



## Planned Improvements in Student Performance

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

<p><b>SCHOOL GOAL #1: Mathematics</b>          (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>All students will score proficient or better on the Spring MAPs assessment in Math.</p>	
<p><b>Student Groups and grade levels to participate in this goal:</b></p> <p><b>All students in 7<sup>th</sup> and 8<sup>th</sup> grades</b></p>	<p><b>Anticipated school wide annual performance growth:</b></p> <p>Fall Mean RIT Score: 7<sup>th</sup> grade: 225 / 8<sup>th</sup> Grade: 227          Spring Mean RIT Target: 7<sup>th</sup> grade: 233 (+8) / 8<sup>th</sup> grade: 239 (+12)</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"> <li>★ Ensure every student has access to rigorous grade-level curriculum and high-quality instruction</li> <li>★ Analysis of disaggregated MAPS data at ITeams meetings</li> <li>★ MAPs assessment analysis</li> <li>★ Use ongoing formative assessment to identify students in need of additional support, as well as to target each student's specific learning needs</li> <li>★ All teachers will create common assessments to compare results and determine which instructional practices are most effective</li> <li>★ Classroom walk-throughs conducted by leadership and academic core teams to gather data on instruction and learning</li> <li>★ The administrative team will hold quarterly collaboration meetings with the math team to monitor the growth of students in all subgroups through the use of screening tools such as             <ul style="list-style-type: none"> <li>○ MAPs scores</li> <li>○ Classroom assessments</li> <li>○ Essential Learnings and Unwrapped Standards for Students</li> </ul> </li> <li>★ Leadership team meets weekly to monitor targeted at-risk students' progress and plan necessary support</li> <li>★ RTI2 plan ensures targeted students are coached, monitored, and supported by leadership team and peer mentors</li> <li>★ ZAP data is used to monitor learning progress and make recommendations for additional Tier 2 support</li> <li>★ GPA data is tracked for recognition and intervention</li> <li>★ Academic core teams use common preps to analyze current achievement data to plan necessary re-teaching and support opportunities. Data includes outcomes of core instruction and formative and summative assessments.</li> <li>★ All Horizontal Teams have established SMART goals aligned with achievement targets to ensure academic improvement. SMART goals for</li> </ul>	<p><b>Group data to be collected to measure progress:</b></p> <ul style="list-style-type: none"> <li>★ MAPs assessment RIT values for all students in Math</li> <li>★ Common standards-based benchmark content assessments using Datalink for all students</li> <li>★ Regular standards-based formative and summative classroom assessments</li> <li>★ Overall student math GPA; subgroup math GPA</li> <li>★ Overall completion average of student practice opportunities</li> <li>★ End of course standards-based summative assessment</li> <li>★ ZAP (Zeroes Aren't Permitted) and Academic Recovery data</li> <li>★ Attendance and discipline data</li> </ul>

<p>each unit are displayed via “Team Scoreboards” in our lounge.</p> <ul style="list-style-type: none"> <li>★ All academic core teams email Essential Learnings, Unwrapped Standards, and weekly lesson plans to all academic core and administrative teams</li> <li>★ Students are actively involved in their own learning assessment through development of quarterly SMART goals. ACE teachers guide and monitor progress.</li> <li>★ Student progress is formally communicated 4 times each year via Quarterly Report Cards; all teachers update PowerSchool regularly</li> <li>★ Compass Learning data is utilized to monitor student growth and progress.</li> </ul> <p>Monthly school-wide collaboration is designed to provide job-embedded professional development, and sustain a PLC school culture and instructional program conducive to both student and staff learning.</p>	

Actions to be Taken to Reach This Goal	Timeline Information	Proposed Expenditures	Estimated Costs	Funding Source
<p>Provide rigorous standards-based <b>Math 7</b> courses and materials.</p> <p>Provide rigorous, standards-based courses and materials in <b>Introduction to Algebra, Algebra I, and Geometry</b> to ensure student growth toward mathematics proficiency on the CST and CAHSEE.</p> <ul style="list-style-type: none"> <li>★ <i>Nine sections of 8<sup>th</sup> grade Introduction to Algebra</i></li> <li>★ <i>Two sections of Algebra I</i></li> <li>★ <i>One section of Geometry</i></li> </ul> <p><b>Implement transition to the CCSS</b></p> <ul style="list-style-type: none"> <li>★ <b>Building knowledge</b> through content-rich informational text</li> <li>★ Reading and writing grounded in <b>evidence from text</b></li> <li>★ Regular practice with <b>complex text</b> and its <b>academic vocabulary</b></li> <li>★ <b>Implement school-wide annotation strategies</b></li> <li>★ <b>Focus on fluency in math computation and application</b></li> </ul> <p>Increase <b>students' access</b> to and <b>preparation</b> for successful learning.</p> <ul style="list-style-type: none"> <li>★ Focus in all math classes on providing rigorous and relevant learning opportunities that meet the needs of our 21<sup>st</sup> Century learners.</li> <li>★ Provide increased opportunities for collaboration and communication among students.</li> <li>★ Focus on <b>deeper conceptual understanding</b> of mathematical concepts</li> <li>★ Ensure our lesson designs focus on problem solving, fluency, critical thinking, and application in mathematics</li> <li>★ Provide two targeted ACE support classes to increase proficiency in math</li> <li>★ Utilize ACE as flexible intervention time to close proficiency gaps in Math</li> <li>★ All CAP students receive additional math support and are in the same Vertical team to increase collaboration and proficiency.</li> <li>★ Provide all students with examples of high quality work that meets proficiency standards</li> </ul>	<p>Classes scheduled and students enrolled by August, 2013</p> <p>Ongoing</p>	<p>None</p> <p>None</p>	<p>None</p> <p>None</p>	

