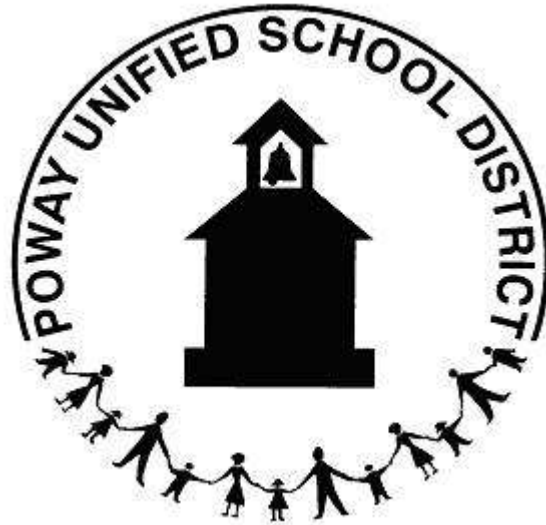


**Bernardo Heights Middle School
Single Plan for Student Achievement
2011-12**



**College Readiness for All –
Gateway to Our Students' Future**

*Ensuring the highest levels of success
for each and every student, with commitment to
Rigor, Relevance, and Relationships*

This plan meets the content requirements of amended Education Code 64001 for a SPSA. It provides a single comprehensive school plan to improve the academic performance of students. Completion of the plan satisfies requirements of all programs for which the school has an allocation in the California Consolidated Application for categorical funding.

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I.A. VISION AND ORGANIZATIONAL DIRECTIONS - PUSD STRATEGIC VISION

“College Readiness for all – Gateway to our Students’ Future”

In 2001-02, the district engaged in a strategic planning process. The resulting district plan identified two goals: Increase achievement for all students through a comprehensive literacy effort, and provide a physical learning environment to support learning for all students. The years 2002-2008 accompanied a period of intense focus on the ongoing use of data to drive improvements in student learning, as well as on closing the achievement gap. These initiatives furthered the growing understanding that our most important work is to ensure that all students leave the district college ready.

As our district has engaged in the most current iteration of its strategic vision for 2008-2014, the literacy focus has sharpened. “College Readiness for all – Gateway to our Students’ Future,” a framework comprised of the themes of Rigor (High Expectations for all), Relevance (Engagement of all students), and Relationships (Personalization of learning opportunities) now assumes the forefront of all of our efforts. With this in mind, our school’s mission has been formed.

District organizational values and areas of focus to reach the strategic vision:

- 1) PUSD Culture
- 2) Equitable Access to Rigorous and Engaging Learning Experiences
- 3) Capacity Building
- 4) Multiple Pathways
- 5) Organizational Support Systems

I.B. VISION AND ORGANIZATIONAL DIRECTIONS - SITE ORGANIZATIONAL DIRECTIONS

The district vision of “College Readiness for all – Gateway to our Students’ Future” provides the foundation for the direction of our site efforts. To support the districtwide core values, our school will focus on multi-year initiatives:

PUSD Culture

Equitable Access to Rigorous and Engaging Learning Experiences

All students receive standards-based instruction in all content areas.

Language Arts and math teachers set classroom goals based on MAP scores/strands.

Humanities and math teams participate in vertical articulation to build content sequencing for mastery.

Common course assessments and benchmark assessments continue to be developed and refined to assure measurement of content standards. (Ongoing)

Reading strategies and note taking strategies are taught within content areas to help students access information.

Sustained Silent Reading during Bobcat Time in support of academic literacy for all students.

All students, staff and parents have access to an active library program that supports and provides print and online curriculum resources, direct instruction from a teacher librarian, and a rich book collection.

Capacity Building

Friday morning professional time allows teachers to meet as teams to discuss curriculum, instruction, and assessment. This time together has increased sharing of units, instructional strategies, and has increased vertical articulation.

A strong before and after school program that supports academic success by providing access to a computer lab, the library, and tutorial assistance for over 200 students each day.

Daily Bobcat Time that focuses on academic success, sustained silent reading for literacy, and character lessons on respect and responsibility.

Providing standards-based instruction in all content areas every day for all students.

Empathy Training at each grade level to increase student awareness and acceptance of others. Empathy Training is a program sponsored by our SPED department in which teachers provide small group instruction in helping the larger student body experience handicapping conditions to help them be more aware/more accepting of our special education students. There are different lessons for each grade level. Lessons are presented in a positive manner reinforcing that we all have limitations and we all are valued members of our community.

Increased student focus on "future thinking" related to college and career readiness. College flags hanging in our hallways, 8th graders participate in career & college exploration activities through cacareerzone.com, 7th graders and their parents receive information on high school and college planning, AVID students participate in college tours, and our PE department will be implementing academic vocabulary words on their shirts to help build student success on standardized tests.

Active ASB that provides many opportunities for students to become involved in clubs such as Leadership Crew, Leo Club, Peace Club, and CJSF, all of which have community service components. Community service activities include food drives, beach clean-up, adopt-a-family, pennys for leukemia, peer tutoring, supporting our adopted bobcat (RJ) at Lions, Tigers, and Bears, Leadership Crew are our ambassadors to new students and lead 6th grade family tours.

Increase in the number of clubs being offered to help build student connections to the school. Clubs are offered during both lunches and some after school. A full list of clubs can be viewed on our website.

Schoolwide anti-bullying effort so all students feel safe at school.

The library collection offers high quality choices for a wide-range of reading levels and interests. Fiction and non-fiction resources may address historical and contemporary multi-cultural, character, and real-world topics.

Resources for staff development have been limited but several teachers have formed a TLC to learn more about integrating reading strategies in various content areas, counseling has attended "Mean Girl" sessions and in-services on "Why Try" to sponsor support groups for unmotivated students, clerical staff have attended some district sponsored workshops related to Genesis, zoomarang, and connect ed. trainings. Teachers have received technology training for new features on Learning Point, Genesis grading program, video-media cart, and classroom sound systems. IPAD training is scheduled for those teachers that have received IPADS.

Multiple Pathways

Students with help from teachers set individual growth goals 2-3 times during the year based on their MAP performance data in math and ELA. Teachers set classroom goals based on MAP data. Through goal setting students become more aware of their strengths and areas needing attention helping them be more responsible for their own education and motivated to improve.

READ 180 offered to 60 sixth or seventh graders that score basic on CST or mandated intervention on MAP scores.

Increasing the use of push-in model for SPED students so that they are more familiar with pacing and expectations in the regular ed setting prior to going to high school.

ELL support offered during Bobcat Time to students enrolled in sheltered humanities classes to help increase their language acquisition skills.

Math intervention offered during Bobcat Time for students scoring basic and below basic on the CST and/or mandated intervention on MAP at all grade levels.

24/7 access to online library resources including subscription databases, authoritative web sources, magazines and journals, e-books, encyclopedias and other reference sources, videos and other multi-media, translations, audio texts, citation support, and textbooks.

The library print collection offers diverse choices for self-selected reading. Students may reserve books, create online reading lists and post book reviews 24/7.

Increased use of teacher and student owned technology as teachers utilize IPADS, IPODS, MP3 players, and cell phone apps to increase student engagement and learning. The BHMS Foundation has provided 10 teachers with IPADS and the Foundation is currently fundraising for an IPAD cart for the science department.

Organizational Support Systems

Humanities, math, ELL, and SPED teachers use Compass Learning as part of their instructional program to help boost basic skill levels for students in reading, writing, and math.

Educationally Disadvantaged Youth (EDY) funds are being used for math intervention classes during Bobcat time for 6th, 7th, and 8th graders.

Increased identification of under-represented sub-groups for our AVID program.

Increase the use of push-in model for SPED students so that they are more familiar with pacing and expectations in the general education setting prior to going to high school.

Master schedule is structured so that all math and ELA SPED classes are offered the same period so student schedules do not change as they increase their ability and move between math or ELA levels.

ELL support offered during Bobcat Time to students enrolled in sheltered humanities classes to help increase their language acquisition skills.

Offer ELD science class for sheltered students.

Study skills offered for non-sheltered ELL students who are struggling in core academic classes.

On-site library offers resources and technology that might not be available from home, as well as access to multiple formats including audio, visual, translated, and scaffolded materials. Many of these resources are also available online, 24/7.

II. ASSESSMENTS, EVALUATION, AND ANALYSIS OF STUDENT LEARNING

II.A. SITE ASSESSMENT PLAN

Districtwide (Required) Assessments/Reports

ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
CST / CMA / CAPA	Criterion-reference tests	Assess achievement of state standards	Grades2-11	Spring	Compares student achievement to state/district expectations. Identifies areas of strength and weakness. Useful for targeting instruction.
CELDT	Criterion-reference test	Measure level of achievement in English	All ELL students	Fall	Measure ELD levels, plan programs and measure annual growth. Used to redesignate students
API	Composite score	Used to determine overall program effectiveness	Schools, subgroups	Reported annually, in Spring	Used by state and District as an index of overall academic performance based upon the results of the STAR. Used to compare schools and student groups.
AYP	Composite score	Used to determine overall program effectiveness	Schools, subgroups	Reported, annually, in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
MAP	Criterion-reference	Assess individual or group progress, and show growth over multiple administrations	Grades 2-8	Up to 3 times per year, as needed	Measure and report student growth. Results provide subscores that help teachers analyze strengths and areas of need, within the areas of reading, math, and language usage
CAHSEE	Criterion-reference	Required to receive HS diploma	Grades 10-12, until passed	Fall, Spring	Used to ensure that all high school graduates meet a minimum level of proficiency in ELA and Math
State Fitness Testing	Performance	Compare fitness levels of students	All students, Grade 5, 7, 9	Spring	Useful to identify program strengths and weaknesses

Site-Specific (Optional) Assessments/Reports

STUDENT PERFORMANCE ASSESSMENTS	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Algebra Computation	Criterion referenced performance test	Assess individual achievement of local standards	All Algebra students	End of course	Designed by PUSD teachers as a common end of course exam.
Algebra Problem Solving	Criterion referenced performance test	Assess individual achievement of algebraic concepts and application skills	All Algebra students	End of course	Designed by PUSD teachers as a common end of course exam.
Progress Report "D" and "F" lists, GPA	Individual performance assessment	To assess individual student performance using local standards	All students 6-8	All reporting periods	Useful to identify students needing interventions, parent conferences, and classroom level support.
Common Course Exams/ Benchmark Tests	Criterion referenced	Diagnostic and Achievement	Students enrolled in selected courses	Typically end of course	Useful to focus department dialog around results. Useful for placement in courses with prerequisites. Could become predictor of results on state tests.
Band, Choir, Orchestra Competitions/Festivals	Performance	Diagnostic and Achievement	Students in music programs	Fall, Winter, Spring events	Useful in identifying program strengths and weaknesses.

OTHER MEASURES	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Progress Reports	Individual report	To assess individual student performance using State standards	K-12		Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
API	Composite score	Used to determine overall program effectiveness	6-8	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
AYP	Composite score	Used to determine overall program effectiveness	6-8	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
Discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Admin Team and Village Teachers	Quarterly	Determine frequency of individual student incidences. Show patterns of disruptions. These records are compiled, disaggregated, analyzed annually, and used to determine program needs.
Attendance	Audit	Identify students with attendance issues	Students	Quarterly	Disaggregation of student attendance data is done annually and used for program evaluation.
Grade Reports	Audit	Used to measure the D & F rate and to identify students in need of intervention.	Admin Team reviews data and shares with teachers.	Quarterly	Data is used to identify students for interventions. Comments on the progress reports indicate information (such as missing assignments) that can help guide new programming (Ex: Between the Bells)
Freshman Survey	On-line Survey	High School Preparedness	Former BHMS students as 9th graders at RBHS	Spring	Survey results are shared with BHMS staff to determine if our programming is helping to prepare students for rigorous courses in high school. How well did our students transition to high school curriculum.
Parent survey	On-line survey	Obtain feedback from parents re: campus safety, communication, homework, and academic rigor.	Parents	Every other year.	Results are shared with staff and used to address issues.
Staff Surveys	Opinionnaire	Gather opinions regarding school operation	Teachers and/or Staff	As needed	Survey data are useful leading indicators and can pinpoint problems before they affect student learning
Student Surveys	Opinionnaire	Gather opinions regarding school operation	Students	As needed	Survey data are useful leading indicators and can pinpoint problems before they affect student learning
District sponsored Parent Focus Groups	Random selection of parents meet with District LSS reps	Gather opinions regarding District/school programs and operations	Parents	Annually February - March	Feedback on what's working affirms staff efforts and insight to parent concerns helps District and school site personnel address problem areas.
California Healthy Kids Survey	Survey	Obtain information regarding healthy lifestyles of middle school students related to alcohol, drugs, smoking, and resiliency skills.	7th graders with positive parent permission	Every other year (BHMS completed 2010-2011)	Survey results help guide programming to address alcohol, drugs, and smoking.
Ethics Survey sponsored by Character Counts Coalition	Random Selection	Determine student's attitudes and behaviors related to honesty and ethical behavior.	7th graders with positive parent permission	BHMS surveyed in fall 2006 - may be selected again	Survey results will help guide programming related to ethics and honesty.
AB 1802 Survey	Pre-Post Survey	Determine attitudes, skills, knowledge related to middle school success and high school/college preparation.	7th Graders	Annually in October	Survey data will help guide programming related to AB 1802 academic review meetings. Conducted by counselors when they do class presentations.
Goal Setting Survey	Survey	Determine attitudes, skills, knowledge related to goal setting.	8th Graders	Annually Sept - Oct	Survey data will help guide programming related to goal setting meetings.
GATE Survey	Survey	Gather opinions regarding operation of GATE program.	Parent, Student, Teacher	Annually	Survey results are shared with District and GATE teachers. Data is used to guide next year's programming.

