GOMPERS PREPARATORY ACADEMY
MID-CYCLE PROGRESS REPORT

1005 47TH STREET
SAN DIEGO, CA 92102

San Diego Unified School District

October 31, 2016 – November 1, 2016

Accrediting Commission for Schools
Western Association of Schools and Colleges

CONTENTS

I: Student/Community Profile Data 1
II: Significant Changes and Developments 29
III: Ongoing School Improvement 43
IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan 44
V: Schoolwide Action Plan Refinements 65

I: Student/Community Profile Data

Include the following:

- **An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.**
- **An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.**

è **Note**: ***Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)***

Gompers Preparatory Academy is an independent 501c3 public charter school providing a college preparatory path for neighborhood students in grades 6-12. GPA is located in Southeastern San Diego, an inner-city area where gang violence, drug abuse, unemployment, and poverty continue to be challenges faced by its community members.

Despite overwhelming obstacles, GPA has experienced tremendous growth and transformation over the past 11 years. What once was a failing public school in 2004, is now a thriving college preparatory academy providing students with a rigorous A-G curriculum including AP coursework, as well as internship, athletic, and performing arts opportunities.

Our mission at GPA, in partnership with UCSD and our community is to accelerate academic achievement for all students through a college preparatory culture and curriculum. Our vision is to continue leading the charge for educational equity through strong leadership, consistent and intentional reflective practices, continued growth and improvement, and keeping students first in all that we do.

GPA studies and shares its history with staff, students, and the community in order to effectively reflect and consistently improve. The past eleven years serve as a foundation for the next eleven years, where perseverance, dedication, commitment, and forward thinking will continue to drive GPA to the next level. The relationship between GPA and SDUSD has also grown and, what was once considered tenuous, is now temperate, as academic facilities and campus expansion plans break ground starting summer 2017.

A brief history is as follows:

- ***September 2004:*** Gompers Middle School (Grades 7-9) designated as Program Improvement Year 5 SDUSD school. Superintendent Bersin directs a workgroup to be formed to decide which option the school (staff and parents) will choose under the federal mandate of NCLB.

- ***March 2005*****:** Workgroup addresses SDUSD to convert Gompers to a direct-funded independent public charter school.

- ***September 2005*****:** Gompers Charter Middle School opens as a conversion charter, serving students in grades 7-9 to support closure of district high school in the community (although charter approved for grades 6-8).

- ***September 2006:*** GCMS adds 6th grade and serves 6-9th grade.

- ***September 2007*****:** GCMS serves grades 6-8, Lincoln HS re-opened.

- ***September 2008*****:** GCMS approved to serve grades 6-9 to alleviate large number of 9th grade students in the community and in doing so, secure sole possession of the facility under Prop 39.

- ***January 2009*****:** GPA Charter Petition Approved by SDUSD to serve grades 9-12 at the push of GCMS parents who do not want their children to attend the local district Lincoln High School.

- ***September 2009*****:** Gompers Preparatory opens serving students in grades 9-10 (expanding by one grade level per year); GCMS continues to serve grades 6-8. Same leadership team for both schools.

- ***July 2010*****:** Gompers Charter Middle School and Gompers Preparatory merge as one school to serve students in grades 6-12 under singular college preparatory focus.

- ***June 2012*****:** GPA graduates its first class of seniors.

- ***June 2013 – Present:*** GPA graduates 100% of its seniors for five consecutive years; 89% of the Class of 2016 accepted to 4 year universities; 47 seniors earned scholarships from UCSD Chancellor's Scholar program; enrollment grows to 1246 students grades 6-12.

THE COMMUNITY

GPA is situated in Southeastern San Diego, which is widely viewed as one of the most ethnically and economically diverse areas in the city.

DEMOGRAPHICS: 92102	
RACE	PERCENTAGE
HISPANIC/LATINO	62.1%
WHITE*	18.6%
AFRICAN-AMERICAN*	9.7%
NATIVE AMERICAN*	0.2%
ASIAN*	5.6%
PACIFIC ISLANDER*	0.3%
MULTI-RACIAL*	1.7%
OTHER*	0.2%
SOURCE: www.city-data.com	

FIGURE 1: COMMUNITY DEMOGRAPHIC CHART
(RACE)

SOCIAL INDICATOR: 92102	
EDUCATIONAL ACHIEVEMENT	
<9th Grade	29.2%
HS Graduate	25.9%
Some College	18.2%
AA/AS Degree	6.9%
BA/BS Degree	12.7%
Grad/Profess.	5.4%
HS or Higher	69.1%
BA/BS or Higher	18.1%
SOURCE: www.city-data.com	

FIGURE 2: COMMUNITY DEMOGRAPHIC CHART
(EDUCATION LEVEL)

Over the past three years, slight shifts in community demographics include the

White population increasing by 4.2%, and the African American population dropping by 4.6%. Overall, the Hispanic population continues to represent over 60% of the community's residents with 70% of children from ages 5-17 having Spanish spoken in the home and only 25% who speak English only in their home.

In comparison to our GPA Self-Study data from 2014, an increase of 7.3% community residents have graduated from high school, while 69.1% of residents have completed high school and higher. This is 15.8% increase from 2014. This data has impacted GPA in an increased enrollment of the siblings of our former graduates representing the overall community change. In addition, in the class of 2017 we see a decrease in the number of first generation high school graduates in comparison with our class of 2012. GPA is seeing a stronger college going mind-set in the middle school students since the conversion.

DEMOGRAPHICS: 92102	
AGE GROUP	
0-9 Years	14%
10-19 Years	14%
20-29 Years	21%
30-39 Years	16%
40-49 Years	13%
50-59 Years	10%
60-69 Years	6%
70-79 Years	3%
80+ Years	2%
Median Age	30.3
SOURCE: www.censusreporter.org	

FIGURE 3: COMMUNITY DEMOGRAPHIC CHART

(AGE OF POPULATION)

Almost 50 percent of the population within this community is under the age of 30. The median age is 30.3. In this community, 51 percent of the population is male and 49 percent are female. These demographics are typical for low-income, inner-city neighborhoods.

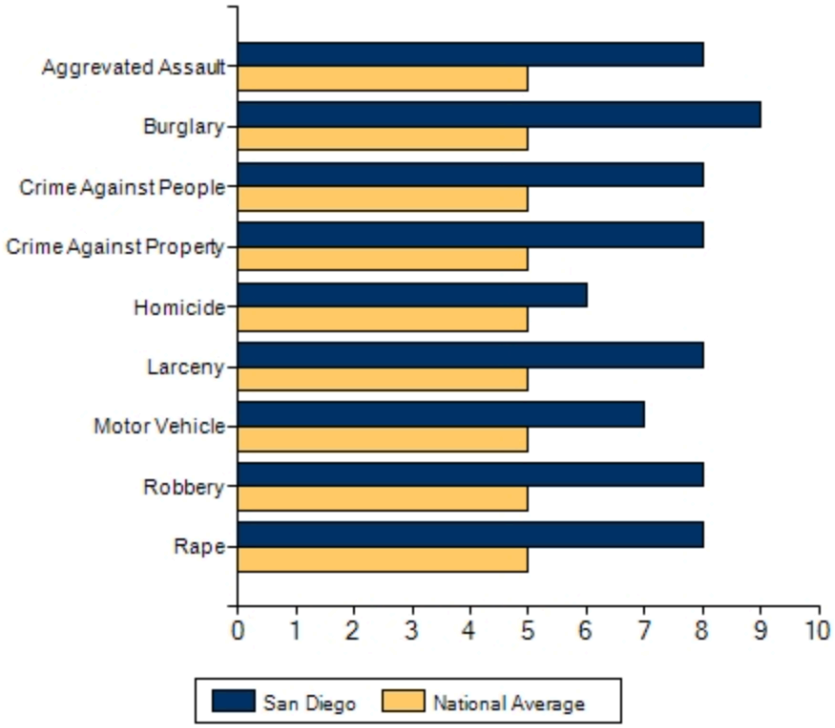
ECONOMIC INDICATOR: 92102	
HOUSEHOLD INCOME	
<$10,000	7.5%
$10,000 - $14,999	7.1%
$15,000 - $24,999	14.7%
$25,000 - $34,999	11.9%
$35,000 - $49,999	16.2%
$50,000 - $74,999	18.6%
$75,000 - $99,999	9.7%
$100,000 - $149,999	8.5%
$150,000 - $199,999	2.6%
$200,000 +	1.6%
MEDIAN HOUSEHOLD INCOME: $41,575	
SOURCE: www.censusreporter.org	

FIGURE 4: COMMUNITY DEMOGRAPHIC CHART

(INCOME LEVELS)

According to the economic indicator chart (Figure 4) the median household income is $41,575, which is in an increase of approximately $15,000, which is reflective of the demographics of the students attending Gompers Preparatory Academy. It is important to note that although we have seen an increase in the median household income, the per capita income is $19,581, which is approximately three fifths of incomes reported in North County San Diego and two thirds of the state average.

The chart below (Figure 5) depicts the types and rates of crime reported within this zip code compared with the national average. The legend found below the chart provides an explanation for the numerical values listed. For example, a value of "8" in the blue-color shaded bar represents that the crime rate is 3-5 times the national average. The crimes in this community depicted as such include: rape, robbery, larceny, crime against property, crime against people, and aggravated assault. It is important to note that the GPA community has a moderate to high risk factor for each of the crimes reported. This has a direct impact on the overall culture of the community and well being of its residents.



LEGEND	
Number	**% Compared with the National Average**
1	7.5%
2	7.1%
3	14.7%
4	11.9%
5	16.2%
6	18.6%
7	9.7%
8	8.5%
9	2.6%
10	1.6%
RISK FACTOR	
1-3	LOW
4-6	MODERATE
7-8	MODERATELY HIGH
9	HIGH
10	EXTREMEMLY HIGH
SOURCE: www.relocationessentials.com	

FIGURE 5: COMMUNITY DEMOGRAPHIC CHART

(CRIME RATE/COMPARISON NATIONAL AVERAGE)

GOMPERS CHARTER MIDDLE SCHOOL (2005-2010)

GCMS opened its doors in the fall of 2005 (September 6, 2005) as a conversion charter school serving grades 7-9 its first year, grades 6-9 its second year, grades 6-8 its third year, grades 6-9 its fourth year and grades 6-8 it's 5th and final year and then merging with GPA grades 9-10 which opened in the 2009-10 school year. Prior to GCMS opening, Director Riveroll and his leadership team instituted a strategy of school improvement that incorporated restructuring and re-culturing the former Gompers campus. This was in response to a previously chaotic learning environment and a physical facility that suffered from years of neglect. Initial restructuring took place at the Gompers campus during the summer of 2005 prior to student arrival.

Restructuring involved:

- Hiring highly qualified teachers through a national search versus a post and bid process (SDUSD). Applicants underwent a rigorous 3-phase interview process conducted by the "hiring committee," that also included modeling a lesson plan and submitting an essay in response to an issue/scenario. All hired applicants were required to demonstrate how they would model the school's mission and vision.

- Staff Development/Professional Development: Prior to the school's opening, all staff underwent "culture camp," a 2-week induction that included the history of the grass-roots movement that led to GCMS, visiting model room environments, learning common classroom protocols and school culture management.

- REACH Values: Adopted from a leadership team visit to Connecticut's Amistad Academy (Amistad Academy REACH Values) Respect, Enthusiasm, Achievement, Citizenship and Hard work.

- Implementation of School Uniforms.

- Development of the School Mission and School Beliefs and Non-Negotiables.

- Reaching out to the neighborhood businesses with "REACH bucks" to promote the adoption of the REACH Values in the community.

- Implementing a culture of respect. Eye Contact, handshakes, students respond "Yes ma'am", "No Sir". Implementation of Ron Clarks "5 Rules", The Essential 55: An Award Winning Educator's Rules for Discovering The Successful Student in Every Child (2003).

- De-tracking: Tracking, systematically placing students in classrooms with peers who perform academically similar to them, whereby high-achieving students are placed in college-preparatory classrooms while low-achieving students are placed in remedial course, was eliminated at Gompers. The school subscribes to the belief that all students can succeed, therefore eliminating tracking, whereby "both low and high achieving students benefit from being exposed to one another in the classroom." (Hoxby)

- Creating Safe & Adequate Facilities that are free from overcrowding and most classrooms had a 28:1 student to teacher ratio. At-risk students in even smaller afternoon support classes for reading and math. Throughout the day, the school security staff along with school administration patrols the hallways and bathrooms with zero tolerance for truancy, disorder, gang affiliations and fighting.

- School wide bullying philosophy launched based on children's book and song "Don't Laugh at Me".

- School wide "College Classes" with school culture and character education implemented by grade level in place of school assemblies. Students enter auditorium silently and take notes during college class.

- Staff implement a "70 as 1" philosophy that has all certificated and support staff implementing the school code of conduct and school culture plan as one united front.

- Partnering with UCSD CREATE for professional development, research, providing board of director members, EAOP office and providing college tutors and teaching interns for GCMS classrooms.

- Hiring a parent engagement coordinator to increase parent involvement and education about the college preparatory program.

