

# The Single Plan for Student Achievement

**School:** Central Valley HS  
**CDS Code:** 45-75267-4531901  
**District:** Gateway Unified School District  
**Principal:** Ryan Johnson  
**Revision Date:** October 29, 2015

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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**The District Governing Board approved this revision of the SPSA on November 18, 2015.**

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## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	149	135	90.6	135	2588.7	16	38	29	18
All Grades	149	135	90.6	135		16	38	29	18

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	30	54	16	24	48	27	16	67	18	30	54	16
All Grades	30	54	16	24	48	27	16	67	18	30	54	16

Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	149	143	96.0	142	2530.8	4	13	29	53
All Grades	149	143	96.0	142		4	13	29	53

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	8	37	55	8	52	40	6	57	37
All Grades	8	37	55	8	52	40	6	57	37

#### Conclusions based on this data:

1.

## 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: Safe and Nurturing Environment**

**LEA GOAL:**

All students in the Gateway Unified School District will learn in a safe and caring environment.

**SCHOOL GOAL #1:**

Central Valley High School will see a 3% decrease in suspension and referral rates for the 2015-16 school year.

**Data Used to Form this Goal:**

- - California School Climate Survey
- - California Healthy Kids Survey
- - School site discipline data (suspension and expulsion)
- - Staff survey regarding school discipline issues

**Findings from the Analysis of this Data:**

- - Suspension rate of school site exceeded state average
- - Expulsion rate of school site exceeded state average

**How the School will Evaluate the Progress of this Goal:**

-- This school goal will be evaluated on an annual basis as part of the PLC process, Positive Behavior Intervention and Support (PBIS) Committee and school site and district Safety Committee process

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Fully implement Positive Behavior and Intervention (PBIS) strategies.</p> <ul style="list-style-type: none"> <li>- Specific focus on attendance rates for the 2015-16 school year – implementation of “tardy sweeps” to focus students on arriving to class on time.</li> <li>- Full implementation of Attention to Attendance (A2A) program to improve attendance rates/reduce truancy</li> </ul>	Ongoing	Administration, counseling, PBIS Committee, school psychologist, all staff members	PBIS Professional Development from Safe and Civil Schools	None Specified	Title II Part A: Improving Teacher Quality	5000.00
<p>Develop a plan for Tier 1, 2 and 3 positive behavior interventions based on PBIS Committee recommendations</p> <ul style="list-style-type: none"> <li>- Refine and distribute comprehensive PBIS behavior matrix of student expectations.</li> <li>- Actively and explicitly teach behavior expectations to students in the classroom.</li> <li>- Continue to research Tier 2 and 3 interventions for students who consistently misbehave at school.</li> </ul>	Ongoing	Administration, counseling, PBIS Committee, school psychologist, all staff members				
<p>Consistently monitor data in PLCs (in PBIS Committee) to inform decision-making regarding discipline.</p> <ul style="list-style-type: none"> <li>- Analyze discipline data on a monthly basis to identify students for Tier 2 and 3 level interventions.</li> </ul>	Ongoing	Administration, counseling, PBIS Committee, school psychologist, all staff members				

## 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:

<b>SUBJECT: College Readiness</b>
<b>LEA GOAL:</b>
Reading will improve for all students. Students will demonstrate more than one year's growth as measured by the reading assessment tool. The overall district goal for K-11 reading levels will increase by more than a one-year grade level average, and the number of students reading at or above grade level will increase by 5%. Extended goal: 90% of students in the Gateway Unified School District will read at or above grade level proficiency.
<b>SCHOOL GOAL #2:</b>
5% of all students in grades 9-12 will increase reading and writing proficiency levels by one grade level or more as measured by the NWEA Reading Assessment, school-wide writing benchmark testing and the CAASPP summative assessment in ELA for Grade 11.
<b>Data Used to Form this Goal:</b>
AIMS Web reading assessments Gates MacGinitie reading assessments EAP-aligned writing prompts/assessments NWEA Reading assessments ACT & SAT achievement data CAASPP/SBAC summative scores
<b>Findings from the Analysis of this Data:</b>
The 2015 SBAC testing results of grade 11 revealed that 54% of CVHS students met or exceeded the ELA standards for college readiness. In math, 17% of CVHS students met or exceeded standards. In 2014-15, approximately 218 students from grades 9-11 (39.5%) at CVHS read below grade level as measured by Gates MacGinitie reading assessment. 86% of CVHS students are below proficiency in writing as measured by the EAP exam.
<b>How the School will Evaluate the Progress of this Goal:</b>
Continue to monitor NWEA reading assessments at least 3 times per year to gauge growth. Use of benchmark writing assessments multiple times per year to measure writing proficiency.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Identify school-wide reading proficiency data and at-risk readers and writers in grades 9-11 and disseminate data to instructional staff.</p> <ul style="list-style-type: none"> <li>By October of 2015, complete NWEA testing battery to collect data on reading achievement on all grade levels.</li> <li>Meet with site literacy team, PLC leadership team and instructional coaches to distribute NWEA data on at-risk readers lists based on results of reading assessments for grades 9-11.</li> <li>By September 2015, disseminate SBAC summative test results from juniors to inform writing instruction and assessment.</li> <li>Staff will utilize NWEA and SBAC assessment data in RtI Committee to plan interventions for struggling students in area of literacy development.</li> </ul>	Ongoing	Site Admin Instructional coaches PLC leadership team	NWEA Assessment System	0000: Unrestricted	District Funded	15000.00



