

SNOWLINE JOINT UNIFIED SCHOOL DISTRICT

2010-11

Plan Year

– AYP –

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Chaparral High School

School Name

Dave Smith

Principal

Date of this revision: November 2010

The District Governing Board approved this revision of the School Plan on _____.

**Snowline Joint Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT**

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CATEGORICAL FUNDING ALLOCATION

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds were allocated to the school in accordance with district policy. The following school budget allocations are included:

Schoolwide Program School Based Coordinated Program

District Programs		Allocation
[X]	Discretionary Funding <u>Purpose:</u> Assist schools.	\$45,121.00

State Programs		Allocation
[]	Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Assist educationally disadvantaged students in regular program	\$4,792.00
[]	Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop English fluency and academic proficiency of EL students	
[]	School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs	\$388.00
[]	Gifted and Talented Education <u>Purpose:</u> Assist eligible students in regular program and enrichment	
[]	Site Based Coordinated Plan (SBCP)	
[]	English Language Acquisition Program (ELAP)	
Total amount of state categorical funds allocated to this school:		\$5,180.00

Federal Programs under No Child Left Behind (NCLB)		Allocation
[]	Title I, Part A: Schoolwide Program <u>Purpose:</u> Update entire educational program in eligible high poverty schools	
[]	Title I, Part A: Targeted Assistance	
[]	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that failed to meet NCLB AYP targets	
[]	Title III, Part A: Language Instruction, Limited-English Proficient Students <u>Purpose:</u> Supplement language instruction to assist LEP students to attain English proficiency and meet academic performance standards	
[]	Other Programs:	
Total amount of federal categorical funds allocated to the school:		\$0
Total amount of state and federal categorical funds allocated to this school		\$50,301.00

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school site through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
David Smith	[X]	[]	[]	[]	[]
Denise Wilt	[]	[]	[X]	[]	[]
Charles La Voie	[]	[X]	[]	[]	[]
Roberta Ezra	[]	[]	[]	[X]	[]
Zeke Flores	[]	[]	[]	[X]	[]
Lynn McGuire	[]	[]	[]	[X]	[]
Paul Miller	[]	[]	[]	[X]	[]
Laurie Nichols	[]	[]	[]	[X]	[]
Tina Trejo	[]	[]	[]	[X]	[]
Numbers of members of each category	1	1	1	6	0

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

It is important to accurately determine the board's policy before proceeding with the school planning process.

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*check those that apply*):

English Learner Advisory Committee

Gifted and Talented Education Program Advisory Committee

Other (*list*):

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Education Agency Plan (LEAP).
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: November 30, 2010

Attested:

Dave Smith

Typed name of school principal

Signature of school principal

Date

Lynn McGuire

Typed name of SSC chairperson

Signature of SSC chairperson

Date

SCHOOL PROFILE / DEMOGRAPHIC INDICATORS
Chaparral High School

Grade Levels	Total Enrollment	Enrollment for Students with Disabilities				Enrollment by Program			
		RSP	SDC	504	Speech	EL	EL/RFEP	F & R Lunch	GATE
9	1							1	
10	14	2				2	1	11	
11	94	2		1		14	6	68	
12	143	2		2		8	17	94	
Totals:	252	6.00		3.00	0.00	24.00	24.00	174.00	

Percentage of Enrollment by Ethnicity	
American Indian	1.6%
Asian	0%
Black	5.8%
Hispanic	46.4%
White	43.9%
Multiple/No Response	.04%

Mobility for End-of-Year (June 2010)	
a. Total Year Losses:	128
b. Total Gains:	127
c. Total (a+b)	255
d. Mobility Rate: (c ÷ total population)	.801

End-of-Year (June 2010) Data				
	SST Referrals	Suspensions	Expulsions	Retentions
9	0			0
10	0	23	1	0
11	0	72	0	0
12	0	36	2	0
Totals:	0.00	131.00	3.00	0.00

Snowline Process for Data Analysis and Student Needs Assessment

Every school in the Snowline District spends extensive time in the fall analyzing state data and site demographics prior to writing the school plan. First the staff meets to look at data schoolwide, and then meets by grade level or subject matter to further analyze student success, and apparent gaps in student achievement. At both sessions, all subgroups are considered and discussed.

