

The Single Plan for Student Achievement

School: Mountain Lakes High School
CDS Code: 45-75267-4530077
District: Gateway Unified School District
Principal: Mark Telles
Revision Date: November 10, 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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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	31	25	80.6	25	2463.8	4	4	28	64
All Grades	31	25	80.6	25		4	4	28	64

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	12	48	40	4	20	76	4	32	64	4	28	68
All Grades	12	48	40	4	20	76	4	32	64	4	28	68

Conclusions based on this data:

1. With only 31 students (80.6%) tested, it is difficult to draw significant conclusions, however, our goal for reading would be to decrease the number of students below proficiency from 40% to 30% or less through the use of targeted interventions (RTI) based on the NWEA assessment results.
2. With 76% of our students below the proficient mark in writing, our goal is to raise our at, near, or above proficient number from 24% to 32% or more through the use of targeted writing interventions based on formal and informal writing assessments.
3. With only 36% of our students scoring at, near, or above proficiency in listening and communication, our goal is to increase that number to 44% or more. Additionally, with 32% of students scoring at, near, or above in the areas of research and analysis our goal is to raise that number to 40% or more.

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	31	25	80.6	25	2442.6	0	4	12	84
All Grades	31	25	80.6	25		0	4	12	84

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	0	12	88	0	20	76	0	36	64
All Grades	0	12	88	0	20	76	0	36	64

Conclusions based on this data:

1. With only 31 students testing (80.6%) it is difficult to draw conclusions, however, our goal for the area of concepts and procedures would be to increase the at, near, or above proficient number from 12% to 20% or more through targeted intervention (RTI).
2. With only 20% of our students scoring at, near, or above proficient in the areas of problem-solving, and real world math problems, our goal is to increase that number to 28% or more.
3. With only 36% of our students scoring at, near, or above proficient in the areas of reasoning and the ability to support mathematical conclusions, our goal is to raise that score to 44% or more with target interventions (RTI).

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: Language Arts
LEA GOAL:
Reading will improve for all student. Students will demonstrating more than one year's growth as measured by the NWEA reading assessment tool. The overall district goal for K-11 reading levels will increase by more than a one-year grade level average. ELA proficiency will improve for all students. The number of students meeting or exceeding grade level ELA standards will increase by 5%. Extended goal: 90% of students in the Gateway Unified School District will read at or above grade level proficiency.
SCHOOL GOAL #1:
Mountain Lakes High School Action Plan for 2015 - 2016 can be viewed in Appendix A.
Data Used to Form this Goal:
Reading Plus pilot program 2014-15
Findings from the Analysis of this Data:
The program would sustain student interest leading to the motivation to complete the program and increase reading levels and comprehension ability.
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Fully implement the Reading Plus program for all students. Use NWEA assessment data to inform targeted interventions (RTI).	On-going	ELA teacher and admin.	Program paid for, for three years. NWEA a new district-wide assessment program.	None Specified	None Specified	

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: Mathematics
LEA GOAL:
Math proficiency will improve for all students. The number of students meeting or exceeding grade level math standards will increase by 5%.
SCHOOL GOAL #2:
Mountain Lakes High School Action Plan for 2015 - 2016 can be viewed in Appendix A.
Data Used to Form this Goal:
CAASPP data. Fully implementing CPM Integrated Math 1, 2, and 3 for the 2015-2016 school year.
Findings from the Analysis of this Data:
See CAASPP analysis.
How the School will Evaluate the Progress of this Goal:
MLHS will gather CAASPP and baseline NWEA data for the 2015-2016 school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CPM math curriculum with targeted interventions.	On-going	Math teacher and admin.				

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 & Career Readiness
LEA GOAL:
All schools will establish a school culture for college and career readiness.
SCHOOL GOAL #3:
Mountain Lakes High School Action Plan for 2015 - 2016 can be viewed in Appendix A.
Data Used to Form this Goal:
The program is being established.
Findings from the Analysis of this Data:
2015-2016 will be the benchmark year.
How the School will Evaluate the Progress of this Goal:
Number of students who successfully complete the entire two-year College and Career Readiness certificate program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Fully implement a two-year program for juniors and seniors.	On-going	All faculty and admin.				

