

DAVIS JOINT UNIFIED SCHOOL DISTRICT

School Level Plan

GETTING TO *EXCELLENCE* !

A School Planning Framework for Improving Outcomes for All Students

I. WHO ARE WE? WHERE ARE WE GOING? (Core Purpose, Goal, Vital Signs)

District Mission

It is the mission of the Davis Joint Unified School District, in partnership with parents, to provide a quality education program for all students that develops the knowledge, skills, abilities, and values for our students to reach their full potential.

Board Priorities

- *Academic Excellence* -- The district will advance appropriately challenging academic standards for every student, which will promote the highest possible academic achievement for each student.
- *Safe Environment* -- The district will provide a safe and secure environment on every campus where standards for behavior will be clearly defined, communicated, and enforced.
- *Staff Development* -- The district will provide a comprehensive staff development program for the purpose of continual improvement of staff effectiveness, leading to high academic success for all students.
- *Technology* -- Resources will be provided for technology designed to improve student academic achievement and vocational competency, and to support staff in meeting the challenges of the 21st Century.
- *Diversity* -- Students will, through a variety of academic and social experiences, become more aware of the diversity of our community, state, nation, and world; and will learn to appreciate differences and understand the commonalities among all people.
- *Vocational Skills* -- The district will provide opportunities for students to develop contemporary vocational skills necessary to succeed in the world of work.
- *Facilities Improvement* -- The district will continue to upgrade facilities and build additional school to provide appropriate teaching/learning environments that support student achievement.
- *Community Responsiveness* -- The District will provide a culture and processes that respond to student values, needs and interests and parent and community concerns.

School Mission Statement

The parents, students, faculty and support staff at Holmes Junior High School are committed to the achievement of excellence in academics and all other curricular and co-curricular pursuits, and to the cultivation of individual talents and abilities, in a supportive environment where respect for individual and group differences and for the rights of others guide behavior.

III. WHERE ARE WE GOING?

The Goal

- By the year 2004, at least 95% of all students continuously enrolled for 3 years will meet or exceed state standards in English Language Arts, Mathematics and English Language Development.
- All high school graduates will make successful post-high school transitions into productive life-choice options (*e.g., post-secondary education, technical / vocational training, above-minimum wage employment, community service, etc.*).

Vital Signs of Student Progress

1. Student **performance on core subjects**, as measured by local/state/national norm-referenced and performance-based assessments (e.g., curriculum-embedded assessments; district rubrics; SAT-9/STAR tests; High School Exit Exam; NAEP, etc.).
2. Closing '**achievement gap**' among student sub-groups (e.g., by race/ethnicity; language fluency; socioeconomic class; gender; special education; gifted/talented).
3. Student **attendance** in school & class.
4. Student **attitude, motivation, & satisfaction** regarding their school experiences (e.g., creativity, imagination, joy of learning, safety/climate, learning relevance, homework, caring adults, etc.).
5. Student civic **responsibility**, positive **participation**, and active **investment** in the community.
6. Student **successful transition** through educational junctures (pre-K → kindergarten → primary → intermediate → junior high → high school → post-high school success). (*To be added-2002-03*)
7. **Graduation rates** for 9th grade cohort (*To be added-2003-04*)
 - graduated in 4 years
 - still in school after 4 years
 - dropped out of school without completing program
 - moved to other district / out of town
 - destination unknown or unaccounted for

Annual Performance Objectives for 2002-03 Relating to Vital Signs

1. Student Achievement:
 - a. 25% of the students at the basic or below basic level will increase performance to proficient level on the California Standards tests and California Writing Test.
 - b. Each student identified as intellectually gifted will maintain performance at the advanced level on the California Standards tests, or improve performance to a minimum level of proficient.
2. Increase the performance of each individual student in the lowest quartile by 10 Normal Curve Equivalent (NCE) points each year
3. Increase the total percentage of attendance by .5% each year. For students who are habitually truant (20 trancies or more; three significant tardies equal one truancy), cut trancies by 50% each year.
- 4/5. A survey will be distributed to establish district benchmarks (Spring, 2002) that will assess Vital Signs 4/5: 90% of the students in grades 4-12 will respond; 50% of the parents of students in grades K-12 will respond; 90% of the parents on leadership committees and teachers will respond

II. WHERE ARE WE NOW? (Current State / Needs Analysis)

School-wide Highlights of Vital Signs

For each *vital sign* that applies to your school, provide data-driven, school-wide summary of current state. Be sure address current state for all students, including special populations.

Vital Sign: Student performance on core subjects, as measured by local/state/national norm-referenced and performance-based assessments

Total Sch NCE	98	99	00	01	02	03*
Reading	71	74	75	76	76	76
Math	78	80	83	81	84	80
Language	76	79	79	80	81	76

2003: 99% tested, 848 API; 2002 Statewide Rank of 10, Similar Schools Rank of 3
Ca Standards scores fully described on content pages.

*CAT 6 administered for the first time

Vital Sign: Each student identified as intellectually gifted will maintain performance at the advanced level on the California Standards tests, or improve performance to a minimum level of proficient (Data is based on % of those tested, not all GATE identified students)

LA-03(02)	Adv	Prof	BorBB	Math	Adv	Prof	BorBB		Adv	Prof	BorBB
7th	69%	29%	2%		60%	37%	3%	9 Sci	64%	29%	8%
8th	70%	27%	3%		39%	55%	6%	8 SSt	54%	38%	8%
9th	84%	15%	1%		41%	39%	20%				

Vital Sign: Closing the achievement gap among student sub-groups

Asian (156 students) API=898 Hispanic (107 students) API=691
(Data is based on % of those tested)

LA-03	Adv	Prof	BorBB	Math	Adv	Prof	BorBB		Adv	Prof	BorBB
7th	15%	26%	49%		8%	10%	72%	Sci 9	6%	11%	83%
8th	6%	22%	65%		12%	35%	49%	SocSt	9%	31%	60%
9th	15%	25%	50%		3%	15%	75%				

Vital Sign: Student Attendance in school and class

2002: 6 expulsions; 132 suspensions
2003: 2 expulsions; 186 suspensions
2003: Attendance: % increases: Dec, Jan, Mar, May, June 1% decrease: Feb

Vital Sign: Student attitude, motivation, and satisfaction regarding their school experiences

Total responses not available only % so High & Low sums of 'agree' are listed

Students: 69% agree school is preparing me for future; 45% LA is interesting & challenging
Parent: 87% child feels good about school; 39% principal communicates promptly
No classified responses
Certificated: 97% all children can learn; 73% students are learning fitness & health

Vital Sign: Student civic responsibility, positive participation, and active investment in the community

01 Retentions: 5 02 Retention: 1 03 Retention: 8-8th graders 1-9th grader
981 (88%) of the students had no Unsatisfactory citizenship grades(838)

III. WHERE ARE WE GOING? (Annual Performance Objectives)
IV. HOW ARE WE GOING TO GET THERE? (Core Strategies & Workplan)

VITAL SIGN: Student performance on core subjects: English/Language Arts (K-6 must address Reading, Writing and Spelling)

SUMMARY OF CURRENT STATE regarding this Vital Sign
 Provide data-driven highlights of (1) 'what's working well', (2) 'what needs improvement', and (3) 'suggestions for improvement'. Please address all the design elements (maximum 6) that apply.

