

# Creekside High School & San Joaquin High School

3387 Barranca Parkway Irvine CA 92606

## 2015 Action Plan – Revised

<b>GOAL 1:</b>	<b>Creekside High School and San Joaquin High School students, including all significant subgroups, will demonstrate positive growth in all CORE areas towards proficiency as measured by site and state assessments including but not limited to CAHSEE, SBAC, PSAT, CELDT and site common assessments.</b>				
<b>Critical Need:</b>	<b>There is a need to improve student performance in CORE subject areas including mathematics, English Language Arts, science and social studies</b>				
Rationale:	Self-study findings indicate a need to improve student achievement in all CORE curricular areas. There is a discrepancy between grades earned in the classroom and proficiency levels demonstrated on standardized tests and review of student work support this need. Student performance results show areas of concern in CORE courses and for underachieving subgroups.				
Growth Target:	The number of students below proficient will decrease from year to year as measured by CAHSEE, SBAC, CELDT, and site assessments. All students will pass both sections of the CAHSEE exam.				
Student Outcomes Addressed	Effective Communicators, Strategic Thinkers, Healthy Self-Directed Individuals				
<b>ACTION</b>	<b>Continue to refine and implement standards based instruction and regular intervention within the school day to support student access and understanding.</b>				
	<b>BENCHMARKS/ACTION STEPS</b>	<b>MONITORING</b>	<b>PERSONNEL RESPONSIBLE</b>	<b>RESOURCES</b>	<b>MEANS TO ASSESS AND REPORT</b>
1.	<b>Develop and implement CCSS instruction, curriculum and assignments in all subject areas</b> <ul style="list-style-type: none"> <li>• Teachers will develop in PLC’s at least 1 common core unit of study with a performance task quarterly</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly site professional development on Wednesday early out/late start</li> <li>• District professional development</li> <li>• Quarterly release time for ELA and social studies common core alignment</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Core Teachers</li> <li>• All Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• PLC/collaboration time focusing on developing CCSS lessons, performance tasks, and data analysis</li> <li>• Substitutes for district professional development</li> <li>• Master Schedule</li> <li>• Bell schedule</li> <li>• Collaboration time with colleagues at comprehensive high schools and other local continuation high schools</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Walkthroughs</li> <li>• Professional Development Calendar and meeting notes</li> <li>• PLC Meeting notes</li> <li>• PLC task agendas</li> <li>• Lesson plans</li> <li>• Student work</li> <li>• Teacher lesson plans/units of study</li> <li>• Performance tasks and student work</li> </ul>
2.	<b>All departments will collaborate to identify best strategies focusing on differentiated instruction and student engagement, develop common core lessons, and develop common assessments to improve student achievement.</b>	<ul style="list-style-type: none"> <li>• Monthly monitor in PLC and staff meetings</li> <li>• Monthly site professional development on Wednesday early out/late start</li> <li>• District professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Core lead teachers</li> <li>• All teachers</li> <li>• Special education teachers</li> <li>• All counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark data</li> <li>• Strategies across curriculum</li> <li>• Site/district professional development</li> <li>• End of day teacher prep periods</li> <li>• PLC accountability sheets</li> <li>• Certificated goals/progress checks</li> </ul>	<ul style="list-style-type: none"> <li>• CAHSEE, SBAC, PSAT, site common assessments, and classroom walkthroughs.</li> <li>• Review data after CAHSEE, CELDT, SBAC, PSAT, and site assessments</li> <li>• Meeting notes from PLC meetings, staff meetings, School Site Council meetings and leadership team meetings.</li> <li>• Data analysis of Benchmark assessment results</li> <li>• Use of Schoolnet for assessments</li> <li>• Staff Surveys</li> <li>• Teacher lesson plans/units of study</li> <li>• Performance tasks and student work</li> </ul>

