



Harbor High School ACS WASC Executive Summary

300 La Fonda Avenue
Santa Cruz, CA 95062

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Harbor High School WASC Leadership Team

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Harbor High School Mission, Vision, and Values

Mission statement

Educating all students to become critical thinkers and globally-minded community members.

Vision Statement

Where adults and students are respectful and own their learning. Harbor High graduates are college and career ready and equipped with the skills needed to become the best version of themselves.

Staff Values

- *We believe in our school.*
- *We know all students can learn.*
- *We respect and believe in students.*
- *We use data and research to design and improve curriculum.*
- *We have clear and consistent student expectations.*
- *We are kind, caring, and accessible.*
- *We have high expectations and clearly-communicate success criteria.*
- *We collaborate for students.*
- *We are flexible and adaptable.*
- *We make student-centered decisions.*
- *We grow professionally to meet student needs.*
- *We listen and engage with each other professionally, respectfully and openly.*
- *We are responsive and supportive.*
- *We value and communicate with our stakeholders.*

Student Learning Outcomes: What students will be able to know, do or demonstrate when they have completed Harbor High School.

<p><u>Communicate</u></p> <ul style="list-style-type: none"> ● Collaborate in groups ● Use technology thoughtfully and effectively ● Express ideas and understanding through writing, speaking, presenting and listening 	<p><u>Learn</u></p> <ul style="list-style-type: none"> ● Set goals, plan and anticipate ● Access resources ● Persist through personal obstacles ● Embrace academic challenges
<p><u>Think</u></p> <ul style="list-style-type: none"> ● Apply prior knowledge ● Solve complex problems ● Experiment and create ● Evaluate multiple perspectives and sources of information 	<p><u>Contribute</u></p> <ul style="list-style-type: none"> ● Actively engage in and add to the school and larger community ● Welcome and include everyone ● Respect self and others

Progress Report

Significant Developments

- International Baccalaureate: Harbor is currently in our candidacy period pending authorization from IBO in the spring of 2020.
- Facilities: In November 2016, a facilities bond for secondary Santa Cruz City Schools, that allocated 29.8 million dollars toward school and classroom improvements at Harbor High School resulted in major improvements, some still in progress, for our school.
- New Program: In 2013 Santa Cruz City Schools took over the County's high school special education program for emotionally disturbed (ED) students, transitioned it into a therapeutic day program called SAIL (Students Achieving Independence and Life Success), and located it at Harbor High School.
- Student Information System: As part of the Santa Cruz City Schools District transition, Harbor High School changed its student information system (SIS) from Infinite Campus to Illuminate Education in spring 2018.

Overview of Progress since 2013 self-study and 2016 midterm visit

1. Our ELD program is more systematic, stable, coherent and focused.
2. Our interventions expanded to include a full time RTI math support teacher, 3 math intervention classes, and additional release time for world language and ELD resulting in achievement gains for students.
3. School communication has improved and parents are positively responding to those efforts. High numbers of parents and staff report that they are informed about events at HHS and know how to get their students involved in school activities. All students receive counseling curriculum related to their grade level each year of high school. The responses to our parent and student survey questions regarding teacher and counselor communication are lower than we expected, and we will address this as a school.
4. The increased participation by staff with our newly expanded SCIL team, communication with administration, and clarity about the PD development process has increased the understanding by the staff of our student needs and instructional goals. Approximately 94% of all staff state that "school's goals and strategies for achieving these goals are clear to me."
5. Our Site Council is well informed and contributes to our SPSA with input and suggestions. Our subgroup data school wide is an area staff and stakeholders identified as a preliminary critical area of need for Harbor. Our CAASPP scores show a decrease in performance by white students and an increase in Math scores by Hispanic/Latino and economically disadvantaged students. There is still a difference in performance between the two groups, although in 2018 that gap is reduced.
6. Teachers in science, math, and English have transitioned to the Common Core State Standards; initially through their PLC work and with training from the district and county.

There is district wide alignment on four strategic focus areas for student achievement, English Learner Progress, Academic Literacy, Math Progress, and School Connectedness, that have narrowed our instructional work and provided a framework for our school goals.

