

Action Plan #1	Increase the percentage of graduates meeting A-G requirements by an average of 3% annually.
Rationale	<ul style="list-style-type: none"> Beginning with the class of 2027, the new DUSD graduation requirements that are aligned with A-G need to be met with a D or higher and a 2.0 GPA in all courses Beginning with the class of 2029, students must pass A-G classes with a D or higher and a 2.0 GPA in the "Critical 15" Beginning with the class of 2031, students must pass A-G classes with a C or higher Approximately 60% of Warren graduates in 2023 met the A-G requirements
SLOs	Be a Critical Thinker, Effective Communicator, Academically Empowered, Ready for College and Career, Students of Character
Growth Target	<ul style="list-style-type: none"> Increase the number of students receiving a C or better on their first attempt to 80% in all A-G classes by 2027 Decrease the percent of students receiving Ds and Fs in core content classes by PLC to below 20% Maintain an overall graduation rate of 98%

Actions to Improve Educational Practice	Task	Person(s) Responsible	Assessment	Resources	Timeline	Follow up indicator
1.1 - Refocus on the PLC process	<ul style="list-style-type: none"> Revisit the PLC process with all PLCs Increase the utilization of First Best Instructional (FBI) strategies to increase student engagement and meet the learning needs of all learners in mastering content and skills Use ILT Walkthroughs as a system of sharing FBI strategies within and between PLCs Continue to discuss, review, and refine PLC grading practices Analyze data from standards-based grading pilot Provide opportunities for horizontal and vertical articulation between PLCs Provide time for PLCs to align to Dept/Schoolwide goals 	School administrators District administrators and curriculum TOSAs PLC leaders Leadership Coalition (LC) Instructional Coaches Teacher Technology Leads	PLC-created common assessments	PLC-created rubrics PLC-identified essential standards PLC-created grading guidelines	Spring 2024-2027	<ul style="list-style-type: none"> PD agendas/minutes to include FBI instructional training for all teachers Instructional Coaches and LC's subcommittee will support the implementation of ILT Walkthroughs to highlight FBI strategies PLCs will meet with other PLCs in their own content area, as well as across curricular contents, at least quarterly (PLC Calendar) At least one PD day a year will include a grading discussion/ training for all teachers to attend Updated pacing guides, curriculum maps, essential standards for each course, and common assessments
1.2 - Use special programs/ co-curricular programs to provide academic support to students	<ul style="list-style-type: none"> Create an academic support program that is tied to the school's athletic program Utilize AVID strategies to be implemented in non-AVID classroom instruction Maintain Link Crew's 9th-grade involvement and support Continue to develop a schoolwide tutoring program through the Advisory periods that utilizes peer tutoring Develop 3-year math options such as CTE Math and/or Financial Algebra 	Site administrators Athletic Director & Coaches Prog coordinators and teachers Link Crew advisors Instructional Coaches Leadership Coalition (LC)	State Assessments College-readiness (i.e., EAP) PLC Common Assessments	Prof Development Intervention Funds Additional FTE(s) Student Training Data Collection/ Referral System	Spring 2024 - 2027	<ul style="list-style-type: none"> Grade-distribution reports Master Schedule ILT Walkthroughs Data Collection/ Referral System within our Student Information System

Action Plan # 2	Maximize special populations' enrollment and achievement in general education classes
Rationale	<ul style="list-style-type: none"> Updated graduation requirements include passing all A-G courses with a C or better starting with the % 2031 16% of graduates in the EL program are meeting A-G requirements (2023) 15% of graduates with an IEP meet the A-G criteria (2023)
SLOs	Be a Critical Thinker, Effective Communicator, Academically Empowered, Ready for College and Career, Students of Character
Growth Target	<ul style="list-style-type: none"> Increase the rate of students within special populations who meet the A-G criteria by a minimum average of 3% a year Increase inclusion of the student population in the mod-severe program in courses with a "unified" format and SDC departmentalized classes Increase the percentage of special population students meeting or exceeding state average on CAASPP in Math and ELA by an average 2% each year by 2026

