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GOAL 1: CREATE AND IMPLEMENT A SYSTEMATIC PROCESS OF INTERVENTION THAT ADDRESSES THE NEEDS OF ALL STUDENTS AND STUDENT GROUPS (I.E. FAILED LEARNERS, EL, SED, SWD, ETC...) TO ENSURE THAT ALL STUDENTS WILL HAVE THE TIME AND SUPPORT NEEDED TO LEARN AT HIGH LEVELS.

RATIONALE FOR CRITICAL NEED:

Self-study findings indicate that a number of student sub-groups, including our growing socioeconomically disadvantaged (SED) and students with disabilities (SWD) perform lower than their counterparts on CST and CAHSEE exams. Discussions and recommendations from the focus groups and departments as well as review of our data support this need. In addition, Nevada Union is currently in the second year of Program Improvement and need to intensify our focus on proficiency rates for the CAHSEE.

SUPPORTING DATA:

Socioeconomically Disadvantaged Student Data:

2013 API – 750 for SED students (- 6 since 2010)

2013 CAHSEE (ELA) – 79% passed vs 94% passed for not economically disadvantaged

2013 CAHSEE (Math) – 83% passed vs 93% passed for not economically disadvantaged

Students with Disabilities Data:

2013 API – 576 for SWD students (-48 since 2010)

2013 CAHSEE (ELA) – 49% passed vs 90% passed school wide

2013 CAHSEE (Math) – 42% passed vs 90% passed school wide

ESLR'S ADDRESSED:

- Perceptive Thinker
- Adaptable Problem Solver

MONOTOR PROGRESS

TOOLS:

- CSTs
- CAHSEE
- Smarter Balance Assessment
- API
- Student work and classroom assessments
- Grade level assessments
- Content area assessments
- SAT/AP Tests
- A-G data

REPORT PROGRESS:

Administrators and School Team Leaders will report progress to parents, staff, school board and students annually. Results will be integrated into annual school improvement assessments.

FREQUENCY:

School Team Leaders and Site Council will review progress annually as data becomes available. Modifications and revisions to the action steps will be made as needed to ensure achievement of the Growth Targets.

GROWTH TARGETS:

2014/15

- 5% overall increase in CST Proficiency levels for all remaining subject areas and for each sub group
- 3% increase in CASHEE Proficiency levels for Socioeconomically Disadvantaged students
- 3% increase in CAHSEE Proficiency levels for Students with Disabilities
- 100% common summative midterm and final assessments aligned with Common Core for all collaborative academic teams
- 100% Essential Learning Outcomes in core areas aligned with Common Core Standards
- 2% overall increase in CAHSEE pass rate for both ELA and Math
- A formalized system to monitor D and F students from progress, quarter and semester grades

2015/16

- Additional 5% overall increase in CST Proficiency levels for all remaining subject areas and for each sub group
- Additional 2% increase in CAHSEE Proficiency levels for Socioeconomically Disadvantaged students
- Additional 2% increase in CASHEE Proficiency levels for Students with Disabilities
- At least one common formative assessment per semester aligned with Common Core for all collaborative academic teams
- 2% overall increase in CAHSEE pass rate for both ELA and Math
- A formalized system of intervention with D and F students from progress, quarter and semester grades
- A baseline will be established with Smarter Balanced Assessments by an analysis of the data including comparisons of similar schools. Preliminary benchmarks will be established for the next three years.

2016/17

- Additional 5% overall increase in CST Proficiency levels for all remaining subject areas and for each sub group
- Additional 2% increase in CAHSEE Proficiency levels for Socioeconomically Disadvantaged students
- Additional 2% increase in CAHSEE Proficiency levels for Students with Disabilities

- At least one common formative assessment per unit aligned with Common Core for all collaborative academic teams
- Maintain at least 94% pass rate for CAHSEE overall
- A 5% decrease in students with Ds and Fs based on the intervention system
- The established benchmark for the Smarter Balance Assessment will have been determined and the data will be analyzed.

GOAL #1 TASKS:

Task 1 – Implement a new method of testing for the 10th grade CAHSEE

Task 2 – Evaluate and improve current school wide intervention programs at Nevada Union to ensure that they are systematically promoted and fully utilized by parents, students and staff.

Task 3 – Evaluate and align current bell and master schedules and course offerings in order to refine and expand student intervention systems at the school wide, department, and collaborative team levels.

Task 4 – Develop a system to identify current and potential intentional non-learners and failed learners, discover the reasons why (academic, social, health, personal, etc...) these students are struggling, and connect them with the appropriate support resources needed.

Task 5 – Develop a school wide intervention system that will consist of academic incentives and required participation for struggling students.