7. A district and site focus on visible learning has resulted in understanding by students about what they are learning and why and more work by teachers to define the learning progressions in their courses.
8. Parents and students transition from the middle school to high school with clarity and confidence.
9. Harbor High is branding itself as a school and through athletics with a new logo and consistent apparel, uniforms, and letterhead.
10. We adjusted our tardy policy to prevent a loss of seat time for students by dropping the requirement that they check in at the attendance office if they are late.
11. Harbor adjusts policies and practices to reflect our staff values statements.
12. Harbor hosted an A-G analysis day to address some easy access points to college such as increasing our number of A-G courses and deepening our conversations about grades and what they mean for students.

Student/Community Profile and Supporting Data and Findings

Harbor provides a comprehensive education that includes a full athletic program, AVID program, Newcomer ELD program, SAIL special education program, and Career Technical Education (CTE) program on the campus.

Harbor High school is a welcoming place where with a diverse student population and numerous opportunities for students to learn and grow. 54% of our students qualify for Free or Reduced Lunch benefits and many of our students come from under-resourced families. In 2017-18 we had 133 (16%) English Learners and 5 (4%) RFEP students.

Over the past few years, Harbor has engaged in professional development activities focused on collaboration and the consistency of instruction and services that students receive. This includes weekly collaboration in departments and Professional Learning Communities, Santa Cruz Instructional Leadership (SCIL) meetings, and professional development trainings in staff meetings. As a way to build student-ness, we adopted the Organized Binder system for freshmen and sophomores to build a foundational approach to organization.

Harbor High receives Title 1, Title 1 PD, and Local Control Funding (LCFF) resources to support our students. Our LCAP incorporates the RTI model as part of a larger Multi-Tiered System of Support (MTSS) structure adopted by all Santa Cruz City Schools. This has allowed for Harbor High to fund a full-time Response to Intervention (RTI) math coordinator to support our students and math and English teachers.

Harbor High's Counseling and Guidance Department provides a proactive, comprehensive, and developmentally appropriate program of planning and support for students' academic and career goals and social-emotional well being. Harbor High's Counseling program partners with parents/guardians, all school staff, community members and other stakeholders to teach and

reinforce academic and social-emotional goal setting, planning, persistence, self-awareness and reflection, and helping self and others.

Behavior management is focused on ensuring a safe environment where students can learn and thrive academically and socially. In terms of behavior management, Harbor uses a community accountability model where students reflect on their actions and the benefit or harm those actions have caused to the community. Educators work with students to create an environment of mutual trust and respect and the emphasis is one where students work to repair harm and restore relationships with each other and adults on campus. The impact of this approach has been an overall decline in total behavior events over the last five years.

Harbor High athletics offers 21 comprehensive interscholastic sports programs with multiple levels of progression for our student athletes. The numbers of students participating in sports was consistent until 2017, when we began the year with one full time Athletic Director for the first time. Since 2017 the rate of the Harbor student body participating in at least one sport has increased to a fifty-eight (58%).

The AVID program was implemented in 2008-2009 and has supported students in grades nine through twelve each year since. We currently have the largest AVID program in the county with over 157 students enrolled--approximately 20% of the student population in grades 9-12.

Our largest area of growth is our student achievement data for the subgroups of socio-economically disadvantaged (SED), students with disabilities (SWD), and Hispanic/Latino students. Our A-G rate, math and English grades and CAASPP results are lower than we would like for all students and particularly the student subgroups SED, SWD and Hispanic/Latino.

Self-Study Findings

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Parents, staff, and community members are involved in the decision-making process at Harbor High School. As a school, we collaboratively revised our school-wide mission, vision statement, values and SLO's. We derived our school goals from our LCAP, District Priorities, site student achievement data, WASC recommendations, and SCIL input. The school goals drive our collaboration and professional development. We regularly revisit our statements and goals and use them as a guide to maintain our focus and priorities. Our staff is highly qualified and we have ongoing access to professional development opportunities that target research-based high efficacy practices for supporting and challenging English Learners as well as strategies for differentiating instruction to support the needs of all learners, such as BeGLAD, AVID, CPM, and other district and county training.