Staff engaged in professional development weekly with a heavy focus on room environment and student engagement strategies. The academic master schedule initially included a longer school day, block schedule for academic core subjects including a daily rotating A/B schedule, College Class, Advisory, and at the end of the day with Encore where students needing additional supports could receive them and on track students could participate in extra-curricular events during the school day. Initially the daily bell schedule was adjusted so that all students would start each school day with 90 minutes of English and Math instruction with two teachers in every classroom followed by a one-hour lunch break. However, adjustments have were made to accommodate the academic needs of GCMS students based on assessment results (interim assessments, CELDT, CST results) and feedback from department chair representatives.

The focus of the first several years of the charter were immersed in setting the conditions in which student learning, long gone from district-run Gompers Middle school, could take place upon. To have the proper context for the decision making that went into the amount of effort and energy placed into re-culturing the school in the first several years, you have to picture a school before the charter that resembled the schools found in movies such as "Dangerous Minds" and "Stand and Deliver." School facilities and curriculum materials were insufficient, 90% of the 750 students at the time were entering the school at the 7th grade level below or far below basic on standardized testing (STAR testing results 2004-05) and reading and engaging in math 3 to 5 grade levels below their age level. Zero percent of the 7th graders were proficient on the STAR writing test (STAR writing results 2005). Locally, 52 rival gangs laid claim to most of our students by the 8th grade (Bruckner 2006) in which 17 gang related funerals (Garcia 2004) took place the year before the charter and a 50% drop out rate awaited middle school students who would attend district school Gompers Secondary School (SDUSD School Report Card GHS 2003). It was these facts that made the politics of the district to derail the success of this charter school, which required GPA to pull both financial and personnel resources away from the most deserving students in the city to combat their efforts that make those responsible without conscience. Ultimately, it would all serve as fuel for the community, parents, students and staff to create a strong school culture that exists today and the bedrock for the continual systemic growth trend upward in standardized test scores 6 of 8 testing years and non-standardized measures of achievement each year of both GCMS and GPA charters reported later in this report.

On September 6, 2005, Gompers Charter Middle (GCMS) opened its doors to the community as one of the first conversion charter school in San Diego Unified.

After 3 years in operation, Gompers parents began to demand to school leadership that GCMS develop a high school based on the GCMS college-preparatory model because they refused to enroll their child at the designated feeder high school, Lincoln.

GOMPERS PREPARATORY ACADEMY (2009-PRESENT)

Gompers Preparatory Academy opened its doors in September 2009 serving ninth and tenth grade students under a separate charter from GCMS. In 2010, GCMS and GPA merged to form GPA, an example of a "bridge school" as defined by the California Department of Education. Gompers Preparatory Academy currently serves predominately neighborhood students from the Chollas View community in grades 6-12 and reached full capacity in 2011-12 graduating its first senior class. GPA is a college- preparatory, direct-funded, 501c3 independent charter school currently serving 1,246 students. The SDUSD granted the school its second 5-year charter term in the 2013-14 school year. The majority of our students reside in the Southeastern San Diego neighborhoods (zip codes 92102, 92105, 92114, and 92113).

2016-17 SCHOOL ENROLLMENT

Grade Level	Female	Male	Total
6th	100	113	213
7th	106	111	217
8th	89	121	210
9th	98	98	196
10th	55	98	153
11th	76	67	143
12th	50	64	114
Total	**574**	**672**	**1,246**

Figure 6

Current enrollment data indicates an increase of 308 students from 2012 (first year as a 6-12 configuration) to the present. This implies increased retainment and steady growth over time - which we contribute to the overall college preparatory culture and confidence in our programs.

The following table reflects the current student enrollment by race demographics at GPA:

2013-14 ENROLLMENT PERCENT BY RACE

Race	Percent of Enrollment
Hispanic	84%
African American	8%
Asian	4%
Pacific Islander	1%
White	<1%

Figure 7

The following table reflects tracking the enrollment of each graduating class and retainment by senior year:

STUDENT ENROLLMENT/RETAINMENT BY GRADUATION YEAR 2012-2017

Graduation Year	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Percent Retained from 9th grade
2012	303	128	90	86	73	**57%**
2013	248	152	119	96	82	**54%**
2014	269	160	127	98	93	**58%**
2015	211	144	120	103	101	**70%**
2016	189	149	141	128	123	**83%**
2017	157	136	123	116	114	**84%**
2018	192	169	151	143	X	X
2019	185	163	153	X	X	X
2020	210	196	X	X	X	X
2021	210	X	X	X	X	X

Figure 8

The significant increase in retainment indicates our students and their families are selecting GPA over other area school choices because of the strong college preparatory culture. Increased retainment rates for grades 6-12 have largely impacted the academic program at GPA. In 2008, GPA retained 42% of its 8th grade class to start our high school and go onto become our first graduating class in 2012; compared to 93% retained 8th graders of this school year (Fall 2016). In addition to the increased retainment from 8-9th grades, we also see increased retainment of students in grades 9-12; showing a 23% increase overall.

English Learner and Special Education Enrollment Data:

1) As of August 2016, GPA has assessed and identified:

- % English Language Learners: **22.7**
- % Initial Fluent English Proficient (IFEP): **3.3**
- % Re-designated Fluent English Proficient (RFEP): **55.6**

Our EL enrollment represents similar statistics found throughout the community of households where languages other than English are spoken. It also represents an 11% decrease of our EL population since 2013.

2) GPA had the following reclassification rates per grade level in 2015-2016:

- 6th Grade: **16.6%**
- 7th Grade: **18.9%**
- 8th Grade: **15.2%**
- 9th Grade: **17%**
- 10th Grade: **42.8%**
- 11th Grade: **36%**
- 12th Grade: **28%**
- School-wide: **22%**

We attribute the 25.8% increase in students being reclassified between 9th and 10th grades to the number of students enrolled in our Academic Language Development program.

3) GPA provides special education services through the El Dorado Charter SELPA after leaving the San Diego Unified SELPA in 2009 for greater flexibility in student programming and staffing decisions. Prior to this move, SDUSD special education programming did not allow full access to the college bound curriculum for all special education students. Our current special education population is 14.6 % and has ranged from 14% to 20% through the last 5 years.

Grade Level	Percent of SPED Students Enrolled
6th	14.5%
7th	11.5%
8th	14.3%
9th	14.3%
10th	18.3%
11th	13%
12th	22%
Total	**14.6%**

Figure 9

SPED classification and percentages:

Specific Learning Disability (SLD)	***63%***
Other Health Impairment (OHI)	***12%***
Speech and Language Impairment (SLI)	***5%***
Intellectual Disability (ID)	***5%***
Emotional Disability (ED)	***7%***
Autism (AUT)	***7%***
Orthopedic Impairment (OI)	***1%***
Multiple Disabilities (MD)	***.5%***

Students are placed in various Special Education program options depending on their individual needs with 63% of our SPED population qualifying under the SLD eligibility; the majority of these students are served in general education classrooms using the co-teacher model. Students with more severe needs may be placed in our middle school special day classes, learning centers, or our community-based instruction program.

4) The current age range for our student population is 10-18.

Academic Performance:

The following charts (Figures 10 through 14) illustrate the Academic Performance of students who attended Gompers Charter Middle School from 2006-2010 and GPA from 2010-2013 based on the CST. GPA then used the NWEA MAP assessment to measure academic progress from 2014 – 2016 during the transition to the SBAC assessment statewide. The final charts illustrate our SBAC data from 2015 and 2016, as well as 2013 proficiency rates on the CST.

GCMS API Growth

YEAR	GRADE LEVELS	API	GROWTH
2006	7-9	564	+24*
2007	6-9	595	+31
2008	6-8	628	+33
2009	6-9	621	-7
2010	6-8	626	+5

Figure 10 Source CDE *24-point gain from District School Gompers Middle grades 7-9 in 2004-05.

GPA API Growth

YEAR	GRADE LEVELS	API	GROWTH
2010	9-10	568	Baseline
2011	6-11	657	+89
2012	6-12	673	+16
2013	6-12	666	-7

Figure 11

Since the inception of the original Charter, GCMS in 2006, our API based on CST increased 126 points. (See Figure 10) From the inception of GPA our API increased 98 points. (See Figure 11)

During the transition to the Common Core State Standards (CCSS) and the Smarter Balanced Assessment Consortium (SBAC), GPA used the NWEA MAP assessment to monitor student progress. (See Figure 12)

MAP Data: Students At or Above Grade Level Norm

	SPRING 2014		SPRING 2015		SPRING 2016	
	ELA	MATH	ELA	MATH	ELA	MATH
6th Grade	25%	32%	31%	33%	36%	30%
7th Grade	26%	21%	33%	33%	32%	36%
8th Grade	21%	16%	32%	30%	43%	38%
9th Grade	38%	26%	43%	34%	46%	40%
10th Grade	54%	41%	62%	53%	54%	48%
11th Grade	40%	31%	56%	44%	65%	47%
School - wide	32%	27%	49%	34%	44%	39%

Figure 12

From our Spring 2014 administration of the MAP assessment, our students have shown an increase of 12% scoring at or above the grade level norm in both ELA and mathematics. The upward trend continues to support the work we have been doing in both ELA and mathematics. With that said, we continue to see a high need in both ELA and mathematics.

GPA SBAC: Meeting/Exceeding Standards Rates

SBAC Data				
	2015		2016	
	ELA	Math	ELA	MATH
6th Grade	27%	15%	40%	20%
7th Grade	20%	16%	29%	23%
8th Grade	28%	8%	38%	12%
11th Grade	49%	9%	50%	9%

Figure 13

From our Spring 2015 administration of the standards based SBAC assessment, our students have shown an increase in the percentage of students meeting or

exceeding standards in ELA in all grade levels, ranging from one to thirteen percent. In mathematics, students have shown increases in all middle school grade levels ranging from four to seven percent and no change in the number of students meeting or exceeding standards in eleventh grade. The upward trend continues to support the work we have been doing in both ELA and mathematics. With that said, we continue to see a high need in both ELA and mathematics.

Although you cannot compare CST and SBAC scores due to the fact they are based on different content standards, a historical perspective can be seen in Figure 13 below, illustrating our final set of proficiency rates based on the CST assessment.

2013 CST Proficient/Advanced Data		
	ELA	Math
6th Grade	35%	33%
7th Grade	25%	21%
8th Grade	41%	14%
11th Grade	13%	4%

Figure 14

College Preparation Indicators:

The following charts (Figures 15 - 22) illustrate some of the college preparation indicators at GPA, including graduations rates, college application and enrollment data, higher education enrollment data, scholarships received, enrollment in AP classes, AP pass rates, AP exam median score, and SAT/ACT median score data.

GPA Graduation Data

College Preparation Indicators	GPA Class of 2012 (71 Students)	GPA Class of 2013 (82 Students)	GPA Class of 2014 (91 Students)	GPA Class of 2015 (100 Students)	GPA Class of 2016 (123 Students)
Graduation Rate	100%	99%*	99%*	97%*	99%*

Figure 15

* Students enrolled in our moderate/severe special education day class received a certificate of completion and comprise the remaining students in their perspective classes.

College Application and Acceptance Data

College Preparation Indicators	GPA Class of 2012 (71 Students)	GPA Class of 2013 (82 Students)	GPA Class of 2014 (91 Students)	GPA Class of 2015 (100 Students)	GPA Class of 2016 (123 Students)
College Application Rate	100%	99%*	99%*	97%*	99%*
4-Year Acceptance Rate	47%	54%	61%	82%	89%

Figure 16

* Students enrolled in our moderate/severe special education day class received did not complete college applications.

Higher Education Enrollment Rate

College Preparation Indicators	GPA Class of 2012 (71 Students)	GPA Class of 2013 (82 Students)	GPA Class of 2014 (91 Students)	GPA Class of 2015 (100 Students)	GPA Class of 2016 (123 Students)
4-Year College Enrollment Rate	34%	43%	50%	61%	64%
California Community College	66%	49%	49%	36%	35%
TRACE *	0%	1%	1%	3%	1%
Total	100%	100%	100%	100%	100%

Figure 17 *TRACE is a transition program in which students with moderate to severe disabilities continue their education after high school through the age of 22.

The implications of our Higher Education Enrollment Rates show a 30% increase in students enrolled at a 4-Year College from 2012 to 2016. It is also significant to note that in 2012 66% of students were enrolled in Community College opposed to 35% enrolled in Community College in 2016. We attribute this change to the continued growth of our academic program, college counseling program (Wingspan), and the new programs in place for seniors; such as, Senior Monday, Senior PM, and CASP classes, as well as our growing partnership with UCSD.

Dollar amount of scholarships received

YEAR	Total Dollar Amount of Scholarships
2012	$23,000
2013	$97,250
2014	$427,000
2015	$1,033,500
2016	$1,983,000

Figure 18

The drastic increase in scholarship monies is a direct indicator of our students' continued access to scholarship information through our college counseling program (Wingspan), and through the increased number of students awarded full scholarships by UCSD's Chancellor's Associates Scholars; 6 seniors were awarded the UCSD Chancellor's Scholarship in 2013, and 47 seniors were awarded the UCSD Chancellor's Scholarship in 2016.

