Creation of new website and teacher accessibility – grade level creation of website for project collaboration	Outreach Coordinator Admin Teacher Outside Consultant	Ongoing training for new website – one task at a time	100% of staff have logged in and created Google Classroom, Linked off of the main public website	Fall 2022	New website Sign In sheets	MOVED from 1.2.2: 100% of teachers maintaining Google Classroom
Website coordination of outreach to all stakeholders, update all public content	Admin Outreach Coordinator TOSAs Social Worker SrProg Specialist	Bi-annual trainings for parents Monthly training (last Friday of the month) for teachers and staff	Two trainings per year for parents are held/ Combined with Naviance Training	Spring 2022	New website Sign In sheets	MOVED from 1.2.2: Website changed 2018, New template purchased 2021 and will update content in SY 21-

						22. Primary Communication now through Online Communication Tool
Training for new online communication tool for all stakeholders groups	Admin TOSAs	Bi-annual trainings Monthly Targeted Tips	100% of staff have logged in and created	Fall 2021	Database Logs and online dashboard	New Action

1.4.2 Continue to partner with all stakeholders (students, parents in communicating all aspects of their students' secondary path to ensure their child's success in postsecondary goals.

	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING	Change from 2018
Implement Assemblies: Rachel's Challenge, CVS One Choice (to promote positive school culture and community)	Admin	Professional Outside Resources	Survey to students and parents	REMOVED	School Calendar of events scheduled	CHANGED: Senior project changed to include these assemblies in 2019-2020
Provide monthly parent workshops – college admissions (English and Spanish) • Provide parent information sessions that target trends, parenting, college and student success	Dean	Naviance Spanish translators/staff Guest speakers College Admission counselors, Naviance Trainings, Community Resources (CBO)	2021-2022 =55% Parent Naviance Use	Fall 2021	Sign In sheets Flyers Use of Naviance by parents PTSA Education Agendas	CHANGED: Implementation changed due to COVID

SUBJECT: SCHOOL GOAL #2: All students will be college and career ready.

LCAP : GOAL #3: Pupil Outcomes
Educational Programs will continue to monitor a comprehensive plan of innovative systems that include refined metrics to measure the achievement of all students and universal use of the electronic Site Data Plan to guide the decision-making process in order to raise academic excellence

Expected Annual Measurable Outcomes:
Among 11th graders who submitted EAP scores, 52% were deemed college ready in ELA, and 30% were deemed college ready in Math
   11th Graders EAP submission scores as being college ready will increase to 55% for ELA and 33% for Math
Specialized High schools had 90% of students deemed college ready in ELA and 52% of students deemed college ready in Math based on CAASPP scores of Standard Met and Standard Exceeded
   Specialized High schools will increase 2% from the baseline, in meeting and exceeding the standard, on both CAASPP ELA and Math

LACOE Strategic Plan: Scorecard 2 Improved Student Outcomes: High Quality Engaging Instruction

LCFF Priority: Priority 4 Pupil Achievement (Pupil Outcomes 4B and 4D)

LEA Goal One: Students will reach common core state standards, at a minimum, attaining Standard Met and/or Standard Exceeded in the area of English/Language Arts and Math on the CAASPP.

Data Used to Form this Goal:

- In 2017, 50 % of students were proficient in mathematics, a drop of 13% from 2016. Even though we had a lower percentage proficient, the fact that a high percentage of our students take a college course during their high school enrollment deems them college ready.
- Based on the College and Career Indicators, 100% of our students who graduated in 2017 were College and Career Ready.
- In the last three years, 99% - 100% of our students have graduated with a diploma and 95% - 98% have matriculated to postsecondary education.
- The percentage of students taking Dual Enrolment classes has moved from 45% five years ago to 88% this year.

