

# V. SCHOOLWIDE ACTION PLAN

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GOAL 1: Continue to improve school culture, climate, health and well-being

Goal 1 Tasks:

**Task 1 – Establish a Student Well-Being Protocol to update and train staff on all resources available, when to use them, and who to inform.**

**Task 2 – Develop strategies to improve staff wellbeing and support, and continue to pursue efforts that reinforce positive staff culture.**

**Task 3 – Create and communicate clear expectations of school-wide campus conduct.**

**Task 4 – Holding staff and students accountable for campus conduct.**

GOAL 2: Improve the quality and efficiency of bi-directional communication among all stakeholders and enhance the perception of NU as the school of choice

Goal 2 TASKS:

**Task 1 - Develop a consistent annual calendar of scheduled feedback sessions for all stakeholder groups, as well as appropriate considerations for feedback from affected parties in decision making.**

**Task 2 - Develop email boundaries to support staff being informed and not overwhelmed, and to ensure responses to parents and students seeking communication.**

**Task 3 - Create a multi-stakeholder working group including District Technology to evaluate the NUHS website as a communication tool, to determine areas of need/renewal/removal.**

**Task 4 - Designate an administrative responsibility for consistency in communications and for Public Relations for NUHS.**

GOAL 3: Improve the quality and consistency of instruction, assessment, engagement, and intervention to increase student achievement through the development of high functioning Professional Learning Communities.

Goal 3 TASKS:

**Task 1: Establish a clear set of collective commitments surrounding the tenets of PLC and generate staff buy-in (to include a schoolwide system of data-driven assessment and analysis of progress toward ELOs).**

**Task 2: Develop clearly defined and agreed-upon essential learning outcomes aligned to state standards. [\*ELOs to be included in class syllabi]**

**Task 3: Develop and implement common assessments to measure student attainment of essential learning outcomes.**

**Task 4: Review common assessment results in collaborative teams to share assessment data, best teaching practices, and strategies for improving engagement and student rigor.**

**Task 5: Utilize assessment data to provide targeted interventions for students not meeting essential learning outcomes.**

**Task 6: Further develop the System of Interventions (see 2013/4 Action Plan) to include actively include common assessment-based teacher input.**

**Task 7: Change the school bell schedule to include intervention and enrichment time within the school day.**

**Task 8: Promote regular reporting from departments to administration.**

**Task 9: Develop a system for student feedback surrounding the quality of instruction, classroom tools, and learning environment.**

**Task 10: Provide professional development opportunities focused on instruction, particularly engagement strategies, use of assessment tools, and Professional Learning Communities.**

**Task 11: Develop tools for teachers to support the practice of other teachers through peer-to-peer mentoring, classroom observations, and student work analysis.**

**Task 12: Continue and support the work of increasing the effective use of technology in the classroom.**

GOAL 4: Continue to build and enhance pathways and CTE offerings and internships to enhance student achievement in the CTE pathways.

Goal 4 TASKS:

**Task 1 - Work with community leaders and other stakeholders to identify hard and soft skills necessary to succeed in the workplace and further embed those skills in the curriculum.**

**Task 2 - Public Relations - Create clear and available information on pathways so course sequences are clearly illustrated. (see Goal 3, Task 2)**

**Task 3 - Increase the availability and awareness of internships in the community.**

**Task 4 - Communicate the efficacy of all pathways to students, parents, and the community**

**Task 5 - Continue to embed Career Cruising at all grade levels and in all pathways.**

**Task 6 - Adopt a schedule that allows more opportunities for students to participate in CTE courses in addition to a rigorous academic schedule.**

GOAL 5: To update the school's Mission and Vision Statements, and the Schoolwide Learner Outcomes to drive decision making that focuses on student achievement.

Goal 5 TASKS:

**Task 1 - Identify a taskforce of committed stakeholders to see the process through to completion.**

**Task 2 - Use stakeholder input (from the past and current feedback) to create Mission and Vision Statement and SLOs with the emphasis being on what students should know and be able to do in memorable and measurable ways.**

**Task 3 - Identify ways in which all stakeholders will use the Mission and Vision Statements and SLOs to drive decision-making in a way that emphasizes student achievement.**

## **GOAL 1: CONTINUE TO IMPROVE THE CULTURE, CLIMATE OF NUHS AND TO SUPPORT THE HEALTH AND WELL-BEING OF ITS MEMBERS**

### **RATIONALE FOR CRITICAL NEED:**

- From staff perception data - student mental health was the top priority in terms of resources and professional development.
- Student perception data - many students do not feel emotionally safe on campus.
- From SWIS behavior data - too many unclear and unmet expectations for behavior on campus.
- From Focus Group #6 - Culture and Safety - “staff members need to follow the Miner Code of Conduct as models of behavior”.