II.B. DATA REPORTS

II.B. DATA REPORTS

School and District Information

For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

School Information		District Information	
School Name	Bernardo Heights Middle School	District Name	Poway Unified
Principal	Elaine Johnson, Ph.D.	Superintendent	John P. Collins, Ed.D
Street	12990 Pacey Lucido	Street	15250 Avenue of Science
City, State, Zip	San Diego, CA 92128-4479	City, State, Zip	San Diego, CA 92128-3406
Phone Number	858-485-4850	Phone Number	858-521-2800
FAX Number	858-485-4865	FAX Number	858-485-1322
Web Site	www.powayusd.com	Web Site	www.powayusd.com
E-mail Address	eljohnson@powayusd.com	E-mail Address	elehew@powayusd.com
CDS Code	37682966107460	SARC Contact	Eric Lehew

II.B. DATA REPORTS

Bernardo Heights Middle School

Demographic Summary
for 2011-12 School Year

Address: 12990 Pacey Lucido
San Diego, CA 92128-4479

Principal: Elaine Johnson, Ph.D.

Year of Construction: 1990

Current Enrollment:

Numbers reflect enrollment totals as of October 18, 2011.

6 th	7 th	8 th	Special Day Class
427	431	464	46

Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
1411	1357	1368

Student Demographics:

Percent of total school population. (Based on October 18, 2011 enrollment totals)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
17%	7%	11%	4%	56%	6%

Percent of total school population. (Based on October 18, 2011 enrollment totals)

Limited English	Free/Reduced Lunch
7%	14%

Staff Demographics

Percent of credentialed teachers. (Based on October 2011 CBED's)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
2%	2%	2%	2%	93%	0%

Percent Fully Credentialed: 100%

**District Accountability Report
Adequate Yearly Progress (AYP)
Spring 2011
Bernardo Heights Middle**

	Participation Rate (>=95%)							Performance (% Proficient +)						API (>=800 +1 Point)			AYP	PE
	No. Valid Scores	ELA			Math			ELA			Math							
		2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2011
Schoolwide	1313	99	99	100	99	99	100	83	81	81	71	69	70	897	899	896		
African American	55	100	100	100	100	100	100	79	66	67	54	52	51			805		
American Indian	11	100	100	93	100	100	93			82			64			851		
Asian	225	99	100	100	100	100	100	81	86	87	84	89	87	923	957	945		
Filipino	88	100	100	100	100	100	100	83	81	78	75	69	67			896		
Hispanic	140	99	100	100	99	100	100	75	74	65	60	54	49	858	833	816		
Pacific Islander	13	100	100	100	100	100	100	67		62	58		54			805		
White	781	99	99	100	99	99	100	85	81	83	71	68	71	904	901	905		
English Learner	180	99	100	100	100	100	99	70	72	62	68	65	62		863	831		
Low Socio-Economic	157	98	99	100	99	99	100	68	56	62	51	44	52	813	780	800		
Special Ed	150	94	98	99	96	98	98	46	38	51	29	37	41	641	659	699		

*** Includes only students in significant subgroups



Bernardo Heights Middle School
STAR Test by Proficiency Level for ELA
Spring 2010-2011

Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

To open District table click on + sign	Grade 6				Grade 7				Grade 8			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Number Tested	467	448	458	418	475	468	454	474	461	468	496	459
Total % Proficient and Advanced	78	80	81	82	81	86	82	77	77	79	77	81
% Advanced	43	40	47	52	44	45	44	41	41	45	51	51
% Proficient	35	40	33	30	36	42	38	37	36	34	26	31
% Basic	17	16	13	14	14	10	13	17	17	15	15	12
% Below Basic	3	3	5	3	3	2	4	3	3	4	5	5
% Far Below Basic	2	1	2	1	2	1	2	2	3	2	3	2

* include all students

** to hide district table click on the '+' on the left side of the school name on the first tab



Bernardo Heights Middle School
STAR Test by Proficiency Level for Math
Spring 2010-2011

Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

To open District table click on + sign	Grade 6				Grade 7				Grade 8			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Number Tested	467	448	459	418	416	394	358	375	4	8	7	7
Total % Proficient and Advanced	67	67	72	77	69	75	66	67	75	50	86	86
% Advanced	27	27	38	38	26	37	24	24	25	13	57	43
% Proficient	40	41	34	39	43	38	42	43	50	38	29	43
% Basic	24	21	17	17	19	17	26	22	0	25	14	14
% Below Basic	8	9	9	5	9	7	6	9	25	13	0	0
% Far Below Basic	1	2	2	1	3	1	2	3	0	13	0	0

* include all students

** to hide district table click on the '+' on the left side of the school name on the first tab



Bernardo Heights Middle School
STAR Test by Proficiency Level for General Math
Spring 2010-2011

Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

To open District table click on + sign	Grade 8			
	2008	2009	2010	2011
Number Tested	263	83	62	26
Total % Proficient and Advanced	73	30	19	8
% Advanced	29	0	2	0
% Proficient	44	30	18	8
% Basic	19	41	50	15
% Below Basic	6	19	27	38
% Far Below Basic	2	10	3	38

* include all students

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Bernardo Heights Middle School
STAR Test by Proficiency Level for Algebra 1
Spring 2010-2011

Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

To open District table click on + sign	Grade 7				Grade 8			
	2008	2009	2010	2011	2008	2009	2010	2011
Number Tested	60	74	97	98	138	320	354	351
Total % Proficient and Advanced	100	99	89	95	88	67	64	54
% Advanced	57	62	55	59	15	18	22	15
% Proficient	43	36	34	36	72	48	42	39
% Basic	0	1	10	5	11	24	25	22
% Below Basic	0	0	1	0	1	9	10	20
% Far Below Basic	0	0	0	0	0	1	2	5

* include all students

** to hide district table click on the '+' on the left side of the school name on the first tab



Bernardo Heights Middle School
STAR Test by Proficiency Level for Geometry
Spring 2010-2011

Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

To open District table click on + sign	Grade 8			
	2008	2009	2010	2011
Number Tested	54	61	71	71
Total % Proficient and Advanced	94	100	99	99
% Advanced	67	72	65	68
% Proficient	28	28	34	31
% Basic	6	0	1	1
% Below Basic	0	0	0	0
% Far Below Basic	0	0	0	0

* include all students

** to hide district table click on the '+' on the left side of the school name on the first tab



Bernardo Heights Middle School
STAR Test by Proficiency Level for Algebra II
Spring 2010-2011

Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

To open District table click on + sign	Grade 8		
	2008	2010	2011
Number Tested	1	1	2
Total % Proficient and Advanced	100	100	50
% Advanced	100	100	50
% Proficient	0	0	0
% Basic	0	0	0
% Below Basic	0	0	0
% Far Below Basic	0	0	50

* include all students

** to hide district table click on the '+' on the left side of the school name on the first tab



Bernardo Heights Middle School
STAR Test by Proficiency Level for Grade 8 Science
Spring 2010-2011

Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

To open District table click on + sign	Grade 8			
	2008	2009	2010	2011
Number Tested	456	469	495	455
Total % Proficient and Advanced	88	86	90	82
% Advanced	65	65	72	64
% Proficient	23	21	18	17
% Basic	9	8	6	11
% Below Basic	2	4	3	5
% Far Below Basic	1	1	1	2

* include all students

** to hide district table click on the '+' on the left side of the school name on the first tab



Bernardo Heights Middle School
STAR Test by Proficiency Level for History Social Science
Spring 2010-2011

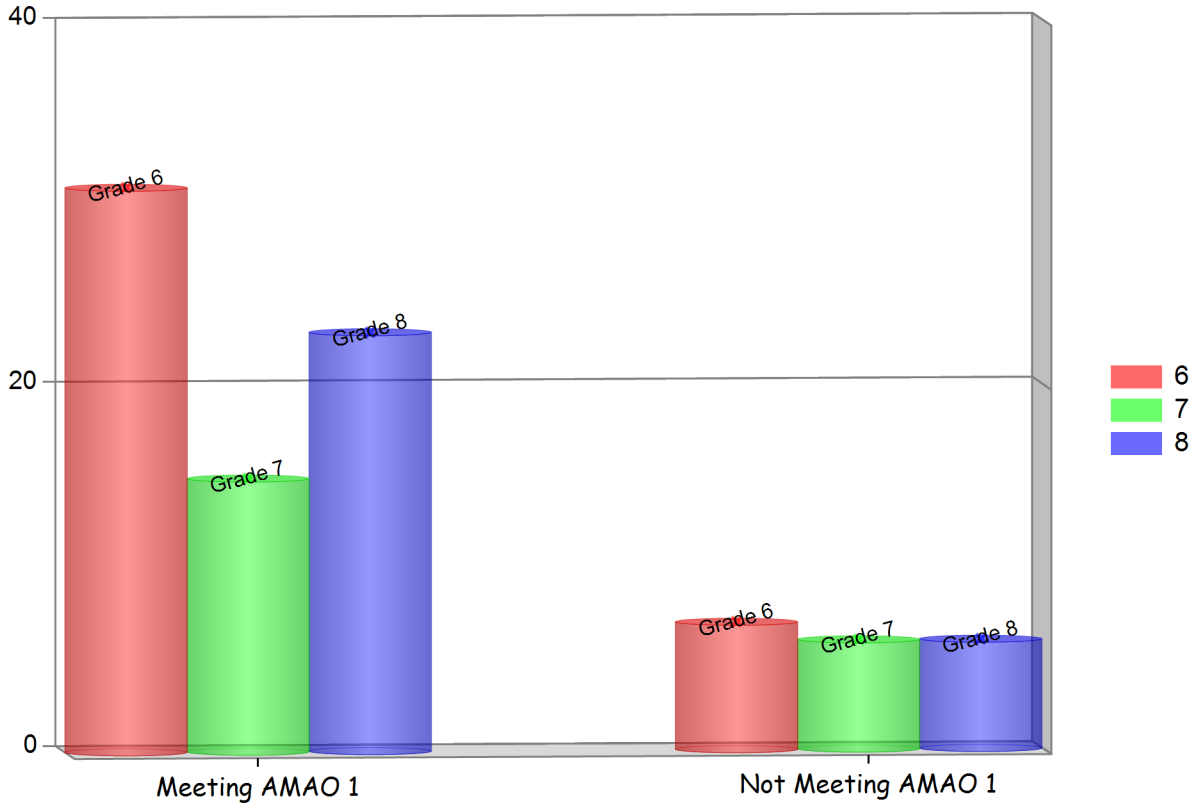
Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

To open District table click on + sign	Grade 8			
	2008	2009	2010	2011
Number Tested	457	467	489	453
Total % Proficient and Advanced	73	77	81	77
% Advanced	41	48	58	55
% Proficient	32	29	23	23
% Basic	19	17	14	13
% Below Basic	6	4	2	5
% Far Below Basic	3	2	3	4

* include all students

** to hide district table click on the '+' on the left side of the school name on the first tab

**Bernardo Heights Middle Annual Student Assessment
 AMAO #1 - Increase One CELDT Level or More
 Growth From Fall 2009 to Fall 2010**



Grade	Meeting AMAO 1	Not Meeting AMAO 1
6	31	7
7	15	6
8	23	6

II.B. DATA REPORTS

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Year	Grade Level	School			District			State		
		Total	Female	Male	Total	Female	Male	Total	Female	Male
2009	7	58.8	61.2	56.2	61.4	65.6	57.3	34.1	36.8	31.5
2010	7	63.5	70	56.9	63.1	70.1	56.8	35.0	37.9	32.1
2011	7	55.4	55.5	55.2	54.0	56.7	51.5	32.0	32.2	31.9

II.C. ANALYSIS OF STUDENT ACHIEVEMENT DATA AND EFFECTIVENESS OF CURRENT IMPROVEMENT STRATEGIES

Note to sites: This section is structured to report the summative evaluation of the effectiveness of your 2010-2011 plan

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
Overall School-Wide SMART Goal	By June 2012, increase the percentage of students scoring Proficient and above by 5% in English Language Arts, Math, History, and Science.	[]	[X]	The report of our 2-year goals (2010-2012) will be reported as in progress based on student performance as of June 2011: 6th Grade ELA - decreased 1% 7th Grade ELA - decreased 5% with the writing portion showing a 3% increase 6th Grade Math - increased 4% 7th Grade Math - increased 1% 8th General Math - decreased 12% 8th Grade Algebra - decreased 10% 7-8th Grade Geometry - Stayed the same at 99% 8th Grade History - decreased 3% 8th Grade Science - decreased 8%	Decrease in ELA and History could be contributed to the large turnover of teachers in the English department due to the many retirements over the past three years. Decrease in 8th grade Algebra could be contributed to the district wide policy of all 8th graders taking the Algebra CST, while many were in the Algebra Readiness program. Students continue to excel, while taking the Geometry CST maintaining 99% proficient rate. This past Spring some Math students took the wrong CST test, due to the confusion with the nomenclature of the tests offered. Science department has made it a priority to try and assess, why their scores decreased for the first time in the last decade. Thought that this could be an anomaly year.
	By June 2012, increase the percentage of students scoring Proficient and above by 5% in 6th grade English Language Arts.	[X]	[]	8th Grade ELA - increased 5%	Focus on Greek and Latin roots and teachers used the grammar benchmarks.
	By June 2012, increase the percentage of students scoring Proficient and above by 5% in 7th grade Math.	[X]	[]	7th Grade Algebra - increased 6%	Students were appropriately placed in the correct levels of math.
English Learners (required)	By June 2012, increase the percentage of ELL students scoring Proficient and above by 5% in English Language Arts, Math, History, and Science.	[]	[X]	ELA decreased 10% Math decreased 3%	Teachers continue to implement standards based curriculum, while providing educational, cultural, and emotional support. ELL funds were used to provide sheltered students Math and ELA support through Bobcat class.