How the school will Evaluate the Progress of this Goal:

- IPoly will maintain above 98% of students being College and Career Ready as deemed by the state indicator.
- IPoly will maintain at least 98% graduation rate.
- I Poly will increase the percentage of students moving into the proficiency indicator on CAASPP mathematics and maintain above a 90% proficiency rate for English

Curriculum and Instruction:
2.1.1   Increase in the percentage of students moving from one band of proficiency to the next band of proficiency in the CAASPP for ELA/MATH.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE	Change from 2018
English and Math teams will analyze results from CAASPP and NWEA annual growth and align lesson planning to meet the areas of weakness for each grade	Admin English Team Math Team	CAASPP training Data analysis training Staff Meetings to review data	CAASPP results and NWEA results from 9th, 10th and 11th	Spring 2022	Sign In sheets Data Analysis NWEA Scores	Changed: Changed Data to include NWEA

level.						
ELA scores on CAASPP will increase 2% meeting and exceeding proficiency each year.	Admin ELA and SS Team District Staff	• EQUIP Training • Pull Out for ELA Team	**Baseline: 89%** CAASPP: 2021-22 = 90% 2022-23 = 92% 2023 -24= 94%	Spring 2022	CAASPP Scores Sign In Sheets Scope and Sequence	==New Action== 2017-2018 = 96% 2018-2019 = 89%
Math scores on CAASPP will increase 2% meeting and exceeding proficiency each year.	Admin Math and Science Team District Staff	• EQUIP Training • Pull Out for Math Team	**Baseline: 63%** CAASPP: 2021-22 = 63% 2022-23 = 65% 2023 -24= 67%	Spring 2022	CAASPP Scores Sign In Sheets Scope and Sequence	Changed: Met 2018 @ 66% Not Met :2019 @ 63%

2.1.2 Standard-Based Instructional Planning - aligning learning and student objectives to Common Core State Standards and Next Generation Science Standards to ensure that a higher level of learning (Depth of Knowledge) is attained.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING	Change from 2018
Develop grade level scope and sequence at each grade level for the following: • Presentation Skills • Technology • Study Skills • Cooperative learning groups • IPoly 6 C's	Teacher teams Admin	Time in grade level and department teams	Student Survey Semester PBL	Summer 2022	Content team meetings Scope and Sequence Monthly School Video	Began in 2017 and halted in 2019. Begin again in Summer 2022
Continue to refine course curriculum, including electives, so they are rigorous and prepare students to be college and career ready.	Teacher Teams Admin	• NGSS Trainings for all staff • Intensive PBL Training • ACTFL Conference	Master Schedule Shows diversity and consistency of electives	Summer 2021	Course Curriculum College Admission Data	Ongoing
CAST scores on CAASPP will increase 2% meeting	Admin Math and Science	• EQUIP Training	**Baseline: 65%** CAASPP:	Spring 2022	CAASPP Scores Sign In Sheets	==New Action==

and exceeding proficiency each year.	Team District Staff	• Pull Out for Math Team •	2021-22 = 67% 2022-23 = 69% 2023 -24= 71%		Scope and Sequence	2018-2019 = 65%

2.1.3   Maintain above 95% of graduating class matriculating to higher education. (CHANGE: Goal changed from focusing on moving students into a 4yr education to maintaining a high success rate of students completing a postsecondary education.)

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE	Change from 2018
Implement additional support services for students to lower affect of attending postsecondary education. -Implement Dual enrollment program with Mt. SAC (on IPoly campus) -Implement free ACT prep program for all 11th grade students (50 students)	Admin Dean	Training meetings with Admin and Mt Sac	Dual Enrollment with Mt Sac = 3 classes/semester ACT Boot Camp - 50 students and 75% of scores increase	SY 2021-2022	MOU with Mt Sac MOU with Test Prep Company Test Company Summary Report	Changed GOAL and action to be more specific.
Create system to track number of students matriculating to higher education: 4yr, 2yr, and technical schools.	Admin Dean of College Admissions Counselors	District PD for opportunities	Graduating Class Stats and System in place	Spring 2022	Graduating Class Stats and implementation of system	New Action
Coordinate available College and Career Fair	Admin Dean of College Admissions	Identify 2 main college and career fairs and coordinate attendance	100% of seniors attend fairs Increase Naviance use	Fall 2022	Agendas at Fairs Student Lists of attendance Naviance	Halted in 2018-2019, College visits have become virtual
Counselors will be trained in analyzing Naviance Alumni Tracker and follow up with persistence data.	Dean of College Admissions Counselors	Bi annually	Logs and summary reports to admin annually	Spring 2022	Data Analytics	New action

