INTERNATIONAL POLYTECHNIC

HIGH SCHOOL

SELF-STUDY REPORT

Revised Action Plan

3851 W Temple Ave

Pomona, CA

May 6-8, 2024

ACS WASC/CDE Focus on Learning Continuous Improvement Guide

2022 Edition

LOS ANGELES COUNTY OFFICE OF EDUCATION

9300 Imperial Highway, Downey CA 90242-2890

LACOE BOARD OF EDUCATION
Yvonne Chang, Ed.D. - Board President
Stanley L. Johnson, Jr., Ph.D. - Board Vice President
James Cross - Member
Andrea Foggy-Paxton - Member
Betty Forrester - Member
Theresa Montano, Ed.D. - Member
Monte E. Perez, Ph.D. - Member

◆

LACOE SUPERINTENDENT
Dr. Debra Duardo, M.S.W., Ed. D.
LACOE DEPUTY SUPERINTENDENT
Dr. Ruth Pérez
GENERAL COUNSEL
Vibiana M. Andrade
EXECUTIVE DIRECTOR OF
GOVERNMENTAL RELATIONS
Pamela Gibbs, J. D.
CHIEF EDUCATIONAL OFFICER
Dr. Maricela Ramirez
CHIEF ACADEMIC OFFICER
Ruben Valles
CHIEF OF TECHNOLOGY OFFICER
Jose R. Gonzalez
CHIEF OF HUMAN RESOURCES

Dr. Kanika White
EXECUTIVE DIRECTOR OF PUBLIC
AFFAIRS & COMMUNICATIONS
Elizabeth Graswich
CHIEF OF WELLBEING AND SUPPORT
SERVICES
Alicia Garoupa, LCSW
EXECUTIVE DIRECTOR OF CLASSIFIED
HUMAN RESOURCES
Eric Rowen
CHIEF FINANCIAL OFFICER
Karen Kimmel
EXECUTIVE DIRECTOR, ED PROGRAMS
Dr. Diana Velasquez
Director III Division of Student Programs
Jose Gonzalez

INTERNATIONAL POLYTECHNIC HIGH SCHOOL
Ginger Merritt-Paul - Principal
Dr. William Wallace - Assistant Principal
Bryan West - Assistant Principal
Entire Faculty and Staff

Chapter 5: Schoolwide Action Plan

The visiting committee <u>concurs</u> with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below.

In addition, the visiting committee has identified <u>additional concrete, specific</u> growth areas that need to be addressed: **The below identified areas by visiting committee are highlighted in action plan for ease of identifying.**

- Continue to reflect, review, refocus and revise the IPoly approach to Project-Based Learning with all stakeholders to ensure equity, inclusivity, and student voice.
- Staff collaboration, both whole and department, to work on the scope and sequence of skills and 6 C's that are taught at each grade level in each project culminating in the senior project.
- The definition, goals and implementation of equity, diversity, and inclusion must be communicated clearly to all stakeholders in a timely fashion.
- Shift staff professional days to midweek to enhance staff presence and encourage greater participation among all or most teachers, fostering equity and inclusion in our professional development initiatives.

ACTION PLAN GOAL #1:
IPOLY Goal 1: Continue to develop a rigorous and dynamic curriculum

Alignment with LCAP Goals:
● LCAP Goal #1:All students will have equitable access to a 21st-century education by providing them with standards-aligned instructional materials and with the technology skills needed to become college and career-ready.   ● LCAP Goal #3: All students will be assigned the necessary support, including a fully credentialed teacher, required to close the opportunity gap and **ensure they make expected progress on statewide assessments** as well as improve overall English proficiency.

Major Preliminary Student Needs

- Students are struggling in major areas of English, especially in listening and research and inquiry.
- Students are struggling in major areas of math achievement, including Concepts and procedures, problem solving and communicating reasoning. (CAASPP)

Identified Schoolwide Growth Areas
1. Based on the NWEA and CAASPP data (California School Dashboard), we need to identify a system of support for both English and math that helps teachers scaffold curriculum.   2. Student-performance data needs to be analyzed across all academic disciplines twice a year to establish a pattern of improvement year-over-year for the similar cohorts.

3. IPoly needs to reflect, review, refocus and, if necessary, revise the IPoly approach to Project Based Learning with regards to project assessment criteria and goals, the explicit integration of a scope and sequence of the 6 C's, and to ensure consensus in pedagogical approach across grade levels with regards to integration of curriculum.
4. Whole staff collaboration to work on scope and sequence of skills and 6 C's that are taught at each grade level or in each project
5. More department meetings to allow for the creation of a scope and sequence in content
6. Both pretest and posttest professional development (technical and instructional) for assessment platforms (NWEA and IXL). This will allow successful implementation of administering assessments and using the results to drive instructional decisions for the classroom, grade level and across the discipline.

