The Single Plan for Student Achievement

School: Bear River High School

CDS Code: 29-66357-2930048

District: Nevada Joint Union High School District

Principal: James Nieto

Revision Date: January 2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Bear River High School 's Vision and Mission Statements
VISION STATEMENT: Bear River High School's vision is one that encompasses students, staff, parents, and community working together to encourage responsibility, integrity, and an enthusiasm for learning. Additionally, our vision includes providing a variety of high quality educational opportunities by creating a dynamic school that continuously challenges all students and prepares them for the future.

MISSION STATEMENT: Bear River High School's mission is to provide students with a positive learning environment that provides a variety of opportunities to develop a solid educational background, one offering the tools to enable them to become productive and adaptable members of an evolving society.

School Profile

The Nevada Joint Union High School District is located in Grass Valley, California; a small, rural community with a rich Gold Rush history located about sixty miles northeast of Sacramento. Its derringer shape encompasses 980 square miles of scenic foothills and mountains. The county covers both the eastern and western sides of the Sierra Nevada mountain range. The elevation ranges from less than 1,000 feet to more than 9,000 feet.

Bear River High School is one of two comprehensive high schools in the Nevada Joint Union High School District. Opened in 1986, the Bear River community celebrated its 25th anniversary throughout the 2010-2011 school year. Bear River is located in the Sierra foothills between the Nevada County communities of Nevada City and Grass Valley and the Placer County community of Auburn, California. The campus, located on 44 acres, is without question the hub for southwestern Nevada County. Given the multitude of athletic competitions, choral and band concerts, drama productions, and other extra-curricular activities, Bear River High School is pivotal to the community. As a means of accentuating the significance Bear River plays for all stakeholders, the school has forged a partnership with the Nevada County Library and functions as the branch's South County home. Additionally, Bear River High School allows the community access to its swimming pool after school hours and during the summer months.

As is the case with most other comprehensive high schools within proximity, Bear River is experiencing declining enrollment. The geographical region we serve has functioned as a bedroom community, with many parents commuting forty miles to work in Sacramento and other outlying areas. Now, with the economic downturn experienced throughout the country, and in our county in particular, families are being forced to find employment out of the area or are choosing to move closer to their places of employment to alleviate the costs associated with commuting.

In spite of declining enrollment and depleted funds from the state, we have made every effort to maintain the depth and breadth of our programs. Even though there are no available funds for GATE students, we continue to meet these students' needs by offering a significant number of honors and Advanced Placement classes. We also continue to provide a variety of visual and performing arts courses, including photography, clay, drawing, band, choral music, and dance.

Our Expected School-Wide Learning Results (BEARs) are embedded within our curriculum and are even reflected in our athletic competitions as well as our various other extra-curricular activities. During the course of our faculty meetings in preparation for our WASC, it was agreed upon that we wanted to include language that illustrated the use and importance of technology. This remains true today as we have implemented the Student Instructional Technology Acceptable Use & Internet Safety Agreement which both student and parent are required to sign.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an anaylisis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The CA Healthy Kids Survey (CHKS for students), the School Climate Survey (for Staff), and the Parent Survey

"What's Up Wellness"/Columbia Teen Screen

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

*Teacher evaluations are governed by the collective bargaining agreement (CBA). Probationary teachers are formally evaluated twice per year. Tenured teachers are evaluated every other year. Informal observations occur throughout the year. Teachers are provided feedback for both the formal and informal evaluations.

*Teachers have supplemented their instructional practices with LCD projectors and other technologies as funds have allowed.

*There are two computer labs and one teaching technology lab available for teacher instructional use.

*Performing and Visual Arts classes host public performance events that include a combined Arts Festival, performances and feeder school visitations.

*The Bear River Agriculture program/ FFA work closely with the county fair, the Agriculture Boosters and local 4H programs to promote agriculture as a viable career opportunity. Students in the FFA program compete in local, regional, state and national competitions and activities.