### **ESLRs ADDRESSED:**

- Involved Citizen
- Self-Directed Achiever
- Effective Communicator

### **MONITOR PROGRESS**

#### **TOOLS:**

- Various stakeholder perception data

#### **REPORT PROGRESS:**

1. Report on STARS usage vs. referrals
  - a. include evaluation data
2. Site Council should expect document on campus expectations - created by a variety of stakeholders for ownership/investment.
3. All stakeholders should be presented with Campus Expectations.
4. Admin should report to all stakeholder groups about nature and numbers of code concern forms.

#### **FREQUENCY:**

1. Bi-annual reports to all stakeholder groups
  - a. Site Council
  - b. Student Council
  - c. NU Parent Club
  - d. Staff meetings

- i. Classified
- ii. Certificated

**GROWTH TARGETS:**

**2016/17**

- 20% increase in the number of hours used by STARS counselors
- Decrease in the average number of students on waitlist for counselors

**2017/18**

- 10% increase in the number of hours used by STARS counselors
- 5% decrease in the number of behavior-based referrals

***GOAL #1 TASKS:***

**Task 1 – Establish a Student Well-Being Protocol to update and train staff on all resources available, when to use them, and who to inform.**

**Task 2 – Develop strategies to support staff well-being to inspire effective instruction and a positive classroom atmosphere.**

**Task 3 – Update and communicate clear expectations of school-wide campus conduct.**

**Task 4 – Holding staff and students accountable for campus conduct.**

<b>TASKS</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>IMPLEMENTATION STEPS &amp; RESOURCES NEEDED</b>	<b>OUTCOMES THAT ARE TANGIBLE</b>	<b>TIMELINE</b>	<b>REPORTING</b>
<b>Task 1 - Establish a Student Well-Being protocol to update and train all staff on the resources available,</b>	<b>Counselors Admin</b>	<b>Implementation:  1. Create clear list/flow chart of student well-being</b>	<b>1. Increase in numbers of students having access to STARS</b>	<b>1.Spring/Fall 2017</b>	<b>Site Council Staff Meeting NUPC</b>

<p>both on campus and beyond, when and how to use these resources, and who to inform about their use.</p>		<p>resources (mental health services, other support services...) for staff to have as reference</p> <ol style="list-style-type: none"> <li>2. Advertise and communicate resources for student well-being on campus during every orientation to students and staff</li> <li>3. Professional development for tiers of mental health intervention (all staff)</li> </ol> <p>Resources needed:</p> <ol style="list-style-type: none"> <li>1. Hire an additional STARS counselor to increase available counseling hours</li> <li>2. Anonymous student</li> </ol>	<p>counselors - smaller waitlist</p> <ol style="list-style-type: none"> <li>2. Using data from the feedback form</li> <li>3. Increasing the availability and access of Stars counselors</li> <li>4. Increase in student and staff awareness of the well-being resources will be visible in future perception data</li> </ol>	<p>2.Recurring at all appropriate orientations (staff/student/parent)</p> <p>3. Fall 2017</p> <p>1. Fall 2016/Spring 2017</p> <p>2. Spring 2017</p>	
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		evaluation/ feedback form regarding STARS Counselor experience			
<b>Task 2 - Develop strategies to support staff well-being</b>	<b>Admin</b> <b>STARS counselor</b> <b>Staff</b> <b>Sunshine Committee</b>	<b>1. Create a diversity of events (hikes, softball tournaments, BBQ) for staff fellowship</b>  <b>Available counselors for mental health and well being</b>	<b>Positive response from staff feeling supported in perception data</b>  <b>Attendance at Sunshine meetings and events</b>		<b>Staff Meetings</b>  - classified - certificated
<b>Task 3 - Update and communicate clear expectations for campus conduct</b>	<b>Admin</b> <b>Staff</b> <b>Students</b> <b>Parents</b>	<b>1. Hold forum of students and staff to create a campus conduct code</b>  <b>2. Small multi-stakeholder group to create annually revised Miner Code of Conduct</b>  <b>3. Small multi-stakeholder group presents</b>	<b>A new comprehensive, and all-relevant stakeholder representative code.</b>	<b>Fall 2017</b>	<b>Site Council</b>  <b>All students</b>  - announcements - email - in class presentations  <b>Staff Meetings</b>  - classified - certificated  <b>Parents</b>

