

# Templeton High School

2020-2021

## Single Plan for Student Achievement

### DISTRICT:

#### DISTRICT:

Templeton Unified School District  
960 Old County Road  
Templeton, CA 93465-9419  
805.434.5800  
[www.templetonhs.schoolloop.com](http://www.templetonhs.schoolloop.com)

### SCHOOL:

#### SCHOOL:

Templeton High School  
1200 So. Main Street  
Templeton, CA 93465-9419  
805.434.5888

### SAC CONTACT:

#### SAC CONTACT:

Courtney Hendrickson  
805.434.5890  
[chendrickson@templetonusd.org](mailto:chendrickson@templetonusd.org)  
[chendrickson@templetonusd.org](mailto:chendrickson@templetonusd.org)

### Plan Objective

The top priority of California's education system is academic achievement. The Single Plan for Student Achievement is one of the many tools that California school districts are using to measure and track their academic achievement accomplishments.

The purpose of the Single Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education. The California Department of Education commends the efforts of all members of the school community for their efforts to achieve this purpose.

### Site Contact

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Josh Aston

Phone Number: 805.434.5890

Address: 1200 Main Street  
Templeton, CA 93465

Email Address: [jaston@templetonusd.org](mailto:jaston@templetonusd.org)

## School Advisory Committee Membership

The current make-up of the School Advisory Committee is as follows:

Site Council Membership								
Member Names	Principal	Director	Other Staff	Teacher	Parent	Community	Student	Alternate
Abbigail Brady							X	
Brooksley Pruitt							X	
Bill or Joanna Nowiski					X			
Tracy Tedone					X			
Maria Roberts					X			
Liberty Romig					X			
Carrie Simons			X					
Beth Kline				X				
Michelle Nikolaou				X				
Tyler LaSalle				X				
Josh Aston	X							
<b>Column Totals</b>	<b>1</b>		<b>1</b>	<b>3</b>	<b>4</b>		<b>2</b>	

Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools, there must be, in addition, equal numbers of parents or other community members selected by parents and students. Members must be selected by their peer group.

## Opening Description

### *Mission Statement*

THS exists to engage and work collaboratively with students, families and the community to create systems which develop character, academics, global awareness as well as economic, artistic, civic, digital and health literacy allowing our youth numerous options in the pursuit of an ethical and successful life in the 21st Century. With relationships as our foundation, we provide timely and caring feedback which guides progress and ensures success.

### *Vision Statement*

THS is an educational system where stakeholders are empowered, respected and adequately resourced to deliver broad-based and effective pathways from which student and employee outcomes are self-determined as a result of individual talents, interests and choices. The fundamental values of integrity, perseverance, excellence and local control are apparent in all interactions between staff members and during interactions with the public.

### *School Profile*

Templeton High School graduates will be:

### Exceptional Citizens

- who demonstrate character, integrity, leadership, and personal responsibility
- who respect individual differences and show compassion for others
- who participate in the democratic process

### Analytical Thinkers

- who examine information and ideas critically
- who use knowledge and skills to solve problems creatively and systematically
- who interpret data and evaluate evidence logically

### Goal Setters

- who take responsibility for their learning and plan for the future
- who set priorities and organize time and resources effectively
- who assess their progress and adjust accordingly

### Lifelong Learners

- who continuously update their knowledge and skills
- who remain curious and reflective
- who are open to innovation and new perspectives

### Effective Communicators

- who write and speak clearly and listen attentively
- who comprehend and use language appropriately and persuasively
- who convey ideas for a variety of purposes and audiences

Templeton High School (THS) serves a rural portion of northern San Luis Obispo County and is situated between the larger cities of Atascadero and Paso Robles. The school serves grades nine through twelve with a current school population of approximately 711 students. First opened at the turn of the twentieth century, Templeton High School moved to its current site in 1979, and is one of three Gold Ribbon California Distinguished Schools in the Templeton Unified School District. Current staff of THS consists of a principal, an assistant principal, an athletic director, 42 teachers, five part-time para-educators, three counselors, three resource specialists, a district psychologist, a part-time librarian, four full-time district speech therapists, a school secretary, attendance clerk, ASB clerk, part-time registrar, a district health nurse, a campus security person, a crossing guard and one School Resource Officer.

The demographics of Templeton High School are: 83.2% White, 7.9% Hispanic, 3.5% Asian, 1% African-American, 2.5% American Indian, and 2% other. The student population reflects the demographics and socio-economic levels of the community. Socio-economic levels range from the very wealthy to a growing number of students receiving AFDC (Aid to Families with

Dependent Children) assistance and those who are living with extended families. Parent occupations range from workers in the health, agricultural, and construction industries, to owners of large ranches, vineyards, and businesses.

The historic town of Templeton maintains a majority of old-fashioned, turn-of-the-century architecture and a hometown atmosphere. The town dates from 1868 when it became a stop for the Southern Pacific Railroad. Today, school events, historic celebrations, and a family atmosphere anchor life in the community. Local churches and religious organizations promote old-fashioned values and provide opportunities for fellowship. The Recreation Department provides many activities for students.

Templeton High School is a civic and social hub for the local community. THS has a proud tradition of those attributes best associated with a quality semi-rural, small school. It is known for exceptionally friendly students, capable and committed staff, caring and involved parents, and community volunteerism. Currently the school is comprised of 43 classrooms, a library, multi-purpose room, food services area, locker complex, eating areas, a gymnasium (1200 seating capacity), and a vocational/technology facility comprised of wood, metal, CAD, and floral/ornamental horticulture classrooms and a greenhouse. The school also has a farm located adjacent to the main campus. In addition, students have access to a ceramics studio, multi-media lab, weight room, a computer lab, and a state of the art 330-seat Performing Arts/Multi-use facility (PAC), video production lab, and a technical support lab. Sports facilities include a stadium, practice fields, tennis and basketball courts. A separate sports complex is located at Vineyard Elementary School, where the varsity baseball and softball fields are located. The STEM building houses five classrooms and administrative offices. The campus is currently undergoing a modernization which is slated to be completed in 2021.

Our reputation is one of academic excellence achieved through standards-based curriculum, active student involvement, leadership, exemplary co- and extra-curricular programs, an exceptional vocational agricultural program, a quality visual and performing arts program, and a superior college preparatory curriculum.

The administration and staff are committed to providing a rigorous core curriculum for all students. We provide a strong curriculum with a four-year requirement in social science, English, math and science. Fourth year options for math and science include applied or career technical education (CTE) course/pathway in science, computer, engineering, health careers, art media and entertainment, and agriculture. We also strive to meet the needs of the whole child by providing all students equal access to the curriculum. Our school community supports the use of technology to enhance curriculum and facilitate research skills. Our school and community value the development of responsible and productive citizens who are prepared for the future.

