

SNOWLINE JOINT UNIFIED SCHOOL DISTRICT

2009-10

Plan Year

– AYP –

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Desert View Independent School

School Name

Dave Smith

Principal

Date of this revision: October 22, 2009

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

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

– Contents –

1. Categorical Funding Allocation	Page 3
2. School Site Council Membership	Page 4
3. Recommendations and Assurances	Page 5
4. School Demographics	Page 6
5. Description of Data Collection and Analysis	Page 7
6. AYP Performance Goals	Page 8
7. 2009-10 School Goals	Page 9
8. Grade/Course Plans to Meet Goals	Page
9. School Improvement Progress Report	Page
10. Title I Parent Compact	Page N/A
11. Title I Site Parent Involvement Policy	Page N/A
12. Title 1 Schoolwide Requirements	Page N/A

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.	\$21,646

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

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	\$N/A
[]	Title I, Part A: Targeted Assistance	\$N/A
[]	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that failed to meet NCLB AYP targets	\$N/A
[]	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	\$N/A
[]	Other Programs:	\$N/A
Total amount of federal categorical funds allocated to the school:		\$N/A
Total amount of state and federal categorical funds allocated to this school		\$21,649

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
Dave Smith	[X]	[]	[]	[]	[]
Sharon Bennett	[]	[]	[X]	[]	[]
Bill Mulder	[]	[X]	[]	[]	[]
Ann Ohnmacht	[]	[X]	[]	[]	[]
Llasmin Campa	[]	[]	[]	[X]	[]
Marilyn Rabe	[]	[]	[]	[X]	[]
Kim Cutting	[]	[]	[]	[]	[X]
Erin Kershaw	[]	[]	[]	[]	[X]
Numbers of members of each category	1	2	1	2	2

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.

SCHOOL PROFILE / DEMOGRAPHIC INDICATORS
Desert View Independent School

Grade Levels	Total Enrollment	Enrollment for Students with Disabilities				Enrollment by Program			
		RSP	SDC	504	Speech	EL	EL/RFEP	F & R Lunch	GATE
K	0	0	0	0	0	0	0	0	00
1	1	0	0	0	0	0	0	0	0
2	1	0	0	0	0	0	0	0	0
3	1	0	0	0	0	0	0	0	0
4	1	0	1	0	0	0	0	0	0
5	2	0	0	0	0	0	0	0	0
6	2	0	0	0	0	0	0	1	0
7	1	0	0	0	0	0	0	0	0
8	5	0	0	2	0	0	1	3	0
9	10	1	0	0	0	1	1	6	0
10	21	1	0	1	0	2	2	7	0
11	22	0	0	1	0	0	3	4	2
12	35	1	1	1	0	1	2	11	2
Totals:	102	3	2	5	0	4	7	32	4

Percentage of Enrollment by Ethnicity	
American Indian	%
Asian	0.98%
Black	0.98%
Hispanic	30.39%
White	64.71%
Multiple/No Response	2.94%

Mobility for End-of-Year (June 2009)	
a. Total Year Losses:	107
b. Total Gains:	218
c. Total (a+b)	325
d. Mobility Rate: (c+total population)	427

End-of-Year (June 2009) Data				
	SST Referrals	Suspensions	Expulsions	Retentions
K				
1				
2				
3	2	1	1	
4	1			
5				
6		1		
7		2	1	
8			1	
9		6		
10		3	1	
11		1		
12		2		
Totals:	3	16	4	0

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.

Focus on Standards (FOS) Coaches meet regularly with district curriculum team members to analyze benchmark assessments, and based on those results, plan for needed intervention, and strategies to improve instruction. FOS Coaches, or district curriculum team members provide specific staff development as needed or requested to assist in the goals.