		<b>revised Miner Code of Conduct</b>			
<b>Task 4 - Hold all NU community members accountable for their conduct</b>	<b>Administration</b>	<b>1. Create Concern Form</b>  <b>2. Instruct all stakeholder groups in the purpose and use of Concern Forms</b>  <b>3. Evaluate the efficacy of expectations and accountability efforts</b>	<b>Students and staff using the form, administrative follow-through in a timely manner.</b>  <b>Report with data from forms usage - including concerns and follow up</b>	<b>1. Spring 2017</b>  <b>2. Fall 2018</b>  <b>3. Recurring - Spring 2018</b>	<b>Site Council</b>  <b>Admin</b>



**GOAL 2: IMPROVE QUALITY AND EFFICIENCY OF BI-DIRECTIONAL COMMUNICATION AMONG ALL STAKEHOLDERS AND ENHANCE THE PERCEPTION OF NU AS THE SCHOOL OF CHOICE FOR LEARNING AND STUDENT ACHIEVEMENT**

**RATIONALE FOR CRITICAL NEED:**

**Parents, staff and students have experienced frustration in navigating the many programs NU offers. There is a need for a clear, uniform, user-friendly document that is available in hard copy and online that details everything from general education to academy programs, from CTE to Special Education.**

**Students and parents express concern over challenges accessing student grades, course information, classroom policies, and assignments in inconsistent places, including Schoology, eSchool, Google classroom, and private websites.**

**Staff reports an irregular method of collecting and disseminating data, which results in confusion and lack of follow-through.**

**All stakeholders report wanting to have more of a voice - to be heard.**

**Staff reports difficulty managing volume of emails.**

**Students and parents describe a lack of consistency with student access to the Daily Diggins, as not all classrooms view the broadcast, and students don't know where to find the information independently.**

**Staff members request guidelines for email etiquette to reduce email volume, increase professionalism, and prioritize importance of information.**

**Parents report that they have difficulty accessing information for incoming students to select programs, to access grades and information for classes. Different programs at NU currently develop their own materials, updated on an irregular basis.**

## **SUPPORTING DATA:**

- All-staff survey on A, E prompts
- Parent homegroup feedback
- Classified homegroup feedback
- Student homegroup feedback

## **ESLRs ADDRESSED:**

- **Involved Citizen**
- **Effective Communicator**

## **MONITOR PROGRESS**

### **TOOLS:**

### **REPORT PROGRESS +FREQUENCY:**

- **Site Council - Quarterly updates**
- **Staff Meetings - annual and as progress is made**
  - **classified**
  - **certificated**
- **All Students**
  - **as resources are more available**
  - **as expectations are developed annually**

## **GOAL 2 TASKS:**

**Task 1 - Develop a consistent annual calendar of scheduled feedback sessions for all stakeholder groups, as well as appropriate considerations for feedback from affected parties in decision making.**

**Task 2 - Develop email boundaries to support staff being informed and not overwhelmed, and to ensure responses to parents and students seeking communication.**

**Task 3 - Create a multi-stakeholder working group including District Technology to evaluate the NUHS website, as a communication tool, to determine areas of need/renewal/removal.**

**Task 4 - Designate an administrative responsibility for consistency in communications and for Public Relations for NUHS.**

TASKS	PERSON(S) RESPONSIBLE	IMPLEMENTATION STEPS & RESOURCES NEEDED	OUTCOMES THAT ARE TANGIBLE	TIMELINE	REPORTING
<p><b>Task 1: Develop a consistent annual calendar of scheduled feedback sessions for all stakeholder groups, as well as appropriate considerations for feedback from affected parties in decision making</b></p>	<p><b>Admin</b>  <b>Communications TOSA</b></p>	<p><b>1. Establish a systematic annual calendar of feedback forums and surveys to assess stakeholder opinions and perceptions on all relevant school issues all of which are open and advertised</b></p> <p><b>-Students - town hall meetings, suggestion box, evaluations/ surveys on school climate and instruction topics</b></p> <p><b>-Parents - attendance at NUPC meetings</b></p>	<p><b>Stakeholder perception data to describe community members who feel more involved, invested, and listened to</b></p> <p><b>Admin report on what has been heard/read - trends in the feedback</b></p>	<p><b>Spring 2017</b></p> <p><b>all feedback modalities to occur on a regular basis</b></p>	<p><b>Site Council - check out calendar and menu of feedback forums/media</b></p> <p><b>- listen as a group to the feedback as presented by admin from all stakeholders</b></p>