TASKS	PERSON(S) RESPONSIBLE	IMPLEMENTATION STEPS & RESOURCES NEEDED	OUTCOMES THAT ARE TANGIBLE	TIMELINE	REPORTING
<p>Task 1 - Implement a new method of testing for the 10th grade CAHSEE</p>	<p>Site Testing Coordinator</p> <p>Site Testing Tech</p> <p>Teacher Proctor</p>	<p>Create a new schedule for the exam</p> <p>Create an alternative testing environment</p> <p>Get all teachers involved in proctoring the exam</p> <p>Train all teachers to proctor CAHSEE</p>	<p>10th graders will test from 7:30am to 10:30am with all other students either on a late start or involved in alternative activities</p> <p>20 -23 10th grade students test in individual classrooms as opposed to the mass testing in the gymnasium</p> <p>All teachers will proctor test and be trained. Each classroom will have two teacher proctors</p>	<p>March 2014</p>	<p>Staff meetings</p> <p>School Lead Team meetings</p> <p>Collaborative Team meetings</p> <p>Site Council meetings</p> <p>School Web Site</p> <p>Daily Diggins Bulletin</p> <p>NJUHSD Board meetings</p> <p>Parents Club meetings</p>

<p>Task 2 – Evaluate and improve current school wide intervention programs at Nevada Union to ensure that they are systematically promoted and fully utilized by parents, students, and staff.</p>	<p>Principal/Site Administration</p> <p>School Team Leaders</p> <p>Site Council</p> <p>SWS staff</p> <p>Collaboration teams</p> <p>Staff</p>	<p>Create comprehensive list of programs and their functions (who they serve)</p> <p>Evaluate current program to eliminate or consolidate any redundancy</p> <p>Implement improvements created by stakeholders</p> <p>Promote current programs to staff, parents, and students to increase knowledge and utilization</p>	<p>Leaders of intervention programs submit descriptions of their programs and who they serve</p> <p>Strengths and weaknesses are analyzed by School Team and Site Council</p> <p>Recommendations are given and implemented to improve current intervention programs and written into the revised Action Plan and School Site Plan</p> <p>List of programs posted and communicated through a variety of mediums (Site Council, Web Site, Staff Meetings, Parents Club, Daily Diggins, etc...)</p>	<p>Spring 2014</p> <p>Fall 2014</p> <p>Spring 2015</p>	<p>Staff meetings</p> <p>School Lead Team meetings</p> <p>Collaborative team meetings</p> <p>Site Council meetings</p> <p>Parents Club meetings</p> <p>School Web Site</p> <p>NJUHSD Board meetings</p>

			Increased student attendance at various intervention programs on campus		
Task 3 - Evaluate and align current bell and master schedules and course offerings in order to refine and expand student intervention systems at the school wide, department, and collaborative team levels.	Principal/Site Administration School Team Leaders Site Council Collaboration teams	Analyze content intervention practices and times outside of regular class time Identify intervention times and needs that are not being served Develop and add consistent intervention times outside of regular class time Attend additional intervention trainings (potentially Mattos) Visitations of other schools to evaluate	Intervention report is created to show what gaps exist in terms of times and groups that are not being served Administration and School Team Leaders add and find potential funding for additional time where needed Staff that attends intervention trainings learn/share bell/master schedule strategies as well as a tiered intervention system with entire staff Findings from school visits reported to entire staff and other	Spring 2014 Summer 2014 Fall 2014 and Spring 2015	Staff meetings School Lead Team meetings Collaborative team meetings Site Council meetings Parents Club meetings School Web Site NJUHSD Board meetings

resources needed.	<p>Collaboration teams</p> <p>Counselors</p>	<p>Develop a system to identify current and emerging intentional non-learners and failed learners at Nevada Union</p> <p>Create process for investigating contributing factors to failed and intentional non-learners and connecting them to appropriate resources</p>	<p>Effective system created to identify failed learners and intentional non-learners</p> <p>List of students for staff to know will need additional support before they start class</p> <p>Counselors and administrators meet with identified students to discuss factors</p> <p>Additional support gives student an individualized plan to perform better academically</p>	<p>Summer/Fall 2014</p> <p>Summer 2015</p> <p>Fall 2015</p> <p>Fall 2015</p>	<p>Site Council meetings</p> <p>Parents Club meetings</p> <p>School Web Site</p> <p>NJUHSD Board meetings</p>
Task 5 - Develop a school wide intervention system that will consist of academic	Principal/Site Administration	Research and report out academic incentives and	Staff visits other schools who have implemented school wide intervention	Fall 2014	Staff meetings

incentives and required participation for struggling students.	School Team Leaders	restrictions	strategies		School Lead Team meetings
	Site Council	Staff agree on recommendations to move forward with a tiered intervention system	Staff development of a tiered intervention system	Spring 2015	Collaborative team meetings
	Collaboration teams		Tracking system developed so all stakeholders know where students are		Site Council meetings
	Counselors	Develop tracking system for all students in the tiered intervention system	Students transition into newly developed system	Spring 2015	Parents Club meetings
		Implement agreed upon system of intervention	Reduction of intention non-learners and failed learners on campus and reduction of Ds and Fs	Fall 2015	School Web Site
				Fall 2015 on-going	NJUHSD Board meetings

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GOAL 2: ESTABLISH NU AS A SCHOOL OF EXCELLENCE OFFERING PERSONALIZED LEARNING OPPORTUNITIES WITH CLEAR PATHWAYS TO COLLEGE AND CAREERS.