Actions to Improve Educational Practice	Task	Person(s) Responsible	Assessment	Resources	Timeline	Follow up indicator
2.1 - Offer co-teaching or push-in sections in all levels of core content areas: ELA, Math, Science, Social Science, and LOTE	<ul style="list-style-type: none"> Reduce enrollment in Sp Ed pull-out classes such as SAI department self-contained classes Increase rigor for all students enrolled in the EL or Sp Ed programs and at-promise categories with adequate support in the gen ed setting Offer A-G co-taught or push-in sections in each core content level, as needed, as demonstrated by data 	District & Site Admin Sp Ed Case Managers EL Coordinator Counselors	State Exams College Readiness; i.e., A-G, EAP PLC common assess	Co-teaching/ Push-In Prof Dev UDL PD	Spring 2024-2027	<ul style="list-style-type: none"> Master Schedule Enrollment Rosters Grade Distribution
2.2 - Offer push-in support in high-demand gen ed A-G certified classes	<ul style="list-style-type: none"> Identify existing staff and/or add staff to support co-teaching classes. Provide inclusion-trained SIA support in high-demand general education classes that meet A-G criteria, such as Spanish levels 1 and 2 	Gen Ed Teachers Classified Staff	State Exams Meet College Readiness Criteria; i.e. A-G, EAP PLC common assess	PD in Co-teaching/ Push-In training UDL PD	Spring 2024-2027	<ul style="list-style-type: none"> Master Schedule Enrollment Rosters Grade Distribution
2.3 - Articulate with middle schools to prepare incoming 9th graders for the rigor of A-G criteria.	<ul style="list-style-type: none"> Articulate with middle schools annually to learn about the incoming class' needs (social-emotional and academic) Host and engage in instructional walkthroughs with middle schools Sp Ed, ML, and applicable support providers meet annually with WHS to learn about current programs and support to facilitate a successful transition into high school 	Middle School Partners Site admin, counselors, teachers, and support staff	PSAT PLC Common Assess	Articulation Day Middle School Registration	Present - 2027	<ul style="list-style-type: none"> Gr 9 Grade Distribution 9th-grade A-G completion rates
2.4 - Site leaders continue to participate in the District's A-G Committee	<ul style="list-style-type: none"> Identify adequate supports/courses to facilitate academic achievement for all special populations 	Site Admin Leadership Coalition	State Exams College Readiness; i.e. A-G, EAP PLC common assess	LC Meetings PLC/Dept Meetings	Spring 2024-2027	<ul style="list-style-type: none"> Enrollment Rosters Grade Distribution Graduation Rate
2.5 - Identify best practices for supporting Multilingual Learners (MLLs → formerly ELs) in general education classes	<ul style="list-style-type: none"> Site administrators continue to work with the district Multilingual Learners Taskforce to identify best practices for supporting MLs in general education classes Develop and deliver professional development presentations for teachers on best practices for supporting MLs in general education classes Prioritize professional development of teachers and staff on best practices for MLs through a clear PD Scope and Sequence calendar 	Site admin Teachers Inst Coaches ML Coordinator Leadership Coalition	Meet College Readiness Criteria; i.e. A-G, EAP Academic Grades of MLs in General Education Classes	LC Meetings PLC/Dept Meetings	Spring 2024 - 2027	<ul style="list-style-type: none"> Grade Distribution Graduation Rate

Action Plan #3	Implement a system of behavior intervention with a focus on social-emotional learning and well-being
Rationale	<ul style="list-style-type: none"> Suspension rates have remained at the same level since 2021-22 (approximately 240 student suspensions per year) <ul style="list-style-type: none"> The number of suspensions as a result of "physical injury to another" has decreased significantly since 2021 from 89 to 37 (Present February 2024) The number of suspensions as a result of a "controlled substance" has decreased significantly since 2021 from 93 to 23 (Present February 2024) The number of overall suspensions is on track for our lowest over the last six years (Exclusive of 20-21 when students were not on campus) Students, Teachers, and Staff lack awareness of the development of our school-wide code of conduct (C.A.V.E Code)
SLOs	Be a Critical Thinker, Effective Communicator, Academically Empowered, Ready for College and Career, Students of Character
Growth Target	<ul style="list-style-type: none"> All certificated staff trained in Capturing Kids Hearts - district secondary Social Emotional Learning (SEL) initiative Peer spotlight system for implementation of SEL strategies through school-wide walkthroughs 10% decrease in disciplinary referrals and suspension rates as evidenced by CA Dashboard and WHS Discipline Records All certificated teachers, staff, administrators, and students can articulate our school-wide student code of conduct (C.A.V.E Code) Establish a baseline percentage of students participating in at least one club or sport during the 2023-24 school year and increase the percentage by 5% annually Establish a baseline percentage of students and families completing an annual survey on student wellness, parent engagement, safety, belonging, and equity during 2023-24; increase the percentage by 5% annually