Based on this analysis, schoolwide goals are written to address student achievement, safe and drug free schools, GATE and other site specific issues. (Beginning with page 9)

Each grade or content area then writes one to three succinct goals that they will focus on to achieve the schoolwide goals. The final School Plan for Student Achievement (SPSA) includes both the schoolwide and the grade/content area goals.

The School Plan goals are reviewed often, in particular when grade level/content areas meet on collaborative Wednesdays to review student success, and continue to monitor students at-risk. They review each focus goal and discuss whether it is working or not, plan specific interventions, and design lessons to address the goal. At the end of the year, departments/grade levels meet with the principal to review the success of their specific focus goals to meet the schoolwide goals.

Teacher Learning Leaders and RTI² Coaches meet regularly to analyze data with Curriculum team members. During the 2010/11 school year, this group is working on rewriting the current pacing plans. Based on those pacing guides, the Curriculum Team, the TLLs and RTI² coaches will be developing or revising the current benchmark assessments. Benchmark Assessments will resume during the 2011/12 school year.

Students-at-risk, special education students, English Language Learner students, and students who are underperforming, are monitored often with formal and informal assessment to check for proficiency in specific standards. Interventions are then utilized to try to help the student achieve proficiency.

As a school, the staff fills out the School Improvement Progress Report beginning with the summative data from the state testing results. Three other times during the course of the year, usually around the time of interim assessments, the staff records what progress has been made towards the goal based on the most recent data.

AYP Performance Goals

Determine the school's improvement goals in the areas of English Language Arts and Mathematics as determined by state performance data.

English Language Arts					
Student Population	2010 Goal	2010 Achievement	Goal Met	2010 AMO	School Goal
All Students	56.8%* / 55.6%**	22.2	Yes	67.6%* / 66.7%**	59.27%/SH
African American	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	
American Indian	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	
Asian	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	
Hispanic	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	
White	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	
Socioeconomically Disadvantaged	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	52.37%/SH
English Learners	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	
Students with Disabilities	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	

* = AYP Target for Elementary/Middle Schools: (2010=56.8%), (2011=67.6%)

= AYP Target for High Schools: (2010=55.6%), (2011=66.7%)

SH = Safe Harbor

Mathematics					
Student Population	2010 Goal	2010 Achievement	Goal Met	2010 AMO	School Goal
All Students	58%* / 54.8%**	44.4	Yes	68.5%* / 66.1%**	
African American	58%* / 54.8%**	--	--	68.5%* / 66.1%**	
American Indian	58%* / 54.8%**	--	--	68.5%* / 66.1%**	
Asian	58%* / 54.8%**	--	--	68.5%* / 66.1%**	
Hispanic	58%* / 54.8%**	--	--	68.5%* / 66.1%**	
White	58%* / 54.8%**	--	--	68.5%* / 66.1%**	
Socioeconomically Disadvantaged	58%* / 54.8%**	--	--	68.5%* / 66.1%**	
English Learners	58%* / 54.8%**	--	--	68.5%* / 66.1%**	
Students with Disabilities	58%* / 54.8%**	--	--	68.5%* / 66.1%**	

* = AYP Target for Elementary/Middle Schools: (2010=58%), (2011=68.5%)

= AYP Target for High Schools: (2010=54.8%), (2011=66.1%)