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					ELL funds were used to provide a study skills for level 3-4 ELL students who struggled in the general ed classes. This year ELL funds are being used to support sheltered students in science and 3-4 level ELL students in study skills.
Students with Disabilities (required)	By June 2012, increase the percentage of SPED students scoring Proficient and above by 5% in English Language Arts, Math, History, and Science.	[X]	[]	6th grade CMA ELA - increased by 11% 7th grade CMA ELA - increased by 37% 8th grade CMA ELA - increased by 21% 7th grade CAPA ELA - increased by 26% 8th grade CAPA ELA - increased by 9%	Instruction is well coordinated within the department, while instruction is reinforced within Study Skills classes. Having students take the right test (CMA) instead of the CST test.
	By June 2012, increase the percentage of SPED students scoring Proficient and above by 5% in History.	[]	[X]	Overall, CST scores decreased by 3%.	All SPED students took the general education CST History exam, while being challenged with all 8th graders.
	By June 2012, increase the percentage of SPED students scoring Proficient and above by 5% in CAPA Science.	[X]	[]	CAPA Science increased by 23%	Critical Skills teacher aligned her science content to be more standards based.
	By June 2012, increase the percentage of SPED students scoring Proficient and above by 5% in CMA Science.	[]	[X]	CMA Science decreased by 17%	Decrease due to a new 8th grade SPED science teacher, who will coordinate her curriculum with other science teachers on site and within the district, as she becomes more versed teaching the curriculum this year.
	By June 2012, increase the percentage of SPED students scoring Proficient and above by 5% in Math.	[X]	[]	6th grade CMA Math - increased by 28% 7th grade CMA Math - increased by 16% 6th grade CAPA Math - increased by 10% 7th grade CAPA Math - increased by 4%	Teachers collaborated as a team with general education teachers, raising scores significantly. Having students take the right test CMA or CAPA
	By June 2012, increase the percentage of SPED students scoring Proficient and above by 5% in CAPA 6th grade ELA.	[]	[X]	6th grade ELA CAPA - decreased by 7%	Teachers report that our current group of Critical Skills students are performing at lower levels than those previously enrolled in the program. Our students are

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					trying very hard but are limited in their ability to grasp language concepts.
GATE (required)	By June 2012, increase CST ELA scores for GATE students from 98% proficient to 99%.	[]	[X]	7th grade GATE ELA scores increased by 2%, from 98% to 100% 8th grade GATE ELA scores increased by 1%, from 97% to 98%. 6th grade GATE ELA scores decreased by 5%, from 100% to 95%.	GATE students are served in a homogenous environment through our GATE class as well as our cluster classes. Teachers provide enrichment activities for our advanced students. We are seeing an increase in the number of general education students (some GATE students) that struggle with homework completion, recognizing that homework reinforces learning, and the impact that has on student grades. Articulation meetings have been held with fifth grade teachers of our feeder elementary schools to help address this as a transition issue.
	Identify GATE students scoring "Mandatory Intervention," and implement strategies to help them move to "Recommended and/or Meets Expectations".	[]	[X]	Underachieving GATE students did show some increase in scores but did not meet proficiency.	Underachieving GATE students participated in counselor facilitated "Why Try" sessions focusing on motivation and organization.
	By June 2012, increase the number of GATE students scoring advanced on CST ELA tests by 5%.	[]	[X]	8th graders improved 7%, from 84% to 91%. 7th graders improved 4%, from 85% to 89%. 6th graders decreased 9% from 95% to 86%.	Students coming from different feeder elementary schools are not equally prepared as in previous years and a significant increase is noted as GATE students' progress while in middle school. We are seeing an increase in the number of general education students (some GATE students) that struggle with homework completion, recognizing that homework reinforces learning, and the impact that has on student grades. Articulation meetings have been held with fifth grade teachers of our feeder elementary schools to help address this as a transition issue.
Educationally Disadvantaged or Title I Students	By June 2012, increase the percentage of low socio-economic students scoring Proficient and above by 5% in English Language Arts	[X]	[]	ELA scores increased by 6% Math scores increased by 8%	With the current economy, more students are qualifying as Low Socio-Economic, while

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
(required)	and Math.				maintaining their focus in school, as they face many hardships in their home. EDY Funds were used to provide daily math intervention for students scoring Below Basic and Far Below Basic. 6th graders scoring Basic in reading are enrolled in READ 180.
Additional goal(s) (optional)	By June 2012, increase the percentage of Latino and African American students scoring Proficient and above by 5% in English Language Arts, Math, History, and Science.	[]	[X]	African American students in ELA - increased 1% African American students in Math - decreased 1% Hispanic students in ELA - decreased 5% Hispanic students in Math - decreased 5%	African American and Hispanic students were taught with the same standard based curriculum as all general education students. Also, more lower represented students enrolled in the AVID program this school year.

III. TEACHING AND LEARNING

A. 2011-2012 SITE-BASED LITERACY/ACTION PLAN

Plans that follow are aligned with the data analysis in the previous section, district vision, and SMART goals and site initiatives/organizational directions listed in Part I. In addition, tasks show:

- Alignment of instruction, strategies, materials, and assessment for learning – to content standards
- Research-based instructional strategies
- Responsiveness to needs of struggling, as well as high-performing, students
- Avoidance of isolation or segregation of student subgroups

[X] Check if Literacy Plan is attached as a separate document

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
Schoolwide for all students	By June 2012, increase the percentage of students scoring Proficient and above by 5% in English Language Arts, Math, History, and Science.			
In addition to your schoolwide goals; include goals for critical groups				
Educationally Disadvantaged Youth or Title I	By June 2012, increase the percentage of low socio-economic students scoring Proficient and above by 5% in English Language Arts, Math, History and Science.			
English Learners	By June 2012, increase the percentage of ELL students scoring Proficient and above by 5% in English Language Arts, Math, History, and Science.			
GATE	By June 2012, increase CST ELA scores for GATE students from 98% proficient to 99%.			
	By June 2012, increase the number of GATE students scoring advanced on CST ELA tests by 5%. Identify GATE students scoring "Mandatory Intervention," and implement strategies to help them move to "Recommended and/or Meets Expectations".			
Students with Disabilities	By June 2012, increase the percentage of SPED students scoring Proficient and above by 5% in English Language Arts, Math, History, and Science.			

CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP

Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
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III.B. LEVEL TRANSITIONS (Includes PreKindergarten-Kindergarten; 5th Grade-6th Grade; 8th Grade-9th Grade12th to post-secondary)

Transition from 5th to 6th grade:

- Parent information night in March for all rising 6th grade parents
- Leadership Crew students and counselors visit feeder elementary schools for small group sessions with 5th graders to tell them about BHMS, the schedule, 6th grade classes, and clubs they can join to become involved in Bobcat Country.
- 5th grade band students are invited to play at the end of year concert with our bands.
- Choir students visit feeder elementary schools or elementary students attend one of our practice concerts.
- Leadership Crew students host campus tours in May for rising 6th grade students and their families.
- During August Registration, Leadership Crew students provide tours and information to all new students to BHMS.
- The sixth grade classrooms are separate from other grade levels, 6th grade electives and most 6th grade PE classes are not mixed with 7th or 8th graders.

Transition from 8th to 9th grade:

- During the fall, BHMS counselors share information with all 7th graders related to semester cumulative grading vs quarter grading, GPA, eligibility requirements, high school graduation requirements, and A-G information.
- In February, RBHS counselors invite our 8th graders to an orientation at Rancho Bernardo High School. Students who may be attending PHS, MCHS, DNHS, and WVHS are also invited to their orientations.
- In March, RBHS counselors host a parent information night, the athletic dept hosts a sports info night, and the Band program sponsors an information night.
- In March CRF forms are reviewed with 8th grade teachers to help answer questions from students prior to registering for classes at RBHS.
- In March, BHMS counselors assist students with high school registration questions.
- In March, BHMS counselors and teachers assist students with on-line registration.

IV.A. SAFE AND SUPPORTIVE SCHOOLS - SCHOOLWIDE BEHAVIORAL SUPPORT PLAN

At Bernardo Heights, a cornerstone of the strong trusting relationship we have built within the community is the belief that our children learn when they feel safe and valued. District and Site Core Values include providing a “safe, orderly, and attractive environment.” Our staff, with the guidance of the School Safety and Character Committees, have established a strong culture built around these beliefs. A structure of high expectations including the Bobcat Code of Conduct that focuses on respectful and responsible behavior, as well as the District’s Academic Honesty Policy and Hate & Harassment Policy are reaffirmed each year through the Bobcat Planner which is distributed to all students. Annually, administrators visit all Bobcat classes to discuss expectations and to explain the site and District policies on harassment, hate behavior, physical aggression, the technology use agreement, and zero tolerance for tobacco, drugs, alcohol and weapons. Parents receive all policies related to zero tolerance in writing at registration and have access to this information on the PUSD web site. A continuum of counseling efforts to resolve conflicts begins in 6th grade. In November teachers and administrators provide information regarding bully behavior, strategies for “bystanders” and internet/computer harassment using the District’s Harassment video and vignettes. The Special Education staff presents Empathy Training in all sixth grade Bobcat classes to help students be more aware and understanding of students with special needs. This program continues for 7th and 8th graders utilizing a different format at each grade level and focusing on acceptance of individual differences. SPED staff also sponsors the Best Buddies program that pairs general education students with students in our special education program. Additionally, the Student Services TOSA trains 8th grade peer leaders to work with incoming 6th graders and new students throughout the school year.

The Bobcat Center continues to be open at lunchtime so students who want to play in small groups with board games and/or puzzles may do so. Others come in to socialize and relax in a supervised setting.

BHMS has a very busy After School Education and Safety (ASES) Program taking place on our campus daily. The gym, Bobcat Center, computer lab and library are open to serve over 100 students who arrive early each morning and provide them with safe supervised places to study, play games, sports, and socialize. Our after school program, which serves approximately 200 students each day, consists of an academic/homework component and enrichment activities including recreational sports, computer lab, arts and crafts, electronics, and cooking. We are honored that our After School Program has been recognized by the State Dept. of Education and the San Diego County Office of Education as an exemplary program.

We continue to increase student awareness of CHARACTER COUNTS! during the morning announcements by highlighting people of character and by providing examples of how all of us can demonstrate character. Each week we recognize a Student of Character over the PA and provide them with an ice cream gift coupon for demonstrating excellence in character at BHMS. The six character words posted in the cement quad for increased visibility hopefully improve student decisions about their behavior. Wednesday has been designated as CHARACTER COUNTS! day on our campus. Our Character Committee provide weekly Bobcat class activities for teachers to facilitate. Additionally, all teachers’ address CHARACTER COUNTS issues whenever it fits into their curriculum or class discussion. We have purchased additional resources so students will have exposure to a variety of character related discussion opportunities at each grade level. Administrators and counselors discuss positive character behaviors when working with individual students on issues. We recognize students who have demonstrated Radically Outstanding Citizenship (ROC) with perks they can earn each quarter.

Bernardo Heights prides itself on a safe physical environment. A well-articulated Disaster Plan is in place. Fire drills and/or disaster drills are held each month. A full evacuation drill is held twice a year. The site plan includes procedures for accounting for every child and adult on our campus, including visitors and volunteers who sign in at the front office and wear name badges while at school. During a drill, simulated “casualties” are rescued as all buildings and grounds are searched, and are taken to an emergency first aid station. We have established guidelines for releasing students to parents and guardians in the aftermath of any real disaster. We have established “lockdown” procedures to prepare for any possible intrusion or threat to our campus. Emergency release cards for all students and staff are updated yearly. Our School Safety Committee meets to debrief each disaster drill and we have made the Connect-Ed auto caller an integral part of our emergency preparedness plan.

A full-time Health Technician oversees the daily needs of students. To encourage wellness, our physical education department focuses on nutrition and physical activities. Healthy lifestyles and behaviors are discussed in 7th grade science with a focus on sexually transmitted diseases and in PE. Additionally, we support the National Red Ribbon Week program emphasizing drug-free lifestyles for all students. We have implemented the Too Good for Drugs program through the shared efforts of our counselors, our science and PE teachers. Too Good For Drugs curriculum topics are being presented at all grade levels. TUPE grant funds have provided a district TOSA to conduct sessions for our 7th graders on the dangers of tobacco use.

A recent parent survey completed in January 2012 indicated that 95% of those responding feel their child is safe at school.