To better meet the needs of our Hispanic/Latino students, low socio-economic and English Learners, we will develop an even more rigorous academic program that will include the supports necessary to increase student success, resulting in increased A-G completion rates, improved CAASPP

scores and higher rates of graduation. This includes developing cross-curricular connections and practices along with building intra-departmental communication to help students better access the curriculum and provide reinforcement in content area academic skills. A renewed focus on consistency in grading policies and practices in PLCs and departments is needed to ensure that our grading structures are not preventing students from reaching A-G completion, graduation, and advancing through department pathways in math, science, and world language.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- Work is purposeful and driven by collaboratively created mission/vision/values statements. (Goals are set and grounded, their visibility is increased on website, in classrooms and around campus, authentic teacher led PD strategies that address student population are presented during staff meetings)
- Administration and district are responsive to teacher/student/staff need for resources (increased RTI services, Bilingual para educators and tutors, more sections of ELD tutorial and AVID classes, technology support including chromebooks, headsets, projectors, speakers, and curriculum, hourly pay for teachers working at Study Fest and After School Learning Center)
- Professional Development opportunities are available and participation is encouraged by administration and district. (MAP, GLAD, Math and Science trainings, Paul Bloomberg (SCIL), Technology, CABE)
- Regular, Frequent Collaboration (Student data drives PLC work, PAL brings together administration and union representatives)
- Communication (Team Drive for staff that includes all pertinent information, Administration gets info to staff in timely manner, parent and staff presence on DAC (LCAP))

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Increased school-wide consistencies with grading policies and practices
- Formalized communication protocols for SCIL department leads and department PLCs
- More built-in time for the development of interdisciplinary curriculum and practices
- Training in Illuminate (SIS) and other classroom technology supports

ACS WASC Category B. Standards-based Student Learning: Curriculum

Summary, Strengths, and Growth Needs

Harbor High provides a range of courses to students from college prep A-G classes to CTE (Career Technical Education). These courses utilize a variety of different curricular resources and instructional strategies to build academic success in all of our students. Teacher schedules have built-in, weekly collaboration time to meet as PLC teams and departments to plan and align curriculum, lesson delivery and formative and summative assessments. This academic alignment

increases accessibility and support for students of all ability levels. As a result, the science department has integrated NGSS (Next Generation Science Standards) into all science curriculum and offerings, Harbor's AVID program has expanded to over 150 students with teachers incorporating some AVID strategies in courses and the English department has added core texts by writers who represent the diversity of our student population.

Consistency in curriculum among same courses, the use and implementation of the Organized Binder by all teachers, and parent/student and teacher communication through Illuminate are areas of growth. Teachers need training on A-G to understand student implications of D/F grades on transcripts. More time and planning will be devoted to debriefing CAASPP, NWEA/MAP, PSAT and AP scores as a staff to develop purposeful responses to students' results in these areas, including reteaching and interventions as needed.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Counseling A-G and CTE support focused
- Percentage of classes offered meeting A-G requirements increasing towards 100%
- Highest number of CTE courses offered in district
- Highest number of AVID classes/students in district
- Daily Learning Center
- Finals Study Fest
- Organized Binder available to all teachers, implemented by most all of grade 9 and 10 classes
- Daily aligned curriculum in freshman classes in both math and English departments
- AP/Honors program open to all free of prerequisites
- Intensive English for all grade 9 students
- Highest Seal Of Biliteracy rates in district

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- There is a need for improvement in representation of student subgroups in AP/Honors courses across the master schedule
- Implement a concrete, multi-year plan for use of National Clearinghouse resource and data.
- PLC alignment in grade level courses and vertical skill orientation among departments
- There is a need for training and planning to develop post-assessment use of MAP student data.
- Staff needs training in Illuminate for communication and reviewing students status and results.
- School needs to improve school wide awareness and support of CAASPP, including preparation for the test and post-assessment results review and planning.
- School needs to Improve awareness of CAST and its implementation in the district and at the state level.
- Teacher awareness and understanding of A-G and college admissions requirements.
- School needs to expand implementation of Organized Binder system in grades 11 and 12.
- There is a need for the development of consistent communication systems between SPED

and general education staff.