<p>Community (PLC) and Lesson Study process to collect and analyze student achievement data as well as to plan improvements in literacy strategy instruction.</p> <ul style="list-style-type: none"> <li>• Staff will utilize NWEA and SBAC assessment data in RtI Committee to plan interventions for struggling students in area of literacy development.</li> <li>• Plan and conduct professional development by Northern California Writing Project, AVID and Solution Tree several times each year to increase staff understanding and skill in delivering literacy strategy instruction. Additionally, two instructional coaches will be available 3 class periods per day to assist teachers in implementation of literacy strategy instruction. (August, January 2015, plus each school day as additional individual days).</li> <li>• Site administration and PLC leadership team will plan and coordinate PLC meetings and Lesson Study process so teachers can collaboratively plan lesson plans and assessments aligned to Common Core standards and literacy strategy instruction (close reading strategies, writing to inform and persuade, academic discourse, etc.). In PLCs, teachers will analyze multiple forms of assessment</li> </ul>		<p>team Instructional coaches District Instructional Services</p>	
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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Administer multiple reading and writing proficiency assessments throughout the school year to measure progress in students' literacy development.</p> <ul style="list-style-type: none"> <li>Instructional coaches and PLC leaders will facilitate and coordinate administration of NWEA assessments multiple times during the school year and will disseminate data to gauge literacy skill development progress.</li> <li>Instructional coaches and PLC leaders will facilitate and coordinate writing benchmark assessments and will disseminate data. Administer benchmark writing assessments at least 2 times per year to gauge student proficiency in expository writing skills.</li> </ul>	Ongoing	Instructional coaches PLC leadership team				
<p>Continue two on-site instructional coaching and two technology coaching positions on site that will facilitate the PLC and Lesson Study process with the goal of embedding Common Core literacy instructional methods and assessment.</p> <ul style="list-style-type: none"> <li>Develop and implement the Lesson Study process to plan, create, implement and reflect on literacy lesson planning and assessment 3 times during the school year. Instructional coaches will facilitate the lesson study process within the PLC framework.</li> </ul>	Ongoing	Site Instructional Coaches	Instructional Coaching	0000: Unrestricted	District Funded	80000.00

## 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:

<b>SUBJECT: College Readiness</b>
<b>LEA GOAL:</b>
Mathematical practices proficiency will improve for all students. The number of students meeting or exceeding grade level math standards will increase by 5%.
<b>SCHOOL GOAL #3:</b>
There will be a 5% in the pass rate on the mathematics SBAC summative exam for 11th Grade.
<b>Data Used to Form this Goal:</b>
Past Math EAP exam results (previous 9 years) 2015 SBAC summative math exam results
<b>Findings from the Analysis of this Data:</b>
2015 SBAC summative math results showed 17% of CVHS students were college-ready in math (17% either are college ready or met standard). In the past, school-wide achievement in math as measured by the EAP is at an average of 4.9%. This passing rate indicates a major issue with our students' college readiness in math.
<b>How the School will Evaluate the Progress of this Goal:</b>
Series of math benchmarks in Integrated 1, 2, and 3 courses as well as in higher math courses. Future SBAC summative results in math - Level 4 (College Ready) and Level 3 (Met Standard)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Continue math PLC process and implement Lesson Study process to focus on SBAC mathematics test results.</p> <ul style="list-style-type: none"> <li>Utilization of PLC dates for math team to meet and collaborate on the math instructional and assessment cycle.</li> <li>Math team will collaborate in PLCs on embedding Common Core/college readiness instruction across courses in the department with fidelity with the aim of preparing student to improve achievement on the SBAC summative Math test.</li> </ul>	Ongoing	Math PLC members, Literacy coaches, administration, district office	CPM Math Textbooks and curriculum	0000: Unrestricted	District Funded	20000.00
Administration and instructional coaches will implement the Lesson Study process for all departments to ensure that Common Core college readiness instruction and assessment is being delivered in all courses.	Ongoing	Math PLC members, Literacy coaches, administration, district office				
Administration and counselors will analyze the participation rate on the SBAC summative math test and will counsel students to take 4 years of math with the aim of being college ready for math upon graduation.	Ongoing	Math PLC members, Literacy coaches, administration, district office				
Implement routine interim Common Core-aligned benchmark assessments will be administered multiple times per course per year to gauge student progress in college readiness for math.	Ongoing	Math PLC members, Literacy coaches, administration, district office				