2013-2017 HS Students Enrolled in AP Courses

Year	Percent taking AP Classes
2013 - 2014	42%
2014 - 2015	45%
2015 - 2016	49%
2016 - 2017	49%

Figure 19

The GPA charter requires that all of its students will take a minimum of one AP course in order to graduate. In 2009, GPA offered two AP courses; whereas GPA currently offers 12 AP courses with our newest addition this year being AP Computer Science.

AP Examination Pass Rates

AP Course	2014	2015	2016
Biology	n/a	0%	0%
Calculus	0%	0%	0%
Chemistry	0%	0%	0%
English Language & Composition	6%	0%	0%
English Literature & Composition	0%	0%	0%
Environmental Science	0%	0%	n/a
European History	n/a	n/a	0%
Psychology	0%	0%	n/a
Spanish Language	70%	72%	80%
Spanish Literature & Culture	17%	21%	13%
US Government & Politics	0%	0%	0%
US History	0%	0%	7%

Figure 20

AP Examination Average Score

AP Course	2014	2015	2016
Biology	n/a	1.20	1.40
Calculus	1.00	1.00	1.09
Chemistry	1.00	1.00	1.07
English Language & Composition	1.36	1.34	1.34
English Literature & Composition	1.12	1.32	1.29
Environmental Science	1.00	1.00	n/a
European History	n/a	n/a	1.44
Psychology	1.08	1.07	n/a
Spanish Language	2.97	3.19	3.38
Spanish Literature & Culture	1.70	1.93	1.79
US Government & Politics	1.93	1.05	1.03
US History	1.11	1.23	1.29

Figure 21

Although our AP exam pass rates are low overall, students scoring at 3 or above, the average score data illustrates an increase in the average exam score of students in the following AP courses: Biology, Chemistry, Calculus, English Literature and Composition, Spanish Language and Composition, Spanish Literature and Composition, and US History.

SAT/ACT Average Scores

Graduation Year	SAT	ACT
2012*	1063	14.7
2013*	1018	14.2
2014	1077	15
2015	1115	15
2016	1110	13.9

Figure 22

***Please NOTE:** As a college preparatory academy, GPA requires that ALL students take both the ACT and SAT exams as juniors and seniors. The above represents the average of total students' scores.

OUR EDUCATIONAL PHILOSOPHY

GPA believes in the philosophy of educating the whole child. Our resolve to educate the whole child comes from the demographic data of the community (Figures 1-5) and previous lack of success for 50 years as a district high school that led to the charter conversion. We are serving a traditionally underserved population at the college and university levels, which has been a Chollas View community-based problem for many years. As a result, Gompers Preparatory Academy was formulated on a singular outcome focus of preparing all students for a college preparatory pathway with a "whole child" focused learning setting to offset the impact of conditions such as poverty, first generation issues, violence and gang influence within the community. GPA serves a strongly documented need for the families it serves with a singular college preparatory focus. Students who do not choose a singular college focus as part of their future or want a more comprehensive high school experience have neighborhood district high school Lincoln High to attend or may choose to participate in the district's voluntary ethnic enrollment program (V.E.E.P.) and attend a district high school outside of the community in addition to a number of other high school charters in the area and district available to them.

We understand the need for accountability measures to monitor student achievement. We also believe that a number of factors, in addition to standardized testing, define the success of a school that all of our students deserve attending. We understand additional factors of our school are critically important for our overall success, therefor we continue to monitor the progress of the following:

1) **Decreased *Suspension rates as indicators of school safety.***
GPA has decreased the total number of suspensions since 2010 by almost half. It is important to note that the decrease in suspensions has occurred while the total enrollment has been increasing annually, showing marked improvement.

Number of Suspensions per Year

YEAR	GRADE LEVELS	Total # of Suspensions	Suspensions per 100 Students
2010*	6-10	215	26.8
2011	6-11	174	21.7
2012	6-12	125	13.8
2013	6-12	118	13.1
2014	6-12	104	10.4
2015	6-12	85	7.7
2016	6-12	112	9.3

Figure 23

*The year prior to converting to charter (2004-05) there were over 1,000 suspensions.

2) ***A strong "No Bullying" stance and education for a risk-free environment and the emotional well-being all students.***
GPA continues to implement a zero tolerance policy regarding bullying. Our Family Support Center has adopted a tiered approach for dealing with bullying focusing on restorative justice.

Students that exhibit or violate the policy for bullying will be disciplined appropriately according to the GPA tiered approach to bullying interventions:

1st incident:
- *Student is counseled on the roles, effects and consequences of bullying. Student will sign agreement of understanding.*
- *Parent phone call*

2nd incident:

- *Parent phone call*
- *Student will receive ISC (number of days assigned to be determined based on situation)*
- *During ISC student will complete Bully prevention learning activities*
- *Student intake meeting – present summary of their learning in ISC in addition to intake essay.*
- *Student will sign no bullying pledge*

3rd incident:

- *ISC – continued research of bullying and it's consequences*
- *Parent conference*
- *Five after school intervention sessions*
- *Counseling referral*

4th incident:

- *ISC*
- *Intake meeting to discuss placement options*

3) *Increased attendance rates indicating a student's ability to engage with the curriculum.*

GPA attributes the increased attendance rates to the variety of programs that support the social, emotional, academic and physical well-being of the students. From 2011 to the present, our attendance rates have remained above 95% annually.

YEAR	Attendance Rate
2010*	94.60
2011	95.35
2012	95.05
2013	96.16
2014	96.41
2015	95.96
2016	96.69
2017	TBD

Figure 24 **In the year before the charter conversion attendance was 90%.*

4) ***Decreased dropout rate and increased graduation rates indicating a higher quality of life for our students.***
GPA implements an intense grade level focus we call "*100/100*". That is, we expect 100% of our students to graduate high school and 100% to enroll in a college. To date we have graduated 5 consecutive classes at 100% with a 0% dropout rate. To put it into perspective, the year before the charter conversion, the dropout rate was 50%.

5) ***An enrollment waiting list indicating parent and student satisfaction.*** (Current waiting list can be viewed in school's enrollment office).

6) ***Increased completion rates for the A-G curriculum for all students indicating increased access to a higher education.***

A-G Course Completion Rates by Senior Year

YEAR	Percent of Students Completed
2012	100%
2013	99%*
2014	99%*
2015	97%*
2016	99%*
2017	99%* (on track)

Figure 25

** One or more students in each of our classes were enrolled in our moderate/severe special education day class and completed life-skill curriculum and attended or will attend the TRACE program after the completion of 12th grade at GPA.*

STUDENT LEARNING OUTCOMES (Formerly ESLR's)

The school's original Student Learning Outcomes were developed in 2006 as ESLR'S, revised in 2009 as part of the GPA Initial WASC accreditation and conversion to one 6-12 school and underwent a name change in addition to revisions during the Self-Study process in 2013. The Student Learning Outcomes were in addition to and more importantly, we believe, in support of helping our students be able to achieve the academic standards. In 2009, the process of reviewing the ESLR's consisted of a team of executive leaders, academic leaders, counselors, family support member staff and other support staff such as the Dean of Students and a parent Board of Director member who gave input into what they wanted a GPA student to know and be able to do upon leaving GPA. The group determined to revise the existing ESLR's and align them with the schools REACH values in 2009. Because of the community and student demographic information, in addition to the school's long-standing history of chaos prior to the charter school, the ESLR's were heavily aligned to character, value based and life- long learner skills that would form the foundation for a student's academic success at the school.

As part of the self-study process, during professional development in 2013, the entire support and teaching staff revisited the SLO's to see if they still effectively captured what we wanted our students to know and be able to do upon graduating from GPA. In addition, parents during the Coffee with the Director and Board of Director members were able to review and give input. We continue to use the following as our student learner outcomes.

The GPA revised SLO's for all students are:

GPA'S STUDENT LEARNER OUTCOMES

RESPECT:

- Positive interaction with any adult and able to articulate the school's mission & core beliefs.
- Demonstrate responsibility in the learning community by adhering to the GPA Code of Conduct, Non-Negotiables and 5 Rules.
- Self-Respect- College prep uniform worn with pride
- Honor cultural and individual diversity.

ENTHUSIASM:

- Attend school daily
- Demonstrate with confidence that college is part of their future.
- Participate in a variety of leadership opportunities.
- Discover an area of interest beyond the core academic classes.
- Mentor fellow students

ACHIEVEMENT:

- Meet or exceed Common Core State Standards in English and Math.
- Read and write effectively in each subject area.
- Communicate effectively in academic language to express thoughts and ideas during classroom discourse and presentations.
- Use technology as a tool for learning.
- Enroll in rigorous AP courses

CITIZENSHIP:

- Transfer academic literacy skills to greater world
- Recognize the impact personal behavior and character has on our local and global community.
- Be knowledgeable about United States History and the democratic process.

HARD WORK:

- Develop and implement individual goals and action plans for academic achievement at GPA and access to college upon graduation.
- Participate in additional academic supports, if needed.
- Demonstrate academic organizational and study skills.
- Put forth daily effort in all classes.

Staff Demographic Information:

The following charts (Figures 26 through 29) illustrate the demographic details of our current GPA staff of 176; including race, age, sex and years with the organization.

Race	Percent of Staff
Hispanic	41.1%
African American	10.1%
Asian	7%
Pacific Islander	0%
White	38%
Native American	1.8%
Multi-Racial	1.8%

Figure 26

Sex	Percent of Staff
Male	34.2%
Female	65.8%

Figure 27

Age Range	Percent of Staff
20 - 29	42.4%
30 - 39	29%
40 - 49	17.7%
50 - 59	8.9%
60 - 69	1.9%
70 - 79	0%
80 +	0%

Figure 28

Years at GPA	Percent of Staff
1-2	38.1%
3-6	31.1%
7-9	17.8%
10 - 12	7%
Pre-Charter	6%

Figure 29

II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**

- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

Vertical Alignment Team (VAT) Development

Vertical Alignment Teams were established 2014/2015 in order to provide grade level teams the opportunity to meet weekly and support students more effectively as a horizontally aligned team.

History of Systematic Launch of Vertical Alignment Teams:

- **Fall 2014/2015:** Director Riveroll and 12th grade teachers launched this critical work by meeting every Monday after school; establishing a common communication system (Daily Communication Doc) and a program called Mandatory Academic Counseling (MAC) for students who needed additional intervention support around independent learning, homework, study skills, etc.
- **Spring 2014/2015:** Grades 9-11 launched VAT at the start of Spring Semester using the 12th grade work as the model.
- **Fall 2015/2016:** Grades 6-8 launched VAT in the Fall of 2015/2016 school year. All grade levels are now working in Vertical Alignment Teams.

VAT Protocols:

- **VAT Huddles:** Weekly on Monday from 1-3pm (Grades 6-12)
- **Daily Communication Document:** This Google document is created and maintained by the VAT level leader. It is designed as a way to share grade level communication daily and each teacher in the grade level has their own table on the document where they place their Unit of Study, the assignments due that week, with a space for names of students. The document is used daily for teachers to add names of students who do not turn in their work. Once a student name is entered, the VAT lead will then make sure that parents are notified and student receives support at lunch and after school - called Mandatory Academic Counseling (MAC).
- **Mandatory Academic Counseling (MAC):** Students who do not turn in assignments when due are flagged on the Grade Level google doc that shows all teacher's assignments for each week. Staff members support in lunch and after school to help students who need to complete work on the day it was late, rather than allowing students to get farther behind.

- **VAT College Classes:** VAT leads host college classes where the entire grade level gathers in a common area so that leads can highlight pertinent areas of learning regarding school culture and academics.
- **Grade Level Emails:** High school VAT leads send weekly emails to the entire grade level to reiterate important messages, share information, teach students effective communication skills, and inspire community relations for all.
- **End-of-Year requirement Projects:** VAT leads align End-of-Year projects and requirements to build toward the next year's requirements, and ultimately to Senior year requirements.

Significant Impact
o Vertically aligned grade level goals and expectations for academics and behavior o Direct leadership for grade levels o Grade level family connections and community building o Increased and specific grade level planning time o Increased interdisciplinary projects o Increased grade level activities o Increased colleague camaraderie o Increased grade level communication o Increased accountability for behavior and academics o Grade level aligned rigor and expectations o Increased parent communication and engagement o Increased grade level transparency o Increased cross-curricular communication within grade levels around academics and citizenship

Senior Monday

Senior Monday is a college level experience taught by Director Riveroll where content is heavily focused on college-level reading, writing, and speaking expectations.

History of Senior Monday:

- Designed after Director Riveroll and the GPA leadership team met with UCSD leaders to determine the top needs that our graduates encounter at UCSD.
- Upon analyzing these needs, Senior Monday was developed and has been the driving force of our vertical and horizontal alignment work and a leverage point for identifying ways to emulate college level rigors and incorporate them into middle and high school.