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3.1 - Refine systems within the Student Wellness Center	<ul style="list-style-type: none"> Establish a system to collect data on Wellness Center usage, Risk Assessments, and Hospitalizations as evidence of student well-being Continuous training of staff and students on the school's available mental health support services Promote all mental health resources available, i.e., social media, parent training, classroom presentations to staff, students, and parents Develop a consistent annual survey to measure student wellness, safety, belonging, and equity 	Students, Parents, Teachers, Support Staff Site Admin	CA Dashboard	Full-time mental health counselors/therapists	Fall 2021- 2022	<ul style="list-style-type: none"> Meeting Agenda/Minutes Wellness Center Sign-ins Discipline Records (monitor decrease of behaviors)
3.3 - Create a Human Relations Committee site team that includes Administration, Staff, and Students	<ul style="list-style-type: none"> Develop supports and resources that will improve our practices, which address issues of safety, inequality, discrimination, accountability, and racism within the school system and community Continue Cultural Proficiency training of staff and administration Continue professional development of culturally responsive teaching with staff and administration Implement Cultural Proficiency Project to increase parent and student sense of community belonging 	Site HRC Team Teachers Site Admin Instr Coaches	LCAP student perception data	ISTE resources Equity Partnership Texts	Summer 2020-2023	<ul style="list-style-type: none"> PD agendas & attendance Coaching workshops and professional development agendas and attendance
3.4 - Develop and implement a tiered-approach restorative framework for student discipline	<ul style="list-style-type: none"> Develop a student success plan for students receiving discipline that includes reflective and community-building components Collect and analyze student disciplinary referrals and suspension data to identify trends in the application of restorative practices Develop community partnerships with outside service providers to provide a variety of discipline opportunities, including community service and extracurricular activities Provide professional development opportunities to Deans on the implementation of a restorative-based framework for student discipline Develop and deliver professional development presentations for teachers on the implementation of restorative practices within the classroom 	Teachers Instr Coaches Deans Site Admin	CA Dashboard	LACOE PBIS resources	Spring 2024 - 2027	<ul style="list-style-type: none"> Disciplinary Referrals Data PD Scope and Sequence
3.5 - Launch a school-wide PBIS system centered on our collaboratively developed student code of conduct - C.A.V.E. Code	<ul style="list-style-type: none"> Create a social media campaign to launch our student code of conduct - C.A.V.E. Code Expand our Culture Committee (Formerly known as PBIS Committee) to include both students and parents Create and distribute C.A.V.E. Code promotional items, including t-shirts and stickers to promote our code of conduct Create and post metal C.A.V.E. Code signs across campus as part of the promotion of our student code of conduct Develop and execute two <i>Character Counts</i> weeks that spotlight our C.A.V.E. Code and provide students an opportunity to build community with one another through lunch time activities Establish a C.A.V.E. Code student of the month nomination and selection process to spotlight students who demonstrate or exemplify our student code of conduct 	Student Voice Culture Committee Teachers Leadership Coalition Deans Site Admin	Referral Data LCAP Student Perception Data	LACOE PBIS resources DUSD Culture Committee District Resources	Spring 2024 - 2027	<ul style="list-style-type: none"> Disciplinary Referrals Data Student Perception Data

Action Plan #4	Increase the number of students prepared for college and career as measured by the California Dashboard
Rationale	<ul style="list-style-type: none"> 47% of graduates in 2023 met the College and Career Readiness Standards as measured on the CA Dashboard (2022 data not available) 20% of graduates in 2023 received a score of 3 or higher on both ELA and math Smarter Balanced Summative Assessments There is a large discrepancy between the number of students who are enrolled in a CTE pathway and those who complete the pathway (7.9% graduate completers in 2022 and 12.8% in 2023) Only .4% of graduating students in 2022 and 1% in 2023 completed two academic or CTE subject college credit courses with a C- or better 10.7% of graduates in 2022 and 11.9% in 2023 scored a 3 or higher on at least 2 AP exams 7.3% of graduates in 2022 and 10.4% in 2023 earned the Seal of Biliteracy
SLOs	Be Critical Thinkers, Effective Communicators, Academically Empowered, Ready for College and Career, Students of Character
Growth Target	<ul style="list-style-type: none"> Increase the amount of students prepared for college-and-career as measured by California Dashboard by an average 5% each year by 2026 Exceed the state average in "Met" rates in CAASPP in Math Increase number of CTE completers by an average of 5% each year by 2026 Increase the number of students completing two semester college courses with a C- or better by an average of 5% each year by 2026 Increase the number of students passing at least two AP Tests by an average of 2% per year Increase the number of students earning the Seal of Biliteracy by an average of 3% per year