## 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 English Language Arts**

#### **SCHOOL GOAL #1:**

Reading will improve for all students. The percentage of students reading at or above grade level in grades K-11 will increase by 5% as measured on the reading assessment tool MAP. Students reading below grade level in grades K-11 will demonstrate more than one year's growth as measured by the MAP assessment. The overall district goal for meeting or exceeding standards on the CAASPP ELA/Literacy assessment will increase by 5%.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PLCs will: <ul style="list-style-type: none"> <li>Choose the Essential Reading Standards</li> <li>Vertically align the Essential Reading Standards K-12</li> <li>Develop a curriculum map</li> <li>Develop/select common formative assessments for the Essential Reading Standards</li> <li>Evaluate data to analyze the effectiveness of teaching the Essential Reading Standards</li> </ul> Each School Site will develop an Intervention Team to develop a plan to be implemented by Fall 2016	<ul style="list-style-type: none"> <li>Jan. 2016</li> <li>Mar. 2016</li> <li>May 2016</li> <li>Ongoing</li> <li>Evaluate MAP data, Nov., Feb., May</li> <li>Fall 2016</li> </ul>	PLCs, Site Administration, District IS Dept.	Provide PLCs time to plan together (hire substitutes)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,000

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

**SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics**

**SCHOOL GOAL #2:**

Math proficiency will improve for all students. The percentage of students scoring High Average and High in grades K-11 on the MAP Mathematics assessment will increase by 5%. The overall district goal for meeting or exceeding standards on the CAASPP Mathematics assessment will increase by 5%.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PLCs will: <ul style="list-style-type: none"> <li>Choose the Essential Math Standards</li> <li>Vertically align the Essential Math Standards K-12</li> <li>Develop a curriculum map</li> <li>Develop/select common formative assessments for the Essential Math Standards</li> <li>Evaluate data to analyze the effectiveness of teaching the Essential Math Standards</li> </ul> Each School Site will develop an Intervention Team to develop a plan to be implemented by Fall 2016	<ul style="list-style-type: none"> <li>Mar. 2016</li> <li>Apr. 2016</li> <li>May 2016</li> <li>Ongoing</li> <li>Evaluate MAP data, Feb., May, Fall 2016</li> </ul>	PLCs, Site Administration, District IS Dept.	Provide PLCs time to plan together (hire substitutes)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,000

## Programs Included in this Plan

- ☒ This site operates a SWP and consolidates all applicable funds as part of operating a SWP. The LEA Plan (LCAP & Dept. Actions Plans) is district-wide with allocation of funds targeting programs and projects for all sites.

State Programs	District Allocation	Consolidated in the LEA Plan
<input checked="" type="checkbox"/> <b>Local Control Funding Formula (LCFF) – Base Grant</b> Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$12,517,580	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> <b>LCFF – Supplemental Grant</b> Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students <input checked="" type="checkbox"/> <b>LCFF – Concentration Grant</b> Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$1,725,049	<input checked="" type="checkbox"/>
Federal Programs	District Central Office Allocation	Consolidated in the LEA Plan
<input checked="" type="checkbox"/> <b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$316,472	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> <b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$15,573	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> <b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$155,726	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$246,056	<input checked="" type="checkbox"/>
State Programs	Site Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> <b>Restricted Lottery Funds</b>	\$20,106	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/> <b>Unrestricted Lottery Funds</b>	\$16,845	<input checked="" type="checkbox"/>
Total amount of state categorical funds allocated to this school	\$36,951	
<b>Federal Programs</b>	<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input type="checkbox"/> <b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$	
Total amount of state and federal categorical funds allocated to this school	\$36,951	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action 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
Ryan Johnson	X				
Lamara Kingston			X		
Gabrielle Stevenson			X		
Stephen Bell				X	
Renee Back				X	
Jesse Rogers				X	
Kevin Strohmayer			X		
<b>Numbers of members of each category:</b>					

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):

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ Signature
X	Special Education Advisory Committee	_____ Signature
X	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
X	Other committees established by the school or district (list): District Advisory Council	_____ 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 October 23, 2013.

Attested:

<u>Ryan Johnson</u> Typed Name of School Principal	_____ Signature of School Principal	_____ Date
<u>Ryan Johnson</u> Typed Name of SSC Chairperson	_____ Signature of SSC Chairperson	_____ Date

## CVHS Action Plan 2015-16

**Goal #1: Gateway Unified School District will work in partnership with parents and the community to assure that all students meet or exceed state standards. Developing and sustaining high performing schools for all PreK-12 students to graduate career and college ready without remediation.**