		<p>with feedback on the agenda</p> <ul style="list-style-type: none"> <li>- Classified - feedback sessions w/ and w/out admin present</li> <li>- Certificated - portions of monthly staff meetings for feedback</li> <li>- All staff suggestion box w/appropriate pieces shared in meetings</li> </ul> <p>2. Assessment of effectiveness of feedback media</p>		2. Spring/Fall 2018	
Task 2 - Develop email boundaries to support staff being informed and not overwhelmed, and to ensure responses to parents and students seeking communication	Technology TOSA Admin	<p>1. Identify key aspects of email etiquette that need to be discussed</p> <p>2. Teach agreed-upon standards for email</p>		<p>Spring 2017</p> <p>Fall 2017</p>	<p>Staff Meetings</p> <ul style="list-style-type: none"> <li>- classified</li> <li>- certificated</li> </ul> <p>Parents - in the handbook</p>

		<p>communication in regards to</p> <ul style="list-style-type: none"> <li>-all staff emails</li> <li>-number of emails</li> <li>-response rate/pace for parent/student emails</li> </ul>			
<p>Task 3 - Create a multi-stakeholder working group including District Technology to evaluate the NUHS website, as a communication tool, to determine areas of need/renewal/removal.</p>	<p>Communications TOSA(?) &amp; District Tech</p> <p>Admin</p> <p>Classified</p> <ul style="list-style-type: none"> <li>-school office tech</li> <li>-student store/activities</li> </ul>	<ol style="list-style-type: none"> <li>1. Systematic evaluation of efficacy of website, by page, for clarity, navigation, usefulness</li> <li>2. Establish a system for the frequency of updates</li> </ol>	<p>More effective/useful website as indicated through hits and user perception data</p>	<p>Spring 2017 (recurring)</p> <p>Spring 2017</p>	
<p>Task 4: Designate administrative responsibility for consistency in communication and public relations for NU (possibly a TOSA position, or part time TOSA)</p>	<p>NJUHSD Administration</p>	<ol style="list-style-type: none"> <li>1. Delineate the communications and PR responsibilities (job description)</li> <li>2. Assign the job duties as appropriate and feasible</li> </ol>	<p>Dedicated person to</p> <ul style="list-style-type: none"> <li>-coordinate outgoing information to staff and community(COMM)</li> <li>-inform community about the positives of the school to increase the % or available student population (PR)</li> </ul>	<ol style="list-style-type: none"> <li>1. Winter 2016/7</li> <li>2. Spring 2017</li> <li>3. Spring 2017 - to start summer 2017</li> </ol>	<p>Staff Meetings</p> <ul style="list-style-type: none"> <li>- classified</li> <li>- certificated</li> </ul> <p>Parents</p> <p>Students</p> <p>Site Council</p>

		<p><b>If a TOSA is desired:</b></p> <ol style="list-style-type: none"> <li><b>1. Make the case for the hire - demonstrate the need</b></li> <li><b>2. Appropriate funding for position;</b></li> <li><b>3. Hire through standard district practice</b></li> <li><b>4. If no funding for position is possible, then responsibility for the the outcomes remains with admin/lead team</b></li> </ol>	<p><b>-ensure the regularity of feedback opportunities via forums and surveys of all stakeholders</b></p>		
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**GOAL 3: IMPROVE THE QUALITY AND CONSISTENCY OF INSTRUCTION, ASSESSMENT, ENGAGEMENT, AND INTERVENTION TO INCREASE STUDENT ACHIEVEMENT THROUGH THE DEVELOPMENT OF HIGH FUNCTIONING PROFESSIONAL LEARNING COMMUNITIES**

**RATIONALE FOR CRITICAL NEED:**

- **The work in PLCs will continue improvement throughout all programs of the school.**
- **Research backs the efficacy of PLC.**
- **Student and parent feedback on needing more consistency among teachers.**
- **Benchmark assessment results can be used for the most effective targeted interventions to help student learning.**

**SUPPORTING DATA:**

1. CAASPP results
2. Perception Data - equity and consistency perceptions

**MONITOR PROGRESS**

**TOOLS:**

**REPORT PROGRESS AND FREQUENCY:**

- Administration - Monthly updates on/review of progress from department chairs
- Department Chair Meetings - bi-monthly
- Site Council - quarterly review of progress by department

**GROWTH TARGETS:**

**2016/17**

- Norms established for all departments
- Dept Goals established annually

**2017/18**

- ELOs are clear for all core courses
- Benchmark Common Assessments (formative and summative) for each semester

**2018/19**

- Benchmark Common Assessments (formative and summative) for every essential learning objective/unit

