



Board Goal #1

Board Goal: Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.

Site Strategy: CHS will provide structural, programmatic, and individualized approaches to learning and assessment to best meet the academic needs and address college and career interests of all learners.

Goal/Step	Key Actions	Who's Responsible	Who's Involved	Resources (dollar amount and source, people, time)	Timeline	Evidence of Implementation
1.1 Structural Goal: Determine and implement graduation credit requirements for sciences that align with state plans and best practices (Next Generation Science Standards) (CHS requirements are currently two years of science, one physical/one life; NGSS recommends three years: Bio, Chem, Physics)	<ol style="list-style-type: none"> 1. Research graduation credits and course sequences of local high schools 2. Factor learners of all levels 3. Propose a plan (Strategic Planning Team, ILT, School Site Council) 4. Make recommendation to Board 	<ol style="list-style-type: none"> 1. Teachers 2. Counselors 3. Administrators 4. District Admin 5. Parents/shareholders 6. CUSD School Board 	All Share holders	NGSS trainings	Propose adoption of new science graduation requirements by January 2017 to align with Next Generation Science Standards	LCAP Goal 1: College and Career Readiness <ol style="list-style-type: none"> 1. School Board adoption of new graduation requirements by March 2017. 2. Modified registration instructions to students and families regarding changes, expectations, transition plan (grandfathering classes of 2017, 18, 19) 3. Plan to support struggling students to accompany implementation in school year 2017-18
1.2 Structural Goal: Provide more and diverse opportunities to meet students' career interests, including service learning credits, work experience, WorkAbility, internships, industry partnerships, cadet teaching opportunities, etc. as	<ol style="list-style-type: none"> 1. Strengthen and support STEAM pathways at CHS (Engineering, CoSA, Furniture Design, Health Sciences) 2. Research and implement service learning credit opportunities 3. Research and implement work experience and internship opportunities 4. Increase/maximize opportunities for students to act as aides/cadet teachers at other sites 5. Continue annual Career Day 	<ol style="list-style-type: none"> 1. Departments, Counseling, and Administration 	Students, Administration, Counseling, CTE, CoSA, electives teachers, community businesses and organizations	CTE, CSF Funding	New opportunities for students in School Year 2016-17	LCAP Goal 1: College and Career Readiness 21 st Century Proficiency <ol style="list-style-type: none"> 1. Continued CSF funding to support STEAM pathways and Enrichment courses 2. Implementation of Service Learning opportunities, internships, work experience, cadet teaching, and others with increased participation (30 students taking advantage of service learning, internships,

measured by increased offerings and student enrollment in those programs.						cadet teaching, etc.) by school year 2016-17
1.3 Structural Goal: Provide scheduling and appropriate supports for online/hybrid/off-campus course flexibilities and opportunities to best meet the needs of all learners at CHS, as measured by increased diversity in student scheduling and course schedules, and increased success in SOLO courses.	<ol style="list-style-type: none"> Continue to study opportunities, redundancies/collaboration potential, and obstacles for students existent between Palm Academy, SOLO, and CHS. Implement application for SOLO online courses and provide appropriate oversight for students in online learning. Establish appropriate attendance requirements and accountability systems Research blended learning models Implement Independent Study PE for appropriate students 	<ol style="list-style-type: none"> Teachers Counselors Administrators Palm and Pathways District Admin Parents/shareholders CUSD School Board 	All Shareholders	Plan to be cost neutral	Increase in number of students with an alternative schedule or non-traditional course in schedule by School Year 2016-17	<p>LCAP Goal 1: 21st Century Proficiency</p> <ol style="list-style-type: none"> Published updated online/outside credit policy and SOLO course application and approval process (through Fall 2016) Increase in student success in online learning courses as measured in Spring 2017 (completion rates compared with June 2016 numbers) Implement appropriate attendance accountability measures by January 2017 Increase in overall proportion of students taking alternative schedules (E-5, 2-6) and/or enrolling in non-traditional and/or online courses at CHS
1.4 Structural Goal: Implement Integrated Math Program at CHS (to supplant Algebra I, Geometry, Algebra II)	<ol style="list-style-type: none"> Adopt and train on CPM math curriculum Collaborate with middle school and Special Education teachers Change course names and register students Phase in curriculum 	<ol style="list-style-type: none"> Teachers Counselors Administrators Palm and Pathways District Admin Parents/shareholders CUSD School Board 	All Shareholders	Plan to be cost neutral	Increase in number of students with an alternative schedule or non-traditional course in schedule by School Year 2016-17	<p>LCAP Goal 1: 21st Century Proficiency</p> <ol style="list-style-type: none"> Offer Integrated courses in School Years 2016-18 Educate and inform students and families (summer 2016 and ongoing) Train teachers in Summer 2016 and throughout school year Phase in Integrated II and III courses in 2017 and 18. Increase in number of students taking alternative schedules (E-5, 2-6) and enrolling in non-traditional and/or online courses at CHS and off campus
1.5 (WASC IDENTIFIED GOAL): Continue to develop department-wide	<ol style="list-style-type: none"> Identify needs and goals within departments Provide time and opportunities for planning (weekly PD time as well as release time) 	<ol style="list-style-type: none"> Admin Teachers/Departments 	<ol style="list-style-type: none"> Admin Teachers 	Cost of Release Days per department: \$5,000	Increased alignment by spring 2016	<ol style="list-style-type: none"> Alignment of major projects/assessments in departments/courses by spring 2016 Alignment of major

