The Single Plan for Student Achievement

School: William & Marian Ghidotti High School

CDS Code: 29-66357-0112367

District: Nevada Joint Union High School District

Principal: Melissa Madigan

Revision Date: 01/27/2014

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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Position: Principal

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Grass Valley, CA 95945

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

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School Vision and Mission

William & Marian Ghidotti High School's Vision and Mission Statements
The aim of our early college high school is to provide a rigorous, focused learning environment through a small, personalized academic program that bridges the divide between high school and college and makes higher education more accessible by reducing financial barriers. In addition to the academic focus, students will learn the leadership, technology, and critical thinking skills they need in order to be successful in today's rapidly changing career environment.

School Profile

A BLUE RIBBON SCHOOL
A California Distinguished School 2013
Initial full WASC accreditation 7/2011- 6 year term

Ghidotti Early College High School (GECHS) opened in Fall 2006, as a partnership between Sierra Community College and the Nevada Joint Union High School District. Located on Sierra College's Nevada County Campus and supported by a start-up grant from the Bill & Melinda Gates Foundation, it is one of 23 ECHS programs in California and 200+ in the nation. During its initial year, the school served 40 freshmen; in Fall 2007, the addition of a second class brought the student body to 80: in Fall 2008, a third class increased the population to 120. Currently enrollment is 160 students across all four grades. Ghidotti is a small school of choice within the Nevada Joint Union High School District. All students are required to apply for enrollment.

Our seniors are on track to earn an average of approximately 45 college units which are fully transferable to 4 year colleges and universities.

Postgraduate plans:

77% Attending 4 year college 11% Attending a community college 12% Other

Schoolwide Standardized Testing Data

Ghidotti ECHS has excelled in a variety of measures designed to assess overall student performance:

Academic Performance Index (API): 2007 = 877, 2008 = 913, 2009 = 878, 2010= 920, 2011= 923, 2012=927, 2013=935

Ghidotti ECHS has met all state goals, achieved the highest scores in the county, and is currently ranked in the top 1% of California schools based upon API.

Graduating Class of 2013

SAT 2013	Critical Reading	Writing	Mathematics
GECHS	634	602	608
STATE	498	495	512

ACT 2013	English	Mathematics	Reading	Science	Composite
GECHS	28.0	27.8	28.3	26.4	27.2
STATE	21.6	22.8	22.1	21.5	22.1

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 school site council is developing a survey for students, parent and staff input. Also, the school has used the following surveys:
1) Healthy Kids Survey
2) 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 a year. Tenured teachers are formally evaluated every other year. Informal observations occur throughout the year. Teachers are provided feedback for both the formal and informal evaluations. A student leadership class organizes various charity events and coordinates school activities (ie. blood drive, homecomings, rallies, donation days)

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

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

The staff uses data from local and state assessments to determine if its instruction is conducive to students performing at proficient or above.

Description of Barriers and Related School Goals

The barriers facing Ghidotti students are staff turnover, lack of high school course offerings, schedule constraints, and understaffing (especially in counseling and administration). The SPSA has not addressed most of this because Ghidotti's test scores and attendance rates, as well as suspensions and discipline, all show a school that is performing well. However, during Ghidotti's latest WASC report one of the areas to be addressed, or monitored, is staff burnout. So while the school is doing well, the staff needs more support to continue ensuring student success..

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	129	131	117	108	113	105	4	3	1	3	0	1
Growth API	923	932	938	925	931	938						
Base API	920	922	932	939	924	931						
Target	A	A	A	A	A	A						
Growth	3	10	6	-14	7	7						
Met Target	Yes	Yes	Yes	Yes	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	11	11	8	6	5	1	17	12	26	1	1	1
Growth API	888	914					895	906	925			
Base API		889	915				920	895	906			
Target												
Growth												
Met Target												

Conclusions based on this data:

1. The number of socioeconomically disadvantaged taking the test increased.

2. The scores of socioeconomically disadvantaged students increased.

3. Scores are going up in all subgroups where data was provided.

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	100	100	100	100	100	100	100	100		100	--	
Number At or Above Proficient	44	35	33	37	31	30	--	--		--	--	
Percent At or Above Proficient	97.8	94.6	86.8	100.0	96.9	85.7	--	--	--	--	--	--
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	No	--	--	--	--	--	--	--	--	--