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	2009 Goal	2009 Achievement	Goal Met	2010 AMO	School Goal
All Students	46%* / 44.5%**	54.5	Yes	56.8%* / 55.6%**	
African American	46%* / 44.5%**	--	--	56.8%* / 55.6%**	
American Indian	46%* / 44.5%**	--	--	56.8%* / 55.6%**	
Asian	46%* / 44.5%**	--	--	56.8%* / 55.6%**	
Hispanic	46%* / 44.5%**	--	--	56.8%* / 55.6%**	
White	46%* / 44.5%**	--	--	56.8%* / 55.6%**	
Socioeconomically Disadvantaged	46%* / 44.5%**	--	--	56.8%* / 55.6%**	
English Learners	46%* / 44.5%**	--	--	56.8%* / 55.6%**	
Students with Disabilities	46%* / 44.5%**	--	--	56.8%* / 55.6%**	

* = AYP Target for Elementary/Middle Schools: (2009=46%), (2010=56.8%)

** = AYP Target for High Schools: (2009=44.5%), (2010=55.6%)

Mathematics					
Student Population	2009 Goal	2009 Achievement	Goal Met	2010 AMO	School Goal
All Students	47.5%* / 43.5%**	45.5	Yes	58%* / 54.8%**	
African American	47.5%* / 43.5%**	--	--	58%* / 54.8%**	
American Indian	47.5%* / 43.5%**	--	--	58%* / 54.8%**	
Asian	47.5%* / 43.5%**	--	--	58%* / 54.8%**	
Hispanic	47.5%* / 43.5%**	--	--	58%* / 54.8%**	
White	47.5%* / 43.5%**	--	--	58%* / 54.8%**	
Socioeconomically Disadvantaged	47.5%* / 43.5%**	--	--	58%* / 54.8%**	
English Learners	47.5%* / 43.5%**	--	--	58%* / 54.8%**	
Students with Disabilities	47.5%* / 43.5%**	--	--	58%* / 54.8%**	

* = AYP Target for Elementary/Middle Schools: (2009=47.5%), (2010=58%)

** = AYP Target for High Schools: (2009=43.5%), (2010=54.8%)

**Desert View Independent School
2009-10 School Area Goals**

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. A goal for Safe and Drug Free Schools was also written.

SCHOOL GOAL #1 Based on analysis of program components from local and state data, demographics, and other pertinent information:	
Subject Area: <input checked="" type="checkbox"/> English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Safe and Drug Free <input type="checkbox"/> Other:	
Goal: Based on analysis of program components from local and state data, demographics, and other pertinent information: English/Language Arts: The number of 10th grade students who score proficient on the English/ Language Arts portion of the CAHSEE will increase to 55.6% for all subgroups in 2010.	
Student subgroups and grade levels to participate in this goal: Grade levels 9-11 to participate in this goal: AYP: All 10th grade students E/LA CAHSEE; CSTs: 9th-11th grade students	Anticipated annual performance growth for each subgroup, grade level: Anticipated annual performance growth for each grade level: AMO for 2010 9th-11th grade students E/LA CAHSEE – 55.6%
Method of evaluating progress toward this goal: Quarterly CSTs in E/LA, grade 10 as administered. IDMS data analysis at STPT days to evaluate progress toward proficiency on essential standards E/LA. CAHSEE scores at March testing for proficiency.	Subgroup data to be collected to measure academic gains: Individual results will be collected to measure progress towards overall goal of 55.6% proficiency.

Areas of Focus to Reach the Goal (Teaching and Learning, Staffing, Professional Development, etc.)	Proposed Expenditures	Estimated Cost	Funding Source	Centralized Service
Reading Comprehension 10RC 2.0 (11RC 2.0) • Anticipatory Set: Provide hook and interest in reading materials using history content, theme and life applications from curriculum, tests, novels and other readings. • Post reading activities include questions in testing format for CSTs/CAHSEE to establish understanding and provide practice for testing. • Writing Strategies 10WS 2.0 (11WS 2.0) • Increase writing assignments in all courses of study so students can demonstrate their writing abilities and focus on the purpose and progression of writing. • Expand writing tasks to include all writing genres.	No additional cost	N/A	N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
STAFF DEVELOPMENT • FOS coach will provide information and data to teachers to support instructional decisions. • Teachers will participate in STPT days to support assessment alignment with essential standards, released questions and pacing plans. • Teachers will participate in district staff development for improving student writing.				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
PARENT AND COMMUNITY INVOLVEMENT • Progress reports, ILPs, report cards and teacher contact will assist in keeping parent/guardians informed of individual student progress. • Results of CAHSEE and CSTs will be mailed to parent/guardians in a timely manner. • Information regarding state testing will be mailed to parent/guardians throughout the school year, including dates, tutoring and sources of other information.				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Desert View Independent School
2009-10 School Area Goals**

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. A goal for Safe and Drug Free Schools was also written.