RATIONALE FOR CRITICAL NEED:

Students will benefit from clear meaningful instruction. This includes CCSS, small learning communities, thematic instruction and authentic assessment. We are adapting to reductions in ROP’s course offerings and the state and national CTE trend of Linked Learning Pathways and a shift to CCSS. Nevada Union High School is preparing to expand small learning communities, is refining and formalizing CTE opportunities, and is providing professional collaboration needed for this implementation. Our goal is to increase student engagement and achievement.

SUPPORTING DATA:

A-G Data

2012 – 43.3% of graduating students met A-G requirements (49.3% female and only 36.6% male)

2011 - 47% of graduating students met A-G requirements (56.4% female and 38% male)

2010 - 44.9% of graduating students met A-G requirements (48.4% female and 41.1% male)

2009 – 38.8% of graduating students met A-G requirements (41.3% female and 36.5% male)

2008 – 35% of graduating students met A-G requirements (38.7% female and 31.3% male)

Graduation Rate among sub-groups

2012 – 93.7% - 430/403 = All Students 87.9% - 140/123 = SED 50% - 44/22 = SWD

2011 – 94.9% - 474/450 = All Students 90.2% – 123/111 = SED 56.3% - 48/27 = SWD

2010 - 93.2% - 470/438 = All Students 88.2% - 85/75 = SED 70% - 30/21 = SWD

Attendance Data

August 2013

November 2013 (latest data)

Enrolled = 1840 % Actual Attendance = 96.4%

Enrolled = 1776 % Actual Attendance = 94.7%

August 2012

Enrolled = 1976

% Actual Attendance = 96.6%

June 2013

Enrolled = 1819

% Actual Attendance = 94%

August 2011

Enrolled = 2030

% Actual Attendance = 96.7%

June 2012

Enrolled = 1884

% Actual Attendance = 94.8%

August 2010

Enrolled = 2152

% Actual Attendance = 97.0%

June 2011

Enrolled = 1994

% Actual Attendance = 94.8%

Pathway Data

- The Humanities Academy is so impacted that in 2014/15, the pathway will split into two cohorts to satisfy the demand
- The Partnership Academy is completely full each year with a waiting list

ESLR'S ADDRESSED:

SELF-DIRECTED ACHIEVER

ADAPTABLE PROBLEM SOLVER

INNOVATIVE PRODUCER

COLLABORATIVE CONTRIBUTOR

PERCEPTIVE THINKER

EFFECTIVE COMMUNICATOR

MONOTOR PROGRESS

TOOLS:

Retention Data

Graduation of SED and SWD population

GPA improvement

D and F list

Student Exit Survey

Student enrollment

Grade level assessment

Graduation rate

A-G data

Anecdotal evidence

Attendance

Title 1 achievement

REPORT PROGRESS:

End of year report composed by program staff. Administrators and School Team Leaders will report to parents, staff, school board and students annually. Results will be integrated into annual school improvement data.

FREQUENCY:

School Team Leaders and Site Council will review progress annually as data becomes available.

GROWTH TARGETS:

Spring 2014

- Recruitment of Design Engineering Academy at the foundation schools (60 initial enrollment target)
- Planning and creation of two separate Humanities Pathways

2014/15

- Implementation of Humanities Pathways into two cohorts to accommodate demand
- Implementation of Design Engineering Academy
- Crane Regional Grant submission for three new Pathways: Agricultural Mechanics, Agricultural Science and Woods Products Development
- Learning Outcomes in core areas and pathways aligned with CCSS

2015/16

- At least a 3% growth in A-G completion (at least 5% in male and 2% in female)
- Create a foundation and post-secondary articulation goal

GOAL 2 TASKS:

Task 1 – Clarify CTE Pathways for current alignment and the creation of potential pathways in the future

Task 2 – Apply for additional career pathway trusts (funding) and partnership grants

Task 3 - Develop literature that clearly articulates and defines the options and opportunities on the NU campus

Task 4 – Recruit teachers into the developing pathways

Task 5 – Expand our outreach to all stakeholders (8th grade visitations, open house for parents, articulation with NU staff and foundation schools)