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3.	<p><b>Examine/evaluate/implement effective interventions (EL, SPED, and students at risk).</b></p>	<ul style="list-style-type: none"> <li>• Intervention Lead</li> <li>• Teacher monthly meetings</li> <li>• Monthly PLC and Student of Concern meetings</li> <li>• Quarterly PBIS team meetings to align interventions</li> <li>• Quarterly Academic Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Core lead teachers</li> <li>• All teachers</li> <li>• ELD teachers/coordinator</li> <li>• SPED teachers</li> <li>• Counselors</li> <li>• ILT Team</li> <li>• School Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> <li>• CAHSEE data</li> <li>• CELDT data</li> <li>• Paraprofessionals</li> <li>• District PBIS, SRT, and Guidance best practice</li> <li>• Project Success</li> </ul>	<ul style="list-style-type: none"> <li>• CAHSEE, SBAC, PSAT, CELDT, site common assessments, and classroom walkthroughs.</li> <li>• Data analysis of benchmark assessments</li> <li>• Review data after CAHSEE, CELDT, SBAC, PSAT and site based assessments</li> <li>• Meeting notes from PLC meetings, staff meetings, School Site Council meetings and leadership team meetings.</li> <li>• PBIS interventions</li> <li>• SRT meeting notes</li> </ul>
4.	<p><b>Identify relevant professional development opportunities to support student achievement with a focus on:</b></p> <ul style="list-style-type: none"> <li>a. Technology</li> <li>b. English Language Learners</li> <li>c. At-risk strategies</li> <li>d. Multi-Tiered Systems of Support</li> <li>e. Classroom management</li> <li>f. Common Core</li> <li>g. Career and College Planning</li> </ul>	<ul style="list-style-type: none"> <li>• District Professional Development</li> <li>• Monthly site based professional development</li> </ul>	<ul style="list-style-type: none"> <li>• District</li> <li>• Administrators</li> <li>• Counselors</li> <li>• All teachers</li> </ul>	<ul style="list-style-type: none"> <li>• PLC meetings</li> <li>• Leadership</li> <li>• District trainings</li> <li>• Weekly collaboration time</li> </ul>	<ul style="list-style-type: none"> <li>• Data Dialogue worksheets</li> <li>• Classroom walkthroughs</li> <li>• Meeting notes from PLC meetings, staff meetings, School Site Council meetings and leadership team meetings.</li> <li>• Staff Surveys</li> <li>• Teacher lesson plans</li> <li>• Student work</li> </ul>
5.	<p><b>Calibrate the level of rigor from teacher to teacher in CORE content areas.</b></p>	<ul style="list-style-type: none"> <li>• District professional development</li> <li>• Monthly PLC and site based PD</li> <li>• Quarterly collaboration with feeder HS and other alternative education programs</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• All teachers</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> <li>• Assessment data</li> <li>• Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Classroom walkthroughs</li> <li>• Results of common assessments</li> <li>• PLC accountability and Data Dialogue sheets</li> <li>• Student Surveys</li> <li>• Professional development calendar</li> </ul>
6.	<p><b>Improve CAHSEE ELA and Math Test Scores by reinstating CAHSEE prep classes in ELA and Mathematics.</b></p>	<ul style="list-style-type: none"> <li>• Quarterly Academic Plans and student grades</li> <li>• CAHSEE score analysis when released</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Counselors</li> <li>• All teachers</li> <li>• SPED teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership team</li> <li>• Master schedule</li> <li>• Staff development</li> <li>• Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• CAHSEE, SBAC, benchmark assessments, common assessments, classroom walkthroughs</li> <li>• Meeting notes from PLC meetings, staff meetings, School Site Council meetings and leadership team meetings.</li> <li>• IPG goals/progress checks</li> </ul>