<b>Critical Achievements</b>	<b>Action</b>	<b>Timeline</b>	<b>Staff</b>	<b>Data Sources</b>	<b>Benchmark</b>	<b>Resources</b>
<b>Vibrant College and Career Readiness Culture</b>	Staff, students and parents hold rigorous expectations for learning and a strong belief that ALL students can succeed in post-secondary education	Ongoing	All staff	Parent, student, staff surveys; college-going data, National Clearinghouse	Increase in numbers of college-going CVHS graduates	College Options and Gear Up staff; TRIO; Shasta College
<b>Vibrant College and Career Readiness Culture</b>	<ul style="list-style-type: none"> <li>• There is frequent and meaningful parent and community communication regarding school goals and student progress</li> <li>• Increase parent education regarding college and career readiness standards and Common Core</li> <li>• Freshmen and Sophomore meetings bi-annually to discuss school-wide expectations, rigorous class schedules; transition plans to college and career via California Colleges website; development of meaningful and rigorous senior year</li> <li>• Parent/Student/Teacher conferences during minimum week (Fall)</li> <li>• Parent and community information night RE college finance, etc.</li> </ul>	Ongoing	All Staff	Parent surveys and feedback	Increase in numbers of college-going CVHS graduates	College Options and Gear Up staff; TRIO; Shasta College
<b>Vibrant College and Career Readiness Culture</b>	Frequent and ongoing academic counseling and monitoring of students' college and career readiness (A to G completion, CTE pathway completion, SAT and ACT battery of test preparation and participation, etc.)	Ongoing	All Staff	Student achievement data	Counseling visit stats, A to G completion increase, SAT and ACT participation increase	College Options and Gear Up staff; TRIO; Shasta College
<b>Vibrant College and Career Readiness Culture</b>	Instructional time valued by staff, students and parents and is RARELY interrupted	Ongoing	All staff	Student achievement data	Reduction in students out of class during instructional time	Campus monitor, vice principal, principal

Vibrant College and Career Readiness Culture	Student academic success is routinely celebrated in front of staff and students in school	Ongoing	All staff	Student achievement data	Recognition of student achievement each grading period	Counseling Office
Vibrant College and Career Readiness Culture	Wide range of academic and extracurricular and enrichment opportunities for students at all levels	Ongoing	All staff	Student achievement data	Majority of students on campus are involved in an activity of some sort	Clubs, athletic programs, all staff
Vibrant College and Career Readiness Culture	Numerous Advanced Placement (AP) course offerings and high % of students scoring a 4 or 5 on the exam	Ongoing	All staff	Student achievement data	Increased number of students participating in AP classes and testing	AP Teachers
Vibrant College and Career Readiness Culture	Numerous dual enrollment credit opportunities and a high % of students graduate with completed college credits; begin work on a "Young Scholar Program" with CVHS and SLS students in order for them to earn college credit through CSU Dominguez Hills	Ongoing	All staff	Student achievement data	Increased numbers of students earning college credit while in high school	Shasta College; higher education
Vibrant College and Career Readiness Culture	SAT and ACT participation rates increasing each year with the goal of 100% participation; the majority of students reach CSU/UC cut scores	Ongoing	All staff	Student achievement data	Increased numbers of participation and achievement on SAT/ACT	Counseling office; ACT and SAT; College Options, Gear Up
Vibrant College and Career Readiness Culture	Upon completion of 11 <sup>th</sup> grade, a high % of students reach "college ready" level on the new SBAC (EAP) assessments for ELA and Math	Ongoing	All staff	Student achievement data	Increase in college ready rates at 11 <sup>th</sup> grade	PLC, district office, SBAC
Vibrant College and Career Readiness Culture	<ul style="list-style-type: none"> <li>Continue to create and develop viable A to G-aligned Career and Technical Education (CTE) pathways which are made available to students in several of the industry sector pathways</li> <li>Continue to grow career pathways, including a Bio-medical Technology science pathway (STEM) as well as additional technology courses (Microsoft Lab) leading to industry certification</li> </ul>	Ongoing	All staff will review current courses for A to G approval	Master schedule, UC/CSU, College Board	100% default A to G approved course pathways	College Options and Gear Up staff; TRIO; Shasta College, UC/CSU, College Board