common assessments and aligned curriculum	3. Develop common pacing guides					assessments in all departments/courses by spring 2017.
1.6 (WASC IDENTIFIED GOAL): Continue implementation of NGSS and CCSS in all departments, and provide resources to implement instruction and assessments.	<ol style="list-style-type: none"> Identify needs and goals within departments Provide time, resources, and opportunities for planning and development of lessons/assessments 	<ol style="list-style-type: none"> Admin Teachers Director of Learning and Instruction 	<ol style="list-style-type: none"> Admin Teachers/D epartments 	Cost of Professional development from within and without, using site and district PD funds	Evidence of increased common-core instructional strategies and assessments by spring 2016	<ol style="list-style-type: none"> Development of major projects and assessments by Spring 2016 Schoolwide understanding and implementation of Common Core strategies and assessments by Spring 2017
1.7 As part of a Multi-Tiered System of Support, provide a range of courses within each discipline to best meet the academic and college and career goals of all learners at CHS, as well as coordinated credit-recovery program and interventions to support students with Ds and Fs	<ol style="list-style-type: none"> Establish a continuum of courses in each discipline from basic to advanced, and provide support courses throughout the day Establish prerequisites and studies of data to properly place and ensure students have appropriate opportunities to access depth of curriculum in each discipline Continue to provide and support credit-recovery opportunities throughout the school day for students in need of course remediation. Continue to use and adapt Palm Academy supports to assist students with credit deficiencies in progress with achievement, self-esteem, and behavior Continue to offer summer school opportunities 	<ol style="list-style-type: none"> Teachers Counselors Administrators Palm and Pathways 	Students, counselors, teachers, administrators,	Intervention \$	Ongoing	<p>LCAP Goal 1: College and Career Readiness</p> <ol style="list-style-type: none"> Students coordinating and planning pathways of learning in each discipline as part of Personalized Education Plans Publish 9th grade course registration guide (spring 2016) Continued Implementation of Summer School credit recovery program Coordinated increased credit recovery and academic support within and beyond the school day (School year 2016-7) Decrease in D/F rates as compared with Fall Semester 2016 and Fall Semester 2017 (5%)
1.8 As part of a Multi-Tiered System of Support, provide preventive supports for students who have been identified as struggling academically, to ensure students have appropriate opportunities to	<ol style="list-style-type: none"> Establish prerequisites and data to appropriately advise placement of students in intervention courses such as Language Arts Lab and Success Skills Implement math placement program for incoming 9th graders and new students to district. Study achievement data of students enrolled in intervention courses to measure efficacy. 	<ol style="list-style-type: none"> Teachers Counselors Administrators Palm and Pathways District Admin Parents/shareh olders 	Students, counselors, teachers, administrators,	Targeted Instruction Improvement Grant (TIIG) funds	Ongoing	<p>LCAP Goal 1: MTSS</p> <ol style="list-style-type: none"> Implement math placement plan by Spring 2017 Data-driven placement of students in Language Arts Lab and Success Skills courses Decrease in D/F rates in math and Language Arts as compared with Fall Semester 2016 and Fall Semester 2017 (5%)