### ***ANALYSIS OF CURRENT EDUCATION PRACTICES***

The following statements characterize educational practices at this school:

### **1. Standards, Assessment, and Accountability:**

Performance-based assessments, quizzes, essays, oral presentations, project-based learning (PBL), unit assessments, and comprehensive California State Standards-based finals are examples of professionally acceptable assessments. These assessments are used to measure student progress, inform instruction and determine student grades. Many teachers use a standard grading system, while some weight assignments according to the level of complexity and learning. Grading systems are explained to students and parents via syllabi in the first week of school and at Back-to-School Night. Parents are informed of grades formally through report cards, which are mailed home at the end of each semester. Parents are also encouraged to access their student's grades through PowerSchool, which are updated every two weeks. In addition to classroom assessments, students participate in state and national standardized testing such as the California Assessment of Performance and Progress (CAASPP), PreACT assessment, American College Testing (ACT) exam, Pre-Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), and Advanced Placement (AP) tests. Individual student performance data from state standardized tests is mailed directly to parents. District and school-wide data are reported via the school and the district website, and in local newspapers. Assessment data and other indicators of academic progress are reported to the school board.

### **2. Staffing and Professional Development:**

It is a priority of TUSD to hire highly qualified, credentialed, professional educators. A majority of our faculty teaches within their credentialed subject areas. New to teaching faculty participate in the Teacher Induction Program (TIP) or California Agriculture Teacher Induction Program (CATIP) process which pairs them with mentor teachers who guide their development in the California Standards for the Teaching Profession (CSTP). The Peer Assistance Review (PAR) process empowers teachers to provide support for fellow teachers whose performance has been identified as unsatisfactory.

In addition to on-site professional development, the principal and the district maintain a small budget for individualized staff development. Administration, faculty, and staff are encouraged to attend conferences and training opportunities, including workshops for AP and core teachers, and local and national conventions as the budget allows.

### **3. Teaching and Learning:**

The school is staffed by experienced, caring, and dedicated professionals who are teaching to or beyond the state standard proficiencies. Faculty use best teaching practices and all use a variety of tools to suit students' diverse learning styles. Students in many classes are required to keep notebooks and/or portfolios of their coursework. In addition, teachers use debates, simulations, presentations, and oral projects to enhance and assess student learning. Teachers in all classes, whether core or elective, provide their students with engaging and challenging learning experiences.

Students have access to a wide range of challenging subject matter and learning experiences and may choose higher level courses such as Advanced Placement, college dual-enrollment, and honors courses. Templeton High School provides students with numerous opportunities to excel in areas of special interest. In addition to the array of course offerings that meet

California State University/University of California (CSU/UC) A-G requirements, the school offers a variety of specialized courses. These offerings include Career Technical Education (CTE) courses, fine and performing arts courses, and journalism and yearbook courses. An increasing number of pathways are being developed with the goal of tapping students' interests and preparing them for post-secondary education and careers.

Learning experiences extend beyond the classroom as well. The STEM pathway enables students to individualize their learning through internships and senior projects. Fine and visual arts students exhibit their work in venues throughout the campus, district, and county. Local and county art competitions provide additional opportunities for students to display their talents. The performing arts program showcases the work of student actors, musicians, set designers, and technicians while providing entertainment for the community. The VAPA (Visual and Performing Arts) department is exploring a pathway for interested students. FFA students are engaged in life-long learning experiences through local, state, and national competitions. The Mock Trial team takes questioning, logical thinking, and forensic knowledge to an application level and provides opportunities for students to compete against other high schools in the county and state. Students at Templeton High School are also expected to maintain the highest levels of attendance, respect for others, proper behavior, academic integrity, and are encouraged to be active members of the student body and community.

#### **4. Opportunity and Equal Educational Access:**

All students have access to the school's academic, co-curricular, and extra-curricular programs. For example, all students have the option to enroll in AP courses throughout their high school career. The PSAT, PreACT, SAT, and Armed Services Vocational Aptitude Battery (ASVAB) tests are administered locally. All students meet with the counselors at least twice a year or more frequently as needed to support student progress. Templeton High School is fortunate to have a student counselor ratio well below the state average.

The faculty meets in PLC (Professional Learning Communities) Teams weekly, utilizing the Response to Intervention (RtI) model to identify and provide academic support to students. Intervention takes place individually or in small groups and is designed to respond to an immediate need. Teachers provide the primary interventions for those students who are struggling in specific subject areas. Counselors and our WISE program also provide help for students struggling with issues of organization, study skills and time management. Students are referred to a Student Study Team (SST) for further assessment if RtI supports prove unsuccessful.

#### **5. Involvement:**

Through sports, band, drama, FFA, student clubs, mock trial, and student government, an overwhelming majority of the school is involved in some sort of extra or co-curricular activity. With so many choices, one of the difficulties students face is selecting the activities that fit their interests and schedule.

The school and faculty foster the connection of students with their community through charitable works and through organizations such as student leadership, Interact, Friday Night

Live and FFA. Community members provide financial and organizational support to students by funding awards luncheons and ceremonies, donating time and materials and serving on committees to help guide students. Community members advocate for the health and well-being of students and collaborate with the high school in striving for academic success.

### 6. Funding:

The school utilizes a variety of state and federal funding. The district funds interventions to assist students who are performing below basic proficiency and in danger of not meeting one or more graduation requirements. One of the priorities of the school board and administration is to ensure that teachers in all classes have the necessary materials to provide a high-quality instructional program to every student. The CTE classes have state-of-the-art equipment and materials. Larger pieces of equipment have been purchased through grants, but require support from the general fund for preparation and installation to house such equipment along with ongoing maintenance. Other programs are funded through donations from the community. Each year, the Templeton Education Foundation (TEF) awards grant requests written by the teachers for special programs, technology, or classroom equipment and materials that would not otherwise be funded by the district. As a result, teachers have the opportunity to equip their classrooms with the latest and most effective resources available.

### Conclusions from Student Performance Data:

Student Assessment Data is used to:

- Develop and implement an action plan so all students are progressing toward advanced achievement in mathematics and English language arts
- Develop and implement a school-wide system of consistent interventions that can be used to identify students who are having difficulty mastering material and successfully completing courses and provide the needed support to ensure student success

### State Programs

The following State funds are allocated to this school through the school district’s consolidated application and other sources. At least 85 percent of the expenditures from these programs must be spent for direct services to students at this school site.

