



Analy High School Post-Visit Modified Action Plan

ID # 4930400
6950 Analy Ave
Sebastopol, CA 95472

West Sonoma County Union High School District

Visit Dates March 4 - 7, 2018

The mission of Analy High School is to promote academic and personal success, responsible citizenship, and life-long learning, in a cooperative environment.

Post-Visit Modified Action Plan

It's a time of growth for Analy High School and the Action Plans are in place to address current concerns. In correlation with LCAP, the Action Plans are aligned with student data from all sources and based on defined student need. All stakeholders are in agreement of the goals, and Action Plans are supported by the site, district, and board leadership. Action Plan #3 was added at the recommendation from our WASC Visitation Committee and is strongly supported by our staff. The suggestions and critical areas for follow-up have been integrated into the Action Plans and this narrative. Stakeholders and oversight for the Action Plans are part of our faculty and department chair meeting processes with deadlines identified and on-going meeting times set aside for monitoring.

Processes are also in place to ensure continuous improvement. For example, site administrators, teachers, union representatives, parents and students regularly meet with school board members to make data-driven budget decisions. Analy High School has always embraced a culture of involvement and discussion at all levels, from all stakeholders. Since the WASC visit, we partnered with YouthTruth in using their validated survey instruments and tailored advisory services to enhance learning for all students. These survey results will guide our planning, professional development, and improvement processes, as we continue to evaluate the efficacy of our programs and the execution of our WASC Action Plans. Additionally, beginning in the Fall of 2018, emphasis of professional development will be focused on moving from a teacher-centered instruction to a project based learning and student-centered instruction model. The YouthTruth partnership and our focused professional development will guide our implementation of a long range professional development plan with measurable objectives and desired impact on teaching and learning.

The goal-driven LCFF and LCAP processes, as well as declining enrollment, equate to challenging budget times for Analy and the need for increased data-based decision-making. Future decisions will require increased discussion using existing systems as well as ongoing committees (budget, department, leadership, parent, student and cross-functional teams such as the Site Council). Our values of teamwork, open discussion, and accountability through ongoing, consistent team meetings and committee work involving all stakeholders are ways that inevitable new information will be considered.

Based on the identified Critical Student Learning Needs and on feedback from our WASC Visitation Committee, the following three Action Plans have been adopted.



Action Plan #1: Establish Career Pathways

Establish 2 new Career Pathways for the 2019-2020 school year in order to increase the number of students who are career-ready upon graduation (Goal #1). Increase our student access to Honor and Advanced Placement courses (Goal #2). Analy's goal is to have 100% of graduates either career-ready or college-ready.

Rationale? What data did we use to form this goal?

Both the State of California and West Sonoma County Union High School District have identified Career-readiness as a priority. In addition, Analy's staff, the Leadership team and Student Leadership have identified increasing career readiness as Analy's second highest priority over the next few years. Under outdated criteria, 12.4% of Analy's students were reported "career-ready" to the State of California in 2015-2016. In the absence of a current state-supplied definition, Analy will use the Phase 1 NCCPA definition to measure the number of students who are career-ready upon graduation. Using that definition, 0% of Analy's students are currently able to be counted as career-ready.

As follow-up to our WASC visit recommendations and, in order to improve on our college-ready opportunities for students, we are increasing our student access to Honors and Advanced Placement courses.

	<p>We are increasing the number of sections offered in this area for Fall 2018 and will continue to revise our access to these courses to improve equity and demographic representation in these classes.</p>
<p>Link to schoolwide learner outcomes and critical learning needs</p>	<p>Critical student learning need: Increase career readiness of graduates Schoolwide learner outcome: “Students will take responsibility for setting, revising and prioritizing personal, career and academic goals while employing appropriate tools and study skills.”</p>
<p>Measurable ways to assess progress</p>	<p>The goal of this Action Plan is to put 2 Career Pathways in place by the 2019-2020 school year. Analy will use the NCCPA Phase 1 definition to measure the number of students who are career-ready upon graduation. (Goal #1)</p> <p>An added goal after our WASC visit is to increase access to our Honor and Advanced Placement courses in order to have representative numbers of the demographics of our school and to establish a more open enrollment policy in Advanced Placement and Honors courses. Preparing for the Fall 2018, we will have increased the number of courses offered and evaluate our current entrance requirement into this courses. (Goal #2)</p>
<p>Means to monitor and report progress</p>	<p>Goal #1: Number of pathways defined Number of courses updated available to be included in a pathway.</p>

