

Corning Union High School

Revised WASC Action Plan Spring 2021 thru Spring 2022

The following action plans correspond to the identified needs we generated that were consistent with our WASC process and our own internal district reflections and evaluations among staff, students, parents and the school board. This plan has maintained the integrated items that the Visiting Team identified during the full visit in 2019 as areas to be strengthened.

Critical Need #1: We need to sustain effective, transparent communication practices across our campus to all CUHS stakeholders. (Good communication is key to everything we do).

Action Plan Steps for #1:

1. The district will fully implement all CSBA-recognized practices for governance protocols, human resource management, and fiscal oversight.
2. The district and site administration will provide routine updates to the board, the staff and the community about fiscal standing, program operations, significant changes and student-specific issues.
3. The administration and department heads will figure out ways to facilitate inter-departmental collaboration that impacts teacher effectiveness and student learning across the campus.
4. Explore and implement a parent outreach program that bridges the gap between perception and reality when considering the culture of CUHS.

Critical Need #2: We need to improve student achievement and college career readiness among our students specifically related to changes in our English Learner program, intentional articulation of EL and Mathematics programs with our associate districts, and CTE pathway and dual-enrollment expansion and articulation with community college and apprenticeship programs. (This need is consistent with our district's LCAP goal #1; it also integrates well with SPSA Goals # 1 & #2)

Action Plan Steps for #2:

1. Research, select, train for and implement a student assessment system that targets consistent tracking of student progress in mathematics, English and other core subjects.(the system has not been determined yet)
2. Review barriers for A-G completion:
 - a. Consider the re-design of our current course offerings to possibly submit for A-G approval, specifically targeting such freshmen A-G course offerings as Geography and Science.
 - b. Explore the submission of more CTE courses for A-G approval.
 - c. Consider revising our overall graduation requirements to make A-G more accessible for more students
 - d. Expand credit recovery options to subject areas where the current options are limited or nonexistent, i.e. math, science, world language, etc.
3. Provide the best first instruction possible for student learning by using effective instructional strategies, by building positive student-adult relationships, and by employing meaningful motivation and engagement strategies.
4. Diligently identify, monitor and implement interventions for struggling students using the MTSS process.
5. Continue to monitor and implement the recommendations of our EL consultant and instructional coach that lead to improved scores on the ELPAC and a consistent rate of reclassification among currently identified English learners. Continue to update and revise the EL Master Plan as needed to remain compliant to professional practices identified in the EL Road Map and ELD Standards.
6. Continue to increase our dual-enrollment opportunities for students at CUHS through Shasta College.
7. Continue to empower teacher and student use of technology in the teaching-learning process through the expanded use of chrome books and Google Classroom. Provide the necessary training for staff and students.
8. Develop cross-departmental collaboration opportunities for staff to target the academic, behavioral, social and emotional needs of our diverse population and learn effective strategies for teaching and dealing with students.
9. Continue to implement the elements of the AVID program school wide for CUHS as a means of promoting student agency, post-secondary opportunities, and college-career readiness for all students (WICOR, FNT, planners, staff PD, etc.).
10. Take advantage of the PD from the UCLA Curtis Center to build better instructional and assessment tools for the math department and develop stronger articulation with the elementary district around professional learning in mathematics.

Critical Need #3: We need to continue planning proactively to make our district safe for staff and students. (This need is consistent with our district's LCAP goal #2).

Action Plan Steps for #3:

1. Establish and sustain a schedule to regularly train and drill students and staff on how to respond to an active threat on campus. Continue to practice and reinforce the ALICE protocols on campus with particular emphasis on the evacuate options of run, hide or fight.
2. In the process of renovating or building new classrooms, consider the best practices in light of current school safety issues.
3. Provide students with access to behavioral, academic, and social-emotional supports that will help address mental health issues as early as possible (this step has value for other needs and actions on our campus as well).
4. Create and sustain a designated team of staff members that can assess and respond to possible threats to the safety of students and staff. (a threat-assessment team is currently in place)
5. Maintain a thriving, active maintenance and operations department that supports kids through a clean, well-maintained campus.
6. Continue to support and develop co-curricular and extra-curricular programs on campus.

Critical Need #4: We need to obtain and sustain an internal assessment analysis system that enables us to visibly demonstrate student progress in multiple areas and use those assessments to inform our staff of curricular, instructional and assessment decisions for student learning.

Action Plan Steps for #4:

1. Explore deliberately with external agencies and companies what best-practice systems are out there for CUHS to use to put our own created assessments into an analysis system that visibly demonstrates to the public the progress that our students are making and informs our teachers of needed adjustments in instruction.
2. Provide professional development for a minimum of department chairs, one additional department member and administration to create a more cohesive structure around data collection, disaggregation, analysis and instructional decision making in core departments.
3. Consider adopting a competency-based assessment and grading system while maintaining the value of effort.
4. Be intentional about entering meaningful student data results into our own Aeries system so that we can access information about our students' progress (i.e. CAASPP results, AP Exam results, ACT & SAT results, ELPAC results, Renaissance Star reading-level scores, writing rubric scores, GPA progressions among groups, etc.).

Critical Need #5: We need to sustain our efforts at building schoolwide capacity for promoting the behavioral, social and emotional health of our student population.

Action Plan Steps for #5:

1. Through our Student Support Services office, the staff and counselors will be intentional about consistently monitoring student grades, behaviors, social-emotional health, and needed interventions according to the future development and implementation of our MTSS plans.
2. Continue to advocate for the services of MFTs on our campus to support our challenging student population and help give them hope for the future.
3. Continue to provide sustained professional development of all paraprofessionals for both special education and English Learner programs. Provide professional learning for all staff around social-emotional learning (SEL).
4. Provide opportunities for Special Education teachers to attend professional development as an entire department.