

REVISED Bear River High School Schoolwide Action Plan

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Bear River High School Schoolwide Action Plan - School Goal #1

[School Goal #1a](#)

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AREA OF IMPROVEMENT - SCHOOL GOAL #1a:

Address the individual needs of all students in terms of academic intervention and renewed academic rigor.

Rationale/Critical Need:

We have experienced a dramatic increase in the percentage of students who are arriving at Bear River as freshmen with low academic skills and a history of academic difficulty. In 2017, 41 (out of 175) incoming freshmen had not graduated from the 8th grade, compared to a more typical number of 10-15 freshmen in this category. Furthermore, as our student enrollment has significantly declined in recent years, we have struggled to maintain and grow our programs and offerings, which is an imperative aspect of retaining and attracting students to our school and district. Our community demands increased opportunities, rigor, and academic offerings, which requires tremendous creativity in terms of planning and utilization of resources.

Addressed Critical Areas of Focus identified by the 2018 Visiting Committee:

- 1. The leadership and instructional staff of Bear River High School should establish an employ a systematic use of student data (common formative assessments) that will measure the effects of the schools programs and services, guide staff development

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and decision making that will result in improved student achievement and mastery of the academic standards and student learning objectives.

3. The school needs to institutionalize systems and processes so that programs can be self-sustaining including ongoing staff development so that changes in leadership will not negatively affect the school climate. Climate needs to be staff and student-centered.
4. There needs to be the development of a schoolwide definition of “best practices“ for the implementation of collaboration and data-driven decision making to monitor classroom/course instructional practices.

Growth Targets:

2018-2019:

- Increase academic intervention/support structures and offerings by 10%.
- Decrease percentage of students failing courses by 5%.
- Increase Advanced Placement/Honors/CTE course offerings by 2 sections on the master schedule.

2019-2020:

- Increase academic intervention/support structures and offerings by an additional 5%.
- Decrease percentage of students failing courses by an additional 5%.
- Increase Advanced Placement/Honors/CTE course offerings by an additional 2 sections on the master schedule.

2020-2021:

- Increase academic intervention/support structures and offerings by an additional 5%.
- Decrease percentage of students failing courses by an additional 5%.
- Increase Advanced Placement/Honors/CTE course offerings by an additional 2 sections on the master schedule.

Schoolwide Learner Outcomes (SLOs) Addressed:

Grit, Intellectual and Creative Curiosity, Integrity, and Community.

Local Control and Accountability Plan (LCAP) and Eight State Priorities Alignment:

1. Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.
 - a. State Priority 1: Basic (Conditions of Learning)
 - b. State Priority 2: State Standards (Conditions of Learning)
 - c. State Priority 4: Pupil Achievement (Pupil Outcomes)
 - d. State Priority 7: Course Access (Conditions of Learning)

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- e. State Priority 8: Other Pupil Outcomes (Pupil Outcomes)
3. Our district will ensure that our schools are sources of deep seated-pride among students, staff, and community.
 - a. State Priority 1: Basic (Conditions of Learning)
 - b. State Priority 3: Parental Involvement (Engagement)
 - c. State Priority 6: School Climate (Engagement)
 - d. State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Impact on student learning/academic standards/SLOs:

Providing strategic, targeted, individualized supports for students in regard to their academic readiness and success will result in positive, steady improvement in student learning. With additional supports in place, students' abilities to attain academic standards will increase significantly. Students will demonstrate growth in their Grit, Intellectual and Creative Curiosity, Integrity, and Community through this renewed emphasis on support, engagement, community, expectation, and relationships.

Progress monitoring tools:

- Student progress in courses (progress reports and quarter/semester grades)
- Review of AP exam scores (annual)
- Review of CAASPP scores (annual)
- Review of EAP scores (annual)
- Review of master schedule offerings (annual)
- Review of Bruin Time schedule offerings (quarterly)

Reporting progress:

- Bimonthly teacher collaboration meeting analysis of student academic progress
- Quarterly data analysis/presentation of student academic progress to faculty
- Quarterly review of student academic progress/creation of new Bruin Time schedule
- Annual assessment of master schedule offerings/reporting to faculty
- Monthly reporting to Board of Trustees on overall progress and trends

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Tasks	Responsible person(s)	Professional development/resources	Means to assess improvement	Timeline	Reporting
<p>Develop a comprehensive, systematic, targeted approach to addressing individual student learning needs. <i>NOTE: The specific sub-tasks will depend upon the identified needs, which are a moving target.</i></p>	Principal, Assistant Principal, Intervention Specialist, Counselors, Department Chairs, Intervention Team members	<p>MTSS training for administrators, counselors, and teachers</p> <p>Data-analysis training for administrators, counselors, intervention specialist, and teachers</p>	<p>Quarterly analysis of all students' progress in courses (D/F lists)</p> <p>Quarterly analysis of progress of at-risk students (grades, attendance, behavior, etc.)</p> <p>Annual analysis of student perceptions of the supports they are receiving (California Healthy Kids Survey)</p>	<p>Comprehensive approach to be implemented in 18-19 school year.</p> <p>Plan/approach to be evaluated and updated annually, beginning in spring of 2019.</p>	<p>Monthly analysis/discussion with Department Chairs.</p> <p>Monthly reporting of progress by department teams.</p> <p>Quarterly reporting to faculty/staff.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
<p>Evaluate the effectiveness, utilization, and maximization of Bruin Time, peer tutoring, and before/after school</p>	Principal, Assistant Principal, Intervention Specialist, Counselors, Department Chairs, Intervention Team	Peer tutoring program training for intervention specialist/teachers involved with program.	<p>Quarterly student surveys on Bruin Time and tutoring program effectiveness.</p> <p>Quarterly analysis</p>	<p>Evaluation of effectiveness of these programs will occur quarterly, beginning with the 3rd Quarter of the 2017-2018 school</p>	<p>Monthly analysis/discussion with tutoring center teachers and Department Chairs.</p> <p>Quarterly reporting</p>

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<p>tutoring programs.</p>	<p>members, teachers assigned to tutoring program</p>	<p>Intervention/academic remediation training for teachers, counselors, intervention specialist, and administrators.</p>	<p>of all students' progress in courses (D/F lists) Quarterly analysis of progress of at-risk students (grades, attendance, behavior, etc.)</p>	<p>year. Plan/approach to be evaluated and updated quarterly, beginning in fall of 2018.</p>	<p>of progress by Intervention Team to faculty. Biennial reporting to superintendent/ Board of Trustees. Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
<p>Reevaluate the rigor and expectations of high-level academic courses (Advanced Placement, Honors, etc.)</p>	<p>Principal, Assistant Principal, Department Chairs, Counselors</p>	<p>Teachers assigned to teach Advanced Placement or Honors courses will attend training as appropriate on an ongoing basis. Counselors, administrators, and department chairs will consult with colleagues at other school sites about the rigor and expectations of their A.P. and Honors courses.</p>	<p>Administrators, counselors, and department chairs/teachers will evaluate current practices in order to uncover inconsistencies and areas for improvement with regard to rigor and expectation. The course preview and selection process for the following school year will reflect new policies, practices,</p>	<p>Evaluation of current practices related to the rigor and expectation of A.P. and Honors courses will occur in January and February of 2018 and will be reevaluated in the late fall and early spring of each school year. Course preview and selection processes reflecting new guidances and policies will launch</p>	<p>The administrators, counselors, and teachers involved in the revamping of expectations and rigor related to A.P. and Honors courses will report their work to the faculty at a staff or collaboration meeting in the early spring of 2018. The results of the new course preview and selection processes and guidelines will be</p>

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		<p>Counselors, administrators, and department chairs/teachers will review current policies and guidances and adjust them accordingly in order to ensure a high level of academic rigor and expectation.</p>	<p>and guidelines.</p> <p>Administrators, teachers, and counselors will provide parent/student education nights (as well as information available online) for families of students who wish to enroll in A.P. or Honors courses.</p> <p>Teachers, counselors, and administrators will review data related to students slated for entry into A.P. and Honors courses to assess their readiness and counsel accordingly.</p> <p>Departments will work to embed a building sense of rigor and expectation at each grade level that will</p>	<p>in February/March of 2018 and will be reevaluated in the late fall/early spring of each school year.</p> <p>Parent/student information nights and materials will be implemented in mid-spring of 2018 and will be reevaluated each spring thereafter.</p> <p>Departments will work on their scaffolding of rigor and expectation in foundational courses in their department collaboration time. Departments will report out their work and results on a quarterly basis beginning in the fall of the 2018-2019 school year.</p>	<p>reviewed by the team of administrators, counselors, and teachers in the late spring of 2018 and again in mid-fall of 2018.</p> <p>Parents and students will complete a brief survey about the effectiveness of the information night and materials. This data will be shared and discussed by this team in a meeting in the late spring of 2018.</p> <p>Department collaboration work is reported to the principal through a Google Form at the conclusion of each meeting. Additionally, department representatives will share their work at</p>
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			assist students who are interested in challenging themselves with A.P. or Honors courses in the future.		Department Chairs and collaboration meetings on a quarterly basis.
Evaluate master schedule offerings to increase/maximize student access to rigorous, challenging, relevant course offerings.	Principal, Assistant Principal, Counselors, Department Chairs, Teachers	<p>Training in our new Student Information System with regard to its master scheduling capabilities will be provided for administrators, counselors, and support staff.</p> <p>Administrators will consult with district staff to determine the proper allocation of master schedule sections based on projected enrollment for the following school year.</p> <p>Administrators and counselors will work with district</p>	<p>Throughout the master schedule development process each spring, administrators and counselors will obtain informal feedback from staff regarding the proposed offerings.</p> <p>Student course requests will be evaluated to help determine the appropriate tailoring of the master schedule to their needs and interests.</p> <p>Students and parents will be surveyed to garner their perspectives on the</p>	<p>Informal feedback about proposed master schedule offerings will be obtained each spring (April-May) beginning in 2018.</p> <p>Student course requests will be analyzed each April-May beginning in 2018.</p> <p>Student/parent surveys will be conducted in late fall/early spring beginning in the late fall of 2018.</p> <p>Evaluation of student progress toward four-year</p>	<p>Survey data will be reported to the faculty in the spring of each school year.</p> <p>Administrators and counselors will report on trends in student four-year plan completion on an annual basis.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>

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		<p>staff, particularly the district Teacher on Special Assignment for implementation of CTE programs, to determine extra sections that might be funded through grant programs related to CTE.</p> <p>Administrators, teachers, and counselors will advocate for additional sections for added rigorous, relevant offerings through the district's LCAP Steering Committee process.</p> <p>Administrators, counselors, department chairs, and the faculty will engage in a lengthy process each spring to determine the most effective use of master schedule sections in order to</p>	<p>current course offerings as well as their desires for future offerings.</p> <p>Administrators and counselors will evaluate student progress toward A-G completion for 4-year universities, CTE program completion, and other indicators of rigorous coursework throughout high school. This data will be compared to previous years in order to identify trends over time.</p> <p>The full functionality of the new Student Information System will be tested in the spring of 2019. Data analysis features within the new Student Information System will be</p>	<p>plan completion will take place annually in late spring/early summer, beginning in the spring of 2018.</p> <p>The various functions of the new Student Information System will be put to the test in April/May of 2019. As additional training is needed, it will be implemented on an ongoing basis.</p>	
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		<p>provide students with the most meaningful, rigorous, engaging curricular program possible with the resources that have been allocated.</p> <p>Administrators and counselors will assist staff throughout each school year in developing new courses of study and obtaining their approval through the Site and District Curriculum Committees.</p>	<p>utilized to track student progress toward 4-year plan completion.</p>		
<p>Provide additional training and support for teachers in utilizing effective instructional strategies and maximizing use of instructional time.</p>	<p>Principal, Assistant Principal, Counselors, Intervention Team members, Department Chairs, district Teachers on Special Assignment</p>	<p>Administrators, counselors, and teachers will seek additional training related to this task on an ongoing basis.</p> <p>Principal will work with district team of administrators to</p>	<p>A portion of each monthly staff meeting will be devoted to reflection on relationship-building strategies and experiences as well as the sharing of ideas.</p>	<p>The staff meeting discussions of relationship-building strategies and experiences will begin in January of 2018.</p> <p>California Healthy Kids Survey results</p>	<p>Monthly analysis/discussion with Department Chairs.</p> <p>Monthly reporting of progress by department teams.</p> <p>Quarterly reporting to faculty/staff.</p>

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		<p>embed this professional development need into professional learning opportunities for staff on a ongoing basis.</p> <p>District Teachers on Special Assignment will attend training related to this topic and will share their learning with the staff at Bear River.</p>	<p>California Healthy Kids Survey data will be analyzed annually related to relational factors from the perspectives of students, parents, and staff members.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>Principal will meet with a diverse group of student reps on a monthly basis to gauge their perspectives related to this topic.</p>	<p>are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal’s Student Advisory Group will begin in January of 2018.</p>	<p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
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AREA OF IMPROVEMENT - SCHOOL GOAL #1b:

Address the individual needs of all students in terms of cultural enrichment and social/emotional/behavioral education and support.

Rationale/Critical Need:

An alarming trend within our school population, district, and nation, is the dramatic increase in student mental health concerns, including depression and anxiety. In 2016, 28% of Bear River students reported regular feelings of depression, sadness, hopelessness, extreme stress, or anxiety. Furthermore, as our student enrollment has significantly declined in recent years, we have struggled to maintain and grow our support programs and offerings, which is an imperative aspect of retaining and attracting students to our school and district. Our community demands increased support opportunities, which requires tremendous creativity in terms of planning and utilization of resources.

Addressed Critical Areas of Focus identified by the 2018 Visiting Committee:

2. The Bear River staff expresses a desire for more frequent and more proactive professional development in order to drive student achievement. The instructional staff members should increase their participation in staff development that is systematic and will be sustained over time.
3. The school needs to institutionalize systems and processes so that programs can be self-sustaining including ongoing staff development so that changes in leadership will not negatively affect the school climate. Climate needs to be staff and student-centered.

Growth Targets:

2018-2019:

- Increase academic intervention/support structures and offerings by 10%.
- Increase mental health and cultural awareness and support structures by 10%.
- Increase student perception (on California Healthy Kids Survey) of positive connections at school by 5%.
- Reduce student suspensions by 10%.

2019-2020:

- Increase academic intervention/support structures and offerings by an additional 5%.
- Increase mental health and cultural awareness and support structures by an additional 5%.
- Increase student perception (on CHKS) of positive connections at school by an additional 5%.
- Reduce student suspensions by an additional 5%.

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2020-2021:

- Increase academic intervention/support structures and offerings by an additional 5%.
- Increase mental health and cultural awareness and support structures by an additional 5%.
- Increase student perception (on CHKS) of positive connections at school by an additional 5%.
- Reduce student suspensions by an additional 5%.