• General fund support	\$ 3,712,305
• Ag Voc Ed	\$ 22,000
• CTEIG	\$ 58,540
• Donations	\$ 8,817
• Lottery	\$ 60,756
• Lottery – Instructional Materials	\$ 12,268
• IDEA/Special Education	\$ 474,414
• One Time Discretionary	\$ 109,000
• Education Protection Act (EPA)	\$ 463,088
• Performing Arts	\$ 1,700

- K-12 Strong Work Force \$ 69,250
- Regional Occupational Program (ROP) \$ 269,824

State Funding Total: \$ 5,261,962

### Federal Programs

The following Federal funds are allocated to this school through the school district's consolidated application and other sources. At least 85 percent of the expenditures from these programs must be spent for direct services to students at this school site.

- Carl Perkins \$ 8,077

Federal Funding Total: \$ 8,077

All Funding Total: \$ 5,270,039



## ACTION PLAN #1 – College Readiness - Graduation and A-G Eligibility

<b>CRITICAL ACADEMIC NEED #1:</b>	<b>Increase percentage of students who graduate from Templeton High School with A-G eligibility, allowing them the most options upon graduation with focus on significant student groups of Hispanic and low socio-economic status.</b>
<b>RATIONALE:</b>	<p>The leadership team, stakeholder groups, and home groups analyzed the WASC self-study and found the following:</p> <ul style="list-style-type: none"> <li>• Though we consider ourselves a “College Prep” high school, there is a disparity in A-G eligibility rates between the student groups, despite the fact that we are focused on college preparation and have a very high graduation rate.</li> <li>• The leadership team has decided to link student success to college and career readiness data, with focus on A-G eligibility. The support programs and resources that are put in place will benefit both groups to successfully pass their courses.</li> </ul>
<b>SUPPORTING EVIDENCE: From DataQuest</b>	<ul style="list-style-type: none"> <li>• Most recent data on graduates (2015-2016) is a 55% rate of graduates being UC/CSU eligible. Although this is a decrease from 2014 (9.5%) it is higher than both the county and State averages.</li> <li>• In 2015, 44% of Hispanic students completed A-G eligibility requirements and 44.4% of socioeconomically disadvantaged students met the requirements upon graduation.</li> <li>• In 2018, an additional 7 courses were granted A-G eligibility.</li> </ul>
<b>GROWTH TARGET:</b>	<p>Templeton High School graduated 166 students June 2018. Thirty-two were Hispanic (about 19%). Of these 32 students, 15 met the UC A-G requirements (46 %) of the total number of graduating Hispanics met the UC/CSU A-G requirements).</p> <p>Our growth goal is to increase the number of graduates meeting A-G requirements by 10% each year.</p> <p>Our growth goal is to increase the number of Hispanic graduates meeting A-G requirements by 20% each year.</p>

<p><b>ESLR(S) ADDRESSED:</b></p>	<p><i>Analytical Thinkers</i></p> <ul style="list-style-type: none"> <li>● who examine information and ideas critically</li> <li>● who use knowledge and skills to solve problems creatively and systematically</li> <li>● who interpret data and evaluate evidence logically</li> </ul> <p><i>Goal Setters</i></p> <ul style="list-style-type: none"> <li>● who take responsibility for their learning and plan for the future</li> <li>● who set priorities and organize time and resources effectively</li> <li>● who assess their progress and adjust accordingly</li> </ul> <p><i>Lifelong Learners</i></p> <ul style="list-style-type: none"> <li>● who continuously update their knowledge and skills</li> <li>● who remain curious and reflective</li> <li>● who are open to innovation and new perspectives</li> </ul>
<p><b>IMPACT ON STUDENT LEARNING:</b></p>	<p>Direct positive impact on student achievement, increase in graduation rates, and post-Templeton High School success.</p>
<p><b>TOOLS TO MONITOR PROGRESS:</b></p> <ul style="list-style-type: none"> <li>● Continue to monitor graduation rates, class passing rates, and A-G eligibility.</li> <li>● Examine A-G class-specific information, including the number of Ds and Fs, to assess progress in increasing graduation rates.</li> </ul>	<p><b>REPORTING OF PROGRESS:</b></p> <ul style="list-style-type: none"> <li>● Data Reports: AYP, Dataquest, staff presentations, updates to the Action Plan.</li> <li>● Action Plan Progress: staff, leadership team, THS stakeholders, and the school board</li> </ul>

ACTION ITEM	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES (TIME, TRAINING, & BUDGET ALLOCATIONS)	MEANS TO ASSESS GROWTH & REPORTING TOOLS	TIMELINE
1 Revise registration form to include tracking system for A-G eligibility and graduation track.	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Aston</li> <li>▪ Hendrickson</li> </ul> </li> <li>▪ Counselors               <ul style="list-style-type: none"> <li>▪ Jeter</li> <li>▪ Craton</li> <li>▪ Goetz</li> </ul> </li> <li>▪ Clerical Staff               <ul style="list-style-type: none"> <li>▪ Administrative Secretary</li> <li>▪ Registrar</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Weekly staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of updated registration form</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Ongoing Spring 2021
2 Identify underclassmen who are not succeeding and provide appropriate support.	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Aston</li> <li>▪ Hendrickson</li> </ul> </li> <li>▪ Counselors               <ul style="list-style-type: none"> <li>▪ Jeter</li> <li>▪ Craton</li> <li>▪ Goetz</li> </ul> </li> <li>▪ Teaching Department               <ul style="list-style-type: none"> <li>▪ Math</li> <li>▪ ELA</li> <li>▪ Science</li> <li>▪ Social Science</li> <li>▪ VAPA</li> <li>▪ Foreign Language</li> <li>▪ CTE</li> <li>▪ P.E.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Weekly staff meetings</li> <li>• PLC: Department meetings</li> <li>• PLC: Grade-level intervention meetings</li> <li>• Site management meetings</li> <li>• Staff meetings</li> <li>• WISE Tutorial</li> </ul>	<ul style="list-style-type: none"> <li>• A-G eligibility rate reports</li> <li>• Graduation rate reports</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Ongoing Fall and Spring 2020/21