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Harbor High students graduate prepared to enter college and post-secondary career pathways, based on individual academic and career goals. Harbor High has increased enrollment in A-G courses and improved graduation rates for English Learners. Harbor students are encouraged to take the most rigorous courses through access to a rich selection of AVID, CTE, AP and Honors courses that meet A-G requirements. Additionally there has been a steady increase in the percent of students taking AP and honors level course work. Our PLCs develop common practices in subject-alike classes. We use research based strategies, such as essential questions and instructional rubrics, that incorporate learning intentions, success criteria and learning progressions to increase teacher clarity and encourage student ownership of their learning.

The Harbor High community is highly invested in examining our practices and striving to have more students use school-wide supports. For instance, student access and use of our After School Learning Center as an intervention for struggling students and staff use of differentiation strategies in the classroom are areas where we can improve our support for student achievement. There is a need for increased education for teachers in the areas of differentiated instruction and implementation of intervention systems.

Training in NWEA/MAP would support teachers' ability to determine which students need specific intervention in math and ELA. Increased articulation and instruction of the updated Student Learning Outcomes will enable both students and teachers become more familiar and consistent with the SLOs. Additionally, there is need to expand use of the Organized Binder to more classes.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- There has been a steady increase in the number and percentages of Harbor students taking challenging AP and honors level courses each year.
- In 2018-19, 50% of graduating class met the A-G requirements for either the UC or CSU.
- Harbor's AVID program has been growing each year, adding sections in each grade level with 19% of Harbor students currently participating in AVID.
- Harbor students take CTE courses that meet A-G eligibility as well as provide career readiness in a variety of career pathways.
- Our time spent working in PLC's, looking at grading practices, student work, developing common instructional rubrics, developing common use of language and binder and organizational tools, has informed our understanding of the extent to which all students are involved in challenging and relevant learning.
- As a whole staff, Harbor teachers are implementing a variety of research based instructional tools and strategies such as essential questions, learning intentions, success criteria, learning progressions, grading and instructional rubrics, student models, and student input in rubric and success criteria development.

- Harbor teachers implement research based curricula, such as CPM in math, that are aligned to Common Core State Standards and Next Generation Science Standards and that promote the use of students inquiry and collaboration.
- HHS Librarian delivers grade level research skills lessons building towards independent inquiry and research.
- We have increased student access to chrome carts, Google classroom, and the regular use of class web sites in most content areas.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Increase graduation rates and A-G completion rate for all students.
- Develop a range of targeted in class academic interventions and responsive systems of support available for students in need.
- Staff needs training to develop additional strategies for increased differentiation in classroom lessons and activities.
- Increase teacher and student awareness of SLO's.
- Develop and implement school wide Teacher Clarity strategies that further support students taking ownership of their learning.
- Align school-wide practices that allow students multiple attempts to show mastery and/or growth in their learning.

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

In the last three years, we have implemented and strengthened our Professional Learning Communities (PLCs). PLCs have worked towards different goals and have different outcomes and course-alike agreements, but in general more consistency exists surrounding course expectations and grading policies. PLCs have also created rubrics, common assessments for common courses, and analysed student work to respond to student needs. While our school has experienced growth in many areas surrounding our use of data, we see a need for improving our use of assessments and providing timely feedback from those assessments to students and parents. Teachers need to use PLC time to analyze data collaboratively, and need more support in using this data (like MAP scores) to inform choices about instructional approaches and curriculum.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Many subjects have common assessments, rubrics, grading policies, and learning goals for each course.
- PLCs have provided a way for teachers to evaluate the effectiveness of our teaching strategies and make improvements.
- The continued evolution of the RTI program and purpose has provided more supports for students who need intervention to be successful.