Actions to Improve Educational Practice	Task	Person(s) Responsible	Assessment	Resources	Timeline	Follow up indicator
4.2 Create systems to increase the number of students taking two or more dual enrollment classes	<ul style="list-style-type: none"> Schedule students for a fall and spring course, i.e., English 100 and History 103 Collaborate with Cerritos to build a two-year cohort for juniors and seniors. Articulate with Cerritos to get our CTE courses approved for dual enrollment Educate parents, students, and staff about dual enrollment/articulation opportunities and supports Create supports for students new to dual enrollment, i.e., specific tutorials or support class 	Site Admin Counselors College & Career	CA Dashboard		Spring 2024 - 2027	<ul style="list-style-type: none"> Master Schedule Enrollment Data
4.3 - Increase AP pass rates of the AP exams	<ul style="list-style-type: none"> Provide training opportunities for current and potential AP teachers to ensure all instructional practices align with AP examinations Provide AP pullout days to conduct instructional walkthroughs and share best practices Adopt instructional resources and programs that provide students access to test-aligned practice questions 	Counselors AP Teachers	CA Dashboard AP Exams LOTE Placement	AP Curriculum LOTE Tutoring	Spring 2024 - 2027	<ul style="list-style-type: none"> Enrollment Data Grade Distribution Summer LOTE Enrollment
4.4 - Increase the number of students scoring 3 or higher on the math portion of CAASPP	<ul style="list-style-type: none"> Utilizing the CAASPP Blueprint, each PLC creates benchmarks and common formative assessments that align to priority and supporting standards. Vertically and horizontally align rigor, curricula, and materials across math levels. Align grading categories and practices to ensure data analysis reflects student mastery of standards. Analyze assessment data (CAASPP, interim, benchmark, common formative) to refine instruction and create Tier 1 and Tier 2 interventions. Department-wide: Revise curriculum map and pacing to include a dedicated time for CAASPP interim / focus interim assessments. TTLs disaggregate data so teachers can focus on effective pedagogy to improve student learning. TTLs provide training and support for teachers when using CAASPP interim assessments. 	PLCs PLC Assess	CAASPP CA Dashboard	PLC time	Spring 2024 - 2027	<ul style="list-style-type: none"> Enrollment Data Essential Standards

Action Plan # 5	Implement a schoolwide academic intervention plan within the school day
Rationale	<ul style="list-style-type: none"> By 2031, students will have to pass all A-G requirements with a "C" or better in order to graduate As of the 2023 fall semester, approximately 40% of students received at least one "D" or "F" Attempts of academic support outside of the school day have not shown positive results
SLOs	Be a Critical Thinker, Effective Communicator, Academically Empowered, Ready for College and Career, Students of Character
Growth Target	<ul style="list-style-type: none"> Increase the amount of students meeting A-G requirements to 70% of students by 2026 Decrease the number of both "D/F" percentages by 50% by 2026 <ul style="list-style-type: none"> Decrease the number of both "D/F" percentages to 20% or lower for students in special populations (Students with IEPs and MLLs) Decrease the number of both "D/F" percentages to 20% or lower in the Science and Math Departments

Actions to Improve Educational Practice	Task	Person(s) Responsible	Assessment	Resources	Timeline	Follow up indicator
5.1 - Renew a focus on Tier 1 intervention in the classroom	<ul style="list-style-type: none"> Continue to identify essential standards and align to curriculum, instruction, and assessment Explore research-based grading practices that guide PLCs to implement common grading practices based around essential standards Provide professional development and time for instructional walkthroughs to focus on Tier 1 Interventions and Supports specific to content area Increase the utilization of FBI strategies to increase student engagement and meet the learning needs of all learners in mastering content and skills Create a system of sharing First Best Instructional strategies within, and between, PLCs Focus on the development, implementation, and analysis of common formative assessments to gather data and inform areas for reteaching Create a system report to identify students in need of academic support within the first quarter of each semester to assist teachers in need of support in Tier 1 Strategies 	PLCs LC Instructional Coaches Canvas Coaches TTLs Administration	CAASPP/EAP PLC Common Assessments	PLC Time Mastery Connect FBI Professional Development	Fall 2021- 2024	<ul style="list-style-type: none"> A-G completion rate
5.2 - Develop Tier 2 intervention options for students who are struggling to show proficiency and mastery in the classroom	<ul style="list-style-type: none"> Use academic data to identify students in need of Tier 2 support Create a intervention taskforce to track and measure the progress of Tier 2 students Involve the parents of Tier 2 intervention participants 	PLCs LC Instructional coaches	CAASPP/EAP PLC Common Assessments	PLC Time Mastery Connect	Fall 2021- 2025	<ul style="list-style-type: none"> Summer bridge attendance and completion