

SNOWLINE JOINT UNIFIED SCHOOL DISTRICT

2010-11

Plan Year

– AYP –

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Serrano High School

School Name

Sharon Schlegel

Principal

Date of this revision: 1/27/2011

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.	\$295,301

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	\$51,207
[]	School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs	
[]	Gifted and Talented Education <u>Purpose:</u> Assist eligible students in regular program and enrichment	
[]	Site Based Coordinated Plan (SBCP)	
[]	English Language Acquisition Program (ELAP)	
Total amount of state categorical funds allocated to this school:		\$51,207.00

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		\$346,508.00

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
Serrano High School does not have a school site council due to absence of Title I funding.	[]	[]	[]	[]	[]
In lieu of a School Site Council, this document was reviewed by our parent group at a Breakfast with the Principal meeting held in January of 2011.	[]	[]	[]	[]	[]
Numbers of members of each category					

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: 1/10/2011

Attested:

Sharon Schlegel

Typed name of school principal

Signature of school principal

Date

Breakfast with the Principal
Committee of Parents

Typed name of SSC chairperson

Signature of SSC chairperson

Date

SCHOOL PROFILE / DEMOGRAPHIC INDICATORS
Serrano High School

Grade Levels	Total Enrollment	Enrollment for Students with Disabilities				Enrollment by Program			
		RSP	SDC	504	Speech	EL	EL/RFEP	F & R Lunch	GATE
9	689	74	5	10	4	52	68	351	62
10	698	64	7	9	4	58	75	338	60
11	558	50	2	7	8	15	54	209	44
12	482	30	2	4	3	11	49	167	33
Totals:	2427	218.00	16.00	30.00	19.00	136.00	246.00	1,065.00	199.00

Percentage of Enrollment by Ethnicity	
American Indian	0.7%
Asian	3.1%
Black	5.4%
Hispanic	34.4%
White	54.8%
Multiple/No Response	0.3%

Mobility for End-of-Year (June 2010)	
a. Total Year Losses:	666
b. Total Gains:	472
c. Total (a+b)	1138
d. Mobility Rate: (c ÷ total population)	49.3%

End-of-Year (June 2010) Data				
	SST Referrals	Suspensions	Expulsions	Retentions
9	11	117	23	0
10	8	65	20	0
11	2	35	9	0
12	1	31	7	0
Totals:	22.00	248.00	59.00	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%**	62.2	Yes	67.6%* / 66.7%**	66.7%
African American	56.8%* / 55.6%**	48.0	--	67.6%* / 66.7%**	66.7%
American Indian	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	
Asian	56.8%* / 55.6%**	66.7	--	67.6%* / 66.7%**	66.7%
Hispanic	56.8%* / 55.6%**	55.9	Yes	67.6%* / 66.7%**	66.7%
White	56.8%* / 55.6%**	67.8	Yes	67.6%* / 66.7%**	66.7%
Socioeconomically Disadvantaged	56.8%* / 55.6%**	52.7	Yes	67.6%* / 66.7%**	66.7%
English Learners	56.8%* / 55.6%**	38.4	--	67.6%* / 66.7%**	66.7%
Students with Disabilities	56.8%* / 55.6%**	14.3	--	67.6%* / 66.7%**	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%**	56.2	Yes	68.5%* / 66.1%**	66.1%
African American	58%* / 54.8%**	54.2	--	68.5%* / 66.1%**	66.1%
American Indian	58%* / 54.8%**	--	--	68.5%* / 66.1%**	
Asian	58%* / 54.8%**	83.3	--	68.5%* / 66.1%**	66.1%
Hispanic	58%* / 54.8%**	46.2	No	68.5%* / 66.1%**	66.1%
White	58%* / 54.8%**	61.9	Yes	68.5%* / 66.1%**	66.1%
Socioeconomically Disadvantaged	58%* / 54.8%**	49.8	Yes	68.5%* / 66.1%**	66.1%
English Learners	58%* / 54.8%**	42.9	--	68.5%* / 66.1%**	66.1%
Students with Disabilities	58%* / 54.8%**	18.2	--	68.5%* / 66.1%**	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

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

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

School Goal # 1

To continue to engage the entire Serrano High School learning community (Certificated Staff, Classified Staff, Students, and Parents) in an ongoing process for school improvement, including Program Evaluation/Alignment as well as restructuring of the Leadership Team and current Grade/Course Level Coaches and Department Chairs.			
What data led to this goal?	CST data, school climate/culture data, anecdotal data, perception data	What is this goal's relationship to LEA goals?	[X] Goal #1 - ELA [X] Goal #1 - Math [X] 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	What group data are to be collected to measure program effectiveness?	As a result of improved instructional practices schoolwide, we anticipate that each subgroup and grade level will meet their annual performance growth targets.
What are the specific means of measuring and evaluating this goal?	School Climate/Culture Data Improved Morale Increased Standardized Test Scores (should be a natural byproduct of any school improvement process) Anecdotal Data Perception Data Survey Results	What is the anticipated growth expected from this goal?	EL student data SED student data Special Education student data