<ul style="list-style-type: none"> <li>★ Cornell Note-taking and writing-to-learn strategies are implemented in all math classes</li> <li>★ Academic content vocabulary is explicitly taught</li> <li>★ Teachers provide daily modeling of mathematical reasoning and problem-solving</li> <li>★ Teachers use “Unwrapping the Standards” protocol to help students think meta-cognitively about the learning targets for each unit</li> <li>★ Gradual Release of Responsibility model will be used by all teachers</li> </ul>				
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<p>Invest in <b>Professional Development</b> opportunities to improve instructional practices to support increased student achievement in Math.</p> <ul style="list-style-type: none"> <li>★ Teachers will be aware of and understand the shifts required to implement CCSS</li> <li>★ Teachers will be able to review existing materials to prepare for focus on CCSS</li> <li>★ All teachers will receive professional development in the implementation of the CCSS</li> <li>★ All teachers will focus on complex texts and academic vocabulary</li> <li>★ Continued School-wide focus on academic vocabulary using Kate Kinsella's <i>Explicit Vocabulary Instruction</i></li> <li>★ <i>Continued study and focus on best practices in Professional Learning Communities</i></li> <li>★ <i>Continued study of and implementation of Effective Instructional Strategies based on Fisher and Frey's research</i></li> <li>★ Study and incorporate into classroom practices <b><i>So What Do They Really Know?: Assessment That Informs Teaching and Learning, by Cris Tovani</i></b></li> <li>★ Continue to build a culture of achievement for all students</li> <li>★ Math Team collaboration/coaching to ensure effective teaching in every classroom</li> <li>★ Ongoing professional training at the district, site, and county levels</li> <li>★ Summer professional collaboration focused on Professional Learning Communities, GRR instructional model, and purpose statements and learning targets</li> </ul>	<p>Targeted professional development opportunities are ongoing</p>	<p>Guest Teachers as needed</p> <p>Collaboration Time</p> <p>Registration costs for seminars</p> <p>Materials to facilitate seminars, workshops, and collaboration days</p> <p>Teacher Timesheets and Cost of Professional Literature</p> <p>Teacher Release time</p>	<p>\$3667</p>	<p>SLIP</p>
<p>Invest in <b>materials and instructional technology and equipment</b> to ensure academic growth in math.</p> <ul style="list-style-type: none"> <li>★ Use Computer Assisted Learning to provide additional instruction and support for struggling students</li> <li>★ Provide materials to ensure progress toward academic goals</li> </ul>	<p>Ongoing</p> <p>Ongoing</p>	<p>Brain Pop</p> <p>Compass Learning</p> <p>Khan Academy</p> <p>M-Wing Copy Machine</p> <p>Maintenance, print cartridges, and paper</p>	<p>See Goal #5 for costs</p> <p>\$9,611</p>	<p>SLIP</p> <p>SLIP</p>



<p>Provide <b>extended learning opportunities</b> for students who need additional help with math concepts.</p> <ul style="list-style-type: none"> <li>★ Provide computer-assisted learning through TEENS After-School Program</li> <li>★ Provide tutoring through TEENS After-School Program</li> </ul>	<p>Daily</p> <p>Daily</p>	<p>Cost of TEENS staff and teachers</p>		<p>ASES grant</p>
<p>Provide <b>counseling services</b> to monitor targeted at-risk students</p> <ul style="list-style-type: none"> <li>★ Provide academic and personal counseling, parent conferences, and monitor and plans specific intervention strategies for students</li> <li>★ Analyze results from MAPS assessment for targeted students and collaborate with teachers and students on growth targets and intervention strategies</li> <li>★ Monitor attendance and conduct SARB/SART meetings</li> <li>★ Monitor IEP's and 504 Plans</li> <li>★ Contracted counseling services will facilitate small group counseling focused on topics including social skills, dealing with divorce, and dealing with substance abuse in the family</li> </ul>	<p>Ongoing</p> <p>November - June</p>	<p>None</p> <p>None</p>	<p>None</p>	<p>None</p>



