

SNOWLINE JOINT UNIFIED SCHOOL DISTRICT

2010-11

Plan Year

– AYP –

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Eagle Summit Community Day School

School Name

Dave Smith

Principal

Date of this revision: 12/3/10

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.	\$13,936

State Programs		Allocation
[]	Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Assist educationally disadvantaged students in regular program	
[]	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	\$772
[]	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)	\$457
Total amount of state categorical funds allocated to this school:		\$1,229.00

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:		
Total amount of state and federal categorical funds allocated to this school		\$15,165.00

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
Dave Smith	[X]	[]	[]	[]	[]
Chad Brooks	[]	[]	[X]	[]	[]
Martha Salazar	[]	[]	[X]	[]	[]
Willie Jones	[]	[X]	[]	[]	[]
Eric Chaffee	[]	[X]	[]	[]	[]
Maurren Scorpio	[]	[X]	[]	[]	[]
Mike Tropilla	[]	[X]	[]	[]	[]
Melissa Carlson	[]	[]	[X]	[]	[]
Robin Bullard	[]	[]	[]	[X]	[]
Numbers of members of each category	1	4	3	1	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:

Attested:

Dave Smith

Typed name of school principal

Signature of school principal

Date

Robin Bullard

Typed name of SSC chairperson

Signature of SSC chairperson

Date

SCHOOL PROFILE / DEMOGRAPHIC INDICATORS
Eagle Summit Community Day School

Grade Levels	Total Enrollment	Enrollment for Students with Disabilities				Enrollment by Program			
		RSP	SDC	504	Speech	EL	EL/RFEP	F & R Lunch	GATE
6	2		2					3	
7	4		3					6	
8	11		9		1	3		13	
9	12							8	
10	13							12	
11	9							4	
12	11			1				1	
Totals:	62	0	14.00	1.00	1.00	3.00	0	47.00	0

Percentage of Enrollment by Ethnicity	
American Indian	0%
Asian	1%
Black	11.29%
Hispanic	43.55%
White	44.16%
Multiple/No Response	0%

Mobility for End-of-Year (June 2010)	
a. Total Year Losses:	55
b. Total Gains:	137
c. Total (a+b)	216
d. Mobility Rate: (c ÷ total population)	372%

End-of-Year (June 2010) Data				
	SST Referrals	Suspensions	Expulsions	Retentions
7		6		
8		20		
9		14		
10		26		
11		16		
12		9		
Totals:	0	91.00	0.00	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.

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%**	--	Yes	67.6%* / 66.7%**	67.6%* / 66.7%**
African American	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	67.6%* / 66.7%**
American Indian	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	67.6%* / 66.7%**
Asian	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	67.6%* / 66.7%**
Hispanic	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	67.6%* / 66.7%**
White	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	67.6%* / 66.7%**
Socioeconomically Disadvantaged	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	67.6%* / 66.7%**
English Learners	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	67.6%* / 66.7%**
Students with Disabilities	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	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%**	--	Yes	68.5%* / 66.1%**	68.5%* / 66.1%**
African American	58%* / 54.8%**	--	--	68.5%* / 66.1%**	68.5%* / 66.1%**
American Indian	58%* / 54.8%**	--	--	68.5%* / 66.1%**	68.5%* / 66.1%**
Asian	58%* / 54.8%**	--	--	68.5%* / 66.1%**	68.5%* / 66.1%**
Hispanic	58%* / 54.8%**	--	--	68.5%* / 66.1%**	68.5%* / 66.1%**
White	58%* / 54.8%**	--	--	68.5%* / 66.1%**	68.5%* / 66.1%**
Socioeconomically Disadvantaged	58%* / 54.8%**	--	--	68.5%* / 66.1%**	68.5%* / 66.1%**
English Learners	58%* / 54.8%**	--	--	68.5%* / 66.1%**	68.5%* / 66.1%**
Students with Disabilities	58%* / 54.8%**	--	--	68.5%* / 66.1%**	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