(1) What's Working Well : (SAT) switch to CAT - %iles

CAT 2003(02)	Reading	Lang	Spelling
7 th	79 (82)	80 (88)	66(77)
8 th	74 (77)	76 (78)	77(61)
9 th	76 (75)	80 (82)	

CA Standards	Prof or Adv. 2003	2002	2001
7 th	74%(36%CA)	67%	68%
8 th	68%(30%CA)	60%	67%
9 th	76%(38%CA)	66%	60%

Student survey data "school is teaching me to read, understand and use data in a meaningful way" 65% agree

(2) What Needs Improvement

Reading	CAT6 <25ile		CAT6 25-49ile	
	2003	2002	2003	2002
7th	11%	6%	12%	10%
8th	10%	9%	16%	15%
9th	10%	12%	8%	13%

CA Standards	Below Prof. 2002
7 th	26% (66%CA)
8 th	32% (70%CA)
9 th	24% (62%CA)

7 th Writing	2	3	4	5	6	7	No Score
315 tested	20%	8%	57%	7%	7%	>1%	32 students

2002 7th Ca Writing Standards – below proficient: { 225/359 (63%)}
 Student survey "LA coursework is interesting & challenging." 45% agree

Final Semester(03) F's exceed 20%: English 8 (24%), English 9 (22%)

Suggestions for Improvement

1. Improve access for all students, particularly our lowest achieving students, to support services offered on site, including but not limited to the library, computers, aides, materials and supplies.
2. Continue developing our program to provide interventions that assist our lowest-achieving students in the following areas: reading, writing, STAR testing, State Standards, and their affective needs (e.g., self-esteem, discipline, study skills, and motivation).
3. Continue the improvement of current programs (e.g., ELL, Title I, Language and Reading programs, and Homework Club) to provide interventions that assist our lowest-achieving students.
4. Research and develop an in-house assessment tool to determine student progress toward mastery of State Standards for ELA.

V. WHERE ARE WE GOING? (Annual Performance Objectives)
VI. HOW ARE WE GOING TO GET THERE? (Core Strategies & Workplan)

VITAL SIGN: Student performance on core subjects: Mathematics

SUMMARY OF CURRENT STATE regarding this Vital Sign
 Provide data-driven highlights of (1) 'what's working well', (2) 'what needs improvement', and (3) 'suggestions for improvement'. Please address all the design elements (maximum 6) that apply.

(1) What's Working Well

2003 (02) CAT6	7 th	8 th	9 th
%iles	79 (86)	79 (80)	82 (88)

2003(02) CA	Advanced		Proficient		Basic		BelowBasic		Far Below	
7th grade	31% (22) 7%CA		34% (42) 23%CA		22%(22) 32%CA		10%(7) 26%CA		3%(4%) 12%CA	
# Tested 8-9	8th	9th	8th	9th	8th	9th	8th	9th	8th	9th
General Math 137-65 (155-61)	3% (1%)	0%	41% (24%)	17% (16%)	38% (37%)	37% (28%)	12% (26)	34% (39)	6% (12)	12% (16)
Algebra 123-105 (114-66)	22% (26%)	3% (3%)	61% (48%)	31% (38%)	14% (21%)	36% (48%)	2% (4%)	24% (9%)	0% (1%)	7% (2%)
Geometry 89-102 (67-106)	43% (19%)	28% (22%)	52% (78%)	48% (48%)	5% (3%)	19% (26%)	0%	6% (4%)	0%	0%
AlgebraII 10-62 (9-63)	NA (20%)	35% (17%)	NA (80)	48% (44%)	NA (0%)	11% (32%)	NA (0%)	5% (6%)	0%	0%

Algebra clinic 04- 16 students show increase in grades from 03 semester(C,D,F); 3 maintain; no F in Algebra Curriculum calendars in BMS, JHM, TM, ALG, ALG II, ALGIIT and GEO are aligned to state testing.

Student survey results "This school is teaching me to apply math concepts to solve problems" 62% agree "Math coursework is interesting and challenging." 57% agree

(2) What Needs Improvement

7th grade CST weaknesses: exponents, rationals, statistics and probability.

	CAT6 <25ile		CAT6 25-49ile		CA Standards	Below Prof. 2003
	2003	2002	2003	2002	7 th	35%(70%CA)
7th	6%	5%	14%	10%	8 th	(41%)
8th	8%	11%	9%	11%	9 th	(47%)
9th	6%	5%	16%	11%		

Sem. D or F's exceed 20% of enrollment: MathA (47%); Alg9 & AA9 (41%); JHM (31%); TM(29%); BMS7 (22%)

Students in or above CA grade level courses: 7th 60%(61%) 8th 64%(49%) 9th 52% (50%)

(3) Suggestions for Improvement

Algebra support class for 9th graders in Algebra

Title I student support to reduce class size; provide low student-adult ratio; use appropriate materials to meet

CA Standards and provide interventions to assist students who are already below grade level

Homework club continues to support regular students with tutoring needs

Title I students need afterschool math (20-30 minutes 4 days a week)

Current portable lab not feasible for full class use; need access to computers.

VII. WHERE ARE WE GOING? (Annual Performance Objectives)
VIII. HOW ARE WE GOING TO GET THERE? (Core Strategies & Workplan)

VITAL SIGN: Student performance on core subjects: English Language Development

SUMMARY OF CURRENT STATE regarding this Vital Sign
 Provide data-driven highlights of (1) 'what's working well', (2) 'what needs improvement', and (3) 'suggestions for improvement'. Please address all the design elements (maximum 6) that apply.

(1) What's Working Well

2003 CAT6 50-99ile	RFEP 51 stude	Rdg	Math	CST-LA Pr&Ad	CST-Math	ELL 81 stude	Rdg 50-99ile	Math	CST LA	CST Math
7th	19	89%	89%	84%	84%	27	23%	48%	22%	30%
8th	17	82%	93%	69%	na	34	18%	41%	12%	23%
9th	14	86%	93%	80%	na	20	25%	35%	5%	na

Redesignated	2002	2003	2004
7th	2	0	1
8th	4	4	3
9th	2	1	1
Enrolled	92	73	83

CELDT Levels 2003	7th	8th	9th
Advanced	9	15	23
Intermediate	7	9	5
Beginning	1	2	2

WIN system implemented to track student data (CELDT,CST & grades) over time.