## Planned Improvements in Student Performance

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

<p><b>SCHOOL GOAL #2: Language Arts</b>          (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <p><b>All students will score proficient or better on the Spring MAPs assessment in Reading.</b></p>	
<p><b>Student Groups and grade levels to participate in this goal:</b></p> <p><b>All students in 7<sup>th</sup> and 8<sup>th</sup> grades</b></p>	<p><b>Anticipated annual school wide performance growth:</b></p> <p>Fall Mean RIT Score: 7<sup>th</sup> grade: 216 8<sup>th</sup> Grade: 220          Spring Mean RIT Target: 7<sup>th</sup> grade: 218 (+8) 8<sup>th</sup> grade: 218 (+4)</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"> <li>★ Ensure every student has access to rigorous grade-level curriculum and high-quality instruction</li> <li>★ Analysis of disaggregated MAPs data at ITeams meetings</li> <li>★ MAPs assessment analysis</li> <li>★ Use ongoing formative assessment to identify students in need of additional support, as well as to target each student's specific learning needs</li> <li>★ All teachers will create common assessments to compare results and determine which instructional practices are most effective</li> <li>★ Classroom walk-throughs conducted by leadership and academic core teams to gather data on instruction and learning</li> <li>★ The administrative team will hold quarterly collaboration meetings with the ELA team to monitor the growth of students in all subgroups through the use of screening tools such as             <ul style="list-style-type: none"> <li>○ MAPs scores</li> <li>○ Classroom formative and summative assessments</li> <li>○ Essential Learnings and Unwrapped Standards for Students</li> </ul> </li> <li>★ Leadership team meets weekly to monitor targeted at-risk students' progress and plan necessary support</li> <li>★ RTI2 plan ensures targeted students are coached, monitored, and supported by leadership team and peer mentors</li> <li>★ ZAP data is used to monitor learning progress and make recommendations for additional Tier 2 support</li> <li>★ GPA data is tracked for celebration and intervention</li> <li>★ Academic core teams use common preps to analyze current achievement data to plan necessary re-teaching and support opportunities. Data includes outcomes of core instruction and formative and summative assessments.</li> </ul>	<p><b>Group data to be collected to measure progress:</b></p> <ul style="list-style-type: none"> <li>★ MAPs assessment RIT values for all students in Reading</li> <li>★ Common standards-based benchmark content assessment results using Datalink for all students</li> <li>★ Regular standards-based formative classroom assessments</li> <li>★ Quarterly writing assessment samples</li> <li>★ Overall student ELA GPA</li> <li>★ Overall completion average of student practice opportunities</li> <li>★ End of course standards-based reading and language usage summative assessment</li> <li>★ Student Survey results on effectiveness of SSR in Literacy Block</li> <li>★ Attendance and discipline data</li> </ul>

- ★ All Horizontal Teams have established SMART goals aligned with achievement targets to ensure academic improvement. Quarterly SMART goals are displayed via “Team Scoreboards” in our lounge.
- ★ All academic core teams email Essential Learnings, Unwrapped Standards, and weekly lesson plans to all academic core and administrative teams
- ★ Students are actively involved in their own learning assessment through development of quarterly SMART goals. ACE teachers guide and monitor progress.
- ★ Student progress is formally communicated 8 times each year; all teachers update PowerSchool regularly.

Monthly school-wide collaboration is designed to provide job-embedded professional development, and sustain a PLC school culture and instructional program conducive to both student and staff learning.

Actions to be Taken to Reach This Goal	Timeline Information	Proposed Expenditures	Estimated Costs	Funding Source
<p><b>Implement transition to the CCSS</b></p> <ul style="list-style-type: none"> <li>• <b>Building knowledge</b> through content-rich informational text</li> <li>• Reading and writing grounded in <b>evidence from text</b></li> <li>• Regular practice with <b>complex text</b> and its <b>academic vocabulary</b></li> <li>• <b>Implement school-wide annotation strategies</b></li> </ul> <p><b>Improve literacy through independent reading strategies, with a strong focus on Lexile-appropriate materials</b></p> <ul style="list-style-type: none"> <li>★ Ensure the components of <b>Deeper Learning</b>—critical thinking, collaboration, creativity, and communication—are interwoven in our lesson designs</li> <li>★ Continue 20-minute <b>Successful Strategic Reading</b> during our <b>Literacy Block</b> four days a week, engaging ALL members of our school community</li> <li>★ Continue school-wide shared reading opportunities to focus on reading strategies</li> <li>★ Once a month, all students engage in school-wide reading of “What are You Reading Today?” article. Focus on current, informational reading.</li> <li>★ Students are expected to read 8-10 books of their choosing throughout the year;</li> <li>★ Continue to use research-proven literacy and <b>SSR</b> strategies in all ACE classes using threaded discussions via email</li> <li>★ All teachers receive training in the development of Academic Literacy in all content areas and text complexity and annotating text</li> <li>★ Utilize Destiny Library program to help students to find library books at their individual Lexile levels</li> </ul> <p><b>Continue a school-wide focus on writing and academic discourse, integrating reading and writing into ALL classes</b></p> <ul style="list-style-type: none"> <li>★ Students will become critical readers and writers, not only of fiction, but also of informational text in all classes</li> <li>★ Writing- and Reading-To-Learn strategies will be used in all content areas.</li> <li>★ Students will increase writing rigor through a focus on</li> </ul>	<p>August 2013 - ongoing</p> <p>Sept. - June</p> <p>Sept.- June during STARS collaborations</p> <p>Ongoing</p> <p>Ongoing</p>	<p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>	<p></p> <p></p> <p></p> <p>None</p> <p>None</p>	