**Eagle Summit Community Day 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

All groups represented at Eagle Summit particularly low socio-economic, Special Education, and English Language Learners will meet or exceed the AMO of 67.7% in English Language Arts 10th grade as measured by the California High School Exit Exam (CHASEE).			
What data led to this goal?	Due to low scores on the CAHSEE in the areas of Writing Strategies, Literary Response, and Reading Comprehension.	What is this goal's relationship to LEA goals?	[X] Goal #1 - ELA [] Goal #1 - Math [] Goal #2 - EL [] Goal #3 - Highly Qualified Teachers [] Goal #4 - Safe and Drug Free Schools [] Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	The following groups will participate in this goal: Socioeconomically Disadvantaged, Students with Disabilities, and English Learners.	What group data are to be collected to measure program effectiveness?	Disaggregated 10th grade CAHSEE ELA proficiency rates.
What are the specific means of measuring and evaluating this goal?	Illuminate data analysis of CRTs, classroom assessments, teacher observation.	What is the anticipated growth expected from this goal?	Performance for each subgroup will meet or exceed 22.54% Safe Harbor Goal in 2011.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>We will focus on standards:</p> <p>A. Writing Strategies: Standard 1.1., 1.4 : We will include writing journals, daily response to prompts, and short story writings to help students demonstrate strong writing styles. Students will be able to demonstrate their ability to focus on the purpose and progression of writing. We will focus on persuasive essay writing to teach students how to focus their writing to an audience. Students will learn the process of writing. Emphasis on structured paragraphs that include thesis, concrete detail, and commentary. We will use techniques from Jane Schaffer, Snowline Writing Styles, and the grade level McDougal Littell textbook.</p> <p>B. Reading Comprehension of Informational: Standard: 2.2, 2.4, and 2.7.: 1. We will use anticipatory sets; provide hooks and interest in reading material. (History, Context, Theme, Life, Application). We will use supplementary curriculum, textbooks, and novels. Example; The Scarlet Ibis, Romeo and Juliet, Julius Caesar, Cask of Amontillado, The Devil and Daniel Webster, and Trifles. 2. Independent/Shared/Guided Reading: we will have continuous discussions during reading to focus on meaning, comprehension, and interpretation. Synthesis the content of single authors. Critic logic of functional documents. 3. Post Reading: we will use released questions in testing format for CAHSEE and CST to establish understanding and provide practice for the test.</p>	08/17 - 06-04	No Additional Costs	N/A

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>Interventions -</p> <ol style="list-style-type: none"> 1. Beyond looking at yearly CST scores staff will look at longevity trends (3 year spans), consider multiple measures of assessment which are more authentic and performance-based. 2. Before each test instructor will re-teach with visual aids, standard based questions, and standardized practice assessments. 3. The teachers will use standards based computer programs (Study Island, and AR) to help reteach, reinforce, standards based lessons that have already been covered through direct instruction lessons. 4. Staff will include steps in the writing process that focus drafts, editing, style, grammar, and vocabulary on a daily basis. 5. Staff will discuss the importance of sentence structure, organization, and other writing strategies. 6. Instructor will use hands-on writing workshops and utilize visual presentations. 7. Instructor will use release questions on classroom assessments. 8. Before test instructor will re-teach with visual aids, standard based questions, and standardized practice assessments. 9. Supplementary teaching materials-McDougal Littell 10. Use Jane Schaffer Writing Program 11. Jeopardy Review Game 12. Use CST's on chapter test 13. Emphasis on key terms/Vocabulary quizzes 	<p>08/17 - 06-04 08/17 - 06-04</p>	<p>Study Island Accelerated Reader</p>	<p>Microsoft Monies Microsoft Monies</p>
<p>Staff Development -</p> <ol style="list-style-type: none"> 1. 1 Instructional Leader Funding will provided information and data to ELA teachers to support instructional decisions. 2. 2 ELA will participate in district staff development for improving student reading comprehension. 	<p>08/17 - 06-04</p>	<p>Instructional Leader Funding</p>	<p>Title II</p>
<p>Parent and Community Involvement - 1 Eagle Summit will be using Aeries Parent Portal, a secure Web site that allows parents, to email teachers, check grades, and view attendance.</p>	<p>08/17 - 06-04</p>	<p>No Additional Costs</p>	<p>N/A</p>