<b>Vibrant College and Career Readiness Culture</b>	<b>Successful record of CVHS graduates earning college degrees and/or industry certifications in higher education training programs</b>	<b>Ongoing</b>	<b>CTE Staff</b>	<b>CTE Pathway completion</b>	<b>Increase in CTE pathway completion</b>	<b>CDE; CTE; Counseling office</b>
<b>College and Career Readiness Instructional Program</b>	<b>Continue to align all school courses (including CTE courses) for A to G approval resulting in 100% of graduates being eligible to enroll in a 4-year college (without remediation) by 2016-17</b>	<b>Ongoing</b>	<b>All staff whose courses have yet to be approved for A to G</b>	<b>UC Doorways / College Options</b>	<b>100% default A to G approved course pathways</b>	<b>College Options and Gear Up staff; TRIO; Shasta College, UC/CSU, College Board</b>
<b>College and Career Readiness Instructional Program</b>	<p><b>Classroom instruction includes a daily school-wide focus on:</b></p> <ul style="list-style-type: none"> <li>• Close analytical reading of expository text at an appropriately complex level</li> <li>• Daily writing to inform, explain or argue using evidence from expository text</li> <li>• Speaking and listening skills through participation in academic conversations referring to expository reading</li> <li>• Express learning utilizing digital literacy skills</li> <li>• Student collaboration to mitigate real-world, non-routine problems</li> <li>• Critical thinking skills to increase depth of understanding of concepts and themes</li> <li>• Focus on attributes of college and career ready students (academic behaviors)</li> </ul> <p><b>Academic vocabulary acquisition to enhance comprehension and access to curriculum</b></p>	<b>Ongoing</b>	<b>All teaching staff; administration</b>	<b>Instructional reviews data collection; student achievement data; reading assessments; college readiness assessments</b>	<b>Increases in reading proficiency levels as measured by the NWEA reading assessment, Gates MacGinitie Reading Test (GMRT) and ACT, EXPLORE, PLAN; Increase in student levels of literacy 7% across the board (reading and writing)</b>	<b>Best instructional practices research based on Marzano, Hattie, Reeves, et al; professional development in critical analytical reading, writing, and speaking and listening</b>
<b>College and Career Readiness Instructional Program</b>	<ul style="list-style-type: none"> <li>• Research and implementation of best instructional practices and engagement strategies (based on research of Marzano, Hattie, Reeves, DuFour, et al); a strong focus on “guided instruction” practices is present in all instructional plans implemented by teachers</li> </ul>	<b>Ongoing</b>	<b>Administration; leadership team; counseling department</b>	<b>Instructional reviews data collection; student achievement data; reading assessments; college readiness assessments</b>	<b>Increases in reading proficiency levels as measured by the NWEA reading assessment, Gates MacGinitie Reading Test (GMRT) and</b>	<b>Best instructional practices research based on Marzano, Hattie, Reeves, et al; professional</b>

					ACT, EXPLORE, PLAN	development in critical analytical reading, writing, and speaking and listening
College and Career Readiness Instructional Program	<p>School's master schedule is organized to support instructional improvement:</p> <ul style="list-style-type: none"> <li>to allocate instructional time across subject areas</li> <li>to give students equitable access to experienced and effective teachers</li> <li>to provide collaborative planning time for teachers of same grade or subjects (PLCs)</li> <li>to ensure students have adequate learning time in subjects in which they need assistance</li> </ul>	Ongoing	Administration, counseling, teachers	Instructional reviews data collection; student achievement data; reading assessments; college readiness assessments	Increases in reading proficiency levels as measured by the NWEA reading assessment, Gates MacGinitie Reading Test (GMRT) and ACT, EXPLORE, PLAN	Research on 90-90-90 schools scheduling trends;
College and Career Assessment System	Routine and meaningful collaboration in PLC forum, guided by research and achievement data, inform all curriculum and instruction decision-making. Collaboration will occur on 20 minimum Mondays over the course of the year and could take the form of whole staff, departmental, grade level or inter-disciplinary collaboration	Ongoing	All staff	Instructional reviews data collection; student achievement data; reading assessments; college readiness assessments	Increases in reading proficiency levels as measured by the NWEA, Gates MacGinitie Reading Test (GMRT) and ACT, EXPLORE, PLAN	District administration; site administration
College and Career Assessment System	PLCs will develop Common Core-aligned assessments and rubrics using the SBAC sample assessments that measure college and career readiness: Common Core-aligned Instruction and assessment will lead to students possessing the college and career readiness attributes needed for success in higher education and careers: Students possess the ability to organize their academic work, engage in self-assessment, manage time, complete assignments with precision, use academic language proficiently (reading,	Ongoing	All staff	Instructional reviews data collection; student achievement data; reading assessments; college readiness assessments	Increases in reading proficiency levels as measured by the NWEA, Gates MacGinitie Reading Test (GMRT) and ACT, EXPLORE, PLAN	All staff: Common Core State Standards (CCSS); AVID; Smarter Balanced Assessment Consortium (SBAC)