2.1.4 Students will show mastery of California College and Career Readiness standards and PBL projects and curriculum will have a well-defined criteria, rubric and assessment

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE	Change from 2018
Integrate conflict resolution curriculum and/or skills • Determine grade appropriate skill set • Integrate skill set with curriculum and projects • Develop teacher trainer model for new staff • Create peer review panel to support student groups identified	Admin Grade level teams Counselors Dean SrProgSpecialist	PBL training to insert into semester projects PBL training on rubric assessment Committee formed to develop a "Welcome to IPoly" professional resources	All 8 semester PBLs will have conflict resolution skills articulated	Summer 2022	Semester PBL	Not started
Consensus on proficiency/grading & weighting for project grades at different grade levels • Review 5 year data (grades) • Research and discuss criteria for grade distribution • Re-evaluate and determine best practices for project grade weight in overall grade • Develop guidelines and procedures	Teachers Admin	Create a system to track PBL semester grades Training on EQUIP, best practices Staff PLC in grade level and department teams	Grading shows consistent weighting and tracking across grade levels.	Summer 2022	Data Analysis Guidelines and Procedures	Not started
Research and identify a system to track PBL Projects by student across grade levels	Admin Committee of Staff	District PD for opportunities	System in place	Spring 2022	Implementation of system	<mark>New Action</mark>

2.1.5 Develop systems to demonstrate higher levels of proficiency through multiple measures specifically in the area of mathematics. (<mark>New sub goal from 2018 VC growth area</mark>)

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE	Change from 2018

Purchase Math IXL and implement in 9th, 10th, and 11th grades for all students	Admin TOSAs Math teachers	Math IXL PD TOSA trained for Export		10th = Fall 2020 9th and 11th = Fall 2021	All students in 9th – 12th have accounts, logs of use	New goal and new action
Identify new resources to assist in students engaging in critical thinking with math	Admin TOSAs Math teachers District Math Specialists	As needed	New resources identified	During Spring and Summer 2022	List of new resources	New goal and new action
Train all math teachers in question types for CAASPP	Admin District Assessment Specialists Math teachers	Pull Out Day with District	All teachers can embed question types in unit assessments	Spring 2022 Summer 2022	PD Materials	New goal and new action
Create scope and sequence across all four grades with math skills and question types to scaffold skills.	Admin TOSAs Math teachers District Math Specialists	As needed	Scope and Sequence aligns across grades	During Spring and Summer 2022	Course Scope and sequence	New goal and new action
Identify one assignment type that supports critical thinking in mathematics and implement each semester in every grade level	Admin Math teachers	Pull Out Day with District	All teachers embed question types in unit assessments.	Spring 2022 Summer 2022	PD Materials	New goal and new action
Analyze math textbook and identify new textbook to better support math goals.	Admin Math teachers District Math Specialists	Pull Out Day with District	Adoption Process Completed	Summer 2022 and Fall 2022	Book selected	New goal and new action

Utilization of Data and Schoolwide Accountability:

2.2.1 To increase the number of students who complete a concurrent college class during their tenure at IPoly we will gather and track pertinent data. (Changed goal to incorporate more data points.)

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE	Change from 2018
Create a system in Aeries that is available to all staff to identify and track subgroups.	Admin Counselor Dean	Aeries Consultant training Staff Training	System implemented in Aeries so all staff can see students concurrently enrolled	Fall 2022	Aeries Reports Aeries Demographic Screen	Ongoing

Evaluate math program, concurrent college options, and IPoly course curriculum to ensure students are prepared for postsecondary opportunities.	Admin Dean of College CBOs	Annual College Counselor Meetings (UC, CSU, Private)	Annual Concurrent options Surveys from Alumni	Spring 2022	Master Schedule College Admission	Ongoing

2.2.2 Decentralize student scheduling to better meet the needs of students

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE	Change from 2018
Reorganize class scheduling so students have a personalized learning plan for all four years revisited annually with counselors.	Counselor Admin TOSAs	Counselor Training	100% of students use 4-year plan	Registration Annually	4 Year-Plans	Ongoing
Create an interest survey that students submit for development of electives offered	Admin Counselors	Google Survey	Electives are selected with a combination of	Registration 2021	Google Survey results	<mark>Growth area from VC 2018</mark>