<p>academic vocabulary</p> <ul style="list-style-type: none"> <li>★ Students will demonstrate proficiency in at least two full-length essays each semester.</li> <li>★ Students will use Cornell Notes and summarization strategies in every course</li> </ul> <p>Increase <b>students' access</b> to and <b>preparation for</b> successful learning in Language Arts.</p> <ul style="list-style-type: none"> <li>★ Focus in all language arts classes on providing rigorous and relevant learning opportunities that meet the needs of our 21st Century learners.</li> <li>★ Provide increased opportunities for collaboration and communication among students.</li> <li>★ Increased rigor with regular opportunities for “close readings” of complex texts</li> <li>★ Ensure our lesson designs focus on critical and creative thinking processes in language arts.</li> <li>★ Utilize ACE as flexible intervention time to close proficiency gaps in ELA</li> <li>★ All AVID students receive additional ELA support and are in the same Vertical team to increase collaboration and proficiency.</li> <li>★ Provide all students with examples of high quality work that meets proficiency standards</li> <li>★ Cornell Note-taking and writing-to-learn strategies are implemented in all classes</li> <li>★ Academic content vocabulary is explicitly taught</li> <li>★ Teachers provide daily modeling of language reasoning</li> <li>★ Teachers use “Unwrapping the Standards” protocol to help students think meta-cognitively about the learning targets for each unit</li> <li>★ Gradual Release of Responsibility model will be used by all teachers</li> </ul>				
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<p>Invest in <b>Professional Development</b> opportunities to improve instructional practices to support increased student achievement in English Language Arts.</p> <ul style="list-style-type: none"> <li>★ Teachers will be aware of and understand the shifts required to implement CCSS</li> <li>★ Teachers will be able to review existing materials to prepare for focus on CCSS</li> <li>★ All teachers will receive professional development in the implementation of the CCSS</li> <li>★ All teachers will focus on complex texts and academic vocabulary</li> <li>★ School-wide focus on academic vocabulary using Kate Kinsella's Explicit Vocabulary Instruction</li> <li>★ Continued study and focus on best practices in Professional Learning Communities</li> <li>★ <i>Continued study of and implementation of Effective Instructional Strategies based on Fisher and Frey's research</i></li> <li>★ Study and incorporate into classroom <b><i>So What Do They Really Know?: Assessment That Informs Teaching and Learning, by Cris Tovani</i></b></li> <li>★ ELA Team collaboration/coaching to ensure effective teaching in every classroom</li> <li>★ Ongoing professional training at the district, site, and county levels</li> <li>★ Summer professional collaboration focused on Professional Learning Communities, GRR instructional model, and purpose statements and learning targets.</li> </ul>	<p>Targeted professional development opportunities are ongoing</p>	<p>Guest Teachers as needed</p> <p>Collaboration Time</p> <p>Registration costs for seminars</p> <p>Materials to facilitate seminars, workshops, and collaboration days</p> <p>Teacher Timesheets and Cost of Professional Literature</p>	<p>\$3667</p>	<p>SLIP</p>
<p>Invest in <b>materials and instructional technology and equipment</b> to ensure academic growth in language arts.</p> <ul style="list-style-type: none"> <li>★ Use Computer Assisted Learning to provide additional instruction and support for struggling students</li> <li>★ Provide materials to ensure progress toward academic goals</li> </ul>	<p>Ongoing</p> <p>Ongoing</p>	<p>Brain Pop</p> <p>Compass Learning</p> <p>M-Wing Copy Machine Maintenance, print cartridges, and paper</p>	<p>See Goal #5 for cost</p> <p>\$ 9,611</p>	<p>SLIP</p> <p>SLIP</p>