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7.	<b>Continue to reevaluate the effectiveness of offering cougar den and other extra-curricular opportunities for students and make adjustments as necessary</b>	<ul style="list-style-type: none"> <li>Monthly staff and student of concern meetings</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>All teachers</li> <li>Counselors</li> </ul>	<ul style="list-style-type: none"> <li>Leadership team</li> <li>Teachers</li> <li>Counselors</li> </ul>	<ul style="list-style-type: none"> <li>Meeting notes from PLC meetings, staff meetings, School Site Council meetings and leadership team meetings.</li> <li>25-credit and recognition luncheon award recipients</li> <li>Student Surveys</li> <li>Staff Surveys</li> <li>Cougar Den sign in sheets</li> </ul>
8.	<b>ELD and SPED classes aligned with general education courses</b>	<ul style="list-style-type: none"> <li>Quarterly leadership team meeting to develop master schedule</li> <li>Monthly special education team meetings</li> <li>DLAC meetings</li> <li>Monthly site based professional development</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>ELD teachers</li> <li>SPED coordinator</li> <li>District curriculum director</li> <li>District Program Specialist</li> <li>District SPED TOSA</li> </ul>	<ul style="list-style-type: none"> <li>ELD teachers</li> <li>SPED teachers</li> <li>Staff development</li> <li>ELD and SPED course pacing guides</li> <li>Supplemental material</li> </ul>	<ul style="list-style-type: none"> <li>CAHSEE, SBAC, CELDT, benchmark assessments, common assessments, classroom walkthroughs</li> <li>Administration report of data</li> <li>Meeting notes from PLC meetings, staff meetings, School Site Council meetings and leadership team meetings.</li> </ul>
9.	<b>Develop and institutionalize data collection and analysis protocols to ensure student success in all areas</b> <ul style="list-style-type: none"> <li><b>Develop site based common assessments to measure student progress towards course objectives and state standards</b></li> </ul>	<ul style="list-style-type: none"> <li>Monthly PLC and student of concern meetings</li> <li>Quarterly benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>All Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Student of Concern meeting time</li> <li>Leadership Team Meetings</li> <li>PLC meetings</li> <li>Collaboration time</li> </ul>	<ul style="list-style-type: none"> <li>CAHSEE, SBAC, CELDT, benchmark assessments, common assessments, classroom walkthroughs</li> <li>Data Dialogue protocols and worksheets</li> <li>PLC meeting agendas and notes</li> </ul>

Follow Through Process on Action Plan:

Creekside and San Joaquin High School staff will meet monthly to monitor progress on action steps in each of our three goal areas. Monthly meetings include PLC, Student of Concern, general staff meetings, and site based professional development on Wednesday early out/late start days. Each of these meetings will address different aspects of the action plan. Meeting and team notes will be used to monitor progress towards reaching the goals in this action plan.

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## 2015 Action Plan – Revised

<b>GOAL 2:</b>	<b>Creekside High School and San Joaquin High School will expand course curriculum/offerings and programs to meet the needs of its diverse student body.</b>				
<b>Critical Need:</b>	<b>There is a need to expand course offerings to increase the availability of classes for our student population.</b>				
Rationale:	Students will be able to take a varied class schedule that will better prepare our students for life after High School.				
Growth Target:	The number of courses offered will expand to include language, technical classes, AP courses, and expanded math/science options.				
Student Outcomes Addressed:	Effective Communicators, Strategic Thinkers, 21 <sup>st</sup> Century Citizens				
<b>ACTION</b>	<b>Continue to discuss and implement additional course offerings thus expanding educational options for our students.</b>				
	<b>BENCHMARKS/ACTION STEPS</b>	<b>MONITORING</b>	<b>PERSONNEL RESPONSIBLE</b>	<b>RESOURCES</b>	<b>MEANS TO ASSESS AND REPORT</b>
1.	<b>Continue to provide the support so that ALL students have access to take A-G &amp; NCAA approved courses.</b>	<ul style="list-style-type: none"> <li>Quarterly academic plans</li> <li>Yearly development of Creekside and San Joaquin course of study</li> <li>Yearly adjustments to A-G course list</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Counselors</li> <li>All teachers</li> <li>School Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>Instructional aides</li> <li>Case carriers</li> <li>Counselors</li> <li>CUM files</li> <li>A-G requirements</li> <li>Master schedule</li> <li>IEPs</li> <li>Staff development</li> </ul>	<ul style="list-style-type: none"> <li>CAHSEE, SBAC, PSAT, benchmark assessments, AP results</li> <li>Classroom walkthroughs</li> <li>Class Rosters</li> <li>Transcripts</li> <li>Master schedule</li> <li>Meeting notes from PLC meetings, staff meetings, School Site Council meetings and leadership team meetings.</li> <li>IPG goals/progress notes</li> <li>Student and parent surveys</li> </ul>
2.	<b>Prioritize master schedule for SPED and ELD students and identify/implement classes to support such students as needed (appropriate placement in courses).</b>	<ul style="list-style-type: none"> <li>Quarterly administration and counselor meeting to develop master schedule</li> <li>Quarterly academic plans</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Counselors</li> <li>All teachers</li> <li>Case carriers</li> <li>School psychologist</li> </ul>	<ul style="list-style-type: none"> <li>Leadership</li> <li>Counselors</li> <li>SPED teachers</li> <li>Grades</li> <li>Test scores</li> <li>Master schedule</li> <li>CELDT scores</li> </ul>	<ul style="list-style-type: none"> <li>CAHSEE, SBAC, PSAT, CELDT, and benchmark assessments</li> <li>IEPs</li> <li>Administration report of data</li> <li>Master schedule timeline</li> <li>ELD services report</li> </ul>
3.	<b>Increase collaboration with teachers across curriculum and with colleagues at comprehensive high schools and neighboring alternative education programs.</b>	<ul style="list-style-type: none"> <li>Monthly PLC meetings</li> <li>Quarterly collaboration with feeder high schools and other alternative education programs</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Counselors</li> <li>Case carriers</li> <li>ELD/SPED teachers</li> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>PLC teams</li> <li>SPED team</li> <li>ELD team</li> <li>Administrators</li> <li>Staff development</li> </ul>	<ul style="list-style-type: none"> <li>CAHSEE, SBAC, PSAT, benchmark assessments, AP results</li> <li>IEPs</li> <li>Administration report of data</li> </ul>