Senior Monday Protocols:

- All seniors report to the auditorium from 7:30-12:45pm for their Senior Monday class.
- Grade in this class is averaged into their core content class gradebooks.
- Time is dedicated to enhancing the skill set of every senior.
- Students work in the auditorium setting to mirror a lecture hall.
- Seniors attend at the same time.
- Seniors are purposefully seated in ways that emulate what large classes feel like in college.
- A formal "Senior Talk" presentation (emulating TED talk) on a year-long service learning project culminates the learning at the end of the year.
- Seniors work independently or in groups to present for large audiences of community members, families, staff, and underclassmen about their service learning experience.

Significant Impact
o Teacher observation of best practices o Increased academic rigor o Implementation of college level reading, writing, listening, and speaking o Exposure to college-ready environment (i.e. lecture hall) o College-readiness life lessons o College-level presentation skills o College application and scholarship support o Strong community building o Increased expectations for seniors as role models for school and school culture o Peer mentoring opportunities o Service learning projects designed and developed o Exposure to off-site community experiences o Increased number of guest speakers and on-site visitors o Character awards presented monthly o Practice with college level discourse

GPA CASP Prep Class

Seniors who earn a UCSD Chancellor's Associate Scholarship attend this course after school on Monday through May/June of senior year to experience an intense college course atmosphere and learn essential life lessons about preparing for life as incoming freshmen at one of California's top universities. Families of the scholars are included in this learning process.

History of CASP:

In 2013, Chancellor Pradeep Khosla created a new undergraduate scholarship program, the Chancellor's Associates Scholars, to recognize and support local, high-achieving, and talented students who:

- Have been admitted to UC San Diego
- Are California residents
- Have demonstrated financial need/family incomes of $80,000 or less

GPA CASP Data includes:

School Year	# CASP Students from GPA
2012/2013	6
2013/2014	10
2014/2015	20
2015/2016	47

As the number of seniors earning Chancellor's Associates Scholarships increase, and as GPA interviewed former CASP students already at UCSD to determine what they were most challenged by, GPA created the CASP Class and continues to develop this program based on the varying needs of the students and their families.

Student CASP Syllabus and Overview:

- Link to Syllabus: CASP Class Syllabus
- Students are required to attend additional back-to-back math and English courses outside of the school day.
- Students are exposed to lessons on campus life, time management, how to manage extreme workloads, plus lessons from the "pioneers" who are already doing the work, as former graduates in CASP come to GPA to speak to seniors.

Parent/Guardian Workshop:

- Parents/Guardians learn how to support their child, remotely, as he/she navigates college life and how to understand the questions to ask their student in order to be supportive and remain informed.
- Parents/Guardians also learn the challenges first-generation scholarship recipients face during their transition to college.

All of the lessons learned by leadership in the cyclical process of preparing CASP students and learning from them as alumni, feed the work of Vertical Alignment Teams; such that all grade level work builds toward producing the college ready, CASP or otherwise, competitive graduate.

Significant Impact
o Increased college readiness for students and their families o Additional exposure to college level reading, writing, speaking, listening and problem solving skills o Increased time management skill training o Study groups o College readiness math and math assessment preparation o Practice with college level discourse o Continued vertical and horizontal team planning vehicle

Senior PM

On site study/tutoring environment for seniors two nights per week from 5-9pm.

History of Senior PM:

- During the 2015/2016 school year, students requested longer campus hours in order to stay and get work completed. Senior PM was created as a support for seniors who needed a place to study. Two nights a week the campus opens from 5-9pm to provide seniors with a safe, quiet, supportive environment.
- Staff members volunteer to take paid tutoring positions and assist students one-on-one and in small groups during Senior PM.
- Several areas on campus are opened up to the seniors with varying degrees of noise permitted - ranging from semi-quiet to silent. The environment is purposefully designed to mirror that of a college campus student center.
- A meal is provided to those students and staff who attend. A representative from campus security actively supervises and all staff ensure students either get a safe ride home or are picked up. Staff members stay until all students are on their way home.

Significant Impact
o Safe and quiet location for studying from 5 – 9pm o Increased focused time on academics o Academic Tutoring o Academic Independence o Supplemental instruction time

- Study skill development
- Study group coordination
- College atmosphere and mindset practice
- Increased support for working families

AP Serious Study Night & AP Serious Saturdays

On site AP study sessions and tutoring support for all students taking an AP course.

History of AP Supports:

- GPA requires ALL students take at least one AP course as part of our graduation requirements. As an organization, we know our students will need additional supports at school to help with study skills and content-related skills beyond the school day.
- In the start of our 2014/2015 school year, in order to support our AP students as part of our Action Plan, teachers began holding Saturday study sessions. In spring, GPA implemented "AP Serious Study Night and Study Saturdays" where, leadership, AP teachers and other support staff open campus at night and on Saturdays to offer study time and teacher-led study sessions for every AP course. Beginning in the 2015/2016 school year, AP Supplemental Saturdays (instructional) and AP Study Nights (review) were formalized as part of the AP curriculum and calendar.
- Students in AP courses are highly encouraged to participate in every study night and Saturday session offered throughout the school year.
- Parents are made aware of the resources available for AP during AP Parent Night held in the first 8 weeks of every school year. Subsequent parent nights are now scheduled at three per year, so that parents can receive additional training around ways to support a student preparing for AP exams.

Significant Impact

- Increased academic rigor
- Implementation of college level reading, writing, listening, and speaking
- Scheduled AP study sessions with teachers
- Increased focused time on academics
- Academic Tutoring
- Academic Independence
- Study skill development

- Study group coordination
- Exposure to additional practice exams
- Targeted small group instruction
- Increased academic vocabulary
- Developing college level test taking skills
- Increased parent involvement

Office of Technology and Innovation Overhaul

GPA's formerly known "OTI" department was divided into two separate offices due to an increased need for teacher technology support and for innovation and design schoolwide.

Office of Educational Technology:

- Supports all staff and students with classroom technology, provides staff technology trainings, oversees GPA 1:1 technology program, maintains campus technology inventory, maintains and distributes all technology for schoolwide testing.

Office of Innovation and Design:

- Supports maintenance and continued design and content of GPA website, designs Board Reports, supports technology and design for Senior Monday, Senior Field Trips, Office of Philanthropy, schoolwide events and shows, maintains and develops campus aesthetics, supports college classes, provides campus audio needs, schoolwide music, and design requests from staff.

Significant Impact
- Additional classroom technology support - Professional Development on technology - On-site support for campus activities and productions - Increased 21st century skills - 1:1 computer program development - Increased schoolwide innovation and design support - Enhanced campus aesthetics and community bonding opportunities - Increased element of JOY through music, campus-wide dancing, and campus continuity - Increased school branding and marketing

Office of the Dean Overhaul

GPA's formerly known "Dean's Office" was divided into two separate offices as follows to meet the growing demands of the organization:

Office of Safety:

- Maintain school safety plan, provide safety trainings, schedule and lead disaster drills and trainings, maintain disaster supply inventory, revise and uphold supervision schedule, monitor and evaluate supervision, provide general campus supervision, identify and address potential dangers to staff, students, and the facilities, coordinate and oversee campus parking, unlock and lock student restrooms as needed, monitor security cameras, supervise extracurricular activities, communicate with law enforcement, maintain science lab safety, maintain athletics safety, and oversee hazardous materials training for specified staff.

Recent Updates:

- Completed audit of Comprehensive School Safety Plan and presented to BOD for approval.
- HAZMAT crew came out to inspect campus and remove any hazardous waste that was discovered along with suggestions for safety "checklist" for each classroom that was inspected.
- Added Injury Prevention section to the School Safety Plan.
- Active shooter training/emergency response training provided for Office of Safety staff.

Office of Student Conduct:

- Maintain and monitor school culture, schedule parent meetings, determine student(s) of the month, determine and maintain grade level Eagle Points, monitor student contracts and intake conditions, maintain data entry in Powerschool of suspensions, generate daily discipline reports, hold Saturday detentions when needed, issue tardy slips and uniform violations, conduct investigations, and work with Office of Safety to update supervision schedules as needed.

Significant Impact
o Focus on student conduct separate from overall safety o Increased campus supervision o Updated emergency plan o Updated emergency readiness trainings o High degree of accountability for student safety o Increased awareness, schoolwide around safety

Office of Philanthropy

The Office of Philanthropy was added to help secure funding for supports, beyond state and federal funding, needed by GPA students; and to grow and maintain funding for programs already in place as well as those in the idea and/or start-up phase.

Overview:

- Our Instructional Lead for Philanthropy (ILP) works closely with the Office of the Director, GPA Board of Directors, Office of Innovation and Design, and the Leadership team in order to create opportunities to bring additional resources to GPA.
- Our ILP meets with community members, current supporters of GPA, and potential new donors both on and off site weekly. In addition, he attends local meetings in the corporate community to nurture relationships, discover new programs available to GPA, and share the GPA story and mission.
- Our ILP will be taking part in LEAD, San Diego's leadership training: IMPACT San Diego. The training will allow our ILP to network with other leaders in San Diego, while also gaining a stronger understanding of the critical issues in our region.

Significant Impact
o Increased funding for GPA o Increased exposure for GPA to community o Community outreach /Partnerships o Funding provided for new VAPA program development o Continual branding and marketing for GPA o Increased scholarship opportunities o Alan Bersin Harvard Scholarship o Annual Junior College Road Trip o Established relationships with US Coast Guard, A Bridge for Kids, Playwrights Project, Outbound Outreach, etc.

Office of Athletics

The Office of Athletics provides an avenue for students to learn life long lessons in teamwork, discipline and leadership. Through athletics our student-athletes are challenged to reach their full potential. GPA supports a full compliment of men's and women's athletic teams. Our sport offerings include:

Women's Sports:
- Volleyball
- Tennis
- Cross County (co-ed)
- Soccer
- Basketball
- Softball
- Track and field (co-ed)
- Crew (co-ed)
- Cheer (co-ed)

Men's Sports:
- Volleyball
- Tennis
- Cross County (co-ed)
- Soccer
- Basketball
- Baseball
- Track and field (co-ed)
- Crew (co-ed)
- Cheer (co-ed)
- Lacrosse

Our athletic program emphasizes skill development, teamwork, physical fitness, and above all, sportsmanship. Our goal is to provide students the opportunity to work in a team environment and test their physical skills as well as their mental skills in a competitive arena. At GPA and athletics go hand-in-hand. A student must achieve and maintain a 2.5 GPA in academics and 3.0 GPA in citizenship in order to participate on an athletic team. GPA's academic and citizenship requirements are among the highest in San Diego. The skills learned though athletics will provide our student athletes the opportunity to be successful today and in the future. In addition, we believe students are more likely to engage in extracurricular activities, such as athletics, in college when given the opportunity to build the foundation in their 6th through 12th grade years.

Significant Impact
o Increased student accountability o Increased access to a variety of sports o Increased opportunities for team building o Increased community engagement o Increased parent involvement o Increased student engagement

- Increased student retention
- Leadership skills
- Travel opportunities
- College scholarships

GPA Library Growth and Development

GPA understands the key role our school library plays in the academic success of our students.

Developments:

- Instructional Lead Oversight (2010 - present)
- Full-time Library Assistant (Hired Fall 2015)
- Full-time Librarian (Hired Winter 2016)
- Part-time Library Resource (Started Fall 2015)

Resources and Services:

- On-going collection of books and resources reflecting the current needs of students grades 6-12
- Computer databases available in library and online for students and staff to access
- Class visits to the library including instruction and support from library staff
- Instructional support in classrooms
- Technology support (14 computer learning stations)
- Extended hours (implementing 2016/2017 school year)
- Library Newsletter (Librarian sends to staff monthly - implemented 2016/2017)
- Book Fairs (Scholastic Book Fairs are held every Fall and Spring in the library and the library team manages all aspects of the event)
- Individual and Small Group instruction and support
- Classroom library support for ESL/ALD and SPED classrooms

Significant Impact
o Increases resources schoolwide o Increases personnel to support student learning o Increases access to online databases o Additional opportunities for academic support o Opportunities for teachers to build class libraries o Technology access for students and staff o Wide variety of genres and levels o Professional Development resources for staff

- Pull out reading groups and whole class visits
- Full time librarian creates student centered/teacher selected themed texts selections
- One-on-One guidance for "just right" book choice

Teach Like A Pirate

GPA staff participated in a book study school-wide with this resource starting in the summer of 2015 that currently continues.

On-going PD:

- Staff attends our on-going weekly professional development where strategies and best practices from this resource are explored, studied, modeled, and shared.
- Author, Dave Burgess, visited GPA in the spring of 2016 to provide additional professional development.

Significant Impact
o Increases student engagement and creativity o Increases excitement for teaching and learning schoolwide o Provides strategies and best practices for staff to implement o Increases collaboration among departments and grade levels o Enhances creativity and joy campus wide

Summer Camps

Summer of 2016 – keeping inline with our schoolwide professional development and book study, staff were asked to develop their own personal passions into learning experiences for students resulting in varied and highly engaging camps. GPA Staff created and ran camps for students in all grade levels.

Summer Camp Launch:

- Summer camps for students were designed as a support to help provide students with the opportunity to follow their interests and learn in a different way. Access to summer camps is an essential part of providing a college prep pathway for students.
- Staff held a Summer Camp Fair during lunch to generate interest and build camps.
- Students attended camp from July 5, 2016 through August 5, 2016.