- We have adjusted and become more aligned in our course offerings in math (using MAP data as a placement resource) for both struggling and excelling students.
- We have a schoolwide focus on the needs of English Learners in every class and are addressing their needs using Integrated ELD strategies.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- MAP testing: Teachers need more training and reason to analyze MAP test scores and MAP results should be communicated to students, families, and staff. Clarity around “what now” for MAP results in ELA, specifically.
- Our CAASPP scores in ELA and Math are lower than we want them to be for all students.
- Teacher communication about student achievement to students and stakeholders needs to be more timely and consistent.
- More time and opportunities are needed to analyze school-wide data as a staff.
- Our A-G completion for all students should be higher.

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Harbor’s school culture and support for student personal and academic growth is strong. Our students have access to many adults on campus, including our teachers, counselors, school community coordinator, health clerk, athletic director, and administrators. The Organized Binder is our strongest tier 1 academic practice at Harbor and about $\frac{2}{3}$ of staff uses the Organized Binder system. Our work promoting school culture and pride has resulted in an increase in sports participation, school pride, and attendance at dances and sporting events. Our After-School Learning Center, which is open four days a week, is an outside support that many students access for additional help with homework and test preparation and we see a need to structure that support even more.

Our school’s master schedule, student enrollment practices, and course offerings are designed to create equity in student access and performance. We provide support to students with and without financial need and many resources are provided to students at a reduced cost or free of charge, such as entrance to home sports games, PE uniforms, sports physicals, classroom supplies, backpacks, PSAT preparation courses and more. Harbor provides support for Spanish Speaking parents and students and our school community coordinator is an essential component of our school culture and support for students.

Though Harbor has decreased overall behavior referrals and events over the last four years, there is still a disproportionate number of Latino males referred for minor behavior incidents. Work needs to be done to address this discrepancy. More staff training in cultural proficiency is needed.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Access to rigorous curriculum to all
 - Students are enrolled in a default A-G curriculum and are encouraged to take advanced classes.
 - Intensive English is the class in which all 9th grade students are enrolled.
 - RTI practices have impacted our math department and we have increased the number of tier 2 math intervention courses to 2 this year.
- Personal & Academic Student Support
 - The After School Learning Center is available to all students from Tuesday to Friday.
 - Teachers collaborate in PLCs on tier 1 instructional practices and other instructional consistencies.
 - The Organized Binder is a strong academic student support and tier 1 instructional practice.
- There is a growth in participation in extracurricular activities.
- Harbor uses community resources
 - Harbor connection to Cabrillo College and UCSC are strong
 - Community relationships between CTE, SpEd and AVID
- Students feel that the adults on campus care about them and that they are safe.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Teachers need to be trained to implement AVID and BeGLAD strategies to better support students.
- Training in cultural proficiency is needed by teachers.
- We need to support our underrepresented students so that they are able to access and fulfill A-G courses.
- Teachers need training and practice in Illuminate to increase parent/student communication.
- More teacher participation in IEP/504/SST meetings is needed.
- We need to create early systematic interventions for students with a D or F in classes.

Prioritized Areas of Growth Needs from Categories A through E

- Category A: Create staff consistencies surrounding grading policies and practices.
- Category B: Align grade level courses in PLCs and establish vertical skill orientation among departments.
- Category C: Develop and increase the range and number of targeted academic interventions and responsive systems of support available for students in need.
- Category D: Conduct staff-wide data analysis, including MAP, CAASPP and SBAC scores.
- Category E: Implement staff cultural proficiency training and integrate cultural diversity into curriculum to meet the learning needs of all students.

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

1. Hispanic/Latino students, students of lower socio-economic levels, and English learners are achieving at a disproportionately low level.
2. Our systems of support and academic intervention do not adequately meet the needs of struggling students.
3. To meet the needs the whole student, we need to increase our cultural proficiency in curricular materials, teaching practices, and interpersonal communication with students, parents, and the community.

