

SNOWLINE JOINT UNIFIED SCHOOL DISTRICT

2010-11

Plan Year

– AYP –

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Heritage Elementary School

School Name

John Garner

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.	\$53,275

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	
[X]	School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs	\$36,517
[]	Gifted and Talented Education <u>Purpose:</u> Assist eligible students in regular program and enrichment	
[]	Site Based Coordinated Plan (SBCP)	
[X]	English Language Acquisition Program (ELAP)	\$294
Total amount of state categorical funds allocated to this school:		\$36,811.00

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		\$90,086.00

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
John Garner	[X]	[]	[]	[]	[]
Faye Juliot	[]	[X]	[]	[]	[]
Kim Tres	[]	[X]	[]	[]	[]
DeeAnn Toms	[]	[X]	[]	[]	[]
Nancy Wheeler	[]	[X]	[]	[]	[]
Dawn Webster	[]	[]	[]	[X]	[]
Jeanna Mills	[]	[]	[]	[X]	[]
Ronald Richards	[]	[]	[]	[X]	[]
Brandy Smith	[]	[]	[]	[X]	[]
Christina Betts	[]	[]	[]	[X]	[]
Numbers of members of each category	1	4	0	3	1

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: Nov. 29, 2010

Attested:

John Garner

Typed name of school principal

Signature of school principal

Date

Nancy Wheeler

Typed name of SSC chairperson

Signature of SSC chairperson

Date

SCHOOL PROFILE / DEMOGRAPHIC INDICATORS
Heritage Elementary 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	69	0				1		7	
1	64	0			2	4		11	
2	64	1			1	4	1	17	
3	65	3			5	6	1	20	4
4	63	1			1	3	1	18	6
5	64	0			1	3	2	17	14
6	60	1			1	4	3	15	6
7	59	1					2	16	9
8	57	0					4	12	10
Totals:	565	7.00			11.00	25.00	14.00	133.00	49.00

Percentage of Enrollment by Ethnicity	
American Indian	1%
Asian	6%
Black	.07%
Hispanic	20%
White	70%
Multiple/No Response	1%

Mobility for End-of-Year (June 2010)	
a. Total Year Losses:	25
b. Total Gains:	165
c. Total (a+b)	563
d. Mobility Rate: (c ÷ total population)	33.75%

End-of-Year (June 2010) Data				
	SST Referrals	Suspensions	Expulsions	Retentions
K	1			1
1	3			
2	5			1
3	1	1		
4	1			
5	0			
6	0	1		
7	0			
8	0	1		
Totals:	11.00	3.00		2.00

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 sub groups 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 TLs 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%**	73.1	Yes	67.6%* / 66.7%**	67.6%
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%**	85.7	--	67.6%* / 66.7%**	67.6%
Hispanic	56.8%* / 55.6%**	64.9	Yes	67.6%* / 66.7%**	67.6%
White	56.8%* / 55.6%**	73.8	Yes	67.6%* / 66.7%**	67.6%
Socioeconomically Disadvantaged	56.8%* / 55.6%**	60.2	Yes	67.6%* / 66.7%**	67.6%
English Learners	56.8%* / 55.6%**	41.7	--	67.6%* / 66.7%**	67.6%
Students with Disabilities	56.8%* / 55.6%**	51.5	--	67.6%* / 66.7%**	67.6%

* = 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%**	78.2	Yes	68.5%* / 66.1%**	68.5%
African American	58%* / 54.8%**	--	--	68.5%* / 66.1%**	
American Indian	58%* / 54.8%**	--	--	68.5%* / 66.1%**	
Asian	58%* / 54.8%**	92.9	--	68.5%* / 66.1%**	68.5%
Hispanic	58%* / 54.8%**	71.4	Yes	68.5%* / 66.1%**	68.5%
White	58%* / 54.8%**	78.6	Yes	68.5%* / 66.1%**	68.5%
Socioeconomically Disadvantaged	58%* / 54.8%**	72.0	Yes	68.5%* / 66.1%**	68.5%
English Learners	58%* / 54.8%**	58.3	--	68.5%* / 66.1%**	68.5%
Students with Disabilities	58%* / 54.8%**	75.8	--	68.5%* / 66.1%**	68.5%

* = 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

**Heritage Elementary 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

To increase student proficiency in English/Language Arts on the CST by 10%, from 73% to 80%. To achieve this, we will put into place a structured Response to Instruction and Intervention (RtI2) approach that will include Universal Assessments (DIBELS), data analysis (DIBELS), and intervention delivery two to four times weekly. Students will be grouped for intervention based on the assessment results, and areas of weakness that will be addressed through intervention will include phonological awareness, decoding, reading fluency, vocabulary, and reading comprehension. Weekly teacher collaboration, the RtI2 Coach's role, and Instructional Associate assignments will be focused on the delivery of the RtI2 process.