**Eagle Summit Community Day 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

All groups represented at Eagle Summit particularly low socio-economic, Special Education, and English Language Learners will meet or exceed the Annual Measurable Objective of 66.1% in Mathematics for 10th grade as measured by the California High School Exit Exam (CHASEE).			
What data led to this goal?	Due to low scores on the CAHSEE in the areas of Writing Strategies, Literary Response, and Reading Comprehension, our classes will be focusing on specific standards with a particular emphasis on writing strategies, literary response and reading comprehension.	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:	The following groups will participate in this goal: Socioeconomically Disadvantaged, Students with Disabilities, and English Learners.	What group data are to be collected to measure program effectiveness?	Performance for each subgroup will meet or exceed 54.8% proficient in 2010.
What are the specific means of measuring and evaluating this goal?	Illuminate data analysis of CRTs, classroom assessments, teacher observation.	What is the anticipated growth expected from this goal?	Disaggregated 10 grade CAHSEE Mathematics proficiency rates.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Areas of Focus -	08/17 - 06-04	No Additional Costs	N/A

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>II. We will focus on standards:</p> <ol style="list-style-type: none"> 1. Quadratics and Polynomials: 12.0, 16.0, 17.0: With review the team will concentrate on adding, subtracting, multiplying, and dividing monomials and polynomials. Students appear to have difficulty solving multi-step problems, including word problems, and solving quadratic equations by factoring or completing the square. 1. They need practice applying quadratic equations to physical problems, such as the motion of an object under the force of gravity. 2. Graphing and Systems of Linear Equations: 10.0, 14.0, 23.0: It appears students have difficulty simplifying fractions with polynomials, understanding the concepts of a relation and a function, determine whether a given relation defines a function, and gives pertinent information about given relations and functions, and Determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression. 3. Geometry: Trigonometry An emphasis on the Logic and Geometric Proofs and Volume and Area Formula clusters will enable students to narrow their focus on core standards. This, in turn, will increase overall competency and facilitate a better understanding of Angle Relationships, Constructions, and Lines; which is another core area needing improvement. The specific standards that we will emphasize are: 4.0, 7.0, 8.0, 10.0, 12.0, and 13.0. 			
<p>Interventions: These are the foundation steps to reaching proficient on the standardized test.</p> <ol style="list-style-type: none"> A. We will use visual aids to strengthen weaknesses in math. We will review basic mathematical concepts like, fractions, multiplication, division, and decimals to reinforce the concepts in Algebra. B. We will benchmark the prior years CST scores to identify students weaknesses. C. We will develop assessments that focus on standardized questions in addition to regular testing. D. We will continue to collaborate with seasoned core math teachers with regards to the California High School Exit Exam Math. Collaboration will occur 1 to 2 times a month. E. We are going to use resource materials (worksheets, weekly quizzes, and quarterly assessments) to evaluate the student's progress and develop instruction. F. We will provide individualized instruction, tutoring, and mentoring for low performing students. (In and After School tutoring) G. We will provide opportunities for highly proficient students to mentor ESL students and low performing students. (Pair and Share) H. Use power point/Classzone video on the internet I. Supplementary teaching materials/jeopardy Review Game J. Use Study Island and California Streaming/Emphasis on key terms K. Internet Research/Use CST's on chapter test L. Use CAHSEE and CST Results to target areas of improvement. This will included all subgroups that did not score proficient on the CAHSEE. M. Targeted , remedial instruction offered through the CAHSEE intervention programs N. Use released CAHSEE, and CRT test questions to develop class assessments O. Individual results will be reviewed to identify 1) the needed areas of improvement, and 2) areas of weakness for individual students. P. We will provide opportunities for highly proficient students to mentor ESL students and low performing students. (Pair and Share) 1. Q. Standards based computer programs (Study Island, and AR) 	<p>08/17 - 06-04 08/17 - 06-04</p>	<p>Accelerated Math Study Island</p>	<p>Microsoft Monies Microsoft Monies</p>
<p>Staff Development -</p>	<p>08/17 - 06-04</p>	<p>Instructional Leader Funding</p>	<p>Title II</p>

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<ul style="list-style-type: none"> • Instructional Leader will provide information and data to Math teachers to support instructional decisions. • Math Teachers will participate in STPT days to support assessment alignment with essential standards, release questions, and pacing plans. 			
Parent and Community Involvement Eagle Summit will be using Aeries Parent Portal, a secure Web site that allows parents, to email teachers, check grades, and view attendance.	08/17 - 06-04	No Additional Costs	N/A

