

The Single Plan for Student Achievement

School: North Point Academy
CDS Code: 29-66357-2930030
District: Nevada Joint Union High School District
Principal: Anita Bagwell
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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

North Point Academy's Vision and Mission Statements

School Mission Statement: The aim of our college preparatory high school is to provide a rigorous, focused learning opportunity through a small, personalized academic program that bridges the divide between the traditional classroom and an independent study mode of delivery by offering learning labs and small group instruction with web-based and standard textbook curriculum for home school instruction. In addition to the academic focus, students will have access to the high school district programs and services in order to make the best instructional fit per student, per family.

School Vision Statement: Our vision is to prepare students for broad and varied opportunities beyond high school such as college, vocational training, careers, or military service.

School Profile

Western Nevada County is a semi-rural area located in the Sierra Foothills, about an hour away from Sacramento. The area is generally forested, with cleared areas for homes, business, and agriculture. The community is made up equally of families and retirees. There is a hospital, a public transportation system, and a local campus for Sierra Community College. The Nevada County campus of Sierra College opened in 1996. The campus offers degree and certification programs tied to local jobs to train workers for the local economy. Through the college's Center for Applied Competitive Technology, the campus offers specialized programs for the industry sectors. The community is struggling with maintaining its historical and rural charm while creating an environment that fosters economic growth.

According to the 2003 census, median household and family income for Nevada County was \$45,900. NJUHSD serves a wide-ranging socio-economic base. Since enrollment at North Point Academy is not limited to geographic boundaries, that wide socioeconomic base is reflected in the school's population as well.

The North Point Academy is a public alternative high school which provides instruction through an independent study mode of delivery and offers students in grades 9-12 the complete core curriculum required to earn a high school diploma. All coursework is available through online classes (APEX Learning Systems) or standard textbook curricula (matching most all the high school district's comprehensive high school textbooks and materials). Each student is encouraged to set realistic goals, work independently, manage time effectively, strengthen critical thinking and reading skills, and develop quality working relationships with the instructors. Individualized instruction and regular progress assessments are designed to help students demonstrate proficiency in mandated state tests. All students are encouraged to become life-long learners and self-motivated adults. Because of the small size of the school (approximately 100 + students set on a spacious campus), one of our greatest strengths is the constant and ongoing communication among staff members regarding student coursework and achievement. Students recognize that the staff as a whole is concerned with student progress and that each teacher is willing to help in specific areas of expertise. This is observed through communication and interaction, as well as open communication among students, parents, and staff. This unique setting out at the McCourtney Road Education Center seems to encourage more mature behavior and discourse among students and adults on campus. Thus, disrespectful and disruptive behavior and inappropriate language are nearly nonexistent in this school culture. It has come to be known as a "safe zone" for students district wide who transfer in from other campuses and have been bullied.

Teachers direct the organization of, access to, and application of knowledge by students. We see ourselves as facilitators and coaches in the process of student learning. We are constantly redesigning and modifying our courses to ensure that the instructional program is rigorous and satisfying, and that coursework is fully aligned with the state content standards and the school's ESLR's. Students meet with teachers weekly for 60 minutes on a regularly scheduled time and day. Parents are welcome to come to any and all appointments. Students may come in to the school setting additionally throughout the week to attend various labs, to take test, to watch movies for coursework, or to receive extra help in their studies.

North Point Academy is fully accredited by the Western Association of Schools and Colleges (WASC) and offers many UC approved courses in English, History, Economics, Government, Algebra and Geometry. Additionally student can enroll in work experience education and Regional Occupational Program (ROP) courses. Our district allows student enrolled in North Point Academy to concurrently enroll in one or two classes at the comprehensive sites. Students may also enroll in Sierra College classes to accrue credits in appropriate classes towards an AA degree and high school credits.