Significant Impact
o Provides a safe environment for students o Decreases summer learning atrophy o Exposes students and staff to variety of interests/passions o Free access to extended learning opportunities o Provides staff opportunity to explore passions and engage learners outside the traditional classroom setting. o Provides a setting outside of regular classrooms for students to develop 21st century skills o Helps build partnerships with community organizations that promote our vision for service learning o Increased support for working families

ENCORE

After school program at GPA has added new academic supports as follows:

Reading Support Program:

- Since 2013, select ELA teachers and support staff in our Encore after school program teach a reading support class to targeted students as an intervention.

Academic Hour:

- In support of the academic program, students in Encore are all assigned academic hour for the first hour of the after school program. During this time, students are required to work on homework assignments prior to participation in clubs and activities.

Significant Impact
o Provides additional reading time and support for small groups o Increases reading fluency and comprehension o Provides focused academic time o Provides structured after school homework time o Increases homework completion o Schoolwide academic focus o Increased supports for working families

New Programs Launching 2016/2017

Structured Evening Study Hall: In response to high demand for high school students needing a quiet and serious study environment to keep up with the rigors of college prep coursework, evening study hall is being developed

Parent Preparatory Academy: This year we are adding a new, more comprehensive parent education program, Parent Preparatory Academy, which will replace Coffee with the Director. This in depth collaboration with parents will focus on the parent component of preparing students for college. Classes throughout the year will take place both in the mornings and evenings to accommodate parent/family schedules and walk through what parents need to know to accelerate academic achievement and prepare students for success in higher education.

One -to - One Technology Program Launch - High School- Students in grades 10-12 are provided with a personal Chromebook and case to check out for one full semester. Students must have access to technology beyond the school day in order to be competitive on their college bound path. Students in ninth grade check out a Chromebook

Performing Arts Program- In response to an increased number of high school students enrolled at GPA, an additional A-G Visual and Performing Arts class was needed. After receiving generous donations from donors and foundations in the San Diego Community, a new Performing Arts Program is being launched this year. In 2016-2017, the course "Musical Production" was added to the master schedule.

III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.**
- **Describe the process used to prepare the progress report.**

GPA engages all stakeholders in review of student achievement data at several times throughout the year. SBAC data is recorded and reported at the beginning of each school year. The data is reported to the Board of Directors at our first board meeting of the year, staff is reported to at professional development, parents are reported to at Parent Preparatory Academy (formerly Coffee with Director) and students are reported to by their teachers in their individual classes.

MAP data, which is received throughout the year, is recorded and reported to the Board of Directors at board meetings throughout the year, based on when the data is received. The same data is reported to staff at professional development, parents at Parent Preparatory Academy (formerly Coffee with Director) and students are reported to by their teachers in their individual classes. This data is then used to drive instruction and monitor the implementation of our schoolwide Action Plan.

Implementation and progress toward achievement of our schoolwide action plan are reported to stakeholders at Board Meetings, Professional Development and Parent Preparatory Academy as well. Any necessary adjustments are made using input from all stakeholders.

Our Mid-Cycle progress report was prepared after collecting data, surveying stakeholders, and monitoring the progress toward achievement of our school-wide action plan. This information was then compiled by the WASC team, reviewed by stakeholders and agreed upon.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Goal:

1. Develop a comprehensive, vertically aligned math system structured to meet the Common Core State Standards and raise student achievement in numeracy to increase overall proficiency levels in mathematics for college and career readiness.

Integrated Critical Areas for Follow-up:

2, 3, 4, 5, 6

Growth Target:

- Increase overall proficiency rates in math 5% annually.

Supporting Data:

Math Proficiency Rates (MAP):

Grade Level	2014	2015	2016
6th	32%	23%	30%
7th	21%	33%	36%
8th	16%	30%	38%
9th	26%	34%	40%
10th	41%	53%	48%
11th	31%	44%	47%
6th- 11th	27%	34%	39%

Math Proficiency Rates (SBAC):

Grade Level	2015	2016
6th	15%	20%
7th	16%	23%
8th	8%	12%
11th	9%	9%

Action Plan Progress:

According to MAP and SBAC data we have seen increases in our overall proficiency rates in the area of mathematics.

MAP Data

Schoolwide we have met our action plan target increasing by 5 percent the number of students scoring at/above grade level norm annually on the MAP with an increase of 12 percent since the Spring 2014 administration. Grade level specific data shows an overall trend of increases ranging from 7 to 22 percent. Our data for 6th grade shows a slight decrease in the overall percentage, which we attribute to 6th grade being a baseline year with new students enrolling annually.

Analysis of the data following students for 3 consecutive years (6th/7th/8th, etc.) reveals increases in all grade levels in the percentage of students scoring at or above grade level norm. Through 3 cycles of testing, we have seen growth ranging from 6 to 32 percent. It is important to note that the longer students remain at GPA, the data shows that the percentage of growth is higher.

SBAC Data

Schoolwide we have met our action plan target of increasing 5 percent annually on the SBAC in both 6th and 7th grades based on the 2016 administration. 8th grade showed an increase of 4% and 11th grade percentages remained the same.

Analysis of the data following students from 6th to 7th grade indicates an increase of 7 percent more students meeting or exceeding standards. Following students from 7th to 8th grade we see a 4 percent decrease in the percentage of students meeting or exceeding standards.

Supporting Evidence:

Assessment

Both triennial MAP Assessment data and GPA's second SBAC data point demonstrate increases in achievement at all grade levels.

Teacher-created benchmark assessments, still in the building/revision phase, are helping teachers to analyze and truly understand the demands of specific CCSS's. They also allow teachers to assess how students are progressing toward proficiency, as well as provide students SBAC-caliber practice.

Math Department Norms
Vertically aligned goals, and coaching cycles have increased consistency in instructional approaches. Teachers are beginning to more clearly understand each team member's role in the continuum of conceptual learning. This is the work that will be strengthened in the year ahead. This big-picture work with CCSS has begun to, and will continue to ensure that conceptual building blocks are given due attention in all classrooms.

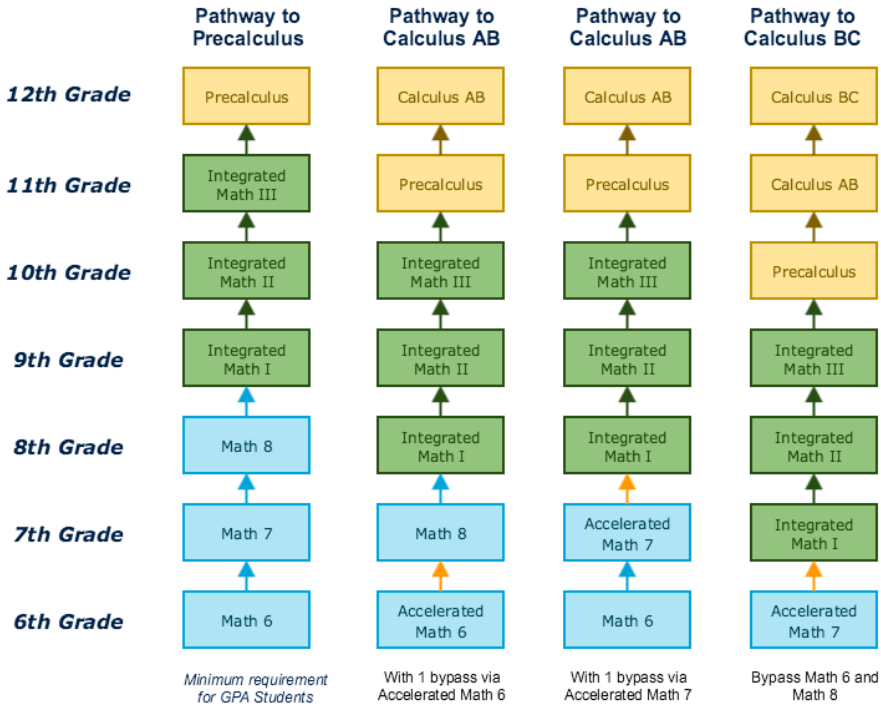
Push-in Math Support Teacher
GPA hired a push-in math support teacher who targets small groups with common learning needs starting with sixth grade.

Math Placement Policy
The GPA math placement policy is designed to maximize the number of students accelerated to Calculus AB and beyond by graduation.

Under the current Common Core Integrated Math sequence, students normally take math courses according to the following sequence:

Math 6 → Math 7 → Math 8 →
Integrated Math I → Integrated Math II → Integrated Math III → Pre-calculus

Especially for students seeking to enter STEM studies at the university level, it is important that the 6th-12th grade curriculum provide opportunities for students to reach advanced levels of math and science studies. The following flowchart demonstrates how Gompers Preparatory Academy creates potential pathways for students to accelerate to Calculus AB and Calculus BC by the end of senior year.



A combination of the following criteria determines eligibility for placement in Accelerated Math 6 and Accelerated Math 7:

- NWEA MAP (Measure of Academic Progress) math score
- SBAC (Smarter Balanced Assessment Consortium) math score
- Grades from previous math courses
- Performance in online math programs including, but not limited to Khan Academy, Shmoop, Learning Upgrade, and Accelerated Math.

Pacing Guides/Lesson Plan Overviews

Math teachers collaborate and develop grade level pacing guides and lesson plan overviews that are continually updated and submitted to Math leadership. Math teachers continue to revise and develop pacing guides that ensure grade level learning, while also spiraling commonly challenging concepts back into the curriculum as needed.

Interdepartmental Support

Content area teachers are supporting mathematics by providing opportunities to experience math problems across the curriculum.

Schoolwide Support

Weekly professional development for all-staff provided a focus on math in 2015-2016, enhancing the knowledge base for staff members, in order to support students in math grades 6-12.

GATES Grant
Math teachers are now part of GATES Grant funded by "San Diego Math Network" which seeks to bring teachers together sharing best practices, and which provides learning events and "Teacher Talks" that serve to bridge the elementary to middle school transition in math.

Goal:
2. Enhance, Develop, and Organize programs and interventions within a vertically aligned ELA system structured to meet the Common Core State Standards and raise student achievement in literacy to increase overall proficiency levels in English for college and career readiness.
Integrated Critical Areas for Follow-up:
2, 3, 4, 5, 6
Growth Target:
o Increase overall proficiency rates in ELA 5% annually.
Supporting Data:

ELA Proficiency Rates (MAP):

Grade Level	2014	2015	2016
6th	25%	31%	36%
7th	26%	33%	32%
8th	21%	32%	43%
9th	38%	43%	46%
10th	54%	62%	54%
11th	40%	56%	65%
6th- 11th	32%	40%	44%

ELA Proficiency Rates (SBAC):

Grade Level	2015	2016
6th	27%	40%
7th	20%	29%
8th	28%	38%
11th	49%	50%

Action Plan Progress:

According to MAP and SBAC data we have seen increases in our overall proficiency rates in the area of ELA.

MAP Data

Schoolwide we have met our action plan target of increasing 5 percent annually on the MAP with an increase of 12 percent since the Spring 2014 administration. Grade level specific data shows an overall trend of increases ranging from 6 to 25 percent. Our data for 10th grade shows a no change in the overall percentage, which we attribute to being a different set of students with different base line data. Since the Fall 2014 administration the 10th graders have made an increase of 33% as a class.

Analysis of the data following students for 3 consecutive years (6th/7th/8th, etc.) shows increases in all grade levels in the percentage of students scoring at or

above grade level. Through 3 cycles of testing, we have seen growth ranging from 18 to 33 percent. It is important to note that the longer students remain at GPA, the data shows the percentage of growth is higher.

SBAC Data

Schoolwide we have met our action plan target of increasing 5 percent annually on the SBAC in 6th, 7th and 8th grades based on the 2016 administration. 11th grade showed an increase of 1percent from 49 to 50.

Analysis of the data following students from 6th to 7th grade indicates an increase of 2 percent more students meeting or exceeding standards. Following students from 7th to 8th grade we see an increase of 18 percent in the percentage of students meeting or exceeding standards.

Supporting Evidence:

ELA Norms
All ELA team members understand the expectations and responsibilities of the ELA experience. Time is spent in each ELA PD regarding improving one or more norms See attached link. GPA ELA Norms

Analyzing Data (Formative and Summative)
Department consistently analyzes and shares with students in individual, small group and whole class discussions where students are and need to be. VAT leads share data to entire grade levels before and after testing to make it a common conversation as a team. CCSS aligned rubrics and exemplar text models are studied and applied in order for students and teachers to work toward full comprehension of what mastery means.

ELA Professional Development
Weekly professional development is held as a whole group, in small groups, and one on one based on needs. Focus areas include and will continue to be: understanding and implementing CCSS, supporting readers and writers at all levels, increasing specific language development regarding vocabulary and sentence structure, and providing continual speaking and listening opportunities through Socratic seminars, speech, drama, and in-class presentations, etc.