access depth of curriculum in each discipline.						
1.9 Increase the proficiency of students identified as English Learners or Reclassified Fluent English Proficient (RFEP), as measured by standards-based grade measures in language arts courses, CAHSEE and CASSPP testing, courses, and implement and market the Seal of Biliteracy Program for graduates	<ol style="list-style-type: none"> Continue to increase teachers' awareness of needs of students who are RFEP Provide trainings on CLAD strategies Implement CLAD strategies Publicize Seal of Biliteracy Program 	<ol style="list-style-type: none"> Students Teachers Counselors Administrators Parents 	Students, counselors, teachers, administrators,	LCFF Supplemental funds; Title III funds	End of School Year 2015-16 and ongoing	<p>LCAP Goal 1: MTSS</p> <ol style="list-style-type: none"> Demonstrated increase in proficiency of RFEP students by end of School Year 2016-17 Identify first students with Seal of Biliteracy at graduation 2016
1.10 Increase the proficiency of students identified as Latino/Hispanic, as measured by assessment data (CASSPP) and D/F rates	<ol style="list-style-type: none"> Increase teachers' awareness of students' needs who are identified as Latino/Hispanic Follow standards-based grade data in Language Arts and address individual learning needs and overall trends 	<ol style="list-style-type: none"> Students Teachers Counselors Administrators Parents 	Students, counselors, teachers, administrators,	LCFF Supplemental funds; Title III funds	End of School Year 2015-16 and ongoing	<p>LCAP Goal 1: MTSS</p> <ol style="list-style-type: none"> Demonstrated increase in proficiency of Hispanic/Latino students by end of School Year 2015-16 (CAASPP data)
1.11 Math SMART Goal: Increase proficiency of math students, as measured by MAP end-of-year tests, D/F rates, and CAASPP data	<ol style="list-style-type: none"> Use 8th grade MAP and grade data, as well as placement tests, to properly place students in Algebra courses, including Algebra Support and others Faithfully implement MAP testing in Algebra 1, 1a, and 1b 	<ol style="list-style-type: none"> Students Teachers Counselors Administrators Parents 	Students, counselors, teachers, administrators,		End of School Year 2015-16 and ongoing	<p>LCAP Goal 1: MTSS</p> <ol style="list-style-type: none"> Demonstrated increase in proficiency of Algebra students by end of School Year 2015-16 Decrease in D/F rates in math by Spring 2018 Increase in CAASPP scores by 5% by Spring 2018
1.12 Increase proficiency of students in the synthesis of multiple texts, as measured by standards-based grades in ELA courses and CASSPP testing.	<ol style="list-style-type: none"> Hold one common grading session per grade level once a year, for rubric development, course alignment, and instructional consistency purposes Provide augmented instruction in synthesis of multiple sources Invite interdisciplinary support 	<ol style="list-style-type: none"> Students Teachers Counselors Administrators Parents 	Students, counselors, teachers, administrators,		End of School Year 2015-16 and ongoing	<p>LCAP Goal 1: MTSS</p> <ol style="list-style-type: none"> Demonstrated 5% increase in ELA proficiency of students by end of Spring 2018 (CAASPP)