**GOAL 3 TASKS:**

1. Establish a clear set of collective commitments surrounding the tenets of PLC and generate staff buy-in (to include a schoolwide system of data driven assessment and analysis of progress toward ELOs).
2. Develop clearly defined and agreed upon essential learning outcomes aligned to state standards. [\*ELOs to be included in class syllabi]
3. Develop and implement common assessments to measure student attainment of essential learning outcomes.
4. Review common assessment results in collaborative teams to share assessment data, best teaching practices, and strategies for improving engagement and student rigor.
5. Utilize assessment data to provide targeted interventions for students not meeting essential learning outcomes.
6. Further develop the System of Interventions (see 2013/4 Action Plan) to include actively include common assessment-based teacher input.
7. Change the school bell schedule to include intervention and enrichment time within the school day.
8. Promote regular reporting from departments to administration.
9. Develop a system for student feedback surrounding the quality of instruction, classroom tools, and learning environment.
10. Provide professional development opportunities focused on instruction, particularly engagement strategies, use of assessment tools, and Professional Learning Communities.
11. Develop tools for teachers to support the practice of other teachers through peer-to-peer mentoring, classroom observations, and student work analysis.
12. Continue and support the work of increasing the effective use of technology in the classroom.

**\* all ELOs and Common Assessments are Standards-Based/Aligned**

TASKS	PERSON(S) RESPONSIBLE	IMPLEMENTATION STEPS & RESOURCES NEEDED	OUTCOMES THAT ARE TANGIBLE	TIMELINE	REPORTING
Task 1: Establish a clear set of collective commitments surrounding the tenets of PLC and	Admin PLC committee Certificated Staff	1. Meet as a PLC committee to set goals and a timeline for the	80% of staff on board with PLC effort  Clear process/steps of moving forward for all departments (at least 4	Fall 2017  Spring 2017	Site Council  Department Meeting Chair  Staff Meetings



<p>generate staff buy-in (to include a schoolwide system of data driven assessment and analysis of progress toward ELOs).</p>		<p>growth of the PLC process at NU</p> <ol style="list-style-type: none"> <li>2. Assess and address resistance and respond as staff by communicating the purpose of PLC tools for improving student learning</li> <li>3. Send curious but unconvinced staff to PLC conferences</li> <li>4. establish norms in all departments and support their use</li> </ol>	<p>core departments + CTE)</p> <p>Timeline established for achievement by department of elements of PLC (when are ELOs established for which courses, when will there be common assessments, agreements on how common assessment data will be used</p>	<p>Spring/Fall 2017</p>	
<p>Task 2: Develop clearly defined and agreed upon essential learning outcomes aligned to state standards. [*ELOs to be included in class syllabi]</p>	<p>Departments Admin</p>	<ol style="list-style-type: none"> <li>1. Create a timeline and goals around ELO development by course</li> <li>2. Develop ELOs for all courses</li> <li>3. Publish ELOs in course syllabi</li> </ol>	<p>ELO timelines by departments</p> <p>ELOs by courses</p>	<ol style="list-style-type: none"> <li>1. Spring 2017</li> <li>2. Start Spring 2017 and continue as informed by department ELO timelines</li> </ol>	<p>Site Council</p> <p>Department Meeting Chair</p> <p>Staff Meetings</p>

				3. As ELOs are established	
Task 3: Develop and implement common assessments to measure student attainment of essential learning outcomes.	Departments Admin Tech TOSA	1. clearly state the purpose of common assessments in order to make appropriate common assessments  2. develop 4 common formative assessments per semester per course  3. Discern by dept how common summative assessments will be used in teacher grades  4. Develop 2 common summative assessments per course	Statement of the purpose of common formative assessments and common summative assessments  4 common formative assessments per semester per course  2 summative assessments per course	1. Fall 2017  2. Start Spring 2017  Complete Fall 2019  3. Fall 2017  4. Start Fall 2017  Finish by Fall 2019	Admin to request and receive quarterly updates from departments (to discuss in lead team meetings?)
Task 4: Review common assessment results in collaborative teams to	Departments Admin Technology	1. Departments establish process to go over data	resource - time to learn how to and try this together in department/course teams	1. Spring 2017  2. Fall 2017	Site Council  Department Meeting  Chair

<p>share assessment data, best teaching practices, and strategies for improving engagement and student rigor.</p>	<p>Instruction TOSA</p>	<p>2. Departments to share data on common assessments</p>			<p>Staff Meetings</p>
<p>Task 5: Utilize assessment data to provide targeted interventions for students not meeting essential learning outcomes.</p>	<p>Departments Admin Intervention TOSA</p>	<p>1. Create a system to respond to data described student needs</p> <p>a. What does intervention (INT) look like in the classroom?</p> <p>b. What does INT look like in an intervention period?</p> <p>c. What does INT look like in out of class tutoring?</p> <p>d. What departmental approaches are there to INT?</p>	<p>Intervention procedures for students who have demonstrated they haven't learned the material</p> <p>Targeted interventions and re-assessment</p>	<p>Fall 2017</p>	<p>Site Council Department Meeting Chair Staff Meetings</p>
<p>Task 6: Further develop the System of Interventions (see</p>	<p>Admin Intervention TOSA</p>	<p>1. Create a schoolwide system to</p>	<p>Schoolwide system of intervention when students demonstrate</p>		<p>Site Council</p>