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: History/Social Science:
LEA GOAL:
Students will graduate college ready without remediation
SCHOOL GOAL #4:
Students earn full credit in their government, economics, U.S. history and world history courses and will have mastered the site established essential learning standards.
Data Used to Form this Goal:
Earned credit numbers and summative assessment data.
Findings from the Analysis of this Data:
Students are not currently earning full credit in these courses and the essential learning standards were established at the start of this year and have yet to be fully implemented.
How the School will Evaluate the Progress of this Goal:
Earned credit numbers and pre/post test data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitor course formative and summative assessment data and credits earned.	on-going	Teacher and admin.				

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Science: Physics and Biology
LEA GOAL:
All students will graduate college ready without remediation.
SCHOOL GOAL #5:
Students will earn full credit in their science courses and will have mastered the site established essential learning standards.
Data Used to Form this Goal:
Earned credit numbers and summative assessment data.
Findings from the Analysis of this Data:
Students are not currently earning full credit in these courses and the essential learning standards were established at the start of this year and have yet to be fully implemented.
How the School will Evaluate the Progress of this Goal:
Earned credit numbers and pre/post test data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitor course formative and summative assessment data and credits earned.	on-going	Teacher and admin.				

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"> Choose the Essential Reading Standards Vertically align the Essential Reading Standards K-12 Develop a curriculum map Develop/select common formative assessments for the Essential Reading Standards Evaluate data to analyze the effectiveness of teaching the Essential Reading Standards Each School Site will develop an Intervention Team to develop a plan to be implemented by Fall 2016	<ul style="list-style-type: none"> Jan. 2016 Mar. 2016 May 2016 Ongoing Evaluate MAP data, Nov., Feb., May Fall 2016 	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"> Choose the Essential Math Standards Vertically align the Essential Math Standards K-12 Develop a curriculum map Develop/select common formative assessments for the Essential Math Standards Evaluate data to analyze the effectiveness of teaching the Essential Math Standards Each School Site will develop an Intervention Team to develop a plan to be implemented by Fall 2016	<ul style="list-style-type: none"> Mar. 2016 Apr. 2016 May 2016 Ongoing Evaluate MAP data, Feb., May, Fall 2016 	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"/> Local Control Funding Formula (LCFF) – Base Grant 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"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students <input checked="" type="checkbox"/> LCFF – Concentration Grant 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"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$316,472	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Title I, Part A: Parental Involvement (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"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (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"/> Title II, Part A: Improving Teacher Quality 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"/> Restricted Lottery Funds	\$3,660	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/> Unrestricted Lottery Funds	\$3,067	<input checked="" type="checkbox"/>
Total amount of state categorical funds allocated to this school	\$6,727	
Federal Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> Title I, Part A: Allocation 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	\$6,727	

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
Mark Telles	X				
Abigail King			X		
PJ Bullard			X		
Jill Rose		X		X	
Mary Brown		X			
Sean Bullock					X
Katie Bullock					X
Numbers of members of each category:	1	1	2	2	1

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

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 15, 2015.

Attested:

Mark Telles

Typed Name of School Principal

Signature of School Principal

Date

Mark Telles

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Action Plan 2015-2016

District Department: Mountain Lakes High School

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 Pre K-12 students to graduate career and college ready without remediation.