North Point Academy is one of the 10 schools with their own CDS codes which provide educational opportunities for the approximate 3,500 students in the Nevada Joint Union High School District (NJUHSD). The average yearly enrollment at North Point is approximately 100 students. Students who attend NPA live in a large geographical area. Students who live nearby in the city of Grass Valley can walk to school, while others, who live up to an hour away, must drive or make arrangements to take the bus to school.

The NPA campus is located at 12338 McCourtney Road in Grass Valley, California. The program is currently one of 3 programs located at the McCourtney Road Education Center.

Placement at NPA is on a voluntary basis only. Students who want to attend North Point Academy must have permission from their parents or guardians. Students choose NPA for a variety of reasons. These reasons may include the desire for flexibility to allow for employment or travel, demands of outside sports competition, academic acceleration, remediation, medical problems, or to accommodate the taking of college course.. Other students choose NPA because they no longer thrive in the atmosphere of the comprehensive high school.

Independent study instructors encourage students to interact in various ways with the business community. Students have full access to the ROP program and there usually are numerous students enrolled. The Work Experience Education (WEE) program enables students to hold jobs in the community while they progress through (up to) four semesters of text-based exercises. Senior projects require students to work with mentors in the community to complete the hands on portion of the process. Partnerships with the local One Stop and Calworks have been established for the placement of students with barriers to employment into their services. Transitional services for our students with special education issues are also tailored to each student with personalized attention to "next steps" while they are enrolled in North Point Academy.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis 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).

Parents and students have been surveyed through the weekly appointment meetings, through mailings, and through an online survey (Survey Monkey) regarding the following topics: student achievement on independent studies, adequate academic support provided, technological support and internet access, best practices for communication school to home, monthly activities, and CIF sport interest. These surveys were conducted in throughout the 2013-14 school year. Data were gathered, tabulated and discussed at the school site council meetings, scheduled to meet six times yearly. The information derived from these surveys have driven and influenced educational decisions schoolwide and on a one to one basis. The information has also influenced and driven district level decisions regarding the increase of academic support labs and CIF playability with one of the district's comprehensive schools.

Classroom Observations

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

Instructor observations were conducted throughout the school year 2013-14 culminating in formal evaluations for each staff member in April and May 2014. Instructors were observed formally and informally throughout the school year. Input from parents and students are a vital connection between the instructional staff and the administration in intervention and best practices, especially since NPA seeks to "customize" learning programs and services to each student.

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)

Local assessments, quarter tests, and End of Course Assessments are used in all core subject areas.

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

The data from these assessments is gathered, tabulated, and discussed 3 times a semester in order to track student progress, modify instruction, and ensure student achievement.

Staffing and Professional Development

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

All NPA staff meeting the requirements for highly qualified status.

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

Whenever the district has a new adoption of curriculum development, the entire staff has access to instructional materials training on SBE adopted instructional materials. All of the NPA staff are participating in Common Core/Smarter Balanced curriculum and assessment trainings provided by the high school district on All Staff Development days as well as through the support of training and development offered at the local and neighboring county offices of education.

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

The district and school focus is to provide staff development towards the new content standards, new assessment tools (Smarter Balanced) and the associated professional needs as inquiries are made year round.

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

NPA staff enjoys tremendous collegiality on the campus throughout the departments but also has access to departmental leaders across district schools for additional support, dialogue, and discussion. The administrator serves as the instructional leader for the school; the content experts are through the partnerships and relationships throughout the high school district.

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

Teachers have one hour weekly to collaborate as a "group of the whole" for our small school. Agendas are made and notes are recorded for the work completed in this prescribed time.

Teaching and Learning

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

All curriculum and support materials are transitioning in their alignment to include the new Common Core State Standards in addition to the standards held previously.

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

NA

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

NA

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

Standards based instructional materials appropriate to all student groups within the NJUHS district is available through the North Point Academy.

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)

North Point Academy utilizes and regularly updates SBE-Adopted and standards-aligned instructional materials which include intervention materials (at North Point, this includes support driven high school courses for ELA and Math)., Standards-aligned core courses are available to North Point students via the text book or online course options offered.