IV.B. SAFE AND SUPPORTIVE SCHOOLS - DRUG ABUSE EDUCATION PLAN

All schools in the PUSD implement the Too Good for Drugs Tobacco, Drugs and Alcohol prevention program, which is designed around specific lessons in five components: Goal Setting, Decision Making, Bonding with Others, Identifying and Managing Emotions, and Communicating Effectively.

Program	Grade Level(s)	Minutes
Too Good for Drugs	K-9th	300 minutes
Minnesota Smoking Prevention Program	7th Grade	270 minutes
Leadership Crew Training	8th Grade	180 minutes
Character Counts!	6-8th Grade	1245 minutes includes daily morning announcements, Friday student recognitions, and Wednesday Bobcat Time CC! activities.
Smart Choices	6-8th Grade	300 minutes
Red Ribbon Week	6-8th Grade	200 minutes
AB1802	7th & At-risk 8th Graders	30 minutes for classroom presentations (12 classes). 45 minutes for individual meetings with at risk 7th and 8th grade students and families.
Empathy Training	6-8th Grade	40 minute lessons at each grade level. Lessons focus on accepting everyone for who they are no matter their disabilities. Accepting and respecting others for their differences. Each grade level has a different focus.
Before & After School (ASES)	6-8th Grade	49,860 combined minutes for Before and After School program serving 180 students in the morning and 220 students in the afternoon.
Oxycotin Parent Information Night	6-8th Grade Parents	120 minutes This parent inservice was offered in Oct. 2010 as a joint RBHS & BHMS PTSA sponsored event. We were disappointed that only 40 parents attended.
Support Groups	6-8th Grade	720 minutes - 40 min sessions twice/week for 9-weeks
The Revealers	7th Grade	Novel read and discussed in all 7th grade humanities classes about bullies at school and how a group of students worked with school staff to address the problem making the school more friendly and safe for all students.

Program	Grade Level(s)	Minutes
Bully Awareness Sessions	6-8th Grade	Monthly presentations either by teachers, administrators, counselors, students or community presenters about bully behavior, steps to stop bullying, cyber-bullying, and standing up to bullies. Presentations vary as to classroom setting, small group in the MPR, and school-wide assemblies.
College Readiness Parent Night (AB1802 meeting)	7th Grade Parents	Counselors invite all 7th grade parents to an evening session on goal setting, share information re: high school graduation requirements, A-G, GPA, college planning, and SAT/ACT information. Part of the discussion focuses on helping their child make good choices when dealing with peer pressure as well academic success strategies.
School Newsletter "The Paw Press"	6-8th Grade Parents	Our monthly newsletter "The Paw Press" includes information related to drugs, alcohol, tobacco, bully behavior, and cyber-bullying as a way of keeping parents informed of increased activity in our community. The newsletter is posted on the school web-site and e-mailed home to parents.

V.A. FUNDING AND GOVERNANCE – PROGRAMS/FUNDS INCLUDED IN THE SPSA

STATE/FEDERAL PROGRAMS	SITE ALLOCATION (IF APPLICABLE)
Title I	0
Title I Parent Involvement	0
ELAP: English Language Acquisition Program (Grades 4-8 only)	0
EIA-EL: Economic Impact Aid - English Learners	44,550
EIA-SCE: Economic Impact Aid - State Compensatory Education	26,939

V.B. FUNDING AND GOVERNANCE - CENTRALIZED SERVICES

Centralized Services, in the forms of administrative support and instructional support/professional development, are performed by the district office in support of school sites. These may include:

- Assessment, monitoring, and reporting services
- English language proficiency testing
- Staff development / training
- Salaries for teachers, instructional assistants, tutors
- Instructional materials purchase and implementation support
- Intervention programs
- Other services, as appropriate for school site support

Program	Budgeted Amount	Percentage of Total District Allocation	Centralized Services (Description Below)
Title I	\$436,580	16.1%	Required Indirect Costs, administration, data support, professional development, school-choice transportation
Title I Parent Involvement	\$2,077	11%	Required Indirect Costs, district-wide parent involvement
Title III Limited English Proficient	\$495,974	98%	Required Indirect Costs, instructional assistants, parent liaisons, training in use of data
Title III-Immigrant	\$95,294	98%	Required Indirect Costs, parent education and support, student transition, English language development class support
EIA - LEP	\$491,917	25.3%	Required Indirect Costs, administration, instructional assistants, site coordinators, data support, EL proficiency testing, certificated and classified EL staff development, decrease class size, ELD texts, district summer school for English learners
EIA - SCE	\$308,074	24.4%	Required Indirect Costs, administration, AVID tutors, staff development, district summer school for at-risk students

V.C. FUNDING AND GOVERNANCE - ASSURANCES AND SIGNATURES

The School Site Council (SSC) recommends this SPSA and proposed expenditures to the district governing board for approval and assures the Board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy, school site bylaws, and state law.
California Education Code specifies the composition of the School Site Council as follows:
 - At the elementary level: parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents.
 - At the secondary level: parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of students, and parents /other community members, selected by parents and students.
 - At both the elementary and secondary levels classroom teachers comprise the majority of persons represented under subdivision (a)
 - At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the SSC.
 - The means of selecting SSC members are not specified in law, except that members must be chosen by peers.
 - No additional membership qualifications may be required. Beyond the composition requirements stated above, no seat on the SSC may be reserved for any group or individual.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those Board Policies related to material changes in the school plan requiring board approval.

3. The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

4. This SPSA 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.

5. The SSC has participated in the development, implementation, and monitoring cycle of the SPSA by taking the following actions:
 - a. Measured the effectiveness of the improvement strategies at the school
 - b. Sought input from school advisory committees
 - c. Reaffirmed or revised school and subgroup goals
 - d. Revised improvement strategies and expenditures
 - e. Recommended the approved SPSA to the governing board
 - f. Monitored implementation of the SP

6. **The SSC has sought and considered all recommendations from the following groups:**

Advisory Committee	Chairperson / Representative Name	Signature	Date
English Learner	Denise Dupas	Original signature page on file at the district office.	
Special Education	Leonora Persichina		
Title I (if applicable)			
Library	Susan Sheldon		

SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[X]	[]	[]	[]	[]		Elaine Johnson		
[]	[X]	[]	[]	[]	Spring 2012	Lynneah Finkbeiner		
[]	[X]	[]	[]	[]	Spring 2012	Kathe Hedges	Original signature page on file at the district office.	
[]	[X]	[]	[]	[]	Spring 2013	Diane Bilardello		
[]	[X]	[]	[]	[]	Spring 2013	Debby Sather		
[]	[]	[X]	[]	[]	Spring 2012	Marsha Peterson		
[]	[]	[]	[X]	[]	Spring 2012	Melinda Winship		
[]	[]	[]	[X]	[]	Spring 2012	Tom Giles		
[]	[]	[]	[X]	[]	Spring 2013	Anna Crider		
[]	[]	[]	[]	[X]	Spring 2013	Allison Finnecy		
[]	[]	[]	[]	[X]	Spring 2012	Hailey Parker-Trice		
[]	[]	[]	[]	[X]	Spring 2012	Reiko Simmons		
1	4	1	3	3	TOTALS (total of columns 1-3 must be equal to the total of columns 4 and 5)			

This SPSA was approved and adopted by the School Site Council on January 11, 2012.

The signature of the Principal verifies that:

- Information regarding school-based programs has been provided to site advisory committees or representatives.
- All interested persons had the opportunity to meet to establish the SSC.
- The SSC had the opportunity to decide whether the school would participate in a SBCP.
- Funds have been coordinated, and supplement, but do not supplant, existing state and local fiscal efforts.

The signature of each members of the SSC verifies that:

- He/She has reviewed and affirmed the above listed assurances.

The signature of each Advisory Committee Chairperson/Representative indicates that:

- The represented group has been sought out, and has had the opportunity to provide input for the SBCP and related expenditures.

V.D. BUDGET DEVELOPMENT FORM

SITE: Bernardo Heights Middle School

PROGRAM: Economic Impact Aid - English Learners

RESOURCE NUMBER: 7091

2011 ENTITLEMENT: \$15,345

PLUS CARRYOVER: \$29,205

TOTAL SITE BUDGET: 44,550

\$PER STUDENT:	_____
# OF STUDENTS:	_____
TOTAL ENTITLEMENT:	<u>0</u>
BUDGETED EXPENDITURES	

**Budget Summary for
Bernardo Heights Middle School**

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR	19,500					19,500
1100-012: TEACHER SUB	4,500					4,500
1100-014: TEACHER HOURLY						0
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	24,000	0	0	0	0	24,000
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY						0
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED	Included					0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED	Included					0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED	Included					0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED	Included					0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED	Included					0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED	Included					0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES	6,000					6,000
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE	1,000					1,000
4300-099: RESERVE						0
	7,000	0	0	0	0	7,000
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE	500					500
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE	Included					0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS	2,500					2,500
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
	3,000	0	0	0	0	3,000
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500	1,000					1,000
6400-091: EQUIPMENT \$500 AND OVER	9,550					9,550
	10,550	0	0	0	0	10,550
TOTAL SITE BUDGET:	44,550	0	0	0	0	44,550

V.D. BUDGET DEVELOPMENT FORM

SITE: Bernardo Heights Middle School
 PROGRAM: Economic Impact Aid - State Compensatory Education
 RESOURCE NUMBER: 7090

**Budget Summary for
Bernardo Heights Middle School**

2011 ENTITLEMENT:	<u>\$18,900</u>	\$PER STUDENT: _____
PLUS CARRYOVER:	<u>\$8,039</u>	# OF STUDENTS: _____
TOTAL SITE BUDGET:	<u>26,939</u>	TOTAL ENTITLEMENT: <u>0</u>
		BUDGETED EXPENDITURES

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR	19,281					19,281
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY						0
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	19,281	0	0	0	0	19,281
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY						0
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED	Included					0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES	7,658					7,658
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	7,658	0	0	0	0	7,658
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
TOTAL SITE BUDGET:	26,939	0	0	0	0	26,939

VI. ADDENDUM (Optional)

III. TEACHING AND LEARNING - What are we doing to ensure students are on track to graduate college-ready?

A. 2010-2012 SITE-BASED LITERACY PLAN – Part 1

<p>Site Initiative(s) / Organizational Direction(s) to receive overall focus in this plan:</p> <ul style="list-style-type: none"> · Build organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide challenging educational experiences for all students· Personalize learning to provide multiple pathways for student success· Prepare all students to successfully undertake a college-ready curriculum for post-secondary success· Close the achievement gap for all subgroups
<p>Overall School-Wide SMART Goal: (SMART = Strategic, Measurable, Attainable, Results Oriented, Time Specific)</p> <p>By June 2012, increase the percentage of students scoring Proficient and above by 5% in English Language Arts, Math, History, and Science.</p>

Closing the Achievement Gap - Data-Driven SMART Goals

SUB GROUP	SUBGROUP GOAL(S)	AUXILIARY SERVICES / PRACTICES TO SUPPORT GOALS
<p>English Learners (required)</p>	<p>By June 2012, increase the percentage of ELL students scoring Proficient and above by 5% in English Language Arts, Math, History, and Science.</p>	<p>Increase the number of ELL students participating in READ 180 and AVID.</p> <p>Site sponsored ELL training for Humanities, Science, and Math teachers by a District trainer.</p> <p>Provide Sheltered programming in Humanities and Science for Level 1-2 ELL students.</p> <p>Provide ELL Support class in lieu of an elective for Level 3-4 ELL students struggling in mainstream programming.</p> <p>Include ELL students in tutorials for Reading and Math Intervention if scoring in non-proficient ranges on MAP testing.</p>

SUB GROUP	SUBGROUP GOAL(S)	AUXILIARY SERVICES / PRACTICES TO SUPPORT GOALS
Students with Disabilities (required)	By June 2012, increase the percentage of SPED students scoring Proficient and above by 5% in English Language Arts, Math, History, and Science.	<p>SPED teachers collaborate during professional time to set common criteria for students moving between ELA and math levels within the SPED department.</p> <p>SPED math teachers have developed a continuum of classes based on skill level and not grade level to assure proper student placement and to balance their class sizes to enhance math instruction.</p> <p>Articulation with high school SDC, RSP, and CS teachers to gain a better understanding of expectations and programming for students going into high school.</p> <p>Site in-servicing with instructional aides to increase their skill in working with students in small groups and to increase their skill in handling behavior related issues.</p> <p>"Intervention Friday" is a team approach to brainstorming ways to intervene on students with behavior problems that are impeding their academic success.</p>
GATE (required)	<p>By June 2012, increase CST ELA scores for GATE students from 98% to 99% proficient.</p> <p>By June 2012, increase the number of GATE students scoring advanced on the ELA CST scores by 5%.</p> <p>Identify GATE students scoring "Mandatory Intervention," and implement strategies to help them move to "Recommended and/or Meets Expectations".</p> <p>Identify target population of GATE students whose performance declined on ELA CST.</p>	<p>GATE teachers participated in AVID in-services on "Critical Reading". (2010-2011)</p> <p>Incorporated AVID critical reading strategies in GATE cluster and homogeneous humanities classes.</p> <p>Identify underachieving GATE students testing at the Basic levels and involved them in counseling support groups such as "Why Try" and Homework Club..</p> <p>Provided list of GATE target population to humanities teachers to monitor and assist.</p>