ACTION ITEM	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES (TIME, TRAINING, & BUDGET ALLOCATIONS)	MEANS TO ASSESS GROWTH & REPORTING TOOLS	TIMELINE
3 Develop strategies to engage students and enable them to: <ul style="list-style-type: none"> <li>• connect to future careers</li> <li>• integrate technology</li> <li>• make transition to post-graduation life</li> <li>• increase and fully develop pathways to include culminating CTE activity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Aston</li> <li>▪ Hendrickson</li> </ul> </li> <li>▪ Teaching Department               <ul style="list-style-type: none"> <li>▪ Math</li> <li>▪ ELA</li> <li>▪ Science</li> <li>▪ Social Science</li> <li>▪ VAPA</li> <li>▪ Foreign Language</li> <li>▪ CTE</li> <li>▪ P.E.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PLC: Department meetings</li> <li>• Staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Class passing-rate reports</li> <li>• PLC meeting notes</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Ongoing 2020-2021
4 <b>RTI Grade Level Teams</b> to assess our support services to connect to every student.	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Aston</li> <li>▪ Hendrickson</li> </ul> </li> <li>▪ Teacher               <ul style="list-style-type: none"> <li>▪ MacFarlane</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Site management meetings</li> </ul>	<ul style="list-style-type: none"> <li>• RTI agendas</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Ongoing Fall 2020
5 Create evaluation tool for current support services: <ul style="list-style-type: none"> <li>• Programs and Extracurricular Activities</li> <li>• Athletics</li> <li>• ELD</li> <li>• APEX Online Credit Recovery</li> <li>• Focus on Freshmen</li> <li>• Leadership</li> <li>• Link Crew</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Aston</li> <li>▪ Hendrickson</li> </ul> </li> <li>▪ School Advisory Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Site management meetings</li> <li>• Staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Completion and implementation of evaluation tools</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Fall 2020

ACTION ITEM	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES (TIME, TRAINING, & BUDGET ALLOCATIONS)	MEANS TO ASSESS GROWTH & REPORTING TOOLS	TIMELINE
6 Use data to include passing rates, students with Ds and Fs, GPA, and units attained in order to track student progress and instruction as needed.	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Aston</li> <li>▪ Hendrickson</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration time</li> <li>• PLC: Department meetings</li> <li>• PLC: Grade-level intervention meetings</li> <li>• Site management meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Increased passing levels and decreased Ds and Fs</li> <li>• Increased A-G completion rates</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Ongoing Winter 2020-21
7 Work with Templeton Middle School to provide current information to 8 <sup>th</sup> -grade students and parents to prepare for high school.	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Hendrickson</li> <li>▪ Aston</li> </ul> </li> <li>▪ Counselors               <ul style="list-style-type: none"> <li>▪ Jeter</li> <li>▪ Craton</li> <li>▪ Goetz</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Weekly staff meetings</li> <li>• College Knowledge Night</li> <li>• Parent Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Finished product: forms, letters, handbook entries, etc.</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Ongoing Spring 2021
8 Evaluate classes critical to reaching A-G eligibility: Algebra II, Biology, Chemistry, and World Language. Track student progress, percent passing rates, and establish clear class requirements for passing.	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Aston</li> <li>▪ Hendrickson</li> </ul> </li> <li>▪ Teaching Department               <ul style="list-style-type: none"> <li>▪ Math</li> <li>▪ ELA</li> <li>▪ Science</li> <li>▪ Social Science</li> <li>▪ Foreign Language</li> <li>▪ CTE</li> <li>▪ P.E.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration time</li> <li>• Weekly staff meetings</li> <li>• PLC: Department meetings</li> <li>• PLC: Grade-level intervention meetings</li> <li>• Site management meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Increased passing levels and decreased Ds and Fs</li> <li>• Increased A-G completion rates</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Fall 2020

ACTION ITEM	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES (TIME, TRAINING, & BUDGET ALLOCATIONS)	MEANS TO ASSESS GROWTH & REPORTING TOOLS	TIMELINE
9 Create a Homework and Grading Policy Committee to evaluate grading and homework policies, and requirements for passing courses for A-G eligibility and graduation.	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Aston</li> <li>▪ Hendrickson</li> <li>▪ Homework and Grading Policy Committee</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Homework and Grading Policy Committee meeting times</li> </ul>	<ul style="list-style-type: none"> <li>• Increased passing levels and decreased Ds and Fs</li> <li>• Increased A-G completion rates</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Fall 2020
10 Identify potential students not reaching A-G eligibility such as PSAT indicators, IAB/CAASP results, and students not enrolled in support programs.	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Aston</li> <li>▪ Hendrickson</li> </ul> </li> <li>▪ Counselors               <ul style="list-style-type: none"> <li>▪ Jeter</li> <li>▪ Craton</li> <li>▪ Goetz</li> </ul> </li> <li>▪ Clerical Staff</li> <li>▪ Registrar</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly staff meetings</li> <li>• PLC: Department meetings</li> <li>• PLC: Grade-level intervention meetings</li> <li>• Site management meetings</li> <li>• Staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Increased passing levels and decreased Ds and Fs</li> <li>• Increased A-G completion rates</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Ongoing Spring 2021
11 Offer after-school programs to those students who do not have a stable home environment to provide them an appropriate place to study with access to technology.	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Aston</li> <li>▪ Hendrickson</li> </ul> </li> <li>▪ Teachers               <ul style="list-style-type: none"> <li>▪ James</li> </ul> </li> <li>▪ Support Staff               <ul style="list-style-type: none"> <li>▪ TBD</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Site management meetings</li> <li>• Homework Club</li> </ul>	<ul style="list-style-type: none"> <li>• Increased passing levels and decreased Ds and Fs</li> <li>• Increased A-G completion rates</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> <li>• Sign in sheets for extended library hours</li> </ul>	Fall & Winter 2020-2021

ACTION ITEM	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES (TIME, TRAINING, & BUDGET ALLOCATIONS)	MEANS TO ASSESS GROWTH & REPORTING TOOLS	TIMELINE
12 Expand credit recovery options. The counselors will continue to monitor student progress towards graduation and student access to credit recovery programs.	<ul style="list-style-type: none"> <li>▪ Administration <ul style="list-style-type: none"> <li>▪ Aston</li> </ul> </li> <li>▪ Counselors <ul style="list-style-type: none"> <li>▪ Jeter</li> <li>▪ Craton</li> <li>▪ Goetz</li> </ul> </li> <li>▪ Teaching Department <ul style="list-style-type: none"> <li>James</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Weekly staff meetings</li> <li>• District level administrative focus group meetings</li> <li>• APEX, BYU Online, THS Summer School</li> </ul>	<ul style="list-style-type: none"> <li>• Increased passing levels and decreased Ds and Fs</li> <li>• Increased A-G completion rates</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Ongoing 2020-21
13 Host career events/Career Fair to show importance of high school success- and how it equates to higher paying jobs. Promote College and Career Readiness.	<ul style="list-style-type: none"> <li>▪ Administration <ul style="list-style-type: none"> <li>▪ Aston</li> </ul> </li> <li>▪ Faculty &amp; Staff <ul style="list-style-type: none"> <li>▪ Career Faire PLC</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Site management meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule/flyer showing informational nights</li> <li>• Sign-in and evaluation sheets from meetings</li> <li>• Increased passing levels and decreased Ds and Fs</li> <li>• Increased A-G completion rates</li> <li>• CTE Pathways Completion Information</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Spring 2021
14 Educate parents on how to help their children: <ul style="list-style-type: none"> <li>• succeed in school</li> <li>• understand school's importance to future economic value</li> <li>• gain public access to credit recovery programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administration <ul style="list-style-type: none"> <li>▪ Aston</li> <li>▪ Hendrickson</li> </ul> </li> <li>▪ Counselors <ul style="list-style-type: none"> <li>▪ Jeter</li> <li>▪ Craton</li> <li>▪ Goetz</li> </ul> </li> <li>▪ DELAC</li> <li>▪ SAC</li> <li>▪ WISE</li> </ul>	<ul style="list-style-type: none"> <li>• Site management meetings</li> <li>• College and Career Parent Night-grades 9 to 11 in the late fall or early winter</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule/flyer showing informational nights</li> <li>• Sign-in and evaluation sheets from meetings</li> <li>• Increased passing levels and decreased Ds and Fs</li> <li>• Increased A-G completion rates</li> <li>• Meeting attendance statistics</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Ongoing Fall 2020