Opportunity and Equal Educational Access

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

A comprehensive list of support services are provided to North Point Academy students that enable under performing students meet standards. These services include: special education, 504 services, a high school counselor who introduces and assists in planning the student's academic and career path with current practices and supports, support services for students that are homeless (food, clothing, laundry and shower facility, vouchers, transportation), and individualized learning plans for each student enrolled at the school.

14. Research-based educational practices to raise student achievement

The North Point staff employs the following techniques and practices to raise student achievement: early intervention for failing grades, weekly communication with parents/guardians regarding student achievement, weekly communication with students regarding their personal progress on their academic plans, goal setting with each student via their teacher as they enroll at North Point, support classes and tutoring assistance for students on a weekly schedule for academic support, weekly reports via email to all staff via the departments on student achievement in their area.

Parental Involvement

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

The North Point Academy regularly partners and directs any of its students to local services and resources available. These include Nevada County Sheriff department, Mental Health Department, Crisis Line, Team 3 Family Counseling Center, Child Protective Services, The Domestic Violence and Sexual Assault Coalition, Family Resource Centers, the Nevada County Food Bank, Living Well Medical Clinic, Nevada county Citizens for Choice, and more.

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)

Parents, Community representatives, classroom teachers, other school personnel, students, and school administration participate in the planning, implementation, and evaluation of the Single Plan for Student Achievement through the Site Council. The ConApp is not a part of the North Point Academy process or allocation.

Funding

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

There are no categorical funds.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

North Point Academy delivers instruction through an independent studies mode. Student attendance is equated with work completed independently and reviewed weekly with a teacher. Students can engage in coursework in through a standard "textbook" mode of curricula (with textbooks matching the books offered in the comprehensive high schools in our district) or through an online delivery system. The challenges that North Point Academy students face surround the issue of school attendance (course work completed on an independent studies option). Many students are growing in time management and self discipline as they begin coursework while other students have social and behavioral needs for intervention. The staff reviews these issues often and has seen the greatest impact of school attendance on student achievement through the computer based and teacher scored tests and other local assessments/ scores and course grades issued each semester in algebra and world history. Student achievement in mathematics on an independent studies mode of delivery is becoming more challenging and more prevalent in the student population we serve. As a staff, we are focusing attention in the next 2 -3 years in this area as well as in social studies/World History in order to raise the level of student achievement for students enrolled at our school.

Transportation is a barrier for a larger and growing number of our economically disadvantaged students in a state and county budget crisis. Students tend to remain at the school site all day since the price of gas or the availability of transportation is not readily available. Families are desiring more services for students than a typical independent studies model encompasses. The school has redesigned its academic support classes to operate on a two day schedule (a Monday / Wednesday class schedule for students attending their weekly appointments on those days, and additionally, a Tuesday / Thursday class schedule that matches the previous schedule mentioned, for student access for students attending their weekly appointments on those days). Approximately half of North Point Academy's students come to school without having had a breakfast and had not brought a lunch or a snack.

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	28	27	32	26	25	24	0	0	0	0	1	0
Growth API	676	702	717	689	689	740						
Base API	787	680	704	786	694	691						
Target	5	6	5									
Growth	-111	22	13									
Met Target	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	1	0	3	0	0	0	7	5	6	1	1	1
Growth API												
Base API												
Target												
Growth												
Met Target												

Conclusions based on this data:

1. The North Point Academy has returned to the trend of increasing in the yearly API score by targeting instructional needs of the students and delivering education consistently.

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	95	100	100	94	100	100	--	--		100	100	
Number At or Above Proficient	7	--	8	7	--	7	--	--		--	--	
Percent At or Above Proficient	58.3	--	66.7	58.3	--	63.6	--	--	--	--	--	--
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	No	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	0	--	100
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
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. The North Point Academy, though it has met its AYP goal in ELA, sees room for continued growth and improvement in this area, striving to achieve 100% proficiency for all first time CAHSEE ELA test takers.