Current Status:

SMART GOALS	Action	Timeline	Staff	Data Sources	Benchmark	Resources	Status
<u>College Ready</u> By June 2016, the CPM (Integrated math 1,2, and 3) math program will be fully implemented and a collaboration grading system with a rubric will be established. (Makerspace)	Review prior assessments and grading data. Work with the SCMP2 grant, PLC goals, other discussion, meetings, interventions, and planning as needed.	On-going SCMP2 peer collaboration, PLC meetings and review every six weeks at the start and end of each new session.	Principal and math faculty. Other district and county support and collaboration as needed.	PLC minutes, learning objectives, formative and summative assessments, and NWEA, and CAASPP.	Grades and credits and other formative and summative assessments. Mastered learning objectives. See PPSP's.	SCMP2 CCSS, CPM, Session learning objectives. Intervention course and RTI.	Ongoing in conjunction SCMP2, CPM trainings, and district and site PLC's.
<u>College Ready</u> By June 2016, STEM-type hands-on classroom science labs and grade-level extension learning projects (Makerspace) will have been created and taught in every session.	Identify and promote the new standards and demonstrate the use of STEM-type projects each session. PLC goals, other discussion, meetings, interventions, and planning as needed.	On-going with general review meetings every six weeks at the start and end of each new session	Principal and science faculty. Other district and county support and collaboration as needed.	PLC minutes, formative and summative assessments. Course data and observations.	Session grades and credits and other formative and summative assessments. Mastered learning objectives. See PPSP's	Standards, and guidelines and/or and pacing guides. and other on-line learning Sources and RTI.	Ongoing in conjunction with California Standards training and PLC assessment planning.
<u>College Ready</u> By June 2016, 5% of all long-term students will have increased their reading and comprehension ability by one full grade level or more using the Reading Plus program and the interventions suggested by the NWEA assessment data.	Analyze Reading Plus, CAASPP and NWEA data, and other relevant student performance data. Monitor reading intervention coursework. PLC meeting (updates) and planning sessions.	On-going with reviews twice per six week session. On-going student monitoring and intervention when needed.	Principal and ELA staff. Other district and county staff support for intervention and support as needed.	Reading Plus, CAASPP and NWEA assessment and summary data.	At least one grade level improvement in reading ability. Reading Plus and NWEA summary data.	The Reading Plus program and NWEA data and other support curriculum and intervention materials and RTI.	Ongoing with six week reviews and re-evaluations of the process and student achievement.

