## Goal 1
Develop and implement systematic school wide instructional practices so that students demonstrate higher critical thinking in all content areas.

### Rationale
CST, CAHSEE, CFA data, student writing samples, teacher and department reflection indicates that students:
- Struggle to think and write with depth and complexity
- Lack skills necessary to comprehend challenging texts independently
- Demonstrate weakness in problem solving without direct teacher guidance

### ESLRs
Critical Thinkers, Academic Achievers, Effective Communicators

<table>
<thead>
<tr>
<th>Task</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
<th>Means to Assess Improvement</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| 1a. Provide on-going professional development that assists faculty and staff with consistently providing instruction that accesses higher critical thinking. Topics to include:  
- Assessment writing  
- Instructional practices  
- Differentiation  
- Scaffolding  
- Effective use of instructional time  
- Self-selected areas to address Growth Goals (Marzano) | Instructional Leaders  
- Department Chairs  
- Instructional Coordinators  
- Teacher Experts  
- Administrators  
Educational Consultants | Professional literature  
Dedicated time  
Dedicated funding | California Standards Test(CST)/CAHSEE Data  
Common Formative Assessment (CFA) Data  
Analysis of student work  
Professional development evaluations  
Pre and post professional reflection  
Feedback from instructional rounds  
Common Summative Assessment (CSA) Data  
Course evaluation by students  
Passage rate by course (after implementation of uniform grading policy) | Ongoing  
Fall 2011 – ongoing  
Spring 2012 – ongoing  
Fall 2012 – ongoing  
Fall 2013 – ongoing  
Spring 2014 – ongoing  
Fall 2014 – ongoing |
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<tbody>
<tr>
<td>1b. Provide additional collaboration time for:</td>
<td>Curriculum &amp; Instruction Committee</td>
<td>Professional literature</td>
<td>Monitor CST/CAHSEE data</td>
<td>Ongoing</td>
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<tr>
<td>• Sharing effective practices</td>
<td>Instructional Leaders</td>
<td>Collaborative Time</td>
<td>Monitor CFA data</td>
<td>Fall 2011 – ongoing</td>
</tr>
<tr>
<td>• Examining student assessment data</td>
<td>• Department Chairs</td>
<td>Zoom! DataDirector</td>
<td>Monitor CSA data</td>
<td>Spring 2013 – ongoing</td>
</tr>
<tr>
<td>• Developing common assessments</td>
<td>• Instructional Coordinators</td>
<td>CA Content/Common Core</td>
<td>Pre and post professional reflection</td>
<td>Fall 2012 – ongoing</td>
</tr>
<tr>
<td>• Examining student work</td>
<td>• Teacher Experts</td>
<td>Standards</td>
<td>Course evaluation by students</td>
<td>Spring 2014 – ongoing</td>
</tr>
<tr>
<td>• Developing learning targets in course-alike groups</td>
<td>• Administrators</td>
<td>Course Pacing Guides</td>
<td>Monitor passage rate by course (after implementation of</td>
<td>Fall 2014 – ongoing</td>
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<td></td>
<td></td>
<td>Dedicated Funding</td>
<td>uniform grading policy)</td>
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<td>1c. Develop and implement uniform grading practices that emphasize</td>
<td>Department Chairs</td>
<td>Professional literature</td>
<td>Common Rubrics</td>
<td>School year 2013-2014</td>
</tr>
<tr>
<td>higher critical thinking and include:</td>
<td>Teachers</td>
<td>Collaborative Time</td>
<td>Common grading criteria – school wide and course specific</td>
<td></td>
</tr>
<tr>
<td>• Use of common rubrics</td>
<td>Instructional Coordinators</td>
<td>Zoom! DataDirector</td>
<td>Monitor passage rate by course</td>
<td>Fall 2014 – ongoing</td>
</tr>
<tr>
<td>• Use of common grading criteria</td>
<td>Administrators</td>
<td>CA Content/Common Core</td>
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<tr>
<td>• Use of CFAs</td>
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<td>Standards</td>
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<td>• Use of CSAs</td>
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<td>Course Pacing Guides</td>
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<td>Learning Target Data</td>
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<td>CFAs/CSAs Data</td>
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<td>Dedicated Funding</td>
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# Goal 2

Develop and implement a school wide vocabulary program that accesses students’ background knowledge to increase understanding, retention and application of curriculum in all content areas.