SH = Safe Harbor

**Chaparral High School
2010-11 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 1

The number of 10th grade students who score proficient on the English/Language Arts portion of the CAHSEE will increase to 59.27% (SED 52.37%) in 2010. The percentage of students scoring proficient on the E/LA CSTs will increase to 59.27% (SED 52.37%).			
What data led to this goal?	CAHSEE and CST results	What is this goal's relationship to LEA goals?	<input checked="" type="checkbox"/> Goal #1 - ELA <input type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	AYP/Safe Harbor: All 10th grade students who test the E/LA CAHSEE, including all significant ethnic groups, SWD, SED, and EL students.	What group data are to be collected to measure program effectiveness?	Safe Harbor for 2010 for 10th grade students E/LA CAHSEE 59.27% proficiency for all students (SED 52.37%).
What are the specific means of measuring and evaluating this goal?	Quarterly CRTs in E/LA grade 10 and 11 as administered. Illuminate data analysis during STPT days to evaluate progress towards proficiency on essential standards for E/LA. CAHSEE and CSTs scores at spring testing for proficiency. Study Island pre and post assessments.	What is the anticipated growth expected from this goal?	Number of students in subgroups minimal at 10th grade level; therefore individual results will be evaluated to measure progress towards overall goal of 59.27% (SED 52.37%) proficient on the CAHSEE. The EL, SWD, and SED subgroup results will be examined for progress towards the projected proficiency on the CAHSEE and CSTs.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
AREAS OF FOCUS: School-wide direct instruction and assignments will be geared towards: critical thinking, problem solving, and oral and written communications.		N/A	
INTERVENTION STRATEGIES Each student will be assessed for prior knowledge of the essential concepts that are taught in the English classes. Study Island will be used to identify and target students' needs.	August 2010/Enrollment Periods Annual Annual September 2010	None \$537.70 Study Island e2020 \$1800.00 Tutoring	Site Discretionary District District

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>e2020 CAHSEE preparation</p> <p>Basic skill sets will be identified that may be lacking in students and therefore hindering their progress in language arts. Online resources and worksheets will be made available to support skill building.</p> <p>Before school tutoring will be offered two days a week for students who need additional support.</p> <p>*Review individual scores on both the CAHSEE and CSTs to target individual areas for improvement using Study Island and/or e2020 online learning, and direct instruction.</p> <p>*Interim district assessments administered at quarters will be used to identify needed changes in teaching strategies and/or materials and areas of student improvement.</p> <p>*Using information from the district EL coordinator including CELDT scores, special needs of any EL students will be identified and interventions planned.</p>			
<p>TEACHING SUPPORT RESOURCES</p> <p>*Study Island. Study Island is an on-line program students can access both at home and school. The program uses pre-tests, tests and quizzes, and remediation strategies to develop student skills in the essential standards addressed on the CAHSEE and CSTs. All students in grades 9-11 and 12th grade students who have not passed the CAHSEE will be trained and required to be engaged in the use of Study Island as part of their ELA courses. Relevant target areas will be used to dictate the individual use of the program.</p> <p>*e2020 online CAHSEE course. e2020 offers a study course online which can be accessed both at home and school. The program uses pre-tests, lectures, and assignments to develop student skills in the essential standards.</p> <p>*Accelerated Reading On line tests for reading comprehension used as part of the ELA course requirements.</p> <p>*CAHSEE English/Language Arts Study Guides Provided by the state for use in preparing students for the CAHSEE. Used for test prep in 10th grade English class.</p> <p>* Data management system will provide immediate results in order to allow teacher(s) to modify, change, or revisit concepts.</p>	Annual	\$750.00 yearly license Renaissance Learning \$- Illuminate/Intel-Assess	Site Discretionary District
<p>PROFESSIONAL DEVELOPMENT</p> <p>To support improvement of student writing skills the English department will provide mini lessons to all teachers to improve writing across the curriculum. Best practice writing goals and standards will also be provided by the English department to support critical reading and writing challenges.</p>	C 観 C 観	None	
<p>PARENT/COMMUNITY INVOLVEMENT</p> <p>Aeries Parent Portal combined with teacher contacts via phone or email will be used to keep parents/guardians involved and aware of students' progress. District web site will have the school calendar and announcement page with information in regards to important testing dates as well as school wide activities. Correspondence will be sent to inform parents of testing information and results.</p>		None	