	<b>writing, speaking, listening), to problem solve and think critically, to reason and assess evidence in support of claims, to communicate results in a manner that shows clear understanding of solutions, to complete projects connected to a viable career path that shows conceptual understanding of content and skills, collaborate in group settings with common goals, and to utilize media to effectively research and communicate.</b>					
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College and Career Assessment System	<p>PLCs will routinely assess student achievement data from Common Core assessments to inform and guide best practices instruction (data): assessments given and analyzed at least every 3 weeks. Additional college and career readiness indicators include the following:</p> <ul style="list-style-type: none"> <li>• NWEA Reading Assessments</li> <li>• Common Core SBAC Assessments</li> <li>• Common Core-aligned benchmark assessments</li> <li>• EAP pass rate</li> <li>• SAT minimum CSU/UC cut scores</li> <li>• ACT minimum CSU/UC cut scores</li> <li>• CTE pathway completion rate</li> <li>• Industry certification completion rate</li> <li>• ROP course completion rate</li> <li>• A to G completion rate</li> <li>• AP course completion rate</li> <li>• AP test scores</li> <li>• 4-year college acceptances</li> <li>• Community college acceptances</li> <li>• Community college dual enrollment course completion rate</li> <li>• First year college retention rates</li> <li>• Completion rate of Integrated III course or higher</li> <li>• Completion rate of chemistry course or higher</li> <li>• Percentage of students eligible to enroll in college credit-bearing coursework at the end of 11<sup>th</sup> grade</li> </ul>	Ongoing	All staff	See column to left	CDE benchmarks for API calculation	CDE; College Board; UC Doorways; CTE; ROP; Advanced Placement (AP); ACT; SAT
College and Career Assessment System	Frequent literacy and college readiness skill assessment administered to all students (ACT Battery: EXPLORE, PLAN, ACT, PSAT, SAT, GMRT, AIMS, formative assessments, summative benchmarks)	Ongoing	All staff	ACT, SAT, GMRT, AIMS, formative assessments, summative assessments	CSU/UC cut scores for ACT, SAT, GMRT, AIMS, mastery levels for formative/summative assessments	College Board; UC Doorways; College Options; Gear Up;
College and Career	Common Core alignment of learning	Ongoing	All staff	Alignment of	More	Research

Assessment System	objectives, curriculum, instruction, assessment and grading practices			grades and student achievement with learning objective mastery	students attaining mastery according to formative/summative assessments/standards-based grading	from Marzano, Reeves, Tim Brown, et al
College and Career Assessment System	Implement student assessment, grading and data monitoring systems to track students mastery (CA Colleges website, Aeries Analytics dashboard, Career Choices, GMRT, etc.)	Ongoing	All staff	Alignment of grades and student achievement with learning objective mastery	Standards-based grading; learning for mastery in classroom	CC website, Aeries Analytics dashboard, Career Choices, GMRT, etc
College and Career Assessment System	Involvement of students and parents in the PLC process	Ongoing	All staff	Parent and student surveys	Parent and student participation in formation of grading and assessment policies	Students and parents as stakeholders
College and Career Assessment System	Communication of assessment of student mastery of college readiness objectives to parents (standards-based grading)	Ongoing	All staff	Parent and student surveys; teachers	Parent and student awareness of college readiness benchmarks every few weeks	Students and parents as stakeholders
College and Career Assessment System	Develop school-wide literacy rubrics in line with Common Core standards in order to measure close analytical reading, writing, and speaking and listening skills	Ongoing	All staff	Criterion writing feedback; student writing proficiencies; student reading scores	Increase in student levels of literacy 7% across the board (reading and writing)	Criterion; AVID; Northern California Writing Project; CCSS, NWEA, Solution Tree
College and Career Assessment System	Research, development and implementation of Common Core-aligned checking for understanding techniques with fidelity: Staff will research and embed effective, research-based checking for understanding and formative assessment techniques and will use them	Ongoing	All staff All staff	Increase in student mastery of learning concepts in the classroom	Increase in student levels of literacy 5% across the board (reading and	Research on effective checking for understanding

	with fidelity				writing)	technique; Marzano research on formative assessment techniques
College and Career Assessment System	Ensure formative assessment is aligned with Common Core in assessing higher order thinking and literacy skills after each lesson plan: Staff will research and develop lessons assessing higher order thinking skills in line with Common Core (analysis, synthesis, evaluation, critique, etc.)	Ongoing	All staff	Increase in student mastery of learning concepts in the classroom	Increase in student levels of literacy 5% across the board (reading and writing)	CCSS; SBAC; formative and summative assessments
College and Career Assessment System	Common Core-aligned instruction and assessment will lead to students possessing the college and career readiness skills and attributes needed for success in higher education and careers (four attributes of college and career readiness: academic behaviors, critical thinking skills, academic language and real-world application of learned content).	Ongoing	All staff	College retention rates; college ready rates at 11 <sup>th</sup> grade; college degree completion rates	Increase in student retention and completion of college degrees	College Options; Gear Up; College Board; Reach High Shasta
College & Career Readiness Intervention and Adaptation	There are universal screening processes to identify students at all grade levels who need additional academic and behavioral support and all staff are trained in how to deliver at-risk instruction at the Tier 2 and Tier 3 levels: implementation of annual testing for 8 <sup>th</sup> graders (incoming 9 <sup>th</sup> graders) in the spring that measures literacy levels (reading, writing, etc); measures used to place students in English excelled reading lab to increase reading levels and proficiency; implementation of Explore test for all 8 <sup>th</sup> graders as well as incoming math assessment to determine deficient and advanced students	Ongoing	All staff	Student retention rates in CVHS; high rate of retention of freshmen students	Increase in student retention at CVHS; increase in freshmen success and retention rates	CC website; Aeries Analytics; ACT battery of tests; SAT; GMRT; AIMS; formative assessments; summative assessments
College & Career Readiness Intervention and Adaptation	A campus-wide philosophy exists that supports the belief that failure for ANY student is NOT an option	Ongoing	All staff	Reduction in D, F I rates and increase in student success and retention rates especially at 9 <sup>th</sup> grade level	Reduction in D, F, I rates for our students	College Options; College Board; Gear Up
College & Career Readiness	Grading practices are aligned with a	Ongoing	All staff	D, F and I	Increase in	Research