Classroom Libraries
ALL ELA teachers build and maintain student-centered class libraries to support the independent reading lives of their students. These libraries are a central part of the classroom environment and learning. ELA leadership provides a "Classroom Library Rubric" for each teacher and implements walk-throughs

several times per year to help teachers learn and grow in this area. See link for rubric. ELA Classroom Library Rubric

On-Demand Writing Assessments and Analysis
Grades 6-12 implement 3 on-demand writing assessments covering the 3 main CCSS genres using common prompts for each genre. Department teams analyze student writing using the CCSS writing rubrics and sample essays as anchor texts.

Pacing Guides/Lesson Plan Overviews
ELA teachers collaborate and develop grade level pacing guides and lesson plan overviews that are continually updated and submitted to ELA leadership. Plans are submitted weekly to ELA leadership and feedback is provided. ELA teachers continue to revise and develop pacing guides that ensure grade level learning, while also spiraling commonly challenging concepts back into the curriculum as needed.

Shared Writing Folders
ELA teachers share student writing folders with the next year's teacher, providing students with the on-going opportunity to reflect on their writing, to revise previous essays, and to track continued writing growth.

Professional Reading
ELA department members read mentor texts and discuss best practices as follows:

- **2014-2105 - Reading in the Wild**
- **2015-2106 - Teach Like A Pirate and an in depth study of the article "The New SAT"**
- **2016-2017 - Who's Doing the Work? and The Unstoppable Writing Teacher**

** Additional educational articles are studied from resources such as: Educational Leadership magazine, The New York Times and other sources of merit.*

Literacy Notebooks
New this year for all students, interactive literacy notebooks to share reading, writing, and word work of every student. Another means for student independence and understanding of their academic needs. To be shared with teachers, staff, parents.

Exemplar Texts
ELA department analyzes CCSS exemplar texts to determine what teachers and students must know and do in order to access these texts and make meaning

on a deeper level.

Digital Resources
Google Classroom, GPA Library Databases, NewsEla Pro and Flocabulary are utilized department wide as tools to enhance teacher feedback, non-fiction reading opportunities, and word work.

Library Visits

ELA classes have access to routine library visits by whole class, small groups, and individually. Library staff work in classrooms as well, supporting reading and accessibility in all grade levels.

Interdepartmental Support
Content area teachers are supporting literacy by providing opportunities to experience reading, writing, speaking, and listening across the curriculum.

Schoolwide Support
Weekly professional development for all-staff has provided an on-going literacy focus since 2014, enhancing the knowledge base for staff members, in order to support students in ELA grades 6-12.

Goal:
3. Develop and organize school-wide measures to increase academic rigor in all content areas.
Integrated Critical Areas for Follow-up:
2, 3, 4, 5, 6
Growth Target:
o Increase overall proficiency rates by 5% in all content areas annually. o 5% increase of pass rate on all AP exams. o Average ACT scores will increase by 1 point annually.
Supporting Data:

AP Pass Rates:

AP Course	2014	2015	2016
Biology	n/a	0%	0%
Calculus	0%	0%	0%
Chemistry	0%	0%	0%
English Language & Composition	6%	0%	0%
English Literature & Composition	0%	0%	0%
Environmental Science	0%	0%	n/a
European History	n/a	n/a	0%
Psychology	0%	0%	n/a
Spanish Language	70%	72%	80%
Spanish Literature & Culture	17%	21%	13%
US Government & Politics	0%	0%	0%
US History	0%	0%	7%

Average ACT Scores:

Graduation Year	ACT
2012	14.7
2013	14.2
2014	15
2015	15
2016	13.9

Action Plan Progress:

According to our MAP data we have met our action plan target of increasing our overall proficiency rates in math and ELA, both with a 12 percent increase since the 2104 Spring administration.

We have not met our action plan target of increasing overall AP scores annually. We attribute this to the increased academic rigor required in advanced placement courses and exams. It is important to note that we have seen increases in the average scores.

We have not met our action plan target of increasing our average ACT score by 1 point annually. We saw increases in the scaled scores of the class of 2012 – 2015. The class of 2016's average score represented a drop in the average ACT score, we attribute this to a higher population of our students receiving SPED services and an increased focus on improving our students SAT scores through prep courses offered.

Supporting Evidence:

Vertical Alignment Teamwork
(See section II)
In addition, VAT teams continually respond to data coming in from MAP, SBAC and assessments to determine next steps for academic growth. Our college attending alumni also provide us data; some which is in the form of actual performance data (e.g., College Math and Writing placement exam results from UCSD), while some comes anecdotally from our alumni, who are organized into groups for the purposes of 1) providing college persistence support to them and 2) learning from them how we can better support our next high school graduates.

Vertically Aligned Curriculum based on CCSS and NGSS
(See Action Plan Goal 1 and 2)

Weekly PD
Through professional development, the data collected is translated into expectations, assignments, academic behaviors that appropriately prepare students for the ultimate measure of their success -college persistence.

We examine how daily assignments and expectations meet or do not meet the demands needed in order to elevate all students to higher orders of college preparedness.

Deeper Study of Common Core State Standards
Each department spends significant time in department PD analyzing Common Core State Standards. Science is in the beginning stages of that work with the recent release of NGSS. All departments continue to make this an ongoing priority.

AP Serious Study Night/Serious Saturday
(See section II)

Senior Monday
(See section II)

CASP Prep Class
(See section II)

Senior PM
(See section II)

Goal:

4. Enhance, develop and organize programs and interventions to increase the academic performance of all English Language Learners; with an emphasis on those in beginning, early intermediate and intermediate levels based on current CELDT data.

Integrated Critical Areas for Follow-up:

2, 3, 4, 5, 6

Growth Target:

- 5% more EL students will score proficient or above on state assessments.
- 100% of EL learners will increase one or more English Language Development band

Supporting Data:

Supporting 2015-16 Data:

27% EL Enrollment

Reclassification Rates

Percent of EL students reclassifying annually.

	2014	2015	2016
Reclassification Rate	41%	21%	22%

English Development Bands

Percent of EL students in each grade level who increased one or more language proficiency bands on the CELDT.

Grade Level	2014	2015	2016
6th	55%	50%	35%
7th	32%	62%	48%
8th	25%	30%	33%

9th	22%	18%	33%
10th	32%	30%	63%
11th	33%	50%	64%
12th	40%	36%	36%
6th – 12th	34%	39%	45%

EL SBAC Data:

	2015		2016	
	ELA	**Math**	**ELA**	**Math**
Standard Not Met	67%	84%	58%	82%
Standard Nearly Met	30%	14%	36%	17%
Standard Met	3%	1%	6%	1%
Standard Exceeded	0%	0%	0%	0%

EL ELA At or Above Grade Level Norms Rates (MAP):

Subgroup	2014	2015	2016
EL	2.6%	1%%	3.3%

*47% of EL students tested increased their MAP score in ELA (2015)

*37% of EL students tested increased their MAP score in ELA (2016)

EL Math At or Above Grade Level Norms Rates (MAP):

Subgroup	2014	2015	2016
EL	3.7%	2.1%	3.6%

*50% of EL students tested increased their MAP score in mathematics (2015)

*61% of EL students tested increased their MAP score in mathematics (2016)

Action Plan Progress:

According to MAP and SBAC data we have seen increases in our overall proficiency rates in the areas of ELA and math for our English Language Learners.

SBAC Data

We did not meet our action plan target for our EL learners of increasing 5 percent annually on the SBAC. We have seen an increase of 3 percent in ELA and no change in math in the percentage of students meeting or exceeding standards since the 2015 administration. In addition, we are seeing a decrease in the number of students not meeting standards and an increase in the students nearly meeting standards, which shows growth.

MAP Data

We did not meet our action plan target for our EL learners of increasing 5 percent annually on the MAP. We have seen an increase of 0.7 percent in ELA and decrease of 0.1 percent in math in the percentage of students scoring at or above the grade level norm since the Spring 2014 administration.

Analysis of the specific student data shows that 47% of our English Language Learners had increases in their overall RIT score during the 2014-2015 school year and 37% increased in their 2015-2016 school year in the area of ELA. Similarly, in the area of mathematics, 50% of our English Language Learners had increases in their overall RIT score during the 2014-2015 school year and 61% increased in their 2015-2016 school year.

CELDT Data

We did not meet our action plan target of 100% of our EL learners increasing one or more language development bands on the CELDT assessment annually. We have seen an increase of 12 percent in the number of EL learners who increased their language development bands since the Fall 2014 administration.

Supporting Evidence:

EL Supports
Individual and small group instruction, focused student-centered class libraries, goal setting, data review, teacher collaboration, ongoing opportunities for speaking and presenting aloud.

Professional Development
ESL/ALD team attends CABE every year as a part of their professional learning. Schoolwide PD focused on CELDT, SDAIE strategies, language acquisition, academic vocabulary, etc.

ALD (Academic Language Development)
This course has been developed as a mandatory elective for English learners in the high school scoring at the Intermediate or below levels on the CELDT.

ESL (English as a Second Language)
This course is provided to EL students in the middle school who are scoring at the beginning level on the CELDT assessment.

Goal:
5. Enhance, develop and organize programs and interventions to increase the academic performance of all students in SPED; with an emphasis on those scoring in the FBB, BB and Basic bands.
Integrated Critical Areas for Follow-up:
2, 3, 4, 5, 6
Growth Target:
o 5% more SPED students will score proficient or above on the MAP assessment. o 100% of SPED learners will increase one or more levels of proficiency on state exams
Supporting Data:

SPED Enrollment by year:

2014	2015	2016
15%	14%	14%

SPED SBAC Data:

	2015		2016	
	ELA	Math	ELA	Math
Standard Not Met	80%	93%	72%	91%
Standard Nearly Met	15%	6%	22%	6%
Standard Met	4%	1%	4%	3%
Standard Exceeded	1%	0%	1%	0%

SPED ELA At or Above Grade Level Norms Rates (MAP):

Subgroup	2014	2015	2016
SPED	2.4%	4.8%	7.1%

*52% of SPED students tested increase their MAP score in ELA (2015)

*34% of SPED students tested increase their MAP score in ELA (2016)

SPED Math At or Above Grade Level Norms Rates (MAP):

Subgroup	2014	2015	2016
SPED	2.4%	3.7%	3.5%

*52% of SPED students tested increase their MAP score in mathematics (2015)

*37% of SPED students tested increase their MAP score in mathematics (2016)

Action Plan Progress:

According to MAP and SBAC data we have seen increases in our overall proficiency rates in the areas of ELA and math for our students in special education.

SBAC Data

We did not meet our action plan target for our students in special education of

increasing 5 percent annually on the SBAC. We have seen an increase of 2 percent in math and no change in ELA in the percentage of students meeting or exceeding standards since the 2015 administration. In addition, we are seeing a decrease in the number of students not meeting standards and an increase in the students nearly meeting standards, which shows growth.

MAP Data

We did not meet the action plan target for our students in special education of increasing 5 percent annually on the MAP. We have seen an increase of 4.7 percent in ELA and 1.1 percent in math in the percentage of students scoring at or above the grade level norm since the Spring 2014 administration.

Analysis of the specific student data shows that 52% of our students in special education had increases in their overall RIT score during the 2014-2015 school year and 34% increased their 2015-2016 school year in the area of ELA. Similarly, in the area of mathematics, 52% of our students in special education had increases in their overall RIT score during the 2014-2015 school year and 37% increased in their 2015-2016 school year.

Supporting Evidence:

SPED Teacher Coach

Our former SDC teacher is now a teacher on special assignment working full time in support of the special education program. Supporting needs as they arise, attending IEP meetings, case managing students placed in residential facilities, holding monthly department meetings and regular check-ins in with staff and students.

SPED Supports

IEP's, co-teach model, special day class, learning centers, grade level specific Ed Specialist, Community based instruction program, 1:1 support teachers, full-time school psychologist and speech and language pathologist, Response to Intervention, individual and small – group instruction, accommodations and modifications to assignments as needed

Support for B, BB, and FBB Students

Mandatory Academic Counseling at all grade levels now serves, among other benefits, to identify and support students who struggle with daily assignments, including independent projects and homework. As a result, the learning gap is narrowing instead of widening.

GPA Library support and class library development

Summer meeting of all SPED staff as to how to support students in the Library and

develop class libraries. SPED staff articulated training and specific needs they want to receive; steps to provide further training now in motion.

Goal:
6. Implement a plan to increase the retention and sustainability of teachers to ensure consistency and accountability for full implementation of the REACH values school-wide.
Integrated Critical Areas for Follow-up:
1,7
Growth Target:
o Annually increase the number percentage of teachers remaining at GPA beyond the first 2 years. o Annually increase the consistency of culture and reach implementation school-wide.
Supporting Data:

Supporting 2015-16 Data:

Total Staff in 2013 -14: **145**

Total Staff in 2014 -15: **146**

Total Staff in 2015 -16: **158**

Years at GPA	2014	2015	2016
1-2	34.4%	31.5%	38.1%
3-6	24.8%	26%	31.1%
7-9	8.9%	12.3%	17.8%
10-12	5.5%	5.4%	7%
Pre-Charter	6.2%	6.1%	6%

Staff Retention Rate:

2013-2014	73.7%
2014-2015	75.9%
2015-2016	84.3%

Total Suspensions:

2012-2013	118
2013-2014	104
2014-2015	85
2015-2016	112

Action Plan Progress:

We have met our action plan target of increasing the overall percentage of GPA staff remaining at GPA beyond the first 2 years. Since 2014, we have increased the overall percentage of our staff remaining at GPA beyond the first 2 years from 44% to 62%.