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	95	100	92	94	100	91	--	--		100	100	
Number At or Above Proficient	4	--	7	4	--	7	--	--		--	--	
Percent At or Above Proficient	33.3	--	58.3	33.3	--	63.6	--	--	--	--	--	--
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	Yes	--	--	--	--	--	--	--	--	--

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	0	--	50
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
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. The North Point Academy, though it has met its AYP goal in Math, sees room for continued growth and improvement in this area, striving to achieve 100% proficiency for all first time CAHSEE Math test takers.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1. The North Point Academy did not have any students that needed the Annual CELDT assesment for 2012-13.

Planned Improvements in Student Performance

School Goal #1

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: Algebra
LEA GOAL:
SCHOOL GOAL #1:
Improve completion time for one year algebra courses (Algebra A and B; Algebra C and D; and Algebra 1A and 1B) so that students keep on pace to finish each course in a year's time. Students entering NPA mid-year or mid semester will keep on track to finish five credits in a semester's time.
Data Used to Form this Goal:
Quarter grades and tests, End of Course (EOC) grades, scores, and credits beginning in spring 2014 (transitioning away from comparisons to the former CST scores and data associated with it).
Findings from the Analysis of this Data:
Because students algebra scores were so low across grade levels, we began investigating the reason and discovered that though we were involved with intensive instruction and intervention with our math program, we were not keeping students on pace to complete the courses as regularly scheduled students in a school year. About 50% of our algebra students were taking a much as an "extra" semester or two for the year long course, skewing the math scores because instruction was spread out over such a long period of time.
How the School will Evaluate the Progress of this Goal:
Review of all quarter and EOC grades/credits for all algebra courses offered through North Point Academy(Algebra A and B; Algebra C and D; and Algebra 1A and 1B, comparing online and standard text book course ware) in order to measure the credits completed by each student enrolled in these courses. Ongoing review of student pacing and chapter/unit test scores in these algebra courses will be conducted by staff in the weekly PLC time Comparisons will be made to year 2013-14 year. Also under consideration will be giving support to the Common Core and the investigation of offering Integrated Math I, II, and III. These two ideas will be evaluated within the framework and discussion of the algebra scores examined. Observation, research, and goal completion will culminate in 2016-17.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will be required to attend weekly math labs for assistance in algebra in order to stay on a year or semester's pace to complete the algebra course in which they are enrolled. Students and parents will sign an agreement at the time of enrollment to support this goal. Students can be exempted from this requirement with teacher and parent approval.	Spring Semester 2012 to 2016-17	Jon Good, Math Instructor				
Students will remain at school in order to complete all work and chapter/unit testing for algebra each week in order to support this goal.	Spring Semester 2012 to 2016-17	All staff with support from administration				
Parent/student/teacher conferences will take place during the weekly appointment should the student begin to fall behind in the algebra course in which they are enrolled as a response to intervention. The student will be assigned tutorial help in one of the 3 math labs held weekly on campus as well as when the computer lab is open for continued teacher assistance each week.	Spring Semester 2012 to 2016-17	All staff and support from administration				
All students will be required to "sign in/check in" to the math lab on the same day as their scheduled weekly appointment with their teacher to report on course progress. The math teacher will publish a weekly report by email to all instructional staff regarding the progress of each student.	Fall Semester, 2012 to 2016-17	Jon Good				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In order to meet the growing needs of increased student numbers in the lab, students may be assigned to work in and with the instructor in the computer lab for more 1-1 assistance.	Fall Semester, 2012 to 2016-17	All staff				
All students enrolled in online algebra courses will be required to complete all study guides and check ups before being allowed to progress to the testing sections.	Fall Semester, 2012 to 2016-17	Jon Good				
Parent support will be solicited regularly (through all calls, school monthly newsletter, and weekly phone calls or conferences) to encourage a "50 minute a day" math habit, at home, with a timer.	Fall Semester, 2012 to fall of 2013	All staff and administration				
Create and incorporate group, collaborative activities that support the common core goals in math across curricular assignments.	Fall semester 2014 and ongoing as needed.	NPA Staff evaluation by way of Smarter Balanced test scores				