TASKS	PERSON(S) RESPONSIBLE	IMPLEMENTATION STEPS & RESOURCES NEEDED	OUTCOMES THAT ARE TANGIBLE	TIMELINE	REPORTING
<p>Task 1 – Clarify CTE Pathways for current alignment and the creation of potential pathways in the future</p>	<p>Principal/Site Administration</p> <p>Curriculum Committee</p> <p>Grant and Pathway team</p>	<p>Ensure that courses offered in CTE pathways reflect a clear sequence.</p> <p>Make sure that the pathway makes a clear connection to careers and or post-secondary education</p>	<p>Matrix adopted outlining the pathway options and sequences</p>	<p>Summer 2014</p>	<p>Staff Meetings</p> <p>School Team Leaders</p> <p>Parents Club Meetings</p> <p>Counselors Meetings</p> <p>School Site Council</p> <p>District Board Meeting</p>
<p>Task 2 – Apply for additional career</p>	<p>Like-minded teams of teachers and district</p>	<p>Collaborate with district for funding</p>	<p>The creation and implementation of the Green Academy,</p>	<p>Spring 2015</p>	<p>Staff Meetings</p>

<p>pathway trust (funding) and partnership grants</p>	<p>superintendent of finance</p>	<p>sources. Apply for state and federal funding as available.</p>	<p>Agricultural Mechanics, Agricultural Science and Wood Products Development</p>		<p>School Team Leaders Parents Club Meetings Counselors Meetings School Site Council District Board Meetings</p>
<p>Task 3 – Develop literature that clearly articulates and</p>	<p>Pathway/Academy staff leaders</p>	<p>Work with district public relations consultants and site</p>	<p>Marketing pamphlet</p>	<p>Spring 2015</p>	<p>Parents Club</p>

<p>defines the options and opportunities on NU campus</p>	<p>District Public Relations Directors</p> <p>Principal/Site Administration</p>	<p>administration to access professional media outreach</p>	<p>Revised and improved foundation schools recruitment presentations</p>		<p>Foundation School's Administration</p> <p>District Board</p> <p>School Site Council</p>
<p>Task 4 – Teacher recruitment</p>	<p>Principal</p>	<p>Share teaching opportunities with staff as a whole</p> <p>Solicit specific teacher involvement</p>	<p>A much larger contingency of teachers involved in small learning communities/pathways/academies</p>	<p>2014/15 - ongoing</p>	<p>Staff Meetings</p> <p>School Team Leader meetings</p>

<p>Task 5 –</p> <p>Outreach to community (8th grade visitations, open house for parents, articulation with NU staff)</p>	<p>Principal/Site Administration</p> <p>District Public Relations Directors</p> <p>NU students currently enrolled into the different pathways/academies</p>	<p>Contact local media outlets and other mediums of communication</p> <p>Submit weekly news for The Union’s Learning Page</p>	<p>Nevada Union becomes known not only for its comprehensive opportunities but also for its diverse array of small learning communities/pathways/academies</p>	<p>2015/16 – ongoing</p>	<p>All Stakeholders</p>

GOAL 3: NEVADA UNION WILL DEVELOP AS A 21ST CENTURY SCHOOL WITH THE TECHNOLOGICAL INFRASTRUCTURE THAT PREPARES STUDENTS TO BE CAREER AND COLLEGE READY.

RATIONALE FOR CRITICAL NEED:

Nevada Union has not kept up with the advances in technology/infrastructure and standards with regards to technology.

SUPPORTING DATA:

Identified as a need by the WASC focus groups

Written into the School Site Council plan

Inefficient and antiquated website

Lack of staff development with eSchool

ESLR'S ADDRESSED:

Innovative Producer

Effective Communicator

Adaptable Problem Solver

MONOTOR PROGRESS

TOOLS:

Smarter Balance Assessment

Website that tracks hits

Parent Portal use

REPORT PROGRESS:

Tech Director

Principal/Site Admin

Tech Committee

FREQUENCY:

Lead Team will receive annual progress reviews from Tech Committee and this information will be disseminated at staff meetings, Site Council, and Parents Club.

GROWTH TARGETS:

2014/15:

- Establishment of a Tech Committee facilitated by Tech Director
- District/site vision and mission established for technology

2015 and beyond will be determined by the district/site vision that includes a new Website, examination of filter, electronic portfolios, etc...

GOAL 3 TASKS:

Task 1 – Staff development for teacher presentation tools (LCD/doc cams)

Task 2 – The reevaluation of the web filter to create more access for academic research and teacher presentation.