<u>College Ready</u>							
By June 2016, the core Social Sciences will have integrated the use of technology (iPad) and will be using digital assignments and writing, etc. The courses will offer a "menu" of project-based coursework each session and Makerspace.	Collaborate with district curriculum and instruction dept., SCOE, and other continuation high schools to research, select and implement "menu" course-work and iPad (app) and digital student/teacher interface through Office 365.	Revise the created Professional Practices Session Plans as follows: <u>U.S. History: November and March. World History: December and April. Econ: November</u>	Principal and Social Science faculty. District curriculum and instruction staff. County/other outside consultants as needed.	Session reviews, (every six weeks) coursework documentation, observation, digital archives, and PLC minutes.	Pre-and Post assessment data, grades, learning objective mastery, productivity, formative and summative assessment, student surveys.	On-line resources and applications, (apps) colleague collaboration regarding project-based learning, district and county mentoring and support-RTI.	Staff training (in-district) and CSS outline of what level of reading will be expected of our students. PD as needed.
<u>College Ready</u>							
By June 2016, staff and admin. will implement a comprehensive (SEL based) writing program/opportunity in every course offering school-wide. (California State Standards)	Collaborate with district curriculum and instruction dept., SCOE, and other continuation high schools to research, select and pilot at least one writing intervention and support program school-wide. Adopt MLHS standard rubrics.	Research and collaboration to be completed by <u>November 2015</u> . Piloting to begin in the third session. Implement in all courses School-wide by <u>June 2016</u>	Principal and faculty. District curriculum and instruction staff. County/other outside consultants as needed.	General writing assessments with adopted school-wide (district-wide) rubrics. Embedded assessments in each course. Illuminate.	Long-term students will demonstrate the ability to write the essential career and college ready documents. Proficient re: the adopted CCS rubrics.	Adopted rubrics and writing plan to support the school writing learning objectives. Min. three times per year. District support services. NWEA.	On-going staff training (in-district) re: outline of what level of writing that will be expected of our students.
<u>Career/College Ready</u>							
By June 2016, staff will research, create, and implement a technology competency program based on the iPad and the CSS technology standards.	Create a set of specifically targeted technology Benchmarks that are deemed to be essential for both career and college readiness. Create a "how to" mini-program for iPad familiarity.	Research/pilot an iPad intro program by the <u>fourth session 2015</u> Implement a CCSS Technology Standards Certificate component by <u>October, 2016</u> .	Principal and faculty. District IT staff as consultants and support. Other district staff.	PLC meeting minutes, "how-to" program results and data. Student "Certificate" progress documentation.	PLC meeting minutes, "how-to" program results and data. Student "Certificate" progress documentation.	District IT staff as consultants and support. Other district staff. Other schools and technology plans and curriculum.	Preliminary CSS technology benchmarks have been identified. The district has an iPad "how-to" (bingo) quiz.
<u>Career Ready</u>							
By June 2016, staff and admin. will research, select, and begin to implement a Two-year Work Readiness Certificate and Life Skills program for all Juniors and Seniors.	Research online and contact other continuation high schools regarding a Work Readiness program and Certificate with a general Life Skills component.	Complete research by <u>February 2015</u> . Begin senior implementation no later than <u>Session 2 2016</u> , and implementation for juniors not later than <u>session five 2015</u> .	Principal, all school faculty, counselor, ROP teachers, and Ag. FFA teacher.	On-going completion of certificate benchmarks and Senior graduation portfolios.	Certificate progress, Senior graduation portfolios School newsletter and website. Increased hiring of students.	Adaptations from current MLHS program, ROP and/or Ag./FFA and other work readiness components.	On-going and introducing the Work Readiness Certificate in the Survival Class, and we are also preparing a new FFA program.
<u>Career Ready</u>							
By June, 2016 all students will participate in the PLATO Career exploration and (Bronze, Silver, and Gold) career readiness modules.	Staff will explore the career education modules in the PLATO program to determine a standard for student participation at each grade level.	Complete research and exploration of modules by <u>November, 2015</u> . Establish standard for student participation and implement by <u>Session Five--March 2016</u>	Principal, school counselor, faculty using the PLATO software, ROP and Ag. teacher.	PLATO program student logs and data files. Student summary of on-line career research.	PLATO program student logs and data files. Student written summary of on-line career research (see writing plan)	PLATO program and the new school-wide writing program.	Following the training, we will use more of the PLATO program. Staff developing Certificate component.

Action Plan 2015-2016

District Department: Mountain Lakes High School

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

Current Status:

SMART GOALS	Action	Timeline	Staff	Data Sources	Benchmark	Resources	Status
<p><u>Bullying and Tolerance</u></p> <p>School counselor and admin. (staff will reinforce) will begin to implement the "Character Development and Leadership" Program to teach tolerance, anti-bias, and anti-bullying lessons.</p>	<p>Fully adopt and implement the "Character Development and Leadership" program. Develop, promote and teach essential SEL and pro-social skills. Create classroom posters and develop lessons.</p>	<p>Program components and lessons will be taught in every class at least once per session beginning no later than session four 2016.</p>	<p>Counselor, principal, all faculty and staff. District staff and district-wide positive behavior intervention and support (PBIS) committee.</p>	<p>School news – letter and school and district websites. Student hand-book . Posters, and the daily school bulletin.</p>	<p>School news – letter and school and district websites. Student hand-book . Student parent surveys. Survival course.</p>	<p>District-wide Mega Skills program. Bullying prevention materials.</p>	<p>On-going as students are introduced to a No-Bullying program in Survival and leadership and are aware of the SEL skills.</p>
<p><u>Student Leadership Program</u></p> <p>By June, 2016 three cohorts of students will have completed the "Character Development and Leadership" (and) Capturing Kid's Hearts" Life-Skills program.</p>	<p>The majority of MLHS students will complete the leadership program and will have the life/SELskills and tools they need to be successful students and young adults.</p>	<p>The first leadership cohort is receiving the curriculum and training and two more cohorts will be trained in session 3-4 and 5-6.</p>	<p>The MLHS counselor, the principal, and guest speakers. The faculty will reinforce the themes and concepts.</p>	<p>Coursework, student surveys, PLC meeting updates, parent feedback, suspension and attendance rates.</p>	<p>Coursework, student surveys, PLC meeting updates, parent feedback, suspension and attendance rates</p>	<p>The Character curriculum and other life-skills /SEL resources.</p>	<p>On-going and being implemented. Cohort #1 is currently being trained.</p>
<p><u>School-Wide Discipline</u></p> <p>By June, 2016 school site staff and admin. will implement a school-wide discipline and behavior management matrix. The goal will be to reduce suspensions by 5% or more as compared to the 2014-2015 rate.</p>	<p>Research, select or fully adopt and implement or pilot a (site) or district-wide research based positive behavior intervention and support program. Fully implement the SEL skills program.</p>	<p>Begin research, or follow the district's lead on adopting and establishing a Behavior Matrix program. Desired implementation by or before <u>Dec. 2015</u>. (see RTI Behavior goals/work in development)</p>	<p>Principal, all faculty and staff. District staff and district-wide positive behavior support task force.</p>	<p>School news-letter and school and district websites. Student hand-book. Decreased behavior referrals in Aeries.</p>	<p>School news-letter, school website, school handbook. Decreased student discipline and truancy, and increased academic productivity.</p>	<p>School site staff and any relevant [new] programs or resources. RTI and SEL</p>	<p>Major changes have been made to the standard behavior and discipline expectations. Still need to establish the Behavior Matrix.</p>