Action Plan

Goal #1: Increase A-G completion rate for all students with a focus on Hispanic/Latino, low SED, and English Learners				
Action Steps	Person(s) Responsible	Timeline	Resources	Evidence of Effectiveness
Provide in-class and afterschool support for all students with math instruction tutors.	Principal RTI Coordinator	2018-	LCFF Funds for supplemental pay UCSC students	A-G completion analysis by math course Overall A-G rate
Offer AVID classes at each grade level and recruit Hispanic/Latino students for classes.	Principal AVID Coordinator AP of Counseling	2018-	Title 1 Funds AVID teachers AVID teacher Training AVID coordinator visits to middle schools	A-G completion rate increase for all students and disaggregated by subgroup
Offer Cyberhigh courses that are A-G in Spanish for ELD students .	Principal Counselors Finance Clerk	2018-	LCFF Funding Title 1 Funding ELD tutorial teacher	A-G completion rate for ELD students

Goal #1: Increase graduation rate for all students with a focus on Hispanic/Latino, low SED, and English Learners				
Action Steps	Person(s) Responsible	Timeline	Resources	Evidence of Effectiveness
Create MTSS structures in master schedule to support all students with in-school intervention courses (Math Plus 1-2) and RTI Coordinator.	Principal, AP of Counseling, RTI Coordinator, Intervention class teachers	2018-2020	LCFF Funds RTI Coordinator training NWEA MAP assessments and training	MAP progress data
Support English language learners in ELD classes and content area classes with bilingual tutors in classes and in the ASL.	Principal AP Counseling Tutors Core Teachers	2018-	LCFF Funds UCSC Tutors	Graduation rate MAP progress data
Offer Cyberhigh courses for credit recovery and credit acceleration in Spanish for ELD students .	Principal Counselors Finance Clerk	2018-	LCFF Funding Title 1 Funding ELD tutorial teacher	Graduation rate for ELD students
Create MTSS structures to support English Learners with an RTI ELD .2 teacher to coordinate Language Review Teams, identify students for RFEP, liaison with School Community Coordinator and Counselors for ELD students.	Principal RTI Coordinator RTI ELD teacher	2018-	Title 1 Funds ELD teacher	English learner progress as measures by ELPAC and RFEP English learner graduation rate
Organized Binder use by teachers to support all students . Provide teacher training, binder supplies for teachers and students, and teacher support for use of OB.	Principal Organized Binder Lead Teacher	2018-	Title 1 Funds Organized Binder Representative	Graduation rates

Goal #1: Increase ELA and Math CAASPP scores for all students with a focus on Hispanic/Latino, low SED, and English Learners				
Action Steps	Person(s) Responsible	Timeline	Resources	Evidence of Effectiveness
Student access to technology in the classroom for all students during instruction and testing to practice and perform CAASPP test.	Principal	2018-	Chromecarts IT personnel SBAC administration training	CAASPP scores, spring 2019 and spring 2020
Train teachers in all subjects on MAP data results, disaggregated by English learner and Hispanic/Latino students and create venue in PLC or department meetings to review student results regularly.	Principal AP Counseling RTI Coordinator SCIL team	2018-	Title 1 PD Additional hourly pay for teachers	CAASPP scores increase in ELA and Math
Release time for PLCs to develop curriculum, perform cycles of inquiry, develop common teaching practices through common curricular units, grading practices and policies learning progressions, and success criteria to create a guaranteed curriculum for all students .	Principal Teachers	2018-	Title 1 PD Funds Common Core Standards CAASPP training	CAASPP scores, spring 2019 and spring 2020
Integrated ELD training (BeGLAD) and instructional practices to support English Learners in the all content areas-training in staff meetings, staff-wide PD days, and SCIL.	Principal Teachers PLCs	2018-	Title 1 PD Teachers Time SCIL members GLAD Training	CAASPP results for all students and English learners Number of teachers using Integrated ELD strategies in the classroom

Goal 1 Just do its:

- Administration will provide communication and preparation for peer observation and make October and March “Peer Observation” months.
- Administration and teacher leadership teams will clarify systems and processes for communication between teacher leadership (SCIL, RTI Coordinator, AVID Coordinator) and staff.
- Recruit AVID students at the Middle Schools and communicate with teachers of AVID students to ensure they are being supported with A-G requirements and receiving intervention as needed.
- Administration will guide staff through regular examinations of school-wide performance data in the fall and spring of each school year.
- Administration and teacher leadership teams will provide training in Illuminate and develop agreements about use of Illuminate and teacher websites to communicate with parents.