SCHOOL GOAL #2 Based on analysis of program components from local and state data, demographics, and other pertinent information:	
Subject Area: [] English/Language Arts [X] Mathematics [] Safe and Drug Free [] Other:	
Goal: Based on analysis of program components from local and state data, demographics, and other pertinent information: All subgroups represented at Desert View will meet or exceed the Annual Measurable Objective of 54.8% in Mathematics for 10th grade as measured by the California High School Exit Exam (CAHSEE) and CSTs.	
Student subgroups and grade levels to participate in this goal: Student in all grade levels to participate in this goal.	Anticipated annual performance growth for each subgroup, grade level: For all grade levels for all subgroups, performance will meet or exceed 54.8% proficient in 2010.
Method of evaluating progress toward this goal: IDMS data analysis of CSTs, assessments, teacher observation.	Subgroup data to be collected to measure academic gains: Numbers of students in subgroups minimal at 10th grade level, therefore individual results will be examined to measure progress towards overall goal of 54.8% proficiency on the CAHSEE.

Areas of Focus to Reach the Goal (Teaching and Learning, Staffing, Professional Development, etc.)	Proposed Expenditures	Estimated Cost	Funding Source	Centralized Service
Functions and Rational Expressions: 10.0, 14.0, 23.0: Students seem to have difficulty simplifying fractions with polynomials, understanding the concepts of a relation and a function, determining whether a given relation defines a function, and giving pertinent information about given relations and functions.	No additional cost	N/A	N/A	[] [] [] [] []
STAFF DEVELOPMENT • FOS coach will provided information and data to teachers to support instructional decisions. • Teachers will participate in STPT days to support assessment alignment with essential standards, released questions, and pacing plans.	FOS coach funding	est. @ district level	Title II	[] [] [] []
PARENT AND COMMUNITY INVOLVEMENT • Progress reports, ILP's, and teacher contact will assist in keeping parents/guardians informed of individual student progress.	No additional cost	N/A	N/A	[] [] [] []

**Desert View Independent School
2009-10 School Area Goals**

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. A goal for Safe and Drug Free Schools was also written.

SCHOOL GOAL #3 Based on analysis of program components from local and state data, demographics, and other pertinent information:	
Subject Area: [] English/Language Arts [] Mathematics [X] Safe and Drug Free [] Other:	
Goal: To provide a school environment that is safe and drug free.	
Student subgroups and grade levels to participate in this goal: K-12	Anticipated annual performance growth for each subgroup, grade level: N/A
Method of evaluating progress toward this goal: The number of site-related injury reports; the number of site-related referrals tied to drug possession/use. Successful drug and alcohol training results for students. Successful implementation of Areas of Focus to Reach the Goal (listed below).	Subgroup data to be collected to measure academic gains: N/A

Areas of Focus to Reach the Goal (Teaching and Learning, Staffing, Professional Development, etc.)	Proposed Expenditures	Estimated Cost	Funding Source	Centralized Service
What strategies will be used to ensure that the learning environment is safe, drug free and conducive to learning? • Review and provide staff, students and parents with essential emergency procedures. What additional support – including staff development – will be needed? • Perform emergency drills for training purposes. Students and parents to be included as well. Information about drug counseling with district and county personnel given to parents and students through hand-outs, newsletters and sessions with alternative ed counselor Site participation in Red Ribbon week activities	N/A	N/A	N/A	[] [] [] [] []

**Desert View Independent School
2009-10 School Area Goals**

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. A goal for Safe and Drug Free Schools was also written.