Professional Growth:

2.3.1 Continue to provide dedicated time on daily and weekly basis to grade level teams to co-plan in addition to providing department planning time on a monthly basis or as needed.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING	Change from 2018
Provide additional pull out days based need to each department to better align curriculum across all grade spans	Admin Department Teams	Sub Coverage	Scope and Sequence	Spring 2022	Calendar showing days Scope and Sequence for each department	Ongoing

2.3.2 Develop relationships with Community Based Organizations to further allow our students opportunities to support them in their postsecondary endeavors.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE	Change from 2018
Increase collaboration with CalPoly Pomona • Improve structure and opportunities for Young Scholar Program • Develop MOUs for Work program tutoring, student teaching, student teaching fieldwork • Investigate additional ways to collaborate with department deans • Coordinate services and class enrollment with Department Deans	Admin Dean Counselor	Establish Meetings with CalPoly departments to discuss procedures: President, Registrar, Admissions, Department Deans	New procedures in place	Fall 2022	Calendar showing meetings Procedures of Young Scholar Program Forms and Procedures on Website	Ongoing
Increase collaboration with Mt Sac Community College • Dual Enrollment on IPoly campus MOU • Develop Connect 4 procedures so IPoly students can seamlessly enroll after graduation. • Facilitate enrollment for concurrent enrollment with 100% of sophomores	Admin Dean Counselor	Quarterly meetings with Mt Sac Dean	Mt Sac Dual Enrollment MOU in place annually Connect 4 procedures enroll 100% of seniors who are considering Mt Sac	Spring 2022	MOU Calendared Meetings	Ongoing
Investigate other CBO's that IPoly could partner with to increase internship opportunities for our students.	Admin Dean of College Admissions	Meet with surrounding districts to investigate	Four CBO partnerships established by 2022-2023 school	Fall 2022	Calendared Meetings	Put on hold because of COVID: Ongoing

		partnerships and established internship programs	year				

Supportive School Climate:

2.4.1 Embed 6Cs into the Culture and Curriculum

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING	Change from 2018
Create monthly media announcement to display on all school TVs and new website	Admin TOSAs	New website training	Monthly website Semester projects show the 6Cs implicitly embedded	Fall 2021	Monthly Video Displayed on Website by 2021-2022	Current during on campus instruction
Grade level teams identify and highlight 6Cs in semester PBL	Grade Level Teams	PBL Training Faculty Collaboration of 6c Month	Semester projects show the 6Cs implicitly embedded Student Surveys show at least 80% of students can identify 6Cs by 2022-2023	Summer 2022	Semester Projects Monthly Videos Display Document identifying "6Cs of the Month"	Changed: Embedded into monthly videos on campus and each month determined as a highlight
Embed the 6Cs into monthly Equity Activities	Sr Prog Spec Equity	Faculty Meeting Collaboration	Monthly Equity Activities aligned	Spring 2022	Monthly Equity Activities aligned	<mark>New Action</mark>

SUBJECT: SCHOOLGOAL#3: Develop a system of assessments to guide instructional learning.

LCAP : GOAL #3: Pupil Outcomes

Educational Programs will continue to monitor a comprehensive plan of innovative systems that include refined metrics to measure the achievement of all students and universal use of the electronic Site Data Plan to guide the decision-making process in order to raise academic excellence

Expected Annual Measurable Outcomes:

Among 11th graders who submitted EAP scores, 52% were deemed college ready in ELA, and 30% were deemed college ready in Math

   11th Graders EAP submission scores as being college ready will increase to 55% for ELA and 33% for Math

Specialized High schools had 90% of students deemed college ready in ELA and 52% of students deemed college ready in Math based on CAASPP scores of Standard Met and Standard Exceeded

 Specialized High schools will increase 2% from the baseline, in meeting and exceeding the standard, on both CAASPP ELA and Math

LACOE Strategic Plan: Scorecard 2 Improved Student Outcomes: High Quality Engaging Instruction

LCFF Priority: Priority 4 Pupil Achievement (Pupil Outcomes 4B and 4D)

LEA Goal One: Students will reach common core state standards, at a minimum, attaining Standard Met and/or Standard Exceeded in the area of English/Language Arts and Math on the CAASPP.