We analyze our overall suspension rates to monitor the progress we are making toward the consistency of culture and full implementation of REACH values

schoolwide. This data shows a steady decrease in the overall number of suspensions at GPA since 2012-2013. It is important to note that our overall enrollment has also increased annually from 961 to 1,192 in the 2015-2016 school year. We see an increase in the total number of suspensions in the 2015-2016, which we attribute to our increased enrollment and a stricter stance on suspend-able offences.

Supporting Evidence:

Hiring
Improved selection, clarity regarding school needs and staff performance expectations. Increased subsequent support in the classroom.

Culture Camp
We have refined our GPA Culture Camp curriculum focusing on history, and school culture.

Increased Staff Appreciation Efforts
GPA has increased overall effort in showing staff appreciation throughout the year. Through various treats such as chair massages, frequent snacks, longevity awards (pins for years of service, etc.), attendance awards, and our annual celebration of GPA teachers and staff members of the year. VAT leads also encourage students in their grade level to focus gratitude and appreciation for staff through thank you notes, posters, and kind words. Staff is provided free lunch when working during winter and summer intersessions and when running camps. Food and beverages are provided for staff at professional development, VAT and department meetings. Opportunities for paid tutoring positions are available to staff. After hour meals are provided during special events.

New Teacher Coach
Former teacher of the year is now a teacher on special assignment working in part with new teachers. Supporting needs as they arise, holding monthly meetings, regular check-ins.

Schoolwide and Department Professional Development
Staff is engaged in professional development in multiple forms. All staff meet for school-wide PD, grade level meetings and weekly department meetings. This has built stronger connections and support systems for new staff.

GPA Student Citizenship Rubric Revision
Our citizenship rubric was revised and implemented in 2014/2015 to enhance vertical and horizontal alignment in support of schoolwide implementation of REACH. The rubric is also used to determine students' eligibility for sports, campus-wide events, and field trips, etc.

VAT Development
(See section II)

Office of Student Conduct
(See section II)

V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan.**

Annually we have made minor refinements to our Self Study Action Plan. We have seen progress overall, but have adjusted our growth targets based on our current growth pattern. Using proficiency rates as our only measure of growth has proven to be a limited perspective on student achievement. We have included targets that represent all growth on various measures in order to better identify the needs of our students moving forward.

You will also find refinements in the areas of assessment tools and steps to achieve/timeline that represents our ongoing school improvement process.

ACTION PLAN GOAL #1

<table>
<tr><td><u>Area for Improvement including growth target and rationale</u></td><td>Develop a comprehensive, vertically aligned math system structured to meet the Common Core State Standards and raise student achievement in numeracy to increase overall proficiency levels in mathematics for college and career readiness.</td></tr>
<tr><td><u>Rationale:</u>

<u>Critical Learner Need Addressed:</u>
#1 and #3

<u>SLO Addressed:</u>
Achievement
Hard Work
Citizenship

<u>School-wide Goal Addressed:</u></td><td>Self-study findings indicate a continued need to improve student achievement in numeracy in math for all subgroups, specifically SPED and EL's through our transition to Common Core State Standards. Assessment data, discussions and recommendations from all focus and home groups and review of student work support this need.

<u>Supporting Data:</u>

<u>CST Math Proficiency Rates 2013:</u>
<table>
<tr><th>6th</th><th>7th</th><th>Alg 1</th><th>Geo.</th><th>Int. Alg</th><th>Sum.</th></tr>
<tr><td>33%</td><td>21%</td><td>14%</td><td>10%</td><td>0%</td><td>4%</td></tr>
</table>
</td></tr>
</table>

Using Data
Engagement
Academic Language
School-wide Reading

MAP (Math) At or Above Grade Level Norm Rates 2014-2016:

Grade Level	2014	2015	2016
6th	32%	23%	30%
7th	21%	33%	36%
8th	16%	30%	38%
9th	26%	34%	40%
10th	41%	53%	48%
11th	31%	44%	47%
6th- 11th	27%	34%	39%

SBAC Math Meeting or Exceeding Standard Rates 2015-2016:

Grade Level	2015	2016
6th	15%	20%
7th	16%	23%
8th	8%	12%
11th	9%	9%

Growth Targets:

2016 through 2020 (annual growth)

- 5% more students will meet or exceed standards on the Smarter Balanced assessment.
- 5% more students will score at or above the grade level norm on the on the MAP assessment.
- 5% more students in SPED will show an increase on their raw score on the Smarter Balanced Assessment.
- 5% more EL Learners will show an increase on their raw score on the Smarter Balanced assessment.

Assessing Progress/Monitoring and Reporting Progress

Stakeholders (Students, Staff, Board Members) will participate in analyzing data, and assessing/monitoring progress using the following tools: Practice AP exams, Formative, Interim and Summative Data, NWEA MAP Data, AP Data, ACT Data, SAT Data, SBAC Data

	Report Progress: Data Reporting: August/September, January/February, May/June Assessment data will be recorded and reported based on MAP/interim assessments Action Plan Progress: Leadership will report progress to Board of Directors, Parents, Staff and students in August/September. Action plan modified, when necessary, at least annually.
Persons Responsible	Board Members, Director, Cabinet, ELT, Math Department, ELD Department, SPED Department, Counselors, Students, Parents
Steps to Achieve/Timeline	1. Refine our vertically aligned curriculum maps based on CCSS for all math courses (on-going). 2. Refine our math system that systematically teaches skill gaps and CCSS simultaneously (on-going). 3. Implement interventions to support and supplement the math instruction for our EL and SPED learners (on-going). 4. Provide professional development school-wide around math and the CCSS (on going). 5. Study and evaluate research-based data to determine progress and the need for additional professional development interventions (on going). 6. Analyze student work across grade levels using CCSS aligned measures to determine skill gaps and replicate successes (on-going).
Resources:	- Leadership and select staff attend CCSS professional development through SDCOE and other agencies. - Onsite professional development weekly for math department. - School-wide Professional Development on Common Core implementation and interventions. - Math department to determine assessments to be used for ongoing progress monitoring. **Resources:** Common Core State Standards, Curriculum Maps, MAP assessments, Interim Assessments, Smarter Balanced Assessments **Funding:** Common Core, General Funds, SPED, Title I, Title III

ACTION PLAN GOAL #2

Area for Improvement including growth target and rationale

Enhance, Develop, and Organize programs and interventions within a vertically aligned ELA system structured to meet the Common Core State Standards and raise student achievement in literacy to increase overall proficiency levels in English for college and career readiness.

Rationale:

Critical Learner Need Addressed:

#1 and #3

SLO Addressed:

Achievement

Hard Work

Citizenship

School-wide Goal Addressed:

Using Data

Engagement

Academic Language

School-wide Reading

Self-study findings indicate a continued need to improve student achievement in literacy in English for all subgroups, specifically SPED and EL's through our transition to Common Core State Standards. Assessment data, discussions and recommendations from all focus and home groups and review of student work support this need.

Supporting Data:

CST ELA Proficiency Rates:

6th	7th	8th	9th	10th	11th
35%	25%	41%	45%	39%	13%

MAP (ELA) At or Above Grade Level Norm Rates 2014-2016:

Grade Level	2014	2015	2016
6th	25%	31%	36%
7th	26%	33%	32%
8th	21%	32%	43%
9th	38%	43%	46%
10th	54%	62%	54%
11th	40%	56%	65%
6th- 11th	32%	40%	44%

SBAC (ELA) Meet or Exceeding Standard Rates 2015-2016:

Grade Level	2015	2016

<table>
<tr><td></td><td>
<table>
<tr><td>6th</td><td>27%</td><td>40%</td></tr>
<tr><td>7th</td><td>20%</td><td>29%</td></tr>
<tr><td>8th</td><td>28%</td><td>38%</td></tr>
<tr><td>11th</td><td>49%</td><td>50%</td></tr>
</table>
</td></tr>
<tr><td><u>Growth Targets:</u></td><td>2016 through 2020 (annual growth)
- 5% more students will meet or exceed standards on the Smarter Balanced assessment.
- 5% more students will score at or above the grade level norm on the on the MAP assessment.
- 5% more students in SPED will show an increase on their raw score on the Smarter Balanced Assessment.
- 5% more EL Learners will show an increase on their raw score on the Smarter Balanced assessment.</td></tr>
<tr><td><u>Assessing Progress/Monitoring and Reporting Progress</u></td><td>Stakeholders (Students, Staff, Board Members) will participate in analyzing data, and assessing/monitoring progress using the following tools: Practice AP exams, Formative, Interim and Summative Data, NWEA MAP Data, AP Data, ACT Data, SAT Data, SBAC Data

Report Progress:
<u>Data Reporting:</u> August/September, January/February, May/June Assessment data will be recorded and reported based on MAP/interim assessments
<u>Action Plan Progress:</u> Leadership will report progress to Board of Directors, Parents, Staff and students in August/September.

Action plan modified, when necessary, at least annually.</td></tr>
<tr><td><u>Persons Responsible</u></td><td>Board Members, Director, Cabinet, ELT, ELA Department, ELD Department, SPED Department, Counselors, Students, Parents</td></tr>
<tr><td><u>Steps to Achieve/Timeline</u></td><td>1. Refine our vertically aligned curriculum maps based on CCSS for all ELA courses (on-going).
2. Refine our ELA best practices to systematically teach skill gaps and CCSS simultaneously (on-going).
3. Implement interventions to support and supplement the ELA instruction for our EL and SPED learners (on-going).</td></tr>
</table>

	4. Provide professional development school-wide around ELA and the CCSS (on-going). 5. Study and evaluate research-based data to determine progress and the need for additional professional development interventions (on-going). 6. Analyze student work across grade levels, calibrate scoring using CCSS aligned rubrics, and adjust instructional practices accordingly (on-going).
Resources:	- Leadership and select staff attend CCSS professional development through SDCOE and other agencies. - Onsite professional development weekly for ELA department. - School-wide Professional Development on Common Core implementation and interventions. - ELA department to determine assessments to be used for ongoing progress monitoring. - ELA department continually analyzes student work across grade levels, calibrates scoring using CCSS rubrics. **Resources:** Common Core State Standards, Curriculum Maps, MAP assessments, Interim Assessments, Smarter Balanced Assessments **Funding:** Common Core, General Funds, SPED, Title I, Title III

ACTION PLAN GOAL #3

Area for Improvement including growth target and rationale	Develop and organize school-wide measures to increase academic rigor in all content areas. Implement a plan to increase learning opportunities for students to progress towards high levels of cognition complexity through the use of appropriate scaffolding, data-based differentiation, and supports.

Rationale:

Critical Learner Need Addressed:

#1 and #3

SLO Addressed:

Achievement
Hard Work
Citizenship

School-wide Goal Addressed:

Using Data
Engagement
Academic Language
School-wide Reading

Self-study findings indicate a continued need for students to be provided learning opportunities with increased rigor that push their critical and higher level thinking skills to prepare for the transition to Smarter Balanced Assessment and develop students overall college and career readiness.

Supporting Data:

AP Pass Rates:

AP Course	2014	2015	2016
Biology	n/a	0%	0%
Calculus	0%	0%	0%
Chemistry	0%	0%	0%
English Language & Composition	6%	0%	0%
English Literature & Composition	0%	0%	0%
Environmental Science	0%	0%	n/a
European History	n/a	n/a	0%
Psychology	0%	0%	n/a
Spanish Language	70%	72%	80%
Spanish Literature & Culture	17%	21%	13%
US Government & Politics	0%	0%	0%
US History	0%	0%	7%

AP Average Examination Scores:

AP Course	2014	2015	2016
Biology	n/a	1.20	1.40
Calculus	1.00	1.00	1.09
Chemistry	1.00	1.00	1.07
English Language & Composition	1.36	1.34	1.34
English Literature & Composition	1.12	1.32	1.29

Environmental Science	1.00	1.00	n/a
European History	n/a	n/a	1.44
Psychology	1.08	1.07	n/a
Spanish Language	2.97	3.19	3.38
Spanish Literature & Culture	1.70	1.93	1.79
US Government & Politics	1.93	1.05	1.03
US History	1.11	1.23	1.29

Average ACT and SAT Scores:

Graduation Year	SAT	ACT
2012	1063	14.7
2013	1018	14.2
2014	1077	15
2015	1115	15
2016	1110	13.9

Growth Targets:

2016 through 2020 (annual growth)

- 5% more students will score proficient or above on the Smarter Balanced Assessment
- 5% more students will increase their scaled score on the AP Assessments
- Average ACT and SAT scores will increase annually

Assessing Progress/Monitoring and Reporting Progress

Stakeholders (Students, Staff, Board Members) will participate in analyzing data, and assessing/monitoring progress using the following tools: Practice AP exams, Formative, Interim and Summative Data, SBAC, NWEA MAP data, AP data, ACT Data, SAT Data

Report Progress:

Data Reporting: August/September, January/February, May/June Assessment data will be recorded and reported based on NWEA MAP/interim assessments/Practice AP and AP exams/ACT exams

	Action Plan Progress: Leadership will report progress to Board of Directors, Parents, Staff and students in August/September. Action plan modified, when necessary, at least annually.
Persons Responsible	Board Members, Director, Cabinet, ELT, ALL departments, ALL staff, ELD Department, SPED Department, Counselors, FSC, Students, Parents
Steps to Achieve/Timeline	1. Refine our vertically aligned curriculum maps based on CCSS and depth of knowledge practices for all courses (on-going). 2. Enhance AP Program to continue professional development and best practices in AP courses (on-going). 3. Implement cross-curricular systems that systematically teach skill gaps, CCSS, and acceleration for AP simultaneously (on-going). 4. Create more SAT/ACT preparation opportunities for high school students to engage with the content (on-going). 5. Implement interventions to support and supplement instruction for our EL and SPED learners (on-going). 6. Provide professional development school-wide around increasing rigor and effective implementation of CCSS and NGSS (on-going). 7. Analyze research-based data to determine progress and the need for additional professional development and interventions (on-going).
Resources:	- Leadership and select staff attend CCSS professional development through SDCOE and other agencies. - Leadership and AP teachers attend AP professional development through College Board and other agencies. - Onsite professional development weekly for all departments. - School-wide Professional Development on CCSS, NGSS, AP strategies, and interventions to address gaps. - All departments to determine assessments to be used for ongoing progress monitoring.