SCHOOL GOAL #4 Based on analysis of program components from local and state data, demographics, and other pertinent information:	
Subject Area: <input checked="" type="checkbox"/> English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Safe and Drug Free <input type="checkbox"/> Other:	
Goal: Based on analysis of program components from local and state data, demographics, and other pertinent information: English/Language Arts: The number of 2nd-8th grade students who score proficient on the English/ Language Arts portion of the STAR will increase to 56.8% for all grades in 2010.	
Student subgroups and grade levels to participate in this goal: Students grades 2 - 8	Anticipated annual performance growth for each subgroup, grade level: Performance will meet or exceed 56.8% proficient in 2010 for all subgroups.
Method of evaluating progress toward this goal: IDMS data analysis of CSTs, assessments, teacher observation.	Subgroup data to be collected to measure academic gains: Individual results will be collected to measure progress towards overall goal of 56.8% proficient.

Areas of Focus to Reach the Goal (Teaching and Learning, Staffing, Professional Development, etc.)	Proposed Expenditures	Estimated Cost	Funding Source	Centralized Service
Writing Strategies 1.0, 1.1, 1.2 • To help K-8th graders with overall writing conventions and strategies • K-8 writing courses of study that encompass all state and district mandated genres, increase cross-curriculum writing assignments, teachers' in-service in writing grading rubrics, and emphasize Jane Shaffer.	No additional cost	N/A	N/A	[] [] [] [] []
STAFF DEVELOPMENT • FOS coach will provide information and data to teachers to support instructional decisions. • Teachers will participate in STPT days to support assessment alignment with essential standards, released questions and pacing plans. • Teachers will participate in district staff development for improving student writing.	FOS coach funding	est. @ district level	Title II	[] [] [] []
PARENT AND COMMUNITY INVOLVEMENT • Progress reports, ILPs, report cards and teacher contact will assist in keeping parent/guardians informed of individual student progress. • Results of STAR CSTs, and site-based STAR testing will be mailed to parent/guardians in a timely manner. • Information regarding state testing will be mailed to parent/guardians throughout the school year, including dates, tutoring and sources of other information	No additional cost	N/A	N/A	[] [] [] []

**Desert View Independent School
2009-10 School Area Goals**

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. A goal for Safe and Drug Free Schools was also written.

SCHOOL GOAL #5	
Based on analysis of program components from local and state data, demographics, and other pertinent information:	
Subject Area: [] English/Language Arts [X] Mathematics [] Safe and Drug Free [] Other:	
Goal: Based on analysis of program components from local and state data, demographics, and other pertinent information: All groups represented at Desert View will meet or exceed the Annual Measurable Objective of 58% in Mathematics for 10th grade as measured by the California High School Exit Exam (CAHSEE).	
Student subgroups and grade levels to participate in this goal: Student in all grade levels to participate in this goal.	Anticipated annual performance growth for each subgroup, grade level: Performance will meet or exceed 58% proficient in 2010.
Method of evaluating progress toward this goal: IDMS data analysis of CSTs, assessments, teacher observation.	Subgroup data to be collected to measure academic gains: All students' CST scores and 10 grade CAHSEE Mathematics proficiency rates.

Areas of Focus to Reach the Goal (Teaching and Learning, Staffing, Professional Development, etc.)	Proposed Expenditures	Estimated Cost	Funding Source	Centralized Service
Quadratics and Polynomials: 12.0, 16.0, 17.0: The staff will concentrate on reviewing adding, subtracting, multiplying, and dividing monomials and polynomials. Students appear to have difficulty solving multi-step problems and word problems. Functions and Rational Expressions: 10.0, 14.0, 23.0: It appears that students have difficulty with basic math facts and operations and simplifying fractions with polynomials.	No additional cost	N/A	N/A	[] [] [] [] []
STAFF DEVELOPMENT • FOS coach will provided information and data to teachers to support instructional decisions. • Teachers will participate in STPT days to support assessment alignment with essential standards, release questions, and pacing plans.	FOS coach funding	est. @ district level	Title II	[] [] [] [] []
PARENT AND COMMUNITY INVOLVEMENT • Progress reports, ILP's, Aeries Parent Portal, and teacher contact will assist in keeping parents/guardians informed of individual student progress. • Results of CAHSEE and CSTs will be mailed to parents/guardians in a timely manner. • Information regarding state testing will be mailed throughout the year, including dates, tutoring and sources of other information.	No additional cost	N/A	N/A	[] [] [] [] []