NWEA Reading Data	Fall 2023 Achievement	Growth Median and Distribution Fall 2021 - Fall 2022 Data	Growth Median and Distribution Fall 2022 - Fall 2023 Data	Growth Median and Distribution 23/24 Data Goal Increase	Growth Median and Distribution 25/26 Data Goal Increase
9th	68th	NA	NA	6month +5%	6month +5%
10th	66th	NA	NA	50th	55th
11th	61st	45th	44th	50th	55th
12th	66th	30th	30th	40th	45th

NWEA Language Use Data	Fall 2023 Achievement	Growth Median and Distribution Fall 2021 - Fall 2022 Data	Growth Median and Distribution Fall 2022 - Fall 2023 Data	Growth Median and Distribution 23/24 Data Goal Increase	Growth Median and Distribution 25/26 Data Goal Increase
9th	73rd	NA	NA	6month +5%	6month +5%
10th	75th	NA	NA	60th	65th
11th	75th	55th	55th	60th	65th
12th	Not taken	54th	57th	60th	65th

NWEA Math Data	Fall 2023 Achievement	Growth Median and Distribution Fall 2021 - Fall 2022 Data	Growth Median and Distribution Fall 2022 - Fall 2023 Data	Growth Median and Distribution 23/24 Data Goal Increase	Growth Median and Distribution 25/26 Data Goal Increase
9th	74th	NA	NA	6month +5%	6month +5%
10th	63rd	NA	NA	60th	65th
11th	66th	55th	53rd	60th	65th
12th	73rd	47th	46th	60th	65th

NWEA NGSS Data	Fall 2023 Achievement	Growth Median and Distribution Fall 2021 - Fall 2022 Data	Growth Median and Distribution Fall 2022 - Fall 2023 Data	Growth Median and Distribution 23/24 Data Goal Increase	Growth Median and Distribution 25/26 Data Goal Increase
9th	74th	NA	NA	6month +5%	6month +5%
10th	63rd	NA	NA	55th	60th
11th	66th	55th	53rd	55th	60th
12th	73rd	47th	46th	50th	55th

Specific Actions to Close Achievement Gaps	Evidence of Implementation	Measurable Student-Focused Outcomes
Reflect, review, refocus and, if necessary, revise the IPoly approach to Project Based Learning with regards to project assessment criteria and goals.	Each project has an assessment process and rubric that eliminates subjectivity and demonstrates increasing rigor across grade level.	Minimized subjectivity in project rubrics so all students can articulate their specific grade in each component and overall criteria.
Collaboration within departments will increase to develop a scope and sequence across grade levels to scaffold rigorous content and skills.	Scope and sequence in every department from 9th - 12th.	More consistent growth in NWEA scores across grade levels as reflected in our charts above.

Facilitate staff collaboration, both whole and department, to work on the scope and sequence of skills and 6 C's that are taught at each grade level in each project culminating in the senior project.	Research-based PBL coaching and PD has been provided each year. Revised project packets across all grade levels that demonstrates consistency in pedagogical approach. Scope and sequence of 6 C's skills in grade-level projects.	Greater quantitative and qualitative achievement and rigor as evidenced by all students engaging in projects and understanding the seven elements of the project design as detailed by Buck Institute. Students can articulate the 6 C's in their projects each semester and can make the connection to postsecondary success.
Collect and keep track of students' data for twice a year to establish a pattern of improvement year-over-year for the same cohort.	Once the complete set of data is available, the complete history of the growth median and distribution will be available (i.e., senior NWEA report will show the growth of the same cohort over all four years.)	Growth goals in the above tables will be the benchmark for making adjustments.
Continue to reflect, review, refocus and revise the IPoly approach to Project-Based Learning with all stakeholders to ensure equity, inclusivity, and student voice.	Establishment of reflective practices for each educational partnership group. (students, staff, parents) Agendas and minutes of annual PD/documentation of gathering of feedback.	Annual Project Packet discussion and annual agreement on The IPoly Way of an area of PBL across all grade levels taking into account data gathered that year.

ACTION PLAN GOAL #2:

IPOLY Goal 2a: Continue to build a positive school climate and culture.
IPOLY Goal 2b: Foster greater school connectedness and belonging by encouraging increased student engagement.