Action Plan 2015-2016

District Department: Mountain Lakes High School

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

Current Status:

SMART GOALS	Action	Timeline	Staff	Data Sources	Benchmark	Resources	Status
<p><u>Student Study Team</u></p> <p>Faculty and admin. will use the ALSUP format to involve more parents and to address serious academic, attendance, and behavior issues. New session progress reports will include SST/SART requests, for a 5% or more reduction in absences.</p>	<p>Fully establish site criteria and standard protocols for calling, preparing for, and attending ALSUP/SST and SART meetings. Use the PBIS best practices and create a "solution-oriented" meeting with timelines and responsibilities.</p>	<p>Refine and adapt the SST and SART process on site as needed. Begin using the new progress report procedure to call more SST/ALSUP and SART meetings.</p>	<p>Principal, all faculty and staff. District staff and district-wide PBIS and Student Study Team/ALSUP committee as needed.</p>	<p>Student files, district records, logged in the intervention data file in Aeries. Compiled SST and SART meeting data.</p>	<p>School news-letter, school handbook. Decreased student discipline, and truancy, and increased productivity.</p>	<p>District and site SST/ALSUP team and the established documentation and protocols. School site and district support staff as needed. All relevant outside resources.</p>	<p>Ongoing. Will be increasing in frequency as the new progress report format is implemented throughout the year.</p>
<p><u>MLHS School Website</u></p> <p>School site admin. will work with staff to prepare and update our website pages and links to ensure that parents, students, and the community are well informed.</p>	<p>Faculty greeting pages (with syllabi) will be created and maintained on our website. Parents will be encouraged to use the Aeries portal to monitor their student's grades, and students will access on-line programs.</p>	<p>All faculty and the principal will have greeting pages on our website by the end of the fourth session, 2016.</p>	<p>Principal and all site staff with relevant news and/or information from other district programs or departments.</p>	<p>MLHS website, faculty pages, parent resources, student resources.</p>	<p>MLHS website, faculty pages, parent resources, student resources.</p>	<p>School site staff, district staff and departments. Relevant educational or community related info.</p>	<p>On-going. The new Schoolwires program allows for more user-friendly choices to create and upgrade the webpage</p>
<p><u>Parent Communication</u></p> <p>School staff and admin. will increase the amount of parent contact and communication through e-mail (Aeries grades), phone calls, special events, the webpage, site council, all-call messages, etc.</p>	<p>School site staff will track communication data, parent feedback, and parent communication preferences. An increase in parent input opportunities will be created and documented. Parents will be asked for their contact preferences at enrollment.</p>	<p>Communication preferences will be determined as of the start of session three, 2015. Special evening events will be held in the Fall and Spring.</p>	<p>All faculty and site admin. District representatives and guest speakers as needed.</p>	<p>Parent session newsletters, website, on-line calendar, all-call messages, flyers/mailers, Meeting minutes, and call logs.</p>	<p>Increased parent satisfaction in being informed of student progress (or lack of) and increased student progress.</p>	<p>Parent session newsletters, website, on-line calendar, all-call messages, flyers/mailers, Meeting minutes, and call logs.</p>	<p>On-going. Will continue current practices and will add the described practices and procedures throughout the year.</p>