Schoolwide Learner Outcomes (SLOs) Addressed:

Grit, Intellectual and Creative Curiosity, Empathy, and Community.

Local Control and Accountability Plan (LCAP) and Eight State Priorities Alignment:

2. Our district will ensure that all students and staff feel they belong to a safe and healthy school.
 - a. State Priority 3: Parental Involvement (Engagement)
 - b. State Priority 5: Pupil Engagement (Engagement)
 - c. State Priority 6: School Climate (Engagement)
3. Our district will ensure that our schools are sources of deep seated-pride among students, staff, and community.
 - a. State Priority 1: Basic (Conditions of Learning)
 - b. State Priority 3: Parental Involvement (Engagement)
 - c. State Priority 6: School Climate (Engagement)
 - d. State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Impact on student learning/academic standards/SLOs:

Providing strategic, targeted, individualized supports for students in regard to their mental well-being will result in positive, steady improvement in student learning. With additional supports in place, students' abilities to cultivate positive mental health will increase significantly. Students will demonstrate growth in their Grit, Intellectual and Creative Curiosity, Empathy, and Community through this renewed emphasis on support, engagement, community, expectation, and relationships.

Progress monitoring tools:

- California Healthy Kids Survey results (annual)
- LCAP student/parent/staff input survey (annual)
- LCAP student/parent/staff town hall meeting input (annual)
- LCAP student/parent/staff steering committee input (annual)

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- Review of Bruin Time schedule offerings (quarterly)
- Student suspension data

Reporting progress:

- Quarterly data analysis/presentation of student well-being to faculty
- Quarterly review of student social/emotional needs in creation of new Bruin Time schedule
- Annual reporting of California Healthy Kids Survey results to staff/community (LCAP Town Hall meeting)
- Quarterly reporting of student suspension data to faculty (staff meeting format)
- Monthly reporting to Board of Trustees on overall progress and trends

Tasks	Responsible person(s)	Professional development/resources	Means to assess improvement	Timeline	Reporting
Evaluate the effectiveness, utilization, and maximization of Bruin Time, peer tutoring, and before/after school tutoring programs.	Principal, Assistant Principal, Intervention Specialist, Counselors, Department Chairs, Intervention Team members, teachers assigned to tutoring program	Peer tutoring program training for intervention specialist/teachers involved with program. Intervention/academic remediation training for teachers, counselors, intervention specialist, and administrators.	Quarterly student surveys on Bruin Time and tutoring program effectiveness. Quarterly analysis of all students' progress in courses (D/F lists) Quarterly analysis of progress of at-risk students (grades, attendance, behavior, etc.)	Evaluation of effectiveness of these programs will occur quarterly, beginning with the 3rd Quarter of the 2017-2018 school year. Plan/approach to be evaluated and updated quarterly, beginning in fall of 2018.	Monthly analysis/discussion with tutoring center teachers and Department Chairs. Quarterly reporting of progress by Intervention Team to faculty. Biennial reporting to superintendent/ Board of Trustees. Annual reporting to

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					stakeholders at LCAP Town Hall meeting.
Evaluate the mental health/well-being needs of students and allocate resources accordingly.	Principal, Assistant Principal, School Psychologist, Mental health therapists, Intervention Specialist, Counselors	Training on student mental health needs and interventions for teachers, administrators, counselors, psychologist/therapists, and intervention specialist.	<p>Annual analysis of California Healthy Kids Survey results.</p> <p>Annual analysis on student/parent input on LCAP survey (related to mental health/well-being factors).</p> <p>Quarterly analysis of mental health/therapy referrals and student progress in programs related to mental health services.</p> <p>Aggregate annual progress toward goals for students with counseling as a service on their IEPs.</p>	<p>California Healthy Kids Survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Quarterly mental health referrals and student progress will be assessed by the team beginning in January of 2018.</p>	<p>Quarterly reporting to faculty/staff based on Intervention Team discussions and analysis of student progress.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>

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<p>Increase consistency, effectiveness, and ongoing nature of Link Crew support structure for freshmen and other new students.</p>	<p>Activities Director, student leaders, Principal, Assistant Principal, Counselors</p>	<p>Training for Activities Director and student leaders in Link Crew program implementation.</p> <p>Breaking Down the Walls training for student leaders, which will provide additional tools and resources for Link Crew program implementation.</p> <p>Activities Director and student leaders will visit schools with strong Link Crew programs in place to gain insights about effective implementation.</p>	<p>Principal will meet with Activities Director and student leaders quarterly to engage in ongoing assessment of Link Crew program implementation.</p> <p>Activities Director will engage student leaders in in-class assessment of their progress toward effective implementation of the Link Crew program on a monthly basis.</p> <p>Principal and Activities Director will report to and consult with staff on a quarterly basis to share effective strategies and obtain feedback and guidance on next steps.</p>	<p>Quarterly meetings between Principal, Activities Director, and student leaders will begin in the spring of 2018.</p> <p>Monthly classroom evaluation conducted within student leadership program will begin in the spring of 2018.</p> <p>Monthly consultation with the staff will begin in the spring of 2018.</p>	<p>Quarterly reporting to faculty/staff based on Intervention Team discussions and analysis of student progress.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
<p>Develop alternatives</p>	<p>Principal, Assistant</p>	<p>Administrators,</p>	<p>Initial data regarding</p>	<p>Initial discipline</p>	<p>Monthly reporting</p>

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<p>to school suspension that are meaningful and educational for students.</p>	<p>Principal, Counselors, Intervention Specialist, members of the Intervention Team (District administrators will provide guidance in this area as well)</p>	<p>counselors, intervention team members, and teacher leaders will obtain training related to possible alternatives to suspension.</p> <p>Administrators, counselors, intervention team members, and teacher leaders will investigate local/similar schools with alternatives to suspension in place in order to obtain guidance, which may include visits to the various schools.</p>	<p>the current rate and effectiveness of school suspension will be studied and shared with staff in the spring of 2018.</p> <p>After implementation of a new system that provides alternatives to suspension, discipline data will be gathered and assessed on a quarterly basis by the Intervention Team.</p> <p>A comprehensive assessment of the effectiveness of the alternative to suspension will occur annually in the late spring/summer of each school year.</p>	<p>/suspension data will be shared with staff in May of 2018.</p> <p>Alternatives to suspension will be investigated in the spring and summer of 2018.</p> <p>A system for providing alternatives to suspension will be implemented at the start of the 2018-2019 school year.</p> <p>Quarterly assessment of discipline- related data and suspension alternatives will begin at the end of the 1st Quarter of the 2018-2019 school year.</p> <p>Comprehensive program assessment</p>	<p>and discussion of program effectiveness will occur at district Administrative Council meetings among all district administrators.</p> <p>Quarterly reporting to faculty/staff based on Intervention Team discussions and analysis of student progress.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
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				will occur annually in the spring of 2019.	
Provide additional training and support for teachers and staff in creating a sense of community in the classroom and building meaningful relationships with and between students.	Principal, Assistant Principal, Counselors, Intervention Team members, Department Chairs, district Teachers on Special Assignment	Administrators, counselors, and teachers will seek additional training related to this task on an ongoing basis. Principal will work with district team of administrators to embed this professional development need into professional learning opportunities for staff on a ongoing basis. District Teachers on Special Assignment will attend training related to this topic and will share their learning with the staff at Bear River.	A portion of each monthly staff meeting will be devoted to reflection on relationship-building strategies and experiences as well as the sharing of ideas. California Healthy Kids Survey data will be analyzed annually related to relational factors from the perspectives of students, parents, and staff members. LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in	The staff meeting discussions of relationship-building strategies and experiences will begin in January of 2018. California Healthy Kids Survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018. LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018. Meetings of the Principal’s Student Advisory Group	Monthly analysis/discussion with Department Chairs. Monthly reporting of progress by department teams. Quarterly reporting to faculty/staff. Biennial reporting to superintendent/ Board of Trustees. Annual reporting to stakeholders at LCAP Town Hall meeting.

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			<p>this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>	<p>will begin in January of 2018.</p>	
<p>Provide additional resources for implementation of multicultural awareness/education across the curriculum as well as schoolwide.</p>	<p>Principal, Assistant Principal, Counselors, Intervention Team members, Department Chairs, district Teachers on Special Assignment</p>	<p>Administrators, counselors, and teachers will seek additional training related to this task on an ongoing basis.</p> <p>Principal will work with district team of administrators to embed this professional development need into professional learning opportunities for staff on a ongoing basis.</p> <p>District Teachers on Special Assignment</p>	<p>A portion of each monthly staff meeting will be devoted to reflection on relationship-building strategies and experiences as well as the sharing of ideas.</p> <p>California Healthy Kids Survey data will be analyzed annually related to relational factors from the perspectives of students, parents, and staff members.</p>	<p>The staff meeting discussions of relationship-building strategies and experiences will begin in January of 2018.</p> <p>California Healthy Kids Survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed</p>	<p>Monthly analysis/discussion with Department Chairs.</p> <p>Monthly reporting of progress by department teams.</p> <p>Quarterly reporting to faculty/staff.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>

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		<p>will attend training related to this topic and will share their learning with the staff at Bear River.</p>	<p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>	<p>annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal’s Student Advisory Group will begin in January of 2018.</p>	
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AREA OF IMPROVEMENT - SCHOOL GOAL #2:

Prepare every Bear River student in a comprehensive, cohesive way for life after high school.

Rationale/Critical Need:

In recent years, a shift in demographics within the Bear River community has brought greater diversity in student backgrounds, goals, interests, and needs. Traditionally, Bear River families overwhelmingly sought a high school education that would prepare them for entry into four-year universities. In the past three years, the average percentage of graduating seniors who transitioned immediately into a four-year college hovered around 20%. The vast majority attended community colleges after high school (around 70%) and a small percentage entered the workforce, military, or other trade or technical programs. Survey and Town Hall data in recent years shows that parents and students are insistent that we provide additional tools, training, and guidance when it comes to preparation for all aspects of life after high school. Our Career Technical Education programs and pathways have grown in recent years and are an increasingly popular means for students to acquire needed skills for successful educational pursuits and careers after high school. Our school community has identified this need -- preparing every student for their specific goals after high school -- as highly important and more needed than ever before.

Addressed Critical Areas of Focus identified by the 2018 Visiting Committee:

1. The leadership and instructional staff of Bear River High School should establish an employ a systematic use of student data (common formative assessments) that will measure the effects of the schools programs and services, guide staff development and decision making that will result in improved student achievement and mastery of the academic standards and student learning objectives.
4. There needs to be the development of a schoolwide definition of “best practices“ for the implementation of collaboration and data-driven decision making to monitor classroom/course instructional practices.

Growth Targets:

2018-2019:

- Increase percentage of students with a comprehensive plan in place toward a specific post-secondary goal by 10%.
- Increase positive student perception (gathered through survey data) of post-secondary goal preparation by 10%.
- Increase positive parent perception (gathered through survey data) of post-secondary goal preparation by 10%.
- Increase Career Technical Education program/pathway offerings by 1 section in master schedule.
- Increase Career Technical Education program/pathway completers by 3%.
- Increase other (non-CTE) elective/enrichment opportunities by 1 section in master schedule and by 5% in the Bruin

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Time master schedule.

- Increase real-world, life skills-based education within the curriculum by 5%.
- Increase student internship opportunities by 5%.

2019-2020:

- Increase percentage of students with a comprehensive plan in place toward a specific post-secondary goal by an additional 10%.
- Increase positive student perception (gathered through survey data) of post-secondary goal preparation by an additional 5%.
- Increase positive parent perception (gathered through survey data) of post-secondary goal preparation by an additional 5%.
- Increase Career Technical Education program/pathway offerings by an additional section in the master schedule.
- Increase Career Technical Education program/pathway completers by an additional 3%.
- Increase other (non-CTE) elective/enrichment opportunities by an additional 1 section in master schedule and by an additional 5% in Bruin Time master schedule.
- Increase real-world, life skills-based education within the curriculum by an additional 5%.
- Increase student internship opportunities by an additional 5%.

2019-2020:

- Increase percentage of students with a comprehensive plan in place toward a specific post-secondary goal by an additional 10%.
- Increase positive student perception (gathered through survey data) of post-secondary goal preparation by an additional 5%.
- Increase positive parent perception (gathered through survey data) of post-secondary goal preparation by an additional 5%.
- Increase Career Technical Education program/pathway offerings by an additional section in master schedule.
- Increase Career Technical Education program/pathway completers by an additional 3%.
- Increase other (non-CTE) elective/enrichment opportunities by an additional 1 section in master schedule and by an additional 5% in the Bruin Time master schedule.
- Increase real-world, life skills-based education within the curriculum by an additional 5%.
- Increase student internship opportunities by an additional 5%.

Schoolwide Learner Outcomes (SLOs) Addressed:

Grit, Integrity, Intellectual and Creative Curiosity, and Community

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Local Control and Accountability Plan (LCAP) and Eight State Priorities Alignment:

1. Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.
 - a. State Priority 1: Basic (Conditions of Learning)
 - b. State Priority 2: State Standards (Conditions of Learning)
 - c. State Priority 4: Pupil Achievement (Pupil Outcomes)
 - d. State Priority 7: Course Access (Conditions of Learning)
 - e. State Priority 8: Other Pupil Outcomes (Pupil Outcomes)
3. Our district will ensure that our schools are sources of deep-seated pride among students, staff, and community.
 - a. State Priority 1: Basic (Conditions of Learning)
 - b. State Priority 3: Parental Involvement (Engagement)
 - c. State Priority 6: School Climate (Engagement)
 - d. State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Impact on student learning/academic standards/SLOs:

Placing concerted emphasis, from the time they begin high school as freshmen, on each student's postsecondary goals and plans will have a long-term, positive impact on their success during high school and beyond. The sooner students are able to hone in on a viable postsecondary path that meets their needs and matches their skills and interests, the more engaged students will become in their high school educational experiences. Building upon our positive relationships with community partners through the development of internship programs will strengthen our sense of community and shared purpose and benefit our students beyond their high school careers.