**Chaparral High School
2010-11 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 2

The number of 10th grade students who score proficient on the Mathematics portion of the CAHSEE will increase to 66.1% proficiency for all subgroups in 2010.			
What data led to this goal?	CAHSEE and 2010 CST data	What is this goal's relationship to LEA goals?	<input type="checkbox"/> Goal #1 - ELA <input checked="" type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	AYP: All 10th grade students testing the Math CAHSEE portion, including ethnic, SWD, SED, and EL students. CSTs: 9-11 grade students who test, including SWD, SED, EL and all significant ethnic groups.	What group data are to be collected to measure program effectiveness?	75% of students testing will pass the CAHSEE (3% increase)
What are the specific means of measuring and evaluating this goal?	Quarterly CRTs in Math (Algebra and Geometry), grade 9-11 as administered. Illuminate data analysis during STPT days to evaluate progress towards proficiency on essential standards. Study Island pre and post tests for Math.	What is the anticipated growth expected from this goal?	Numbers of students in subgroups minimal at 10th grade level; overall goal is to increase percentage of students passing the CAHSEE to 75%.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>AREAS OF FOCUS:</p> <p>School-wide direct instruction and assignments will be geared towards: critical thinking, problem solving, and oral and written communications.</p> <p>Math teachers will address Critical Thinking and Problem Solving within the framework of the Algebra and Geometry Standards found in these strands:</p> <ul style="list-style-type: none"> • Number Sense • Probability, Statistics, and Data Analysis • Algebra and Functions • Measurement and Geometry • Mathematical Reasoning • Algebra I <p>Create lesson plans within the Algebra and Geometry curriculums that focus on the lowest performance CAHSEE standards.</p> <p>Conduct multiple modes of assessment within the Algebra and Geometry curriculums to ensure the minimum level of competency is evaluated for key CAHSEE standards.</p> <p>Teachers will collaborate on what specific areas should be covered for students' success on the CAHSEE. Prior year's CAHSEE results will be evaluated to determine areas of focus for each student.</p>	<p>September/throughout year</p> <p>September/Quarterly</p> <p>September</p>	None	

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>INTERVENTIONS:</p> <p>Each student will be assessed for prior knowledge of the essential concepts that are taught in the math classes.</p> <p>We will continue to fully utilize Study Island to improve students' math skills and test taking strategies.</p> <p>e2020 online CAHSEE preparation course</p> <p>We will also encourage students to utilize the Khan Academy website: http://www.khanacademy.org/ to review the CAHSEE Example Problems.</p> <p>Basic skill sets will be identified that may be lacking in students and therefore hindering their progress in mathematics. Online resources and worksheets will be made available to support skill building.</p> <p>Before and after school tutoring will be offered two days a week for students who need additional support.</p>	<p>Annual Annual</p> <p>September - May 2010</p>	<p>None</p> <p>\$537.70 Study Island \$- e2020</p> <p>None</p> <p>\$1800.00 tutoring</p>	<p>Site Discretionary District</p> <p>District</p>
<p>TEACHING SUPPORT RESOURCES</p> <p>1. Study Island. An online math program that students may access at home or school. By using the pretest students' prerequisite skills and/or progress can be measured. The program also contains an instruction element for any questions missed on the tests. Study Island is designed to strengthen a student's ability to obtain the essential math skills needed to master the CAHSEE and CSTs.</p> <p>2. District Pacing Plans and Assessments. The pacing plans aide the teachers in teaching the math essential standards in a timely fashion. The assessments assist teachers in ascertaining student progress, the success of instructional practices, and needed re-teaching of concepts.</p> <p>3. Data management system will provide immediate results in order to allow teacher(s) to modify, change, or revisit concepts.</p> <p>4. CAHSEE Math Study Guides Provided by the state for use in preparing students for the CAHSEE. Used for test prep in 10th grade Math class.</p>			
<p>PROFESSIONAL DEVELOPMENT</p> <p>Math teachers will collaborate on how to best deliver the instruction necessary for students' success. Study Island and e2020 CAHSEE prep course will be utilized to support student success.</p>		None	
<p>PARENT/COMMUNITY INVOLVEMENT</p> <p>Aeries Parent Portal combined with teacher contacts via phone or email will be used to keep parents/guardians involved and aware of students' progress. District web site will have school calendar and announcement page with information in regards to important testing dates as well as school wide activities. Correspondence will be sent to inform parents of testing information and results.</p>		None	