## ACTION PLAN #2 – ENGLISH LEARNER STUDENT SUCCESS

<b>CRITICAL ACADEMIC NEED #1:</b>	Increase the performance and success levels of our Hispanic students, with a focus on our EL students, as measured by testing results, graduation rates, D & F grades, CELDT results, and GPA's.
<b>RATIONALE:</b>	<p>The leadership team, stakeholder groups, and home groups analyzed the self-study and found the following:</p> <ul style="list-style-type: none"> <li>• Three areas of concern from EL data:             <ol style="list-style-type: none"> <li>1. State assessment performance</li> <li>2. Grades in core classes</li> <li>3. Growth in numbers</li> </ol> </li> </ul>
<b>SUPPORTING EVIDENCE:</b>	<p><i>The following data is from the 2018 CAASPP.</i></p> <ul style="list-style-type: none"> <li>• Hispanic students scored below the school average in ELA</li> <li>• We tested 30 students in 2018, 66.67% met or exceed proficiency in CAASPP, compared to all students at 77.71%</li> <li>• Hispanic students underperformed other THS students' graduation rates 100% which is up 3% from 2016 (97%)</li> <li>• Hispanic students were less likely to meet UC/CSU eligibility in 2016 (46% compared to THS average of 64.5%)</li> </ul>
<b>GROWTH TARGET:</b>	<p>Templeton High School had a total of 166 students graduate in June 2018. Thirty-two were Hispanic (about 19%). This is a growing population within Templeton Unified School District at the lower grade levels. Staff will focus on increasing student achievement in all of the following areas:</p> <ul style="list-style-type: none"> <li>• A-G Qualified Students</li> <li>• Graduation Rates</li> <li>• EAP "Ready" qualifiers</li> <li>• Less D and F grades in core academic areas</li> </ul> <p>Measurement will be:</p> <ul style="list-style-type: none"> <li>• Beginning in 2016-17, we will increase success rates in all the listed categories by 10% yearly.</li> <li>• Beginning in 2014-15, we began tracking "D's" and "F's" semester grade marks of our Hispanic students. We will decrease the number "D's" and "F's" by 5% each semester.</li> </ul>



<p><b>ESLR(S) ADDRESSED:</b></p>	<p><i>Analytical Thinkers</i></p> <ul style="list-style-type: none"> <li>• who examine information and ideas critically</li> <li>• who use knowledge and skills to solve problems creatively and systematically</li> <li>• who interpret data and evaluate evidence logically</li> </ul> <p><i>Goal Setters</i></p> <ul style="list-style-type: none"> <li>• who take responsibility for their learning and plan for the future</li> <li>• who set priorities and organize time and resources effectively</li> <li>• who assess their progress and adjust accordingly</li> </ul> <p><i>Lifelong Learners</i></p> <ul style="list-style-type: none"> <li>• who continuously update their knowledge and skills</li> <li>• who remain curious and reflective</li> <li>• who are open to innovation and new perspectives</li> </ul> <p><i>Effective Communicators</i></p> <ul style="list-style-type: none"> <li>• who write and speak clearly and listen attentively</li> <li>• who comprehend and use language appropriately and persuasively</li> <li>• who convey ideas for a variety of purposes and audiences</li> </ul>
<p><b>IMPACT ON STUDENT LEARNING:</b></p>	<p>Direct positive impact on student achievement for our EL and Hispanic students that will result in reaching graduation, more secondary educational opportunities, more access to scholarships and college information, and post Templeton High School success.</p>
<p><b>TOOLS TO MONITOR PROGRESS:</b></p> <ul style="list-style-type: none"> <li>• Track graduation rates.</li> <li>• We will analyze class-specific information for A-G classes and the number of “D’s” and “F’s” to assess progress.</li> <li>• We will collect data and monitor these students’ involvement in school activities and programs that give them a better chance of success.</li> </ul>	<p><b>REPORTING OF PROGRESS:</b></p> <ul style="list-style-type: none"> <li>• Data Reports: AYP, <i>Illuminate</i>, staff presentations, and updates to the Action Plan</li> <li>• Action Plan progress: staff, leadership team, ELD teacher, THS stakeholders, and school board</li> </ul>

ACTION ITEM	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES (TIME, TRAINING, & BUDGET ALLOCATIONS)	MEANS TO ASSESS GROWTH & REPORTING TOOLS	TIMELINE
1 Recruit college tutors with Spanish language skills and seek funding for paid tutor help if necessary	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Hendrickson</li> </ul> </li> <li>▪ Teacher Department               <ul style="list-style-type: none"> <li>▪ Aguirre</li> </ul> </li> <li>▪ Counselors               <ul style="list-style-type: none"> <li>▪ Jeter</li> <li>▪ Craton</li> <li>▪ Goetz</li> </ul> </li> <li>▪ Clerical Staff               <ul style="list-style-type: none"> <li>▪ Registrar</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• College Readiness Grant</li> </ul>	<ul style="list-style-type: none"> <li>• Successful implementation of peer tutor program</li> <li>• Routine meetings with tutors</li> <li>• Grade checks</li> <li>• Student feedback</li> <li>• Increased passing levels and decreased “D’s” and “F’s”</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Fall 2020
2 Encourage EL students to enroll in classes that promote a sense of involvement in school and community	<ul style="list-style-type: none"> <li>▪ Counselors               <ul style="list-style-type: none"> <li>▪ Jeter</li> <li>▪ Craton</li> <li>▪ Goetz</li> </ul> </li> <li>▪ Teaching Department               <ul style="list-style-type: none"> <li>▪ Aguirre</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• EL Classes</li> <li>• Elective Classes</li> <li>• Site DELAC Meeting</li> <li>• Clubs</li> <li>• Sports</li> </ul>	<ul style="list-style-type: none"> <li>• Rosters will demonstrate increased participation</li> <li>• In-class survey and class discussions</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> <li>• Teacher notes/survey</li> </ul>	Spring 2021-ongoing
3 Create incentives for EL students to promote success	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Hendrickson</li> </ul> </li> <li>▪ Teaching Department               <ul style="list-style-type: none"> <li>▪ Aguirre</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Site management meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Students showing increased interest in all aspects of achievement</li> <li>• Student feedback</li> <li>• Increased passing levels and decreased “D’s” and “F’s”</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Ongoing Fall 2020