<p>Provide <b>extended learning opportunities</b> for students who need additional help with Language Arts concepts.</p> <ul style="list-style-type: none"> <li>★ Provide computer-assisted learning through TEENS After-School Program</li> <li>★ Provide tutoring through TEENS After-School Program</li> </ul>	<p>Daily</p> <p>Daily</p>	<p>Cost of TEENS staff and teachers</p>	<p>ASES grant</p>	
<p>Provide <b>counseling services</b> to monitor targeted at-risk students</p> <ul style="list-style-type: none"> <li>★ Provide academic and personal counseling, parent conferences, and monitor and plans specific intervention strategies for students</li> <li>★ Analyze results from MAPS assessment for targeted students and collaborate with teachers and students on growth targets and intervention strategies</li> <li>★ Monitor attendance and conducts SARB/SART meetings</li> <li>★ Monitor IEP's and 504 Plans</li> <li>★ Contracted Counseling Services counselor will facilitate small group counseling focused on topics including social skills, dealing with divorce, and dealing with substance abuse in the family</li> </ul>	<p>Ongoing</p> <p>October - June</p>	<p>None</p> <p>None</p>	<p>None</p> <p>None</p>	

## Planned Improvements in Student Performance

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

### SCHOOL GOAL #3: STAR Subgroups

(Based on conclusions from Analysis of Program Components and Student Data pages)

All STAR subgroups will meet or exceed required levels of proficiency in Math and English Language Arts on Spring MAPs assessments.

Student Groups and grade levels to participate in this goal:	Anticipated annual CST performance growth:		
	Fall Mean Score	Spring Target	Spring Proficient Band
STAR Subgroup students in 7 <sup>th</sup> and 8 <sup>th</sup> grades	7 <sup>th</sup> Grade Reading	216 <b>(+4)</b>	217-228
<ul style="list-style-type: none"> <li>• Students with Disabilities</li> <li>• English Learners</li> <li>• Hispanic Students</li> <li>• Socio-Economically Disadvantaged</li> </ul>	8 <sup>th</sup> Grade Reading	218 <b>(+4)</b>	223-232
	7 <sup>th</sup> Grade Math	225 <b>(+8)</b>	233-248
	8 <sup>th</sup> Grade Math	227 <b>(+12)</b>	239-256



Actions to be Taken to Reach This Goal	Timeline Information	Proposed Expenditures	Estimated Costs	Funding Source
<p>All students receive <b>core instruction, strategic intervention, or intensive intervention</b> depending on their academic need.</p> <ul style="list-style-type: none"> <li>★ All students will receive rigorous and relevant learning—that motivates them to become successful learners</li> <li>★ 100% of EL and Special Education students are assigned to general education English and math classes.</li> <li>★ Teachers have identified essential standards for each quarter and course</li> <li>★ Teachers use “Unwrapping the Standards” protocol to help students think meta-cognitively about the learning targets for each unit</li> <li>★ The administrative team will hold quarterly collaboration meetings with the ELA and math teams to monitor the growth of students in all subgroups through the use of <ul style="list-style-type: none"> <li>○ CST scores</li> <li>○ MAP’s scores</li> <li>○ Classroom assessments</li> </ul> </li> <li>★ Special Education students have additional literacy support through <i>Language!</i> Program</li> <li>★ Instructional aides and Special Education teachers provide support in general education classrooms.</li> <li>★ Core Tutorial classes provide frontloading support for general ed math and ELA classes for Students with Disabilities</li> <li>★ Multiple assessments ensure students are placed in classes and receive support based on their individual needs.</li> <li>★ Assessments for English Learners: <ul style="list-style-type: none"> <li>▪ CELDT</li> <li>▪ MAPs</li> </ul> </li> <li>★ Assessments for Students with Disabilities: <ul style="list-style-type: none"> <li>▪ <i>Language!</i> Program assessments</li> <li>▪ MAPs</li> <li>▪ STAR</li> <li>▪ CAPA</li> <li>▪ CMA</li> </ul> </li> <li>★ RTI<sup>2</sup> program includes additional time and support for students to master core competencies during the school day: <ul style="list-style-type: none"> <li>▪ ZAP</li> <li>▪ Academic core tutors</li> <li>▪ Selected ACE classes in math</li> <li>▪ After-school tutoring in TEENS</li> <li>▪ Student mentoring with Incredibles team</li> </ul> </li> </ul>	<p>Analysis of student data is ongoing</p>	<p>None</p>	<p>None</p>	