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		<ul style="list-style-type: none"> <li>District semester collaboration with comprehensive high schools</li> </ul>			<ul style="list-style-type: none"> <li>Meeting notes from PLC meetings, staff meetings, School Site Council meetings and leadership team meetings.</li> <li>IPG goals/progress notes</li> <li>PLC accountability sheets</li> <li>Student work</li> <li>Classroom walkthroughs</li> <li>Staff Surveys</li> </ul>
4.	<b>Progress monitoring of students to ensure correct placement and interventions</b> <ul style="list-style-type: none"> <li><b>Develop advisement period that focuses on student monitoring and mentoring</b></li> </ul>	<ul style="list-style-type: none"> <li>Quarterly administration and counselor meeting to develop master schedule</li> <li>Quarterly academic plans</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>All counselors</li> <li>School psychologist</li> <li>ELD/SPED teachers</li> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>PLC teams</li> <li>SPED team</li> <li>Staff development</li> </ul>	<ul style="list-style-type: none"> <li>CAHSEE, SBAC, PSAT, benchmark assessments, AP results</li> <li>Student work and classroom walk-throughs</li> <li>Every four week grading reports</li> <li>Classroom walkthroughs</li> <li>Meeting notes from PLC/staff meeting, SCS meetings and leadership team meetings.</li> <li>Individual student course plans and counselor notes</li> </ul>
5.	<b>Investigate, research, and implement elective and vocational course offerings to allow students multiple avenues of growth potential</b>	<ul style="list-style-type: none"> <li>Quarterly collaborative development of master schedule with administration, counselors and teachers</li> <li>CTE course development with IUSD, IVC, and ROP both on site and off site for students</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Counselors</li> <li>District ROP and career technical support staff</li> </ul>	<ul style="list-style-type: none"> <li>ROP support</li> <li>Counselors</li> </ul>	<ul style="list-style-type: none"> <li>Staff, Parent, and Student interest surveys</li> <li>Student course enrollment and completion data</li> <li>Master schedule</li> <li>Student transcripts</li> </ul>

#### Follow Through Process on Action Plan:

Creekside and San Joaquin High School staff will meet monthly to monitor progress on action steps in each of our three goal areas. Monthly meetings include PLC, Student of Concern, general staff meetings, and site based professional development on Wednesday early out/late start days. Each of these meetings will address different aspects of the action plan. Meeting and team notes will be used to monitor progress towards reaching the goals in this action plan.