**Chaparral High School
2010-11 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 3

To provide a safe and secure learning environment that promotes students' learning with the least amount of interruption.			
What data led to this goal?	Healthy Kids Surveys, counseling referrals, observations, suspensions, and expulsions.	What is this goal's relationship to LEA goals?	<input type="checkbox"/> Goal #1 - ELA <input type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input checked="" type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	All students	What group data are to be collected to measure program effectiveness?	Discipline data, honor roll, and state test results.
What are the specific means of measuring and evaluating this goal?	Observations, suspensions, expulsions, Healthy Kids Surveys, counseling referrals, Student and Parent Surveys.	What is the anticipated growth expected from this goal?	Decrease in the overall detention, suspension, and expulsion rates. Increase in attendance and overall academic performance.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Implement school-wide PBIS (Positive Behavior Interventions and Supports) Through collaboration of teachers, staff, and students determine the 3-5 school-wide expectations. Define what the expectations are and how they should look on campus. Create a school-wide teaching matrix to be explicitly taught to all staff and students. Determine what reinforcers will be used to support the expectations and how they will be utilized on campus. Solicite community help in providing student recognition for successes (gift certificates, item donations, sponsored activities). Utilize reinforcers as a proactive approach to discipline and student achievement (program roll out)	August 2010/ongoing September 2010 December 2010 Ongoing January 2010	\$3,000	MAA funds
Area of Focus Two:		\$300.00-Synergy	Site discretionary

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>Students who are identified in needing specific interventions will have the following programs/services available to them:</p> <p>Guidance/Counseling Services: Services for drugs, alcohol, anger management, and conflict resolution, will be available for students who are identified as needing interventions; as well as, crisis intervention.</p> <p>Once a quarter identified students will have the opportunity to participate in Synergy. An interactive group activity that teaches tolerance.</p>			
Red Ribbon Week will focus on making drug-free choices now and in the future.	October 2010	\$100	ASB

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2010-11 School Goals
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School Goal # 4

The number of 9-11 grade students who score proficient or advance on the E/LA CSTs will increase to 59.27% for all sub groups in 2011.			
What data led to this goal?	2010 CST results for current students.	What is this goal's relationship to LEA goals?	<input checked="" type="checkbox"/> Goal #1 - ELA <input type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	All 9-11 grade English Students including SED, SWD and EL subgroups.	What group data are to be collected to measure program effectiveness?	Quarterly performance on CRTs and writing prompts for all 9-11 students including SED, SWD and EL; additionally, CELDT data to be used for EL population.
What are the specific means of measuring and evaluating this goal?	Quarterly CRTs for all students enrolled in 9-11 English. Performance on essay writing.	What is the anticipated growth expected from this goal?	It is anticipated that 59.27% of all 9-11 grade students will score proficient, including EL, SED, and SWD sub groups.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>Evaluate current students results on 2010 CSTs and CAHSEE.</p> <p>Adapt/Improve lesson plans to focus on lowest performing learning strands.</p> <p>Encourage students to work on Reading Comprehension 2.0 standard and Writing Strategies 1.0 by using Study Island website and California Department of Education websites for test released questions.</p> <p>Enroll students in Study Island, a web based test remediation and prep program and encourage time on task as class assignments and extra credit homework.</p> <p>Focus instruction on meaning/interpretation while reading in class selections.</p> <p>Post/pose class reading questions in CST/CAHSEE format when asking students to respond to questions to improve familiarity with test question style.</p> <p>Offer more free-write opportunity and response. Focus on essays that are real world based writing prompts. Offer more immediate feedback to writing samples.</p> <p>Before school tutoring</p>	<p>August 2010</p> <p>September-May 2010</p> <p>October 2010</p> <p>September -May 2010</p>	\$1800.00-tutoring	District

**Chaparral High School
2010-11 School Goals
Snowline Joint Unified School District**

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School Goal # 5

The number of students who score proficient or advance in Algebra 1 will increase to 12.75% (14 students) overall and moving a significant amount of students from below basic to basic.			
What data led to this goal?	2010 CST results.	What is this goal's relationship to LEA goals?	<input type="checkbox"/> Goal #1 - ELA <input checked="" type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	All Algebra 1 students including SED and EL subgroups.	What group data are to be collected to measure program effectiveness?	Weekly standards testing. District benchmark assessments.
What are the specific means of measuring and evaluating this goal?	CST and CAHSEE results	What is the anticipated growth expected from this goal?	Overall increase of student performance to 12.75%.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Identify students' struggles on 2010 CST. Build basic math fundamentals (addition, subtraction, multiplication, division), along with critical thinking and problem solving skills. Create an instructional pace to ensure mastery of algebra concepts. Relate real life situations to algebra concepts. Increase student tutoring.	August 2010 September-May 2010 September-December 2010	\$1800.00 Tutoring	District