(2) What Needs Improvement

Need primary language support in Mandarin, Korean and Spanish (lack of personnel)
 Need for reading support for ELL students: 3 students with Qtr 1 F's in English; 8 in Science; 1 Soc St
 Need for math support for ELL students: 10 students with Qtr 1 F's

(3) Suggestions for Improvement

1. Utilize newly developed Instructional Program Matrix to place students.
2. Include assessments in Math as well as CELDT when creating student schedules.
3. Continue after school ELD support; record student contacts.
4. Provide electronic translators for students

IX. WHERE ARE WE GOING? (Annual Performance Objectives)
X. HOW ARE WE GOING TO GET THERE? (Core Strategies & Workplan)

VITAL SIGN: Student performance on core subjects: Science

SUMMARY OF CURRENT STATE regarding this Vital Sign
 Provide data-driven highlights of (1) 'what's working well', (2) 'what needs improvement', and (3) 'suggestions for improvement'. Please address all the design elements (maximum 6) that apply.

(1) What's Working Well

2003 (02) CA	Advanced	Proficient	Basic	Below Basic	Far Below
121(108) - Biology	48%(37%)	43%(44%)	9%(15%)	0%(3%)	1%(1%)
107 – Integrated*	3%	10%	54%	23%	9%

*Test does not align with DJUSD curriculum.

2003 (02) 9th grade - CAT6(SAT9): 82% above the 50thile (76thile class average)

Science skills of experimentation & investigation techniques are vertically developed in 7th & 8th curriculum. Curriculum calendars of aligning Science 7.8, Bio and Lab Sci with state standards. 5 teachers attended K-12 Science Alliance training this year; 2 to CSTA. 58% of students find science coursework "interesting and challenging" 75% of parents responded that their children find the science coursework "interesting and challenging" Created 7th period class for low performing 7th graders needing reading assistance. 8th grade support class implemented – 3rd quarter grades are encouraging

(2) What Needs Improvement

Final Semester F's exceed 20% enrolled: PS(one section only) Sci8 (2 sections), Sci7 (29% in one section) Reading difficulties are hard to assess particularly for 7th graders (8th & 9th grade information shared in Sept dept meeting)

Need assistance for struggling non-readers.

(3) Suggestions for Improvement

Need to know who low readers are before course begins; have alternative materials for these students. Staff development on assisting high risk students. Increased parent communication for students lacking organizational skills and non-performers. No content assessment data for grades 7 & 8 available; develop system. Title I support to help science teachers make content accessible in all courses. Continue 7th grade Title I support with training for aides.. Need IEP and modification information early in the course; first few weeks are crucial. Reduced class size for high numbers of at risk student sections.

XI. WHERE ARE WE GOING? (Annual Performance Objectives)
XII. HOW ARE WE GOING TO GET THERE? (Core Strategies & Workplan)

VITAL SIGN: Student performance on core subjects: History/Social Science

SUMMARY OF CURRENT STATE regarding this Vital Sign
Provide data-driven highlights of (1) 'what's working well', (2) 'what needs improvement', and (3) 'suggestions for improvement'. Please address all the design elements (maximum 6) that apply.

(1) What's Working Well

Ca Standards Scores available for 8th grade for the first time in 2003

2003 HJH (CA)	Advanced (6%)	Proficient (21%)	Basic (37%)	Below Basic (21%)	Far Below (3%)
8 th	25%	36%	27%	8%	3%

Few F's in 8th grade US History
 Use of planners by students in all grade levels is helping students with organization.

(2) What Needs Improvement

Final Semester F's exceed 20% enrolled : World Geo (21%, 32%), SocSt7 (25% in one section)

(3) Suggestions for Improvement

Look at reading scores of students in 7th grade cores ahead of time to redistribute students or utilize Title I aides better. Look at gender distribution.

Incorporate writing skills in 7/8/9 grade levels to complement Language Arts efforts.

Implement grade appropriate research techniques and requirements for all social studies classes.

Dept members need to continue to create and share curriculum that effectively helps students reach proficient and advanced levels with the CA Standards.

Vital Sign: Student performance on core subjects: English Language Arts

Annual Performance Objective: 25% of the students at the basic or below basic level will increase performance to proficient level on the California Standards tests and California Writing Test.

FOCUS AREAS <i>Check those that apply</i>	ACTIVITY <i>What actions we must take; what we must <u>do well</u></i>	TIMELINE <i>Start/End</i>	Monitoring <i>(Milestones/ indicators of progress)</i>	Budget <i>(Amount & Funding source)</i>
<p>DESIGN ELEMENT #1: TRUST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourage personal alignment with the goal <input type="checkbox"/> Foster open and honest communication <input type="checkbox"/> Motivate personal mastery and team learning <input type="checkbox"/> Make everyone part of the solution and nurture a sense of family 	<p>Staff development by attending conferences or trainings; share information with department and other interested staff: Cress Center, BTSA, Middle School Conference, Distinguished Schools.</p> <p>Maintain a resource file of projects correlated to core content – determine if projects meet CA standards and cull if needed</p>	<p>As funds are available</p> <p>Yearlong</p>	<p>Teacher share materials & ideas</p> <p>Staff contributes; Paul monitors</p>	<p>PTA, BTSA,</p> <p>Dept.</p>
<p>DESIGN ELEMENT #2: STANDARDS-BASED INSTRUCTION <i>District-adopted Curriculum is based on the California State Standards</i></p> <p><u>District Adopted Materials:</u> Prentice Hall (7-8) Holt: Elements of Literature 9</p> <p><u>Key Instructional Components:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Word attack skills/ fluency <input type="checkbox"/> Vocabulary development <input type="checkbox"/> Spelling <input type="checkbox"/> Comprehension skills <input type="checkbox"/> Writing skills/ strategies and applications <input type="checkbox"/> Listening and speaking skills, strategies, and applications <p><u>Library Resources</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Fiction and non-fiction collections <input type="checkbox"/> Leveled books <input type="checkbox"/> Extended hours (7-12) <p><u>Diversity/Multicultural Curriculum</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Enhance student self- esteem and sensitivity <input type="checkbox"/> Empower students to think critically, to make decisions <input type="checkbox"/> Counteract discrimination <input type="checkbox"/> Incorporate multicultural perspectives <input type="checkbox"/> Examine diverse cultures <input type="checkbox"/> Develop communication skills <input type="checkbox"/> Increase understanding of interdependence <input type="checkbox"/> Develop historical perspectives 	<p>8th grade English & Social Studies integrates coursework so projects and tests are coordinated.</p> <p>Teams of English, Social Studies and Science teachers provide articulated activities and projects to support 7th graders.</p> <p>Purchase of library materials are coordinated with librarian.</p> <p>7th graders are introduced to the library through English, Language and Reading classes</p> <p>Research and develop grade level curriculum using Standards based, Prentice Hall materials.</p>	<p>Yearlong</p> <p>Yearlong</p> <p>As funds are available</p> <p>Fall 03</p> <p>Yearlong</p>	<p>Collaboration Time meetings; 8th grade projects & tests</p> <p>Common prep time scheduled; 7th grade projects discussed by all</p> <p>Paul & Wendy</p> <p>All 7th grade LA teachers & Wendy</p> <p>Kerin</p>	<p>General Fund</p> <p>General Fund</p> <p>Title VII</p> <p>General Fund</p> <p>General Fund</p>