<p>1.13 Science SMART Goal (WASC IDENTIFIED GOAL): Implement NGSS lessons and assessments in Biology, Chemistry, and Physics.</p>	<ol style="list-style-type: none"> Collaborate to identify curricular gaps and needs, including with Earth Science content Develop implementation plan and timelines, including shift in graduation credits as necessary Provide trainings and time for planning and collaboration Continue vertical teaming Develop master calendar of lesson plan outlines incorporating the new Earth Science standards into the related fields. 	<ol style="list-style-type: none"> Teachers (CMS and CHS) Administrators 	<p>Students, Teachers, Administrators</p>	<p>PD Funds</p>	<p>End of School Year 2015-16 and ongoing</p>	<p>LCAP Goal 1: College and Career Readiness</p> <ol style="list-style-type: none"> Implementation of NGSS in Biology, Chemistry and Physics by school year 2017-18 Production of lesson plans which involve the implementation of the different aspects of Earth Science into the subjects of Biology, Chemistry, and Physics. Specific assessments for each subject area with Earth Science implemented.
<p>1.14 Social Studies SMART Goal: Maintain achievement in California Standards Test in Science (10th grade)</p>	<ol style="list-style-type: none"> Establish prerequisites and teacher recommendation process (<u>suggested grade</u> of A/B in previous year honors/AP course (C with recommendation); Grade of A with teacher recommendation in previous year regular course Inform students, counselors, and families Practice reverse verification 	<ol style="list-style-type: none"> Students Teachers Counselors Administrators Parents 	<p>Students, Teachers, Administrators</p>		<p>School Year 2015-16</p>	<p>LCAP Goal 1: College and Career Readiness</p> <ol style="list-style-type: none"> Maintain 77% proficient or advanced through NGSS transition to new assessment Communicate prerequisites and course sequences Spring 2016 and ongoing
<p>1.15 Increase opportunities for students' participation and investment in the delivery of content and instruction in classrooms, as measured by teacher and student report of student involvement.</p>	<ol style="list-style-type: none"> Continue site focus on student voice in the classroom in professional development and classroom observations Use PD and peer observations as opportunities for sharing 	<ol style="list-style-type: none"> Students Teachers Administrators 	<p>Students, Teachers, Administrators</p>		<p>End of School Year 2015-16 and ongoing</p>	<p>LCAP Goal 1: College and Career Readiness</p> <p>Demonstrated increase in student participation in content and delivery of instruction across the curriculum</p>

Board Goal #2**Board Goal: Communicate openly, freely, and accurately to engage and involve all shareholders.****Site Strategy: CHS will involve representative shareholders in planning and decision-making and provide timely information to all members of the school community regarding student progress and achievement, resources, and events.**

Goal/Step	Key Actions	Who's Responsible	Who's Involved	Resources (dollar amount and source, people, time)	Timeline	Evidence of Implementation
2.1 (WASC IDENTIFIED GOAL) Address issues related to collaboration, support, and communication with the District Office	<ol style="list-style-type: none"> 1. CHS Principal to send weekly updates to District Office for increased awareness of site activities, concerns 2. CHS to invite district personnel to Professional Development, ILT, School Site Council, and PTO meetings as appropriate 3. CHS to collaborate with District Business Office on communication regarding funding for CHS at the site and from district department sources 4. CHS to collaborate with District Learning Department on annual Professional Development plans and resources and communicate directly with CHS staff regarding testing, state mandates, etc. 5. CHS to collaborate with Student Services Department in defining roles with respect to counseling and SpEd support and in hiring and placement of SpEd staff and IAs. 6. CHS to continue collaborating with Technology Department via TRTs regarding tech needs, allocations, repairs, replacements, and news 	<ol style="list-style-type: none"> 1. District Staff 2. CHS Staff and Admin 	<ol style="list-style-type: none"> 1. District Staff 2. CHS Staff and Admin 		Increase DO awareness of site activities through Spring 2015	District survey (or other survey) results demonstrate increase in trust, collaboration, and communication by Spring 2017
2.2 (WASC IDENTIFIED GOAL): Develop a comprehensive, long-range, and site-	<ol style="list-style-type: none"> 1. Convene quarterly Professional Development Committee to plan weekly PD at CHS 2. Develop personalized PD plans as part of evaluation process 	Teachers, Administrators, Senior Director of Learning	Teachers, Administrators	PD \$ from site and District		<ol style="list-style-type: none"> 1. Develop and Implement PD plan School Year 2016-17

