

## **Sample: Schoolwide Action Plan Goals (Compare to Critical Learner Needs, Schoolwide Learner Outcomes and Growth Areas and district LCAP)**

### **Goal One: Improve the achievement of the students in the “middle”**

Self-study findings indicate a desire for specific and possibly innovative strategies and review of curriculum for “The Student in the Middle.” The Focus Groups have a desire to continue strategies and/or curriculum aimed at the child not in the honors or special education classes but with the additional benefits of also affecting those very same students. These students are not proficient and not being serviced by SPED or EL.

### **Goal Two: Enhance, develop and organize programs and interventions to assist students that are performing at the Basic to Below Basic level of the CST’s.**

Self-study findings indicate a continued need to improve student achievement in numeracy and literacy in English language arts, mathematics, science, and social studies for all student groups. State assessments data (CSTs & CAHSEE), common assessments, discussions & recommendations from all focus groups & departments, & review of student work support this need. Studies have shown that schools who have established systematic interventions have had marked improvement in academic performance and an increase in school allegiance.

### **Goal Three: Raise proficiency levels through increased numeracy and literacy on all California Standards Tests.**

Strong student skills in English language arts, science, and social science can be further enhanced. Numeracy skills in lower level math courses can be examined for student proficiency needs. Self-study findings indicate a need to improve student achievement in numeracy and literacy in mathematics, English language arts, science, and social studies for all student groups. State assessments data (CSTs & CAHSEE), common assessments, discussions & recommendations from all focus groups & departments, & review of student work support this need. In order to provide opportunities for these students to access more challenging academic classes, all teachers must collaborate on designing the most effective instructional approaches in the skills and content needed for proficiency in the critical skills of reading, writing, problem solving and computing. A schoolwide focus on reading comprehension and problem solving skills will ensure equitable access for all students to meet state and federal proficiency goals, to successfully complete University of California a-g requirements, and to gain literacy and computational skills to successfully matriculate to colleges and postsecondary opportunities.

### **Goal Four: Augment and support the use of technology to enhance student achievement**

Self study findings indicate a need for continued growth and support with 21st Century technology skills. The technical support to present instruction in the most current mode, so that all students can be more successful is needed. Through technology teachers and students will prepare our students to be successful in the 21st Century job market.

### **LCAP Goals**

**Goal #1: Academic Achievement so that all students demonstrate continued and improved academic achievement in order to emerge college and career ready.**

**Goal #2: Effective Instruction and Leadership to engage each student in the learning process through the implementation of the core curriculum and effective instructional strategies, including the use of technology.**

**Goal #3: Engaged Community to support a culture that involves stakeholders in decisions which impact the education of the students.**

**Goal #4: Safe and Respectful Environment is essential to student learning within a culture that promotes the emotional health, safety, and well-being of students, staff, and parents.**

**Goal #5: Optimized Resources will ensure that student performance is being maximized through effective utilization of resources**