Progress monitoring tools:

- California Healthy Kids Survey results (annual)
- Student progress in courses (progress reports and quarter/semester grades)
- LCAP student/parent/staff input survey (annual)
- LCAP student/parent/staff town hall meeting input (annual)
- LCAP student/parent/staff steering committee input (annual)
- Review of master schedule offerings (annual)
- Review of Bruin Time schedule offerings (quarterly)
- Review of CTE programs and pathways/completion data (annual)

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Reporting progress:

- Quarterly data analysis/presentation of program/curricular development progress to faculty
- Quarterly review of student academic progress/creation of new Bruin Time schedule
- Annual reporting of California Healthy Kids Survey results to staff/community (LCAP Town Hall meeting)
- Biennial reporting of CTE program/pathway progress to District CTE Advisory Committee
- Monthly reporting to Board of Trustees on overall progress and trends

Tasks	Responsible person(s)	Professional development/resources	Means to assess improvement	Timeline	Reporting
Implement specific college/career exploration, research, and readiness components at each grade level.	Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers	Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of post-secondary preparation in to the curriculum at each grade level. This team will investigate the most effective tools for assisting students with identifying college and career matches based on their individual interests, strengths, and needs. Teams of teachers and	A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps. Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area.	The staff meeting discussions related to this task will begin in the fall of 2018. Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018. LCAP survey input is received	Monthly analysis/discussion with Department Chairs. Quarterly reporting of progress by this team to the faculty. Biennial reporting to superintendent/ Board of Trustees. Annual reporting to stakeholders at LCAP Town Hall meeting.

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		counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular elements that can be delivered by the classroom teacher.	LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area. The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.	annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018. Meetings of the Principal’s Student Advisory Group will begin in January of 2018.	Biennial reporting to District CTE Advisory Committee.
Increase Career Technical Education program and pathway offerings as well as the percentage of students who are completing CTE pathways by the time they graduate from Bear River.	Principal, Assistant Principal, Counselors, CTE Department Chairs, CTE Teachers, District Teacher on Special Assignments for CTE programs	This team will meet in the early spring of each school year to discuss potential offerings for the following year. Counselors will meet with CTE program-enrolled students and their parents to discuss the benefits of pathway completion. Principal and CTE teachers will consult with the District CTE	Counselors will track CTE pathway enrollment trends and completion rates and will report this data to the faculty on an annual basis. Bear River’s CTE teachers and principal will consult with the site CTE Advisory Committee to report progress and consult on potential next steps.	Site CTE Advisory Committee meetings will take place on a quarterly basis. District CTE Advisory Committee meetings will take place on a biennial basis. The staff	Quarterly reporting of progress by this team to the faculty. Biennial reporting to superintendent/ Board of Trustees. Annual reporting to stakeholders at LCAP Town Hall meeting.

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		<p>Advisory Committee and CTE Teacher on Special Assignment about additional ways that programs and pathways can be implemented/expanded at Bear River (through grant funds, etc.)</p> <p>Potential CTE teachers will be recruited and assisted in pursuing CTE teaching credentials.</p>	<p>Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area. Specifically, students will be surveyed regarding their CTE program interests and needs.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>	<p>meeting discussions related to this task will begin in the fall of 2018.</p> <p>Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal’s Student Advisory Group will</p>	<p>Quarterly reporting of progress to site CTE Advisory Committee.</p> <p>Biennial reporting to District CTE Advisory Committee.</p>
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				begin in January of 2018.	
Increase other (non-CTE) elective and enrichment offerings and opportunities.	Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers	<p>Administrators, counselors, and teachers will engage in professional development related to the most effective ways of provide additional elective and enrichment offerings to students. This may include visiting other local/similar schools with additional/unique offerings in place.</p> <p>Administrators, counselors, and teachers will consult with primary feeder school staff about ways to consolidate resources to provide additional opportunities for students.</p> <p>Bear River’s staff will work with district staff to explore additional options for students once a common bell schedule</p>	<p>A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.</p> <p>Department Chairs meetings will devote time to this topic on a quarterly basis, for planning purposes.</p> <p>Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area.</p> <p>LCAP student, parent,</p>	<p>The staff meeting discussions related to this task will begin in the fall of 2018.</p> <p>Department Chairs meeting discussions of this topic will begin in the fall of 2018 and continue on a quarterly basis.</p> <p>Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey</p>	<p>Monthly analysis/discussion with Department Chairs.</p> <p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>

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		<p>has been achieved between the two comprehensive high school sites, Bear River and Nevada Union. This could include the implementation of distance learning options between sites.</p> <p>Students will be regularly surveyed to gauge their interested related to non-CTE elective and enrichment opportunities.</p> <p>The Bruin Time schedule will be recreated each quarter to reflect students needs and interests related to enrichment opportunities.</p>	<p>and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>	<p>input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal’s Student Advisory Group will begin in January of 2018.</p>	
<p>Reevaluate the effectiveness/purpose of certain programs/courses (such as Frosh Health, Frosh Tech, and Senior Project).</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers,</p>	<p>Administrators, counselors, and teachers will engage in professional development related to the most effective ways to improve the content and deliver of these programs and courses. This may include</p>	<p>A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next</p>	<p>The staff meeting discussions related to this task will begin in the fall of 2018.</p> <p>Department</p>	<p>Monthly analysis/discussion with Department Chairs.</p> <p>Quarterly reporting of progress by this team to the</p>

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	<p>Senior Project Coordinator</p>	<p>visits to local/similar schools to garner input and ideas that may spark improvement.</p> <p>Students will be consulted about the effectiveness of each program as well as their needs and ideas for improvement.</p> <p>Parents will be consulted about the effectiveness of each program as well as their ideas related to student needs and potential areas for improvement.</p> <p>This team will investigate the most effective tools and resources needed for strengthening these courses and programs. The principal and teacher involved in the programs will advocate for resources as needed through the district's annual LCAP development progress.</p>	<p>steps.</p> <p>Department Chairs meetings will devote time to this topic on a quarterly basis, for planning purposes.</p> <p>Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>	<p>Chairs meeting discussions of this topic will begin in the fall of 2018 and continue on a quarterly basis.</p> <p>Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal's Student</p>	<p>faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
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		Teams of teachers and counselors will develop implementation strategies for each course and program with assistance from their department colleagues. This may include curricular elements that can be delivered by the classroom teacher as well as ancillary resources, such as guest speakers and supplemental tools and resources.		Advisory Group will begin in January of 2018.	
Provide life skills education for all students in order to help prepare them to survive and thrive in the adult world.	Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers	Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of life skill-related education into the curriculum at each grade level. This could include visits to local/similar schools where life skills-related education has been implemented in various ways.	A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps. Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the	The staff meeting discussions related to this task will begin in the fall of 2018. Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the	Monthly analysis/discussion with Department Chairs. Quarterly reporting of progress by this team to the faculty. Biennial reporting to superintendent/ Board of Trustees.

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		<p>This team will investigate the most effective tools for assisting students with identifying life skill-related needs based on their individual interests, strengths, and needs.</p> <p>Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular elements that can be delivered by the classroom teacher.</p>	<p>perspectives of students, parents, and staff members about our progress in this area.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>	<p>spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal’s Student Advisory Group will begin in January of 2018.</p>	<p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
<p>Provide additional support and resources for non-college-bound students.</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers</p>	<p>Administrators, counselors, and teachers will engage in professional development related to the most effective ways of connecting non-college-bound students with resources and support toward</p>	<p>A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.</p>	<p>The staff meeting discussions related to this task will begin in the fall of 2018.</p> <p>Site-specific survey results</p>	<p>Monthly analysis/discussion with Department Chairs.</p> <p>Quarterly reporting of progress by this team to the faculty.</p>

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		<p>meeting their post-secondary goals.</p> <p>This team will investigate the most effective tools for assisting students with identifying post-secondary plans based on their individual interests, strengths, and needs.</p> <p>Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular elements that can be delivered by the classroom teacher.</p>	<p>Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>	<p>are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal's Student Advisory Group will begin in January of 2018.</p>	<p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
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<p>Provide additional assistance with planning related to college application processes, career preparation, financial planning for post-secondary plans, and scholarship application planning.</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers</p>	<p>Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of post-secondary preparation in to the curriculum at each grade level.</p> <p>Counselors will consult with their district counterparts on strategies that can be shared and employed at each school site.</p> <p>This team will investigate the most effective tools for assisting students with identifying college and career matches based on their individual interests, strengths, and needs.</p> <p>Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model</p>	<p>A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.</p> <p>Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives</p>	<p>The staff meeting discussions related to this task will begin in the fall of 2018.</p> <p>Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal's Student</p>	<p>Monthly analysis/discussion with Department Chairs.</p> <p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
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		<p>delivered by counselors and intervention specialist and through curricular elements that can be delivered by the classroom teacher.</p> <p>The team will further identify and implement parent/student education components that can be delivered through evening programs and online avenues.</p>	<p>on a monthly basis to gauge their perspectives related to this topic.</p>	<p>Advisory Group will begin in January of 2018.</p>	
<p>Provide additional education and support regarding four-year college requirements, testing, etc.</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers</p>	<p>Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of post-secondary preparation in to the curriculum at each grade level.</p> <p>This team will investigate the most effective tools for assisting students with identifying college and career matches based on</p>	<p>A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.</p> <p>Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of</p>	<p>The staff meeting discussions related to this task will begin in the fall of 2018.</p> <p>Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p>	<p>Monthly analysis/discussion with Department Chairs.</p> <p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting</p>

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		<p>their individual interests, strengths, and needs.</p> <p>Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular elements that can be delivered by the classroom teacher.</p>	<p>students, parents, and staff members about our progress in this area.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>	<p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal’s Student Advisory Group will begin in January of 2018.</p>	<p>to stakeholders at LCAP Town Hall meeting.</p>
<p>Increase internship opportunities for students.</p>	<p>Counselors, CTE Department Chairs, CTE Teachers, District Teacher on Special Assignments for CTE programs,</p>	<p>This team will meet in the early spring of each school year to discuss potential internship possibilities for the following year.</p> <p>Counselors will meet with CTE program-enrolled students and their parents to discuss potential</p>	<p>Counselors will track CTE pathway enrollment trends and completion rates and will report this data to the faculty on an annual basis.</p> <p>Bear River’s CTE teachers and principal will consult with the</p>	<p>Site CTE Advisory Committee meetings will take place on a quarterly basis.</p> <p>District CTE Advisory Committee meetings will</p>	<p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p>

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	<p>Principal, Assistant Principal</p>	<p>internships.</p> <p>Principal and CTE teachers will consult with the District CTE Advisory Committee and CTE Teacher on Special Assignment about additional ways that internship opportunities can be implemented/expanded at Bear River (through grant funds, etc.)</p>	<p>site CTE Advisory Committee to report progress and consult on potential next steps.</p> <p>Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area. Specifically, students will be surveyed regarding their CTE program interests and needs.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to</p>	<p>take place on a biennial basis.</p> <p>The staff meeting discussions related to this task will begin in the fall of 2018.</p> <p>Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p>	<p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p> <p>Quarterly reporting of progress to site CTE Advisory Committee.</p> <p>Biennial reporting to District CTE Advisory Committee.</p>
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			gauge their perspectives related to this topic.	Meetings of the Principal’s Student Advisory Group will begin in January of 2018.	
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AREA OF IMPROVEMENT - SCHOOL GOAL #3:

Build upon our relationships with feeder schools, other district programs, colleges, and the community to increase continuity, sequencing, collaboration, communication, and sharing of resources.

Rationale/Critical Need:

The student enrollment both at Bear River and within the Nevada Joint Union High School District have declined by nearly 50% in the past decade or so. While we are projected to begin stabilizing and even growing slightly within a year or two, we recognize the need to maximize our resources in order to provide the greatest possible breadth of opportunities for our students. Additionally, within the past three years, the percentage of incoming students who did not attend our primary feeder school, Magnolia Intermediate School, has grown dramatically. Historically, over 95% of incoming freshmen at Bear River came from Magnolia. In the 2017-2018 school year, almost 22% of the freshmen class came to us from a variety of other schools, primarily other charter schools within Nevada County. This new reality is significantly benefiting our overall enrollment, but also presents some new challenges, as students are coming to Bear River with vastly different backgrounds, academically and otherwise. This makes it all the more necessary that we build meaningful partnerships with the teams at each feeder school, so that we can increase continuity and ensure that we are equipped to meet each student’s needs upon their enrollment at Bear River. With the increased percentage of Bear River graduates opting to begin their college careers at the community college level (rather than four-year universities), it is also important that we build upon our relationships with the local community colleges, namely Sierra College, to help ensure that our graduates are well-prepared for success at that level. The California State University system and University of California system have urged California’s high schools to more adequately prepare students for success at their universities, particularly with regard to their fundamental skills in mathematics and critical reading and writing.

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Addressed Critical Areas of Focus identified by the 2018 Visiting Committee:

1. The leadership and instructional staff of Bear River High School should establish an employ a systematic use of student data (common formative assessments) that will measure the effects of the schools programs and services, guide staff development and decision making that will result in improved student achievement and mastery of the academic standards and student learning objectives.
3. The school needs to institutionalize systems and processes so that programs can be self-sustaining including ongoing staff development so that changes in leadership will not negatively affect the school climate. Climate needs to be staff and student-centered.

Growth Targets:

2018-2019:

- Increase meaningful collaboration with feeder school partners by adding additional meetings and professional development-related collaborative endeavors with at least three of our feeder schools at a level that includes administrators, counselors, and intervention specialists.
- Increase Bear River students' access to district programs by a minimum of 2 new courses/programs.
- Increase meaningful collaboration with local community college and four-year university representatives by adding additional meetings and professional development-related collaborative endeavors with at least two local colleges, including Sierra College.
- Explore dual enrollment options for Bear River students with Sierra College and other local colleges and universities.
- Increase partnerships with local businesses and other organizations by developing some level of new partnership with at least two businesses/organizations.

2019-2020:

- Continue to increase meaningful collaboration with feeder school partners by adding additional meetings and professional development-related collaborative endeavors with an additional two feeder schools at a level that includes administrators, counselors, intervention specialists, and Math and English teachers.
- Increase Bear River students' access to district programs by a minimum of 2 additional new courses/programs.
- Increase meaningful collaboration with local community college and four-year university representatives by adding additional meetings and professional development-related collaborative endeavors with at least one additional local college, while continuing to build upon the collaboration with Sierra College and other local colleges.
- Implement dual enrollment options for Bear River students in at least two subject areas with Sierra College and other local colleges and universities.
- Continue to increase partnerships with local businesses and other organizations by developing some level of new

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partnership with at least two additional businesses/organizations.

2020-2021:

- Continue to increase meaningful collaboration with feeder school partners by adding additional meetings and professional development-related collaborative endeavors with an additional feeder school at a level that includes administrators, counselors, intervention specialists, and Math, English, Spanish, History, and Science teachers.
- Increase Bear River students' access to district programs by a minimum of 2 additional new courses/programs.
- Increase meaningful collaboration with local community college and four-year university representatives by adding additional meetings and professional development-related collaborative endeavors with at least one additional local college, while continuing to build upon the collaboration with Sierra College and other local colleges.
- Implement dual enrollment options for Bear River students in at least two additional subject areas with Sierra College and other local colleges and universities.
- Continue to increase partnerships with local businesses and other organizations by developing some level of new partnership with at least two additional businesses/organizations.