**Eagle Summit Community Day 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

All groups represented at Eagle Summit in Grades 6th-8th, particularly low socio-economic, Special Education, and English Language Learners will meet or exceed the Annual Measurable Objective of 67.6% in English Language Arts as measured by the California Standards Tests (CSTs)			
What data led to this goal?	Due to low scores on the CST's in the areas of Writing Strategies, Word Analysis, and Writing Conventions.	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:	The following groups will participate in this goal: Socioeconomically Disadvantaged, Students with Disabilities, and English Learners.	What group data are to be collected to measure program effectiveness?	Disaggregated CST Mathematics proficiency rates.
What are the specific means of measuring and evaluating this goal?	Illuminate data analysis of CRTs, classroom assessments, teacher observation.	What is the anticipated growth expected from this goal?	Performance for each subgroup will meet or exceed 58% proficient in 2011.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
We will focus on standards: A. Word Analysis: Standard 8R1.2, 7R1.3, 6R1.2a/b/c: B. Writing Strategies: Standard: 8w1.1, 7w1.1, 6w1.1. C. Writing Conventions: Standard: 8w1.1, 7w1.1, 6w1.1.	08/17 - 06/04	No Additional Costs	N/A
Interventions/Actions	08/17 - 06/04 08/17 - 06-04	Study Island Accelerated Math	Microsoft Monies Microsoft Monies

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<ol style="list-style-type: none"> 1. Use of visuals to help at-risk students with certain concepts. i.e. prefix/suffix posters can assist with word analysis. Also posters for writing and research steps. 2. Instruction and independent work focusing on grammar, paragraph form, and coherent essays assisted by journals. Journals can provide students with multiple opportunities to practice grammar form, and coherency within their writing. 3. Vocabulary - introduce new words (interdisciplinary) 4. Interdisciplinary reports/essays (focus on grammar, form, and coherency). 5. Use CST Results to target areas of improvement. This will included all subgroups that did not score proficient on the CST 6. Emphasis on key terms/Vocabulary quizzes 7. Instructor will use hands-on writing workshops and utilize visual presentations 8. Use released CRT test questions to develop class assessments 9. Before each test instructor will re-teach with visual aids, standard based questions, and standardized practice assessments. 10. Standards based computer programs (Study Island and Accelerated Math) 11. Supplementary teaching materials-McDougal Littell 12. Use Jane Schaffer Writing Program 			
<p>Staff Development</p> <ul style="list-style-type: none"> • Instructional Leader will provided information and data to Math teachers to support instructional decisions. • Math Teachers will participate in STPT days to support assessment alignment with essential standards, release questions, and pacing plans. 	08/17 - 06/04	FOS Funding	Title II
<p>Parent and Community Involvement</p> <ul style="list-style-type: none"> • Eagle Summit will be using Aeries Parent Portal, a secure Web site that allows parents, to email teachers, check grades, and view attendance. 	08/17 - 06/04	No Additional Costs	N/A

**Eagle Summit Community Day 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 # 4

All groups represented at Eagle Summit in Grades 6th-8th, particularly low socio-economic, Special Education, and English Language Learners will meet or exceed the Annual Measurable Objective of 68.5% in Mathematics as measured by the California Standards Tests (CSTs)			
What data led to this goal?	Due to low scores on the Algebra I CST Test.	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:	The following groups will participate in this goal: Socioeconomically Disadvantaged, and Students with Disabilities, and English Learners.	What group data are to be collected to measure program effectiveness?	Performance for each subgroup will meet or exceed 56.8% proficient in 2010.
What are the specific means of measuring and evaluating this goal?	Illuminate data analysis of CRTs, classroom assessments, teacher observation.	What is the anticipated growth expected from this goal?	Disaggregated CST ELA proficiency rates.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Areas of Focus 1. Rational expressions and functions / Standard Algebra I 13.0 2. Solving multi-step problems / Standard Algebra I 5.0 3. Solving a system of linear equations / Standard Algebra I 9.0 These standards make up a large portion of the CST's according to the Algebra I Blueprint.		No Additional Costs	N/A
Interventions 1. Use visual graphics/posters to help at-risk/ELL students understand new concepts. 2. Use Math Vocabulary to introduce new words. (interdisciplinary) 3. Use released CRT test questions to develop class assessments. 4. Use CST Results to target areas of improvement. This will included all subgroups that did not score proficient on the CST Targeted, remedial instruction offered through the after school tutoring program 5. Before each test instructor will re-teach with visual aids, standard based questions, and standardized practice assessments. 6. Standards based computer programs (Study Island and Accelerated Math) 7. Use review packets for new student to catch up due to large influx of students. 8. Use advance students as peer tutors.	08/17 - 06-04 08/17 - 06-04	Study Island Accelerated Reader	Microsoft Monies Microsoft Monies
Staff Development	08/17 - 06-04	Instructional Leader Funding	Title II