DESIGN ELEMENT #3: ASSESSMENTS & ACCOUNTABILITY <input type="checkbox"/> Cat-6, California Standards Test <input type="checkbox"/> District writing sample assessment <input type="checkbox"/> California Writing Test <input type="checkbox"/> CAHSEE <input type="checkbox"/> <input type="checkbox"/>	Multiple choice test practice included in 9 th grade support materials.	Varies	Compare scores yearly	SIP
	Multiple choice practice in newly adopted 7/8 materials focus on reading comprehension.	Varies	Compare scores yearly	SIP
	Attend County workshop on 7 th grade writing assessment.	Fall 02	Staff discussion at dept meeting	General Fund
	Provide writing genre practice for 9 th grade in anticipation of CAHSEE.	Yearlong	9 th grade teacher collaboration Paul	General Fund
DESIGN ELEMENT #4: RELATIONSHIPS WITH PARENTS & FAMILIES <input type="checkbox"/> Promote communication <input type="checkbox"/> Involve families in decision-making <input type="checkbox"/> Promote parent volunteers <input type="checkbox"/> Parent education <input type="checkbox"/> School Site Council participation	Research and develop an in-house assessment to determine student progress toward mastery of Standards.	Yearlong		General Fund & Title I
	Contribute articles to PTA newsletter	Monthly	Newsletter	PTA
	Dept presentation to PTA	Fall 02	Kerin	
	Field trips provide time for parent contact & volunteers	Varies	Staff	Students pay
DESIGN ELEMENT #5: COMMUNITY PARTNERSHIPS & ESSENTIAL SUPPORTS <input type="checkbox"/> Guidance, counseling and student advocacy <input type="checkbox"/> Access to health, wellness, and social services <input type="checkbox"/> Partnerships with community organizations <input type="checkbox"/> District support systems	No Site council participation at this time			
	Community field trips: Mondavi Center, Ashland, CA State Parks, City of Davis, Davis Enterprise	Varies	Varies	
	Newspapers contributed for class use.	weekly	Newspaper in Education program	

DESIGN ELEMENT #6: CONTINUOUS LEARNING & RENEWAL (Capacity-building)
What professional development & training do we need so that we can implement these tasks efficiently and effectively?

Need time to examine STAR data and new texts to identify strengths and weaknesses. Seek materials that meet STAR testing needs.

Using 'essential standards' for E-LA, develop benchmark projects that will assess students progress toward mastery.

Vital Sign: Student performance on core subjects: Mathematics

Annual Performance Objective: 25% of the students at the basic or below basic level will increase performance to proficient level on the California Standards tests.

FOCUS AREAS <i>Check those that apply</i>	ACTIVITY <i>What actions we must take; what we must <u>do well</u></i>	TIMELINE <i>Start/End</i>	Monitoring <i>(Milestones/ indicators of progress)</i>	Budget <i>(Amount & Funding source)</i>
<p>DESIGN ELEMENT #1: TRUST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Motivate personal mastery and team learning <input type="checkbox"/> Make everyone part of the solution and nurture a sense of family <p>DESIGN ELEMENT #2: STANDARDS-BASED INSTRUCTION <i>District-adopted Curriculum is based on the California State Standards</i></p> <p><u>District Adopted Materials:</u> McDougall-Gateways Prentice Hall-Course 2 CPM Algebra & Geometry AlgebraII-Trig-Sunburst</p> <p><u>Key Instructional Components:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic computational and procedural skills <input type="checkbox"/> Conceptual understanding <input type="checkbox"/> Problem Solving <input type="checkbox"/> Technology <input type="checkbox"/> Communication of mathematical reasoning <p><u>Diversity/Multicultural Curriculum</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Enhance student self- esteem and sensitivity <input type="checkbox"/> Empower students to think critically, to make decisions 	<p>Attend Ca Math Council Conference with at least 3-6 individuals to develop team learning as well as personal mastery.</p>	Dec 2003	<p>Coordinate attendance at session; present to dept & PTA</p>	<p>PTA, PAR grants, BTSA</p>
	<p>With newly adopted texts in TM we need to reevaluate pacing.</p>	Summer 04	<p>Curriculum calendar TM teachers</p>	<p>District Buy Back or Curric \$</p>
	<p>Need to purchase supplementary materials to support district standards that aren't met by texts.</p>	Summer 03	<p>Dept Chair</p>	<p>IMF Dept</p>
	<p>Calculators & accessories need to be maintained.</p>	Yearlong	<p>Class sets are operational</p>	<p>Dept budget</p>
	<p>Some students below 30%ile are in Title I classes with reduced class size in BMS. Some aide support available in other Title I classes.</p>	Yearlong	<p>Follow students 7-8-9 to monitor progress L Miles</p>	<p>Title I</p>
	<p>Continue homework help after school program.</p>	Yearlong	<p>L. Miles</p>	<p>Title I</p>
	<p>Create parent handbook for JHM with math strategies, practice and ideas to help students each chapter.</p>	Summer 04	<p>Yves B and other JHM teachers</p>	

<p>DESIGN ELEMENT #3: ASSESSMENTS & ACCOUNTABILITY</p> <ul style="list-style-type: none"> <input type="checkbox"/> SAT-9, California Standards Test <input type="checkbox"/> District Math Assessments <input type="checkbox"/> CAHSEE <input type="checkbox"/> Golden State Exam 	<p>Examine all course standards and identify 'power' standards to share with staff.</p> <p>Work with 6th grade teachers to correctly place incoming students.</p> <p>Administer and analyze MDTP scores for pre and post changes.</p> <p>Administer and analyze district finals in JHM, TM, Alg, Geo.</p> <p>All students below Standards need to be individually identified to teachers.</p>	<p>Jan/Feb 04</p> <p>Jan 03</p> <p>Sept 03 May 04</p> <p>June 04</p> <p>As data is available</p>	<p>Heather</p> <p>Pat & Heather</p> <p>Results to staff - Pat</p> <p>Heather</p> <p>Pat L. Miles</p>	<p>Buy-back</p>
<p>DESIGN ELEMENT #4: RELATIONSHIPS WITH PARENTS & FAMILIES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promote communication <input type="checkbox"/> Parent education <input type="checkbox"/> School Site Council participation 	<p>Contribute articles to PTA newsletter from Math department.</p> <p>PTA presentation from Math</p> <p>Math represented on Site Council and PTA.</p>	<p>Monthly</p> <p>Nov</p> <p>Yearlong</p>	<p>Printed - Pat</p> <p>Pat & Heather</p> <p>Pat & Scott</p>	<p>None</p> <p>None</p> <p>Sub costs-SIP</p>
<p>DESIGN ELEMENT #5: COMMUNITY PARTNERSHIPS & ESSENTIAL SUPPORTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partnerships with community organizations 				

DESIGN ELEMENT#6: CONTINUOUS LEARNING & RENEWAL (Capacity-building)
What professional development & training do we need so that we can implement these tasks efficiently and effectively?