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		100	100	100	--	100	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. Reading Comprehension
   Students have very high percentile scores in word analysis, reading comprehension and literary response and analysis. All departments at Ghidotti are currently working to help students comprehend material by slowing down, rereading and close reading. Strategies are being shared amongst all teachers. Biology has increased the number of nonfiction articles assigned and will add a nonfiction book to its curriculum. History is requiring the reading of more primary sources. The freshman AVID classes have adopted National Geographic as part of the curriculum. The major concentration of this class is learning close reading strategies for these nonfiction articles. All three English classes have increased their use of close reading strategies and have adopted nonfiction articles and books to complement their curriculum. With the increase in reading expectations, both in amount and depth, students should be able to maintain these high reading scores in the face of the much harder Smarter Balanced assessments. More training and curricular support in these efforts is needed.

2. Writing
The majority of students had high scores in writing strategies and writing conventions. However, the teachers at Ghidotti are concerned about their low scores in writing applications. Students were expected to write an essay and out of a score from 1-4 (4 being the highest), 21 out of 39 students scored in the 2 range. We feel that no student at Ghidotti should score below a three and the majority should score 4.

Two reasons have surfaced for this problem. One is that students missed the forewarning about the exam. They did not discuss the high expectations of the test and therefore did not rise to their potential. This year in AVID and in English, students will be given sample test prompts and will learn how to craft answers that will earn them a higher score. The bigger problem is that the students have not had enough opportunity to write in a variety of genres. In order to give them this practice, English teachers will have to experiment with different styles of essays. In addition, other subject teachers will have to assign research and analytical writing. Students need to be writing often in a variety of ways. To achieve this goal, teachers are going to need support for reading all these additional writing assignments. Readers have been used before by the District in both English and history courses, so students have more opportunities to write and more feedback about their progress. Ghidotti students would greatly benefit from writing more and hearing a variety of feedback about their progress.

3. The Site Council noted that the school should pay attention to students' handwriting because the CAHSEE writing portion is handwritten. Also, the site council noted that there is a need to hire readers to proof the students' grammar, structure, and tone allowing teachers to spend their grading focusing on content.

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	100	100	100	100	100	100	100	100		100	--	
Number At or Above Proficient	42	34	36	35	29	33	--	--		--	--	
Percent At or Above Proficient	93.3	91.9	94.7	94.6	90.6	94.3	--	--	--	--	--	--
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	Yes	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	100	100		100	100	100	--	100	100
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. Ghidotti students are well prepared for the Mathematics section of the CAHSEE. This year a record 94.7% of 10th graders scored proficient or above, up from last year's 91.9%.

2. As the 2014 CASHEE will have a major impact on AYP scores next year, it is essential that we meet our goals. I have analyzed students who scored less than 400 on the CAHSEE (380 is considered proficient), and they do not have much in common:

    Half were in Algebra in 9th Grade year, half were in Geometry
    3 scored lowest on the Probability/Statistics Section; 3 scored lowest on the Algebra 1 Section; 1 scored lowest on the Algebra Functions Section; 1 scored lowest in the Measurement and Geometry section (i.e. there is no one common weakness amongst the students).

    However, there is one interesting commonality: half of the students with scores below 400 no longer attend Ghidotti. Due to this fact, the math department recommends that students currently on "Academic Probation" do CAHSEE practice with Mr. Levinson in Math Seminar.

3. As our AYP target will increase next year, the math department also recommends that students who did not score well on the math section of the PLAN test do CAHSEE practice with Mr. Levinson in Math Seminar.