Task 3 – Develop further access to WiFi across all areas of the campus

Task 4 – Staff development regarding teacher websites and eSchool gradebook

Task 5 – Incorporate more technology into every classroom

Task 6 – Implement a schoolwide web management system (similar to blackboard)

TASKS	PERSON(S) RESPONSIBLE	IMPLEMENTATION STEPS & RESOURCES NEEDED	OUTCOMES THAT ARE TANGIBLE	TIMELINE	REPORTING
Task 1 - Staff development for teacher presentation tools and purchase of classroom tools (LCD/doc cams)	Site Admin Tech Admin Tech committee	Funding hardware Professional Development and presentation tools	All classrooms will have access to appropriate technology	Fall 2014	Tech Director Principal/Site Admin Tech Committee Stakeholder meetings
Task 2 - The reevaluation of the web filter to create more access for academic research and teacher	Tech Director and Tech committee	Tech committee to discuss the parameters of the filter.	Students would have access to pertinent research information to make	Fall 2014	Tech Director

presentation					Principal/Site Admin Tech Committee Stakeholder meetings
Task 3 - Develop further access to WiFi across all areas of the campus	Tech Director with cooperation – with support from district and site relating to funds	Funding Survey to find weak spots Tech committee input	Students and staff would have web access from all site locations	Spring 2015	Tech Director Principal/Site Admin Tech Committee Stakeholder meetings

Task 4 - Staff development regarding teacher websites and eSchool gradebook	Tech Director Tech Committee Staff Admin	Survey to discover weakness or need. Professional Development Tech committee meeting	Improved access/communication more user friendly/ higher percentage of teacher and parent use	Fall 2015	Tech Director Principal/Site Admin Tech Committee Stakeholder meetings
Task 5 - Incorporate more technology into every	Staff	Device for all students	Access and competency for all students	Fall 2016	Tech Director

classroom	Admin Tech Director Collaboration Committees	Wifi access Electronic portfolio as part of soph/senior projects			Principal/Site Admin Tech Committee Stakeholder meetings
Task 6 - Implement a schoolwide web management system (similar to blackboard)	Tech Director Tech committee Staff	Contract	Access to a standard management system	Fall 2014?	Tech Director Principal/Site Admin Tech Committee Stakeholder meetings

GOAL 4: FURTHER DEVELOP AND CLARIFY DEPARTMENTAL LEARNING OUTCOMES BASED ON THE CCSS AND IMPROVE CONSISTENCY AND INTEGRATION OF INSTRUCTION ACROSS THE CURRICULUM

RATIONALE FOR CRITICAL NEED:

1. Grade level consistency to improve achievement for all student groups.
2. CCSS are the new state adopted standards so we are mandated to be aligned to these standards.
3. Student success will be measured by these standards.
4. The new CCSS were developed with student learning as the chief focus. The methods and pedagogy of the CCSS are well matched to our current ESLR's.

SUPPORTING DATA:

1. CST, CAHSEE data
2. A-G data
3. SBAC

ESLR'S ADDRESSED:

1. **perceptive thinker, 2. collaborative contributor, 4. innovative producer, 5. effective communicator, 6. adaptable problem solver, 7.self-directed achiever**

MONITOR PROGRESS

TOOLS:

1. **content area assessments (formative and summative)**
2. **smarter balanced assessment and growth therein**
3. **CST – EAP**
4. **Collaboration team minutes for progress, concerns, issues, successes**

REPORT PROGRESS:

1. Site Council
2. School Lead Team
3. NUPC
4. Staff Meetings
5. School Board

FREQUENCY:

Annually...specifics to when results are available and planning make sense. If results are received and we are able to disaggregate in the Spring, then we will move to planning phases in the Summer and Fall of that year. If the results are more available in the Fall, then Winter and Spring will be used for planning and adjustments of curricula.

GROWTH TARGETS:

Without a baseline to use for determining a homeostasis or a rate of growth, it is difficult to set clear growth targets. It is highly likely that scores on the Smarter Balanced assessment system will be low, and that the test will norm and our instruction will improve. It is our goal to improve upon scores annually. As information on the test and its results are more available, we will establish growth targets.

1. At least 1 common assessment for each course using CCSS by Spring 2015, increasing by 100% each year for 4 years.
2. Common departmental formative assessments developed for all courses by Spring 2016

GOAL 4 TASKS:

1. **Transition plan – adjust current curricula to CCSS**
2. **Establish departmental learning outcomes and/or scope and sequences**
3. **Implement common assessments, whether developed in house or provided from outside resources, summative and/or formative, and appropriate rubrics that are aligned with CCSS.**
4. **Acquire and analyze data from assessments to inform instruction, intervention, and further assessments, as appropriate to our stages of development/implementation and * create growth targets**
5. **Coordinate and communicate with feeder schools in regards to benchmarks/expected learning outcomes and grade level articulation**