	Resources: Common Core State Standards, Curriculum Maps, NWEA MAP assessments, Interim Assessments, Smarter Balanced Assessments, AP prep books, College Board materials, AP by the Sea, Online Resources **Funding:** Common Core, General Funds, SPED, Title I, Title III

ACTION PLAN GOAL #4

Area for Improvement including growth target and rationale	Enhance, develop and organize programs and interventions to increase the academic performance of all English Language Learners; with an emphasis on those in beginning, early intermediate and intermediate levels based on current CELDT data.
Rationale: **Critical Learner Need Addressed:** #1 and #3 **SLO Addressed:** Achievement Hard Work Citizenship **School-wide Goal Addressed:** Using Data Engagement Academic Language School-wide Reading	Self-study findings indicate a continued need to improve student achievement in literacy in English for our English Language Learners through the development of a comprehensive EL intervention program. Assessment data, discussions and recommendations from all focus and home groups and review of student work support this need. Supporting Data: Reclassification Rates

	2014	2015	2016
Reclassification Rate	41%	21%	22%

English Development Band Growth

Grade Level	2014	2015	2016
6th	55%	50%	35%
7th	32%	62%	48%
8th	25%	30%	33%
9th	22%	18%	33%

10th	32%	30%	63%
11th	33%	50%	64%
12th	40%	36%	36%
6th – 12th	34%	39%	45%

EL SBAC Data:

	2015		2016	
	ELA	**Math**	**ELA**	**Math**
Standard Not Met	67%	84%	58%	82%
Standard Nearly Met	30%	14%	36%	17%
Standard Met	3%	1%	6%	1%
Standard Exceeded	0%	0%	0%	0%

EL ELA At or Above Grade Level Norms Rates (MAP):

Subgroup	2014	2015	2016
EL	2.6%	1%%	3.3%

*47% of EL students tested increase their MAP score in ELA (2015)

*37% of EL students tested increase their MAP score in ELA (2016)

EL Math At or Above Grade Level Norms Rates (MAP):

Subgroup	2014	2015	2016
EL	3.7%	2.1%	3.6%

*50% of EL students tested increase their MAP score in mathematics (2015)

*61% of EL students tested increase their MAP score in mathematics (2016)

Growth Targets:	**2016 through 2020 (annual growth)** - 5% more EL Learners will show an increase on their

	raw score on the Smarter Balanced assessment. - 5% more EL Learners will show an increase on their RIT score on the MAP assessment. - 5% more EL Learners will reclassify on the CELDT assessment annually. - 5% more EL Learners will increase one language proficiency band annually.
Assessing Progress/Monitoring and Reporting Progress	**Stakeholders (Students, Staff, Board Members) will participate in analyzing data, and assessing/monitoring progress using the following tools:** Formative, Interim and Summative Data, NWEA MAP data, SBAC Data, CELDT, ELD Interim assessments **Report Progress:** Data Reporting: August/September, January/February, May/June Assessment data will be recorded and reported based on MAP/interim assessments/CELDT Action Plan Progress: Leadership will report progress to Board of Directors, Parents, Staff and students in August/September. Action plan modified, when necessary, at least annually.
Persons Responsible	Board Members, Director, Cabinet, ELT, ALL departments, ALL staff, ELD Department, SPED Department, EL Coordinator, Counselors, FSC, Students, Parents
Steps to Achieve/Timeline	1. Develop vertically aligned ELD curriculum maps based on CCSS ELD standards (on-going). 2. Implement interventions to support and supplement instruction for our EL learners in our GE classes (on-going). 3. Provide professional development school-wide around increasing ELD best practices/SDAIE Strategies (on-going). 4. Analyze research-based data to determine progress of our EL students and the need for additional professional development and interventions (on-going). 5. Analyze student work and calibrate using rubrics

	aligned with CCSS for ELD (on-going).
Resources:	- Leadership and select staff attend CCSS professional development specifically for ELD standards. - Onsite professional development weekly for all departments. - School-wide Professional Development. - All departments to determine assessments to be used for ongoing progress monitoring. **Resources:** Common Core State Standards, Curriculum Maps, NWEA MAP assessments, Interim Assessments, Smarter Balanced Assessments, CELDT exams **Funding:** Common Core, General Funds, SPED, Title I, Title III

ACTION PLAN GOAL #5

Area for Improvement including growth target and rationale	Enhance, develop and organize programs and interventions to increase the academic performance of all students in SPED; with an emphasis on those who have not reached proficiency according to state assessments.
Rationale: **Critical Learner Need Addressed:** #1 and #3 **SLO Addressed:** Achievement Hard Work Citizenship **School-wide Goal Addressed:** Using Data Engagement	Self-study findings indicate a continued need to improve student achievement for our students in special education through the development of a comprehensive SPED program. Assessment data, discussions and recommendations from all focus and home groups and review of student work support this need. Supporting Data: SPED Enrollment by year: **2014** | **2015** | **2016** 15% | 14% | 14% SPED ELA At or Above Grade Level Norms Rates (MAP):

Academic Language

School-wide Reading

Subgroup	2014	2015	2016
SPED	2.4%	4.8%	7.1%

*52% of SPED students tested increase their MAP score in ELA (2015)

*34% of SPED students tested increase their MAP score in ELA (2016)

SPED Math At or Above Grade Level Norms Rates (MAP):

Subgroup	2014	2015	2016
SPED	2.4%	3.7%	3.5%

*52% of SPED students tested increase their MAP score in mathematics (2015)

*37% of SPED students tested increase their MAP score in mathematics (2016)

SPED SBAC Data:

	2015		2016	
	ELA	Math	ELA	Math
Standard Not Met	80%	93%	72%	91%
Standard Nearly Met	15%	6%	22%	6%
Standard Met	4%	1%	4%	3%
Standard Exceeded	1%	0%	1%	0%

Growth Targets:

2016 through 2020 (annual growth)

- 5% more students in SPED will show an increase on their raw score on the Smarter Balanced assessment.
- 5% more students in SPED will show an increase on their RIT score on the MAP assessment.

Assessing Progress/Monitoring and Reporting Progress

Stakeholders (Students, Staff, Board Members) will participate in analyzing data, and assessing/monitoring progress using the following tools: Formative, Interim and Summative Data, NWEA MAP data, SBAC Data, CAPA, CMA, Norm references exams, Brigance, WJ

Report Progress:

	Data Reporting: August/September, January/February, May/June Assessment data will be recorded and reported based on MAP/interim assessments/CELDT Action Plan Progress: Leadership will report progress to Board of Directors, Parents, Staff and students in August/September. Action plan modified, when necessary, at least annually.
Persons Responsible	Board Members, Director, Cabinet, ELT, ALL departments, ALL staff, ELD Department, SPED Department, EL Coordinator, Counselors, FSC, Students, Parents
Steps to Achieve/Timeline	1. Implement relevant scaffolding aligned with CCSS to support SPED students on achieving proficiency and College readiness (on-going). 2. Develop and implement SPED interventions that focus on advanced literacy skills to reach the Common Core English standards (on-going). 3. Implement interventions to support and supplement instruction for our SPED learners in our GE classes (on-going). 4. Analyze student work and calibrate using IEP goals, Brigance and WJ scores (on-going). 5. Provide professional development school-wide around increasing SPED best practices/Current scaffolds (on-going). 6. Analyze research-based data to determine progress of our SPED students and the need for additional professional development and interventions (on-going).
Resources:	- Leadership and select staff attend CCSS professional development specifically for SPED population. - Onsite professional development weekly for all departments. - School-wide Professional Development. - All departments to determine assessments to be used for ongoing progress monitoring. **Resources:** Common Core State Standards, Curriculum Maps, NWEA MAP assessments, Interim Assessments, Smarter Balanced Assessments, CAPA, CMA, Brigance, WJ, Norm-Reference Tests **Funding:** Common Core, General Funds, SPED, Title I, Title III

ACTION PLAN GOAL #6

<table>
<tr><td><u>Area for Improvement including growth target and rationale</u></td><td>Implement a plan to increase the retention and sustainability of teachers to ensure consistency and accountability for full implementation of the REACH values school-wide.</td></tr>
<tr><td><u>Rationale:</u>

<u>Critical Learner Need Addressed:</u>
#1, #2 and #3

<u>SLO Addressed:</u>
Respect
Enthusiasm
Achievement
Hard Work
Citizenship

<u>School-wide Goal Addressed:</u>
Engagement</td><td>WASC committee findings indicate the need for increased supports for teacher retention and sustainability, as well as consistent implementation of our REACH values school-wide.

<u>Supporting 2015-16 Data:</u>
Total Staff in 2013 -14: 145
Total Staff in 2014 -15: 146
Total Staff in 2015 -16: 158

<table>
<tr><th>Years at GPA</th><th>2014</th><th>2015</th><th>2016</th></tr>
<tr><td>1-2</td><td>34.4%</td><td>31.5%</td><td>38.1%</td></tr>
<tr><td>3-6</td><td>24.8%</td><td>26%</td><td>31.1%</td></tr>
<tr><td>7-9</td><td>8.9%</td><td>12.3%</td><td>17.8%</td></tr>
<tr><td>10-12</td><td>5.5%</td><td>5.4%</td><td>7%</td></tr>
<tr><td>Pre-Charter</td><td>6.2%</td><td>6.1%</td><td>6%</td></tr>
</table>

<u>Staff Retention Rate:</u>
<table>
<tr><td>2013-2014</td><td>73.7%</td></tr>
<tr><td>2014-2015</td><td>75.9%</td></tr>
<tr><td>2015-2016</td><td>84.3%</td></tr>
</table>

<u>Total Suspensions:</u>
<table>
<tr><td>2012-2013</td><td>118</td></tr>
<tr><td>2013-2014</td><td>104</td></tr>
<tr><td>2014-2015</td><td>85</td></tr>
</table>
</td></tr>
</table>

	2015-2016 112
Growth Targets:	**2016 through 2020 (annual growth)** - Annually increase the percentage of teachers remaining at GPA beyond the first two years. - Annually increase the consistency of culture and REACH implementation school-wide.
Assessing Progress/Monitoring and Reporting Progress	**Stakeholders (Students, Staff, Board Members) will participate in analyzing data, and assessing/monitoring progress using the following tools:** systematic measurement of student engagement, student discipline data, analysis of student behavior infractions, parent phone logs, PowerSchool behavior reports **Report Progress:** Data Reporting: August/September, January/February, May/June data will be recorded and reported based on the above tools. Action Plan Progress: Leadership will report progress to Board of Directors, Parents, Staff and students in August/September beginning in 2015. Action plan modified, when necessary, at least annually.
Persons Responsible	Board Members, Director, Cabinet, IL, ELT, ALL departments, ALL staff, Students, Parents
Steps to Achieve/Timeline	1. Conduct classroom observations and walk-throughs (on-going). 2. Survey teachers annually on their needs (on-going). 3. Analyze behavior data annually (on-going). 4. Extend Culture Camp to new teachers and teachers in need based on data analysis (on-going). 5. Implement ongoing professional development series for teachers around classroom management and

	implementation of GPA school culture (on-going). 6. Provide professional development through coaching cycles for teachers around classroom management and implementation of school culture, as needed based on data (on-going). 7. Provide new teacher professional development monthly (on-going). 8. Analyze data to determine progress of our teachers in the implementation of classroom management strategies and school culture and the need for additional professional development and coaching (on-going).
Resources:	- Leadership and select staff attend trainings and professional development around classroom management. - Onsite professional development weekly for all departments. - School-wide Professional Development. **Resources:** Systematic measurement of student engagement, professional readings, code of conduct, culture expert, student discipline data, college class, PowerSchool behavior reports **Funding:** General Funds