Schoolwide Learner Outcomes (SLOs) Addressed:

Grit, Intellectual and Creative Curiosity, and Community

Local Control and Accountability Plan (LCAP) and Eight State Priorities Alignment:

2. Our district will ensure that all students and staff feel they belong to a safe and healthy school.
 - a. State Priority 3: Parental Involvement (Engagement)
 - b. State Priority 5: Pupil Engagement (Engagement)
 - c. State Priority 6: School Climate (Engagement)
3. Our district will ensure that our schools are sources of deep-seated pride among students, staff, and community.
 - a. State Priority 1: Basic (Conditions of Learning)
 - b. State Priority 3: Parental Involvement (Engagement)
 - c. State Priority 6: School Climate (Engagement)
 - d. State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Impact on student learning/academic standards/SLOs:

Building meaningful partnerships with our feeder schools, other district schools and programs, colleges, and other community partnerships will bear positive results in student achievement over time. With a greater degree of continuity in place with our

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feeder schools, students will be better prepared for high school and we will be better equipped to meet their learning needs as incoming high school students. Developing stronger partnerships with colleges and universities will assist us with ensuring that students are well-prepared for the challenges they will face with their postsecondary educational pursuits. Expanding opportunities for students within the programs available throughout our district will assist students in meeting their academic goals while being prepared for their postsecondary endeavors.

Progress monitoring tools:

- Student four-year high school plans/attainment of the goals within these plans
- Student progress in courses (progress reports and quarter/semester grades)
- LCAP student/parent/staff input survey (annual)
- LCAP student/parent/staff town hall meeting input (annual)
- LCAP student/parent/staff steering committee input (annual)
- Review of master schedule offerings (annual)
- Review of dual enrollment offerings and level of student engagement/completion
- Review of CTE programs and pathways/completion data (annual)

Reporting progress:

- Quarterly data analysis/presentation of program/curricular development progress to faculty
- Quarterly review of student academic progress/attainment of four-year plan goals
- Annual reporting of California Healthy Kids Survey and site-specific LCAP results to staff/community (LCAP Town Hall meeting)
- Biennial reporting of CTE program/pathway progress to District CTE Advisory Committee
- Monthly reporting to Board of Trustees on overall progress and trends

Tasks	Responsible person(s)	Professional development/resources	Means to assess improvement	Timeline	Reporting
Build ongoing partnerships with feeder schools to align	Principal, Assistant Principal,	Administrators, counselors, and intervention specialist will	Spring meetings between administrators, counselors, and	Spring meetings between administrators,	Quarterly reporting of progress by this

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<p>curriculum and share knowledge and needs.</p>	<p>Counselors, Intervention Specialist, Department Chairs, Teachers, Teachers on Special Assignment</p>	<p>reach out to establish communication and set up initial meetings with the leadership of each feeder school.</p> <p>Initial meetings with feeder school personnel will focus on the development and implementation of diagnostic assessments that can be given to 8th graders in the spring of their 8th grade year in order to determine proper course placement in Math and English.</p> <p>Intervention Specialist will work with Math and English Department Chairs as well as Teachers on Special Assignment to identify appropriate diagnostic tools for 8th graders related to their skills and competencies in Math and English.</p> <p>Department Chairs and</p>	<p>intervention specialists of the various schools will be documented and that documentation will reflect heightened knowledge about practices, expectations, and trends.</p> <p>Spring meetings between intervention specialists, counselors, and teachers regarding the development and implementation of diagnostic assessments will result in viable diagnostic assessments and the data from those assessments will be utilized to place incoming freshmen appropriately into their Math and English classes. Diagnostic assessment data will also be utilized to ensure that needed academic supports are in place for the incoming class of freshmen (such as</p>	<p>counselors, and intervention specialists will take place beginning in late spring of 2018 and will continue each spring thereafter.</p> <p>Spring meetings between school teams for the purpose of implementing diagnostic assessments will take place in late spring of 2018 and will continue each spring thereafter. Diagnostic assessments will be given by May of each school year and that data will be analyzed in the summer to</p>	<p>team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
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		<p>other teachers will begin biennial meetings with their counterparts at the feeder schools to discuss curricular alignment, assessment, and Essential Learning Outcomes at each grade level.</p> <p>Principal, assistant principal, counselors, and intervention specialist will begin meeting with feeder school counterparts each spring to discuss the class of incoming freshmen with regard to their academic progress, learning needs, behavioral/social concerns, medical/health concerns, attendance, and other factors related to school success.</p>	<p>Math/Reading support classes, etc.)</p> <p>Meetings between Department Chairs and teachers from the various schools will be documented and that documentation will demonstrate increased common understanding of needs and expectation. As a result, continuity will grow, which will be documented in identified expectations at each grade level.</p> <p>Spring meetings about the various learning/social needs of incoming freshmen will be documented and that documentation will be utilized to implement necessary supports for that freshman class.</p>	<p>place incoming students into appropriate courses.</p> <p>Meetings between Department Chairs and teachers of the various schools will begin in September of 2018 and will continue each spring and fall thereafter.</p> <p>Spring meetings about student learning/social needs will begin in May or June of 2018 and will continue each spring thereafter.</p>	
Build continuity between Nevada Joint Union High School	Principal, Assistant Principal,	Site administrators will work with the district team of administrators to	Administrative meetings will be documented and that	Administrative meetings will take place	Quarterly reporting of progress by this

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<p>District schools (particularly the two comprehensive high schools -- Bear River and Nevada Union), to increase student access to opportunities at both school sites (i.e. distance learning courses, ROP-like programs, etc.)</p>	<p>Counselors, Intervention Specialist, Department Chairs, site representatives of the District Curriculum Committee, District Director of Technology and support staff</p>	<p>identify and develop opportunities for increased student access to the district's educational opportunities.</p> <p>Teachers and administrators will work with their Nevada Union High School counterparts to develop a common bell schedule, which will enable the development of new program access opportunities.</p> <p>Distance learning programs, technology tools, and procedures that have been implemented in other local/similar schools/districts will be studied for potential implementation in the NJUHSD. This research may include visits to schools and districts where distance learning programs have been successfully implemented.</p> <p>Once a distance learning</p>	<p>documentation will reflect an increase in student access to district opportunities.</p> <p>The collaborative work on a common bell schedule that will occur between the teachers and administrators of both comprehensive school sites and the district administration will result in a bell schedule that enables students to access programs and opportunities district-wide.</p> <p>Once the common bell schedule is in place, distance learning models have been studied, and sufficient training has taken place, a distance learning model will be implemented at both comprehensive school sites.</p>	<p>quarterly, beginning in the spring of 2018.</p> <p>If progress continues, the goal is for the common bell schedule to be agreed upon by mid-spring 2018 for implementation in the 2018-2019 school year.</p> <p>Distance learning program research and visits will take place in the spring and summer of 2018 for implementation beginning in the 2018-2019 school year. The implementation</p>	<p>team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
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		<p>format has been agreed upon, teachers, administrators, and counselors will be trained in the effective implementation of a such a model.</p> <p>Master scheduling considerations that will expand student opportunities throughout the district will be considered each spring.</p>	<p>The effectiveness of the distance learning format will be analyzed by students, parents, and staff to determine areas for growth within this educational model.</p> <p>Once the common bell schedule is in place, other program opportunities (such as ROP-like programs like Auto Shop) will be evaluated for accessibility to all district students. These new opportunities will be communicated to Bear River students and parents.</p>	<p>will expand each school year thereafter.</p> <p>Distance learning program effectiveness will be assessed and analyzed in December and June of each school year in order to make needed adjustments for the following semester.</p> <p>ROP-like programs and other district programs will be evaluated for accessibility in the spring of each school year, beginning in April/May of 2018 (if the common bell schedule has</p>	
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				been agreed upon by that time).	
Build ongoing partnerships with Sierra College, CSUs, and UCs to ensure our students are well-prepared for their postsecondary educational pursuits.	Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers, Teachers on Special Assignment	<p>Administrators, counselors, and intervention specialist will reach out to establish communication with local colleges, including Sierra College, and set up initial meetings with the leadership of each college.</p> <p>Initial meetings with college/university personnel will focus on trends in college student areas of difficulty so that Bear River staff can increase emphasis on college-readiness skills, both at the classroom level and schoolwide.</p> <p>Department Chairs and other teachers will begin biennial meetings with their counterparts at the colleges to discuss curricular alignment,</p>	<p>Initial meetings between Bear River staff and college representatives will be documented and that documentation will demonstrate increased understanding of college skill-set needs and expectations.</p> <p>Meetings between Department Chairs and teachers will be documented and that documentation will reflect increased understanding of college-readiness needs and implementation of particular skills/areas of focus at each grade level of high school.</p> <p>EAP and ERWC courses will continue to be implemented and students engaging in</p>	<p>Initial meetings between Bear River leadership team and college representatives will begin in the spring of 2019 and will continue on a biennial basis thereafter.</p> <p>Meetings between Department Chairs and teachers at Bear River and the respective colleges will begin in the spring of 2019 and will continue on a biennial basis thereafter.</p>	<p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>

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		<p>assessment, and Essential Learning Outcomes at each level.</p> <p>Teachers will obtain additional training in college-readiness-related strategies, which will include the Early Assessment Program (EAP) curricular training and the ERWC (Expository Reading and Writing Curriculum) training, which have been developed by the CSU and community college systems.</p> <p>Site and district teams will develop additional means of evaluating student progress toward college preparedness at each grade level and will utilize this data to adjust teaching and supports as needed.</p>	<p>this curriculum will be tracked in terms of their growth related to college readiness.</p> <p>Formative assessments related to college readiness will be implemented at each grade level and that performance data will be utilized to make adjustments to curriculum, instruction, and assessment.</p>	<p>EAP and ERWC assessment data will be collected beginning on the late spring of 2018 and will be collected, compared, and analyzed each spring thereafter.</p> <p>Formative assessments will be implemented in core areas of Math and English in the fall of 2019 and will be given and analyzed at least once per semester thereafter.</p>	
<p>Build dual enrollment options in a variety of subject areas so that</p>	<p>Principal, Assistant Principal,</p>	<p>Administrators, counselors, and intervention specialist will</p>	<p>Meetings between Bear River leadership team and college</p>	<p>Initial meetings between Bear River</p>	<p>Quarterly reporting of progress by this</p>

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<p>students can earn college credits for courses taken at Bear River.</p>	<p>Counselors, Intervention Specialist, Department Chairs, Teachers, Teachers on Special Assignment</p>	<p>reach out to establish communication with local colleges, including Sierra College, and set up initial meetings with the leadership of each college to discuss dual enrollment options.</p> <p>Dual enrollment options will be discussed with district administration and will then be shared with Bear River’s staff.</p> <p>Bear River’s Site Curriculum Committee will determine viable dual enrollment pathways and will approve and present those to the District Curriculum Committee for approval.</p> <p>Teachers who are slated to teach dual enrollment courses will receive needed training prior to implementation.</p> <p>Once available, students and parents will be</p>	<p>representatives will be documented and this documentation will demonstrate increased understanding of dual enrollment requirements and opportunities.</p> <p>Meetings of the NJUHSD’s administrators will be documented and that documentation will reflect increased understanding of the dual enrollment options that are available to our district’s students.</p> <p>Site and District Curriculum Committee meeting minutes will reflect the approval of dual enrollment options and those options will be visible in our master schedule and course catalogue.</p> <p>Dual enrollment program success will be evaluated based on</p>	<p>leadership team and college representatives will take place in the fall of 2018.</p> <p>Dual enrollment options will be investigated throughout the fall of 2018 for approval by Site and District Curriculum Committees no later than December of 2018.</p> <p>Teacher training for dual enrollment courses will take place throughout the spring and summer of 2019 and will occur each spring and summer</p>	<p>team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
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		<p>informed of dual enrollment options available to Bear River students.</p> <p>Once implemented, student engagement and process in dual enrollment program options will be evaluated for effectiveness and necessary improvements.</p>	<p>student performance as well as student and parent perception data to be garnered through annual surveys.</p>	<p>thereafter.</p> <p>Dual enrollment options will be made available to Bear River students within the registration/course selection process in the early spring of 2019.</p> <p>Dual enrollment courses will be implemented in the 2019-2020 school year.</p> <p>Program evaluation will occur through tracking of student progress and student/parent surveys at the end of each semester, in December and June of each school year,</p>	
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				beginning in December of 2019.	
Create meaningful partnerships with local businesses and other local organizations.	Principal, Assistant Principal, Counselors, CTE Department Chairs, CTE Teachers, District Teacher on Special Assignments for CTE programs, Activities Director, student leaders	<p>This team will meet in the early spring of each school year to discuss potential business partnerships for the following year.</p> <p>Principal and CTE teachers will consult with the District CTE Advisory Committee and CTE Teacher on Special Assignment about additional ways to build partnerships with local businesses and organizations.</p> <p>Principal and assistant principal will meet with local business and community leaders to discuss partnership ideas related to Bear River’s role in the community.</p> <p>Business and community partners will be recruited</p>	<p>This team’s spring meetings will be documented and documentation will show ideas and action steps needed in order to reach out to local community partners.</p> <p>Administrators’ meetings with local business and community partners will be documented and this documentation will reflect increased collaborative efforts and planning, which will be evidenced in the months that follow.</p> <p>District administrative meetings will be documented and this documentation will reflect increased emphasis on community</p>	<p>Initial team meetings will take place in the spring of 2018 and will continue each spring thereafter.</p> <p>CTE team discussions will begin in the fall of 2018 and will continue twice a year thereafter.</p> <p>Administrators’ meetings with local leaders will begin in the winter of 2018-2019 and will continue at least twice a year thereafter.</p> <p>Parent outreach</p>	<p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>

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		<p>by Bear River’s administrators, counselors, and teachers to participate in our annual stakeholder input processes, including the Town Hall forum that takes place each spring.</p> <p>Principal and assistant principal will work with district administrators to develop county-wide partnerships with local businesses and organizations.</p> <p>Principal and assistant principal will reach out to Bear River parents/families for possible connections to local community partnership opportunities.</p> <p>Activities Director and student leaders will pursue community partnerships through their leadership activities and community engagement endeavors.</p>	<p>partnerships. Community partners will be present at LCAP Steering Committee meetings and their engagement will be evident in the outcomes of these planning meetings.</p> <p>Bear River parents will be surveyed regarding local business/community connection points and that data will be analyzed as a launching point for outreach efforts.</p> <p>The outreach efforts of Activities Director and student leaders will be documented and shared with the staff in a staff meeting on a quarterly basis.</p>	<p>will begin in the spring of 2018 and will occur through our LCAP survey process each spring thereafter.</p> <p>County-wide partnership opportunities will be discussed with the district team in the summer of 2018 and will continue to be discussed quarterly thereafter.</p> <p>Activities Director and student leaders will begin their outreach to leaders of local businesses and organizations in the spring of 2018 and their</p>	
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				efforts will continue on a quarterly basis thereafter.	
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AREA OF IMPROVEMENT - SCHOOL GOAL #4:

Utilize and communicate data more effectively in order to evaluate programs and respond to student learning needs.