Provide Knowing Math training for BMS, Math A and Junior High Math teachers.
 Share Rick Stiggins tapes with math dept to write better assessments.

Vital Sign: Student performance on core subjects: English Language Development
Annual Performance Objective: 25% of the students at the basic or below basic level will increase performance to proficient level on the California Standards tests and California Writing Test.

FOCUS AREAS <i>Check those that apply</i>	ACTIVITY <i>What actions we must take; what we must <u>do well</u></i>	TIMELINE <i>Start/End</i>	Monitoring <i>(Milestones/ indicators of progress)</i>	Budget <i>(Amount & Funding source)</i>
DESIGN ELEMENT #1: TRUST <input type="checkbox"/> Encourage personal alignment with the goal <input type="checkbox"/> Foster open and honest communication <input type="checkbox"/> Motivate personal mastery and team learning <input type="checkbox"/> Make everyone part of the solution and nurture a sense of family	Teachers attend English Learner conferences and training. Whole staff presentations occur periodically to update staff with changes in the law, student lists, and training information.	When available As needed	Maggie shares information with staff and EL involved teachers	EIA
DESIGN ELEMENT #2: STANDARDS-BASED INSTRUCTION <i>District-adopted Curriculum is based on the California State Standards</i> <u>District Adopted Materials:</u> <i>Making Connections</i> <i>Voices in Literature</i> <u>Key Instructional Components:</u> <input type="checkbox"/> Listening and Speaking <input type="checkbox"/> Reading – word analysis, fluency, systemic vocabulary development, comprehension <input type="checkbox"/> Writing strategies and applications <input type="checkbox"/> Problem Solving <input type="checkbox"/> <u>Diversity/Multicultural Curriculum</u> <input type="checkbox"/> Enhance student self- esteem and sensitivity <input type="checkbox"/> Empower students to think critically, to make decisions <input type="checkbox"/> Counteract discrimination <input type="checkbox"/> Develop intercultural competence <input type="checkbox"/> Incorporate multicultural perspectives <input type="checkbox"/> Examine diverse cultures <input type="checkbox"/> Develop communication skills <input type="checkbox"/> Increase understanding of interdependence <input type="checkbox"/> Develop an understanding of historical perspectives	Structured English Immersion class is offered to 7/8/9 th graders in their first year in the US. This class has primary language support aide, <u>if available</u> . It includes the EL core of English/Reading, Social Studies and Science. EL students may continue a second year or third semester in the ESL support class and the EL core. Students exit the EL core when they reach Early Advanced or Advanced proficiency in English. Redesignated students may be placed in mainstream classes with CLAD or SDAIE teachers. They are monitored for one year. ELD support can continue as an elective as needed. Period 7 class was added at semester to provide intervention & support in English and study skills CLAD trained teachers have support money available for supplementary student materials in English, Social Studies, Science, Special Ed and Resource Students below 49ile are scheduled into reading classes. They use Alpha smart to assist with writing and editing in Reading EL core and Homework club.	Yearlong Yearlong Yearlong As needed Semester Yearlong Yearlong	LindaM Kathy B Maggie Maggie monitors grades & test scores Maggie Maggie monitors orders & budget Maggie Linda M	EIA for aides General Fund General Fund EIA EIA EIA

<p>DESIGN ELEMENT #3: ASSESSMENT & ACCOUNTABILITY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Redesignation <input type="checkbox"/> SAT-9, California Standards Tests <input type="checkbox"/> CELDT <input type="checkbox"/> SOLOM – Writing Sample <input type="checkbox"/> <input type="checkbox"/> 	<p>5 students reclassified</p> <p>CELDT in place SOLOM not used at Jr High</p> <p>Individual student records of growth are maintained.</p> <p>STAR accommodations are made.</p>	<p>Semester Quarter 3</p> <p>Fall</p> <p>Yearlong</p> <p>Spring</p>	<p>Maggie</p> <p>Maggie</p> <p>Maggie & Cathy F</p> <p>Melody</p>	<p>EIA for subs as needed for test administration</p>
<p>DESIGN ELEMENT #4: RELATIONSHIPS WITH PARENTS & FAMILIES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promote communication <input type="checkbox"/> Involve families in decision-making <input type="checkbox"/> Promote parent volunteers <input type="checkbox"/> Parent education <input type="checkbox"/> Involve parents School and District English Language Learner Advisory Committee <input type="checkbox"/> <input type="checkbox"/> 	<p>3 parent meetings a year of Site Parent Advisory (ELAC) committee.</p> <p>4 meetings of District Advisory committee attended by Holmes.</p> <p>Parent language support class offered & communicated to parents.</p> <p>All redesignation and testing information sent by letter to parents.</p>	<p>Sept, March, May</p> <p>Yearlong</p> <p>Yearlong</p>	<p>Maggie, Ainsley, Kathy B</p> <p>Mary Khan</p> <p>District Office</p> <p>Maggie, Cathy F</p>	
<p>DESIGN ELEMENT #5: COMMUNITY PARTNERSHIPS & ESSENTIAL SUPPORTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guidance, counseling and student advocacy <input type="checkbox"/> Access to health, wellness, and social services <input type="checkbox"/> Partnerships with community organizations <input type="checkbox"/> District support systems <input type="checkbox"/> 	<p>District coordinator oversees program and communicates with site coordinator and principal.</p> <p>Migrant program will resume in the Spring.</p>	<p>Yearlong</p> <p>April-Nov</p>	<p>Mary Khan</p> <p>Maggie & District Office</p>	

DESIGN ELEMENT#6: CONTINUOUS LEARNING & RENEWAL (Capacity-building)

What professional development & training do we need so that we can implement these tasks efficiently and effectively?

No support program in Math, are there differentiated, effective programs for ELL?

All schoolwide personnel, especially paraprofessionals and campus monitors, need district training in working with ELL students.

Schoolwide training in cultural awareness and sensitivity is needed: staff and students.

No organized newcomer program

Vital Sign: Student performance on core subjects: 7-9 Intellectually Gifted

Annual Performance Objective: Each student identified as intellectually gifted will maintain performance at the advanced level on the California Standards tests, or improve performance to a minimum level of proficient.