	<p>Goal #2: Number of Honor and Advanced Placement courses. Demographic representation in these courses. Establish a more open enrollment policy in these courses.</p>
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Step	Timeline	Responsible persons	Resources
Philosophy / Mission			
Develop leadership team	Jan 16, 2018	Lindsey Apkarian, Lucia Garcia, David Casey, Rachel Ambrose, Walt Hays, Alicia Mills	
Develop mission statement	Jan 30, 2018	Leadership Team	
Develop meeting structure and schedule	Feb 6, 2018	Leadership Team	
Research phase / Data collection			
Research existing models, structures and schedules	Goal #1: Mar 6, 2018	Joel Stickel, Brent Gorris, Ellen Houlemard, other members of Leadership team	
	Goal #2: Fall 2018	AP teachers, Honor course teachers, and Leadership Team (Department Chairs)	
Identify existing courses that can be adapted	Goal #1: Mar 6, 2018	Leadership Team and Ag teacher, English, Finance, Foods, & Woodshop teachers	
	Goal #2: April 10, 2018	Leadership Team & AP/Honor teachers	
Research available grants/ funding	Spring 2018-Fall 2018	Alicia Mills Raul Guerrero	

Goal #1: Selection of pathways to implement, courses to link, grades involved.	Mar 6, 2018	Faculty, Admin Team, and Leadership team	
Goal #2: Selection of AP/Honor courses to increase for Fall 2018	April 10, 2018		
Recruitment			
Goal #1: Recruit local businesses as partners	Spring 2018-Fall 2018	CCR Coordinator, Carmelina Grant	
Promote program to incoming students	Oct 2018-Mar 2019	Counseling Dept	
Logistics			
Goal #1: Design curriculum & rewrite existing courses.	Spring 2018-Fall 2018	Pathway teachers	
Goal #2: Review entrance criteria to Honor/AP classes.	Fall 2018	Leadership Team and Honor/AP teachers	
Goal #1: collaborate on curriculum overlap and compatibility	Spring 2018-Fall 2018	Pathway teachers	
Goal #2: Implement new entrance criteria that supports the idea of open access to all courses.	Spring 2019	Counseling department and AP/Honor teachers	

Goal #1: submit draft courses to school board for approval	Sep 30, 2018	Pathway teachers	
Goal #1: submit draft courses for UC eligibility	Sep 15, 2018	Pathway teachers	
Goal #1 & #2: Utilize existing structures (ie. Naviance, etc.)	Fall 2018-Spring 2019	Counseling dept, CCR coordinator	
Goal #1: Begin pathway course implementation!	Fall 2019	Pathway teachers, students	
Continue with program, evaluating efficacy annually as detailed above.			



Action Plan #2: Improve Math Scores

Improve math scores for Analy's lowest performing students

- Reduce the number of students with disabilities by 15% who fall into the CAASPP Standard Not Met category for Math (from 87% to no greater than 72%)
- Reduce the number of Latino students by 15% who fall into the CAASPP Standard Not Met category for Math (from 49% to no greater than 34%)
- Improve Math achievement for all students

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Link to schoolwide learner outcomes and critical learning needs	Critical student learning need: Improve math scores for Analy's lowest performing students Mission: "The mission of Analy High School is to promote academic and personal success..." Schoolwide learner outcome: "Students will work independently and collaboratively to gather, analyze, synthesize and communicate information from a variety of sources in order to make connections and support conclusions with evidence across multiple disciplines."
Measurable ways to assess progress	CAASPP scores Formative and summative assessments
Means to monitor and report progress	Review of CAASPP scores at all levels Review of formative and summative assessments through math department meetings

Step	Timeline	Responsible persons	Resources
<p>*Brainstorm possible ideas to support our lowest performing students in math (specific to the RSP and Hispanic/Latino populations)</p> <p>*Feedback Math 1 Support* Common Prep M1 Placement Test Collab RS/Math** Manda-torial Website links DS Math support Math 1 access point Math 1 S1 in S2***</p>	<p>11/14/2017 Meeting date</p> <p>Research of the top 3 to present at next meeting between 11/14/2017 and 11/28/2017</p>	<p>Erin Elliott Jane Mays Raul Guerrero Shauna Ferdinandson James Foster Alex Wilson Michella Trevino Lynn Pardo Brian Miller Sabrina McDougal Sarah Haley Heidi Mickelson</p> <p>1. Erin Elliott 2. Jane Mays 3. Alex Wilson</p>	