<b>Intervention and Adaptation</b>	<b>college and career readiness standards mastery philosophy: staff will research the work of Doug Reeves and Robert Marzano and reassess grading practices in light of transition to College and Career Ready instructional practices</b>			<b>rates, college readiness assessments; formative and summative assessments aligned to college readiness standards</b>	<b>student mastery of learning concepts based on college readiness and alignment of grades to that mastery</b>	<b>from Marzano, Reeves, Tim Brown, et al</b>
<b>College &amp; Career Readiness Intervention and Adaptation</b>	<b>Bridge courses offered for students for senior year who are not college ready</b>	<b>Ongoing</b>	<b>All staff</b>	<b>Pass / "clear" rates for ERWC course at senior year for conditionally ready students</b>	<b>High rate of "clear" rates for conditionally ready students</b>	<b>CSU Chico; ERWC program</b>
<b>College &amp; Career Readiness Intervention and Adaptation</b>	<b>Maintain achievement data on students who have not reached college ready mastery in order to analyze effective interventions</b>	<b>Ongoing</b>	<b>All staff</b>	<b>College readiness assessments (SAT, ACT, GMRT, A to G completion rate, college acceptance rates, etc.)</b>	<b>Increase in student college readiness assessment data by 7%</b>	<b>ACT, SAT, NWEA, GMRT, ERWC, SBAC, formative and summative assessments</b>
<b>College &amp; Career Readiness Intervention and Adaptation</b>	<b>Swift interventions provided for students who have not reached mastery and accelerated and extended learning opportunities for students who have reached mastery</b>	<b>Ongoing</b>	<b>All staff</b>	<b>College readiness assessments (SAT, ACT, GMRT, A to G completion rate, college acceptance rates, etc.)</b>	<b>Increase in student college readiness assessment data by 7%</b>	<b>College Options; College Board; Gear Up; ERWC</b>

**Action Plan 2015-16**

**District Department:** \_\_\_\_\_

**Goal #2: Gateway Unified School District students/staff will learn and work in a safe, supportive and caring environment.**

**Current Status:**

<b>Critical Achievements</b>	<b>Action</b>	<b>Timeline</b>	<b>Staff</b>	<b>Data Sources</b>	<b>Benchmark</b>	<b>Resources</b>
The CVHS campus will be drug free	Campus routinely partners with the Shasta County Sheriff's Department for anti-drug operations on campus – sheriff drug dogs will visit campus at least 4 times during 2012-13	Ongoing	CVHS Administration and staff	Discipline data regarding substance abuse issues	Reduction in drug offenses on campus	Shasta County Sheriff's Department: K9 units
Safety issues are routinely and adequately discussed and plans are developed to mitigate any safety issues on campus	School site Safety Committee is fully established and routinely meets to discuss physical safety as well as social safety issues and communicates issues to District Safety Committee	Ongoing	Selected staff and student representatives	Discipline data, facilities maintenance records and inspections, input from staff	Decrease in safety incidents on campus	District maintenance office; site maintenance crew; Keenan online safety training
Students have access to highly qualified staff members who provide therapy for adolescent issues	A part time therapist (MFT) is available to student on campus	Ongoing	Shared district psychologist	Discipline data; teacher and staff referrals	Reduced number of student issues on campus	District office: school psychologist
Administration and staff implement a Positive Behavior Intervention and Support (PBIS) system	Staff receive PBIS training in order to implement school-wide PBIS matrix and positive behavior interventions	Ongoing	Shared district psychologist and on-campus adviser (Matt Fry)	Discipline data; teacher and staff referrals	Reduced number of student issues on campus	District office: school psychologist
All school staff are fully trained and practiced in school emergency procedures and emergency procedure drills are run every month	Routine drills of all types are run on campus to teach staff and students proper procedures and skills during emergencies.	Ongoing	CVHS Administration and staff	Discipline data	Reduced number of student issues on campus	District office: school psychologist

<b>Overall, CVHS will achieve a 3% decrease in the suspension rate.</b>	<b>Fully implement PBIS culture and procedures campus-wide.</b>	<b>Ongoing</b>	<b>All CVHS staff</b>	<b>Discipline data; year to year and longitudinal</b>	<b>Reduction of 3% in suspension rate</b>	<b>School staff, school psychologist, campus monitors, counselors</b>