Rationale/Critical Need:

The Student Information System we have had in place for the last many years has been woefully inadequate in many ways, including our ability to gather, synthesize, and analyze data. Our district has selected a new Student Information System, which will be launched in full at the start of the 2018-2019 school year. The new system has much greater capacity for collecting and analyzing data and our staff will require a great deal of training in order to maximize the new system’s capabilities. Additionally, the Local Control Funding Formula and corresponding Local Control Accountability Plan process require a greater degree of analysis of student subgroup performance. Recent survey data shows that Bear River students and parents feel strongly that we need to place greater emphasis on the communication of student progress and performance information. Additionally, our staff has identified the need to implement more comprehensive means of diagnostic assessment in order to ensure that students are placed appropriately in courses and connected to needed supports. The new CAASPP system of standardized assessment creates a new set of challenges with regard to monitoring student progress from year to year as the standardized assessments are now only delivered at the end of the 11th grade year rather than during each year of high school. By the time CAASPP scores are received, they serve as more of an “autopsy” of a student’s attainment of academic standards and skills throughout high schools and little time then remains to intervene in areas of need. Teachers and students have also emphasized, through recent survey data, that they believe it is important for students to take a more active role in evaluating their own progress and performance throughout high school. Along similar lines, staff, students, and parents recognize that grading practices are not consistent between teachers and grading practices should be analyzed for consistency, and common purpose.

Addressed Critical Areas of Focus identified by the 2018 Visiting Committee:

1. The leadership and instructional staff of Bear River High School should establish an employ a systematic use of student data (common formative assessments) that will measure the effects of the schools programs and services, guide staff development

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and decision making that will result in improved student achievement and mastery of the academic standards and student learning objectives.

2. The Bear River staff expresses a desire for more frequent and more proactive professional development in order to drive student achievement. The instructional staff members should increase their participation in staff development that is systematic and will be sustained over time
4. There needs to be the development of a schoolwide definition of “best practices“ for the implementation of collaboration and data-driven decision making to monitor classroom/course instructional practices.

Growth Targets:

2018-2019:

- Increase parent/student satisfaction with communication about students’ academic progress by 5%, as indicated on annual site-specific surveys.
- Increase overall timeliness of gradebook updating by 10%, as indicated by analysis of Student Information System reporting information.
- Increase formative assessment of student academic progress by 10% through use of district’s formative assessment platform in core academic subjects, including English, Math, Science, and Social Science.
- Increase parent/student satisfaction with consistency and equitable nature of grading practices by 5%.
- Increase use of student self-evaluation and tracking of progress toward goals by 10%.
- Increase use of diagnostic assessments that will be utilized for course placement in two additional courses.

2019-2020:

- Further increase parent/student satisfaction with communication about students’ academic progress by an additional 5%, as indicated on annual site-specific surveys.
- Further increase overall timeliness of gradebook updating by an additional 5%, as indicated by analysis of Student Information System reporting information.
- Further increase formative assessment of student academic progress by an additional 10% through use of district’s formative assessment platform in core academic subjects, including English, Math, Science, and Social Science, Spanish, and CTE.
- Further increase parent/student satisfaction with consistency and equitable nature of grading practices by an additional 5%.
- Further increase use of student self-evaluation and tracking of progress toward goals by an additional 10%.
- Further increase use of diagnostic assessments that will be utilized for course placement in two additional courses.

2019-2021:

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- Further increase parent/student satisfaction with communication about students' academic progress by an additional 5%, as indicated on annual site-specific surveys.
- Further increase overall timeliness of gradebook updating by an additional 5%, as indicated by analysis of Student Information System reporting information.
- Further increase formative assessment of student academic progress by an additional 10% through use of district's formative assessment platform in core academic subjects, including English, Math, Science, and Social Science, Spanish, and CTE.
- Further increase parent/student satisfaction with consistency and equitable nature of grading practices by an additional 5%.
- Further increase use of student self-evaluation and tracking of progress toward goals by an additional 10%.
- Further increase use of diagnostic assessments that will be utilized for course placement in two additional courses.

Schoolwide Learner Outcomes (SLOs) Addressed:

Grit, Empathy, Integrity, Intellectual and Creative Curiosity, and Community

Local Control and Accountability Plan (LCAP) and Eight State Priorities Alignment:

1. Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.
 - a. State Priority 1: Basic (Conditions of Learning)
 - b. State Priority 2: State Standards (Conditions of Learning)
 - c. State Priority 4: Pupil Achievement (Pupil Outcomes)
 - d. State Priority 7: Course Access (Conditions of Learning)
 - e. State Priority 8: Other Pupil Outcomes (Pupil Outcomes)
2. Our district will ensure that all students and staff feel they belong to a safe and healthy school.
 - a. State Priority 3: Parental Involvement (Engagement)
 - b. State Priority 5: Pupil Engagement (Engagement)
 - c. State Priority 6: School Climate (Engagement)

Impact on student learning/academic standards/SLOs:

Increased emphasis on collection, analysis, and communication of student performance data will result in steady gains in student achievement as data will be utilized to drive interventions, supports, and enrichment offerings that are tailored to individual student needs. Improved communication with parents and students about academic progress will result in improved

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positive perceptions of the partnership between school and families. The resulting improved partnerships will lead to additional gains in student achievement as a team approach will strengthen our ability to intervene quickly with concerns and provide tailored support to each student and family.

Progress monitoring tools:

- Student progress in courses (progress reports and quarter/semester grades)
- LCAP student/parent/staff input survey (annual)
- LCAP student/parent/staff town hall meeting input (annual)
- LCAP student/parent/staff steering committee input (annual)
- Review of master schedule and Bruin Time offerings and supports (annual)
- Review of gradebook reporting information (by semester)
- Review of formative assessment student performance data (annual)
- Review of diagnostic assessment data (annual)

Reporting progress:

- Quarterly data analysis/presentation of progress to faculty
- Quarterly review of student academic progress/attainment of four-year plan goals
- Annual reporting of California Healthy Kids Survey and site-specific LCAP results to staff/community (LCAP Town Hall meeting)
- Monthly reporting to Board of Trustees on overall progress and trends

Tasks	Responsible person(s)	Professional development/resources	Means to assess improvement	Timeline	Reporting
Improve communication with parents and students regarding academic progress by course.	Principal, Assistant Principal, Counselors, Intervention Specialist, Department	Administrators, counselors, and faculty will work to develop a common, agreed-upon timeline for updating of grade information in our Student Information	Parents and students will be surveyed to determine their desires when it comes to communication of academic progress by course.	Initial parent and student surveys will occur in the late spring of 2018. Training on the	Quarterly reporting of progress by this team to the faculty. Biennial reporting

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	<p>Chairs, Teachers</p>	<p>System.</p> <p>Staff will receive training on the effective utilization of the new Student Information System’s gradebook and grade reporting features.</p> <p>Departments will collaborate around the topic of common practices for communication with parents and will share their agreed-upon strategies with the rest of the faculty.</p> <p>Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.</p>	<p>Training in the new Student Information System will result in increased staff ability to convey grade/progress information on a timely basis.</p> <p>Parents and students will continue to be surveyed annually to assess our progress related to this task.</p> <p>Staff meetings will emphasize the implementation of this task and feedback from staff will be shared regularly.</p> <p>Departments will share their progress with administration through the Google Form designed for sharing department collaboration feedback.</p>	<p>new Student Information System will take place for teachers in August 2018. Additional training will take place over time, as needs emerge.</p> <p>Follow-up parent and student surveys will be conducted each spring, beginning in 2019 to assess our progress in this area.</p> <p>Staff meetings will emphasize this area for growth on a quarterly basis, beginning in the fall of 2018.</p>	<p>to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
<p>Develop systematic way</p>	<p>Principal,</p>	<p>Administrators,</p>	<p>Training in the new</p>	<p>Training on the</p>	<p>Quarterly</p>

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<p>to analyze student performance and academic growth from year to year in order to provide needed support, intervention, and enrichment.</p>	<p>Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers, Teachers on Special Assignment</p>	<p>counselors, and faculty will work to develop criteria and needs for collection and analysis of student performance data through our new Student Information System.</p> <p>Staff will receive training on the effective utilization of the new Student Information System’s data collection and analysis features.</p> <p>Departments will collaborate around the topic of student performance data and will share their findings and insights with the rest of the faculty.</p> <p>Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.</p>	<p>Student Information System will result increased staff ability to collect and analyze student performance data on a formative basis.</p> <p>Staff meetings will emphasize the implementation of this task and feedback from staff will be shared regularly.</p> <p>Departments will share their progress with administration through the Google Form designed for sharing department collaboration feedback.</p> <p>Annual reporting of student performance data by subgroup will reflect increased use of data collection and analysis.</p>	<p>new Student Information System will take place for teachers in August 2018. Additional training will take place over time, as needs emerge.</p> <p>Staff meetings will emphasize this area for growth on a quarterly basis, beginning in the fall of 2018.</p> <p>Annual reporting of data will take place in the late spring of each school year, beginning with the spring of 2019.</p>	<p>reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting by principal to staff of comprehensive overview of student progress and performance by subgroups.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
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<p>Evaluate grading practices for consistency, purpose, and equity.</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers</p>	<p>Administrators, counselors, and faculty will work to develop a common, agreed-upon objectives for grading in terms of purpose, consistency, and equity.</p> <p>Staff will receive training on the effective utilization of the new Student Information System’s gradebook and grade reporting features.</p> <p>Departments will collaborate around the topic of common practices for grading and will share their agreed-upon strategies with the rest of the faculty.</p> <p>Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.</p>	<p>Parents and students will be surveyed to determine their desires when it comes to grading practices.</p> <p>Training in the new Student Information System will result increased staff ability to utilize grading features in a consistent, purposeful way.</p> <p>Parents and students will continue to be surveyed annually to assess our progress related to this task.</p> <p>Staff meetings will emphasize the implementation of this task and feedback from staff will be shared regularly.</p> <p>Departments will share their progress with administration through the Google Form designed for sharing</p>	<p>Initial parent and student surveys will occur in the late spring of 2018.</p> <p>Training on the new Student Information System will take place for teachers in August 2018. Additional training will take place over time, as needs emerge.</p> <p>Follow-up parent and student surveys will be conducted each spring, beginning in 2019 to assess our progress in this area.</p> <p>Staff meetings will emphasize</p>	<p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting by principal to staff of comprehensive overview of student progress and performance by subgroups.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
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			department collaboration feedback.	this area for growth on a quarterly basis, beginning in the fall of 2018.	
Emphasize student self-evaluation and tracking of goals and progress throughout high school.	Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers	<p>Administrators, counselors, and faculty will work to develop a common, agreed-upon objectives for integration of student self-evaluation and tracking of goals and progress.</p> <p>Staff will receive training on the effective utilization of the new Student Information System’s features that may support this endeavor.</p> <p>Departments will collaborate around the topic of student self-evaluation and tracking of goals and progress and will share their agreed-upon strategies with the rest of the faculty.</p>	<p>Training in the new Student Information System will result increased staff ability to utilize student self-evaluation features in a consistent, meaningful way.</p> <p>Parents and students will be surveyed annually to assess our progress related to this task.</p> <p>Staff meetings will emphasize the implementation of this task and feedback from staff will be shared regularly.</p> <p>Departments will share their progress with administration through the Google Form</p>	<p>Training on the new Student Information System will take place for teachers in August 2018. Additional training will take place over time, as needs emerge.</p> <p>Follow-up parent and student surveys will be conducted each spring, beginning in 2019 to assess our progress in this area.</p> <p>Staff meetings will emphasize</p>	<p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting by principal to staff of comprehensive overview of student progress and performance by subgroups.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>

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		Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.	designed for sharing department collaboration feedback	this area for growth on a quarterly basis, beginning in the fall of 2018.	
Ensure that sufficient diagnostic assessments are in place for proper course placement.	Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers, Teachers on Special Assignment	<p>Administrators, counselors, and faculty will work to develop criteria and needs for diagnostic assessments through our new Student Information System as well as the district's adopted formative assessment platform.</p> <p>Staff will receive training on the effective utilization of the new Student Information System's assessment tools and features.</p> <p>Departments will collaborate around the topic of diagnostic assessment and will share their findings and insights</p>	<p>Training in the new Student Information System will result increased staff ability to utilize diagnostic assessment features in a consistent, meaningful way.</p> <p>Parents and students will be surveyed annually to assess our progress related to this task.</p> <p>Staff meetings will emphasize the implementation of this task and feedback from staff will be shared regularly.</p> <p>Departments will share</p>	<p>Training on the new Student Information System will take place for teachers in August 2018. Additional training will take place over time, as needs emerge.</p> <p>Follow-up parent and student surveys will be conducted each spring, beginning in 2019 to assess our progress in this area.</p>	<p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting by principal to staff of comprehensive overview of student progress and performance by subgroups.</p> <p>Annual reporting to stakeholders at LCAP Town Hall</p>

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		<p>with the rest of the faculty.</p> <p>Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.</p>	<p>their progress with administration through the Google Form designed for sharing department collaboration feedback</p>	<p>Staff meetings will emphasize this area for growth on a quarterly basis, beginning in the fall of 2018.</p>	<p>meeting.</p>
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B. Specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.

The tables below outline how each department will support schoolwide growth in all of our areas for improvement.