**Desert View Independent School
2009-10 Grade/Course Plan to Meet Goals**

Course/Grade: English/Language Arts / High School	Team Participants: Principal, Teaching Staff
School Goal: [X] English/Language Arts [] Mathematics [] Other:	
Area(s) of Focus: Reading Comprehension 10RC 2.0 (11RC 2.0) <ul style="list-style-type: none"> • Anticipatory Set: Provide hook and interest in reading materials using history content, theme and life applications from curriculum, tests, novels and other readings. • Post reading activities include questions in testing format for CSTs/CAHSEE to establish understanding and provide practice for testing. • Writing Strategies 10WS 2.0 (11WS 2.0) • Increase writing assignments in all courses of study so students can demonstrate their writing abilities and focus on the purpose and progression of writing. • Expand writing tasks to include all writing genres. 	

Actions	Timeline	Method of Evaluation	Persons Responsible
What steps will you take to achieve the school goal? <ul style="list-style-type: none"> • Review individual and group cluster scores on CAHSEE and CSTs to target areas of needed improvement. • Individual results on the interim assessments will be reviewed to identify 1) needed areas of improvement in courses of study, materials and/or strategies and 2) areas of weakness for individual students. • Targeted, remedial instruction offered after school hours, including CAHSEE intervention programs. 	Ongoing/ June 2010	Review of CAHSEE and CST scores and interim assessments results	Principal, Teaching Staff

**Desert View Independent School
2009-10 Grade/Course Plan to Meet Goals**

Course/Grade: Mathematics / High School	Team Participants: Principal, Teaching Staff
School Goal: [] English/Language Arts [X] Mathematics [] Other:	
Area(s) of Focus: Functions and Rational Expressions: 10.0, 14.0, 23.0: Students seem to have difficulty simplifying fractions with polynomials, understanding the concepts of a relation and a function, determining whether a given relation defines a function, and giving pertinent information about given relations and functions.	

Actions	Timeline	Method of Evaluation	Persons Responsible
What steps will you take to achieve the school goal?			
<ul style="list-style-type: none"> • Use CAHSEE and CST Results to target areas of improvement. This will included all students that did not score proficient on the CAHSEE. • Targeted , remedial instruction offered through the CAHSEE intervention programs • Use released CAHSEE, and CST test questions to develop assessments • Individual results will be reviewed to identify 1) the needed areas of improvement, and 2) areas of weakness for individual students. • Standards based computer programs (Study Island, and ALS) 	Ongoing/ June 2010	Review of CAHSEE and CST results and monitoring of on-site assessment results	Principal, Teaching Staff

**Desert View Independent School
2009-10 Grade/Course Plan to Meet Goals**

Course/Grade: Safe Schools / All grade levels	Team Participants: Principal
School Goal: [] English/Language Arts [] Mathematics [X] Other: Safe and Protected Learning Environment	
Area(s) of Focus: To provide a school environment that is safe and drug free.	

Actions What steps will you take to achieve the school goal?	Timeline	Method of Evaluation	Persons Responsible
What strategies will be used to ensure that the learning environment is safe, drug free and conducive to learning? • Review and provide all staff with essential emergency procedures. What additional support – including staff development – will be needed? • Perform emergency drills for training purposes.	Ongoing/ June 2010	Observation	Principal

**Desert View Independent School
2009-10 Grade/Course Plan to Meet Goals**

Course/Grade: English/Language Arts / K-8	Team Participants: Principal, Teaching Staff
School Goal: [X] English/Language Arts [] Mathematics [] Other:	
Area(s) of Focus: Writing Strategies 1.0, 1.1, 1.2 <ul style="list-style-type: none"> • To help K-8th graders with overall writing conventions and strategies • New K-8 writing courses of study that encompass all state and district mandated genres, increase cross-curriculum writing assignments, teachers' in-service in writing grading rubrics, and emphasize Jane Shaffer. 	