SUB GROUP	SUBGROUP GOAL(S)	AUXILIARY SERVICES / PRACTICES TO SUPPORT GOALS
<p>Educationally Disadvantaged or Title I Students (required)</p>	<p>By June 2012, increase the percentage of low socio-economic students scoring Proficient and above by 5% in English Language Arts, Math, History and Science.</p>	<p>Continue to send teachers to the AVID Summer Institute for their content area.</p> <p>Teacher participation in the PUSD and AVID sponsored in-services on critical reading and writing strategies.</p> <p>Continue to include identified non-proficient students in our site intervention programs (READ 180, Bobcat Math and Reading Interventions, AVID, and after school tutorials through ASES).</p> <p>Counselors conference with all non-proficient students and their parents either through parent/teacher conferences, IATs, AB1802 meetings, and individual counseling sessions.</p> <p>Students who frequently do not complete their homework are participating in "Why Try" support groups through counseling.</p> <p>Seventh and eighth grade students scoring in the Below Basic and Far Below Basic ranges on the CST in reading are participating in a tutorial using Read Naturally materials.</p> <p>Sixth, seventh and eighth graders who scored in the Below Basic and the Far Below Basic ranges on the CST in math are enrolled in an intervention math class during Bobcat Time to work on basic skills using Compass Learning and small group instruction. (Four sections offered using EDY funds.)</p>

A. 2010-2012 SITE-BASED LITERACY PLAN – Part 2 (Schoolwide)

Tasks that follow are aligned with the data analysis in the previous section, district vision, and SMART goals and site initiatives/organizational directions listed in Part I. In addition, tasks show:

- Alignment of instruction, strategies, materials, and assessment for learning – to content standards
- Research-based instructional strategies
- Responsiveness to needs of struggling, as well as high-performing, students
- Avoidance of isolation or segregation of student subgroups

<u>FORMING</u>	<u>IMPLEMENTING</u>	<u>EVALUATING AND RECOMMENDING</u>
<p>SIXTH GRADE HUMANITIES: Disseminate and analyze spring and fall CST and MAP assessment data to identify gaps in teaching vs. learning.</p> <p>Teachers analyze spring and fall CST and MAP assessments of students scoring Basic or below to drive instruction.</p> <p>Identify students for Reading Intervention focusing on students testing at Basic or below in MAP.</p> <p>All students will be introduced to academic language through spelling and vocabulary to aid in comprehension using the 6th grade Academic Vocabulary Workbook.</p> <p>Continue use of AVID strategies in all classes, including Cornell Notes.</p> <p>Teachers use shared file to access common Social Studies and Language Arts standards based activities and assessments.</p> <p>Class goals and individual student goals will be set using Fall MAP scores.</p> <p>Develop standards based RIT level curriculum targeting CST writing strategies.</p> <p>Collaboration on writing rubrics and common language used to teach all forms of writing.</p> <p>Identify low performing students for mandatory intervention.</p> <p>Collaboration on grading practices to better reflect student achievement.</p>	<p>SIXTH GRADE HUMANITIES: Continue collaboration in Language Arts, Reading and Writing to create a Curriculum Map to assure all students receive common lessons and assessments based on Standards.</p> <p>Continue to implement writing across the curriculum and use common rubrics.</p> <p>Collaboration to help teachers understand MAP scores and information available on various sites including PUSD and NWEA.</p> <p>Compass Learning used by language arts teachers to re-enforce standards.</p> <p>All students will continue to be exposed to Academic Language through spelling and vocabulary to aid in comprehension using the Greek and Latin Roots Workbook.</p> <p>At the end of semester re-assess students in Read 180 for growth.</p> <p>MAP test given at semester.</p> <p>Student and class goals revisited at semester to assess growth.</p> <p>Use of state released questions to improve test taking strategies.</p> <p>Continue interventions for low performing students. Reflection of grading practices collation between performance, test scores, MAP and CST.</p> <p>Grammar Benchmark to be given at the end of second quarter.</p> <p>Low performing students continue to attend mandatory interventions to improve performance.</p>	<p>SIXTH GRADE HUMANITIES: CST testing in Spring. MAP testing in Spring.</p> <p>Classroom and individual student goals assessed for growth using MAP test.</p> <p>Reflection of students and their growth this year.</p> <p>Reflection and adjustments of Curriculum MAP and strategies used to help students be more successful.</p> <p>Assessment of growth of students in READ 180.</p> <p>Reflection of student success in intervention based on improved MAP scores.</p> <p>Analysis of MAP scores within classes and across grade level to see areas of growth.</p> <p>Refine instruction/pacing on standards based curriculum after reviewing student performance on common course assessments.</p> <p>Assess newly developed writing strategies curriculum based on MAP and CST scores.</p> <p>Articulation with feeder elementary 5th grade teachers to help provide a smooth transition of students to middle school.</p>

<u>FORMING</u>	<u>IMPLEMENTING</u>	<u>EVALUATING AND RECOMMENDING</u>
<p>SEVENTH GRADE HUMANITIES: Team members analyze data to determine programming gaps and identify areas needing adjustments.</p> <p>MAP testing of all students three times a year.</p> <p>Identify District resources available to support effective use of MAP data to move students to the next quartile.</p> <p>Focus on individual/class goals and utilize curriculum activities that specifically support individual and class goals.</p> <p>Utilize team knowledge of MAP scores to guide instruction.</p> <p>Introduce students to active reading strategies.</p> <p>Use the BHMS Knowledge Map as an instruction/learning tool for Social Studies and Language Arts.</p> <p>On-demand writing prompts used regularly to build student skill and confidence.</p> <p>Develop a pacing guide for writing genres (in process). (Identify quarters for instruction of writing styles.)</p> <p>Use a pacing guide for Social Studies.</p> <p>Discuss strategies for successful learning and best practices for effective evaluation.</p> <p>Continue to implement 7th grade grammar program to identify and recognize parts of speech and best conventional methods.</p> <p>Refine grade level requirements for grammar mastery and evaluate resources/best practices to determine the most effective teaching/learning.</p> <p>Develop common rubrics for the four writing genres taught in 7th grade.</p> <p>Continue to develop chapter and quarter benchmark tests for social studies.</p> <p>Articulated grammar flowchart for 6-7-8 by quarter.)</p>	<p>SEVENTH GRADE HUMANITIES: Continue to use collaboration days for team to align curriculum to standards, develop common course assessments, and share effective strategies.</p> <p>Collaborate on different methods used in the classroom to monitor learning of Knowledge Map concepts.</p> <p>Identify areas of strength and areas that need to be reviewed for more effective learning of writing styles/strategies and word analysis.</p> <p>Continue to enhance effective discussion and journaling activities to support "The Revealers" experience as well as other core humanities novels.</p> <p>Encourage students to use Compass Learning to boost reading and writing skills.</p> <p>Sharing of best practices to supplement/increase student learning.</p> <p>Learning to use Learning Point materials more effectively.</p>	<p>SEVENTH GRADE HUMANITIES: Identify next steps for curriculum focus for collaboration days in 2011-2012.</p> <p>Discuss the MAP testing process as related to growth and identify areas needing adjustment for 2011-2012 school year.</p> <p>Evaluate the effectiveness of Knowledge Map usage as related to MAP growth, classroom assessments and student performance data.</p> <p>Explore effectiveness of intervention programs including Between the Bells, Bobcat Reading Intervention, and Compass Learning on student success.</p> <p>Use Knowledge Map game for Social Studies and Language Arts as a cumulative review.</p>

<u>FORMING</u>	<u>IMPLEMENTING</u>	<u>EVALUATING AND RECOMMENDING</u>
<p>EIGHTH GRADE HUMANITIES: Analyze CST/MAP student performance data to identify areas of weakness.</p> <p>Work cooperatively in Math, Science, and Humanities to support struggling students.</p> <p>MAP testing in Reading and Language Arts.</p> <p>Develop curriculum related critical reading and writing strategies for expository text. Improve student performance in word analysis and vocabulary development on CST.</p>	<p>EIGHTH GRADE HUMANITIES: Continue to use Collaboration Days for team to align curriculum to standards and to share effective strategies.</p> <p>Meet quarterly with 8th grade teachers to discuss struggling students. Utilize MAP Goals and Data.</p> <p>Use of collaboration and administrative release days to identify resources and strategies to implement critical reading/writing strategies.</p> <p>Utilize supplemental materials for instruction in Latin/Greek word parts.</p>	<p>EIGHTH GRADE HUMANITIES: Use of Benchmarks in History/Grammar to determine any necessary refinements.</p> <p>Use of Winter MAP testing to help with high school placement. Debrief and share outcomes from critical reading/writing strategies/lessons.</p> <p>Develop an 8th grade critical reading/writing strategy resource binder focused on expository text.</p> <p>Debrief and share effective Latin/Greek word part teaching strategies and lessons.</p>
<p>LIBRARY: Increase student literacy by providing access to a welcoming, supportive, and well-organized environment with opportunities for book selection, reading in multiple mediums and formats 24/7, large and small group work, instruction, and access to technology.</p> <p>Organize a rich selection of resources that support state content and information literacy standards, diverse interest and multiple reading levels and learning styles.</p> <p>Update collection by adding a broad range of materials while discarding outdated titles and items in poor condition.</p> <p>Motivate reading through quality displays, presentations and individual assistance.</p> <p>Offer library orientations for all 6th, 7th and 8th grade humanities classes, including ELL and Special Education, and for teachers new to the school.</p> <p>Continue information literacy instruction to classrooms and support sixth grade technology instruction and cybersafety.</p> <p>Identify and promote resources and information of significance to staff, students, and parents through emails, handouts and the website.</p> <p>Provide resources 24/7 and when home support is limited, create a schedule of hours open to maximize access to resources, technology, and assistance.</p>	<p>LIBRARY: Continue collection development, promoting reading and online information and support.</p> <p>Weed outdated titles and items in poor condition.</p> <p>Integrate new state information literacy standards into the curriculum.</p> <p>Teach and support information literacy, technology literacy, the ethical use of resources, and cybersafety.</p>	<p>LIBRARY: Continue with previously stated objectives.</p> <p>Accept recommendations of specific titles and topics from staff.</p> <p>Collaborate with staff to choose additions to collection.</p> <p>Be informed of classroom instruction and support with appropriate resources.</p> <p>Plan with teachers for next year.</p>

<u>FORMING</u>	<u>IMPLEMENTING</u>	<u>EVALUATING AND RECOMMENDING</u>
<p>MATH: Analyze data to determine programming gaps and identify needed adjustments.</p> <p>Determine and incorporate materials to use in Pre-Algebra for "Revisit/Review" purposes.</p> <p>Participate in AMC 8, Math Counts, and Math Field Day competitions.</p> <p>MAP testing and application of MAP student goals.</p> <p>Continue to use Collaboration Days to align curriculum to standards and to prepare student for success in next year's courses.</p> <p>Refine common course assessments for Pre-Algebra, Algebra, Algebra Readiness, and Geometry.</p> <p>Collaborate on what we are doing for Bobcat Intervention class.</p> <p>Using EDY funds expand the Bobcat Math Intervention to serve 7th & 8th grade general education students scoring in the Below Basic and Far Below Basic ranges in math.</p> <p>Encourage students to access Holt on-line for building math technology skills. Incorporate the use of technological communication into instruction.</p> <p>SIXTH GRADE MATH: Disseminate and analyze last spring's data to identify gaps in teaching vs. learning.</p> <p>Identify students in Basic and below bands on CST and MAP tests for math intervention class.</p> <p>Teachers analyze informal data to drive instruction especially of low performing students.</p> <p>Teachers will set classroom and individual student goals in Math based on MAP scores.</p> <p>Using EDY funds begin Math Intervention class during Bobcat time for non-proficient 6th graders.</p>	<p>MATH: Expand the Bobcat Intervention program to reach students performing at the Far Below Basic, Below, and Basic levels.</p> <p>Continue the technology aspects of our textbook. MAP testing and application of MAP student goals.</p> <p>Use of updated state released questions to improve test taking strategies.</p> <p>Encourage parents and students to use on-line textbook and support pieces to remediate or enhance curriculum.</p> <p>SIXTH GRADE MATH: Reflection of curriculum pacing map at semester.</p> <p>Continue use of Compass Learning for Mandatory Tutorial for students not yet proficient in basic math facts.</p> <p>Collaboration to design lessons around class goals and student goals.</p> <p>Continue to use common chapter tests and semester common assessment.</p> <p>Collaborate on the use of state released questions to improve test taking strategies and areas of low proficiency.</p> <p>Continue aligning standards and revising assessments. Students use Compass Learning to help focus on areas of need based on MAP scores.</p>	<p>MATH: Identify criteria for placement into Bobcat Intervention classes.</p> <p>Identify incoming students for Bobcat Intervention classes.</p> <p>Identify incoming Algebra Readiness and Geometry students.</p> <p>Use MAP data to support course placement for next year.</p> <p>SIXTH GRADE MATH: MAP and CST testing in spring. Reflection and analysis of classroom goals and individual student goals based on MAP.</p> <p>Common End of Year assessment given to determine growth and placement for next year.</p> <p>Student and class goals revisited to assess growth after fall MAP.</p>