<p>2013/4 Action Plan) to include actively include common assessment based teacher input.</p>	<p>Counselors All staff</p>	<p>intervene when students are not learning to maximize the effectiveness of an intervention period, and the other resources available to help student learning</p>	<p>they haven't learned a standard</p>		<p>Department Meeting Chair Staff Meetings</p>
<p>Task 7: Change the school bell schedule to include intervention and enrichment time within the school day.</p>	<p>Certificated Staff NJUHSTA School and District Admin</p>	<p>1. Present a small number of clear schedules based on the expressed needs of the staff and the clear agreement on the need for intervention in the bell schedule  2. Decide on a workable schedule  3. Evaluate the staff PD needs to function effectively in the new schedule (instruction/ intervention)</p>			<p>Site Council Chair Department Meeting Staff Meetings</p>
<p>Task 8: Promote regular reporting from</p>	<p>Admin</p>	<p>1. Establish a quarterly reporting system</p>	<p>Quarterly reports on progress and</p>	<p>Spring 2017</p>	<p>Site Council</p>

departments to administration.	Dept Chairs	and field reports from department chairs on progress	development of PLC tools		Department Meeting Staff Meetings	Chair
Task 9: Develop a system for student feedback surrounding the quality of instruction, classroom tools, and learning environment.	Site Council Admin Dept Chairs	<p>1. Establish venues for student feedback on courses - whether delivered and collected by teacher, or electronically</p> <p>2. Decide as a school, as a department, as teachers, on a course of how feedback will be collected and used to inform instruction</p> <p>3. Create structure for professional discussion of feedback received from students</p>	<p>List of possible feedback sources from students about instruction and other programmatics</p> <p>Set of decisions by school, department, or teachers on how feedback will be collected and used</p>	<p>Fall 2017</p> <p>Spring 2018</p> <p>Spring 2018</p>	<p>Site Council</p> <p>Department Meeting</p> <p>Staff Meetings</p>	Chair
Task 10: Further develop the System of Interventions (see 2013/4 Action Plan) to	Departments Intervention TOSA	1. Organize schoolwide effort at interventions for assessment	Intervention flowchart		Site Council Department Meeting	Chair

<p>actively include common assessment-based teacher input.</p>		<p>identified non-learners (by standard) so that interventions are as effective as possible</p>			<p>Staff Meetings</p>
<p>Task 11: Develop tools for teachers to support the practice of other teachers through peer-to-peer mentoring, classroom observations, and student work analysis.</p>	<p>Admin Instruction TOSA Dept Chairs</p>	<p>1. Identify the teacher-to-teacher tools we can use to inform instructional practices, to engage more students, and to inspire the best teaching</p> <p>2. Identify and send teachers to PD on using teacher to teacher strategies</p>	<p>List of teacher-to-teacher tools:  -could include peer-to-peer mentoring structure, classroom observations (teachers observing teachers), and student work analysis</p>	<p>1. Fall 2017</p> <p>2. Beginning in Spring 2017</p>	<p>Site Council  Department Meeting Chair  Staff Meetings</p>
<p>Task 12: Continue and support the work of increasing the effective use of technology in the classroom.</p>	<p>Admin Teachers Instr. Tech TOSA</p>	<p>1. Continue to assess strengths and weakness in technology being used in (and out) of the classroom</p> <p>2. Identify new ideas/ resources</p>	<p>List of staff technology professional development needs</p> <p>Staff/student perception data on tech use</p>	<p>Constant...</p>	<p>Site Council  Department Meeting Chair  Staff Meetings</p>

		<b>3. Continue to survey staff on interests/needs</b>			
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**GOAL 4: CONTINUE TO BUILD AND ENHANCE PATHWAYS AND CTE OFFERINGS AND INTERNSHIPS TO BETTER MEET THE LEARNING NEEDS OF ALL STUDENTS, AND CONSISTENTLY COMMUNICATE THESE OFFERINGS TO ALL STAKEHOLDERS.**

**RATIONALE FOR CRITICAL NEED:**

- Prepare students to be college and career ready.
- To meet the learning needs and goals of all students
- Feedback from CTE Advisory Committee and our 2016 Community Roundtable on the need for students entering the workforce to have soft (workplace etiquette, timeliness) and hard skills (as applied to job).

