**Chapter IV: Schoolwide Action Plan**

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| **CJSHS School Wide Action Plan 2018/2019**  **SMART Goal - Strategic/Measurable/Attainable/Results-Oriented/Time-Bound** | | |
| **School**: Calistoga JSHS | **Grade Level/Subject**: School Wide | **Team Leader/Point of Contact**: Craig Wycoff |
| **Team Members Present**: Leadership Team                                                                       **Date:** January 2018  **District Goal**: Ensure Academic Excellence for All Students  **School Goal #1**: Professional Development Plan | | |

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| **Team SMART Goal** | **Instructional Strategies and Action Steps** | **Person(s) Responsible** | **Timeline** | **Evidence of Effectiveness** |
| **Reading & Writing Across the Curriculum**  **Mathematics Across the Curriculum** | 1. Seek input from WASC focus groups as to what they desire for yearly Professional Development Days with the focus on support around reading, writing and mathematics across the curriculum.  Also revisit past professional development days with Mindset, AVID Strategies, Project Based Learning, Illuminated, etc.  Staff can also suggest new/additional PD ideas that they feel are needed. 2. With input from each WASC focus group, the Leadership team will develop our school's yearly Professional Development plan. 3. The PD plan will be published each year for all staff. 4. The yearly PD plan will also be supported through monthly staff meetings. 5. There will be a self-assessment at the end of each year to determine the effectiveness of the PD plan.  This will allow for planning, creating and improving the plan for ‘19-’20, ‘20-’21. | Principal  Vice Principal  Leadership Team Members  Staff members given assignments to seek information to develop and promote calendar | Spring 2018:  Development of the PD plan with staff  Summer 2018: Administration will finalize resources and planning for the ‘18-’19 school year PD Plan  Fall 2018 & Spring 2019:  Plan will be shared with staff and implemented  End of Fall 2018:  Reflect & determine effectiveness of fall PD plan and determine if changes need to be made for spring 2019.  Spring 2019:  Continue to implement the plan and determine the needs for ‘19-’20.  Continue this PD planning, development, implementation and cycle throughout WASC accreditation timeline. | 1. After each PD a questionnaire or survey is completed by all staff who participated.  This tool will be used to determine the effectiveness of each PD. 2. At the end of the school year at a staff meeting we will engage in a self-reflection regarding the effectiveness of the PD plan and its implementation. 3. Staff will have lessons and evidence of student work that reflect reading, writing and mathematics across the curriculum. 4. With formative and summative assessment results, staff will analyze the data to determine if the professional development goals were met. |

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| **School**: Calistoga JSHS | **Grade Level/Subject**: School Wide | **Team Leader/Point of Contact**: Craig Wycoff |
| **Team Members Present**: Leadership Team                                                                           **Date:** January 2018  **District Goal**: Ensure Academic Excellence for All Students  **School Goal #2**: Continue to develop and implement Common Core Curriculum schoolwide. | | |

