

SNOWLINE JOINT UNIFIED SCHOOL DISTRICT

2010-11

Plan Year

– AYP –

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Pinon Mesa Middle School

School Name

Burt Umstead

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.	\$84,150

State Programs		Allocation
[]	Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Assist educationally disadvantaged students in regular program	
[X]	Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop English fluency and academic proficiency of EL students	\$39,421
[X]	School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs	\$1,265
[]	Gifted and Talented Education <u>Purpose:</u> Assist eligible students in regular program and enrichment	
[X]	Site Based Coordinated Plan (SBCP)	\$49,449
[X]	English Language Acquisition Program (ELAP)	\$7,075
Total amount of state categorical funds allocated to this school:		\$57,828.00

Federal Programs under No Child Left Behind (NCLB)		Allocation
[]	Title I, Part A: Schoolwide Program <u>Purpose:</u> Update entire educational program in eligible high poverty schools	
[]	Title I, Part A: Targeted Assistance	
[]	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that failed to meet NCLB AYP targets	
[]	Title III, Part A: Language Instruction, Limited-English Proficient Students <u>Purpose:</u> Supplement language instruction to assist LEP students to attain English proficiency and meet academic performance standards	
[]	Other Programs:	
Total amount of federal categorical funds allocated to the school:		\$0
Total amount of state and federal categorical funds allocated to this school		\$141,978.00

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
Burt Umstead	[X]	[]	[]	[]	[]
Kimberly Miller	[]	[]	[X]	[]	[]
Cheryl Turner	[]	[]	[]	[X]	[]
Jeni Boulanger	[]	[]	[]	[X]	[]
Patti Nelson	[]	[]	[]	[X]	[]
Curt Chase	[]	[X]	[]	[]	[]
Kim Hoefle	[]	[X]	[]	[]	[]
Lori Delgado	[]	[X]	[]	[]	[]
Daisy Esquivel	[]	[]	[]	[]	[X]
Miranda Hoffman	[]	[]	[]	[]	[X]
Patrick Serrano	[]	[]	[]	[]	[X]
Diana Weiberg	[]	[]	[X]	[]	[]
Numbers of members of each category	1	3	2	3	3

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:

Burt Umstead

Typed name of school principal

Signature of school principal

Date

Patti Nelson

Typed name of SSC chairperson

Signature of SSC chairperson

Date

SCHOOL PROFILE / DEMOGRAPHIC INDICATORS
Pinon Mesa Middle 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	242	10	1	8	5	29	13	144	21
7	302	25	15	4	4	36	23	174	30
8	308	24	2	4	6	20	38	175	29
Totals:	852	59.00	18.00	16.00	15.00	85.00	74.00	493.00	80.00

Percentage of Enrollment by Ethnicity	
American Indian	0.4%
Asian	1.4%
Black	1.8%
Hispanic	33.6%
White	59.2%
Multiple/No Response	2.2%

Mobility for End-of-Year (June 2010)	
a. Total Year Losses:	154
b. Total Gains:	140
c. Total (a+b)	294
d. Mobility Rate: (c ÷ total population)	32.3%

End-of-Year (June 2010) Data				
	SST Referrals	Suspensions	Expulsions	Retentions
6	12	37	8	0
7	12	23	5	0
8	10	54	7	0
Totals:	34.00	114.00	20.00	0.00

Snowline Process for Data Analysis and Student Needs Assessment

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

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

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

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

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

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

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

AYP Performance Goals

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

English Language Arts					
Student Population	2010 Goal	2010 Achievement	Goal Met	2010 AMO	School Goal
All Students	56.8%* / 55.6%**	53.5	No	67.6%* / 66.7%**	56.5%(sh)
African American	56.8%* / 55.6%**	55.6	--	67.6%* / 66.7%**	--
American Indian	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	--
Asian	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	--
Hispanic	56.8%* / 55.6%**	42.3	No	67.6%* / 66.7%**	45.3%(sh)
White	56.8%* / 55.6%**	59.3	Yes	67.6%* / 66.7%**	61.3%(sh)
Socioeconomically Disadvantaged	56.8%* / 55.6%**	46.0	No	67.6%* / 66.7%**	49.2%(sh)
English Learners	56.8%* / 55.6%**	38.9	No	67.6%* / 66.7%**	41.3%(sh)
Students with Disabilities	56.8%* / 55.6%**	33.1	No	67.6%* / 66.7%**	35.6%(sh)