**Action Plan 2015-16**

District Department: \_\_\_\_\_

**Goal #3: Gateway Unified School District will engage with the community to meet the District's Mission and Vision.**

**Current Status:**

<b>Critical Achievements</b>	<b>Action</b>	<b>Timeline</b>	<b>Staff</b>	<b>Data Sources</b>	<b>Bench mark</b>	<b>Resources</b>	<b>Status</b>
Increase communication regarding college and career readiness movement with parents.	Accomplish through use of school website, digital newsletter, and automated calls and parent meetings.	Ongoing	Administration, counseling, office staff	Parent surveys	Parent survey data		Ongoing
Address community and parent questions and concerns by increasing communication.	Schedule and hold parent open forum nights periodically to allow community members and parents to ask questions or voice concerns.  Administration will hear and response to those questions and concerns during the open forum.	Ongoing		Parent surveys	Parent survey data		Ongoing
Routinely attend City Coordinating Council meetings to communicate with elements of city and community leadership	Attend monthly meetings of the Shasta Lake City Coordinating Council to keep communication between the community and school regarding events and other items.	Ongoing	Administration	Meeting minutes			Ongoing

**Action Plan 2015-16**

**District Department:** \_\_\_\_\_

**Goal #4:** Gateway Unified School District will ensure that the work force is highly qualified and well trained.

**Current Status:**

<b>Critical Achievements</b>	<b>Action</b>	<b>Timeline</b>	<b>Staff</b>	<b>Data Sources</b>	<b>Benchmark</b>	<b>Resources</b>	<b>Status</b>
High Quality Staff Selection, Leadership and Capacity-Building	Professional development opportunities are fully aligned to mission and vision of college and career readiness and implementation of the Common Core Standards. Teachers will attend training in critical thinking, questioning and literacy strategies to enhance their abilities to teach close reading, writing to learn, listening, speaking and collaboration. This training will be provided through cooperation with other agencies and projects, such as AVID and the Northern California Writing Project.	Ongoing	All staff	Shasta County Office of Education, district office, school administration	All teachers trained in components of the Common Core state standards	PLC training and professional development; Common Core standards and standards for teaching practice; best instructional practices research (Marzano, Hattie, et al)	Ongoing
High Quality Staff Selection, Leadership and Capacity-Building	Keep vigilant presence in classrooms to assess instructional environment and successful student learning	Ongoing	All Staff	Instructional Review data, student achievement data	Visits to each classroom	Instructional review and feedback forms (iPad app)	Ongoing
High Quality Staff Selection, Leadership and Capacity-Building	Cultivate effective teachers who are strong in curriculum, instruction, assessment and interventions	Ongoing	All Staff	Instructional Review data, student achievement data	Give leadership opportunities	Internal professional development, AVID training, No CA Writing Project	Ongoing
High Quality Staff Selection,	Establish training programs on curriculum, instruction, assessment, interventions and	Ongoing	All Staff	Instructional Review data,			Ongoing





<b>Leadership and Capacity-Building</b>	<b>grading (develop a Gateway Teacher Academy) and utilize PLC process to share practices, research and data</b>			<b>student achievement data</b>			
<b>High Quality Staff Selection, Leadership and Capacity-Building</b>	<b>Provide resources and time for teacher collaboration during the school week (PLC time)</b>	<b>Ongoing</b>	<b>All Staff</b>	<b>Instructional Review data, student achievement data</b>			<b>Ongoing</b>
<b>High Quality Staff Selection, Leadership and Capacity-Building</b>	<b>Provide access to instructional coaches with a proven record of success with students (literacy and technology coaches are preferred for initial transition to Common Core)</b>	<b>Ongoing</b>	<b>All Staff</b>	<b>Instructional Review data, student achievement data</b>			<b>Ongoing</b>
<b>High Quality Staff Selection, Leadership and Capacity-Building</b>	<b>Effectively mentor teachers on curriculum, instruction, assessment, interventions and grading practices</b>	<b>Ongoing</b>	<b>All Staff</b>	<b>Instructional Review data, student achievement data</b>			<b>Ongoing</b>
<b>High Quality Staff Selection, Leadership and Capacity-Building</b>	<b>Assign teachers roles as mentors, instructional coaches and PLC leaders</b>	<b>Ongoing</b>	<b>All Staff</b>	<b>Instructional Review data, student achievement data</b>			<b>Ongoing</b>
<b>High Quality Staff Selection, Leadership and Capacity-Building</b>	<b>Work together in collaborative teams focused on improving instructional practices</b>	<b>Ongoing</b>	<b>All Staff</b>	<b>Instructional Review data, student achievement data</b>			<b>Ongoing</b>
<b>High Quality Staff Selection, Leadership and Capacity-Building</b>	<b>Research, study and implement effective instructional strategies (i.e., Marzano, Hattie, et al)</b>	<b>Ongoing</b>	<b>All Staff</b>	<b>Instructional Review data, student achievement data</b>			<b>Ongoing</b>