Area for Improvement 1: Address the individual needs of all students, in terms of academic intervention, academic rigor and cultural enrichment, and social/emotional/behavioral education and support.	
Career Technical Education (CTE) and Industrial Arts (Ag)	<p><i>The CTE and Ag Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <p><i>Industrial Arts:</i></p> <ul style="list-style-type: none"> ● Invite guest speakers in the surrounding community in Ag. professions ● Invite guest interviewers who are in Ag. professions <p><i>Digital Media Arts & Computer Science:</i></p> <ul style="list-style-type: none"> ● Request content-specific NGSS Professional Development ● Request cross-district teaming as needed by singleton teachers ● Google Suite & Adobe Suite <p><i>All:</i></p> <ul style="list-style-type: none"> ● Attend conferences and share with others ● Visit and observe each other to see new techniques or new ideas ● Dept. meetings will include discussions of effective interventions ● Peer edit <p><i>Course: built in common approaches and strategies</i></p> <p><i>Industrial Arts:</i></p> <ul style="list-style-type: none"> ● Request cross-district teaming as needed by teams of Ag teachers

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	<ul style="list-style-type: none"> ● Identify strategies to promote character SLO’s ● Dept. meetings will include discussion about peer-observations and varied instructional approaches to support learning from other professionals and each other within our department <p><i>Digital Media Arts & Computer Science:</i></p> <ul style="list-style-type: none"> ● Course teams make decisions on curricular alignment and complete templates ● Course teams develop a formative assessment to use ● Course teams inform department of what they need to better understand, implement, or use assessment results to improve instructional decisions <p><i>All:</i></p> <ul style="list-style-type: none"> ● Attend conferences and share with others ● Visit and observe each other to see new techniques or new ideas ● Course teams identify essential standards ● Course teams identify Schoolwide Learning Outcomes to incorporate, including character qualities and positive contributions <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Commit to finding and exploring new teaching strategies and sharing the results with colleagues ● Commit to observing a colleagues
Classified/ Support Staff	<p><i>The Classified and Support Staff will continue to employ the following approaches and explore other approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Instructional Aides will continue to work one-on-one with students who have special needs to provide necessary support and guidance ● Instructional Aides will collaborate with teachers to help modify assignments and assist special ed students with their academics and social expectations in the classroom. ● Classified staff members will continue to build relationships with students in order to support their social and emotional well-being\checking in regarding “How is your day? How are your activities going? (athletics,

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	<p>performances, projects ect.)</p> <ul style="list-style-type: none"> ● Classified staff members will support students with making the right behavioral decisions by correcting their misbehavior and pointing them in the right direction/Reminding students of BRHS’s CORE Values
<p>English/ Language Arts</p>	<p><i>The English Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Remediation Bruin Times by class to help struggling students with their English teacher ● STAR reading test for 9th grade students to assess reading levels ● Read diverse texts from a wide variety of authors from different backgrounds ● NoRedInk grammar scaffolded and organized by grade level ● Illuminate progress check/common assessment to measure individual student achievement; data-driven instruction department-wide ● Honors and AP courses offer more academic rigor for students ● ERWC units focus on more controversial topics, allowing for deeper discussion about difficult issues ● Much of the literature taught throughout high school deals with challenging issues, allowing students to investigate, discuss, and explore social/emotional issues they may be currently dealing with <p><i>Course: built in common approaches and strategies</i></p> <ul style="list-style-type: none"> ● Senior ERWC (Expository Reading and Writing Course) ● Honors English courses for freshmen, sophomores, and juniors ● AP Literature (seniors) ● Accelerated courses (Honors and AP) require summer homework and readings of rigorous texts ● English Bruin Time Remediation: help students with challenges they are having in their current English classes ● AP Language is being considered for Junior students (2018-2019) ● Accelerated Reader used in all classes to promote literacy, engage students with self-chosen texts, and continue to build fluency. ● Read 180 taught to selected freshmen who struggle with reading <p><i>Individual Teachers:</i></p>

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	<ul style="list-style-type: none"> ● TBEAR timed writes ● Socratic seminars ● Vocabulary (Wordskills) for all grade levels ● Online research projects ● Implement team agreed-upon strategy and bring results to team meetings. ● Close readings ● Annotation ● Oral presentations, small-group and individual ● Jigsaws ● Rhetorical precis ● Quizziz (online interactive quizzes) ● Padlet (online discussion forum) ● Quick Writes and whole-class discussion ● Debates
Math	<p><i>The Math Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● All courses are standards aligned ● All teachers have attended ongoing curriculum training. ● The CPM curriculum offers an integrated approach that is student centered ● Ongoing collaboration, common pacing, and common assessments. ● Two support classes were created to address students’ needs. ● Bruin Time remediation ● Screeners being developed to better place students and to monitor progress <p><i>Course: built in common approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Teachers engage in continual collaboration with shared lessons, activities, and assessments ● Smaller class sizes are provided for freshman classes ● AP Calculus is offered ● Explore other course offerings

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	<ul style="list-style-type: none"> ● Students are encouraged to work in collaborative teams with specific tasks (Facilitator, Task Manager, Resource Manager, Recorder/Reporter) ● A 2-year Integrated 2 course is offered for students who need a slower pace <p>Individual Teachers:</p> <ul style="list-style-type: none"> ● Teachers will share strategies and best practices to improve instruction of particular concepts. ● Teachers will examine test scores and evaluate teaching practices to reteach or revisit concepts/skills in which students struggle. ● Teachers provide remediation during Bruin Time for specific courses where needed. ● Teachers allow students to retake exams to improve scores and to show mastery of concepts.
Physical Education (PE) and Health	<p><i>The PE and Health Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Health-We are currently teaching a unit on mental health. Some of the activities include our school psychologist speaking with our students about mental health issues and introducing herself to them. This gives the students a path to follow if they need further intervention. ● Physical Education-All of our classes are built with the team aspect. Getting students to learn how to operate in a team setting, we believe, aids them in all of their other classes and activities. Part of our teamwork approach involves leadership skills, cooperation and the ability to know how to interact in group settings. ● Health/PE- Being healthy involves physical, mental and social well-being. Even though in physical education we are emphasizing the physical health, we believe that the physical leads to better mental and social health. <p><i>Course: built in common approaches and strategies:</i></p> <ul style="list-style-type: none"> ● PE/ Health Department members make decisions on curricular alignment ● Text book and Current Health magazine <p>Individual Teachers:</p> <ul style="list-style-type: none"> ● Group assignments ● Expert guest speakers

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	<ul style="list-style-type: none"> ● Close reading ● Group projects ● PE- class discussion
Science	<p><i>The Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Aligning course curriculum with Next Generation Science Standards ● Non-lab courses will prepare students for biology, chemistry and physics lab classes ● Provide laboratory experiences that support understanding and growth in science, preparing students for AP courses if desired ● Visit and observe each other to see new techniques or new ideas. ● Request content-specific NGSS Professional Development ● Utilize Bruin Time for remediation ● Attend Professional Development for AP Science courses ● Utilize Case-Study approaches to link science content with real world examples. <p><i>Course: built in common approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Students participate in laboratory activities, and lab write-ups promote critical thinking skills ● Courses taught by multiple teachers collaborate on pacing and assessment. <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Implement team agreed-upon strategy and bring results to team meetings. ● Identify strategies that promote “character” and “positive contributions” SLOs. (SLO’s are Core Values) ● Continue to meet with students individually before school, at lunch, and afterschool based upon instructor availability for focused help. ● Continue to use Schoology Messaging and NJUHSD Gmail as a tool of communicating with students and parents. ● Attend Student Study Team (SST), IEP, and 504 Meetings to support students and provide meaningful feedback and suggestions.

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Social Science	<p><i>The Social Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none">● The Social Science Department consistently employs a national and state standards based approach to all curriculum and course work.● The department uses both formative and summative assessments to measure student comprehension of course material.● The department offers a variety of social science coursework including honors and advanced placement courses.● Social science provides a natural avenue for cultural enrichment and is supported through professional development, field trips, culturally and grade appropriate literature and classroom activities.● The department participates in the school-wide MTSS and works to identify and refer students that may need additional social-emotional, behavioral, and academic support. <p><i>Course: built in common approaches and strategies</i></p> <ul style="list-style-type: none">● Teacher teams work to develop curriculum that focuses on all students by identifying skill level, prior knowledge and achievement gaps and develops strategies to address those needs.● All course teams develop a pacing schedule and collaborate to maintain expected learning outcomes.● Course teams collaborate on standards-based formative and summative assessment strategies and strategize to address any achievement gaps.● Course teams research various new instructional strategies in order to maintain current instructional approaches.● Course teams research and implement the latest educational technology to engage students in the curriculum.● Course teams employ student-based intervention strategies such as scaffolding, differentiation, school-based intervention processes, and counseling referrals. <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none">● Current Events● Historical Documents● Primary Sources● Secondary Sources
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	<ul style="list-style-type: none">● Maps● Charts● Debates● Simulations● Preview Questions● Document Based Questions● Comparison Activities● Continuity and Change Over Time Activities● Periodization Activities● Causation Activities● Historical Context Activities● Synthesis Connections● Group Projects● Political Cartoons
Special Education	<p><i>The Special Education Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none">● Faithful implementation of IEP terms to support student’s academic and social-emotional growth● Curriculum delivered at student’s instructional level● Coordination and collaboration with general education teachers, including push-in and pull-out support● Consistent and ongoing individualized progress monitoring to ensure student’s ability to access curriculum, amending IEP terms as necessary● Provision of individual counseling per IEP <p><i>Course: built in common approaches and strategies</i></p> <ul style="list-style-type: none">● Each course provides students with the opportunity to access the entire curriculum appropriately● Courses are designed and offered annually based on student needs● The department has recently acquired the Cyber High online program. This program provides students with the opportunity for not only credit recovery (at their instructional level) but also the chance to take enrichment electives that would not normally be offered at our campus.● The district is currently investigating instructional programs that support students with dyslexia and other

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	<p>reading based disabilities. We have seen an increasing number of students with reading specific disabilities who require additional support and have not previously had the appropriate educational interventions.</p> <p>Individual Teachers:</p> <ul style="list-style-type: none"> ● Adhere to agreed upon strategies and share results with team, with the aim of meeting graduation requirements (diploma or certificate of completion). ● Continue to explore research-based curricula designed for special education students
<p>Visual and Performing Arts (VAPA)</p>	<p><i>The VAPA Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Scaffolding assignments/instruction ● Project based learning ● Close-reading images ● Competitive exercises/on and off site ● Technique based assessment ● AP course level work offered ● Develop college-ready portfolios ● Group critiques ● Whole-class art projects; murals, etc. ● Direct instruction ● Interactive instruction ● Experiential approach to student learning/ field trips ● Cooperative learning groups ● Hands-on demonstration ● Room for expression and experimentation in developing technique ● Independent Study-research projects ● Indirect instruction-reflective discussion ● Cultural dance instruction <p><i>Course: built in common approaches and strategies</i></p>

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	<ul style="list-style-type: none"> ● CSSSA student involvement ● Interactive instruction ● Cooperative learning <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Implement team agreed-upon strategy and bring results to team meetings. ● All be present at meetings in order to have actual collaboration and input.
World Languages	<p><i>The World Languages Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● World Languages employs a common assessment in levels 1 and 2, which is reviewed and revised as needed. ● Assign cultural enrichment activities such as Día de los muertos activities; Spanish speaking country activities including research on history and cultural norms, researching and planning a vacation to a Spanish speaking country; comparing and contrasting holiday traditions <p><i>Course: built in common approaches and strategies</i></p> <ul style="list-style-type: none"> ● District wide common textbook series. Common assessments campus wide for levels 1 and 2. Collaboration between World Language teachers and other departments to explore celebrations in other cultures, such as art projects during the Día de los muertos celebration ● Extolling the virtues of our courses on Course Preview Day and encouraging students to pursue World Languages during their high school career. ● Use of the online resources that align with the textbook. ● Use of unrelated online materials such as Quizlet, Quizizz, and the Google suite of classroom resources <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Network between teachers on campus in other disciplines and other World Language teachers in the district. The district shares the same textbooks and goals, so projects, research and lessons can be shared seamlessly.

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Area for Improvement 2: Prepare every Bear River student in a comprehensive, cohesive way for life after high school.

Career
Technical
Education
(CTE) and
Industrial Arts
(Ag)

The CTE and Ag Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:

Industrial Arts:

- Utilize the Ag. Committee to maintain up-to-date practices and insure lessons are relevant to today's Ag. Industry expectations
- Invite guest speakers in the surrounding community in Ag. professions
- Invite guest interviewers who are in Ag. professions
- Competitions

Digital Media Arts & Computer Science:

- Google Suite & Adobe Suite
- Creating group projects and challenges
- Online tutorials

All:

- Attend conferences and share with others
- Visit and observe each other to see new techniques or new ideas
- Course teams identify essential standards
- Course teams identify Schoolwide Learning Outcomes to incorporate, including character qualities and positive contributions
- Course teams make decisions on curricular alignment and complete templates
- Course teams develop a formative assessment to use
- Course teams analyze formative assessment results

Course: built in common approaches and strategies

- Prepare students by showing/creating graphs, charts, maps, and/or diagrams that are commonly seen in the industry of study

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	<ul style="list-style-type: none"> ● Provide written or vocalized instructions using vocabulary terms unique to the industry of study ● Provide hands-on practical experiences through related short term and long term projects <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Reflect upon and share progress ● Create, implement and revise lessons throughout the year as needed ● Contribute to and support team processes, agreements, and curriculum ● Continue to seek out new learning opportunities by means of research, professional development, conferences and classroom observation by invitation to see new strategies ● Commit to to observe colleagues ● Implement new strategies utilizing tools such as visuals/props, authentic docs/realia
Classified/ Support Staff	<p><i>The Classified and Support Staff will continue to employ the following approaches and explore other approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Classified staff members will continue to assist students in developing educational and career interests that they can pursue after high school ● Classified staff members will share ideas with administration and counselors regarding possible guest speakers or community engagement opportunities they may be aware of that could benefit our students in developing college/career plans ● Classified staff members will continue to encourage all students to always work to the best of their own ability and guide them along the path to success
English/ Language Arts	<p><i>The English Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● ERWC implemented for senior non-AP students to prepare them for college-level reading and writing expectations ● AP courses prepare college-bound students for college-rigor readiness ● AR and independent reading programs are used by all level teachers to offer students opportunities to read a wide variety of fiction and non-fiction literature and explore areas of interest in order to create lifelong readers/learners

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	<ul style="list-style-type: none"> ● Students are taught basic reading/writing skills at all levels to prepare them for college and career expectations for written communication ● Students all are expected to present a variety of oral projects, both in groups and individually, to better ready them for career and college expectations <p><i>Course: built in common approaches and strategies</i></p> <ul style="list-style-type: none"> ● ERWC module “What’s Next” allows students to self-analyze possible career choices by use of personality evaluations ● ERWC module “What’s next” has students do extensive research for colleges and career options ● Seniors create Career Profile Pamphlet as part of their Senior Project, researching job description, salaries/benefits, working conditions, job outlook, technical terms, skills and personality traits involved for a career that they are interested in ● Senior Project for all seniors includes work on working resume, cover letter, and mock interviews with members of the local community <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Senior Project for all seniors includes work on working resume, cover letter, and mock interviews with members of the local community ● Senior Project for all seniors includes guest speakers from a variety of educational institutions (4-year colleges, private universities, technical schools, military options) ● Teachers regularly tie in teaching to Bear River Core Values ● Students are involved in group discussions on a variety of topics ● Socratic Seminars ● Close Reading strategies ● A variety of technical tools are used to prepare students for tech readiness in the workplace and in college: Google docs, Google slides, Google Forms, NoRedInk, Prezi, Quizziz, AR tests, Remind, Padlet, teacher websites
Math	<p><i>The Math Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p>