<u>FORMING</u>	<u>IMPLEMENTING</u>	<u>EVALUATING AND RECOMMENDING</u>
<p>SCIENCE:LAB REPORTS: Revise 8th Grade Lab Report Checklists and Rubrics for lab reports, analyses and conclusions. Develop three Lab Report templates that include a peer editing feature to support the written analysis portion of a Science Lab Report. These Lab Report templates will be used when completing the designated formal lab reports required during quarters 2, 3, and 4. During 1st quarter, teachers model lab report format. (Lab analyses and conclusions will support technical writing, which is the focus of writing in 8th grade science.)</p> <p>CORNELL NOTES: Continue instruction of Cornell Notes and further critiquing 7th and 8th grade note-taking. Also, continue “paragraph shrinks” as an aid to summary writing.</p> <p>7th Grade Cornell Notes: Students read the chapter in class and under supervision of the teacher, identify the “need to know” vs. the “nice to know” information. Use textbooks clues and tools (chapter objectives, bold words, words in italics, diagrams, charts) to help identify important concepts. Teacher discusses and models Costa’s Level 1 and 2 Questions when writing questions for the Cornell Notes. Students write paragraph shrinks for each section and an overall summary for the entire set of notes.</p> <p>8th Grade Cornell Notes: Aligned with 7th grade, students in 8th grade should be able to continue to: a) Skim text and take notes independently. b) Write questions using Costa’s Level 1 and 2 Questions. c) Write paragraph shrinks and overall summaries. Eighth grade will concentrate on identifying the mechanics of effective summary-writing.</p> <p>CURRICULUM/GRADING ALIGNMENT Continue to refine and align science units with state standards. Rewrite or remove unnecessary lessons from curriculum. Review grading practices of each teacher. Work to further develop a flexible system of department policies and practices all science teachers will use.</p> <p>INTERVENTION AT ALL GRADE LEVELS Identify students not earning a “C” or higher in science. Use grades to identify under-achieving science students. In addition to providing general support (Frequent grade posts, Parent communication, Use of Learning Point, Bobcat Time support) for these students, accommodations (Priority seating, Copies of notes, Modified tests...) and/or interventions (Between the Bells, Loss of lab privileges, Informal check-ins with D and F students as needed) will be employed.</p>	<p>SCIENCE:LAB REPORTS: Revise Lab Report Checklists and Rubrics for lab reports, analyses, and conclusions.</p> <p>Debrief use of lab checklists and peer-editing forms for lab report analyses and conclusions. Make necessary revisions to ensure effectiveness of peer-editing.</p> <p>CORNELL NOTES: Continue instruction of Cornell Notes varying the emphasis of the note taking process at each grade level.</p> <p>7th grade Cornell Notes: Students will formulate their own Cornell Notes and strive to match teacher notes (as practiced 1st trimester). Students may then compare with partner and add necessary information and then compare with teacher. Student will include more of Costa’s Level 2 type questions then Level 1 type questions.</p> <p>8th grade Cornell Notes: Focus is on well-written summaries for Cornell Notes by using “paragraph shrinks”.</p> <p>CURRICULUM/GRADING ALIGNMENT Continue to refine and align science units with state standards.</p> <p>Continue refining and aligning, document changes.</p> <p>Continue debriefing practices and policies.</p> <p>INTERVENTION Identify students not earning a “C” or higher in science.</p> <p>Debrief and analyze to see whether our strategies have been effective. Brainstorm additional ways to boost homework completion, grades, and learning.</p>	<p>SCIENCE:LAB REPORTS: Revise and develop Lab Report Checklists and Rubrics for lab reports and analyses and conclusions.</p> <p>Debrief use of lab checklists and peer-editing forms for lab report analyses and conclusions.</p> <p>Make necessary revisions to ensure effectiveness of peer-editing.</p> <p>CORNELL NOTES; Continue instruction of Cornell Notes with a different emphasis of the note taking process at each grade level.</p> <p>7th Grade Cornell Notes: Students will create their notes independently without peer support or comparisons.</p> <p>8th Grade Cornell Notes: Students should be able to complete notes without teacher supervision, use them during class, and follow-up with a well-written summary and varying levels of questions.</p> <p>CURRICULUM/GRADING ALIGNMENT Continue to refine and align science units with state standards.</p> <p>Continue refining and aligning, document changes. Settle on final practices and policies.</p> <p>INTERVENTION Identify students not earning a “C” or higher in science.</p> <p>Debrief and analyze to see whether our strategies have been effective.</p> <p>Brainstorm additional ways to boost homework completion, grades, and learning.</p>

<u>FORMING</u>	<u>IMPLEMENTING</u>	<u>EVALUATING AND RECOMMENDING</u>
<p>PHYSICAL EDUCATION / ELA: P.E. teachers support literacy through Sustained Silent Reading during Bobcat classes (ongoing).</p> <p>PHYSICAL EDUCATION / MATH: All students record fall fitness scores</p>	<p>PHYSICAL EDUCATION / ELA: Incorporate personal fitness goals into the curriculum by using the healthy fitness standards as determined by the State of California. P.E. coaches will explain the correct format for writing a paragraph, provide a sample of a complete paragraph for students and parents, collect and grade written work.</p> <p>Integrate literacy by assigning homework that requires the use of complete paragraphs showing correct grammar, punctuation and paragraph format.</p> <p>Beginning Fall 2012 implement VOCAB-T Shirt Program. Student T-shirts will have academic vocabulary words defined to help increase student literacy.</p>	<p>PHYSICAL EDUCATION / ELA: Students will compare fitness results using pre and post tests and complete a written homework assignment using correct paragraph format.</p> <p>PHYSICAL EDUCATION / MATH: All students record/graph spring fitness scores and compare with fall scores.</p>
<p>ELECTIVES - READ 180 Incorporate student writing opportunities into content specific assignments.</p> <p>Incorporate reading into each of the elective content areas. Selection of students to participate using established criteria of "Basic" on the CST has produced the greatest individual growth. An orientation of the program and expectations are set for each of the components.</p>	<p>ELECTIVES - READ 180 "Tools for Progress" are utilized by having students rotate between (3) components each class session.</p> <p>Computer work focuses on spelling, vocabulary, and reading.</p> <p>Small Group work with the teacher concentrates on comprehension skills by using a variety of comprehension workbooks, as well as the Reading Skills Inventory story booklets.</p> <p>During Independent Reading students are reading the books provided by the READ 180 program and they will take a comprehensive quiz after completing each book.</p> <p>Through Whole Group Instruction the teacher will model reading strategies that "good readers use" so students will understand what they should be doing as they read independently.</p>	<p>ELECTIVES - READ 180 Continue to utilize all components of the Read 180 program as previously identified.</p>

<u>FORMING</u>	<u>IMPLEMENTING</u>	<u>EVALUATING AND RECOMMENDING</u>
<p>ELECTIVES - VISUAL ARTS Incorporate student writing opportunities into content specific assignments.</p> <p>Incorporate reading into each of the elective content areas.</p> <p>Art students will write reflections and critiques on their own work, art historical works, and work of their peers.</p> <p>Students will read about artists, art genres and movements in books, articles and textbook.</p> <p>Technical reading is required of students following written instructions to technical aspects of creating artworks.</p>	<p>ELECTIVES - VISUAL ARTS Ongoing throughout the year.</p>	<p>ELECTIVES - VISUAL ARTS Ongoing throughout the year. Students complete written critiques to evaluate each finished project which include art concepts and vocabulary, historical connections, and production techniques.</p>
<p>ELECTIVES – MUSIC (Band, Choir, Orchestra) Incorporate student writing opportunities into content specific assignments.</p> <p>Incorporate reading into each of the elective content areas.</p> <p>Students are constantly exposed to phrasing, punctuation, context cues, tracking skills (reading music), reading English words and Italian instructions, vocabulary (roots of words, suffixes, prefixes).</p> <p>In choir students learn Latin, Spanish and Hebrew words, consonant attack and vowel formation.</p> <p>Some choir students are required to do a report each semester if they miss a concert or are on an Off Campus Independent Student (OCIS) contract.</p> <p>In Band reports, essay questions and journaling are required.</p>	<p>ELECTIVES - MUSIC Ongoing throughout the year.</p>	<p>ELECTIVES – MUSIC Ongoing throughout the year.</p> <p>(Band/Orchestra) Teacher observation. Final exams. Festival performance. Playing tests. Oral presentations.</p> <p>Choir: Teacher observation. Vocal testing rubrics. Choreography testing rubrics. Participation testing rubrics. Final performance rubrics. Disneyland performances (audition only).</p>

<u>FORMING</u>	<u>IMPLEMENTING</u>	<u>EVALUATING AND RECOMMENDING</u>
<p>ELECTIVES – TECH Incorporate student writing opportunities into content specific assignments.</p> <p>Incorporate reading into each of the elective content areas.</p> <p>Students will complete one-chunk writing regarding projects and summaries of technical articles.</p> <p>Students will create Power Point presentations.</p> <p>Students will also complete reading assignments using their textbook and on-line resources.</p> <p>Students complete regular warm-up content-based literacy exercises.</p> <p>Students will take notes, answer questions, and complete summaries of assignments.</p>	<p>ELECTIVES – TECH Ongoing throughout the year.</p>	<p>ELECTIVES – TECH Ongoing throughout the year.</p> <p>Teacher evaluation of individual assignments.</p> <p>Oral presentations.</p> <p>Project evaluations.</p> <p>Tests to evaluate comprehension.</p>
<p>ELECTIVES – SPANISH Incorporate student writing opportunities into content specific assignments.</p> <p>Incorporate reading into each of the elective content areas.</p> <p>Writing within both native and target language activities.</p> <p>Foreign Language students demonstrate their knowledge of literacy skills, vocabulary, grammar terminology and research skills in written assignments in both English and Spanish.</p> <p>Students will make connections and comparisons between cultures through informational readings on topics related to historical and cultural events.</p> <p>Foreign Language students will learn the meaning and spelling of new vocabulary through the use of roots, suffixes/prefixes, meaning through "picturing", syllabication, "see-say-write" method and by highlighting problematic areas of each word.</p> <p>Students will have opportunities to write a variety of products such as research papers (English) and organized paragraphs in target language.</p>	<p>ELECTIVES – SPANISH Ongoing throughout the year.</p>	<p>ELECTIVES – SPANISH Ongoing throughout the year.</p> <p>Students will be given formative and summative writing assessments in target language. These will include short answers, essays, and timed assignments.</p> <p>Students will be assessed on their ability to communicate in Spanish through written activities using the appropriate vocabulary and grammatical forms.</p> <p>Students will be given formative and summative target language reading assessments and activities. These will include multicultural readings and task-based assignments.</p> <p>Students will be given formative and summative target language writing assignments and activities. Students will write essays and short answers in the target language and in their native language as appropriate for their level of proficiency.</p> <p>Students will be given formative and summative assessments that include cultural comparisons and connections.</p>

How will implementation of tasks be measured?		
<p>SIXTH GRADE HUMANITIES: Grammar Benchmark Test Individual and class goals for MAP Academic Language test results</p>	<p>SIXTH GRADE HUMANITIES: Grammar Benchmark Test Greek and Latin Roots Assessment MAP scores Intervention Classes Scores Academic Vocabulary Final Test</p>	<p>SIXTH GRADE HUMANITIES: End of the Year Grammar Test Greek and Latin roots Final CST Test scores MAP scores - individual and class</p>
<p>SEVENTH GRADE HUMANITIES: Benchmark Chapter Test results Articulated grammar flow chart Articulated writing styles schedule (in process of revision) Social Studies pacing of unit order Academic vocabulary</p>	<p>SEVENTH GRADE HUMANITIES: Benchmark Chapter Test results MAP Test results Individual and Class Goal Sheets Greek/Latin roots tests</p>	<p>SEVENTH GRADE HUMANITIES: MAP Test results Individual and Class Goal Sheets Greek/Latin roots team assessment lessons/tests</p>
<p>EIGHTH GRADE: Grammar Pre-Test First Quarter Grammar Benchmark. First Quarter History Benchmark</p>	<p>EIGHTH GRADE: Second and Third Quarter Grammar Benchmarks. Sixth, seventh, and eighth grade history review through History Bowl competition.</p>	<p>EIGHTH GRADE: Grammar Post-Test. 2011 CST scores in ELA. Fourth Quarter Social Studies Civil War presentations with re-enactors.</p>
<p>LIBRARY: Maintain communication with high school to adequately prepare students for college readiness and research. Assess students on a variety of information literacy skills using TRAILS, an online assessment system. This provides a base line for tracking the skill levels of these students through high school. Update library information, on-line resources and user guides. Collect circulation of library books.</p>	<p>LIBRARY: Increase instruction to classes/students on the use of online subscriptions and Noodlebib. Collect statistics on usage of all online subscriptions. Assess sixth graders with TRAILS.</p>	<p>LIBRARY: Continue instruction and student use of online subscriptions and Noodlebib. Assess seventh and eighth graders with TRAILS.</p>