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: World History
LEA GOAL:
SCHOOL GOAL #2:
Improve completion time for all students enrolled in world history to two semesters by encouraging all students to enroll in the online course.
Data Used to Form this Goal:
End of Course (EOC) world history test scores in 2012-13
Findings from the Analysis of this Data:
There has been a growing "trend" of math students transferring into NPA who were underperforming in World History course completion, both in their test scores and acquired credits. Schoolwide intervention became foremost in the staff's mind, a change from "student by student" intervention. We have discovered as a staff the student engagement is higher on the online course as compared to the textbook offering, and that course completion is more timely when students are enrolled in the online course, as compared to the textbook course offering.
How the School will Evaluate the Progress of this Goal:
Review and comparison of yearly (EOC) data for world history for two consecutive years will lead to discussion at the weekly PLC meetings in order to make interventions to improve student learning (as measured by test scores) and complete the world history courses on time.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Encourage all students needing World History to enroll in the online course over the text book based course offered, unless parent/student prefer the text book course.	Fall 2013 and subsequent spring of each year.	Gail Wagner				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Retrieve EOC world history test scores in 2012-13 for the calibration data. Compare EOC scores in world history for two consecutive years to serve as a benchmark as NPA transitions to SmarterBalance test scores.	Spring 2014, ongoing review each fall.	Gail Wagner				
All students will be required to complete the online study guides and check ups before attempting unit and chapter tests	Fall of 2012 and ongoing	All staff				

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: Technology
LEA GOAL:
SCHOOL GOAL #3:
Improve technology accessibility and Sustainability
Data Used to Form this Goal:
semester surveys completed by staff, parents and student populations
Findings from the Analysis of this Data:
The analysis revealed that students, staff and parents are frustrated with the slow internet access at the McCourtney site and with the newly acquired netbooks for student use.
How the School will Evaluate the Progress of this Goal:
Staff will create surveys and review the findings in order to improve technological communication with district and site level to create efficient and focused intervention for tech support.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To improve campus technology accessibility, the NJUHS District will have wireless connections installed at the campus to improve accessibility in staff/student netbooks and laptops.	Fall 2013	Technology Director and tech support assigned to the campus				
Staff will move student and parent populations closer to a "paperless" technological community by utilizing such available applications such as Turnitin.com and Google.docs	Begin investigation Fall of 2013 with culmination in the Fall of 2015 (for full implementation)	Administration and all staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will provide more opportunities/support for student use of technology through the student check out of netbooks.	Fall 2013	Tech department and site administration.				
Staff will work to clarify digital citizenship by offering a digital citizenship course as part of orientation and promotion of netbook check out.	Fall 2014 and ongoing	Department Chairs with admin support				