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<b>GOAL 3:</b>	<b>The school environment at Creekside High School and San Joaquin High School will be inviting, safe, inclusive and supportive so that all stakeholders are involved in the learning process.</b>				
<b>Critical Need:</b>	<b>To engage and involve all stakeholders in the learning process.</b>				
<b>Rationale:</b>	Knowing the most important component in education a student is a safe, clean, welcoming school and teachers that care.				
<b>Growth Target:</b>	CHS/SJHS will communicate individual student progress and performance, school wide learning goals, and expected learning outcomes on a regular basis. Parent and community involvement will increase via the use of regular home-school communication, increased opportunities for participation via school governance groups such as School Site Council, PLC teams, Student Study Teams, and WASC Professional Development groups.				
Student Outcomes Addressed:	<b>Self-Directed Individuals, 21<sup>st</sup> Century Citizens</b>				
<b>ACTION</b>	<b>Continue to expand, maintain and monitor a safe, welcoming school through open lines of communication with all stakeholders.</b>				
	<b>BENCHMARK/ACTION STEPS</b>	<b>MONITORING</b>	<b>PERSONNEL RESPONSIBLE</b>	<b>RESOURCES</b>	<b>MEANS TO ASSESS AND REPORT</b>
1.	<b>Help students take ownership of their academic learning and for their educational and career futures.</b> <ul style="list-style-type: none"> <li>• <b>Comprehensive orientation program that includes career interest and post-secondary survey</b></li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly academic plans</li> <li>• Increase in advisement period in bell schedule</li> <li>• Monthly student of concern meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• All counselors</li> <li>• All teachers</li> <li>• Support staff</li> <li>• Parents</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• Administrator</li> <li>• Teachers</li> <li>• Administration</li> <li>• Support staff</li> <li>• Student</li> <li>• Parents</li> <li>• ROP</li> <li>• Project Success</li> </ul>	<ul style="list-style-type: none"> <li>• CAHSEE, SBAC, benchmark assessments</li> <li>• AERIES.Net</li> <li>• Transcripts (GPA)</li> <li>• Classroom walkthrough</li> <li>• Student work</li> <li>• Data Dialogue worksheets</li> <li>• Attendance records</li> <li>• academic plans</li> <li>• SSC</li> <li>• Student Surveys</li> <li>• Advisement curriculum</li> <li>• Cougar Den</li> </ul>
2.	<b>Continue to reduce truancy and tardy rates</b>	<ul style="list-style-type: none"> <li>• Weekly attendance interventions and monitoring by administration</li> <li>• Monthly student of concern meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Attendance clerk</li> <li>• Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Administrator</li> <li>• Teachers</li> <li>• Aeries.net</li> <li>• Attendance</li> <li>• Counselors</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• SARB</li> <li>• Attendance letters</li> <li>• Weekly review of attendance data</li> <li>• Truancy lists</li> <li>• Tardy report</li> <li>• Aeries</li> <li>• Scheduling</li> </ul>