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| **Team SMART Goal** | **Instructional Strategies and Action Steps** | **Person(s) Responsible** | **Timeline** | **Evidence of Effectiveness** |
| **Develop and use Common Core standards aligned curriculum, pacing guides, instructional strategies, rubrics, benchmarks and assessments for all core areas** | 1. Engage in vertical articulation planning meetings on site and with CES. 2. Time allotted for teachers/departments to meet, analyze and discuss creation and implementation of common instructional strategies and formative assessments. 3. Time allotted for teachers/departments to meet, analyze and discuss creation and implementation of conversion of CC curriculum and use of common rubrics. 4. Expectations and end of year objectives need to be established for each subject area and grade level which will be documented in pacing guides and common assessments. 5. Teachers/Departments will review and examine the effectiveness of the pacing guides used in each core subject area using common assessments/rubrics. 6. Use release time, staff meetings, and collaboration time, to review current pacing guides and assessments and student work produced in relation to both. 7. Refine and improve the pacing guides in alignment with CC utilizing student work and assessment results to determine effectiveness. 8. Examine CAASPP questions at the start of the year and work/plan on implementing instructional strategies and curriculum around how the concepts and ideas are connected across the subject areas. 9. Administration, with input from the Leadership team, will set a timeline for implementation of these goals. 10. Attend AVID, Pre-AP other trainings that will support schoolwide CC transition (CATE, CABE, other) | Principal  Vice Principal  Leadership Team Members  Staff members given assignments to seek information to develop and promote calendar | Spring 2018:  At a staff meeting, staff bring their pacing guides to share with their WASC focus groups.  A copy of all  pacing guides will be provided to administration.  Summer 2018:  Administration will finalize resources and planning for the ‘18-’19 school year related to the continued development and implementation of CCC schoolwide, rubrics, benchmarks and assessments for all core areas.  Fall 2018 & Spring 2019:  Plan will be shared with staff and implemented  End of Fall 2018:  Reflect & determine effectiveness of fall PD plan and determine if changes need to be made for spring 2019.  Spring 2019:  Continue to implement the plan and determine the needs for ‘19-’20.  Continue this PD planning, development, implementation and cycle throughout WASC accreditation timeline. | 1. Pacing guides for all core content areas. 2. Standards aligned benchmarks including writing assessments for all core content areas. 3. Student work, essays, presentations, assessment data 4. Common writing and presentation rubrics used schoolwide. 5. Evidence of common instructional strategies in grades 7-12. 6. Improvement on CAASPP results in ELA & Math |

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| **School**: Calistoga JSHS | **Grade Level/Subject**: School Wide | **Team Leader/Point of Contact**: Craig Wycoff |
| **Team Members Present**: Leadership Team                                                                           **Date:** January 2018  **District Goal**: Ensure Academic Excellence for All Students  **School Goal #3**: Continue to work toward eliminating the achievement gap and bring all students to College and Career ready. | | |

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| **Team SMART Goal** | **Instructional Strategies and Action Steps** | **Person(s) Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1. **Review & analyze our local and state assessment data to determine what areas of focus are of highest need schoolwide.  Use these results to create & implement a robust assessment plan that will help guide our course needs/offerings.** 2. **Continue to strengthen implementation of AVID strategies schoolwide.** | * 1. Examine our EL CELDT, ELPAC, CAASPP, RI, MI & MDTP results for all students.   2. Determine what instructional / curricular strategies and approaches will help minimize the achievement gap.   3. Provide release time for teachers to plan and coordinate the implementation of schoolwide strategies.   4. Create a tool/measure to determine the effectiveness of past schoolwide instructional / curricular strategies. Staff would work together, towards a common goal using peer observations and feedback.   5. Create an assessment plan that reflects the local formative and state summative assessments.  Seek input and support from staff.   6. Determine master schedule course offerings based on assessment data.  1. Determine the fidelity with which AVID strategies are being used schoolwide (using 1.4). 2. Determine how we can better implement new or continue to support the use of agreed upon schoolwide strategies. 3. Provide teachers with release time for AVID support/training. 4. Attend AVID, Pre-AP other trainings that will support closing the achievement gap (CATE, CABE, other). | Principal  Vice Principal  Counselor/School Psychologist  Leadership Team Members  AVID Site Team | * + 1. Begin in the Spring of 2018.     2. Continue throughout the school year of 2018-19.     3. Throughout 2018-19 reflect and adjust the EL support system. | Accessible data for teachers  Agendas/Minutes regarding data discussions  Observations and shared discussions around common instructional strategies/approaches  Agendas/Minutes for teacher release time  Survey of staff and evidence of student work demonstrating use of tools  Assessment plan that is clear and accessible to staff  Documentation of AVID strategies used schoolwide  Agendas/Minutes around schoolwide strategies  AVID meeting notes/minutes  Teachers who attend trainings will share relevant findings at staff meetings. |