FOCUS AREAS <i>Check those that apply.</i>	ACTIVITY <i>What actions we must take; what we must <u>do well</u></i>	TIMELINE <i>Start/End</i>	Monitoring <i>(Milestones/ indicators of progress)</i>	Budget <i>(Amount & Funding source)</i>
DESIGN ELEMENT #1: TRUST <input type="checkbox"/> Encourage personal alignment with the goal <input type="checkbox"/> Foster open and honest communication <input type="checkbox"/> Motivate personal mastery and team learning <input type="checkbox"/> Make everyone part of the solution and nurture a sense of family	Teachers attend conferences: CAG; Roger Taylor District staff development in differentiation strategies.	Aug 20	D. Quinn D. Quinn	GATE GATE
DESIGN ELEMENT #2: STANDARDS-BASED INSTRUCTION <i>District-adopted Curriculum is based on the California State Standards</i> <u>District Adopted Materials:</u> English Social Studies Science Math <u>Supplementary Instructional Materials:</u> <u>Diversity/Multicultural Curriculum</u> <input type="checkbox"/> Enhance student self- esteem and sensitivity <input type="checkbox"/> Empower students to think critically, to make decisions <input type="checkbox"/> Counteract discrimination <input type="checkbox"/> Develop intercultural competence <input type="checkbox"/> Incorporate multicultural perspectives <input type="checkbox"/> Examine diverse cultures <input type="checkbox"/> Develop communication skills <input type="checkbox"/> Increase understanding of interdependence <input type="checkbox"/> Develop an understanding of historical perspectives	9 classes receive supplementary funds for materials. Instructional materials for high achieving students. Scope & Sequence for 4-9 GATE core Library materials for GATE. Registration fees for student participation in Future Problem Solving. Materials for coaches and evaluators. Registration fees for student participation in Mathcounts. Materials for coaches and evaluators. Moral Development materials for core, Kohlberg & Gilligan. Diversity in Careers and Literature I-Search on historical perspectives	Yearlong Yearlong October 02-03 02-03 02-03 02-03 02-03	D. Quinn D. Quinn D. Quinn W.Chason K. Bryant K.King D. Quinn D. Quinn D. Quinn	\$9000 GATE \$3000 GATE \$500 GATE GATE GATE GATE

<p>DESIGN ELEMENT #3: ASSESSMENT & ACCOUNTABILITY</p> <ul style="list-style-type: none"> <input type="checkbox"/> SAT-9, California Standards Tests <input type="checkbox"/> California Writing Test <input type="checkbox"/> <input type="checkbox"/> 	<p>Access to STAR scores needed.</p>	<p>When data is available</p>	<p>Pat</p>	<p>SIP</p>
<p>DESIGN ELEMENT #4: RELATIONSHIPS WITH PARENTS & FAMILIES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promote communication <input type="checkbox"/> Involve families in decision-making <input type="checkbox"/> Promote parent volunteers <input type="checkbox"/> Parent education <input type="checkbox"/> GATE parent representation on SSC <input type="checkbox"/> Site representative on District GATE Advisory Committee <input type="checkbox"/> 	<p>Monthly parent meetings held to disseminate information and address issues of concern.</p> <p>Parent orientation meetings</p> <p>GATE parent is represented on the SSC.</p> <p>Distict-wide GATE advisory committee.</p> <p>Core meets with parents 2-3 times a year for evening events.</p>	<p>Yearlong</p> <p>Fall & Spring</p> <p>Yearlong</p> <p>Yearlong</p>	<p>D. Quinn</p> <p>Holmes staff & D. Quinn</p> <p>L. Rollins</p> <p>D. Quinn</p> <p>Holmes staff</p>	<p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>
<p>DESIGN ELEMENT #5: COMMUNITY PARTNERSHIPS & ESSENTIAL SUPPORTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guidance, counseling and student advocacy <input type="checkbox"/> Access to health, wellness, and social services <input type="checkbox"/> Partnerships with community organizations <input type="checkbox"/> District support systems including psychologist <input type="checkbox"/> 	<p>.6 district-wide psychologist is available for GATE students.</p> <p>Coordinator attends Child Study Team meetings</p> <p>Peer Helpers are student advocates and support.</p>	<p>Yearlong</p> <p>As needed</p> <p>Yearlong</p>	<p>B. Sells</p> <p>D. Quinn</p>	<p>GATE</p> <p>GATE</p> <p>Peer Helping - SIP</p>

DESIGN ELEMENT#6: CONTINUOUS LEARNING & RENEWAL (Capacity-building)

What professional development & training do we need so that we can implement these tasks efficiently and effectively?

More technology training needed

Continue support to attend conferences: CAG, Critical Thinking, Brain Conference, University Subject Matter Projects

GATE meetings on site for vertical articulation would be helpful; site liason would coordinate (recommended in master plan)

Vital Sign: Close the Achievement Gap Among Student Subgroups – Mathematics

Annual Performance Objective: Increase the performance of each individual student in the lowest two quartiles by 10 NCE's each year (*Educationally Disadvantaged, Gifted and Talented, Special Education, English Learners*)

FOCUS AREAS <i>Check those that apply</i>	ACTIVITY <i>What actions we must take; what we must <u>do well</u></i>	TIMELINE <i>Start/End</i>	Monitoring <i>(Milestones/ indicators of progress)</i>	Budget <i>(Amount & Funding source)</i>
<p>DESIGN ELEMENT #1: TRUST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourage personal alignment with the goal <input type="checkbox"/> Foster open and honest communication <input type="checkbox"/> Motivate personal mastery and team learning <input type="checkbox"/> Mak everyone part of the solution and nurture a sense of family 	<p><u>Knowing Math</u> after school program offered to 7th graders without multiplication skills.</p> <p>Some students below 30%ile are in Title I classes with reduced class size in BMS. Some aide support available in other Title I classes.</p>	<p>Feb 04</p> <p>Yearlong</p>	<p>Post-test results and attendance recordses – Heather &</p> <p>Staff schedule Heather & aides, L. Miles</p>	<p>Title I</p> <p>Title I</p>
<p>DESIGN ELEMENT #2: STANDARDS-BASED INSTRUCTION <i>District-adopted Curriculum is based on the California State Standards</i></p> <p><u>Supplementary Instructional Program:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Intensive Instructional Program <input type="checkbox"/> Special Education/ RSP <input type="checkbox"/> Regrouping students <input type="checkbox"/> Flexible grouping within classroom <input type="checkbox"/> Title I support <p><u>Diversity/Multicultural Curriculum</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Enhance student self- esteem and sensitivity <input type="checkbox"/> Empower students to think critically, to make decisions <input type="checkbox"/> Counteract discrimination <input type="checkbox"/> Develop intercultural competence <input type="checkbox"/> Incorporate multicultural perspectives <input type="checkbox"/> Examine diverse cultures <input type="checkbox"/> Develop communication skills <input type="checkbox"/> Increase understanding of interdependence <input type="checkbox"/> Develop an understanding of historical perspectives 	<p>Continue homework help after school program.</p> <p><u>Accelerated Math</u> computer program provides diagnostics as well as individual student practice; reports can be sent home. Expand to other courses as resources permit.</p> <p>Incorporate writing and problem solving in GATE courses to encourage higher order thinking skills.</p> <p>Offer Algebra I support class to students recommended to Math A, students take double math.</p> <p>Offer Transition support class to 8th graders recommended to JHM, students take double math.</p>	<p>Yearlong</p> <p>Yearlong</p> <p>Yearlong</p> <p>Yearlong 03</p> <p>Yearlong 03</p> <p>Yearlong 04</p>	<p>Attendance records</p> <p>Heather, Yves, Kirk, Kerri</p> <p>College Prep Teachers collaboration & training</p> <p>Kerri – analyze history & Algebra grades</p> <p>TM teacher</p>	<p>Title I</p> <p>Title I</p> <p>Title I supplies & materials</p> <p>CPM texts</p> <p>Title I supplies; intervention</p> <p>Title I supplies; intervention</p>