<ul style="list-style-type: none"> <li>▪ Intervention support class</li> <li>★ Assignments and lessons are modified by the special education team to meet IEP goals</li> <li>★ Multiple sections of Intervention/Support classes provide additional support in Language Arts and Math <ul style="list-style-type: none"> <li>▪ 2 sections of ACE Math Intervention</li> <li>▪ 2 Sections of ACE ELD Support</li> <li>▪ 1 section of Reading Support</li> <li>▪ 15 sections of Core Tutorial</li> <li>▪ 5 ACE classes designed to support Students with Disabilities</li> <li>▪ 4 sections of CAP</li> </ul> </li> </ul>				
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<p>Invest in <b>Professional Development</b> opportunities <b>specifically designed</b> to improve instructional practices to increase achievement in language arts and math for <b>Subgroup Students</b>.</p> <ul style="list-style-type: none"> <li>★ All special Education teacher will receive professional development in transitioning to CCSS</li> <li>★ All teachers engage in continuous job-embedded professional learning regarding quality core instruction</li> <li>★ EL and Reading Support teachers meet quarterly with administrator to plan lessons and analyze data</li> <li>★ Administrative leaders conduct monthly collaboration meetings with Horizontal Teams that highlight effective English Development strategies in the content classrooms</li> <li>★ Data Teams meet quarterly with Leadership Team; teams write goals for each unit that specify expected percentage of students to achieve Proficiency</li> <li>★ School-wide focus on Content Area Academic Language Strategies and the development of Academic Literacy</li> <li>★ BTSA Support provided for new teachers</li> </ul>	<p>Professional Development opportunities will be ongoing throughout 13-14</p>	<p>Guest Teachers as needed Collaboration Time</p> <p>Registration costs for seminars</p> <p>Materials to facilitate seminars, workshops, and collaboration days</p> <p>Teacher Timesheets and Cost of Professional Literature</p>	<p>\$3667</p>	<p>SLIP</p>
<p>Invest in <b>instructional technology, equipment, and materials</b> to improve academic achievement for subgroup students in language arts and math.</p> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>★ Continue utilization of <i>Language!</i> Program</li> </ul> <p><b>English Learners</b></p> <ul style="list-style-type: none"> <li>★ Provide daily opportunities for EL students to use technology to improve learning</li> </ul> <p><b>All Subgroups</b></p> <ul style="list-style-type: none"> <li>★ Provide daily opportunities for struggling students to receive computer-assisted instruction in math and language arts via Khan Academy and other software programs</li> <li>★ Access resources via LCD projectors / computers in content area classrooms</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>None</p> <p>Brainpop</p>	<p>None</p> <p>See Goal #5 for cost of software</p>	
<p>Provide <b>extended learning opportunities</b> for students who need additional help with Language Arts and math concepts.</p> <ul style="list-style-type: none"> <li>★ Provide computer-assisted learning through TEENS After-School Program</li> <li>★ Provide tutoring through TEENS After-School Program</li> </ul>	<p>Daily</p> <p>Daily</p>	<p>Cost of TEENS staff and teachers</p>	<p>ASES grant</p>	

<p>Provide <b>additional academic counseling and support</b> for Subgroup students and their families.</p> <ul style="list-style-type: none"> <li>★ Provide ELAC support and teacher-supported assistance for students and their families</li> <li>★ Provide regular academic and personal counseling, parent conferences, and monitor and plans specific intervention strategies for students</li> <li>★ Analyze results from MAPS assessment for targeted students and collaborate with teachers and students on intervention strategies</li> <li>★ Use CEDLT testing results to re-designate students as needed</li> <li>★ Administrator provides academic coaching for students and families</li> <li>★ Provide opportunities for parents to learn about and understand pathways to higher learning</li> </ul>	<p>Three meetings per year</p> <p>Aug. 2013 - Ongoing</p> <p>Ongoing</p>	<p>EL Advisor Stipend</p> <p>None</p>	<p>SLIP</p> <p>None</p>	<p>\$2616</p>
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## Planned Improvements in Student Performance

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

### SCHOOL GOAL #4: Middle School Culture, College and Career Readiness, and Professional Development

OPMS will prepare all students with the knowledge, skills, and abilities necessary for success in high school, college, career, and beyond. The unique developmental needs of our adolescent learners will remain at the center of our work together as we ensure all students successfully transition from elementary to middle and middle to high school.

We will maintain an attractive and functional physical environment and provide caring teachers who seek to identify with the intellectual, physical, social, and emotional development of adolescent students. We will provide collaboration time and professional training opportunities to ensure highly qualified teachers have access to research-proven strategies for increased student achievement.

#### Student Groups and grade levels to participate in this goal:

All students in 7<sup>th</sup> and 8<sup>th</sup> grades

#### Anticipated annual school-wide performance:

	Fall Mean Score	Spring Target	Spring Proficient Band
7 <sup>th</sup> Grade Reading	216	220 (+4)	217-228
8 <sup>th</sup> Grade Reading	218	222 (+4)	223-232
7 <sup>th</sup> Grade Math	225	233 (+8)	233-248
8 <sup>th</sup> Grade Math	227	239 (+12)	239-256