How will implementation of tasks be measured?		
<p>MATH: Administration of common course assessments across grade levels. Use of study guides to prepare students for assessments.</p> <p>Use of AVID strategies and methodologies to support student learning.</p> <p>Increase in the number of students participating in AMC-8 and Math Counts competitions.</p> <p>Revise all Algebra quizzes, study guides, and tests.</p> <p>Develop midterm for Algebra and Geometry.</p> <p>SIXTH GRADE MATH: Common benchmark given at end of first quarter.</p> <p>Class and student written goals based on fall MAP data.</p> <p>Students identified at the beginning of school for math intervention class.</p> <p>Drop-in after school tutorial available for students.</p>	<p>MATH: AVID students attend tutorial sessions that focus on math</p> <p>Continue with Bobcat Intervention classes and use Compass Learning for additional support.</p> <p>SIXTH GRADE MATH: Common benchmark given at end of first semester.</p> <p>Drop-in after school tutorial continued.</p>	<p>MATH: Include District Benchmarks in assessments.</p> <p>SIXTH GRADE MATH: Revise chapter tests used to assess student progress.</p> <p>Common chapter tests assess student progress.</p>
<p>SCIENCE: Uniform use of Cornell Notes, 7th grade providing basic introduction and instruction, 8th grade reinforcing those skills and focusing specifically on summary writing.</p> <p>Lab Report Checklists for designated formal lab reports at the 8th grade level.</p> <p>Peer-editing templates for the Analysis and Conclusion portions of three designated lab reports.</p> <p>Utilize strategies to raise student homework completion, grades, and learning.</p> <p>Alignment of department policies and practices.</p>	<p>SCIENCE: Ongoing as measured by use of Cornell notes and lab reports. Improved science scores of those students receiving intervention.</p>	<p>SCIENCE: Ongoing as measured by Cornell notes, lab reports, and student reflections. Decrease in the number of students needing intervention in science.</p>

How will implementation of tasks be measured?		
<p>ELECTIVES: In all areas: Summative and formative assessments, writing projects, and performance evaluations.</p>	<p>ELECTIVES: READ 180 students can "test out" of the program if their MAP score is at mid-range proficient or higher at the end of 1st semester.</p> <p>Winter concerts by Choir, Orchestra and Band.</p> <p>Winter Art Show with exhibits from Art, Spanish, Tech, and Band Concert.</p>	<p>ELECTIVES: READ 180 - End of year growth results showed that 82% of the students who participated in READ 180 increased on their MAP testing in June 2011.</p> <p>Art, Music, and Chalk Festival.</p>
<p>PHYSICAL EDUCATION: Through student self assessment. Comparing student progress with State Standards and improvement from fall and spring tests.</p>	<p>PHYSICAL EDUCATION: Through student self assessment. Comparing student progress with State Standards and improvement from fall and spring tests.</p>	<p>PHYSICAL EDUCATION: Through student self assessment. Comparing student progress with State Standards and improvement from fall and spring tests.</p>

A. 2010-2012 SITE-BASED LITERACY PLAN – Part 2 (English Learners)

<u>FORMING</u>	<u>IMPLEMENTING</u>	<u>EVALUATING AND RECOMMENDING</u>
<p>ENGLISH LANGUAGE ARTS: Disseminate and analyze spring assessment data to identify proper class placement of all ELL students.</p> <p>Assess current ELD program offerings and suggest changes according to the numbers and ability levels of incoming ELL students.</p> <p>Review CST data with all CELDT scores to further ensure proper student placement.</p> <p>Review ELL placement procedures for new/transfer students with appropriate office personnel.</p> <p>Re-evaluate ELL intake sheet to assist with proper placement of new ELL students.</p> <p>Review ELL student test scores and files for possible reclassification and proper placement.</p> <p>Ensure ELL staff attends appropriate District ELL in-services.</p> <p>Administer fall MAP test, use scores to differentiate instruction.</p> <p>Share MAP scores with students; teach goal setting.</p> <p>Support teachers with mainstreamed ELL students who are struggling in ELA.</p> <p>Fall ELAC Meeting and Back to School Parent Night.</p> <p>Implement study skills class for level 3/4 struggling mainstreamed EL students.</p>	<p>ENGLISH LANGUAGE ARTS: Continue to provide specific instruction in phonics, vocabulary development, and test taking skills instruction. (Ongoing)</p> <p>Continue to provide specific instruction in reading comprehension. (Ongoing)</p> <p>Continue to provide specific writing instruction. (Ongoing)</p> <p>Continue to enroll ELL students who are non-proficient in reading in READ 180.</p> <p>Coordinator to consult/advise teachers regarding mainstream ELL students struggling in ELA.</p> <p>Coordinator to maintain communication with 6-8 grade level team meetings to help gain awareness of school-wide ELL issues.</p> <p>Administer winter MAP Reading and Language Usage testing to all ELL students; use results to differentiate instruction.</p> <p>Review and revise individual student MAP goals.</p> <p>Continue to review and revise study skills class format and curriculum to meet needs of EL struggling students.</p> <p>Implement sheltered science for Level 1-2 ELL students.</p>	<p>ENGLISH LANGUAGE ARTS: Articulate with elementary feeder schools and RBHS/DNHS regarding proper placement for ELL students.</p> <p>Administer spring MAP Reading and Language Usage testing to all ELL students.</p> <p>Review spring MAP testing data to analyze gains/losses in achievement and for fall student placement.</p> <p>Review individual student MAP goals. Summer CELDT Testing so our ELL instructional aide can be working with students at the beginning of the school year.</p> <p>Adjust the humanities schedule for 2011-12 to better meet the needs of Sheltered ELL students.</p> <p>Spring parent newsletter and spring ELAC meeting.</p> <p>Continue to review and revise study skills class format and curriculum to meet needs of EL struggling students.</p>

How will implementation of tasks be measured?		
ELAC meeting minutes and sign-in sheet CST Data from spring 2011 MAP data District reports ELL Intake Form MAP goal setting worksheet Grades and progress notices for EL students.	MAP data MAP goal setting worksheet Student work samples Copy of winter newsletter Grades and progress notices for EL students.	MAP data MAP goal setting worksheet Student work samples Master Schedule showing adjustments ELAC meeting minutes and sign-in sheet Copy of spring newsletter Grades and progress notices for EL students.

A. 2010-2012 SITE-BASED LITERACY PLAN – Part 2 (Students with Disabilities)

<u>FORMING</u>	<u>IMPLEMENTING</u>	<u>EVALUATING AND RECOMMENDING</u>
<p>SPED ENGLISH LANGUAGE ARTS: Disseminate spring assessment data to SPED TEAM to analyze and identify programming gaps.</p> <p>Test all SPED (RSP and SDC/NSH) students in reading using MAP.</p> <p>Analyze results (RIT scores) and write classroom/student goals that target specific areas of weakness.</p> <p>Use results in lesson planning.</p> <p>Review and align with regular education curriculum.</p> <p>Keep consistency with new SPED staff.</p> <p>Review SDC/NSH CMA criteria to identify students and write an addendum to the students IEP.</p>	<p>SPED ENGLISH LANGUAGE ARTS: Retest SPED (RSP and SDC/NSH) students in ELA content areas using MAP.</p> <p>Monitor progress made since first trimester and identify continued areas of weakness in ELA using results to drive instruction.</p> <p>Use CST release questions to improve test taking skills.</p> <p>Increase collaboration with all staff of students receiving D's and F's and adjusting programs as needed.</p> <p>Continue to align course curriculum with general education in ELA and monitor student progress.</p> <p>Use new LANGUAGE! program for Basic and Below Basic students.</p> <p>Use LANGUAGE! assessments to inform instruction and as summative measures.</p> <p>Begin to develop Grammar Benchmark tests.</p> <p>Continue discussions related to CMA testing at IEP meetings.</p>	<p>SPED ENGLISH LANGUAGE ARTS: Test-taking skill instruction in all curricular areas using release questions for practice. (Start second quarter.)</p> <p>Articulate with elementary feeder schools and RBHS regarding proper placement of SPED students for the fall.</p> <p>Feedback to elementary before transition meetings.</p> <p>Retest all SPED (RSP and SDC/NSH) students in all ELA areas using MAP.</p> <p>Analyze results and use for future placement, writing IEP goals, and driving future instruction.</p> <p>Collaboration with administration in hand scheduling of all SPED students by beginning of June.</p> <p>Continue to develop quarterly Grammar Benchmark test.</p>

<u>FORMING</u>	<u>IMPLEMENTING</u>	<u>EVALUATING AND RECOMMENDING</u>
<p>SPED MATH: Disseminate spring assessment data to SPED team to analyze and identify programming gaps. Make adjustments where necessary.</p> <p>MAP test all SPED (RSP & SDC/NSH) students in math.</p> <p>Use Map goal sheets for setting individual and class goals.</p> <p>Analyze results (RIT scores) and write classroom/student goals that target specific areas of weakness.</p> <p>Use results in lesson planning.</p> <p>Analyze CST/CMA data and make decisions about appropriate CST testing.</p> <p>Introduce math vocabulary for grade level math.</p> <p>Use daily warm-up activities and review problem solving with students.</p> <p>Introduce Compass Learning</p>	<p>SPED MATH: Retest all SPED (RSP & SDC/NSH) students using MAP in math.</p> <p>Monitor progress made since first trimester and identify continued areas of weakness in math, using results to drive instruction.</p> <p>Using CST release questions, continue to build achievement through more closely aligned and upgraded SDC/RSP math curriculum to improve test taking skills.</p> <p>Use life skills math and expose students to higher level math skills.</p> <p>Use Compass Learning as supplementary homework assignments.</p> <p>Research general education math intervention materials for use with RSP students.</p>	<p>SPED MATH: Continue to research/implement math intervention programs/materials.</p> <p>Continue to align and upgrade SPED math program.</p> <p>Use MAP scores to help determine IEP goals and math placement for next year.</p> <p>Do more review of previous concepts learned. (Spiral Curriculum)</p>

How will implementation of tasks be measured?		
Special Education teachers aligning instruction to standards.	Less D & F grades at the 3rd quarter mark. Improved student performance on MAP testing.	Improve spring scheduling of RSP students to be sure ELA students are accurately scheduled, possibly moving some to general education ELA placement.

A. 2010-2012 SITE-BASED LITERACY PLAN – Part 2 (GATE Students)

<u>FORMING</u>	<u>IMPLEMENTING</u>	<u>EVALUATING AND RECOMMENDING</u>
<p>Continue to update registration protocols for incoming Provisional and Qualified GATE students.</p> <p>Include notation of Provisional or Qualified status in Genesis.</p> <p>Ensure placement of Provisional students in cluster classes.</p>	<p>In-service counseling and attendance on protocol for registering incoming Provisional and Qualified GATE students, including obtaining proof of GATE qualification from previous district and parental permission to test if necessary in PUSD.</p>	<p>Print, distribute, and discuss with counseling and attendance registration protocols for incoming Provisional and Qualified GATE students.</p>
<p>Ensure proper placement of incoming GATE students.</p>	<p>Request counseling to run queries several times per year to verify proper placement. In particular, run query for Provisional students prior to the distribution of class schedules in August.</p>	<p>Check query and make necessary changes for students not properly placed.</p>
<p>Process paperwork for Provisional GATE students and send to GATE Steering Committee within 7 weeks of enrollment.</p>	<p>Use Steering Committee recommendations and January testing results to place newly qualified GATE students.</p>	<p>Recommend qualified staffing to accommodate all homogeneous and cluster classes.</p> <p>Coordinate lottery and placement of GATE students.</p> <p>End-of-year queries to verify proper placement.</p>
<p>Communicate GATE testing recommendations and procedures to parents and staff.</p>	<p>During GATE collaboration days, update teachers on testing procedures and status. Update Genesis and cums to reflect GATE status.</p>	
<p>Update BHMS website to include pertinent testing information, GATE information, and notices.</p>	<p>Continue website updates</p>	<p>Website routinely updated.</p>
<p>Analyze CST data for target population: GATE students who declined on ELA CST.</p>	<p>Provide testing data to teachers to maximize classroom support and/or refer for services.</p>	<p>Monitor student progress.</p>
<p>Incorporate AVID critical reading strategies to advance GATE ELA CST scores from 98% to 99% proficient.</p>	<p>GATE teachers attend Jonathan LeMaster in-service on AVID critical reading strategies. Disseminate information to staff.</p>	<p>Teachers in-serviced in AVID critical reading strategies. Information disseminated during GATE collaboration meetings.</p>

How will implementation of tasks be measured?		
Update printed registration protocol for incoming Provisional and Qualified GATE students.	Update GATE query reflecting Qualified status of GATE students from January testing and Steering Committee.	Uniform registration protocols used for incoming GATE students.
Provisional student queries run from Genesis align with registered Provisional and Qualified GATE students.	Run query prior to dissemination of fall schedules to ensure all GATE students properly placed.	Match Qualified GATE student lists with next year's class lists verifying placement of all Qualified GATE students.
	Dissemination of AVID critical reading strategies	Evaluate GATE ELA CST scores.
		Debrief and assess implementation of AVID critical reading strategies