Goal #2: Improve our systems of support and academic interventions to meet the needs of struggling students.				
Action Steps	Person(s) Responsible	Timeline	Resources	Evidence of Effectiveness
Organized Binder use by teachers to support all students . Provide teacher training, binder supplies for teachers and students, and teacher support for use of OB.	Principal Organized Binder Lead Teacher	2018-	Title 1 Funds Organized Binder Representative	Graduation rates
Offer Cyberhigh courses for credit recovery and credit acceleration in Spanish for ELD students .	Principal Counselors Finance Clerk	2018-	LCFF Funding Title 1 Funding ELD tutorial teacher	Graduation rate for ELD students
Hire afterschool learning center coordinator and create systems for monitoring, providing feedback, and incentivizing student and teacher participation	Principal ASL Coordinator	2019-	Google forms Counselors Title 1 Funding	Graduation rate Grades
Provide support to students through in-class tutoring and ASL tutoring with bilingual	Principal Teachers Tutors	2018-	Google forms UCSC Title 1 Funding	Graduation rate Grades

adult interns				
MTSS structures to support students in core curriculum: Math 1 Plus Intervention course and Math 2 Plus Intervention course and math RTI Coordinator position	Principal RTI Coordinator Teachers	2018-	LCFF Funding MAP assessments	Graduation rate Grades CAASPP scores MAP scores
Create staff agreements about teaching, assessment, and grading practices that are equitable and rigorous and consider learning goals for students related to these practices	Principal SCIL	2019-	Title 1 Funding	Graduation rate A-G rate

Goal 2 Just do its:

- Through PLCs and staff development, develop consistencies and agreements for grading practices to reduce structural/procedural barriers to student success.
- Administration will regularly examine school-wide performance data with staff in the fall and spring of each school year.
- Administration and teacher leadership teams will research other schools and their at-risk student intervention programs.

Goal #3: To meet the needs the whole student, we need to increase our cultural proficiency in curricular materials, teaching practices, and interpersonal communication with students, parents, and the community.				
Action Steps	Person(s) Responsible	Timeline	Resources	Evidence of Effectiveness
In collaboration with AP of Student Services, maintain full-time School Community Coordinator position for parent and student support and outreach for English learners and Hispanic/Latino families	Principal AP Student Services School Community Coordinator Counselors	2018-	LCFF Funds Illuminate records Attendance Clerk	Attendance rate increase; decrease truancy rate Decrease behavior referrals
Design more activities and	AP Student	2018-	LCFF Funds	Attendance rate

opportunities for students to be involved in school--Activities Director to recruit English learners and Hispanic/Latino students for Leadership class and Pirate Pride club.	Services Activities Director School Community Coordinator			increase; truancy rate decrease Number of students in Leadership and Pirate Pride by demographics
Athletic Director recruit English learners and Hispanic/Latino students for sports teams by visiting classes, advertising at Sports Rush, and outreach to parents at ELAC and Boosters meetings.	Athletic Director Principal School Community Coordinator AP Student Services	2018-	Blackboard communication tool Website calendar Class visits to ELD and PE	Attendance rate increase; truancy rate decrease Number of students in sports by demographics
Teacher training in Restorative Justice, cultural proficiency and community accountability practices.	Principal AP Student Services	2018-	Title 1 Funds	Decrease in behavior referrals for subjective behaviors such as defiance and class misconduct

Goal 3 Just do its:

- Administrators will communicate details of current behavior management and attendance processes for teachers, parents, and students.
- Activities Director will create opportunities to connect students with school activities throughout the year.
- Staff will conduct a review of awareness of cultural diversity in curriculum and instruction through SCIL and PLC work. Administration will purchase supplemental curriculum as needed.
- Administration and teacher leadership teams will promote a positive school climate and culture through Harbor branding and positive behavior and attendance incentives for all students, including branding and positive messages in Spanish for English learners.