Alignment with LCAP Goals:
● LCAP Goal #2: Students will be provided with **multi-tiered systems of support** including community engagement to address their **mental health** and **social emotional well-being** to decrease suspensions and **increase student engagement.**

Major Preliminary Student Needs

● Student and parent surveys reflect the need to enhance school connectedness and outreach so that students believe that adults in the school care about their learning and about them as individuals.

Identified Schoolwide Growth Areas

1. While some teachers take advantage of district professional development opportunities, more content-specific opportunities should be offered, especially in the arena of equity in the instructional classroom.
2. IPoly needs to work toward school-wide integration of its MTSS program.
3. IPoly administration will dedicate time and resources to fully implementing the vision of the IBelong program, instituted in 2023.

4. IPoly staff has indicated that while they are trained in the awareness of equity, diversity and inclusion issues as they relate to curriculum and instruction, they need the tools to implement changes in their instructional practices to support this awareness.
5. IPoly will continue to work to involve parents in the school community through town halls and parent workshops.
6. IPoly will continue to develop the Diversity Council, designed to give students a voice in issues related to equity, diversity and inclusion.

Goals Based on Data from 2022-2023 CHKS/CSPS		
CHKS/CSPS Question	**22-23 schoolwide percentage positive response**	**2024/25 Data Goal Increase**
STUDENT RESULTS		
At school, I have a say in how things work	70%	+5%
At school, I help decide school/class activities or rules	19%	+5%
The teachers at this school treat students fairly	69%	+5%
The teachers show how classroom lessons are important and helpful to me in real life	64%	+5%
I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed	71%	+5%
At school, I do things that make a difference	33%	+5%
PARENT RESULTS		
Parents feel welcome to participate at this school	67%	+5%
School encourages me to be an active partner with the school in educating my child.	76%	+5%
School actively seeks the input of parents before making important decisions.	53%	+5%
Parent involvement in school (*percentage reporting yes*)	52%	+5%
Attended school or class event (*percentage reporting yes*)	55%	+5%
Attended a general school meeting (*average reporting yes*)	85%	+5%

Participated in a meeting of the parent-teacher organization or association (*percentage reporting yes*)	45%	+5%
Served on a school committee (*percentage reporting yes*)	10%	+5%

Specific Actions to Close Achievement Gaps	Evidence of Implementation	Measurable Student-Focused Outcomes
Implement a developed MTSS matrix in wellness (Developed last year) ● Review with school community MTSS Matrix in Student Handbook (developed last summer)	9-12 grade workshops (agendas) Review with staff in staff meetings (agendas) Review in Parent Town Halls/workshops (agendas)	Evidence through completed staff meetings, student workshops and parent town halls.
Improve connectedness: Parent workshops ● Equity workshops ● Social/Emotional Health workshops ● SPED workshops ● Counseling workshops related to college and career topics ● Restorative Practices ● Social media/Internet Safety ● Bullying/cyber bullying	Agendas and sign ups for workshops	Successful completion of workshops/town halls Decreased referrals by 20%
Improve connectedness : Students ● EDI and MH grade level workshops ● Group counseling ● Restorative Practices ● Social media/Internet Safety ● Bullying/cyber bullying	These have already begun, and continue to build in the school year. Pre and post survey outcomes. Minutes/notes Sign up sheets	Decreased counseling, mental health referrals by 20%
In a timely fashion, communicate clearly to all stakeholders the definition, goals and implementation of equity, diversity, and inclusion. (PD whole staff 24-25)	PD Agendas, Workshop and Townhall agendas, materials	Parent and student climate survey results in addition to anecdotal data (site based surveys)
Provide professional development for staff on how to IMPLEMENT culturally reflective practices in the classroom	PD agendas, PD materials, Year-end survey results	Student climate survey results. (Meet above percentages)
Shift staff professional days to midweek to enhance staff presence and encourage greater participation among all or most	Data Analysis, PD schedules, Bell Schedule needs to be adjusted	Records and sign in sheets show that 95% of staff attend planned professional development. (classified and certificated)

teachers, fostering equity and inclusion in our professional development initiatives.		
Continue to establish ties in community, especially with city, Cal Poly, Mt Sac, LACOE to provide students community service opportunities	Meeting notes, agendas, agreements with community service organizations, ParentSquare announcements	Students will have more in-house opportunities to sign up for community service commitment. During the 2023-2024 school year, **three** opportunities were provided.
Continue to improve and build on IBelong program established in 2023-2024, including PBIS like reward system based on 6 C's to encourage 6 C across school environment	Calendars, Monday Memo	Student and parent climate survey results. (Meet above percentages)
Continue to build out Equity and Diversity council established in 2023	Meeting notes, agendas	Student and parent climate survey results. (Meet above percentages)

ACTION PLAN GOAL #3:
All students will be college and/or career ready.