<p>DESIGN ELEMENT #3: ASSESSMENTS & ACCOUNTABILITY</p> <ul style="list-style-type: none"> <input type="checkbox"/> SAT-9, California Standards Test <input type="checkbox"/> CAHSEE <input type="checkbox"/> Golden State Exam <input type="checkbox"/> <input type="checkbox"/> 	<p>All students below Standards need to be individually identified to teachers.</p> <p>Utilize Accelerated Math and MDTP testing for individual diagnostic help.</p> <p>Assess all incoming 6th graders to assist in appropriate placement.</p> <p>Monitor GSE scores over time.</p>	<p>When data is available</p> <p>Yearlong</p> <p>Feb</p> <p>Dec</p>	<p>Pat</p> <p>Dept Chair</p> <p>Pat & Heather</p> <p>Publish results</p>	<p>SIP</p>
<p>DESIGN ELEMENT #4: RELATIONSHIPS WITH PARENTS & FAMILIES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promote communication <input type="checkbox"/> Involve families in decision-making <input type="checkbox"/> Promote parent volunteers <input type="checkbox"/> Parent education <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<p>Title I parent meeting</p>	<p>Sept 03</p>	<p>L. Miles Heather</p>	<p>None</p>
<p>DESIGN ELEMENT #5: COMMUNITY PARTNERSHIPS & ESSENTIAL SUPPORTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guidance, counseling and student advocacy <input type="checkbox"/> Access to health, wellness, and social services <input type="checkbox"/> Partnerships with community organizations <input type="checkbox"/> District support systems <input type="checkbox"/> 	<p>Tutors from UCD are utilized in many courses</p> <p>Writing Ambassadors utilized in Math</p>	<p>Yearlong</p> <p>Yearlong</p>	<p>None</p> <p>None</p>	<p>None</p> <p>None</p>

DESIGN ELEMENT#6: CONTINUOUS LEARNING & RENEWAL (Capacity-building)
What professional development & training do we need so that we can implement these tasks efficiently and effectively?

Provide Knowing Math training for BMS, Math A and Junior High Math teachers.

Make Math Talk videos a part of dept collaboration/staff development.

ELL students – need to know how we can better meet their needs.

Vital Sign: Close the Achievement Gap Among Student Subgroups – English/Language Arts

Annual Performance Objective: Increase the performance of each individual student in the lowest two quartiles by 10 NCE's each year (*Educationally Disadvantaged, Gifted and Talented, Special Education, English Learners*)

<p>FOCUS AREAS <i>Check those that apply</i></p>	<p>ACTIVITY <i>What actions we must take; what we must <u>do well</u></i></p>	<p>TIMELINE <i>Start/End</i></p>	<p>Monitoring <i>(Milestones/ indicators of progress)</i></p>	<p>Budget <i>(Amount & Funding source)</i></p>
<p>DESIGN ELEMENT #1: TRUST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourage personal alignment with the goal <input type="checkbox"/> Foster open and honest communication <input type="checkbox"/> Motivate personal mastery and team learning <input type="checkbox"/> Make everyone part of the solution and nurture a sense of family 	<p>Teachers formed a Literacy Group to focus on reading & writing; the group meets ?</p>			
<p>DESIGN ELEMENT #2: STANDARDS-BASED INSTRUCTION <i>District-adopted Curriculum is based on the California State Standards</i> <u>Supplementary Instructional Programs</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Miller-Unruh Reading Program <input type="checkbox"/> Intensive Instructional Program <input type="checkbox"/> Special Ed/ RSP <input type="checkbox"/> Federal Class Size Reduction (7- 12) <input type="checkbox"/> Learning Center <input type="checkbox"/> Title I Support <input type="checkbox"/> <input type="checkbox"/> <p><u>Diversity/Multicultural Curriculum</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Enhance student self- esteem and sensitivity <input type="checkbox"/> Empower students to think critically, to make decisions <input type="checkbox"/> Promote acceptance of diversity <input type="checkbox"/> Develop intercultural competence <input type="checkbox"/> Incorporate multicultural perspectives <input type="checkbox"/> Examine diverse cultures <input type="checkbox"/> Develop communication skills <input type="checkbox"/> Increase understanding of interdependence <input type="checkbox"/> Develop an understanding of historical perspectives 	<p>Title I 7th grade core has mainstreamed students with paraeducator support.</p> <p>Title I 8th grade Eng/SSt has mainstreamed students with paraeducator support.</p> <p>Language I – 2 period class for 7th gr With paraeducator support</p> <p>Language II – 2 period class for 7th & 8th graders with paraeducator support</p> <p>Reading Comprehension – 7th & 8th grade elective, students placed by teacher recommend & STAR scores</p> <p>Patriot Advantage – 9th grade elective with a study skills focus, designed to companion English 9 & Geography, students from Resource & Title I</p> <p>Audio tapes of novels available in the library with 'listening posts' to facilitate small groups</p> <p>Videos are available to use with reluctant readers as they read class novels.</p>	<p>Yearlong</p> <p>Yearlong</p> <p>Yearlong</p> <p>Yearlong</p> <p>Semester or Yearlong</p> <p>Yearlong</p>	<p>K.Kelleher paraeducator</p> <p>P.Rooney Paraeducator</p> <p>Grade records & Exit rates on Gates Mc test; & Accelerated Reader</p> <p>Same as above</p> <p>Grade records & Exit rates on Gates Mc test; & Accelerated Reader</p> <p>Grade records Exit rates Passing Eng 9 Gates Mc test</p> <p>Staff & librarian</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title VII Title I</p>

<p>DESIGN ELEMENT #3: ASSESSMENTS & ACCOUNTABILITY</p> <ul style="list-style-type: none"> <input type="checkbox"/> NORM-REFERENCED TEST, California Standards Test <input type="checkbox"/> CELDT <input type="checkbox"/> SOLOM – Writing sample <input type="checkbox"/> <input type="checkbox"/> 	<p>Title I coordinator monitors student progress, entry and exit.</p>	<p>June 03</p>	<p>L. Miles</p>	<p>Title I</p>
<p>DESIGN ELEMENT #4: RELATIONSHIPS WITH PARENTS & FAMILIES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promote communication <input type="checkbox"/> Involve families in decision-making <input type="checkbox"/> Promote parent volunteers <input type="checkbox"/> Parent education <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<p>Title I parent meeting held</p> <p>Parent notification of student placement and exit.</p> <p>Parent celebration & award dinner for remedial classes</p> <p>Parent/home visits Grade interventions</p>	<p>Fall</p> <p>Yearlong</p> <p>Fall Spring</p>	<p>L.Miles & staff</p> <p>L.Miles</p> <p>Involved teachers</p>	<p>Title I</p> <p>Title I</p>
<p>DESIGN ELEMENT #5: COMMUNITY PARTNERSHIPS & ESSENTIAL SUPPORTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guidance, counseling and student advocacy <input type="checkbox"/> Access to health, wellness, and social services <input type="checkbox"/> Partnerships with community organizations <input type="checkbox"/> District support systems <input type="checkbox"/> 	<p>High School Transition Academy articulates with English department about student placement.</p>	<p>Spring</p>	<p>L. Miles coordinates</p>	<p>Title I</p>

DESIGN ELEMENT#6: CONTINUOUS LEARNING & RENEWAL (Capacity-building)

What professional development & training do we need so that we can implement these tasks efficiently and effectively?