* = 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%**	53.0	Yes	68.5%* / 66.1%**	56.1%(sh)
African American	58%* / 54.8%**	29.4	--	68.5%* / 66.1%**	--
American Indian	58%* / 54.8%**	--	--	68.5%* / 66.1%**	--
Asian	58%* / 54.8%**	--	--	68.5%* / 66.1%**	--
Hispanic	58%* / 54.8%**	46.4	Yes	68.5%* / 66.1%**	48.9%(sh)
White	58%* / 54.8%**	57.1	Yes	68.5%* / 66.1%**	59.3%(sh)
Socioeconomically Disadvantaged	58%* / 54.8%**	47.7	Yes	68.5%* / 66.1%**	50.8%(sh)
English Learners	58%* / 54.8%**	45.6	Yes	68.5%* / 66.1%**	47.3%(sh)
Students with Disabilities	58%* / 54.8%**	35.7	Yes	68.5%* / 66.1%**	37.8%(sh)

* = 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

**Pinon Mesa Middle 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 - PLC

Last year our staff decided to begin the journey of a Professional Learning Community. PLC's are guided by four school-wide instructional questions: 1)What is it that we want students to know? 2)How will we teach what students need to know? 3)How will we know students know? 4)How will we respond when students know or don't know?			
What data led to this goal?	formative and summative data that indicated a need for more targeted instruction, specifically for intervention and enrichment	What is this goal's relationship to LEA goals?	[X] Goal #1 - ELA [X] 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:	all students	What group data are to be collected to measure program effectiveness?	56.51% proficiency for all students in ELA (safe harbor goal) 56.06% proficiency for all students in math (safe harbor goal)
What are the specific means of measuring and evaluating this goal?	summative assessments and benchmark assessments collaboration during grade level common prep time formative data, including intellassess and illuminate data	What is the anticipated growth expected from this goal?	CST data and benchmark data

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Principal Umstead and a team of teachers will participate in the PLC training at the County Office of Education, and will work with the rest of the faculty and staff to implement the strategies and processes learned.	Oct. 2010 - June 2011	N/A	N/A
A team of faculty members will participate in year two of the PBIS training offered through Desert Mountain SELPA and will continue to work with the staff in bridging the PBIS and PLC concepts into the larger picture of student success at Pinon Mesa	Sept. 2010 - June 2011	N/A	N/A
Continuous implementation and training for PLC including: 1)minimum days 2)collaboration with both grade levels and departments 3)staff meetings 4) PBIS state conference that included PLC connections 5) CLM conference for PLC and technology 6) Parent Education including but not limited to the school website, school and community newspapers, connect calls, parent education night, Back to School Night.	ongoing	conference costs (\$2000) cost of staffing and food for parent education night (\$3000)	SBCP discretionary (MAA)
Students and parents will participate in Student Led Conferences in January, where students will discuss their progress from the first semester and share a portfolio of work from each of their classes with their parents. Parents will receive information and grades from all of their students' classes, including the flex rotation where students are receiving individualized intervention or enrichment.	January 2011	cost of refreshments cost of supplies (envelopes for collecting portfolios, copies, etc.)	\$200 \$100
PMMS will hold a Parent Education Night. Parents and families will be invited for dinner, after which there will be workshops for parents to choose from that will be taught by the faculty. Childcare will be provided. This is an opportunity for the school to provide parents with resources to help with their student's education.	October 2010	cost of dinner, staff time and supplies (\$3000)	discretionary (MAA)