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	<ul style="list-style-type: none"> ● Courses are UC approved ● Develop additional math courses based on students' needs <p><i>Course: built in common approaches and strategies</i></p> <ul style="list-style-type: none"> ● More subject specific collaboration time ● Students are encouraged to work in collaborative groups connecting to real world problems. <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Continue to attend professional development ● Teachers use manipulatives, warm ups, modeling, quizzes, etc for formative assessment.
Physical Education (PE) and Health	<p><i>The PE and Health Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Introduce to various lifelong fitness activities ● Goal setting ● Teamwork ● Sportsmanship ● Strategies that can be used to live a healthy life. ● Providing students with information so that students can make informed choices regarding lifelong health. <p><i>Course: built in common approaches and strategies:</i></p> <ul style="list-style-type: none"> ● PE/ Health Department members make decisions on curricular alignment. <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Group discussions ● Group projects ● Guest speakers ● Video
Science	<p><i>The Science Department will continue to employ the following instructional approaches and explore other</i></p>

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	<p><i>instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Connecting concepts learned in biology, physics and chemistry to experiences outside of school ● Common/aligned lab report format (writing expectations) ● Implement ELA Reading/Writing Standards aligned assignment annually <p><i>Course: built in common approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Course teams make decisions on curricular alignment ● Instructors utilize both hands on and computer simulation lab experiences. ● Instructors utilize technology and interactive instructional techniques (Interactive Whiteboard, Schoology, Pear Deck, Clickers) <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Inform students of the purpose of formative assessments ● Continue to seek out new learning opportunities by means of research, professional development, conferences and classroom observation by invitation to see new strategies. ● Identify guest speakers related to curriculum to profile careers and community members.
Social Science	<p><i>The Social Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Senior Project ● Public Speaking ● Current Events ● Guest Speakers ● Mock Interview ● Personal Finance Unit in Economics ● Synthesis connections between past and present events. ● Civic responsibility and engagement

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	<ul style="list-style-type: none"> ● Cultural sensitivity and awareness <p><i>Course: built in common approaches and strategies</i></p> <ul style="list-style-type: none"> ● Course teams find ways to incorporate community members into lesson plans (guest speakers, senior projects, mock interviews). ● Course teams actively focus on promoting civic engagement and responsibility. ● Course teams emphasize a multicultural approach to teaching history ● Course teams collaborate to find ways to make history content relevant by making synthesis connections between past and current events. <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● College applications ● Voting registration ● Political awareness ● Community Service ● School clubs ● Leadership ● Guest speakers ● Senior Project activities ● Civil Rights lessons and activities ● Geographical and cultural activities ● In-depth financial literacy lessons
Special Education	<p><i>The Special Education Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Develop comprehensive and ongoing transition plan under the IEP ● Frequent interaction between students and transition team members ● Students learn job skills through Workability and TPP ● Prevocational Skills, Supported Studies and Consumer Math classes ● Transition activities throughout the year including visits to colleges, guest speakers, help with FAFSA

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	<p>completion etc.</p> <p>Course: built in common approaches and strategies</p> <ul style="list-style-type: none"> ● Prevocational Skills class that includes specific social skills instruction from SLP and generally employability skill development ● Consumer Math class includes instruction regarding financial management, developing awareness of own abilities and interests, job readiness skills and preparation for independent living <p>Individual Teachers:</p> <ul style="list-style-type: none"> ● Develop comprehensive and ongoing transition plan under the IEP ● Frequent interaction between students, case manager and transition teacher ● Prevocational Skills, Supported Studies and Consumer Math classes ● Transition activities in class throughout the year including visits to colleges, guest speakers, help with FAFSA completion etc.
<p>Visual and Performing Arts (VAPA)</p>	<p>The VAPA Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</p> <ul style="list-style-type: none"> ● Have a greater number of students involved in CSSSA ● Greater community involvement in the arts ● More guest speakers ● College art department visits ● Encourage classes outside of school ● Encourage individual participation in outside competition ● Have students perform in more community events ● Encourage lifelong learning of the arts <p>Course: built in common approaches and strategies</p> <ul style="list-style-type: none"> ● Performances ● Art exhibits/shows ● College visits

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	<ul style="list-style-type: none"> ● Encourage auditioning for honor ensembles ● Encourage auditioning for community productions <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Explore college dance programs
World Languages	<p><i>The World Languages Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Learn to use all the aspects of our new textbooks and ancillary materials in class. Model teamwork to students so they see how much more people can accomplish when they work together. ● Encourage students to try out language skills on relatives and community members who are native speakers of the target language. Being bilingual can open doors to students for career opportunities as well as relationships community wide. <p><i>Course: built-in common approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Shared project assignments such as the Travel Project teach students how to access information such as cost of flights, how to book hotel accommodations, foreign currency exchange rates, and other practical knowledge commonly used for traveling. ● Teaching students that cultures different from their own have value and are not strange. Students graduating from high school with this kind of experience are more likely to build community and network out in the real world. <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Engage classes in culture specific research, projects, art and activities to help engender interest, empathy and racial tolerance

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Area for Improvement 3: Build upon our relationships with feeder schools, other district programs, colleges, and the community to increase continuity, sequencing, collaboration, communication, and sharing of resources.

<p>Career Technical Education (CTE) and Industrial Arts (Ag)</p>	<p><i>The CTE and Ag Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <p><i>Industrial Arts:</i></p> <ul style="list-style-type: none"> ● Maintain communication with feeder school students and parents through promotional brochures, social media and web-pages. ● Continue to hold three yearly meetings of the Ag Advisory Committee ● Invite guest speakers in the surrounding community in Ag. professions ● Invite guest interviewers who are in Ag. professions ● Broaden community reach and student opportunity locations beyond Nevada County ● Maintain communication and collaboration with other area CTE instructors. <p><i>Digital Media Arts & Computer Science:</i></p> <ul style="list-style-type: none"> ● Create public media <p><i>All:</i></p> <ul style="list-style-type: none"> ● Attend conferences and share with others <p><i>Course: built-in common approaches and strategies</i></p> <ul style="list-style-type: none"> ● Participation in Future Bruin Day <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Up-to-date public social media/webpages
<p>Classified/</p>	<p><i>The Classified and Support Staff will continue to employ the following approaches and explore other approaches</i></p>

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<p>Support Staff</p>	<p>and strategies:</p> <ul style="list-style-type: none"> ● Classified staff members will collaborate with their job-alike counterparts at our other district school sites to share best practices ● Classified staff members will actively participate in all technology and Student Information System trainings through each school year ● Work towards continuity between all schools in the district so that district policies are the norm, rather than individual school policies ● As applies, classified staff members will collaborate with feeder school job-alike counterparts to share best practices ● Classified staff members will actively participate in all technology and Student Information System trainings through each school year ● Work towards stronger continuity with regards to receiving incoming 8th graders' information on discipline, contracts, etc. ● Facilitate more trainings to attend
<p>English/ Language Arts</p>	<p><i>The English Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Meet with feeder schools multiple times a year to discuss curriculum (texts and writing) ● All members will be trained in ERWC ● All students take the EAP when taking the CAASPP exam ● Illuminate benchmark exams ● District matrix collaboration ● Senior projects including college application essays ● Counselors schedule college presentations throughout the year <p><i>Course: built-in common approaches and strategies</i></p> <ul style="list-style-type: none"> ● ERWC offered in 12 grade ● Adjusted texts based off of feeder school book list ● Accelerated Reader used in all classes to promote literacy, engage students with self-chosen texts, and continue to build fluency. AR is also used by our primary feeder school and its primary feeder elementary

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	<p>schools.</p> <ul style="list-style-type: none"> ● AP and honors courses offered ● Offer a variety of community speech and writing contests ● Poetry Out Loud school-wide and district-wide competition ● District scholarship offerings for senior students ● Offer select college campus visitations throughout the year <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Offer writing and speech contests ● Poetry Out Loud ● Share Schoology class resources ● Collaboration staff and department meetings ● Prepare junior students prior to CAASPP exam through practice exams on CAASPP website
Math	<p><i>The Math Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Meet with our feeder schools to improve student placement ● Develop a common screener to ensure accurate placement of students <p><i>Course: built-in common approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Place on the school’s web site the course sequencing ● ESM course created by collaboration between high school, college and community members. ● Our feeder school uses the same CPM curriculum ● Placement test given at end of 8th grade <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Send a representative from the math department to speak to the feeder school math classes regarding expectations for high school. ● ESM teacher attends PLC with other ESM teachers in the area.

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<p>Physical Education (PE) and Health</p>	<p><i>The PE and Health Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Bringing in experts in health and fitness from the community to inform our students with valid and up to date trends and information. ● Athlete Committed program - working with feeder schools to maximize student/athletic performance. <p><i>Course: built-in common approaches and strategies:</i></p> <ul style="list-style-type: none"> ● PE/ Health Department members make decisions on curricular alignment. ● Meetings with other comprehensive District high school <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Athlete Committed leadership training course during Bruin Tim ● Coaches and Athlete training in Chico
<p>Science</p>	<p><i>The Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Ongoing discussion and development of BRHS science course sequencing to best meet the needs of students and in coordination with feeder schools to ensure proper placement ● Explore interest in a 3 year science graduation requirement for NJUHSD to meet the required NGSS Science Standards. <p><i>Course: built-in common approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Lab sciences will use common lab report format and rubric to prepare students for college science classes <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Communicate with feeder schools to coordinate efforts and team up with science education events ● Collaborate with other educational programs within our county: SYRCL, Sierra Streams Institute, Bear Yuba Land Trust, Nevada County Office of Education

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Social Science	<p><i>The Social Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none">● Google Drive / Sharing lessons● College representatives● High participation in APUSH testing● Historical Thinking Skills (argumentation, comparison, continuity and change, context, causation)● Senior Project● Collaboration with Nevada Union teachers (pacing and textbooks) <p><i>Course: built-in common approaches and strategies</i></p> <ul style="list-style-type: none">● Course Teams will review the feeder school curriculum pacing and adjust accordingly● Course Teams will showcase and highlight our curriculum on 8th grade visitation “Future Bruin” night <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none">● Google Suite of Education● Presentations● Online collaboration● Professional Development to enhance teaching strategies● Distance Learning
Special Education	<p><i>The Special Education Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none">● Annual 8th grade transition meetings● Consultation on high risk students● Visit other special education programs within and outside the district● Continue to coordinate with DSPPS at Sierra College● Interface with community and businesses through transition, senior portfolio etc. programs <p><i>Course: built-in common approaches and strategies:</i></p>

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	<ul style="list-style-type: none"> ● Investigate curricula utilized by feeder schools so that Bear River Sp Ed can build on previously acquired instruction and strategies ● Core academic classes such as English and math collaborate with the general education departments to ensure students are provided access to the Common Core curriculum. This enables students to be fully prepared for the CAASPP and Science CST. Students are instructed using similar strategies and same materials (e.g. novels, non-fiction documents) with added supports thereby exposing them to college preparatory coursework with the opportunity to succeed. <p>Individual Teachers:</p> <ul style="list-style-type: none"> ● Propose day visit to Bear River for special education teachers from feeder schools ● Propose collaboration with feeder schools as appropriate one month into the school year with any questions regarding particular students or curricula previously used
<p>Visual and Performing Arts (VAPA)</p>	<p><i>The VAPA Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Invite feeder school students to all performances ● Create a dance workshop led by students for feeder school students ● Community participation in performances ● <i>Made in South County</i>-community performance and art exhibit highlighting the arts program at Bear River ● Band students mentor middle school students at the Magnolia Play-A-Thon each year ● Arts college guest speakers ● Middle school jazz programs are invited to participate in the annual <i>South County Jazz Night</i> alongside the high school bands ● The Show Choir performs for the elementary and middle school feeder schools <p><i>Course: built-in common approaches and strategies</i></p> <ul style="list-style-type: none"> ● Showcase and highlight our curriculum at 8th Grade visitation (Future Bruins) <p>Individual Teachers:</p> <ul style="list-style-type: none"> ● Community dance groups and charter school participation in dance performance

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	<ul style="list-style-type: none"> ● Field trip to attend musical theater and dance performances at another high school in the district ● Field trips to professional performances, museums, colleges
World Languages	<p><i>The World Languages Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Continue to employ tried and true language learning practices such as repeating for pronunciation, communicative skills, and having fun with language. ● Explore new software and technologies to stay current. ● Pursue articulation with the community college so students can be challenged with rigorous curriculum and earn college credit while still in high school. <p><i>Course: built-in common approaches and strategies</i></p> <ul style="list-style-type: none"> ● Beginning language courses have very similar goals to start students using language. The local middle school has recently transitioned from using impersonal Rosetta Stone language learning software on CDs to having a trained teacher deliver real lessons and share media and projects with middle school students. As students who have experienced real classroom learning in middle school make their way to high school, we can expect more interest and enthusiasm for the high school level. More students will have better backgrounds in World Language learning, which will translate to higher level groups overall. <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Building relationships with local middle school Spanish teacher to align curricular goals and encourage enthusiasm for language learning. One idea that has been suggested is an exchange program, which would be relatively logistically easy given the proximity of the two schools. Middle school students could attend high school Spanish classes, and high school students could help out in middle school classes.

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Area for Improvement 4: Utilize and communicate data more effectively in order to evaluate programs and respond to student learning needs.

Career
Technical
Education
(CTE) and
Industrial Arts
(Ag)

The CTE and Ag Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:

Industrial Arts:

- Implement approved changes/updates offered by the Ag. Advisory Committee
- Attend/Participate in Competitions
- Explore additional technology methods through online “tips of the day” provided through AET and district tech liaison (Crossen).
- Sign-up for workshops that showcase “best practices” involving technology use in the modern classroom at NJUHSD inservice days and CATA conferences.