Data Used to Form this Goal:

- IPoly does not have any aggregate data on the passing rates of IPoly grade-level semester projects.
- IPoly does not administer any consistent assessment across the entire department
- IPoly has an informal process, amongst grade-level teams, that track and address student academic concerns.

How the school will Evaluate the Progress of this Goal:

- IPoly will administer English and Math SBAC IABs in each grade level and analyze the results to inform instruction
- IPoly will create a tracking system for grade-level semester projects.
- IPoly will incorporate CCSS assessment type questions into each department at the unit level.

Curriculum and Instruction:

3.1.1 Analyze all grade-level project-based learning projects to ensure they continue to measure interdisciplinary semester learning.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE	Change from 2018
Review and update project packets to ensure rigor, connection to grade level content standards and interdisciplinary	Grade Level Teams (including FL and PE)	Summer Work Days Friday PD	Student surveys Staff surveys Alignment to Buck Institute rigor	Annually	Project Packets	Ongoing
Conduct visits to other schools that use PBL across the curriculum.	Grade Level Teams Admin	Sub Days	Completion of visits	Two teams a semester	Calendar Walkthrough	Not started

				beginning Fall 2022	Review Sheets	

3.1.2   Establish baseline scores in ELA and mathematics to determine areas and measure growth needed. (Changed to incorporate both NWEA growth assessments and IAB for CAASPP)

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE	Change from 2018
Identify CAASPP interim assessment blocks for grade levels in ELA and math	Math and English Teams respectively	Pull out days for each team CAASPP Training	Interim Assessment blocks are chosen for each discipline and grade level	REMOVED	Listing of assessments Analysis of grade-level curriculum	Stopped 2019, purchased NWEA
Implement IAB in all 9th – 11th grade levels and analyze results to help inform instruction to improve assessment results.	Admin Math and ELA teams	IAB Training Assessment Result training	Full implementation of two assessments per year per grade level	Fall 2022	IAB List and Results	Changed: Changed to help IAB only for progress toward 11th CAASPP

3.1.3 Align recruitment entrance assessments to Common Core and NGSS assessments to better provide a platform to identify those students who are a good match for IPoly.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE	Change from 2018
Align both math and English entrance assessments to CCSS and NGSS style of content assessment	Admin Admission and Outreach Team	Training on Assessment Types Analysis of enrollment data Pull Out	Completed assessments	Fall 2022	New assessments Standard alignment matrix	Ongoing
Redfine recruitment process and ensure transparency with all criteria to identify students who are a good match for IPoly	Admin Admissions Team	Faculty Meeting Monthly Updates	Students have a four year enrollment at IPoly	Fall 2021	Faculty Meeting Agenda	Changed to incorporate online admissions

Utilization of Data and Schoolwide Accountability:

3.2.1   Develop a system to track semester PBL achievement for each student

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE	Change from 2018
Create a group of across grade teachers to brainstorm possible organization and development	Admin Teachers	PD Fridays	Three sessions held to discuss opportunities	Spring 2022	Sign in Agendas minutes	Not started
Develop tracking system and create transparent weighting in gradebooks	Admin Teachers	PD Fridays	System developed and implemented	Summer 2022	Gradebooks	Not started

Professional Growth:

3.3.1 Provide Research Based Professional Development to refine semester interdisciplinary projects.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE	Change from 2018
Provide research based project based training based on Buck Institute to all teaching staff.	Admin SpEd staff Teachers	Provide ongoing professional coaching (PBL 101)	100% of teachers have completed PBL 101	Ongoing for new staff	Agendas PBL Binders	Completed Summer 2021, Ongoing
Provide Coaching for each grade level team through Buck Institute sustained Support Visits	Teachers Contracted PD	Contracted PD Grade-Level Team support throughout year	100% of teachers involved in coaching workshops	Fall 2022	Sign In Agendas Revised semester PBL	Not started
Provide Coaching for each grade level team through Apple Instruction sustained Support Visits	Teachers Contracted PD	Contracted PD Grade-Level Team support throughout year	100% of teachers involved in coaching workshops	Fall 2021	Apple Coaching Summaries and Google Feedback Surveys	New Action to support new one-to-one technology