#### Means of evaluating progress toward this goal:

- ★ Ensure every student has access to rigorous grade-level curriculum and high-quality instruction
- ★ Analysis of disaggregated MAPs data in ITeams meetings
- ★ MAPs assessment analysis
- ★ Use ongoing formative assessment to identify students in need of additional support, as well as to target each student's specific learning needs
- ★ All teachers will create and maintain common assessments to compare results and determine which instructional practices are most effective
- ★ The administrative team will hold quarterly collaboration meetings with the math team to monitor the growth of students in all subgroups through the use of screening tools such as
  - MAPs scores
  - Classroom assessments

#### Group data to be collected to measure progress:

- ★ GPA: 4.0 Nation
- ★ ACE Rewards Cards
- ★ Attendance: monthly and annual data
- ★ Suspension/Referral data: monthly and annually
- ★ Student GPA and standardized assessment data
- ★ ZAP data
- ★ CHOICES data: monthly and annually
- ★ Student Safety Surveys
- ★ FYI box requests, comments, and information
- ★ Written student responses to regular OPT prompts regarding OPMS climate and culture issues

<p>•Essential Learnings and Unwrapped Standards for Students</p> <ul style="list-style-type: none"> <li>★ Leadership team meets weekly to monitor targeted at-risk students' progress and plan necessary support</li> <li>★ Targeted students are coached, monitored, and supported by leadership team and peer mentors</li> <li>★ ZAP data is used to monitor learning progress and make recommendations for additional Tier 2 support</li> <li>★ GPA data is tracked for recognition and intervention</li> <li>★ Academic core teams use common preps to analyze current achievement data to plan necessary re-teaching and support opportunities. Data includes outcomes of core instruction and formative and summative assessments.</li> <li>★ All Horizontal Teams have established SMART goals aligned with achievement targets to ensure academic improvement. SMART goals for each unit are displayed via "Team Scoreboards" in our lounge.</li> <li>★ All academic core teams email Essential Learnings, Unwrapped Standards, and weekly lesson plans to all academic core and administrative teams</li> <li>★ Students are actively involved in their own learning assessment through development of quarterly SMART goals. ACE teachers guide and monitor progress.</li> <li>★ Student progress is formally communicated 4 times each year via Quarterly Report Cards; all teachers update PowerSchool regularly</li> </ul> <p>Monthly school-wide collaboration is designed to provide job-embedded professional development, and sustain a PLC school culture and instructional program conducive to both student and staff learning.</p>	
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Actions to be Taken to Reach This Goal	Timeline Information	Proposed Expenditures	Estimated Costs	Funding Source
<p>Invest in targeted <b>professional development</b> in support of developing a Professional Learning Community.</p> <ul style="list-style-type: none"> <li>★ Utilize Taking Center Stage Professional Development Webinars focused on meeting the unique needs of adolescent learners</li> <li>★ Use the <b>Schools to Watch Self-Study Rating Rubric</b> to create roadmap for continuous middle school improvement; Use application process as guide for reflection and visioning</li> </ul>	Ongoing	None  None		
<p><b>Continuous Evaluation of Academic Achievement Targets and Growth</b></p> <ul style="list-style-type: none"> <li>★ Assist students in setting goals and monitoring progress toward RIT, Lexile, and academic goals during ACE class</li> </ul>	Ongoing	ACE Binders and Dividers	None	
<p><b>Invest in materials and programs to increase college awareness and career readiness</b></p> <ul style="list-style-type: none"> <li>★ Continue to create a college-going culture</li> <li>★ Ensure the four key skills for college-readiness are evident in every lesson (cognitive strategies, strong knowledge base in writing, math, and technology, ownership of learning, and college and career awareness)</li> <li>★ Purchase a daily planner / agenda for each student that focuses on college and career readiness information and preparation</li> <li>★ Purchase motivational Wristbands for students</li> <li>★ Students take ownership of their goals and learning, keeping an ACE binder. They will record learning data, as well as a wide variety of information about college and careers.</li> <li>★ All 8<sup>th</sup> graders take the ACT Explore test to build preliminary career interest profile and bridge transition to High School</li> <li>★ NJHS Facilitates College Fair and Career Seminars</li> <li>★ Cornell Notes will be used in all classes</li> </ul>	<p>Planners purchased by 08/13 Application completed by 06/13 Testing in 02/12</p> <p>Dates TBA Date TBA</p>	<p>Student Planners</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>	<p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>	
<p>Invest in <b>activities, programs, and personnel</b> to build and maintain positive, safe, and inclusive campus climate.</p> <ul style="list-style-type: none"> <li>★ Facilitate partnership with RHS counseling and leadership teams to focus on successful transition to High School</li> </ul>	Ongoing	None	None	SLIP