**Pinon Mesa Middle School
2010-11 School Goals
Snowline Joint Unified School District**

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School Goal # 2 - ELA

Utilizing the flex period, students will be given focused intervention or an enrichment class based on their individual needs.			
What data led to this goal?	formative and summative data that indicated a need for more targeted instruction, specifically for intervention and enrichment	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, but targeting low-socioeconomic and EL learners.	What group data are to be collected to measure program effectiveness?	56.51% proficiency for all students in ELA (safe harbor goal)
What are the specific means of measuring and evaluating this goal?	classroom assessments, intel-assess and illuminate data, benchmark exams, quarter grades and CST scores	What is the anticipated growth expected from this goal?	benchmark exams and CST scores

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
6th grade teachers are assigning students with their core teachers for intervention. Students who do not need intervention are rotating through all 6th grade teachers for enrichment. Students are rotating every five weeks at progress report and report cards times. Intervention is offered for math and ELA. Students are moved in and out of intervention every five weeks based on formative and summative data collected by teachers. Some of the enrichment classes being offered include Shakespeare, oceanography, German, math graphing, Mesopotamian history, Roman history, fitness, drama and Greek myths.	Sept. 2010/ongoing	N/A	N/A
7th grade teachers are assigning students with their core team of teachers for both intervention and enrichment. The only exception was the creation of a GATE enrichment class, in which all GATE identified students, along with some other high achieving students, were placed in an enrichment class together. Other students are receiving intervention and enrichment from their core teachers as is appropriate. The 7th grade students are placed in their classes for the duration of the semester.	Sept. 2010/ongoing	N/A	N/A
8th grade teachers are offering one intervention per semester, and are offering other enrichment classes that the 8th grade students can choose from. Students who need intervention are assigned to whichever teacher has that subject during that rotation, and the other students are guaranteed to get one of their top five choices of the enrichment classes being offered. These classes are rotating every four weeks.	Sept. 2010/ongoing	N/A	N/A
EL students will be served in ELA in two ways in addition to the instruction that they receive in their standards-based ELA classes. Bilingual associates will help students with their reading comprehension and writing strategies goals in regular education classes. The ESL reading smart program will be utilized during flex for EL students to improve their reading and writing skills in English acquisition. Regular ELAC meetings will be held with parents of English Language Learners.	ongoing	salaries (\$23,960) cost of ESL reading smart program (\$2850)	EIA-LEP ELAP

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Parents of students who are at risk of failing their English class will be invited to campus to meet with their student's teachers in November 2010. This will be a time for parents and teachers to continue the communication that we work on all year long in order to work together toward success for their students.	November 2010	N/A	N/A

**Pinon Mesa Middle 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 - Math

Utilizing the flex period, students will be given focused intervention or an enrichment class based on their individual needs.			
What data led to this goal?	formative and summative data that indicated a need for more targeted instruction, specifically for intervention and enrichment	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, but targeting low-socioeconomic and EL learners.	What group data are to be collected to measure program effectiveness?	56.06% proficiency for all students in math (safe harbor goal)
What are the specific means of measuring and evaluating this goal?	.classroom assessments, intel-assess and illuminate data, benchmark exams, quarter grades and CST scores	What is the anticipated growth expected from this goal?	benchmark exams and CST scores

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
6th grade teachers are assigning students with their core teachers for intervention. Students who do not need intervention are rotating through all 6th grade teachers for enrichment. Students are rotating every five weeks at progress report and report cards times. Intervention is offered for math and ELA. Students are moved in and out of intervention every five weeks based on formative and summative data collected by teachers. Some of the enrichment classes being offered include Shakespeare, oceanography, German, math graphing, Mesopotamian history, Roman history, fitness, drama and Greek myths.	Sept. 2010/ongoing	N/A	N/A
7th grade teachers are assigning students with their core team of teachers for both intervention and enrichment. The only exception was the creation of a GATE enrichment class, in which all GATE identified students, along with some other high achieving students, were placed in an enrichment class together. Other students are receiving intervention and enrichment from their core teachers as is appropriate. The 7th grade students are placed in their classes for the duration of the semester.	Sept. 2010/ongoing	N/A	N/A
8th grade teachers are offering one intervention per semester, and are offering other enrichment classes that the 8th grade students can choose from. Students who need intervention are assigned to whichever teacher has that subject during that rotation, and the other students are guaranteed to get one of their top five choices of the enrichment classes being offered. These classes are rotating every four weeks.	Sept. 2010/ongoing	N/A	N/A
Parents of students who are at risk of failing their math class will be invited to campus to meet with their student's teachers in November 2010. This will be a time for parents and teachers to continue the communication that we work on all year long in order to work together toward success for their students.	November 2010	N/A	N/A