Alignment with LCAP Goals:
- LCAP Goal #1:**All students** will have **equitable access** to a 21st century education by providing them with standards-aligned instructional materials and with the technology skills needed **to become college and career ready**.
- LCAP Goal #3 :All students will be assigned the necessary support, including a fully credentialed teacher, required to close the opportunity gap and **ensure they make expected progress on statewide assessments** as well as improve overall English proficiency.

Major Preliminary Student Needs

- Students need to improve in major areas of English especially in listening and research and inquiry.
- Students need to improve in major areas of math achievement, including concepts and procedures, problem solving and communicating reasoning.

Identified Schoolwide Growth Areas
1. Despite having several intervention systems for students who are not meeting standards, we still have students whose needs are not being met. We need to evaluate the cause of these issues and create more strategies to try and offer remediation and/or look at restructuring math or Spanish pathways. On the same issue, our staff also needs to be willing to implement new strategies and programs if we find out that something isn't working.
2. Explore more ways to increase career opportunities and exposure to IPoly students including expanding the CTE pathway options in order to allow our students to complete the current pathway.
3. Increase in the percentage of students moving from one band of proficiency to the next band of proficiency in the CAASPP for ELA and math in specific strands.

ELA Goals based on Data

Student Group	22/23 CAASPP Data (Above Standard)	24/25 Goals (Above Standard)
Overall Met/Exceeded	**86.4%**	90%
ELA: Reading	**48%**	49%
ELA: Writing	**58.4%**	59%
ELA: Listening	**23.2%**	25%
ELA: Research/Inquiry	**40.8%**	42%
Math Goals based on Data		
Student Group	22/23 CAASPP Data (Above Standard)	2024/25 Goals (Above Standard)
Overall Met/Exceeded	52.41%	54%
Concepts/Procedures	23.39%	30%
Problem Solving	23.39%	25%
Communicating Reasoning	23.39%	25%

Specific Actions to Close Achievement Gaps	Evidence of Implementation	Measurable Student-Focused Outcomes
Evaluate math program, concurrent college options, and IPoly course curriculum to ensure students are prepared for postsecondary opportunities.	Agendas and Minutes of meetings, PLCs of math department, year over year of changes implemented and result documented in data	We will have a crosswalk of skills in courses to show the scope and sequence moving toward proficiency of preparedness for postsecondary opportunities. (Skill level alignment on IXL or NWEA to alignment of concurrent college options)
Develop systems to demonstrate higher levels of proficiency specifically in the area of mathematics	IXL Skills progression and standards set for all grade levels with math.	By the end of a given semester, at least 75% of students will increase their score by a minimum of 50 points in the continuous diagnostic assessment in IXL.

Develop systems to address the trend of low ELA performance in listening and research/inquiry skills	Meeting agendas and the system that was developed	CAASPP strand scores meet above percentage band increases.
Develop internship and work experience programs	Programs in place, approved by district	Student enrollment in each program
Increase the opportunities to trade professionals who can provide hands-on practice and demonstrations specific to their craft.	Parentsquare announcements, ASB advisor to work collaboratively with counselors and admin.	Expected 25% attendance for at least 2 speakers/events/opportunities per semester
Collaborate to determine a system to include the consistent use of Naviance at each grade level and with each teacher.	Each department has a monthly Naviance lesson designated in their scope and sequence.	100% use of Naviance by students at every grade level as shown in application.
Develop a program at each grade level that provides academic counseling and social/emotional growth	Embedded instruction on identifying and improving executive functioning skills. Completion of courses that addresses effective executive functions with defined outcomes for each grade	CHKS survey data shows improvement in overall Life satisfaction and optimism and CA Dashboard CCI percentage remains above 95%.

Our WASC Action Plan will be monitored and looked at by the staff each year and revised as needed to continue to move us forward in meeting our student needs. As stated earlier in our document, our plan's goals are the primary foundation in which we plan our instructional decisions as it is aligned to LACOE's Strategic Plan, our LCAP in addition to being the basis for our professional development plan each year. Staff have opportunities to collaborate with each other and as a unit revise the plan as needed each year as the needs of all educational partners shift.