*The Student Leadership class and the ASB Student Government members organize and coordinate school activities and charity events throughout the year. These activities include blood drives, food drives, donation days, dances, rallies, homecoming activities and a variety of other similar events that support school and community spirit.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

• Not meeting performance goals
• Meeting performance goals
• Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   Teachers and staff use CST and CAHSEE testing results combined with course formative and summative assessments to modify instruction to improve student learning and achievement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Teachers utilize departmental formative and summative assessments and also CST and CAHSEE testing results to modify instruction for reteaching and to improve student mastery.

3. Status of meeting requirements for highly qualified staff (ESEA)

    All members of the teaching staff are highly qualified in their subject areas.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

    Ongoing professional development is being provided to all teachers from the Nevada Joint Union High School District to prepare them for the implementation of the Common Core State Standards. Sufficient instructional materials are available for all teachers and students and curriculum is aligned with California State Standards and approved by the NJUHSD Curriculum Committee.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

    There is ongoing professional development at the district level provided to all teachers as a means of preparing teachers for the implementation of the Common Core State Standards. There are also professional development opportunities provided to address the specific needs of the content areas. Members of the Math, English and History/Social Science and Science have all received professional development to support their instructional needs. The professional development needs of teachers in other subject areas are also supported and are available upon request.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

    Individaul attendance at regional conferences and trainings is available. Instructional Coaches for MAth, English Language Arts and for the Common Core are available. Beginning Teacher Support and Assessment is also provided to eligible teachers.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

    Teacher collaboration time is built in to the schedule and teachers collaborate approximately 1 hour per week. The topics of collaboration vary and are determined by site instructional needs. Approximately half of the collaboration times are dedicated to departmental/interdepartmental collaboration and the other half are dedicated to whole staff collaboration.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

    All courses are aligned with the California State Content Standards and adequate instructional materials are provided to all students. All teachers instruct for mastery and testing proficiency on state assessments.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

    N/A

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

    N/A

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

    All student groups are provided standards based instructional materials for all courses.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

   All core courses are aligned with California State Content Standards. All students are enrolled in the necessary core courses to fulfill California State and NJUHSD graduation requirements. The reading intervention program utilizes the Read 180 program.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

   Supported studies courses are embedded into the schedules of students with IEP's when appropriate. Daily nutrition via breakfast and lunch are available for all students and it is also provided to all studetns who qualify for free and reduced lunch. Credit recovery courses are avaialbe for all core content areas. Students may also seek academic assistance ans support four times per week during Bruin Time.

14. Research-based educational practices to raise student achievement

   Various research based educational practices are employed by teachers at Bear River High School These practices include and are not limited to differentiated curriculum and instruction, cooperative learning, project based learning, online learning, whole group instruction and small group instruction.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

   There are many resources available to assist under-achieving youth. These resources include the NJUHSD Student Assistance Resources and Services program (STARS), free and reduced breakfast and lunch, Sources of Strength, homeless youth support, Anti Bullying Club, Independent Living/Transition Coordinator for students with IEP's.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

1. The development of effective interventions to support for freshmen at risk students: This is an area of concern throughout the District and is an issue that is being addressed by the District Leadership Team. A district-wide task force is being organized to develop a plan with possible implementation in the 2013/2014 school year.
2. Restrictive 6 period schedule: We are exploring possible adjustments to our educational program that may expand both flexibility and course offerings to enrich the educational experience of our students. In the spring of 2013 a pilot "Home Base" type of program has been initiated at Bear River. As a staff we continue to discuss alternative schedule options.
3. Reduction in Resources/Funding: As a result of declining enrollment, state funding limitations and charter competition we have been faced with maintaining our programs and offerings with fewer resources to do so.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	637	562	556	566	493	495	3	3	4	2	4	2
Growth API	791	814	817	791	813	819						
Base API	807	790	818	811	791	817						
Target	A	5	A	A	5	A						
Growth	-16	24	-1	-20	22	2						
Met Target	No	Yes	Yes	No	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	41	37	38	0	0	0	85	55	108	42	26	44
Growth API	754	815	784				732	745	766	580	580	613
Base API	739	751	819				748	730	745	516	581	582
Target												
Growth												
Met Target												

Conclusions based on this data:

1. Bear River High School has met API Targets for five of the past six years.

2. In 2012/2013 Bear River High School scored above the statewide performance target of 800 and therefore the school met the API Growth Target by scoring 817.