**SUPPORTING DATA:**

- Student participation in CTE pathways
- Student enrollment
- Exit interviews of why students leave the school
- Graduation rates for pathway/academy participants

**ESLRs ADDRESSED:**

- All pathways should address all ESLRs (or new SLOs)

**MONITOR PROGRESS**

**TOOLS:**

**REPORT PROGRESS:**

- **Site Council**
- **Department Chair Meetings**
- **Staff Meetings**
- **CTE Advisory Board**
- **Parents and future parents**
- **District Curriculum Committee**

**FREQUENCY:**

- **Site Council - quarterly reports on progress**
- **Annually to other groups**

**GROWTH TARGETS:**

**2016/17**

- **CTE internship policies established**

**2017/18**

- **Internships for 60% of all capstone CTE course seniors**
- **New funding sources identified**

**2018/19**

- **Internships for 80% of all capstone CTE course seniors**
- **applications for new funding sources**

**GOAL 4 TASKS:**

**Task 1 – Identify hard and soft skills necessary to succeed in the workplace and further embed those skills in the curriculum.**



**Task 2 – Public Relations - information available (to communication/marketing TOSA/Dan), pathway sequences are clearly illustrated, including the creation of informational one sheets by pathway/program/academy (pamphlets).**

**Task 3 - Increase the availability and awareness of internships.**

**Task 4 - Communicate the efficacy of all pathways to students, parents, and the community.**

**Task 5 - Continue to embed Career Cruising at all grade levels and in all pathways.**

**Task 6 - Adopt a schedule that allows more opportunities for students to participate in CTE courses and/or a rigorous academic schedule per individual student goals.**

**Task 7 - Continue to pursue other CTE pathways and/or new small learning academies.**

<b>TASKS</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>IMPLEMENTATION STEPS &amp; RESOURCES NEEDED</b>	<b>OUTCOMES THAT ARE TANGIBLE</b>	<b>TIMELINE</b>	<b>REPORTING</b>
Task 1: Identify hard and soft skills necessary to succeed in the workplace and further embed those skills in the curriculum	CTE TOSA/ CTE Advisory Committees/ CTE Teachers	Surveys to local employers	List of specific soft skills for employment  Pathway specific hard skills	Fall 2017	Site Council  CTE Advisory Board  Staff Meetings
Task 2: Public Relations - information available (to communication/marketing TOSA/Dan),	CTE TOSA	Course sequence	Document outlining CTE and academy pathways	Spring 2016	Site Council  CTE Advisory Board  Staff Meetings

<p>pathway sequences are clearly illustrated</p>					
<p>Task 2a: Communications TOSA coordinates with program and pathway heads to design informational one-sheets</p>	<p>Communications TOSA(??) Admin Counselors</p>	<p>Meetings between dept heads, program leaders and the Comm TOSA to develop a list of what each program and department offers.</p> <p>Creation of a flow chart (?) demonstrating class suggestions. (For example, what courses are available for a student who wants to take as many AP classes as possible? What about a student interested in digital communications? etc)</p>	<p>One-sheets with similar designs that bullet point each of the programs on campus. Hard copies will be available, but sheets will also be posted online.</p> <ul style="list-style-type: none"> <li>- Humanities Pathway</li> <li>- Partnership Pathway</li> <li>- All CTE pathways</li> <li>- High academic prep</li> <li>- Graduation/Community College entry</li> <li>- Elective offerings</li> </ul>	<p>Fall 2017 complete</p>	<p>Site Council on progress</p> <p>All stakeholders</p> <p>Community PR</p> <p>Counselors</p>
<p>Task 3: Increase the availability and awareness of internships</p>	<p>CTE Teachers</p>	<p>Sections provided to supervise internships</p>	<p>Master schedule supports periods for internships or internship coordinator</p>	<p>Fall 2017</p>	<p>Site Council</p> <p>CTE Advisory Board</p> <p>Staff Meetings</p>