ACTION ITEM	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES (TIME, TRAINING, & BUDGET ALLOCATIONS)	MEANS TO ASSESS GROWTH & REPORTING TOOLS	TIMELINE
4 Increase communication with parents regarding grades, test results, college requirements and career opportunities	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Aston</li> <li>▪ Hendrickson</li> </ul> </li> <li>▪ Counselors               <ul style="list-style-type: none"> <li>▪ Craton</li> <li>▪ Jeter</li> <li>▪ Goetz</li> </ul> </li> <li>▪ Teacher               <ul style="list-style-type: none"> <li>▪ Aguire</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Forms created in Spanish to increase understanding</li> <li>• Increased attendance at informational meetings</li> <li>• Increased use of <i>PowerSchool</i> by parents</li> <li>• Increased communication between parents and teachers</li> <li>• Translated auto-callers for EL students' families</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Fall 2020
5 Increase numbers of career events	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Aston</li> </ul> </li> <li>▪ Counselors               <ul style="list-style-type: none"> <li>▪ Craton</li> <li>▪ Jeter</li> <li>▪ Goetz</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Site management meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in sheet at offered meetings-identify students, identify parents</li> <li>• Increased passing grades</li> <li>• Student feedback</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Spring 2021
6 Encourage students to run for leadership position with school clubs and student government	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Aston</li> <li>▪ Hendrickson</li> </ul> </li> <li>▪ Activities Director</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration time</li> </ul>	<ul style="list-style-type: none"> <li>• Increased participation in leadership class</li> <li>• Increased participation in school clubs and/or formation of new clubs</li> </ul>	Spring 2021

ACTION ITEM	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES (TIME, TRAINING, & BUDGET ALLOCATIONS)	MEANS TO ASSESS GROWTH & REPORTING TOOLS	TIMELINE
7 Encourage involvement in school activities, clubs, functions, sports, student government, electives, etc.	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Aston</li> <li>▪ Hendrickson</li> <li>▪ Athletic and Activities Directors</li> </ul> </li> <li>▪ Counselors               <ul style="list-style-type: none"> <li>▪ Jeter</li> <li>▪ Craton</li> <li>▪ Goetz</li> </ul> </li> <li>▪ Clerical Staff               <ul style="list-style-type: none"> <li>▪ ASB/Athletic Clerk</li> </ul> </li> <li>▪ CI</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration time</li> <li>• Weekly staff meetings</li> <li>• Site management meetings</li> <li>• Staff meetings</li> <li>• Link Crew</li> </ul>	<ul style="list-style-type: none"> <li>• Increased participation in school activities as reported by organizing committee</li> <li>• Increased participation in sports as reported by coaches/athletic director</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Fall 2020
8 Guide students through the college application process and provide access to programs they and their families may not be aware of. Inform them about scholarship opportunities for advanced education. Provide extra assistance to guide students through the process of applying for grants and scholarships. Begin discussing these opportunities when students are in 10 <sup>th</sup> grade.	<ul style="list-style-type: none"> <li>▪ Counselors               <ul style="list-style-type: none"> <li>▪ Jeter</li> <li>▪ Craton</li> <li>▪ Goetz</li> </ul> </li> <li>▪ Clerical Staff               <ul style="list-style-type: none"> <li>▪ Registrar</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration time</li> <li>• Weekly staff meetings</li> <li>• Site management meetings</li> <li>• Staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Report by registrar of available scholarships</li> <li>• Increased number of students requesting help with applications</li> <li>• Increased number of students applying for college</li> <li>• Decrease in failing grades in early high school years</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Spring 2021 & Fall 2020

## ACTION PLAN #3 – SCHOOL CONNECTEDNESS AND MEANINGFUL PARTICIPATION

<b>CRITICAL ACADEMIC NEED #1:</b>	<b>Increase the number of students who report or demonstrate a high level of school connectedness with a focus on supporting student participation in their education process.</b>
<b>RATIONALE:</b>	<p>The leadership team, stakeholder groups, and home groups analyzed the self-study and found the following:</p> <ul style="list-style-type: none"> <li>• Three sets of concerning data for our EL's</li> <li>• State assessment performance</li> <li>• Grades in core classes</li> <li>• Growth in numbers</li> </ul>
<b>SUPPORTING EVIDENCE:</b>	<p>A high percentage of our 9<sup>th</sup> and 11<sup>th</sup> grade students took the California Healthy Kids Survey in 2016. Nearly 87% of our 9<sup>th</sup> grade and 82% of our 11<sup>th</sup> grade students participated. Those survey results showed the following data:</p> <ul style="list-style-type: none"> <li>• Only 62% of 9<sup>th</sup> grade and 53% of 11<sup>th</sup> grade students indicated having high school connectedness.</li> <li>• Only 33% of 9<sup>th</sup> grade and 20% of 11<sup>th</sup> grade students reported having a high level of academic motivation.</li> <li>• Several areas show that students feel they have little say in what they do at school.             <ul style="list-style-type: none"> <li>• Help decide things like class activities or rules: 9<sup>th</sup> grade students reported: 48% - not at all, 35% - a little; 11<sup>th</sup> grade students reported: 43% - not at all; 25% - a little.</li> <li>• Do things that make a difference: 9<sup>th</sup> grade students reported: 12% - no, 17% - little difference, 34% - pretty much; 11<sup>th</sup> grade students reported: 14% - no, 26% - little difference, 32% - pretty much.</li> </ul> </li> </ul>
<b>GROWTH TARGET:</b>	<p>Based on the results of the California Healthy Kids Survey we will show a 15% improvement in the following areas:</p> <ul style="list-style-type: none"> <li>• High levels of school connectedness.</li> <li>• High levels of academic motivation.</li> <li>• High levels of student input are taken and considered as evidenced by not just results, but the implementation of at least three new venues for kids to offer input to staff and administration.</li> </ul>