3.3.2 Provide training and onsite instructional technology support for each department in the use of provided technology

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE	Change from 2018
Hire Instructional Media Assistant	Admin	Budget	Position established and filled	REMOVED	Electronic Personnel Request (EPR)	REMOVED: Changed to TOSAs

Hire Teacher on Special Assignments: Instructional Technology (TOSAs)	Admin	Budget	Position established and filled	Annually	Electronic Personnel Request (EPR)	<mark>New Action</mark> to support teachers and site needs
Provide department specific training for Pearson Realize	Contract Consultant	Department Team Training Friday PD	100% of teachers using online resources	<mark>REMOVED</mark>	Sign In sheets Agendas	
Provide department technology resource support	TOSAs ITO Contract Consultant	Summer PD Department Team Training Friday PD	100% of teachers in each department using online resources	Summer 2021	Sign In sheets Agendas	New Action
Provide teachers with in classroom support to use provided technologies to increase creativity and critical thinking. (Google Education, Apple Applications, iPads, Document Cameras)	Teacher on Special Assignments (TOSAs) Instructional Technology Support Specialists (ITO)	Friday PD Daily Calendared Support	2021– 100% of teachers using 2 of 4 provided classroom technologies 2022 – 100% of teachers using 3 of 4 provided technologies 2023– 100% of teachers using 4 of 4 provided technologies	Fall 2021	TOSA Calendars	Changed for specificity: Ongoing

Supportive School Climate:

3.4.1 Provide interventions for targeted students showing an academic need using multiple measures (grades, interim assessments, semester PBL achievement)

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE	Change from 2018
Utilization of writing coach at each grade level	Writing Coach and ELA teachers	General Budget	Individual Writing conferences with students show improvement	<mark>REMOVED</mark>	Writing Coach Calendar, Writing Coach log	Writing Coach left 2019
100% of all students will receive a one-on one midterm conversation with grade-level team to help student identify strengths and needed growth areas for success.	Admin Teachers	Altered Grade Level schedule	Student Surveys indicating 90% found the conversations helpful to know what they need to work on to improve.	2021-2022 9th & 10h 2022-2023: 11th & 12th Ongoing	Grade Level should have cohesive process for every student across houses	Ongoing
Provide summer free workshop	Admin	General Budget to	Parent and Student	Ongoing based on	Student Rosters of	Changed to offer

to all students. Not limited to: Mathematics, writing, SAT prep, navigating college applications and essays, freshman math boot camp.	Teachers	pay teachers	Surveys meeting interest	need of targeted students	enrollment	more variety
Investigate and implement UC approved curriculum and programs IPoly could deliver during summer to meet the academic needs of targeted students	Admin Teachers	General Budget to pay teachers	A-G approved course roster	Summer 2021	Student Rosters of enrollment Course Descriptions	New Action
Form an instructional support group to meet weekly and review all students who may need additional supports as outlined in our MTSS Matrix	Admin	District Resources	Formation of group	Spring 2021	Weekly Google Meet meetings Calendared Watchlist Report Wellness Summary Reports	New Action
Fully develop peer tutoring program to support Tier 1 and Tier 2 students	Admin Instructional Support Group	Categorical Funds to pay coordinator	Number of Students utilizing program increases by semester	Spring 2021	Tutoring Calendar Sign in Sheets	New Action
Provide outside tutoring for Learning Loss Mitigation to those students that have been identified as needing targeted remediation	Admin Contracted Agency	Categorical Funds for Learning Loss Mitigation	Improvement of grades for students accessing program	Spring 2021	Monthly Invoices Weekly Watchlist	New Action
Establish a mental health support team to meet the ongoing needs of students emotional needs.	Admin Instructional Support Team	Categorical Funds then General Fund	-Mental Health Interns -Social Worker -Increase School Psych General Ed	Fall 2021	EPR: Social Worker	New Action
Hire a full time Education Specialist to work directly with Tier II and Tier III students in academics	Admin	General Fund	Education Specialist Weekly Student Success Workshop attendance	Fall 2020	EPR: Education Specialist	New Action