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<ul style="list-style-type: none"> • Instructional Leader will provide information and data to ELA teachers to support instructional decisions. • ELA will participate in district staff development for improving student writing. • ELA teachers will participate in training by district EL coach in the use of the Rosetta Stone and English Language Development Progress Profiles. 			
Parent and Community Involvement <ul style="list-style-type: none"> • Eagle Summit will be using Aeries Parent Portal, a secure Web site that allows parents, to email teachers, check grades, and view attendance. 		No Additional Costs	N/A

**Eagle Summit Community Day 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 # 5

All Students at Eagle Summit will be educated in learning environments that are safe, drug-free, disciplined, conducive to learning, and that support student academic achievement in the least restrictive environment.			
What data led to this goal?	Review of Discipline section of the ARIES Student Management System.	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?	Student referrals, suspension records and Go Leap Progress Assessments.
What are the specific means of measuring and evaluating this goal?	Disaggregated data from the pre and post Go Leaps Assessments. Also the number of suspensions and or expulsions during the year for drug, gang or violence related offenses. Lastly, Healthy Kid Surveys, and counseling referrals.	What is the anticipated growth expected from this goal?	Parent, student, and staff annual surveys Monthly Data analysis of discipline referrals Monthly data on suspensions

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Areas of Focus Reduce the number of students whose learning is interfered with by misbehaving students.	08/17 / 06/04	No Additional Cost	N/A
Interventions 1. Go Leaps Program is a research-based, practical program that improves behavior, social and emotional skills. 2. Staff has implemented advisory with some components of PBIS model 3. Revamped point sheets.	08/17 / 06/04	No Additional Cost	N/A
Staff Development Provide staff development lessons on improving student conduct skills through the Go Leaps Program.	08/17 / 06/04	No Additional Cost	N/A
Parent and Community Involvement Student progress will be communicated to parents through the Go Leaps progress assessments.	08/17 / 06/04	No Additional Cost	N/A

**Eagle Summit Community Day School
2010-11 School Improvement Plan Progress Monitoring
Snowline Joint Unified School District**

School Goal # 1: All groups represented at Eagle Summit particularly low socio-economic, Special Education, and English Language Learners will meet or exceed the AMO of 67.7% in English Language Arts 10th grade as measured by the California High School Exit Exam (CHASEE).

Progress Report Date: 1/12/11	
Progress Report Date: 3/2/11	
End-of-Year Evaluation Date: 5/18/11	

School Goal # 2: All groups represented at Eagle Summit particularly low socio-economic, Special Education, and English Language Learners will meet or exceed the Annual Measurable Objective of 66.1% in Mathematics for 10th grade as measured by the California High School Exit Exam (CHASEE).

Progress Report Date: 1/12/11	
Progress Report Date: 3/2/11	
End-of-Year Evaluation Date: 5/18/11	

School Goal # 3: All groups represented at Eagle Summit in Grades 6th-8th, particularly low socio-economic, Special Education, and English Language Learners will meet or exceed the Annual Measurable Objective of 67.6% in English Language Arts as measured by the California Standards Tests (CSTs)

Progress Report Date: 1/12/11	
Progress Report Date: 3/2/11	
End-of-Year Evaluation Date: 5/18/11	

School Goal # 4: All groups represented at Eagle Summit in Grades 6th-8th, particularly low socio-economic, Special Education, and English Language Learners will meet or exceed the Annual Measurable Objective of 68.5% in Mathematics as measured by the California Standards Tests (CSTs)

Progress Report Date: 1/12/11	
Progress Report Date: 3/2/11	
End-of-Year Evaluation Date: 5/18/11	

School Goal # 5: All Students at Eagle Summit will be educated in learning environments that are safe, drug-free, disciplined, conducive to learning, and that support student academic achievement in the least restrictive environment.

Progress Report Date: 1/12/11	
Progress Report Date: 3/2/11	
End-of-Year Evaluation Date: 5/18/11	