## Rationale

CST, CAHSEE, CFA data, student writing samples, teacher and department reflection indicates that students:

- Demonstrate limited ability to understand and use essential content vocabulary
- Demonstrate limited ability to understand and use essential general academic vocabulary

## ESLRs

Critical Thinkers, Academic Achievers, Effective Communicators

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</table>
| 2a. Identify academic terms for all courses | Course-alike teachers  
Department chairs  
Administrators | CA content/common core standards  
Content textbooks | Vocabulary lists | Fall 2011–ongoing |
| 2b. Identify school wide vocabulary strategies and provide applicable professional development for their implementation | Instructional Leaders  
• Department Chairs  
• Instructional Coordinators  
• Administrators | Professional literature  
CA content/common core standards  
Content textbooks  
Collaborative time  
Dedicated funding | Classroom observations  
Pre and post professional reflection  
Monitor CFA data  
Monitor CST/CAHSEE data | November 2011 – ongoing  
Spring 2012 – ongoing  
Fall 2012 – ongoing  
Fall 2012 – ongoing |
## Goal 3

Implement policies and programs to increase students’ knowledge and understanding of the skills, requirements, and planning necessary to pursue post-secondary opportunities.

### Rationale

EAP data, A-G course completion, graduation rate, and enrollment in post-secondary education data indicates that:
- The number of students qualified to apply for post-secondary education is less than desired
- The number of qualified students applying for admission to post-secondary education is less than desired
- Students are not considering and/or pursuing all post-secondary options

### ESLRs

Critical Thinkers, Academic Achievers, Responsible Citizens, Effective Communicators

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<tbody>
<tr>
<td>3a. Develop and implement school wide computer literacy program to develop skills and knowledge necessary to become competitive in the 21st century workforce.</td>
<td>Joint Leadership Team • Department Chairs • SLC Lead Teachers • Administrators Teachers</td>
<td>Computer literacy software • Up-to-date software • Computers • Dedicated classrooms • Teaching personnel • Professional development for teachers • Dedicated funding – BCCHS funds + grant money • Time • Counselors • SLC Clerical Staff</td>
<td>Monitor passage rate on computer literacy test of 9th grade students (graduation requirement) • Demonstrated computer knowledge of faculty • Computer literacy program by grade level • Establishment of computer labs • Monitor percentage of students who have met graduation requirement by end of senior year (100% expected)</td>
<td>Spring 2012 • Fall 2012 • Fall 2012 – ongoing • Spring 2015</td>
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<tr>
<td>Task</td>
<td>Person(s) Responsible</td>
<td>Resources</td>
<td>Means to Assess Improvement</td>
<td>Timeline</td>
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<tr>
<td>3b. Establish partnerships with post-secondary educational institutions and community businesses to: Expose students to real world career experiences (job shadowing and internships)</td>
<td>Career Advisor/Internship Coordinator, College Advisor, SLC Lead Teachers, Administrators</td>
<td>Dedicated Funding, Dedicated Space, Counselors, College Advisor, Career Advisor/Internship Coordinator, Post-secondary educational institutions, Community businesses, Career and college planning literature, Individualized Graduation and Post-Secondary Plan (IGPSP)</td>
<td>Establishment of Career Advisor/Internship Coordinator, Data from Individualized Graduation and Post-Secondary Plan (IGPSP), Establishment of Post-Secondary Center</td>
<td>Fall 2012, 2012-2013 School year – ongoing, Spring 2013, Spring 2013 – ongoing, Fall 2013 – ongoing, Spring 2014 – ongoing</td>
</tr>
<tr>
<td>• Provide students with information and guidance regarding preparation for post-secondary goals</td>
<td></td>
<td></td>
<td>Monitor number of qualified seniors applying to post-secondary educational institutions, Monitor number of students participating in job shadowing/internships, Data from Post-Secondary Student Survey (end of 11th grade)</td>
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<tr>
<td>• Provide students with business and educational contacts to assist in pursuing post-secondary goals</td>
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</table>
### Task
3c. Identify the following groups of students and provide differentiated post-secondary planning support to:

- Capable students in low performing subgroups
- Accelerated learners – Freshman Academy focus
- Low performing students
- Developing (mid-range) students