TASKS	PERSON(S) RESPONSIBLE	IMPLEMENTATION STEPS & RESOURCES NEEDED	OUTCOMES THAT ARE TANGIBLE	TIMELINE	REPORTING
1. Transition plan – adjust current curricula to CCSS	Respective departments with leadership from dept. chairs + respective admin to that dept.	1. Frameworks from CCSS 2. Release time to analyze framework and standards	1.1-3 year “reasonable” department transition plans for core departments	Spring 2014	1. School Lead Team 2. Superintendent and District Curricular Committee 3. staff meeting 4. inter-district departmental (various High Schools should keep each other informed)
2. Establish departmental learning outcomes and/or scope and sequences	Respective departments with leadership from dept. chairs + respective admin to that dept.	1. Frameworks from CCSS 2. Collab/release time to analyze framework and standards	1. Completed departmental learning outcomes (DLO’s)	Varied by dept. Updated yearly as we move into further implementation [eg. English – all DLO’s by Fall 2014, Math successive rollout as courses are added each year (spring 2014 for Alg. 1, Spring 2015	1. School Lead Team 2. Superintendent and District Curricular Committee 3. staff meeting? 4. inter-district departmental

				Geometry...)]	
3. Implement common assessments, whether developed in house or provided from outside resources, summative and/or formative, and appropriate rubrics that are aligned with CCSS.	Respective departments with leadership from dept. chairs + respective admin to that dept.	<ol style="list-style-type: none"> 1. Smarter Balanced sample assessments 2. Collab/release time to find CCSS assessment resources 3. DLO's from #2 4. Reliable assessment data system to consolidate data derived from assessments 	<ol style="list-style-type: none"> 1. Common summative assessments for finals/mid-terms as courses roll out, reviewed departmentally. 2. Unit assessments 3. Common formative assessments 4. Resources to support underperforming students/groups (see interventions goal #1) 	<ol style="list-style-type: none"> 1. Varied by department. All dept. should have some form of a common assessment by Spring 2015, to use and collect data. 2. Varied by department. 3. Varied by department 4. See systematic interventions in goal #1 	<ol style="list-style-type: none"> 1. School Lead Team 2. Superintendent and District Curricular Committee 3. staff meeting? 4. inter-district departmental 5. Site Council
4. Acquire and analyze data from assessments to inform instruction, intervention, and further assessments, as appropriate to our stages of development/implementation and * create growth targets	<p>Respective departments with leadership from dept. chairs + respective admin to that dept.</p> <p>And the district Director of Technology</p>	<ol style="list-style-type: none"> 1. Reliable assessment data system to consolidate data derived from assessments and to disaggregate Smarter Balanced test scores 2. Access to growing number of available resources in 	<ol style="list-style-type: none"> 1. collect data from common assessments 2. use data to revise instruction and support students who are struggling 3. develop new assessments 4. create Growth Targets for Smarter Balanced student scores 	<ol style="list-style-type: none"> 1. Spring 2015 2. Spring 2015 and ongoing 3. Fall 2015 4. Fall 2015 	<ol style="list-style-type: none"> 1. School Lead Team 2. Superintendent and District Curricular Committee 3. staff meeting? 4. inter-district departmental

		assessments for Common Core (\$)			
5. Coordinate and communicate with feeder schools in regards to benchmarks/expected learning outcomes and grade level articulation	Department chairs and department designated admin.	1. Release time 2. Availability of appropriate staff and administrators of feeder schools	1. unofficial MOU's with feeder schools as to the articulation of concepts, skills, and material with which we hope students enter the high school. This is a conversation to be had and some general agreements to be made about what is appropriate for the middle schools and what is appropriate for the high schools	1. started Fall 2013, and ongoing. regular meetings throughout the years through at least 2016.	1. School Lead Team 2. Superintendent and District Curricular Committee 3. inter-district departmental 4. Nevada County Superintendent of Schools.

GOAL 5: ALL STUDENTS WILL EXPERIENCE A SUPPORTIVE AND SAFE LEARNING ENVIRONMENT THROUGH IMPROVED COMMUNICATION AMONG ALL STAKEHOLDERS AND BY IMPROVING THE CULTURE AND CLIMATE OF THE SCHOOL.

RATIONALE FOR CRITICAL NEED:

In order for all stakeholders to create a vibrant, effective, and positive environment, everyone must have the pertinent information they need to do their best work. Stakeholders need access to clear and invariant information to be able to best support our students. Through our self-study findings there are strong indicators that we need to improve communication to ensure that stakeholders have access to this information. Many non-certificated stakeholders stated that while they appreciated being a part of the WASC process, they would like consistent opportunities to have a voice in the life of the school. We have a strong and supportive school community and we can make better use of this strength. Students were one group who expressed a strong desire to have a forum through which to offer their opinions, and should be included in the decision process of the school.

Establishing clear expectations of behavior, executing an efficient system of discipline, and identifying, adopting, and embedding a school-wide culture that emphasizes the positive attributes of “being a Miner” (as spelled out in our ESLR’s) will help students focus on their learning, career, and life goals while at Nevada Union. Our administration team spends a good deal of time dealing with discipline issues across the school. If changes could be made to free up more of their time, the leadership would be able to be more pro-active in serving teachers and counselors (ground troops), helping them better serve our students.