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3.	<p><b>Improve on communication among stakeholders, most importantly, parents.</b></p> <ul style="list-style-type: none"> <li>• <b>Work with district and community to improve perception of CHS and SJHS</b></li> </ul>	<ul style="list-style-type: none"> <li>• Monthly school website updates</li> <li>• Quarterly principal newsletter and Listserve</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Counselors</li> <li>• Support staff</li> <li>• Teachers</li> <li>• Students</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Counselors</li> <li>• Support staff</li> <li>• Teachers</li> <li>• Aeries.net</li> <li>• Website</li> <li>• Parents</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• Message system calls/reports</li> <li>• Mailers</li> <li>• Attendance reports, agendas/minutes for leadership/ staff meet/PLC meetings</li> <li>• School Site Council meetings</li> <li>• School website revamp</li> <li>• Listserve</li> <li>• Principal newsletter</li> </ul>
4.	<p><b>Increase student inclusion in extra-curricular activities and learning/credit opportunities.</b></p> <ul style="list-style-type: none"> <li>• <b>Expand student leadership opportunities</b></li> <li>• <b>Develop student forum</b></li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly collaboration with comprehensive high schools</li> <li>• Quarterly implementation of course offerings through IVC and City of Irvine</li> <li>• Quarterly Creekside Leadership Academy</li> </ul>	<ul style="list-style-type: none"> <li>• Administrator</li> <li>• Counselors</li> <li>• Teachers</li> <li>• ROP</li> <li>• Project Success</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Counselors</li> <li>• Teachers</li> <li>• Website</li> <li>• Publicity</li> <li>• ROP</li> <li>• Project Success</li> </ul>	<ul style="list-style-type: none"> <li>• School Site Council meetings</li> <li>• ROP on site schedule</li> <li>• Project Success schedule</li> <li>• Master schedule</li> <li>• Student transcripts and program participation</li> </ul>
5.	<p><b>Make CHS and SJHS a school where everyone belongs</b></p> <ul style="list-style-type: none"> <li>• <b>Refine process of referral to CHS/SJHS to include positive opportunities and advantages of attending alternative education programs</b></li> <li>• <b>Develop advisement/mentor period within the school day</b></li> </ul>	<ul style="list-style-type: none"> <li>• Weekly student activities at lunch in quad</li> <li>• Increase advisement period in bell schedule</li> <li>• Twice yearly student assemblies</li> <li>• Yearly college and career fair on campus</li> </ul>	<ul style="list-style-type: none"> <li>• Administrator</li> <li>• Counselors</li> <li>• Teachers</li> <li>• Community members</li> </ul>	<ul style="list-style-type: none"> <li>• Expectation Assembly</li> <li>• Orientation presentation</li> <li>• Professional development</li> <li>• School resource officer</li> <li>• 2 campus control assistants</li> <li>• Teachers</li> <li>• Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• School Site Council meetings</li> <li>• Master schedules</li> <li>• Staff development agendas</li> <li>• PBIS trainings/meetings</li> <li>• Student Leadership class</li> </ul>
6.	<p><b>Ensure a culture built on shared decision making is instituted on all decisions including all stakeholders</b></p>	<ul style="list-style-type: none"> <li>• Monthly committee meetings including bell schedule and credit committee</li> <li>• Quarterly SSC meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Administrator</li> <li>• Counselors</li> <li>• Teachers</li> <li>• Community members</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Counselors</li> <li>• School policies and student agenda</li> </ul>	<ul style="list-style-type: none"> <li>• Staff committee agendas and notes</li> <li>• SSC meeting notes</li> <li>• Staff Meeting notes</li> <li>• PLC meeting notes</li> </ul>
7.	<p><b>Increase parent involvement in student’s educational process</b></p>	<ul style="list-style-type: none"> <li>• Quarterly student conferences with parents and advisement teacher</li> <li>• Quarterly academic plans</li> </ul>	<ul style="list-style-type: none"> <li>• Administrator</li> <li>• Counselors</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Teachers</li> <li>• Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly parent conferences between advisement teacher, parents, and students</li> <li>• Parent information nights</li> <li>• Parent page on school website</li> </ul>
8.	<p><b>Increase community partnerships</b></p>	<ul style="list-style-type: none"> <li>• Yearly college and career fair on campus</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Counselors</li> <li>• Career Link</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• District office community liaison</li> <li>• ROP</li> </ul>	<ul style="list-style-type: none"> <li>• Field trips to local businesses</li> <li>• Career Day</li> <li>• Guest speakers</li> </ul>

# Creekside High School & San Joaquin High School

3387 Barranca Parkway Irvine CA 92606

## 2015 Action Plan – Revised

		<ul style="list-style-type: none"><li>• Creekside leadership academy community service projects</li></ul>		<ul style="list-style-type: none"><li>• Career Link</li><li>• Master Schedule</li></ul>	<ul style="list-style-type: none"><li>• Career exploration course built into master schedule as elective course option</li></ul>
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Follow Through Process on Action Plan:

Creekside and San Joaquin High School staff will meet monthly to monitor progress on action steps in each of our three goal areas. Monthly meetings include PLC, Student of Concern, general staff meetings, and site based professional development on Wednesday early out/late start days. Each of these meetings will address different aspects of the action plan. Meeting and team notes will be used to monitor progress towards reaching the goals in this action plan.