3. The Bear River High School has a history meting API Growth Targets. The efforts of teachers, staff to prepare and encourage students to improve their performance on the California Standards Tests (CTS's) have been successful. The general motivational efforts of teachers, staff and administration to encourage students to do their best have also had a positive influence on the student results on the CST's.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	99	99	99	99	100	100	100		100	--	100
Number At or Above Proficient	177	136	129	155	118	116	--	--		--	--	
Percent At or Above Proficient	85.9	72.7	74.1	86.6	72.8	74.8	--	--	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	--	--		100	100	98	94	100	100
Number At or Above Proficient	--	14		--	--		27	15	20	5	4	2
Percent At or Above Proficient	--	73.7	--	--	--	--	77.1	50.0	57.1	41.7	23.5	10.0
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1. Bear River High School met the Annual Yearly Progress (AYP) criteria for school wide English Language Arts. There was an improvement from 72.7% in 2012 scoring Above Proficient to 74.1% scoring Above Proficient in 2013.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	99	99	98	99	100	100	100		100	--	100
Number At or Above Proficient	155	134	119	133	116	108	--	--		--	--	
Percent At or Above Proficient	75.2	71.7	68.4	74.3	71.6	69.7	--	--	--	--	--	--
AYP Target: ES/MS	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**
AYP Target: HS	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**
Met AYP Criteria	Yes	No	No	Yes	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	--	--		98	100	98	87	100	100
Number At or Above Proficient	--	15		--	--		23	17	18	6	6	2
Percent At or Above Proficient	--	78.9	--	--	--	--	65.7	56.7	51.4	54.5	35.3	10.0
AYP Target: ES/MS	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**
AYP Target: HS	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1. In 2013 Bear River High School did not meet the AYP Target for students scoring At or Above Proficient. There was a slight decline from 71.7% scoring At or Above Proficient in 2012 to 68.4% scoring At or Above Proficient in 2013. The AYP Target for 2013 was 88.7% At or Above Proficient.

Planned Improvements in Student Performance

<div align="center">**School Goal #1**</div>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #1:
Increase the use of data to drive both teaching and learning at Bear River High School.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
That staff has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of curriculum, instruction, and assessment for students failing to meet API and AYP growth targets. As a result, it has adopted the aforementioned area for improvement and the following related actions and resources to raise the academic performance of students not meeting state standards.

How the School will Evaluate the Progress of this Goal:

1. There are literally over 10,000 reports available in DataWise. Train staff in generating data in DataWise
reports that are relevant to curriculum and instruction.

2. Upon completion of report generation training, train staff in interpreting reports generated in DataWise and how to modify pacing, curriculum, and instruction to improve student learning.

3. Identify Far Below Basic, Below Basic, and Basic students in core subjects.

4. Identify Proficient and Advanced students in core subjects.

5. Train staff in the analysis of data in conjunction with the proficiency and grade point average, students on the verge of movement (up or down), and students who appear to be bubbling randomly.

6. In conjunction with Professional Learning Communities, develop a remediation process that is data driven to increase student learning.
a. Identify students
b .Place low performing students with core teachers
c. Monitor progress

7. Every year, upon receipt of CST, EAP, and CAHSEE scores, interpret and analyze data through DataWise and incorporate findings to modify pacing, curriculum, and instruction to increase student learning.

8. This is a continual (at a minimum, annual), ongoing process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Begin with the English department, who already uses a departmental matrix, and implement Data Wise, end-of-course assessments for use.	Fall 2012					
The math department, who already uses the same textbook, will begin to convert end of semester assessments into the Datawise system.	Fall 2012					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Through DataWise, the math department will continue to implement/update end of semester assessments and will begin to create benchmark assessments.	Fall 2012					
Through Data Wise, continue to establish end of course, end of quarter/semester, and benchmark assessments in the English and Social Science departments.	Fall 2012					
Continue with the Social Science department, and implement a DataWise end of course assessment.	Fall 2012					
Continue with the Science department, and implement a DataWise end of course assessment for use.	Fall 2012					
Through DataWise, continue to establish end of course, end of quarter/semester, and benchmark assessments in the Science departments.	Fall 2012					