driven professional development plan for all teachers, classified staff, and administrators including but not limited to implementation of NGSS and CCSS.	<ol style="list-style-type: none"> 3. Implement monthly teacher-determined collaborations 4. Include teacher demos (monthly) and instructional showcases (semesterly) and peer observations 5. Art department to seek art workshops, conferences, with application and impact on classrooms. Teachers will attend workshops and connect learnings to work on campus in 2015-16. 					
2.3 Involve more shareholders in meaningful discussion and decision making through regularly scheduled School Site Council, ASB, ILT, PTO meetings. Increase participation at open meetings (PTO, ILT)	<ol style="list-style-type: none"> 1. Schedule routine meetings with SSC, ASB, ILT, and PTO. 2. Prepare budget and resource information for review and approval by SSC, including CSF requests. 3. Reconvene ASB's House of Representatives 4. Work with PTO and staff to include teacher presentations and topical discussions at meetings for greater relevance, interest, and awareness. 5. Publish minutes of all meetings. 	<ol style="list-style-type: none"> 1. Students 2. Teachers 3. Counselors 4. Administrators 5. Parents 	<ol style="list-style-type: none"> 1. Students 2. Teachers 3. Counselors 4. Administrators 5. Parents 			<ol style="list-style-type: none"> 1. Quarterly School Site Council meetings calendared in 2016-17. 2. Monthly PTO meetings calendared. 3. Monthly Islander Leadership Team meetings calendared. 4. Weekly communication with ASB and regular meetings with House of Representatives 5. Increased participation in ILT and PTO 6. "Coffee with Principal" and/or Book Club opportunities in 2017
2.4 Intention: regularly update and use CHS Website to inform families and public of school schedules, offerings, policies, events, and opportunities	<ol style="list-style-type: none"> 1. Update/refresh website information and categories to make information more accessible 2. Establish staff responsibilities for updating and refreshing various categories of website 	Administration, various staff	<ol style="list-style-type: none"> 1. Students 2. Teachers 3. Counselors 4. Administrators 5. Parents 		Website refresh in June 2015	Monthly refresh of data and events by end of school year 2015-16
2.5 Use InTouch to email families regularly regarding news, events, and in case of emergency.	<ol style="list-style-type: none"> 1. Send biweekly emails from administration regarding news, data, events, and current campus issues 2. Practice using In Touch during school emergency drills to ensure efficient and schoolwide communication 	Administration, various staff	<ol style="list-style-type: none"> 1. Students 2. Teachers 3. Counselors 4. Administrators 5. Parents 			Biweekly use of In Touch through 2015-16
2.6 Increase unifying communications	<ol style="list-style-type: none"> 1. Agree upon day and time for weekly broadcast/announcements 	Film Department, ASB, Teachers	All Student Body	CoSA, CTE funds	Weekly broadcast and set time by end	Continue Weekly broadcast and implement announcements by Spring 2017

with students via broadcast and PSA	2. Collaborate on content to keep students informed, aware/increase sense of community				of School Year 2015-16	
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Board Goal #3

Board Goal: Maintain safe and supportive schools where students and staff thrive.

Site Strategy: CHS will foster a community culture of safety, health, and life balance, and of trust, value, and respect between all students and staff.

Goal/Step	Key Actions	Who's Responsible	Who's Involved	Resources (dollar amount and source, people, time)	Timeline	Evidence of Implementation (must include data/require LCAP metric; see end of this document)
3.1 (<u>WASC IDENTIFIED GOAL</u>): Implement annual student safety and support measures such as Human Relations Day, Mental Health/Suicide Awareness, non-traditional first day, Advisory Period, mindfulness activities	<ol style="list-style-type: none"> 1. Establish Islander "Wellness" Committee 2. Determine annual activities or rotation to support wellness 3. Implement structural supports 4. Continue curricular supports in Success Skills 	<ol style="list-style-type: none"> 1. Students 2. Teachers 3. Counselors 4. Administrators 5. Parents, other shareholders 	<ol style="list-style-type: none"> 1. Students 2. Teachers 3. Counselors 4. Administrators 5. Parents 6. Community businesses and organizations 	ASB, other \$	Implementation of activities by end of school year 2015-16	Annual implementation of activities by end of school year 2015-16 and ongoing
3.2 Continue to update and implement security/check-in measures given increasingly variable student schedules and open campus lunch	<ol style="list-style-type: none"> 1. Determine Lanyards/IDs, leaving and return-to-campus check-ins procedures and protocols 2. Increase presence/vigilance at gates at lunch time 	<ol style="list-style-type: none"> 1. Students 2. Administrators and Office Staff 	<ol style="list-style-type: none"> 1. Students 2. Administrators and Office Staff 	Staff time	2015-16 and ongoing	Observation and student sign-in logs