Actions	Timeline	Method of Evaluation	Persons Responsible
What steps will you take to achieve the school goal?			
<ul style="list-style-type: none"> • Review individual and group cluster scores on STAR to target areas of needed improvement. • Individual results on the interim benchmark assessments will be reviewed to identify 1) needed areas of improvement in courses of study, materials and/or strategies and 2) areas of weakness for individual students. 	Ongoing/ June 2010	Review of STAR and Benchmark assessments scores	Principal, Teaching Staff

**Desert View Independent School
2009-10 Grade/Course Plan to Meet Goals**

Course/Grade: Mathematics / K-8	Team Participants: Principal, Teaching Staff
School Goal: [] English/Language Arts [X] Mathematics [] Other:	
Area(s) of Focus: Writing Strategies 1.0, 1.1, 1.2 <ul style="list-style-type: none"> • To help K-8th graders with overall writing conventions and strategies • New K-8 writing courses of study that encompass all state and district mandated genres, increase cross-curriculum writing assignments, teachers' in-service in writing grading rubrics, and emphasize Jane Shaffer. 	

Actions	Timeline	Method of Evaluation	Persons Responsible
What steps will you take to achieve the school goal?			
<ul style="list-style-type: none"> • Review individual and group cluster scores on STAR to target areas of needed improvement. • Individual results on the interim benchmark assessments will be reviewed to identify 1) needed areas of improvement in courses of study, materials and/or strategies and 2) areas of weakness for individual students. 	Ongoing/ June 2010	Review of STAR and benchmark assessments scores	Principal, Teaching Staff

**Desert View Independent School
2009-10 School Improvement Progress Report 1**

School: Desert View Independent School

Subject Area: English

Grade: 9-12

	Summative Data State Results	Data Point #1 Interim and Other Assessments	Data Point #2 Interim and Other Assessments	Data Point #3 Interim and Other Assessments
Data Statements	Lowest strands for 9th through 11th grade ELA: writing strategies at 54.3% proficient Written and Oral Language conventions at 61% proficient	1) DVIS staff inserviced on cross curricular five paragraph essay model 2) This model incorporated in courses of study that include: English, social science, math, science, and electives 3) Quarterly progress reports for all 9th through 12th graders show a 2.1% decrease in D or F letter grades for English course work for the same period last year		
School Improvement Goals	Increased proficiency to 55.6% on 10th grade of ELA portion of the CAHSEE Establish proficiency on 9th through 11th grade CST's ELA portion to 55.6% proficient	not applicable at this time		
Action Plan	Review individual results on CST's and CAHSEE to establish an individual learning plan Adapt and improve contract assignments plans to focus on areas with lowest proficiency Enroll and train students in use of Study Island and conduct assessment	add Response to Literature assignments to contracts		
Evidence	State assessment results for students Study Island assessment results Report card grades	report card averages will improve to "C"		

**Desert View Independent School
2009-10 School Improvement Progress Report 2**

School: Desert View Independent School

Subject Area: Algebra

Grade: 9-12

	Summative Data State Results	Data Point #1 Interim and Other Assessments	Data Point #2 Interim and Other Assessments	Data Point #3 Interim and Other Assessments
Data Statements	9th - 11th graders' overall CST scores: volume and area 37.4 angle relationships, constructions and lines 37.2 trigonometry 34.2	students' performance on district quarterly assessments showed collective average scores for volume and area formulas and angle relationships, constructions and lines still low areas with scores less than 40%. Trigonometry skills were not measured at this time.		
School Improvement Goals	Increase proficiency to 54.8% on 10th grade math component of the CAHSEE Increase 10th and 11th grade proficiency on CST math section to 54.8%	not applicable at this time		
Action Plan	review individual and collective results on CSTs and CAHSEE to establish an individual plan adapt and improve contract lesson plans to focus on strands with lowest proficiency enroll and train students in use of Study Island and conduct assessments with that program conduct assessments of basic math skills	notify students of Study Island and make program accessible math tutoring on-site and/or Chaparral high School's after school math workshops concurrent enrollment in math classes at Chaparral High School, Serrano High School or Victor Valley Community College		
Evidence	state assessment results for students Study Island assessment results report card grades	report card averages will improve to "C"		