Planned Improvements in Student Performance

<u>School Goal #1</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: Assessment
LEA GOAL:
SCHOOL GOAL #1:
100% of GECHS students will achieve a federally passing score on all parts of the CAHSEE and proficient or advanced on the 10th grade life science STAR test.
Data Used to Form this Goal:
Input from site council members
Findings from the Analysis of this Data:
CAHSEE and STAR results
How the School will Evaluate the Progress of this Goal:
Results of the CAHSEE and STAR tests.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Ghidotti implemented Math, Science, and English seminar classes.	August	Principal				
Post CAHSEE dates, time, location in the weekly Grab Bag	Every week	Kathy Stephensen				
Target all current sophomores who scored below 400 on last year's STAR tests. These students will be receive extra prep time a short time before the CAHSEE	Fall	Staff				

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: College Readiness
LEA GOAL:
SCHOOL GOAL #2:
All Ghidotti students will be on track for meeting the California university system's A-G requirements at the time of their high school graduation. Freshman will have 4 year planning available to them at the beginning of freshman year. If incoming freshman are interested in pursuing an Associates Degree, they must indicate that on their application or during their first 4 year planning session.
Data Used to Form this Goal:
Input from the site council memebrs.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
This will be evaluated during the last semester senior year. Students will need to state their progress towards this goal in their Senior Board presentation.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students enroll in AVID.	Ongoing- All years, all students. Starts in August	Counselor				
Junior and Senior parent information night.	Ongoing- Yearly info nights	Counselor, principal				
Develop an on-going four year plan with every student.	Ongoing- Fall of each year					
One on one meeting with the high school and college counselors and sophomore student/parent.	Ongoing- Beginning of sophomore year and as needed					

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: College Readiness
LEA GOAL:
SCHOOL GOAL #3:
All Ghidotti students will complete a Sierra College class each semester during 10th - 12th grades. One Sierra College class is required during students' freshman year.
Data Used to Form this Goal:
Input from the site council members.
Findings from the Analysis of this Data:
This is mosly happening though a few students drop their only college class.
How the School will Evaluate the Progress of this Goal:
Student transcripts

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Develop 4-year plan with counselors.	On-going: August every year	Student and parents				
Meetings with college counselor.	Ongoing- during AVID and as needed					
Students must inform the principal, college counselor, and high school counselor before dropping a college class.	Ongoing					
Ghidotti students will take upper level math, English, and science courses through the college.	Ongoing- will asses class schedules from the college, when available					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Seniors are to go into the Freshman AVID classes to give advice, share experiences, tell their successes and failures.	Ongoing and as needed					

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: College Readiness
LEA GOAL:
SCHOOL GOAL #4:
Ghidotti students' drop rates from Sierra College classes will be lower than that of the general population. Conversely, Ghidotti students' completion rates in Sierra College classes will be higher than that of the general population.
Data Used to Form this Goal:
Input from the site council members.
Findings from the Analysis of this Data:
The data shows that this is goal is happening, though last year showed a dip in Ghidotti's percentage when compared to the general college population.
How the School will Evaluate the Progress of this Goal:
Data collected for the annual NJUHSD/SC Partnership meeting.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Students are supported through seminar classes and AVID.	August	Teachers and students				
Students reguarly meet with Karla Aaron, Jennifer Hurst-Crabb, and Ghidotti staff to receive guidance, access to needed resources, and facilitation between college and high school staffs.	August	Karla Aaron				
Post the Tutor Center hours in the Grab Bag	August	Kathy Stephensen				

Planned Improvements in Student Performance

<u>School Goal #5</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: College and Career Readiness
LEA GOAL:
SCHOOL GOAL #5:
Upon graduation from high school, all Ghidotti students will demonstrate readiness for continued college education through (1) appropriate college entrance exams; (2) a transcript reflecting transferable Sierra College credits; (3) a senior portfolio articulating high school accomplishments in academics, leadership, and service, along with college and career goals and action plans; and (4) identified self-management and college readiness skills.
Data Used to Form this Goal:
Input from the site council members.
Findings from the Analysis of this Data:
All seniors passes this processed. A couple of seniors needed to give the presentation a second time due to not meeting each standard.
How the School will Evaluate the Progress of this Goal:
Completion of the Senior Boards portfolio and presentation.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
We encourage and provide class time for sophomores to take the PLAN test and juniors to take the PSAT. We encourage all students to take the SAT and ACT by no later than their junior year.	Ongoing- starts freshman year.	Students, AVID teachers, counselor				
Appropriate training of support staff.	Ongoing- the district will provide appropriate and relevant training	Principal and staff				
Senior Board process.	Ongoing- Each senior class.	Senior AVID teacher				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ongoing development of grade level portfolio assignments.	Ongoing- during AVID	Teachers, students				
AVID and seminar classes help prepare students to become independent student learners.	Ongoing- During AVID	AVID teaches, students				