What data led to this goal?	CST data DIBELS data	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 students and grade levels, K-8, emphasizing Students with Disabilities and English Learners.	What group data are to be collected to measure program effectiveness?	Universal assessments 3x per year (all students) Progress monitoring data 1-2 times per month (at-risk students) CST (all students grades 2-8)
What are the specific means of measuring and evaluating this goal?	Universal Assessments 3x per year (DIBELS, MAZE) DIBELS Progress Monitoring 1-2 times per month (at-risk students) CST	What is the anticipated growth expected from this goal?	Per DIBELS goal-setting standards, students should grow 1.5 per week in reading fluency, and at-risk students should grow twice that rate, in order to close the achievement gap

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
All teachers will participate in RTI2 activities, including universal assessments of all students, analysis of data to improve instruction, roll calls to determine placement of students in skill-based intervention and enrichment groups, progress monitoring of at-risk students, collaboration with other teachers regarding best instructional practices, and staff development in all of the above areas.	Oct., 2010/June, 2011	Staff Development - \$0	District Curriculum Dept. Discretionary funds
Based on assessment data, teachers and Instructional Associates will develop an effective intervention and enrichment approach (RtI2), where students will travel to groups to receive targeted intervention, extension activities, and enrichment opportunities.	Oct. 2010/June 2011	IA salaries - \$35,000 Staff Development - \$0 Instructional Materials - REWARDS reading intervention program (\$1000)	SIP K-6 & SIP 7-8 Discretionary District Curriculum Dept.
		Instructional Materials - Phonics for Reading reading intervention program (\$600) Instructional Materials - Reprographics costs to generate materials for intervention groups (\$2000)	

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
		Furniture to accommodate intervention groups - \$400	

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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

To increase student proficiency in mathematics on the CST by 5%, from 80% to 84%. To achieve this, teachers will analyze the CST results from 2009-10 and will strengthen their instructional practices through weekly collaboration, modeling, observation, tutoring, and creating resources that will help students become proficient in grade level standards. Teachers will use the Illuminate and IntelAssess assessment system to identify weaknesses in their students and their instruction, and to create frequent formative assessments that will drive instruction and intervention.			
What data led to this goal?	CST District benchmarks	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 students and grade levels, with an emphasis on Students with Disabilities and English Learners.	What group data are to be collected to measure program effectiveness?	Frequent Formative Assessments/QuickChecks to all students District benchmark assessments to all students CST
What are the specific means of measuring and evaluating this goal?	California Standards Test (CST) District Benchmarks Frequent Formative Assessments (QuickChecks)	What is the anticipated growth expected from this goal?	5% improvement in student proficiency on CST in Spring, 2011

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Teachers will be trained and will use the IntelAssess QuickChecks to develop formative assessments that will identify weaknesses in student learning.	Dec., 2010/June, 2011	Staff Development - \$0	District Curriculum Dept. Discretionary
Teachers will be provided with technology that will support implementation of IntelAssess and QuickChecks, including document cameras, web cameras, Google Chrome browser, and placement of standards-based QuickChecks on the school server to give teachers access to assessments.	Dec., 2010/June, 2011	Technology to support IntelAssess and Illuminate - \$5000	District Curriculum Dept. Discretionary

**Heritage Elementary 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 increase student safety on campus, the development of the PBIS (Positive Behavior Intervention and Supports) will include school-wide behavioral expectations for every setting on campus, including classrooms, playground, cafeteria, library, and restrooms. Other expectations will be developed for assemblies and emergency preparedness drills. These expected behaviors will be taught explicitly to the students in bi-monthly Challenge Assemblies, and they will be reinforced through PRIDE tickets and rewards. Also, the purchase and use of Core Essentials Character Development materials will provide focus and emphasis on specific positive behavior characteristics that will be reinforced and recognized each month in character assemblies, by staff members in the classroom, and throughout the campus.			
What data led to this goal?	Examination of Aeries data related to classroom and playground disciplinary referrals, suspensions, demerits, 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 and grade levels, with an emphasis on students with disruptive, unsafe, or otherwise at-risk behaviors.	What group data are to be collected to measure program effectiveness?	SST referrals for behavior Counseling referrals for behavior Referrals to group counseling for behavior Exit data from counseling referrals
What are the specific means of measuring and evaluating this goal?	Referrals for counseling and SSTs Exit data from counseling referrals	What is the anticipated growth expected from this goal?	50% reduction in referrals for counseling and SSTs Parent surveys upon exiting the Parent Education Nights