**Desert View Independent School
2009-10 School Improvement Progress Report 3**

School: Desert View Independent School

Subject Area: Safe and Drug Free

Grade: K - 12

	Summative Data State Results	Data Point #1 Interim and Other Assessments	Data Point #2 Interim and Other Assessments	Data Point #3 Interim and Other Assessments
Data Statements	staff reviews of parent and student surveys and past years' safety and discipline records indicate that: school community should review and understand school handbook staff should continue to be trained in necessary emergency procedures	Check for parent and student signatures after their review of school handbook records of staff attendance at inservices and training workshops for emergency procedures		
School Improvement Goals	Include review of handbook with all incoming students and their parents or guardians at the initial enrollment meeting all school households will be informed concerning crisis intervention and emergency procedures by monthly newsletter, hand-outs and/or Connect Ed	Check on-site binder of hand-outs, monthly newsletters and individual student portfolios		
Action Plan	Include school handbook in all initial enrollment packets input all households' phone numbers, e-mails and mailing addresses to guarantee that channels of communication are open between school and homes			
Evidence	Check school records and student portfolios			

**Desert View Independent School
2009-10 School Improvement Progress Report 4**

School: Desert View Independent School

Subject Area: English

Grade: K - 8

	Summative Data State Results	Data Point #1 Interim and Other Assessments	Data Point #2 Interim and Other Assessments	Data Point #3 Interim and Other Assessments
Data Statements	<p>the lowest identified strands in ELA are writing strategies</p> <p>twenty of the twenty-four k- -8 students are averaging a "C" or better on their quarter/trimester report cards</p> <p>teacher observation indicates that there is still a need for paragraph development instruction</p> <p>7th grade overall is 49.6%</p> <p>8th grade overall is 54.4%</p>	<p>student-teacher editing sessions</p> <p>improved scores on progress reports/report cards</p>		
School Improvement Goals	<p>increase proficiency to 56.8% on the CSTs</p> <p>increase scores in the on-site STAR reading program</p>	<p>not applicable at this time</p>		
Action Plan	<p>Review individual results on CSTs to establish an individual learning plan</p> <p>Adapt and improve contract lesson plans to focus on strands with lowest proficiency</p> <p>enroll and train students in use of Study Island and conduct assessments</p> <p>continue emphasis on writing processes including:</p> <p>pre-writing</p> <p>multiple drafts</p> <p>editing/grammar/spelling</p>	<p>write writing courses of study for K - 8 student</p>		

	Summative Data State Results	Data Point #1 Interim and Other Assessments	Data Point #2 Interim and Other Assessments	Data Point #3 Interim and Other Assessments
Evidence	state assessment results for students Study Island assessment results on-site STAR test results academic progress at weekly appointments	report card averages will be "C" or better		

**Desert View Independent School
2009-10 School Improvement Progress Report 5**

School: Desert View Independent School

Subject Area: Mathematics

Grade: K - 8

	Summative Data State Results	Data Point #1 Interim and Other Assessments	Data Point #2 Interim and Other Assessments	Data Point #3 Interim and Other Assessments
Data Statements	the identified lowest strands in math are quantitative relationships and evaluating expressions and functional rational expressions 7th grade - 40% 8th grade - 28.8%	on-site STAR math assessments show an overall 2.3 increase from the beginning of the year		
School Improvement Goals	increase overall proficiency to 58% on the CSTs	not available at this time		
Action Plan	HOTMATH online math tutorial onsite STAR math assessments math workshop with DVIS teacher DVIS peer math tutorials National Honor Society Club math tutoring at Serrano High School	schedule students for math tutorials monitor students' time online with HOTMATH notify parents and students of textbook online resources		
Evidence	state assessment results for students			