SUPPORTING DATA:

SPSA Student Survey:

- 14% disagree or strongly disagree with the statement “I feel that there is at least one adult on campus who I can go to if I have a problem on campus” (q.10)
- 27% disagree or strongly disagree with the statement “I feel as if I have avenues by which to voice my opinions and feelings, and provide input at Nevada Union
- 29% disagree or strongly disagree with the statement “I feel that my opinion is honored and respected by the teachers, counselors, administrators and staff at NU” (q.13)
- 19% disagree or strongly disagree with the statement “I feel as if school events are being well advertised”(q.14)
- 21% disagree or strongly disagree with the statement “I feel as if my parents/guardians are being successfully updated on the school information and activities” (q.15)
- 33% disagree or strongly disagree with the statement “I feel that students are respectful of one another at NU” (q.18)
- 42% agree or strongly agree with the statement “I feel that bullying takes place at NU” (q. 19)
- 24% disagree or strongly disagree with the statement “I feel that the administration, teachers, and staff are successfully addressing the practice of bullying” (q. 20)
- 51% of students agree or strongly agree with the statement “I feel that there is a significant presence of drugs on campus.” (q. 21)
- 9% of students disagree or strongly disagree with the statement “I feel safe while at school” (q. 24)

Parent surveys on communication/safety (Healthy Kids??)

ESLR'S ADDRESSED:

Effective Communicator, Involved Citizen, Self-Directed Achiever

MONITOR PROGRESS**TOOLS:**

CSU LA surveys (more scientific and statistically valid medium for gathering progress on these areas)

-addresses students, parents, and other stakeholders in the school, re: communication and culture

Changes in the number of students leaving NU (exit interviews)

Website surveys about the website

Comments and suggestions box (physical and/or virtual)

Bullying data from campus records

School attendance data

School detention and suspension data

REPORT PROGRESS:

Progress on the tasks should be reported to:

1. Site Council – quarterly updates particularly on steps to improve communication. This is a varied group that will offer resources and ideas. Site Council should include this report as part of their report to the School Board.
2. Student Council – students should be informed and included in the efforts to create a positive culture and climate on campus. Consistent monthly check-ins.

3. NUPC – Communication and Culture are areas of strong concern for parents. Updates on efforts in both areas will be quarterly.

FREQUENCY:

GROWTH TARGETS:

- Spring 2015
 1. All school events listed on single electronic school calendar
 2. 60% of all teachers will regularly maintain a webpage as a resource for parents and students
 3. Increase hits on school website by 5%
 4. Increase positive perceptions of students as indicated in surveys by 2% (this seems very unscientific –but speaks to an increase in the number of students who have a positive perception of NU and there place therein)
 5. Lower current dropout rates for freshmen-juniors from ____ to ____ (positive culture/interventions)
 6. Decrease “cuts” by 5%.
 7. Reduce the number of suspensions and detentions by ____, leaving kids in the classroom.

GOAL 5 TASKS:

- 1. Establish multi-direction communication between student, parents, teachers, and administrators**
- 2. Implement a strategic plan to disseminate information about the variety of meetings that impact our school community**
- 3. Develop a shared calendar that staff can access to stay abreast of activities, meetings, special schedules, and events on campus.**
- 4. Evaluate current mode of communicating expectations of students and system of discipline and,**
- 5. Implement constructive changes to the current system of communicating expectations, execution of discipline**
- 6. Work across stakeholder groups to create a cultural norms standard “What is a Miner?”**
- 7. Provide avenues for students to develop positive peer culture that supports diversity.**

TASKS	PERSON(S) RESPONSIBLE	IMPLEMENTATION STEPS & RESOURCES NEEDED	OUTCOMES THAT ARE TANGIBLE	TIMELINE	REPORTING
Establish multi-direction communication between student, parents and teachers	Administration Teachers Parents Students District Director of Technology	Establish a forum for parent input. CSU LA Survey to	1. Established forums for parent, student, and community input on the school 2. CSU LA Survey to ALL	Fall 2014	Site Council NUPC Student Council/Student Congress