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: College and Career Readiness
LEA GOAL:
SCHOOL GOAL #6:
All students will score proficient (or equivalent) on the Junior-year Common Core assessment.
Data Used to Form this Goal:
The first administration of the Common Core assessment occurs in Spring of 2015, which limits the data available. Teachers did use Staff Development time to analyze problems found on the Smarter Balanced website.
Findings from the Analysis of this Data:
All staff members agreed that our students are not yet prepared for the amount of rigor and perseverance required by Common Core.
How the School will Evaluate the Progress of this Goal:
Starting in 2015, our students will take the Smarter Balanced assessment. We hope to use this data to shape and better our classes in the future.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Common Core Geometry	Order textbooks in Spring 2014 Begin teaching new curriculum Fall 2014	Levinson	CPM Core Connections Geometry Hardbound Student Book (40 books @$74 each) & Teacher Edition bundle (1@$225)	4000-4999: Books And Supplies	Common Core	3,443.78
Implement Common Core ELA	Order Common Core-aligned materials	Mason, Aguilar	Novels, National Geographic subscription, and other materials to be later identified as Ghidotti begins Common Core implementation	4000-4999: Books And Supplies	Common Core	3,000.00

Planned Improvements in Student Performance

<u>**School Goal #7**</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: College and Career Readiness
LEA GOAL:
SCHOOL GOAL #7:
Support teachers to increase their comfort level, confidence, and use of Common Core strategies.
Data Used to Form this Goal:
N/A
Findings from the Analysis of this Data:
This is a new goal.
How the School will Evaluate the Progress of this Goal:
Staff evaluation at the end of each semester.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Staff Evaluation	Each semester	Principal				

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						

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Common Core	6,443.78

Summary of Expenditures in this Plan

<u>**Total Expenditures by Funding Source**</u>

Funding Source	Total Expenditures
Common Core	6,443.78

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
4000-4999: Books And Supplies	6,443.78

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 6	6,443.78

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
Noah Levinson	[ ]	[X]	[ ]	[ ]	[ ]
Tom Kirwan	[ ]	[X]	[ ]	[ ]	[ ]
Janet Mason	[ ]	[X]	[ ]	[ ]	[ ]
Kristanne Heaton	[ ]	[X]	[ ]	[ ]	[ ]
Kristin Aguilar	[ ]	[X]	[ ]	[ ]	[ ]
Kathy Stephensen	[ ]	[ ]	[X]	[ ]	[ ]
Karla Aaron	[ ]	[X]	[X]	[ ]	[ ]
Jean Nilsson	[ ]	[ ]	[ ]	[X]	[ ]
Janet Stubbs	[ ]	[ ]	[ ]	[X]	[ ]
Kim Crevoiserat	[ ]	[ ]	[ ]	[X]	[ ]
Judy Alberts- alternate	[ ]	[ ]	[ ]	[X]	[ ]
Sarah Rohde- alternate	[ ]	[ ]	[ ]	[X]	[ ]
Darran Duhamel	[ ]	[ ]	[ ]	[ ]	[X]
Mitchell Nickerson	[ ]	[ ]	[ ]	[ ]	[X]
Jeremy Van Hecke	[ ]	[ ]	[ ]	[ ]	[X]
Nathaniel Crevoiserat- alternate	[ ]	[ ]	[ ]	[ ]	[X]
Ella Rohde- alternate	[ ]	[ ]	[ ]	[ ]	[X]
Numbers of members of each category:	**1**	**4**	**2**	**4**	**4**

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 01/27/2014.

Attested:

Melissa Madigan
_____
Typed Name of School Principal   Signature of School Principal   Date

Darren Duhamel
_____
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.

Board Approved: November 13, 2013