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Professional Development--Program Evaluation of existing programs to determine if and to what degree these programs align with our previously established schoolwide goals as identified through last year's professional development related to this goal. This is year two of an ongoing school-improvement process.	9/2010 - ongoing	Office Supplies \$200	Discretionary
Continued Refocusing of Conference Period Staff Meetings: Multi-step process with all staff members to engage in program evaluation/alignment exercises in an effort to determine if/how and to what degree the programs we currently have in place at Serrano High School align to the previously established schoolwide goals as identified last school year. This is year two of an ongoing school-improvement process.	9/2010 - ongoing	Supplies \$200	Discretionary
Restructuring of Leadership Team to include Instructional Coaches, Team Leaders, and Department Chairs at a paid rate commensurate with our commitment and focus on instruction, assessment and improvement. The new configuration will modify the number of people at each classification and change the pay structure of each of these positions to better align with our focus on improved instructional practices.	8/2010 - ongoing	\$46,000	Curriculum Office Categorical Funding

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

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

School Goal # 2

To continue vertical and horizontal articulation in ELA in an effort to better serve all students in standards-based, grade level ELA courses.			
What data led to this goal?	CST data indicating a plateau of CST scores in ELA across all grade levels.	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:	Incoming 9th grade ELA students with further impact being realized as these same students matriculate through 10th, 11th, and 12th grades at Serrano High School.	What group data are to be collected to measure program effectiveness?	CST data, 9th-grade readiness data, course passage rate data, anecdotal teacher data regarding student-readiness
What are the specific means of measuring and evaluating this goal?	CST data, grade distribution data	What is the anticipated growth expected from this goal?	We anticipate that course passage rate at the 9th grade ELA level and beyond will improve, as well as realizing the collateral benefit of improved CST scores resulting from better communication and articulation across grade levels.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Grade Span Articulation Meetings and Instructional Planning--commitments have been made from both the high school grade-level ELA teams and the Middle School 8th grade ELA team to increase communication and have improved articulation across grade-spans and grade-levels so that students who enter high school have been properly prepared at the middle school level to be successful in 9th, 10th, 11th, and 12th grade ELA.	8/2010 - ongoing	Substitute Costs for the aforementioned teacher teams=\$100 per day/ per teacher X 10 = \$1000	Curriculum Department Categorical Funding

**Serrano High School
2010-11 School Goals
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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 # 3

Continued development of best instructional practices in the area of Geometry to further address the decision made 2 years ago to put all 9th grade students in Geometry for their first year of math at Serrano High School.			
What data led to this goal?	CST data regarding Geometry Proficient/Advanced rates for last year's 9th grade students, course passage rates for 9th graders taking Geometry	What is this goal's relationship to LEA goals?	<input type="checkbox"/> Goal #1 - ELA <input checked="" type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	9th grade students enrolled in Geometry as their first year of math at Serrano High School--generally speaking this is all 9th graders with only a few exceptions.	What group data are to be collected to measure program effectiveness?	CST proficiency data, course grades/passage rates
What are the specific means of measuring and evaluating this goal?	Each year, we will look to improve CST proficiency rates for 9th graders in Geometry in an effort to steadily improve these rates each year for the 9th grade group of math students. Additionally, we will look to align these proficiency rates with the percentage of students who take and pass Geometry in the 9th grade.	What is the anticipated growth expected from this goal?	We expect to see percentage increases in CST proficiency rates each year as we work to improve instructional practices in all 9th grade Geometry courses.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Professional Development--teacher work days with the Geometry team to continue to develop best practices for Geometry instructional design and delivery to 9th grade students.	8/2010 - ongoing	Substitutes Costs for Geometry Teacher Team=\$100 per day X 3 teachers X 2 days=\$600 Instructional Supplies/Materials=\$300	Curriculum Department Categorical Funding Discretionary Funding/Math Department Budget