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Expected behaviors in specific areas on campus will be developed by staff, published in Student/Parent Handbook, communicated to students in assemblies, and posted throughout campus	Oct., 2010/Jan., 2011	Signage around campus of expectations - \$500	Discretionary Donations
Core Essentials character education materials will be developed, and the behavior characteristics from this program will be communicated and reinforced in bi-monthly Challenge Assemblies, and they will be reinforced by teachers in the classroom and all staff throughout the campus via distribution of PRIDE tickets for positive behavior.	Sept., 2010/May, 2011	Core Essentials materials - \$300 PRIDE Tickets - \$1000 Prizes for students drawn from PRIDE Ticket drawing - \$350	Discretionary VIPA parent organization

**Heritage Elementary School
2010-11 School Goals
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School Goal # 4

Counselors and parents will present an evening that will inform and educate parents about the requirements to get their students eligible for college, including the A-G requirements, the application process, the extracurricular activities that are respected, and how to write a resume for their student. This will be done through a Parent Education Night, geared toward middle school parents, but open to all.			
What data led to this goal?	Responses from parents of Heritage graduates who have been successful getting their children into good colleges, and inquiries from parents of current students who would like to glean information from people who have been through the process.	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 type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input checked="" type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	6th - 8th grades	What group data are to be collected to measure program effectiveness?	Exit surveys to determine the helpfulness of the presentation; high school course request contracts that give indication of students' plans to attend college
What are the specific means of measuring and evaluating this goal?	Exit surveys; student and parent interviews	What is the anticipated growth expected from this goal?	100% positive feedback on the presentation; 80% of students signing up for high school courses that are college preparatory

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Parents whose children have graduated from high school and have been accepted to excellent universities will present a parent information night, sharing information about their approach to high school courses, national test preparation, extracurricular activities, and the application and interview process that got their children accepted.	Spring, 2011	\$0	

**Heritage Elementary School
2010-11 School Improvement Plan Progress Monitoring
Snowline Joint Unified School District**

School Goal # 1: To increase student proficiency in English/Language Arts on the CST by 10%, from 73% to 80%. To achieve this, we will put into place a structured Response to Instruction and Intervention (RtI2) approach that will include Universal Assessments (DIBELS), data analysis (DIBELS), and intervention delivery two to four times weekly. Students will be grouped for intervention based on the assessment results, and areas of weakness that will be addressed through intervention will include phonological awareness, decoding, reading fluency, vocabulary, and reading comprehension. Weekly teacher collaboration, the RtI2 Coach's role, and Instructional Associate assignments will be focused on the delivery of the RtI2 process.

Progress Report Date: Nov., 2010	All grade levels have implemented the RtI2 approach to intervention and enrichment to all students. Grade levels have used DIBELS assessments to determine student ability and intervention needs, and they have developed group intervention and enrichment opportunities 2-3 times per week.
Progress Report Date: March, 2011	
End-of-Year Evaluation Date: Aug., 2011	

School Goal # 2: To increase student proficiency in mathematics on the CST by 5%, from 80% to 84%. To achieve this, teachers will analyze the CST results from 2009-10 and will strengthen their instructional practices through weekly collaboration, modeling, observation, tutoring, and creating resources that will help students become proficient in grade level standards. Teachers will use the Illuminate and IntelAssess assessment system to identify weaknesses in their students and their instruction, and to create frequent formative assessments that will drive instruction and intervention.

Progress Report Date: Dec., 2010	All teachers were trained in January, 2011, and now have access to utilize Illuminate IntelAssess QuickChecks,.
Progress Report Date: March, 2011	
End-of-Year Evaluation Date: Aug., 2011	

School Goal # 3: To increase student safety on campus, the development of the PBIS (Positive Behavior Intervention and Supports) will include school-wide behavioral expectations for every setting on campus, including classrooms, playground, cafeteria, library, and restrooms. Other expectations will be developed for assemblies and emergency preparedness drills. These expected behaviors will be taught explicitly to the students in bi-monthly Challenge Assemblies, and they will be reinforced through PRIDE tickets and rewards. Also, the purchase and use of Core Essentials Character Development materials will provide focus and emphasis on specific positive behavior characteristics that will be reinforced and recognized each month in character assemblies, by staff members in the classroom, and throughout the campus.

Progress Report Date: Dec., 2010	Students will be educated about schoolwide behavioral expectations through bi-monthly Challenge Assemblies. Signage will be posted in all areas on campus to publicize the expectations for all students and visitors to campus.
Progress Report Date: March, 2011	
End-of-Year Evaluation Date: Aug., 2011	

School Goal # 4: Counselors and parents will present an evening that will inform and educate parents about the requirements to get their students eligible for college, including the A-G requirements, the application process, the extracurricular activities that are respected, and how to write a resume for their student. This will be done through a Parent Education Night, geared toward middle school parents, but open to all.

Progress Report Date: Dec. 2010	Contact will be made with parents who would be willing and able to present useful information to other parents. Counselors will be scheduled to present at the Parent Information Night, also.
Progress Report Date: March, 2011	
End-of-Year Evaluation Date: Aug., 2011	