<p><b>ESLR(S) ADDRESSED:</b></p>	<p><i>Exceptional Citizens</i></p> <ul style="list-style-type: none"> <li>● who demonstrate character, integrity, leadership, and personal responsibility</li> <li>● who respect individual differences and show compassion for others</li> <li>● who participate in the democratic process</li> </ul>	
<p><b>IMPACT ON STUDENT LEARNING:</b></p>	<p>Direct positive impact on student well-being and positive school connections. This will result in higher achievement for all students.</p>	
<p><b>TOOLS TO MONITOR PROGRESS:</b></p> <ul style="list-style-type: none"> <li>● We will continue to monitor graduation rate, class passing rates, and A-G eligibility.</li> <li>● We will use California Healthy Kids Survey (CHKS) and local surveys to measure growth and adjust plans.</li> <li>● We will also measure disciplinary data like suspension numbers, expulsion numbers, tardies, drug related disciplinary actions, etc., to see if they decrease.</li> </ul>		<p><b>REPORTING OF PROGRESS:</b></p> <ul style="list-style-type: none"> <li>● Data Reports: AYP, Dataquest, staff presentations, and updates to the Action Plan.</li> <li>● Action Plan progress: staff, leadership team, THS stakeholders, and the school board.</li> <li>● Survey results from SAC, ASB, and other Surveys.</li> </ul>

ACTION ITEM	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES (TIME, TRAINING, & BUDGET ALLOCATIONS)	MEANS TO ASSESS GROWTH & REPORTING TOOLS	TIMELINE
1 Every student personally meets with an administrator or counselor in their 9 <sup>th</sup> grade year	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Aston</li> <li>▪ Hendrickson</li> </ul> </li> <li>▪ Counselors               <ul style="list-style-type: none"> <li>▪ Craton</li> </ul> </li> <li>▪ Clerical Staff               <ul style="list-style-type: none"> <li>▪ Administrative Secretary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Site management meetings</li> <li>• Special education meetings</li> <li>• School Advisory Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Participation rates increase in extracurricular activities</li> <li>• Course requests increase for service related classes like ASB and Peer Communications</li> <li>• Results of CHKS Survey</li> <li>• Results of ASB Surveys</li> <li>• Results of SAC Survey</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Ongoing Fall 2020
2 Involve more students in planning activities on campus	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Athletic and Activities Directors</li> </ul> </li> <li>▪ Teaching Department               <ul style="list-style-type: none"> <li>▪ Teacher Class Advisors</li> </ul> </li> <li>▪ Clerical Staff               <ul style="list-style-type: none"> <li>▪ ASB/Athletic Clerk</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• ASB meetings</li> <li>• Student Club meetings</li> <li>• Student Club Fair</li> <li>• Link Crew Class meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Participation rates increase in extracurricular activities</li> <li>• Course requests increase for service related classes like ASB and Peer Communications</li> <li>• Results of CHKS, ASB &amp; surveys</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Ongoing 2020-2021
3 Emphasize advertising clubs so students are more aware of their existence	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Hendrickson</li> <li>▪ Activities Director</li> </ul> </li> <li>▪ Counselors:               <ul style="list-style-type: none"> <li>▪ Jeter</li> <li>▪ Craton</li> <li>▪ Goetz</li> </ul> </li> <li>▪ Teaching Department               <ul style="list-style-type: none"> <li>▪ Club Advisors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ASB meetings</li> <li>• Student Council meetings</li> <li>• Student Club meetings</li> <li>• Student Club Fair</li> <li>• Funds for flyers, posters, paint, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation rates increase in extracurricular activities</li> <li>• Course requests increase for service related classes like ASB and Peer Communications</li> <li>• Results of CHKS survey</li> <li>• Results of ASB surveys</li> <li>• Results of SAC survey</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Ongoing Fall 2020

ACTION ITEM	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES (TIME, TRAINING, & BUDGET ALLOCATIONS)	MEANS TO ASSESS GROWTH & REPORTING TOOLS	TIMELINE
4 Arrange at least one motivational assembly and/or speaker per year	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Aston</li> <li>▪ Hendrickson</li> <li>▪ Athletic &amp; Activities Directors</li> </ul> </li> <li>▪ Teaching Department</li> <li>▪ Club Advisors</li> </ul>	<ul style="list-style-type: none"> <li>• ASB meetings</li> <li>• Student Council meetings</li> <li>• Advertisement funding</li> </ul>	<ul style="list-style-type: none"> <li>• Participation rates increase in extracurricular activities</li> <li>• Course requests increase for service related classes like ASB and Link Crew</li> <li>• ASB survey immediately following presentation</li> </ul>	Ongoing 2020-2021
5 Utilize technology to connect parents and community to the school– including sports, academics, FFA, band, choir, drama, community service, off-campus competitions (rodeo, dance, etc.)	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Aston</li> <li>▪ Athletic and Activities Directors</li> </ul> </li> <li>▪ Teaching Department               <ul style="list-style-type: none"> <li>▪ Math</li> <li>▪ ELA</li> <li>▪ Science</li> <li>▪ Social Science</li> <li>▪ VAPA</li> <li>▪ Foreign Language</li> <li>▪ CTE</li> <li>▪ P.E.</li> </ul> </li> <li>▪ Clerical Staff               <ul style="list-style-type: none"> <li>▪ Administrative Secretary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Site management meetings</li> <li>• Staff meetings</li> <li>• CI meetings</li> <li>• ASB meetings</li> <li>• Link Crew meetings</li> <li>• Website</li> <li>• All-call system</li> <li>• School Messenger</li> <li>• Soaring Eagle Press</li> </ul>	<ul style="list-style-type: none"> <li>• Participation rates increase in extracurricular activities</li> <li>• Course requests increase for service related classes like ASB and Peer Communications</li> <li>• Results of CHKS survey</li> <li>• Results of ASB surveys</li> <li>• Results of SAC survey</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Fall 2020