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

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

School Goal # 4

Serrano High School commits to taking a proactive approach to drug usage on campus by including contracted visits with the San Bernardino County K-9 unit of drug sniffing dogs in our approach to combating such usage on campus.			
What data led to this goal?	Perception data regarding increased drug usage on campus, Discipline data showing a higher incidence of drug offenses on campus, Parental request to address this issue through parent groups like Breakfast with the Principal	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--grades 9-12	What group data are to be collected to measure program effectiveness?	Discipline Data regarding drug offenses, Perception data of the school community, Survey data from school-based surveys as well as formal surveys such as the California Healthy Kids Survey
What are the specific means of measuring and evaluating this goal?	We plan to use discipline data indicating a decline in drug-related offenses as a specific means of measuring and evaluating this goal. Additionally, we will use survey data in this area to determine the effectiveness of this goal.	What is the anticipated growth expected from this goal?	The "growth" we expect to see from this goal is actually better described as a "decline". We hope to see a decline in drug-related discipline offenses at Serrano High School.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Serrano High School will contract with the San Bernardino County K-9 unit for them to use their drug-sniffing dog fleet at Serrano High School as part of their training regiment.	12/2/2010, plus 1-2 additional dates to be determined prior to the end of the school year.	\$0--this contract is being offered free of charge to Serrano High School from the offices of the San Bernardino County Sheriff's Department.	N/A

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

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

School Goal # 5

Serrano High School endeavors to improve teacher awareness and instructional practice by teachers for the students in their classes who are identified as English Language Learners.			
What data led to this goal?	EL Performance Data as a subgroup on the CST data led us to identifying this area as a goal for the 2010-2011 school year.	What is this goal's relationship to LEA goals?	<input type="checkbox"/> Goal #1 - ELA <input type="checkbox"/> Goal #1 - Math <input checked="" type="checkbox"/> Goal #2 - EL <input checked="" 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:	English Language Learner students at all grade levels in all subject areas	What group data are to be collected to measure program effectiveness?	CST subgroup data for EL students will be used to measure program effectiveness.
What are the specific means of measuring and evaluating this goal?	Benchmark/Interim assessment data in core subject areas by EL subgroup will be indicators to help measure and evaluate this goal. Ultimately, CST improvement by the EL subgroup in all tested areas will indicate the effectiveness of this goal.	What is the anticipated growth expected from this goal?	We expect the EL subgroup in all grade levels in all tested areas to meet their API and AYP goals on the Spring 2011 CST as a result of this goal.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Teacher Evaluation--Each teacher due for formal evaluation at Serrano High School this school year will be asked to identify a specific EL standard as an area of awareness and focus this school year. They will be expected to then infuse this standard in their instructional practice with regularity so that the EL students (as well as the rest of the students in their classes) benefit from the increased use of these improved best instructional practices.	8/2010 - ongoing	\$0 (unless specific materials and/or supplies are requested by the teacher)	Discretionary Funding/Department Budget Allocation

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

School Goal # 1: To continue to engage the entire Serrano High School learning community (Certificated Staff, Classified Staff, Students, and Parents) in an ongoing process for school improvement, including Program Evaluation/Alignment as well as restructuring of the Leadership Team and current Grade/Course Level Coaches and Department Chairs.

Progress Report Date: 1/2011	Perception data of the staff at Serrano High School indicates that restructured leadership team is working effectively. Additionally, perception data indicates that most of the staff is appreciative of the ability to actively participate in the Program Evaluation/Alignment of Advisory that has been taking place all year during the restructured Conference Period Faculty Meetings.
Progress Report Date: 4/2011	
End-of-Year Evaluation Date: 8/2011	

School Goal # 2: To continue vertical and horizontal articulation in ELA in an effort to better serve all students in standards-based, grade level ELA courses.

Progress Report Date: 1/2011	The combined 8th/9th grade vertical articulation team in ELA reports that their efforts thus far are effective and successful.
Progress Report Date: 4/2011	
End-of-Year Evaluation Date: 8/2011	

School Goal # 3: Continued development of best instructional practices in the area of Geometry to further address the decision made 2 years ago to put all 9th grade students in Geometry for their first year of math at Serrano High School.

Progress Report Date: 1/2011	The Geometry teacher team has had one work day thus far that has been reported to be successful in formalizing better assessments and improved instruction immediately in the 9th grade Geometry courses.
Progress Report Date: 4/2011	
End-of-Year Evaluation Date: 8/2011	

School Goal # 4: Serrano High School commits to taking a proactive approach to drug usage on campus by including contracted visits with the San Bernardino County K-9 unit of drug sniffing dogs in our approach to combating such usage on campus.

Progress Report Date: 1/2011	So far, one visit from the K-9 unit on December 10th, 2010, was successful in not only catching immediate issues on campus, but being a deterrent for future incidents on campus as well. Anecdotal and perception data provided by students was utilized for this indication.
Progress Report Date: 4/2011	
End-of-Year Evaluation Date: 8/2011	

School Goal # 5: Serrano High School endeavors to improve teacher awareness and instructional practice by teachers for the students in their classes who are identified as English Language Learners.

Progress Report Date: 1/2011	The preliminary evaluation process for teachers has made effective use of this goal so far this school year.
Progress Report Date: 4/2011	
End-of-Year Evaluation Date: 8/2011	