		<p>all stakeholders</p> <p>Create a comprehensive list of data needs based on stakeholder feedback.</p> <p>Set up a website page where parents can digitally update information on the website.</p> <p>Develop a clear outline or summary of resources, roles and responsibilities of administrators, team leaders, site council</p> <p>Utilize shared drives for sharing information.</p>	<p>STAKEHOLDERS</p> <p>3. Ongoing list of data needs met by tech support</p> <p>4. Page is set up with beta testing to ensure efficacy</p> <p>5. Leadership Page with explanations of jobs/resources, etc.</p>	<p>SEPTEMBER 1, 2014</p> <p>ongoing, but system set up by Spring 2015</p> <p>Spring 2015</p> <p>Spring 2015</p>	<p>Site Council Director of Tech.</p> <p>Site Council Director of Tech.</p> <p>Site Council Director of Tech. All Staff</p>
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		<p>Set up a secondary rapid information system of e-mail, text, and phone call “blasts” for communicating time sensitive information (e.g. campus lock down, teacher communication to classes, etc....).</p> <p>Eliminate barriers to teacher access to information</p> <p>Examine our current systems of communication and processes with the goal of simplification, integration and increased efficiency.</p> <p>On-line enrollment and updating student</p>	<p>6. A system of appropriately linked shared drives established</p> <p>7. Rapid Info Network incl. texts, emails, all-call for time sensitive information</p> <p>8. Surveys to all stakeholders, feedback from forums</p>	<p>Fall 2015</p> <p>Spring 2015</p>	<p>Site Council</p> <p>Director of Tech.</p> <p>All Staff</p> <p>Site Council</p> <p>Director of Tech.</p> <p>All Staff</p>
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		<p>information.</p> <p>“Enroll my student” link – put enrollment packet on-line with FAQs.</p> <p>Post informational materials (e.g. tutoring schedule) on the website so that it can be accessed.</p>	<p>9. Respond to feedback and</p> <p>10. Investigate legality and feasibility of on-line registration and updates of student info</p> <p>11. Posted materials online for parent access</p>	<p>Fall 2014</p> <p>Fall 2015</p> <p>Spring 2015</p>	<p>Site Council</p> <p>Director of Tech.</p> <p>All Staff</p> <p>Site Council</p> <p>Director of Tech.</p> <p>Counseling Dept</p>
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					Site Council Director of Tech. Counseling Dept.
2. Implement a strategic plan to disseminate information about meetings	Principal Site Administration School Team Leaders Site Council Staff	Develop a shared protocol for meeting planning and dissemination of agendas/time/place and minutes so that all relevant stakeholders may participate	NU Meeting Protocol – a suggested process to follow to maximize stakeholder input for all meetings	Fall 2014	Site Council Director of Tech. All Staff
3. Develop a shared calendar that staff can access to stay abreast of activities, meetings, special schedules, and events on campus.	Principal Site Administration School Team Leaders Site Council Activities Director Staff	Determine the breadth of information that should be part of a Shared School Wide Calendar Develop appropriate technology to maximize access and oversight of Shared School Wide	List of groups and individuals that will be expected to post information on their respective activities on the School Wide Calendar Revamped School Wide Calendar	Fall 2014 Spring 2015	Site Council All Staff School Board Student Council NUPC

		Calendar			
4. Evaluate current mode of communicating expectations of students and system of discipline and,	Admin Lead Team Staff Parents Students	Evaluate current tools for behavior and discipline – teacher, student, and parent surveys Investigate other models of behavioral interventions (p.b.i.s., and/or others) • need access to other models and release time to see models in action	Parent, student and teacher survey about behavior and discipline Review discipline data and establish goals Review research on Secondary schools systems of behavior intervention Continue connections with P.B.I.S. schools to evaluate their experiences	Late Fall 2014 Winter 2014 Fall 2014 Spring 2014, ongoing	Site Council School Board NUPC Student Council
5. Implement constructive changes to the current system of communicating expectations, execution of discipline	Principal Site Administration School Team Leaders Site Council	Using created behavioral intervention goals, and working with staff and parents, amend our current system to be more efficient, effective,	Develop stakeholder (staff) buy-in through a co-created process around behavior and discipline. “Beta” test the system,	Spring 2015	Site Council Superintendent Staff Meeting NUPC

	Activities Director Staff	and inclusive	analyze data, make adjustments Use the system	Fall 2015 Fall 2016	Student Council
6. Work across stakeholder groups to create a cultural norms standard “What is a Miner?”	Admin Lead Team Activities Director Parents Students	Revamp ESLR’s, Mission Statement and Vision Statement Create “What is a Miner” – Positive cultural expectations highlighting the values we ascribe to	New ESLR’s “What is a Miner”	Spring 2014 Spring/Fall 2014	All Stakeholders Site Council Student Council Staff
7. Provide avenues for students to develop positive peer culture that supports diversity.	Principal Site Administration Site Council Activities Director Staff	Translate our materials to accommodate our EL students and their families. Breaking Down the Walls, etc... On-going efforts to establish peer culture	All parent and student relevant website materials translated into Spanish Establish effective pattern of Breaking Down the Walls curriculum for best efficacy with student body	Spring 2015 Fall 2014	Site Council All Staff Site Council Activities Director

		- Freshman orientation and boosters.			All Staff Student Council
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