Recommend purchasing "Standardsmaster" program to better monitor students progress on state standards. This program pinpoints exact essential standards that need to be taught or reviewed. A class audit can be done as well as individual student audits.

Recommend withdrawing students reading at the 4th grade level or below from Science and placing them in an intensive 2-3 hour reading block.

<p>DESIGN ELEMENT #3: ASSESSMENTS & ACCOUNTABILITY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance Accounting <input type="checkbox"/> SARB <input type="checkbox"/> Student Assistance Program Records 	<p>Positive attendance program to recognize student attendance</p> <p>Weekly teacher confirmation sheets pick up errors to provide increased accuracy.</p> <p>Automatic phone caller used daily.</p>	<p>October</p> <p>Sept</p>	<p>Kerin</p> <p>Carol</p> <p>Carol</p>	
<p>DESIGN ELEMENT #4: RELATIONSHIPS WITH PARENTS & FAMILIES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promote communication <input type="checkbox"/> Involve families in decision-making <input type="checkbox"/> Promote parent volunteers <input type="checkbox"/> Parent education 	<p>See #1</p>			
<p>DESIGN ELEMENT #5: COMMUNITY PARTNERSHIPS & ESSENTIAL SUPPORTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guidance, counseling and student advocacy <input type="checkbox"/> Access to health, wellness, and social services <input type="checkbox"/> Partnerships with community organizations <input type="checkbox"/> District support systems 	<p>See #1</p>			

DESIGN ELEMENT#6: CONTINUOUS LEARNING & RENEWAL (Capacity-building)
What professional development & training do we need so that we can implement these tasks efficiently and effectively?

Postage costs need to be increased
Lighthouse software to integrate attendance and letter generation.
Sub days for meeting with students & parents.
SASI training to better utilize attendance program.

<p>DESIGN ELEMENT #4: RELATIONSHIPS WITH PARENTS & FAMILIES</p> <p><input type="checkbox"/> Promote communication <input type="checkbox"/> Involve families in decision-making <input type="checkbox"/> Promote parent volunteers <input type="checkbox"/> Parent education <input type="checkbox"/> <input type="checkbox"/></p>	<ul style="list-style-type: none"> • Drama Club • Robot Club • Pi Week • Lunch intramurals • School Sports Teams: cross-country ,volleyball & basketball = 210 students Soccer & track =140 students 	<p>Yearlong Weeklong Seasonal Seasonal</p>	<p>Jennifer Pat Heather</p>	<p>District \$5622 Students \$5000</p>
	School Climate Committee	Monthly	Derek, staff, students & community	
	PTA newsletter	Monthly	PTA & staff	
	PTA listserve; Band, Orchestra	Monthly	PTA & staff	
	PTA meetings	2-3 times a year	Counselling	
	Parent education nights	March	All staff	
	Open House	September	All staff	
	Back to School Night	Feb	Counselling, administrator	
	6 th grade orientations at their site & at Holmes	varies	varies	
	Showcase evenings for certain courses Technology utilized for parent communication: IGPRO grades, email, web pages			

DESIGN ELEMENT#6: CONTINUOUS LEARNING & RENEWAL (Capacity-building)

What professional development & training do we need so that we can implement these tasks efficiently and effectively?

Vital Sign: Student performance in core subjects: Schoolwide Support & Intervention
Annual Performance Objective: Increase success for failing students not in targeted programs.

FOCUS AREAS <i>Check those that apply</i>	ACTIVITY <i>What actions we must take; what we must <u>do well</u></i>	TIMELINE <i>Start/End</i>	Monitoring <i>(Milestones/ indicators of progress)</i>	Budget <i>(Amount & Funding source)</i>
DESIGN ELEMENT #1: TRUST <input type="checkbox"/> Encourage personal alignment with the goal <input type="checkbox"/> Foster open and honest communication <input type="checkbox"/> Motivate personal mastery and team learning <input type="checkbox"/> Make everyone part of the solution and nurture a sense of family	Form 'opportunity' class task force to review literature, visit sites, survey staff, and begin planning for a program to assist 'at-risk' learners on our site.	Spring	David	
DESIGN ELEMENT #2: STANDARDS-BASED INSTRUCTION <i>District-adopted Curriculum is based on the California State Standard</i> <u>District Adopted Materials:</u> In all subject areas <u>Key Instructional Components:</u> <input type="checkbox"/> <u>Diversity/Multicultural Curriculum</u>	Support regular classroom teachers by providing after school assistance for students. Program would include voluntary participants as well as required attendees. Grades, parent referral or test scores would identify students. Attendance required students & their parent would agree to conditions. Appropriate materials and access to technology during the after school program would be facilitated by the coordinator.	Yearlong Quarterly	Coordinator needed to monitor attendance, hire staff, and provide parent communication. Coordinator	
DESIGN ELEMENT #3: ASSESSMENT & ACCOUNTABILITY <input type="checkbox"/> SAT-9, California Standards Tests <input type="checkbox"/> Quarter academic grades	Counselors will review failing grades at quarters and recommend students to after school program or other services as appropriate.			
DESIGN ELEMENT #4: RELATIONSHIPS WITH PARENTS & FAMILIES <input type="checkbox"/> Promote communication <input type="checkbox"/> Involve families in decision-making <input type="checkbox"/> Promote parent volunteers <input type="checkbox"/> Parent education <input type="checkbox"/>				

XIII. HOW DO WE KEEP 'EYE ON THE PRIZE'? *(Continuous Monitoring / Critical Milestones / Performance Accountability)*

By When 2003-2004	What Milestone Site Plan	By Whom	Desired Evidence of Accomplishment
1 Quarter	Update site plan with 03 data (Aug & Sept) Meet with LA & Math depts. to revise action plans from 02 and chart 'milestones' (October) Intervention programs established		Pgs1-8, data summary worksheet, GATE, Title I, attendance pages Update pgs 9-12, 21-24
2 Quarter	Common pages done when ELL data becomes available. Meet with ELD, Science, Soc Studies to revise action plans from 02. Reevaluate student attitudes & activities		Common pages to Site Council. Update pgs 7,8,13,14 Update pgs 29,30
3 Quarter	Dept coordinators report on 'evidence of accomplishment' for each dept action plan.		
4 Quarter Relate to program objectives	Plan for 2004-2005		