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #2:
Increase the percentage of students scoring proficient on the California High School Exit Exam.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase by 10% students scoring proficient on the English Language Arts CAHSEE	May 2014					
Increase by 10% students scoring proficient on the Math CAHSEE	May 2014					

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #3:
Increase articulation with our primary feeder school (Magnolia Intermediate School) and the other comprehensive high school in the district (Nevada Union High School).
Data Used to Form this Goal:
Findings from the Analysis of this Data:
The staff has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of curriculum, instruction, and assessment for students failing to meet API and AYP growth targets. As a result, it has adopted the aforementioned area for improvement and the following related actions and resources to raise the academic performance of students not meeting state standards.

How the School will Evaluate the Progress of this Goal:

1. In conjunction with the district's collaboration time this spring, develop viable spring 2012 and fall 2012 benchmark assessments (semester finals) for English, Social Science, Science, and Math.

2. Currently, the Math department at Bear River High School has collaborates with the Geometry teacher at Magnolia Intermediate School to develop a common pacing guide and several common assessments for Geometry.

3. In addition, a county-wide placement test for Algebra has been established. Students at in the Nevada Joint Union High School District and Magnolia Intermediate School use the same textbooks for Algebra and Geometry.

4. 7th grade world history at Magnolia Intermediate School focuses primarily on world cultures and is not as linear as 10th grade world history. Students do not take world history again until 10th grade. Articulating with Magnolia history teachers would provide Bear River history teachers with an understanding of cultures to which students have been introduced and would facilitate the creation of an introductory review activity for 10th grade.

5. Similarly, students in 8th grade US history at Magnolia intermediate school do not revisit US history until their junior year at Bear River High School. In accordance with standards, the focus of 8th grade US history is colonialism up through the Civil War, while the focus of US history at Bear River High school begins with a review of 8th grade standards and proceeds from the Civil War through modern day America. Articulating with Magnolia history teachers would provide Bear River history teachers with an understanding of which events are covered in 8th grade and would facilitate the creation of an introductory review activity for 11th grade students.

6. A conversation began towards articulation in the sciences between Bear River High School and Nevada Union High School for Physics, Chemistry, Biology, and Environmental Science. Teachers in the various scientific disciplines have shared finals to begin a discussion on commonality and are in the process of creating finals for classes that have both common portions and teacher specific portions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Through the use of Data Wise, create finals for core subjects (English, Social Science, Science, and Math) to be used at both Bear River High School and Nevada Union High School.	January 2013					
Establish a coordinated, annual articulation meeting with Magnolia Intermediate School during each spring semester.	March 2013					
Establish a coordinated, annual articulation meeting with Nevada Union High School in the early spring and fall.	March 2013					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Together with 8th grade US History teachers at Magnolia Intermediate School, create a US History pre-test for 11th grade students for use in the fall.	January 2013					
Together with 7th grade World History teachers at Magnolia Intermediate School, create a World History review for 10th grade students for use in the fall.	January 2013					

Planned Improvements in Student Performance

<u>**School Goal #4**</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Promote learning environments that are safe, drug free, and conducive to learning.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
1. The parent newsletter is published three times per academic year and the school website is update weekly.
2. The Bear Beat and the website include articles that address safe school issues, such as bullying, sexual harassment, drugs, and teen health.
3. Resources related to these safety issues are also provided for parents and students.
4. The Bear Beat and website also include information for parents and students that is vital for student academic preparation, planning, and achievement.
5. The Bear Beat and website include information regarding CAHSEE, STAR, and CST preparation and administration dates, tutoring opportunities, campus club activities, as well as parent volunteer opportunities.
6. The newsletter and website are also means by which to relay information to parents and students concerning student post high school plans.
7. Information concerning tests such as the PLAN, PSAT, SAT, ACT and ASVAB is included as well as pertinent college and career events.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bear Beat will be published three times per school year.	January 2013					
The winter Bear Beat has been published in January; the spring and fall publications will follow accordingly.	January 2013					
Traditionally Link Crew training is held in August.	August 2013					
Link Crew activities are ongoing	January 2013					
Web page related to goals: Our Educational Technician updates our school website continuously to reflect important activities and events at Bear River High School.	January 2013					
The Home Access Center will be updated at a minimum of when Interim Progress Reports and Quarter/Semester grades are posted.	January 2013					

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Curriculum
SCHOOL GOAL #1:
Support teachers to increase their comfort level, confidence, and use of common core strategies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
See attached Common Core Implementation Plan.						