Digital Media Arts & Computer Science:

- Schoology
- Attend conferences

All:

- Continue to seek out new learning opportunities by means of research, professional development, conferences and classroom observation by invitation to see new strategies
- Online Tutorials

Course: built-in common approaches and strategies

- Prepare students by showing/creating graphs, charts, maps, and/or diagrams that are commonly seen in the industry of study
- Provide written or vocalized instructions using vocabulary terms unique to the industry of study
- Provide hands-on practical experiences through related short term and long term projects

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	<p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Follow up with former students who went on to college or a career in a related industry ● Create, implement and revise lessons throughout the year as needed ● Contribute to and support team processes, agreements, and curriculum ● Commit to to observe colleagues
<p>Classified/ Support Staff</p>	<p><i>The Classified and Support Staff will continue to employ the following approaches and explore other approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Attendance staff will continue to update administration and counselors regularly regarding students with attendance concerns, and administrators, counselors, service providers, county intervention specialist, etc. will communicate with attendance and other office staff ● Technology department staff will continue to share data about student technology use with administration for the purpose of refining policies and practices ● Classified staff members will continue to communicate all concerns regarding students’ grades, adverse social behaviors, and concerning home life situations with administrators or counselors to secure immediately intervention as needed and administrators, counselors, service providers, county intervention specialist, etc. will communicate the above with attendance and other office staff ● New SIS will be in place by fall 2018. With this implementation, staff will receive access to run necessary reports ● Encourage certificated staff to become familiar and comfortable with Aesop. Also for certificated staff to feel free to discuss absences with substitute coordinator ● Registrar will continue to communicate with special ed department of incoming and transfer special ed students, and special ed department will communicate with registrar ● Substitute coordinator will communicate with instruction aides teacher absences which may affect scheduled IEPs
<p>English/ Language Arts</p>	<p><i>The English Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● OARS/Illuminate has been successfully used once per semester. This needs to be consistently utilized quarterly with common formative and summative assessments in order for teachers to adjust instruction..

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	<ul style="list-style-type: none"> ● English department has implemented No Red Ink with specific topics assigned at the various grade levels. Effectiveness to be evaluated at year end and adjustments made as needed. ● Accelerated Reader used in all classes to promote literacy, engage students with self-chosen texts, and continue to build fluency. Data from STAR reading tests and AR Reading Quizzes to determine placement and student reading levels. ● Most teachers are using Schoology <p><i>Course: built-in common approaches and strategies</i></p> <ul style="list-style-type: none"> ● OARS/Illuminate for district and school-wide alignment ● NoRedInk for school-wide, all grade-level consistency and skill building ● T-BEARS- school-wide consistency in skill development ● WordSkills - departmental vocabulary development ● Schoology <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Teachers communicate regularly regarding student progress toward academic goals with particular attention to perceived skill-gaps.
Math	<p><i>The Math Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Curriculum addresses Mathematical Practices and is supported by State Standards ● Continue to develop activity based curriculum ● Explore methods to improve the curriculum where it seems to lack fundamental practice drills ● Use and examine results from the department developed formative exams in Illuminate to verify progress during the semester <p><i>Course: built-in common approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Use the Illuminate program to help identify student strengths and weaknesses. ● Use Illuminate to assess incoming 9th grade placement ● Results CAASPP practice help guide instruction

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	<p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Continue to use the curriculum but also include additional practice of basic skills that are needed per class. ● Explore the use of basic practice and where to incorporate the topics into the CPM curriculum
<p>Physical Education (PE) and Health</p>	<p><i>The PE and Health Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Healthy Kid survey ● Health class- surveys for students to self evaluate levels of health. ● Nevada County Athlete Committed Pre/ Post season survey. ● Body fat, BMI, and body measurements in weights and Frosh PE. <p><i>Course: built-in common approaches and strategies:</i></p> <ul style="list-style-type: none"> ● California Physical Fitness Test ● Regular conditioning and measuring in preparation for CA Fitness Test <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Evaluating surveys and adjusting curriculum accordingly ● Share with students average body fat and BMI information of high school aged students. Teach strategies on how to improve in these areas. ● Instruct students on consequences of poor lifestyle choices- lecture, group activities, current research.
<p>Science</p>	<p><i>The Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Department meets to look at class distribution of grades and achievement, identify common trends with individual students ● Use district learning management system to connect students to progress through science courses ● Implement an AP Science Course enrollment protocol to ensure better self-placement of students.

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	<p><i>Course: built-in common approaches and strategies:</i></p> <ul style="list-style-type: none">● Course teams develop a formative assessment to use● Course teams analyze formative assessment results● Course teams develop a summative assessment to use● Course teams analyze summative assessment results <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none">● Teachers develop a formative assessment to use which is aligned with NGSS course outcomes● Teachers analyze formative assessment results
Social Science	<p><i>The Social Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none">● Formative assessment results● Summarize assessment results● AP Test Results● CAASPP results● Free and reduced lunch● Cumulative files● 504 and IEP● Semester Final Results● D and F lists <p><i>Course: built-in common approaches and strategies:</i></p> <ul style="list-style-type: none">● Improve use of baseline student data, CAASPP results, 504, IEP, to plan for appropriate student placement and support.● Use of formative assessment data to determine levels of student achievement and adjust instructional strategies as necessary.● Use of summative assessment data to measure levels of student achievement

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	<p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Use of Student Information System to be informed of individual student learning needs. (504, IEP) ● Teachers use formative assessment results to determine strengths and weaknesses and reteach and intervene as necessary. ● Teachers employ a wide variety of assessment differentiation to address varying learning styles and skill levels. ● Teachers regularly analyze assessment results to make lesson plan determinations and teaching styles to help all students succeed.
<p>Special Education</p>	<p><i>The Special Education Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Comprehensive progress reports on goals ● Ongoing curriculum based assessment ● Ongoing development of credit recovery programs appropriate to student abilities and needs <p><i>Course: built-in common approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Utilize data in IEPs to develop appropriate push-in strategies to general education classes ● Ongoing frequent collaboration within the department including certificated and classified staff <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Ongoing curriculum based assessment data to be shared within and outside the department ● Close collaboration with general education teachers of students with IEPs ● Incorporating standards in special education instruction
<p>Visual and Performing Arts (VAPA)</p>	<p><i>The VAPA Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p>

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	<ul style="list-style-type: none"> ● Observation evaluation ● Demonstrate knowledge of choreography ● Demonstrate technical skills in all disciplines ● Demonstrate performance skills ● Demonstrate rhythm/musicality ● Student evaluations ● Dance terminology assessments ● Technical arts vocabulary development ● Visual vocabulary development ● Recorded music performance assessments <p><i>Course: built-in common approaches and strategies</i></p> <ul style="list-style-type: none"> ● Student self and group assessment of performances ● Group art critique <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Teacher evaluation by observation for dance knowledge ● Self evaluation ● Peer observation and evaluation
World Languages	<p><i>The World Languages Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● World Languages teachers will continue to work together via district wide meetings held every few months, and by email as we learn to use the new curriculum that we share district wide. ● World Languages teachers will also continue to share projects and ideas that work with their classes and encourage one another with lesson plans and strategies. ● Teachers in the department share knowledge of individual students to better address their needs and idiosyncrasies. For example, last year’s Spanish 2 teacher discusses strengths and weaknesses of student he sees on the Spanish 3 teacher’s class list this year.

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Course: built-in common approaches and strategies

- Our new Spanish textbooks come with a huge variety of ancillaries and Internet based activities and presentations. Teachers in the district share with each other through email their experience. Some resources work better than others, and some should be approached only after certain preparations have been completed. Teachers can save time by “not reinventing the wheel” and sharing their experiences. For example, one teacher in our district spent time with the Help Desk at the publisher to get students on a roster for use with online curriculum. She then shared the information with the rest of us, so that we could proceed without making the phone call to the Help Desk ourselves.

Individual Teachers:

- Individual teachers will continue to communicate closely as we progress with the new curriculum. We will continue to share successes and failures we come across and avoid wasting time on tasks that have already been done.
- World Languages department chair will continue to articulate with the middle school Spanish teacher to help generate more enthusiasm for Spanish in incoming high school students. Those same incoming student will also be more prepared for the more challenging high school curriculum.

C. Bear River High School’s follow-up process, ensuring an ongoing improvement process.

The school will focus our professional development time on these action plan areas to provide teachers with the support they need to improve instructional programs for student learning. The school cycle of monitoring plan implementation will be as follows along with a comprehensive approach to be implemented in the 2018-19 school year:

- Staff meeting discussions of relationship-building strategies and experiences will begin in **January 2018**.
- Meetings of the Principal’s Student Advisory Group will begin **January 2018**.
- Evaluation of current practices related to rigor and expectation in AP and Honors courses will occur in **January/February 2018**
- Course preview and selection processes reflecting new guidance and policies will launch in **February/March 2018**.
- Site-specific survey results received in early spring will be assessed, beginning **spring 2018**.

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- Activities Director and student leaders will begin outreach to leaders of local businesses and organizations in **spring 2018**.
- Meetings between school teams for the purpose of implementing diagnostic assessments will take place in **spring 2018**.
- Parent outreach will begin in **spring 2018** and will occur through our LCAP survey process.
- LCAP survey input received mid-spring will be assessed, beginning **spring 2018**.
- Parent/student information nights and materials will be implemented in **mid-spring 2018**.
- If progress continues, the goal is for a common bell schedule to be agreed upon by **mid-spring 2018** for implementation in the 2018-2019 school year.
- Student course requests will be analyzed **April/May 2018**.
- Informal feedback about proposed master schedule offerings will be obtained in **April/May 2018**.
- Diagnostic assessments will be given by **May 2018**; data will be analyzed to place incoming students into appropriate courses.
- Initial discipline/suspension data will be shared with staff in **May 2018**.
- EAP and ERWC assessment data will be collected beginning in **late-spring 2018**.
- Spring meetings about student learning/social needs will begin in **late-spring 2018**.
- Parent and student surveys will occur in the **late-spring of 2018**.
- Meetings between administrators, counselors, and intervention specialists will take place beginning in **late-spring 2018**.
- If a common bell schedule is agreed upon, ROP-like programs and other district programs will be evaluated for accessibility in **late-spring 2018**.
- Evaluation of student progress toward four-year plan completion will take place **late-spring/early-summer 2018**.
- Distance learning program research and visits will take place in the **late-spring/early-summer 2018** for implementation beginning in the 2018-2019 school year.
- Alternatives to suspension will be investigated **late-spring/early-summer 2018**.
- County-wide partnership opportunities will be discussed with the district team in **summer 2018**.
- A system for providing alternatives to suspension will be implemented at the start of the **2018-2019 school year**.
- CTE team discussions will begin in **fall 2018** and will continue twice a year thereafter.
- Training on the new Student Information System will take place for teachers in **August 2018**. Additional training will take place over time, as needs emerge.
- Meetings between Department Chairs and teachers of the various feeder schools will begin in **September 2018**.
- Dual enrollment options will be investigated throughout the fall of 2018 for approval by Site and District Curriculum Committees no later than **December 2018**.
- Administrators' meetings with local leaders will begin in **winter 2018-2019** and will continue at least twice a year thereafter.
- Initial meetings between the Bear River leadership team and college representatives will begin in **spring 2019**.
- Department Chairs and teachers at Bear River and college representatives will begin in **spring 2019**.

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- The various functions of the new Student Information System will be put to the test in **April/May of 2019**.
- Dual enrollment options will be made available to Bear River students within the registration/course selection process in **early-spring 2019**.
- Teacher training for dual enrollment courses will take place throughout **spring/summer 2019** and will occur each spring and summer thereafter.
- Formative assessments will be implemented in core areas of Math and English in **fall 2019** and will be given and analyzed at least once per semester thereafter.
- Program evaluation will occur through tracking of student progress and student/parent surveys at the end of each semester, beginning in **December 2019**.
- Dual enrollment courses will be implemented in the **2019-2020 school year**.

Comprehensive program assessment will occur *ANNUALLY*, to include:

- CHKS results are received **annually** in early spring and will be assessed at that time, beginning in the spring of 2018.
- Follow-up parent and student surveys will be conducted each spring **annually**, beginning in 2019 to assess our progress.
- **Annual** reporting of data will take place in the late spring of each school year, beginning spring 2019.
- Evaluation of current practices related to the rigor and expectation of A.P. and Honors courses will be evaluated in the late-fall/early-spring **annually**.
- Course preview and selection processes will be evaluated in the late fall/early spring **annually**.
- Parent/student information nights and materials will be evaluated each spring **annually**.
- Student course requests will be analyzed each April/May **annually**.
- Diagnostic assessments will be given by May **annually**, and that data will be analyzed in the summer to place incoming students into appropriate courses.
- Informal feedback about proposed master schedule offerings will be obtained each spring **annually**.
- Evaluation of student progress toward four-year plan completion will take place in late-spring/early-summer **annually**
- Site-specific survey results are received in early spring and will be assessed **annually**.
- Parent outreach will occur through LCAP survey input received mid-spring and assessed **annually**.
- Spring meetings about student learning/social needs will occur **annually**.
- Spring meetings between administrators, counselors, and intervention specialists will take place in the late-spring **annually**.
- Spring meetings between school teams for the purpose of implementing diagnostic assessments will take place in late spring **annually**. Diagnostic assessments will be given by May of each school year and that data will be analyzed in the summer to place incoming students into appropriate courses.
- EAP and ERWC assessment data will be collected, compared, and analyzed each spring **annually**.
- Meetings between Department Chairs and teachers of the various feeder schools will continue each spring and fall **annually**.

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- ROP-like programs and other district programs will be evaluated for accessibility **annually**.
- Distance learning implementation beginning in the 2018-2019 school year will expand **annually**.
- Program evaluation will occur through tracking of student progress and student/parent surveys **annually**, in December and June of each school year.
- District CTE Advisory Committee meetings will take place on a **biennial** basis.
- The Bear River leadership team and college representatives will meet on a **biennial** basis.
- Department Chairs and teachers at Bear River and college representatives will meet on a **biennial** basis.

Evaluation of the effectiveness of the following programs will occur **QUARTERLY**, to include:

- **Quarterly** mental health referrals and student progress will be assessed by the team beginning in January 2018.
- **Quarterly** meetings between Principal, Activities Director, and student leaders will begin in spring 2018.
- Administrative meetings will take place **quarterly**, beginning in spring 2018.
- **Quarterly** assessment of discipline-related data and suspension alternatives will begin at the end of the 1st Quarter of the 2018-2019 school year.
- Departments will work on their scaffolding of rigor and expectation in foundational courses in their department collaboration time and will report out their work and results on a **quarterly** basis beginning in the fall of the 2018-2019 school year.
- Site CTE Advisory Committee meetings will take place on a **quarterly** basis.
- Department Chair discussions on increasing non-CTE elective and enrichment offerings and opportunities as well as evaluating the effectiveness/purpose of certain programs/courses will begin in the fall of 2018 and continue on a **quarterly** basis.
- Staff meetings will emphasize the more effective utilization and communication of data on a **quarterly** basis.
- County-wide partnership opportunities will be discussed with the district team on a **quarterly** basis.

The following programs will occur **MONTHLY**, to include:

- **Monthly** classroom evaluation conducted within student leadership program will begin in spring 2018.
- **Monthly** consultation with the staff will begin in spring 2018.