★ OPT broadcast will be used to promote character education and providing anti-bullying strategies for all students	October – ongoing	None	None	
★ Camp Peirce for Kids and Parents	August	Cost of Camp Peirce materials	\$1,000	SLIP
★ 4.0 Nation Celebration and recognition	7 times / year at Progress Reports and Report Card times	None	None	
★ CHOICES program			None	
★ ACE Rewards Cards	3 times a year	Certificates for 1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> Quarters	None	
★ Honor Roll Certificates			None	
★ Student of the Month recognition (Ramona Valley Grill and library)	Monthly	Cost of lunch for students and parents	\$1,700	SLIP
★ Student Services 6 <sup>th</sup> Grade Road Show	January and May	None		
★ Provide Yellow Ribbon / Suicide Awareness activities and support Community Suicide Walk	November	None		
★ Band Field Trip Support	Ongoing	Cost of Guest Teachers	\$1000	SLIP
★ Health Clerk		Salary	\$16,000	SLIP
★ Clerk I		Partial Salary	\$6,200	SLIP
★ Campus Safety Personnel		Partial Salary	\$17,800	SLIP



<p>Grant <b>stipends or hourly funding compensation</b> to teachers facilitating programs and activities in support of a positive and highly effective middle school and an inclusive Professional Learning Community</p> <ul style="list-style-type: none"> <li>★ ASB Advisors</li> <li>★ Yearbook Advisor</li> <li>★ National Junior Honor Society Advisor</li> <li>★ 8<sup>th</sup> Grade Award Assembly Advisor</li> <li>★ WEB Advisor</li> </ul>	<p>Stipends are paid annually</p>	<p>Cost of stipends</p>	<p>\$6,239 \$2,616 \$2,616 \$1,409 \$1,610</p>	<p>SLIP SLIP SLIP SLIP SLIP</p>
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## Planned Improvements in Student Performance

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

<b>SCHOOL GOAL #5: Technology</b>				
Technology will be used to advance learning and make learning relevant to adolescents in the twenty-first century.				
<b>Student Groups and grade levels to participate in this goal:</b>  <b>All students in 7<sup>th</sup> and 8<sup>th</sup> grades</b>	<b>Anticipated annual school-wide performance:</b>			
		<b>Fall Mean Score</b>	<b>Spring Target</b>	<b>Spring Proficient Band</b>
	<b>7<sup>th</sup> Grade Reading</b>	216	220 (+4)	217-228
	<b>8<sup>th</sup> Grade Reading</b>	218	222 (+4)	223-232
	<b>7<sup>th</sup> Grade Math</b>	225	233 (+8)	233-248
	<b>8<sup>th</sup> Grade Math</b>	227	239 (+12)	239-256
<b>Means of evaluating progress toward this goal:</b> <ul style="list-style-type: none"> <li>★ Speak Up technology survey</li> <li>★ MAPs assessment scores</li> <li>★ Analysis of student progress relevant to computer-assisted instruction</li> </ul>	<b>Group data to be collected to measure progress:</b> <ul style="list-style-type: none"> <li>★ Number of computers in labs and classrooms</li> <li>★ Physical age of computers in classrooms and labs</li> <li>★ Number of online subscriptions and records of student access</li> <li>★ Student progress toward individual learning goals relevant to computer programs</li> </ul>			

Actions to be Taken to Reach This Goal	Timeline Information	Proposed Expenditures	Estimated Costs	Funding Source
<p>○ Equip classrooms, computer labs, and offices with hardware and software in support of instructional goals in math and language arts.</p> <ul style="list-style-type: none"> <li>★ Assessment for Learning Tools</li> <li>★ Technology upgrades for teachers and classrooms</li> <li>★ Licenses for Computer Assisted Learning programs</li> <li>★ Classroom Technology maintenance and upgrades</li> </ul> <p>Design opportunities for challenge-based learning projects within the curriculum</p> <ul style="list-style-type: none"> <li>★ Digital Literacy 9-Week elective course focused on problem-based learning activities</li> </ul> <p>Add digital and social networking resources for communicating with students and parents</p> <ul style="list-style-type: none"> <li>★ Continue to upgrade and update Teachers Webpages to use them as a resource for students and parents</li> <li>★ Use OPMS Twitter and Facebook pages to communicate announcements, events, and good news.</li> <li>★ Teachers update student progress in PowerSchool at least once each week</li> </ul> <p>Invest in professional learning regarding Blended Learning (In-classroom and online instruction) strategies and concepts</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Cost of hardware and software</p> <p>License for Brainpop</p> <p>LCD lamps</p> <p>None</p> <p>None</p>	<p>\$2,277</p> <p>\$1,000</p> <p>\$2,000</p> <p>None</p> <p>None</p>	<p>SLIP</p> <p>SLIP</p> <p>Lottery</p> <p>SLIP</p>

<ul style="list-style-type: none"> <li>★ Students learn to access and use their Google Student accounts</li> <li>★ Teachers use Edmodo as supplemental online classroom environment</li> <li>★ Teachers begin to develop strategies for using programs such as the Khan Academy to provide individualized instruction</li> </ul>				
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