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2010-11 School Goals
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School Goal # 6

Increase Geometry students' critical thinking and problems solving skills to the point that 10% of the students tested (6 students) score proficient or above; and that the majority of students tested shifts from Far Below Basic/Below Basic to Below Basic/Basic.			
What data led to this goal?	2010 CST results. Change in Mean Percent Correct from 2009 to 2010: 2009 2010 Logic & Geometric Proofs 57% 43% Volume & Area 49% 34% Angle Relationships, 41% 33% Constructions, & Lines Trigonometry 52% 33% This past year's data has seen a decrease in all Clusters and Strands for Geometry.	What is this goal's relationship to LEA goals?	<input type="checkbox"/> Goal #1 - ELA <input checked="" type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	All geometry students including SED,SWD and EL subgroups	What group data are to be collected to measure program effectiveness?	End of chapter tests and quizzes. District benchmarks.
What are the specific means of measuring and evaluating this goal?	CST and CAHSEE results.	What is the anticipated growth expected from this goal?	10% overall increase in proficiency.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Address Critical Thinking, Problem Solving, and Oral and Written Communications within the framework of the Geometry Standards found in these Clusters: <ul style="list-style-type: none"> • LOGIC AND GEOMETRIC PROOFS • TANGLE RELATIONSHIPS, CONSTRUCTIONS, AND LINES Create lesson plans that focus on the lowest performance Strands and Clusters. Conduct multiple modes of assessment to ensure the minimum level of competency is evaluated for key core curriculum standards. Provide afterschool tutoring	August-May 2010 August-December 2010		

**Chaparral High School
2010-11 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 7

Increase student proficiency on US History CST to 66%.			
What data led to this goal?	2010 CST results.	What is this goal's relationship to LEA goals?	<input checked="" type="checkbox"/> Goal #1 - ELA <input checked="" type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	All US history students including SED, SWD and EL subgroups	What group data are to be collected to measure program effectiveness?	Interim and classroom assessments
What are the specific means of measuring and evaluating this goal?	CST and interim assessments	What is the anticipated growth expected from this goal?	66% of all students tested will score proficient or advanced

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Instructional emphasis on: - Industrial Revolution and U.S. as a world power which elaborates the cause/effects leading to world issues/problems -World War II and foreign affairs Special prominence will be given to low performing and English language learners by using various teaching strategies and district resources Continue to use a variety of teaching tools: power point, note taking, media, pictures, verbal/non-verbal questions, documentary videos, terms and definitions In support of ELA and math cross-curricular goals: - essay-style questions for homework will be used -Mathematical/statistical formulas through graphing elections and economic charts	August-May 2010		

**Chaparral High School
2010-11 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 8

Increase proficiency levels on World History CST to 66%.			
What data led to this goal?	2010 CST results	What is this goal's relationship to LEA goals?	<input checked="" type="checkbox"/> Goal #1 - ELA <input type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	All World History students including SED, SWD and EL subgroups	What group data are to be collected to measure program effectiveness?	Student work, District assessments
What are the specific means of measuring and evaluating this goal?	2011 CST results	What is the anticipated growth expected from this goal?	Percentage of students scoring proficient or advanced will increase to 66%.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Focused CST's strand/clusters: - Emphasis on causes and effects of WWI in the instructional units preceding that period Continue to use instructional methods on the higher achieving strands and implement them into the lower performing strands	August-May 2010		

**Chaparral High School
2010-11 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 9

To increase 'The Earth's Energy' cluster by 15%			
What data led to this goal?	2010 CT results	What is this goal's relationship to LEA goals?	<input checked="" type="checkbox"/> Goal #1 - ELA <input type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	All Earth Science Students including SED, SWD and EL subgroups	What group data are to be collected to measure program effectiveness?	Chapter tests/quizzes, interim assessments, project grades, and classwork
What are the specific means of measuring and evaluating this goal?	2011 CST results	What is the anticipated growth expected from this goal?	