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jim Nieto	[X]	[ ]	[ ]	[ ]	[ ]
Rick Haffey	[ ]	[ ]	[ ]	[X]	[ ]
Kari Nelson	[ ]	[ ]	[ ]	[X]	[ ]
Sonia Delgadillo	[ ]	[ ]	[ ]	[X]	[ ]
Tim Reid	[ ]	[X]	[ ]	[ ]	[ ]
Kristina Stroeve	[ ]	[X]	[ ]	[ ]	[ ]
Janet Miles	[ ]	[ ]	[X]	[ ]	[ ]
Griffith Peterson	[ ]	[ ]	[ ]	[ ]	[X]
Emma Jones	[ ]	[ ]	[ ]	[ ]	[X]
Numbers of members of each category:	**1**	**2**	**1**	**3**	**2**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

[ ]   State Compensatory Education Advisory Committee

_____
Signature

[ ]   English Learner Advisory Committee

_____
Signature

[ ]   Special Education Advisory Committee

_____
Signature

[ ]   Gifted and Talented Education Program Advisory Committee

_____
Signature

[ ]   District/School Liaison Team for schools in Program Improvement

_____
Signature

[ ]   Compensatory Education Advisory Committee

_____
Signature

[ ]   Departmental Advisory Committee (secondary)

_____
Signature

[ ]   Other committees established by the school or district (list):

_____
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

James Nieto
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Tim Reid
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Nevada Joint Union High School District

	Phase I (Fall 2013)		Phase II (Spring/Summer 2014)		Phase III (Fall/Spring 2014 - 15)	
	For the Classroom (What the teachers do to prepare their students for career and college readiness)	**Behind the Scenes** (What admin does to support and coordinate teacher efforts)	**For the Classroom** (What the teachers do to prepare their students for career and college readiness)	**Behind the Scenes** (What admin does to support and coordinate teacher efforts)	**For the Classroom** (What the teachers do to prepare their students for career and college readiness)	**Behind the Scenes** (What admin does to support and coordinate teacher efforts)
Curriculum Generate curriculum that supports college and career readiness in all content areas.	Identify topics and subtopics in existing curricula needing additional attention to fully implement CCSS. Review CCSS standards. Investigate math pathways i.e. integrated or traditional. Develop remedial and accelerated math pathways. Facilitate on core teacher meeting on methods to support ELA standards.	Organize and schedule department teams in ELA, Math, SS and Science to examine existing curriculum for CCSS alignment. Plan agenda for the first professional development day. Examine curriculum adopted by other districts. Send departmental teams to collaborate with local districts. Schedule mathematics instructors and administrators to attend Patrick Callahan traditional sequence versus integrated math 1, 2 & 3. Organize non-core ELA support training.	Determine essential course content. Develop pacing guides for core classes. Pilot new curriculum and share results. Meet in core cross-curricular teams to develop school-wide best practices. Meet in cross-curricular groups to facilitate interdepartmental common core projects. Collaborate with feeder schools to providing a seamless experience to students. Form core or cross-curricular groups for summer training.	Schedule department teams to align, revise and pace course level curriculum. Schedule cross-curricular meetings. Schedule feedback groups to disseminate "lessons learned" from common core implementation. Facilitate cross-curricular planning. Coordinate collaboration with feeder schools with the county office of education. Coordinating with staff schedule and write agendas for summer planning time. Work with staff to create a collaboration day schedule that prioritizes common core activities.	Refine essential course content. Fine tune pacing guides. Collaborate with peers to discuss best practices. Submit revised course of study to DDC.	Align, revised and pace course level curriculum for use in 2014 – 2015 school year Schedule feedback groups to disseminate "lessons learned" from common core implementation
Resources, Materials, Textbooks Identify and acquire items to support instruction and learning.	Use existing resources, materials, textbooks, communicating any gaps between existing materials and CCSS. Collaborate in department teams to identify new resources that enable the teaching of common core standards.	In cross-curricular teams evaluate current resources, materials, and textbooks for alignment with CCSS ELA standards. Initiate content area teams to evaluate new resources. Develop criteria for the acquisition of new resources. Investigate clickers and smart devices as classroom assessment tools. Generate district-wide inventory of current materials so that others may share/ pilot.	Pilot new or hybrid resources such as clickers or smart devices. Continue to evaluate current and new resources, materials and textbooks for CCSS. Re-examine library materials for common core use.	Create a feedback loop that cycle's new material evaluation to content area teachers. Prioritize the purchase of materials necessary to implement the CCSS. Identify informational text that maybe used by non-core areas. Schedule librarian presentation of existing common core materials and potential subscription resources.	Continue to: Pilot new or hybrid resources Evaluate current and new resources, materials and textbooks. Recommend materials for purchase.	Continue to: Develop hybrid resources Evaluate new materials and disseminate recommendations Purchase materials for common core curriculum