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| **School**: Calistoga JSHS | **Grade Level/Subject**: School Wide | **Team Leader/Point of Contact**: Craig Wycoff |
| **Team Members Present**: Leadership Team                                                                           **Date:** January 2018  **District Goal**: Ensure Academic Excellence for All Students  **School Goal #4**: Continue to support an English Learner Support system grades 7-12. | | |

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| **Team SMART Goal** | **Instructional Strategies and Action Steps** | **Person(s) Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1. **Create and implement an English Learner support system, which will identify and determine the needs and resources required to support EL students meet yearly advancement on ELPAC and toward graduation.** 2. **Determine what academic and other resources EL students need as determined by ELAP and local and state indicators (RI, MI, ELPAC, CAASPP).** 3. **Using local and statewide data, create a master schedule that will promote success and graduation for all EL students.** | 1. Evaluate our current EL plan to determine what is working, what should be eliminated, and what needs to be added. 2. If needed, develop a new intervention plan for all EL students. 3. Develop an EL plan for those students who do not progress academically. 4. Continue the ELAP meetings. 5. Continue to fund the EL Coordinator position. 6. Continue to fund the EL paraprofessionals. 7. Continue to fund the after school bilingual staff member who works with students in the library. 8. Continue to advocate for an Americorp fellow to work after school with our EL students who are struggling with math and science. 9. Plan & create an EL summer school program. | Principal  Vice Principal  Leadership Team Members  ELAP team participants  EL Coordinator  Counselor | 1. Begin in the Spring of 2018. 2. Continue throughout the school year of 2018-19. 3. Throughout the 2018-19 reflect and adjust the EL support system. | Improvement in student performance both in the classroom and on State Standarized Test Scores among our EL student poplulation.  Decrease in the average number of years a student is classified as EL.  Implementation of an EL summer school program.  Continue funding of bilingual paraprofessionals within targeted classrooms.  Funding of a bilingual support staff member in the library everyday after school.  Continue funding for EL Coordinator  Invites and ELAP  meetings |

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| **Team Members Present**: Leadership Team                                                                           **Date:** January 2018  **District Goal**: Ensure Academic Excellence for All Students  **School Goal #5**: Promote a positive school culture promoting a cohesive community, student engagement, academic excellence and student gratitude/empathy. | | |

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| **Team SMART Goal** | **Instructional Strategies and Action Steps** | **Person(s) Responsible** | **Timeline** | **Evidence of Effectiveness** |
| **Work together as a school community to support the whole student and determine what each student needs to be successful in school as effective community members.** | 1. Create a Challenge Day Committee and Incorporate Challenge Day costs into our District’s LCAP (7th & 9th).  Then Recruit Parents for the Challenge Day.  Implement Challenge Day and then hold Post Challenge Day reflection 2. Yearly survey of students, with the goal of determining engagement, school spirit, gratitude and empathy. 3. Create a School Culture Committee 4. Create a School Culture Plan that will address student motivation, positive progressive behavior system, and methods of recognizing and incentivizing academic achievement. | Challenge Day Committee  School Culture Committee, Principal Chairing  Principal  Vice Principal  Leadership Team Members  Staff | Spring 2018  Challenge Day Committee  Fall 2018 Challenge Day  Spring 2018 School Culture Committee  Spring 2018 School Culture Survey  Fall 2018 Implement the School Culture Plan  Spring 2019 Reflection, review of school culture data, and then readjust the school culture plan.  Yearly review and reflection on plan, review and modify for following year | Successful Challenge Day  School Culture Plan  Improved results on the California Healthy Kids Survey  Improved student Grade Point Averages  Challenge day reflections  Staff/student surveys  Improved survey results  Meeting agendas/minutes to discuss School Culture Plan and Implementation process  Schoolwide Positive Behavior support system  Decreased discipline  Planned advisory activities |