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Instructional focus: "The Earth's Energy" - 28 out of the 60 CST questions are related to this topic Continue heavy concentration on academic vocabulary using SDAIE and other strategies Use Bloom's Taxonomy to allow higher level thinking Utilize experiments and labs to make abstract ideas concrete Spiral review throughout the year Scaffold to allow students to understand basic concepts first	August-May 2010		

**Chaparral High School
2010-11 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 10

The goal is to improve the average percentage of items correct in both the Cell Biology and Genetic clusters to a minimum of 60% correct.			
What data led to this goal?	2010 CST cluster reports Cell Biology with 38.1% correct and Genetics with 40% correct. These were the strands/clusters with the lowest scores.	What is this goal's relationship to LEA goals?	<input checked="" type="checkbox"/> Goal #1 - ELA <input type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	All biology students including SED, SWD and EL subgroups	What group data are to be collected to measure program effectiveness?	Chapter tests and benchmark testing
What are the specific means of measuring and evaluating this goal?	2011 CST results	What is the anticipated growth expected from this goal?	Increase of 20%-21.9% in both the Cell Biology and Genetic clusters.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Review the benchmarks and released test questions. Use the released test questions on a chapter-by-chapter basis for recognizing key terminology. Create action plans to address critical standards: B13, B14a, 14c, B15f, B16b, 16c, B17a, 17b, B18b, and 18e. Conduct prequizzes and pretests with every chapter to enforce retention. Conduct intensive 2 week review and reteach before CST testing week.	August 2010 August-December 2010 August-May 2010 March 2010		

**Chaparral High School
2010-11 School Improvement Plan Progress Monitoring
Snowline Joint Unified School District**

School Goal # 1: The number of 10th grade students who score proficient on the English/Language Arts portion of the CAHSEE will increase to 59.27% (SED 52.37%) in 2010. The percentage of students scoring proficient on the E/LA CSTs will increase to 59.27% (SED 52.37%).

Progress Report Date: October 2010	First quarter essays given during the quarter were at a C average performance level. Writing standards will be retaught/reinforced to achieve the 59.27% proficiency. Focus area will be persuasive and response to literature genres. Improvement will be reflected in the average performance level.
Progress Report Date: January 2011	
End-of-Year Evaluation Date: May 2011	

School Goal # 2: The number of 10th grade students who score proficient on the Mathematics portion of the CAHSEE will increase to 66.1% proficiency for all subgroups in 2010.

Progress Report Date: January 2011	
Progress Report Date: March 2011	
End-of-Year Evaluation Date: May 2011	

School Goal # 3: To provide a safe and secure learning environment that promotes students' learning with the least amount of interruption.

Progress Report Date: January 2011	
Progress Report Date: March 2011	
End-of-Year Evaluation Date: May 2011	

School Goal # 4: The number of 9-11 grade students who score proficient or advance on the E/LA CSTs will increase to 59.27% for all sub groups in 2011.

Progress Report Date: January 2011	
Progress Report Date: March 2011	
End-of-Year Evaluation Date: May 2011	

School Goal # 5: The number of students who score proficient or advance in Algebra 1 will increase to 12.75% (14 students) overall and moving a significant amount of students from below basic to basic.

Progress Report Date: January 2011	
Progress Report Date: March 2011	
End-of-Year Evaluation Date: May 2011	

School Goal # 6: Increase Geometry students' critical thinking and problems solving skills to the point that 10% of the students tested (6 students) score proficient or above; and that the majority of students tested shifts from Far Below Basic/Below Basic to Below Basic/Basic.

Progress Report Date: January 2011	
Progress Report Date: March 2011	
End-of-Year Evaluation Date: May 2011	

School Goal # 7: Increase student proficiency on US History CST to 66%.

Progress Report Date: January 2011	
Progress Report Date: March 2011	
End-of-Year Evaluation Date: May 2011	

School Goal # 8: Increase proficiency levels on World History CST to 66%.

Progress Report Date: January 2011	
Progress Report Date: March 2011	
End-of-Year Evaluation Date: May 2011	

School Goal # 9: To increase "The Earth's Energy" cluster by 15%

Progress Report Date: January 2011	
Progress Report Date: March 2011	
End-of-Year Evaluation Date: May 2011	

School Goal # 10: The goal is to improve the average percentage of items correct in both the Cell Biology and Genetic clusters to a minimum of 60% correct.

Progress Report Date: January 2011	
Progress Report Date: March 2011	
End-of-Year Evaluation Date: May 2011	