A. 2010-2012 SITE-BASED LITERACY PLAN – Part 2 (Educationally Disadvantaged)

<u>FORMING</u>	<u>IMPLEMENTING</u>	<u>EVALUATING AND RECOMMENDING</u>
<p>BHMS is not a Title 1 School so we do not know who our Educationally Disadvantaged students are. Therefore, these goals are written in a generic manner indicating how we serve all non-proficient students.</p> <p>Review schoolwide student CST and MAP scores and identify all students who are non-proficient and not identified as part of our targeted student groups (ELL, SPED, Hispanic, and African American).</p> <p>All non-proficient students in need of remediation are identified and parents contacted regarding student participation in grade level interventions during Bobcat Time, AVID (if meeting the criteria), READ 180, or mandatory after school tutorials through ASES.</p> <p>Non-proficient students are encouraged to participate in our after school program to receive additional homework assistance.</p> <p>All students at BHMS are receiving standards based instruction for their grade level.</p> <p>Parents are notified of student progress at the 5th week of each quarter and grades are posted at the end of the quarter.</p> <p>Most teachers are posting assignments and grades on Learning Point for all students. (Ongoing)</p> <p>Between the Bells (lunch time) offered to students with missing homework assignments as an opportunity to make up the assignment for half credit (1st quarter only).</p>	<p>Continue to identify students receiving D & F grades and those that are scoring in need of remediation on MAP testing.</p> <p>Continue offering READ 180, math, and reading intervention classes during Bobcat Time.</p> <p>Continue to encourage participation in the after school program.</p> <p>Counseling meets with all at-risk 7th and 8th grade students and their parents.</p> <p>Students with excessive missing assignments join counseling support group "Why Try".</p> <p>Continue to identify teachers not using Learning Point and provide support to encourage their use.</p> <p>Provide in-service sessions for all teachers to increase their use of new features on Learning Point.</p>	<p>Continue to identify students receiving D & F grades and that are scoring in need of remediation on MAP testing.</p> <p>Review student progress of those who have participated in school-wide interventions to help determine class placement for next year.</p> <p>Counselors meet with 6th & 7th grade humanities/math teachers regarding student placement for next year.</p> <p>Counselors meet with high school counselors regarding 8th graders who have continued to be non-proficient in middle school to determine high school class placement.</p> <p>As new teachers are hired, set an expectation that Learning Point be used.</p>

A. 2010-2012 SITE-BASED LITERACY PLAN – Part 2 (Additional Subgroup)

<u>FORMING</u>	<u>IMPLEMENTING</u>	<u>EVALUATING AND RECOMMENDING</u>
<p>IDENTIFIED STUDENT GROUPS: Teams analyze spring assessment data to determine programming gaps and identify needed adjustments.</p> <p>Identify students needing mandated intervention based on MAP data.</p> <p>Enroll students needing mandated interventions in READ 180, math and reading Bobcat intervention classes, and after-school tutorials through ASES.</p> <p>AVID students placed in GATE cluster classes.</p> <p>Increase number of fiction and non-fiction books depicting various cultures are available in the Library and in classroom libraries for all students to read.</p>	<p>IDENTIFIED STUDENT GROUPS: Recruit/hire teachers of color (ongoing)</p> <p>Promote school activities that encourage college readiness for all students.</p> <p>Continue to recruit students of color for AVID. Cluster students of color into classes to provide a support for each other. Humanities teachers choose literature that displays cultural heroes and is respectful to other cultures.</p> <p>Share strategies that work with diverse student groups from "Educating Everyone's Children" and "Cultural Proficiency".</p> <p>Sponsor RBHS and community mentors from diverse backgrounds to mentor our students of color.</p> <p>Evaluate student growth using winter MAP data.</p>	<p>IDENTIFIED STUDENT GROUPS: Recruit students of color for AVID, meet with parents, and encourage them to enroll in AVID for the fall.</p> <p>Hand schedule students of color into clusters for English and math.</p> <p>Increase the number of faculty members on the staff that represent other cultures.</p> <p>At least (2) speakers per year for Careers in Science/Math will be Latino or African American.</p> <p>Evaluate student growth using the spring MAP data.</p> <p>Continue to use AVID strategies and Cornell note taking in all core content areas.</p>

How will implementation of tasks be measured?		
Teams make adjustments to close curriculum gaps.	Verification through staff roster.	Copies of Cornell notes from core content areas at each grade level.
Grade level content support systems in place.	Verification through increased student enrollment in AVID.	Check rosters to be sure students are clustered in humanities and math classes.
Identified students participating in site based interventions.	Handouts from staff inservices related to cultural proficiency.	Speaker Bureau participants.
All AVID students placed in GATE cluster classes.	BHMS and classroom libraries have an increased number of copies of literature that celebrate other cultures and recognize cultural heroes.	Student progress toward MAP goals.
Increased library selections.		

III.A. 2010-2012 SITE-BASED LITERACY PLAN – Part 3 (Schoolwide)

CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP		
Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
<p>SCHOOL-WIDE EFFORTS: Increase in the number of Humanities, Science, and Math teachers utilizing AVID strategies to enhance student learning.</p> <p>In-servicing staff on goal setting and how to use MAP data to drive instruction.</p> <p>Standards-based grammar instruction articulated with 6th, 7th, and 8th grade. Benchmark grammar tests being developed or used at each grade level.</p> <p>Humanities, math and science teachers are in-serviced in ELL strategies.</p> <p>Sixth, seventh and eighth grade articulation for writing instruction.</p> <p>Humanities and math teachers in-serviced in using student report center and MAP performance data.</p> <p>Ongoing school-wide conversation around grading practices.</p> <p>Friday morning collaboration time focused on developing common course assessments, articulation, and sharing instructional strategies.</p> <p>Vertical articulation: Elementary to middle and middle to high school.</p> <p>Discuss & share strategies for successful learning and best practices for effective evaluation of writing styles.</p> <p>Articulated effort in teaching academic vocabulary.</p> <p>Development and implementation of History Bowl to review and re-enforce 6th-8th grade social studies standards in preparation for the CST.</p> <p>Develop a pre/post test in grammar for assessment and evaluation of instruction.</p> <p>Development and use of common lessons to increase student reading comprehension.</p> <p>Staff to attend workshops, conferences and TLCs to build personal/professional skills. School-wide study of The Forgotten Middle and discussion related to habits of mind to help our students be more successful academically.</p> <p>Increased number of staff using shared drive to post instructional units and assessments.</p>	<p>SCHOOL- WIDE EFFORTS: Teachers maintaining ongoing communication with parents through Learning Point by posting assignments, agendas, handouts, and grades.</p> <p>Regular contact with parents of struggling students through the Bobcat Planner entries, e-mail, phone contact, and parent conferences.</p> <p>Parents engaged with students' independent reading and assist with homework.</p> <p>Parent volunteers assisting with grade level activities in the classroom, on field trips, in the student store, in the library, and during registration.</p> <p>Parents actively involved through PTSA, BHMS Foundation, Band & Choir Booster groups, and serving on Site Council. Parents represent BHMS on District Advisory Committees.</p> <p>Back-to-School Night provides parents with an opportunity to hear about course expectations, homework, and to obtain teacher emails.</p> <p>The school website serves as a communication tool for parents.</p> <p>The auto caller is being used regularly to communicate important information and notify parents of school events.</p> <p>Our newsletter, The Paw Press, is emailed monthly to parents and posted on our web site.</p> <p>District provided email facilitates communication with parents.</p> <p>Parent conferences held with students who have D/F and/or N/U grades.</p>	<p>SCHOOL-WIDE EFFORTS: Opportunities to complete missing assignments through attendance at Between the Bells.</p> <p>Students are provided with a daily planner to record homework assignments.</p> <p>Increased use of interactive learning activities and teachers using Docucams, United Streaming, Brain Pop, and other instructional tools to increase visual learning.</p> <p>Some classes have students do individual goal setting using their MAP test results to increase ownership in the learning process.</p> <p>Students earning Renaissance Reward cards, Honor Roll certificates, and participating in school clubs/activities.</p> <p>Integrating 7th grade Knowledge Maps for ELA and social studies into daily learning and assessment. Students keep record sheets of their progress for their eyes only to instill a sense of ownership in their own progress through intrinsic rewards.</p> <p>All 7th grade students will read "The Revealers" and engage in meaningful activities to support growth in the Character Counts traits of Respect and Responsibility.</p> <p>Over 200 students participating in the Before and After School Program which provides homework hour, access to the computer lab and library, as well as a number of enrichment/sports activities.</p> <p>Increased use of Compass Learning for tutorials.</p> <p>Read Naturally being used for Reading Tutorial for students scoring Below Basic and Far Below Basic on CST.</p>

CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP

Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
<p>LIBRARY: Librarian offers instruction and collaboration to staff addressing content, core and information literacy standards, resources, curriculum, lesson plans, technology, cybersafety, ethical use of resources, note-taking and bibliography.</p> <p>Continue updating tech skills and new applications.</p>	<p>LIBRARY: Develop and train parent volunteers in library procedures and resources.</p> <p>Update handouts and website with current information and resources (Library Catalog and databases) available 24/7.</p> <p>Support PTSA Book Fair.</p> <p>Participate on the Bernardo Heights Education Foundation Board.</p> <p>Available by e-mail to answer questions (posted on library web-site)</p>	<p>LIBRARY: Guide students to book choices, reserving titles, writing book reviews for the Library Catalog and making recommendations for new purchases.</p> <p>Assist with using technology, accessing online resources and reading nonfiction in multiple formats.</p> <p>Provide library orientations on the location, policies and procedures of using the library and accessing resources.</p> <p>Sponsor the Bernardo Heights Spelling Bee.</p>
<p>MATH TEAM: Restructuring Collaboration Time to focus on grade level content issues (pacing, common course assessments, placement criteria). (on-going)</p> <p>Participate in District ELL workshop.</p> <p>Using Collaboration time to develop Common Course Assessments and pacing guides for each class.</p> <p>Articulation as needed with RBHS math department and 6th grade about course placement criteria.</p> <p>Bring technology into the classroom through the use of wikis, blogs, or discussion boards.</p> <p>Pilot the use of Ten Marks program with students identified as Basic to help increase number of students identified as Proficient.</p>	<p>MATH TEAM: Continue promoting on-line resources to parents at Back-To-School Night and during parent conferences.</p> <p>Teachers updating Learning Point regularly by posting assignments, grades, and handouts.</p> <p>Parent conferences and e-mails to parents of struggling students.</p> <p>Using supportive technology links.</p>	<p>MATH TEAM: Individual student goal settings based on MAP performance data.</p> <p>Math Intervention offered during Bobcat Time</p> <p>On-line textbook support</p> <p>Math competitions.</p>

CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP		
Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
<p>SCIENCE TEAM: Training on Grade Cam Cornell Note Taking Uniform Grading Uniform note-taking Uniform science lab write-ups</p>	<p>SCIENCE TEAM: Posting assignments and grades on Learning Point Girl Scout Murder Mystery Night Chaperones for Sea World Trip Parent volunteers with Science Olympiad and in science classes</p>	<p>SCIENCE TEAM: Posting assignments and grades on Learning Point Almost daily hands-on activities to increase student engagement in learning science. Lab partners and teamwork Project based assessment Peer review of notes Science events to increase student interest in math and science (Sea World assembly and Girl Scout Murder Mystery Night).</p>
<p>ENGLISH LANGUAGE LEARNERS: All staff members have been trained in using ELL strategies in content classes.</p> <p>ELL curriculum inservices for ELL cluster teachers.</p> <p>ELL teacher serves as resource for all staff members.</p> <p>Technology training related to ELL instruction.</p>	<p>ENGLISH LANGUAGE LEARNERS: Parents are active volunteers in the ELL sheltered classrooms.</p> <p>Parents serve on BHMS ELL Advisory Committee.</p>	<p>ENGLISH LANGUAGE LEARNERS: A number of ELL students receive additional ELA instruction through their participation in READ 180.</p> <p>ELL students set goals based on MAP data to enhance learning.</p> <p>ELL students regularly use Compass Learning to improve ELA skills.</p>
<p>SPECIAL EDUCATION: MAP testing and using the Learning Ladder.</p> <p>Attend writing inservice from RB.</p> <p>Research speakers and activities.</p> <p>Review grade level standards regularly to align with General Education teaching schedule.</p> <p>Empathy training as part of bullying/harassment activities.</p> <p>"Catchupmath.com" free pilot program.</p> <p>Push in General Education/RSP Language Arts classes at 7th grade for 2011/2012.</p> <p>Short trainings re: disabilities at staff meetings.</p> <p>Use criteria for moving between classes within SPED programs. (Completed spring 2010)</p>	<p>SPECIAL EDUCATION: Parents will attend IEP meetings and conferences.</p> <p>Parents will sign homework monitoring slips.</p> <p>Parents will access Learning Point.</p>	<p>SPECIAL EDUCATION: Students will be responsible for taking the homework monitoring slips around to teachers.</p> <p>MAP goal setting</p> <p>Students will use Learning Point.</p> <p>Students will access Compass Learning or on-line programs.</p> <p>Students will participate in Knowledge Map activities.</p> <p>Students can participate in Best Buddies program.</p>

CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP

Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
<p>GATE: Provide GATE teacher workshops on collaboration days targeting differentiation and social/emotional needs, and underachieving GATE students.</p>	<p>GATE: Enhance communication with parents through flyers, auto caller messages, and with updated GATE information on the BHMS Website. GATE parent meetings held twice annually.</p>	<p>GATE: Encourage students participation in math competitions, Science Olympiad, and Johns Hopkins Talent Search/Testing.</p>
<p>IDENTIFIED SUB-GROUPS: Increase the number of teachers using AVID strategies in core content areas at all grade levels. Compass Learning training for Humanities and math teachers. Teachers make recommendations identifying students for enrollment in AVID.</p>	<p>IDENTIFIED SUB-GROUPS: Counselors meet with families of targeted groups to share student performance data and encourage their support for student enrollment in AVID and site intervention programs.</p>	<p>IDENTIFIED SUB-GROUPS: Increased use of individual goal setting using MAP data by all students. In-serviced on how to use on-line tutorial assistance, enrolled in math or reading intervention during Bobcat Time, and participation in before/after school tutorials. Placing AVID students in GATE cluster classes. Participation in mandatory interventions if scoring in non-proficient ranges on CST or MAP.</p>