Action Plan 2015-2016

District Department: Mountain Lakes High School

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

SMART GOALS	Action	Timeline	Staff	Data Sources	Benchmark	Resources	Status
<p><u>California State Standards</u></p> <p>School site staff and admin. will contact and/or visit other continuation high schools to gather 'best practices' ideas and information for the implementation of the California State Standards and CAASPP preparation.</p>	Collaborate with district curriculum and instruction dept., SCOE, and other continuation high schools to research, select and put in place a California State Standards based CAASPP preparation program.	Complete the research by <u>December 2015</u> , and begin school-wide PLC implementation by <u>January 2016</u> .	Principal, faculty and other district and county staff and/or necessary outside advisors or consultants.	PLC meetings and agendas, documented additions to the school-wide reading/writing intervention and support plans.	Student familiarity and comfort with the CAASPP assessment formats and expectations.	Best practices for CAASPP preparation of continuation high school students. Similar schools and on-line resources.	On-going, will be contacting and working with the Calif. Continuation High School (CCEA) organization.
<p><u>Professional Practice Support</u></p> <p>Each faculty member will be provided with the opportunity to spend time either observing a successful core teacher in their subject area, or will be encouraged to seek out an opportunity to collaborate with colleagues.</p>	Based on mutually agreed upon needs or interests, faculty will observe a master teacher or will avail themselves of an opportunity to collaborate with colleagues in the field on a relevant topic.	Faculty will submit an area of interest or the name of a teacher/site by <u>November 15, 2015</u> for administration approval and scheduling.	Principal and all faculty. Input and suggestions from district staff and/or county staff re: master teachers.	PLC meeting agendas, and individual debriefing sheets.	General shared "best practice" discussions and follow-up with classroom observations (admin.) and individual discussions.	District/county expertise re: the selection of the appropriate master teachers.	The focus of this opportunity will mainly be the California State Standards, CAASPP or technology.
<p><u>iPad Classroom Technology</u></p> <p>School site staff will complete an iPad technology training needs assessment, and a plan will be developed to provide the relevant training for the use of iPads in the classroom.</p>	Staff will identify the training and support they need to implement on-line and digital teaching and learning using the iPad. Course outlines and syllabi will contain iPad use assignments relevant to the subject matter and tasks.	Staff will complete an iPad technology needs assessment by November 10, 2015, and a plan will be created for the appropriate (on-going) professional development.	Principal and faculty/staff and district curriculum and instruction and IT staff.	Each staff member will self-certify iPad classroom use competency or will formally request additional training.	iPads and application (apps) resources will be implemented with fidelity with the goal of using them to their maximum potential.	District Information Technology Department, on-line resources and all relevant outside vendor help-lines and/or tutorials.	Staff currently have widely varying levels of expertise and comfort with iPad use in the classroom.
<p><u>Blended Learning/Modified Day</u></p> <p>School site staff and admin. will research other continuation high school curriculum delivery models and programs, relating to "menu-type" curricular offerings to appeal to a wide range of students.</p>	Admin. and select faculty will work as a sub-group to create a report regarding the successful use of a "menu-type" continuation high school program.	Research will be completed by January 2016, and a plan will be developed by March of 2016.	Principal, select faculty, and district curriculum and instruction and technology staff.	Compiled information regarding course and program descriptions, faculty reports, student feedback, grades, credits earned, etc.	Compiled information regarding course and program descriptions, faculty reports, student feedback, grades, credits earned, etc.	Other continuation high schools and their on-line offerings and resources. CCEA model schools and best practices.	With the focus on GEO and its potential to grow, MLHS has an interest in being a viable and complementary program.