			Agreements in place with cooperating		
Task 4: Communicate the efficacy of all pathways to students, parents, and the community	Counselors	Professional Development	Increased enrollment in pathways/ academies	Fall 2016	Site Council CTE Advisory Board Staff Meetings
Task 5: Continue to embed Career Cruising at all grade levels and in all pathways	Admin/ Counselors/ Staff	Additional periods offered	Bell Schedule	Fall 2018	Site Council CTE Advisory Board Staff Meetings
Task 6: Adopt a schedule that allows more opportunities for students to participate in CTE courses	Staff Admin NJUHSTA	1. Identify schedule priorities  2. Adjust schedule to include intervention period  3. Determine the potential outcomes with possible schedule changes  4. Using priorities make incremental changes to the bell schedule that allow for greater			Site Council CTE Advisory Board Staff Meetings

		learning opportunities for all students			
<b>Task 7: Pursue new CTE pathways and/or small learning academies</b>	<b>CTE TOSA Staff Admin</b>	<b>1. Identity school/community priorities for new CTE areas</b>  <b>2. Identify funding sources for getting new CTE areas and pathways started and apply</b>  <b>3. Determine staffing needs for new academies/CTE pathways</b>		<b>Fall 2017</b>  <b>Spring 2018</b>  <b>Spring/Fall 2018</b>	<b>Site Council</b>  <b>CTE Advisory Board</b>  <b>Staff Meetings</b>

**GOAL 5: TO UPDATE THE SCHOOL'S MISSION AND VISION STATEMENTS AND THE SCHOOLWIDE LEARNER OUTCOMES TO DRIVE DECISION MAKING THAT FOCUSES ON STUDENT ACHIEVEMENT**

**RATIONALE FOR CRITICAL NEED:**

- The school needs to operate from the clarity that a strong mission and vision statement will offer and programs can be more targeted given a clear set of SLOs.
- Students will be more directed in their pursuit of the learning goals - they will have a destination.
- This has been a part of the Critical Areas for Follow-Up for the past two accreditation cycles.

**SUPPORTING DATA:**

**MONITOR PROGRESS**

**TOOLS:**

**REPORT PROGRESS:**

- **Site Council - should check on progress quarterly**
- **Reports back to all stakeholders as tasks are accomplished**
  - **Staff meeting**
    - **Classified**
    - **Certificated**
  - **parent body**
    - **NUPC**
    - **All parent emails**
  - **Student Congress**
  - **School Board**

**GROWTH TARGETS:**

**2016/17**

- **60% recognition for staff**

**2017/18**

- **60% recognition for students**
- **80% recognition for staff**

**2018/19**

- All staff are clear on the mission, vision, and SLOs

## GOAL 5 TASKS:

**Task 1 - Identify a taskforce of committed stakeholders to see the process through to completion.**

**Task 2 - Use stakeholder input (from the past and current feedback) to create Mission and Vision Statement and SLOs with the emphasis being on memorable and measurable outcomes.**

**Task 3 - Identify ways in which all stakeholders will use the Mission and Vision Statements and SLOs to drive decision making in a way that emphasizes student achievement.**

**Task 4 - Create a system of accountability to support staff and students in their use of the Mission, Vision, and SLOs in the Site Council, departments, collaboration, lesson planning and goal setting.**

TASKS	PERSON(S) RESPONSIBLE	IMPLEMENTATION STEPS & RESOURCES NEEDED	OUTCOMES THAT ARE TANGIBLE	TIMELINE	REPORTING
Task 1: Identify a taskforce of committed stakeholders to see the process through to completion	Admin Site Council	1. Identify members from all stakeholder groups	Mission Vision SLO committee (MVS)	Spring 2017	Site Council Staff Student Council Parents

<p><b>Task 2: Use stakeholder input (from past and current feedback) to create Mission and Vision Statements and SLO's (measurable, memorable and usable)</b></p>	<p>Admin MVS Committee Site Council</p>	<p>1. Create clear Mission Statement 2. Create clear Vision Statement 3. Create SLOs that are measurable, memorable, usable, and monitorable</p>	<p>Mission Statement Vision Statement SLOs</p>	<p>Spring/Fall 2017</p>	<p>Site Council Parents Students Staff School Board</p>
<p><b>Task 3: Identify ways in which all stakeholders will use the Mission and Vision Statements and SLOs to drive decision making in a way that emphasizes student achievement</b></p>	<p>Admin Staff Department Chairs Student Council Site Council</p>	<p>1. Planning protocol 2. "How to use your SLOs" - doc 3. PR campaign to familiarize the school community with M/V/SLOs</p>	<p>"How to use your SLOs"</p>	<p>Fall 2017 Fall 2017 Spring 2018</p>	<p>Staff Meetings Students Parents Site Council</p>
<p><b>Task 4: Create a system of accountability to support staff and students in their use of the Mission, Vision, and SLOs in the Site Council, departments, collaboration, lesson planning and goal setting</b></p>	<p>Admin Site Council</p>	<p>1. System for checking in on use and usefulness of SLOs in planning</p>		<p>Spring 2018</p>	<p>Site Council Staff Meetings</p>