Planned Improvements in Student Performance

School Goal #4

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: Articulation and Enrollment
LEA GOAL:
SCHOOL GOAL #4:
Increase articulation and school enrollment for North Point Academy
Data Used to Form this Goal:
Enrollment reports and communication with community members or newly enrolled students who regularly exclaimed: "I've never heard of the North Point Academy! This is a great school!"
Findings from the Analysis of this Data:
With increased communication within all district staff and further publicity in the community, the enrollment increases at NPA. The school's ability to transition students back into the comprehensive high schools has also increased, therefore keeping student movement within the district, staving the flow out of district.
How the School will Evaluate the Progress of this Goal:
The school will compare enrollment and transfer data yearly. A steady increase will show progress towards the enrollment side of the goal. The school will also increase its communication with feeder schools (middle schools) and with the community college in order to evaluate the success of the transition of students into the high school district (particularly in math courses) and its graduates into the local community college with evaluation and comparison of the incoming college freshman placement scores in math.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote stronger awareness of opportunities offered at NPA	Spring 2013, ongoing	Anita Bagwell, administrator				
Increase NPA's articulation with the community college in mathematics	Fall 2014	Anita Bagwell, administrator				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase NPA's visibility in the community as a viable and competitive school choice as measured by doubling the 2013-14 enrollment figures (100 students) to 200 students in 2017-18	Fall 2013-14 to 2017-18	Anita Bagwell				
Develop a multi-media approach for the presentation of NPA and other district schools for use in the articulation process with feeder middle schools.	January 2014	District fund development team with site administration				
Develop a representative team of administrators and students from each high school in the district that will visit each feeder middle school.	February 2014	Ongoing each February				
Department Chairs affirmed by the school staff will become webmasters in order to keep NPA's web page continually updated as a growing feature of the school.	January 2014	department chairs of NPA				

Planned Improvements in Student Performance

School Goal #5

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: Common Core
LEA GOAL:
SCHOOL GOAL #5:
Transition to Common Core Instructional Strategies
Data Used to Form this Goal:
Review, preparation, and research of the Common Core as compared to the former CST forms of tests. Student work samples, PLC notes, and data disaggregation were also examined.
Findings from the Analysis of this Data:
All course offerings need to have embedded common core strategies that will assist students on independent studies to grow in thinking and learning.
How the School will Evaluate the Progress of this Goal:
All courses will have activities embedded into them that will reinforce the Common Core Goals.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create and implement collaborative group activities across the curriculum within the subject area support classes which will reinforce Common Core goals.	Fall 2014 and ongoing through 2019	department chairs				
.In all core subject areas, implement quarter and semester benchmark exams to transition data collection to the SmarterBalanced exams.	Fall 2014 and ongoing through 2019	department chairs.				

Planned Improvements in Student Performance

School Goal #6

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: Expected Schoolwide Learning Results
LEA GOAL:
SCHOOL GOAL #6:
Improve student achievement and proficiency in the participation and growth of Expected School wide Learning Results/School wide Learner Outcomes
Data Used to Form this Goal:
When participating in the WASC process, the WASC chair suggested that we make this a measureable goal.
Findings from the Analysis of this Data:
Though our staff and students participate year round in the Expected School Wide Learning Results, the staff did not have a template or a rubric to measure its findings of student understanding.
How the School will Evaluate the Progress of this Goal:
The staff will evaluate student work samples, student discussion, and student articulation of the ESLRs during PLC time, with a focus on the ELA curriculum in which the ESLRs will be embedded.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Each ESLR will be turned into an action statement. Students will be asked regularly as to how their curriculum is meeting that particular ESLR by citing specific evidence from their NPA experience.	Fall of 2013 through 2019	All instructional staff				
Staff will record, collect, and present data(of monthly ESLR focus conversations) at PLC meetings for staff review and determine if the ESLR is being met.	Spring 2014 through 2019	All instructional staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will include targeted ESLRs on NPA Master Agreement	Fall 2013	WASC coordinators				
Targeted ESLRS will be embedded within the ELA curriculum across the grade levels.	Fall 2014	Department chairs				

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
Anita Bagwell	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allison Chan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gail Wagner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chuck Patterson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Josephine Stewart	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alice Zauner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jon Good	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane Walker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jeanie Graves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Westley McMillan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sheldon Earnest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Isabella Thorne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Susan Keeny	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sally Humpherys	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	6	3	2	3

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) 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)**:

- | | |
|------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> English Learner Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Special Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Other committees established by the school or district (list): | <hr style="border: 0; border-top: 1px solid black;"/> 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 11-15 -2012.

Attested:


Anita Bagwell		
Typed Name of School Principal	Signature of School Principal	Date

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)
<u>Curriculum</u> 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
<u>Resources, Materials, Textbooks</u> 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.