<p>Determine the top 3 to present next time for further discussion.</p> <ol style="list-style-type: none"> 1. Math 1 Support 2. Collab RS/Math 3. Math 1 S1 in S2 			
<p>3 researched options are presented to the Math Action Plan Team:</p> <p>*Math 1 Support was taught by Erin 2016-2017 school year.</p> <p>*Collaboration RSP and Math - observe Petaluma High School (Erin and Jane)</p> <p>*Math 1 S1 in S2 (off track plan) - Alex (We have decided this is no longer an option we want to pursue)</p> <p>Determine funding for each options</p>	<p>11/28/2017 During meeting</p>	<p>Erin Elliott and Jane Mays</p> <p>Erin Elliott</p> <p>Raul Guerrero</p>	<p>PHS teachers and administrators</p> <p>The LCAP states that WSCUHSD will provide a math support class</p>



Post-Visit Added Action Plan #3: Establish an Assessment Plan

<p>Establish an assessment plan with clearly defined and actionable outcomes that supports the development and analysis of common site-based assessments in core classes to drive instruction and curriculum decisions.</p>	
<p>Rationale? What data did we use to form this goal?</p>	<p>Past WASC report from 2012 (Goal #3) and recommendation from 2015. In 2018 we are committed to implementing an assessment plan that includes site-based assessments in core classes to drive instruction and curriculum development.</p>
<p>Link to schoolwide learner outcomes and critical learning needs</p>	<p>This action item links to our expected Student Learner Outcome; Students will work independently and collaboratively to gather, analyze, synthesize, and communicate information from a variety of sources in order to make connections and support conclusions with evidence across multiple disciplines.</p>
<p>Measurable ways to assess progress</p>	<p>With the changes in our state reporting of data and with the change in administration at our school, this action item previously recommended by WASC committees has been neglected. This is a renewed goal, that removes the reliance on state tests/reports and establishes site based formative and summative assessments in core academic areas.</p>
<p>Means to monitor and report progress</p>	<p>Systematic process to collect, disaggregate, analyze, and evaluate the results of student</p>

	performance data will be developed in the Fall semester of 2018 in core academic areas.
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Step	Timeline	Responsible persons	Resources
Develop leadership team	<p>March 13, 2018</p> <p>April 10, 2018</p> <p>April 17, 2018</p>	<p>Raul Guerrero and department chairs</p> <p>Leadership Team established with representative from core curriculum areas. Leadership Team: Raul Guerrero, Joel Stickel, Kim MacQuarrie, Rachel Ambrose, and Jeff Ogston.</p> <p>Presentation of Action Plan #3 to All staff</p>	Action Plan #3 established
Subject area formative & summative assessments will be developed in core curricular areas.	Fall semester 2018 ongoing	Leadership Team	Staff development time allocated to this work, as well as release time for teachers.
Timeline for implementation of Formative assessments, at least twice a year, will be developed.	Fall semester 2018	Leadership Team	
Begin formative assessments in core areas.	Spring semester 2019	Core area teachers	

Research phase / Data collection			
Collaboration with district high school will be explored for the possibility of having district wide assessments.	Early Fall 2018	Leadership Team	
Identify existing assessments that could be used.	Early Fall 2018	Leadership Team	
Begin formative assessments.	Spring 2019	Teachers in core areas	
Evaluate assessments and data collected.	Spring 2019	Leadership team	Staff development & teacher training.
Implementation phase			
Modify assessments as needed for roll-out with fidelity in Fall 2019.	Spring 2019	Leadership team	
Twice yearly, formative assessments and semester summative assessments in core curricular areas.	Fall 2019 and beyond	Teachers in core areas.	
Provide teacher training and professional development as needed.			
Data analysis and evaluation by subject area teachers.	Fall 2019 and beyond	Teachers in core areas and Leadership Team	

Use data to guide instruction and curriculum decisions.	Fall 2019 and beyond	Teachers in core areas and Leadership Team	
Provide teacher training and continue with goal implementation, evaluating efficacy annually.			