### Person(s) Responsible
- SLC Lead Teachers
- Bilingual Coordinator
- Special Education Coordinator/Administrator
- College Advisor
- Career Advisor/Internship Coordinator
- Teachers
- Administrators
- School for Advanced Studies (SAS) Advisor
- Middle School counselors
- High School teachers
- High School counselors
- Parents
- CST data
- CFA data
- EAP data
- SAT/ACT data
- SAS data
- A-G completion data
- Graduation rate data
- Post-Secondary partners
- Community Business partners
- Professional literature

### Resources
- CST data
- CFA data
- EAP data
- SAT/ACT data
- SAS data
- A-G completion data
- Graduation rate data
- Post-Secondary partners
- Community Business partners
- Professional literature

### Means to Assess Improvement
- Compare EAP data year to year
- Compare graduation rates year to year
- Monitor SAS enrollment and college course completion data
- Monitor number of students applying to post-secondary educational institutions
- Monitor number of students admitted to post-secondary educational institutions
- Monitor number of students completing A-G requirements
- Monitor college entrance exams (SAT/ACT) data
  - Participation
  - Scores
  - Waiver applications
- Data from Individualized Graduation and Post-Secondary Plan (IGPSP)
- Monitor number of students participating in job shadowing/internships
- Data from Post-Secondary Student Survey (end of 11th grade)

### Timeline
- Spring 2012 – ongoing
- Fall 2012 – ongoing
- Fall 2012 – ongoing
- Fall 2012 – ongoing
- Fall 2012 – ongoing
- Fall 2012 – ongoing
- Fall 2012 – ongoing
- Fall 2012 – ongoing
- Fall 2012 – ongoing
- 2012-2013 School year – ongoing
- Fall 2013 – ongoing
- Spring 2014 – ongoing
## Goal 4
Implement policies and programs to increase awareness of civic and ethical responsibility, and promote positive school and community interactions school wide.

### Rationale
- Little participation in community/civic programs
- Minimal participation in school honor, service, and charitable groups/activities
- Disciplinary referrals and actions are higher than desired

### ESLRs
Critical Thinkers, Responsible Citizens, Effective Communicators

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<tbody>
<tr>
<td>4a. Develop and implement a civic responsibility program that encourages our students to serve community and charitable organizations</td>
<td>Joint-Leadership Team Teachers Administrators</td>
<td>Counselors SLC Clerical Staff Community business partners School service groups Charitable organizations BCCHS Board members Dedicated time</td>
<td>Establish school wide civic responsibility guidelines Monitor student involvement at the SLC level Monitor participation in school honor, service and charitable groups/activities Amend BCCHS’ graduation requirements to include a civic responsibility component Monitor staff participation in the civic responsibility program</td>
<td>Fall 2012 – ongoing</td>
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<tr>
<td>4b. Continue to develop and implement programs that promote positive interactions between all stakeholders</td>
<td>Student Services Committee</td>
<td>Safe &amp; Civil Schools program</td>
<td>Recognize students’ success, e.g.:</td>
<td>Ongoing</td>
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<td></td>
<td>All stakeholders</td>
<td>Dedicated funding</td>
<td>• Improved attendance</td>
<td>June 2012 – ongoing</td>
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<td></td>
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<td>School service groups</td>
<td>• Honor roll</td>
<td>Fall 2012 – ongoing</td>
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<td>Community organizations/agencies</td>
<td>• CAHSEE passage</td>
<td>Fall 2012 – ongoing</td>
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<td></td>
<td></td>
<td>Parents</td>
<td>Monitor and assess the number and effectiveness of new and ongoing programs</td>
<td>Fall 2012 – ongoing</td>
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<td></td>
<td></td>
<td>Counselor</td>
<td>Monitor staff participation in Safe &amp; Civil Schools program</td>
<td>Fall 2012 – ongoing</td>
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<td>Deans</td>
<td>Monitor number of suspensions/expulsions quarterly</td>
<td>Fall 2012 – ongoing</td>
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<td>Teachers</td>
<td>Monitor the number and type of disciplinary referrals</td>
<td>Fall 2012 – ongoing</td>
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<td>Administrators</td>
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<td>Classified staff</td>
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<td>Dedicated time</td>
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