**Pinon Mesa Middle 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 - Safe and Drug Free

Full implementation of the BEST positive behavior program (PBIS) in order to improve school climate and discipline. Integration of PBIS and PLC into the larger picture of student success at Pinon Mesa Middle School.			
What data led to this goal?	Number of suspension days and referrals	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?	suspension data, referral data, Tier II intervention data
What are the specific means of measuring and evaluating this goal?	Reduction in referrals to the Dean's Office; formal and informal surveys of staff and students regarding school climate.	What is the anticipated growth expected from this goal?	

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Continued training in PBIS strategies. Identify Tier II students for targeted interventions such as Check In Check out monitoring system. Parents will be involved in this intervention including meeting with a counselor or administrator before students are enrolled in the program and signing the weekly progress sheets to communicate with staff regarding progress of their student.	ongoing	copying costs (\$500)	discretionary
Integration of PBIS and Leadership Teams. Leadership Team will monitor progress and needs at monthly meetings.	ongoing	N/A	N/A
Continuation of monthly student rewards and incentives. PBIS and ASB working together to put on positive activities and rewards for students.	ongoing	cost of supplies for activities (\$2000) copying costs for BEST money (\$500)	SBCP site discretionary
Second annual Anti-Bullying Week to be held in conjunction with Leadership Day.	February 2011	cost of supplies (\$500)	SBCP
In addition to their regular interaction with students, counselors will support BEST practices by holding social groups and using the LEAPS program for interventions with students. They will continue the use of the counseling center which opened last year as a place for students to have positive interactions at lunch.	ongoing	N/A	N/A
PMMS will hold two formal Eat Lunch With Your Kid Days, when parents are specifically invited to come to campus during the lunch hour to spend time with their student at school. Parents also have a standing invitation to come to campus any day during lunch as well.	once per semester	N/A	N/A

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Parent Orientations are held for new students in the spring and again on the first day of school. This is an effort to educate parents regarding our positive behavior program, our school policies and the opportunities for parents and students to get involved on PMMS's campus.	May and August	snacks (\$100)	discretionary

Pinon Mesa Middle School
2010-11 School Improvement Plan Progress Monitoring
Snowline Joint Unified School District

School Goal # 1 - PLC: Last year our staff decided to begin the journey of a Professional Learning Community. PLC's are guided by four school-wide instructional questions: 1)What is it that we want students to know? 2)How will we teach what students need to know? 3)How will we know students know? 4)How will we respond when students know or don't know?

Progress Report Date: February 2011	
Progress Report Date: April 2011	
End-of-Year Evaluation Date: August 2011	

School Goal # 2 - ELA: Utilizing the flex period, students will be given focused intervention or an enrichment class based on their individual needs.

Progress Report Date: February 2011	
Progress Report Date: April 2011	
End-of-Year Evaluation Date: August 2011	

School Goal # 3 - Math: Utilizing the flex period, students will be given focused intervention or an enrichment class based on their individual needs.

Progress Report Date: February 2011	
Progress Report Date: April 2011	
End-of-Year Evaluation Date: August 2011	

School Goal # 4 - Safe and Drug Free: Full implementation of the BEST positive behavior program (PBIS) in order to improve school climate and discipline. Integration of PBIS and PLC into the larger picture of student success at Pinon Mesa Middle School.

Progress Report Date: February 2011	
Progress Report Date: April 2011	
End-of-Year Evaluation Date: August 2011	