ACTION ITEM	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES (TIME, TRAINING, & BUDGET ALLOCATIONS)	MEANS TO ASSESS GROWTH & REPORTING TOOLS	TIMELINE
6 Provide opportunities for students to represent THS at county-wide and statewide workshops, presentations, competitions, etc.	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Aston</li> <li>▪ Hendrickson</li> <li>▪ Athletics and Activities Directors</li> </ul> </li> <li>▪ Clerical Staff:               <ul style="list-style-type: none"> <li>▪ ASB/Athletic Clerk</li> </ul> </li> <li>▪ Teaching Department               <ul style="list-style-type: none"> <li>▪ Band-Landers</li> <li>▪ Art-Wislersham</li> <li>▪ VocTech-Hildebrand/Bognuda/Zimmerman</li> <li>▪ Mock Trial-Warren</li> <li>▪ Drama-Kingsbury</li> <li>▪ ASB/Link Crew - Macfarlane</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Site management meetings</li> <li>• Staff meetings</li> <li>• ASB meetings</li> <li>• Link Crew meetings</li> <li>• School Advisory Committee</li> <li>• Mid-State Fair</li> <li>• TPAC performances</li> <li>• Mock Rock</li> <li>• Funding</li> <li>• FFA meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Participation rates increase in extracurricular activities</li> <li>• Course requests increase for service related classes like ASB and Peer Communications</li> <li>• Results of CHKS survey</li> <li>• Results of ASB surveys</li> <li>• Results of SAC survey</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Ongoing Fall 2020
7 Continue to offer a variety of electives so students have a choice in course selection	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Aston</li> </ul> </li> <li>▪ Counselors               <ul style="list-style-type: none"> <li>▪ Craton</li> <li>▪ Jeter</li> <li>▪ Goetz</li> </ul> </li> <li>▪ Teaching Department               <ul style="list-style-type: none"> <li>▪ Math</li> <li>▪ ELA</li> <li>▪ Science</li> <li>▪ Social Science</li> <li>▪ Art</li> <li>▪ Foreign Language</li> <li>▪ CTE</li> <li>▪ P.E.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Weekly staff meetings</li> <li>• PLC: Department meetings</li> <li>• PLC: Grade Level intervention meetings</li> <li>• Site management meetings</li> <li>• Staff meetings</li> <li>• ASB meetings</li> <li>• School Advisory Committee</li> <li>• FFA meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Participation rates increase in extracurricular activities</li> <li>• Course requests increase for service related classes like ASB and Peer Communications</li> <li>• Results of CHKS survey</li> <li>• Results of ASB surveys</li> <li>• Results of SAC survey</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Fall 2020

ACTION ITEM	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES (TIME, TRAINING, & BUDGET ALLOCATIONS)	MEANS TO ASSESS GROWTH & REPORTING TOOLS	TIMELINE
8 Continue to fund an additional counselor to provide more individualized attention and guidance to each student and focus on CTE	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Asplund</li> <li>▪ Aston</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• District management meetings</li> <li>• District administrative focus group meetings</li> <li>• SLOPE Grant</li> </ul>	<ul style="list-style-type: none"> <li>• Participation rates increase in extracurricular activities</li> <li>• Course requests increase for service related classes like ASB and Link Crew</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Ongoing 2020-2021
9 <i>Focus on Freshman</i> curriculum is offered in 9 <sup>th</sup> grade and continued through senior year. Students take a responsibility for creating a 10-year plan and make their education meaningful as they take steps to fulfill their plan. (offered online only, not in classroom)	<ul style="list-style-type: none"> <li>▪ Administration:               <ul style="list-style-type: none"> <li>▪ Aston</li> <li>▪ Hendrickson</li> </ul> </li> <li>▪ Counselors:               <ul style="list-style-type: none"> <li>▪ Jeter</li> <li>▪ Carroll</li> <li>▪ Goetz</li> </ul> </li> <li>▪ Teaching Department               <ul style="list-style-type: none"> <li>▪ ELA</li> <li>▪ Health</li> <li>▪ Special Ed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Weekly staff meetings</li> <li>• PLC: Department meetings</li> <li>• PLC: Grade Level intervention meetings</li> <li>• Site management meetings</li> <li>• Staff meetings</li> <li>• School Advisory Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Participation rates increase in extracurricular activities</li> <li>• Course requests increase for service related classes like ASB and Peer Communications</li> <li>• Record of after high school plan</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Fall 2020
10 Add community service to the THS graduation requirements	<ul style="list-style-type: none"> <li>▪ Administration               <ul style="list-style-type: none"> <li>▪ Hendrickson</li> <li>▪ Aston</li> <li>▪ Asplund</li> </ul> </li> <li>▪ Counselors               <ul style="list-style-type: none"> <li>▪ Jeter</li> <li>▪ Craton</li> <li>▪ Goetz</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Weekly staff meetings</li> <li>• Site management meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Participation rates increase in extracurricular activities</li> <li>• Results of SAC survey</li> </ul> <p><b>Reporting tools:</b></p> <ul style="list-style-type: none"> <li>• Update staff in meetings</li> <li>• Email communications</li> <li>• Meeting agendas and minutes</li> </ul>	Spring 2021

## *Closing Description*

### Templeton High School Parental Involvement Policy

Vision: Research tells us that parental involvement directly impacts student learning. When schools welcome families, establish close personal relationships among families and staff, help parents understand how the system functions, and encourage family-staff collaboration to improve student achievement, students do better in school – and the schools improve.

Our school is committed to being family-friendly and to working as partners with our families to help all our students learn at high levels.

1. Our school encourages families to be:
  - Teachers of their students at home
  - Supporters of our school
  - Advocates for their own and other students
  - Decision-makers in school policy and practice

To be family-friendly, our school will provide:

2. A welcoming environment
  - Standards of welcoming behavior applicable to all staff
  - Visitors and callers are greeted immediately, politely, and can obtain information easily
3. Programs and activities to engage families in improving student achievement
  - Athletic, Band, Culture Initiative, Drama and FFA Support Club or Parent Organizations
  - Student work displayed in classrooms, web presence and in presentations
4. Strong relationships between teachers and families
  - Templeton High School welcomes new families
  - Teachers and families can meet face-to-face through meetings, school events, and Back-to-School Night
  - Teachers make contact with families through emails, phone calls, newsletters, Ag Info Night, FFA Banquets, and websites
5. Opportunities for families to develop their skills, self-confidence and contacts
  - Families/parents have opportunities to be involved in many different committees (School Advisory Committee, FFA, Agriculture Department Advisory Committee, Athletic Boosters, Band Boosters, DELAC, Culture Initiative, Drama Boosters, Graduation Parent Committee, Wellness)

- School committees reflect the diversity of the school community and actively welcome families from all backgrounds
  - Templeton High School is open and accessible to parents who want to meet with teachers and members of the school community
6. Professional development for families and staff on how to work together productively
- Families learn how the school system works and how to be effective advocates for their students
  - Teachers learn about successful approaches to working with families of diverse cultural backgrounds
  - Families and staff collaborate on how to improve student achievement
  - Templeton High School reaches out to identify and draw in local community resources that can assist staff and families

## *Recommendations and Assurances*

- ✓ The School Advisory Committee is correctly constituted and was formed in accordance with the district governing board policy and state law.
- ✓ The School Advisory Committee reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- ✓ The School Advisory Committee reviewed the content requirements for school plans of programs included in the Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
- ✓ This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

The School Advisory Committee sought and considered all recommendations from the following groups or committees before adopting this plan:

- ◆ Public Notice Posted: August 18, 2020
- ◆ Governing Board Reviewed: September 24, 2020
- ◆ School Site Plan Approved: May 2020

Attested:

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Josh Aston, Principal

Courtney Hendrickson, SAC Chairperson

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Date

Date