Action Plan 2015-2016

District Department: Mountain Lakes High School

Goal #5: Gateway Unified School District will provide and maintain facilities and grounds that enhance student learning and accommodate student capacity.

Current Status:

SMART GOALS	Action	Timeline	Staff	Data Sources	Benchmark	Resources	Status
<u>School Culture</u> Create new hallway designs and re-paint the street-facing wall of the MPR with new logo.	Solicit designs (student and staff) For the new hallway artwork and decorations.	Plan to be in place by January 2016. During the 2015-2016 school year.	Maintenance, staff, staff and art students, etc.	The completed project. Improved appearance, photos on our school website.	Noticeable progress on the project. Improved appearance, photos on our school website.	Paint: wall paint and art/mural paint. Brushes, rollers, drop cloths, etc.	This plan has begun and will be completed by the end of the 2015-2016 school year.
<u>Security and Safety</u> Security cameras and lighting outside and inside the school to deter vandalism and other unwanted activities.	Install an outside and inside camera security system.	As soon as funds are available and allocated.	Site and district maintenance and/or privately contracted security system firm.	The completed project.	The completed project. Decreased incidences of vandalism.	All appropriate materials and infrastructure work.	Awaiting district grant, and will now include inside locking doors for all rooms on the Toyon Learning Center site.
<u>Security and Safety</u> Repair all doors on site that Do not lock easily or properly.	Submit the proper work orders and follow-through with the repairs.	Work to be completed by December 2015.	District and site maintenance staff.	The completed work orders—staff survey acknowledging all repairs completed satisfactorily.	No issues, problems, or concerns with the locking of doors.	As needed or required by site or district maintenance staff.	Work orders are being prepared. One classroom door lock has been successfully repaired.
<u>Security and Safety</u> Refine the new upgraded school paging and communication system to assist in proper emergency drill communication.	Assure that alarms and communications can be heard in every area of the school site. Assure that the office can communicate with classrooms in an all-call manner.	To be completed by November, 2015.	Site and district maintenance and/or privately contracted installation team.	The (fine-tuned) completed project.	Instant school-wide communication and loud clear bells and alarms heard in every classroom.	District funds.	Some fine-tuning needs to be completed.

Action Plan 2015-2016

District Department: Mountain Lakes High School

Goal #6: Gateway Unified School District will be fiscally accountable to the public and will allocate resources based on Board Goals.

Current Status:

SMART GOALS	Action	Timeline	Staff	Data Sources	Benchmark	Resources	Status
<p><u>Monitoring</u></p> <p>Site administration and support staff will assure that all major purchases and requisitions will be directly tied to the Critical Achievements/Action Plan and Five Year Goals for the site.</p>	School admin. and staff will work with the district office to closely monitor site budgets.	On-going with regular checks of fund balances, and planned needs.	School principal, office manager, district office staff, and other site staff as needed.	Escape data, fund balances, resource codes, audit files, etc.	Escape data, fund balances, resource codes, audit files, etc.	Escape system, site and district budget reports. Appropriate staff.	Ongoing with the inclusion of the MLHS School Site Council.
<p><u>General Decision-making</u></p> <p>Work with Site Council to introduce and explain the Critical Achievements/Action Plan, LCAP and Three Year Goals.</p>	Meet with the School Site Council in order to give them the opportunity to understand and offer input regarding school expenditures.	This topic will be on all Site Council Agendas and will be discussed at special meetings if needed.	All Site Council members and any other interested parties who visit the Site Council meeting.	Escape data, fund balances, resource codes, Site Action Plan, audit files, etc.	Site Council minutes, annual Site Council report for WASC file.	School Site Critical Achievements/Action Plan, school budget data.	Ongoing and fully implemented.