Nevada Joint Union High School District

	Phase I (Fall 2013)		Phase II (Spring/Summer 2014)		Phase III (Fall/Spring 2014 - 15)	
	For the Classroom (What the teachers do to prepare their students for career and college readiness)	**Behind the Scenes** (What admin does to support and coordinate teacher efforts)	**For the Classroom** (What the teachers do to prepare their students for career and college readiness)	**Behind the Scenes** (What admin does to support and coordinate teacher efforts)	**For the Classroom** (What the teachers do to prepare their students for career and college readiness)	**Behind the Scenes** (What admin does to support and coordinate teacher efforts)
<u>Instructional Practices</u> Develop strategies to systematically move all learners toward clearly defined CCSS learning goals.	Develop instructional practices across the content areas to address the CCSS in writing, comprehension strategies and informational text. Explore instructional strategies that address Depth of Knowledge (DOK). Develop a system for implementing academic language.	Organize department teams in ELA, Math, SS and Science to investigate new instructional practices. Plan district-wide minimum day on DOK. Plan three-day summer workshop facilitated by PCOE. Plan agenda for the first professional development day. Register mathematics teams to attend Callahan instructional practices conferences.	Meet in district-wide or site level teams to develop a plan for creating common core instructional practices. Develop a timeline for the implementation of common core lessons in the classroom. Teach CCSS lesson plans. Peer observations of CCSS lessons. ELA teachers share techniques for close reading, generating essay rubrics	Plan the agenda for the professional development days Plan collaboration day schedule Schedule the implementation of common core lessons into the classroom Observe common core lessons Train teachers through local workshops or conferences Working with staff define the role of content area coaches/experts	Meet in district-wide or site level teams to continue creating common core lesson plans. Teachers increase the number off common core lessons that they teach.	Continue to plan for Professional Development and Collaboration days Observe common core lessons Train teachers through local workshops or conferences
<u>Assessments</u> Align formative, summative and benchmark assessments to common core standards.	Maintain use of existing formative and summative assessments. Examine new assessments released by SBAC. Establish DOK levels of existing assessments. Take the SBAC practice test in mathematics and ELA.	Procure assessment items aligned with CCSS Assess technology for computer adaptive testing Establish district departmental common assessment teams. Research test delivery software. Determine technological skills needed to take a computer adaptive test and work with staff to integrate these skills into curriculum.	Review DOK documents to produce formative, interim and benchmark assessments from the state provided test bank. Initiate course level common assessments for each semester. Pilot the use of clickers and smart devices for classroom assessment. In selected courses incorporate Integrated Project as a cumulative assessment.	Train teachers to use the state provided databank of CCSS test questions. Provide support for common assessment teams. Develop the framework for interim assessment distribution. Purchase and train staff on new test delivery software. Train teachers in Integrated Project assessment. Working with students and staff develop test score incentives.	Incorporate classroom assessment which occur under similar conditions to the SBAC assessment	Provide support for common assessment teams. Implement quarterly district-wide interim assessments into core areas.

Board Approved: November 13, 2013