

**Black Mountain 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

Being an AVID demonstration site places Black Mountain in a unique position to lead the "College Readiness For All" vision of the Poway Unified School District. We have a model AVID program serving over 150 students, we practice AVID methodologies throughout our entire school. All students use the AVID binder and are given regular "binder checks" to make sure they keep this standard in all curricular areas. The entire school also uses Cornell notes across all content areas. Math, science and language arts use Critical Reading and Writing methodologies to teach reading for all students with special emphasis on non-fiction materials in math and science.

This year we are hosting a middle school college fair in the spring that will give special focus to college readiness skills and knowledge specific to middle school aged students. Our counselors work with our humanities teachers to go over MAP, CST and other test scores with all students, and conference with families who are below proficient on these tests. Emphasis is given to educating students at the 7th grade level to A-G requirements in high school and the prerequisites skills needed for these classes.

Equitable Access to Rigorous and Engaging Learning Experiences

We use MAP scores to make sure students are properly placed in math classes that challenge their ability and keep them on track for passing A-G math classes at the high school level. A few years ago we lowered the MAP score criteria of getting into Algebra class in an effort to give more students access to this 8th grade level math class. The result is more students are now successfully taking and passing Algebra than ever before.[WN1]

Our special education team has changed the way they support students with special needs to include team taught classes in all content areas. This has provided greater access for students in special education classes to the core curriculum. As a result the achievement gap for these students has been closing in both ELA and science. As we refine this process we hope to have the same results in math[MR2].

Our staff just completed training at the district level in SIOP and language rich instruction. This will benefit all students, but specifically those being mainstreamed from our ELL program. Focusing on academic language using root words and SIOP strategies will help provide greater support for these students as they transition into general education classes.

Our AVID elective classes provide targeted students with the academic strategies they need to compete in academically rigorous classes. This program provides students with strategies and specialized tutoring that helps them be successful in challenging classes. They then become role models for these practices for other students, placing them into a leadership role.

Capacity Building

Black Mountain adjusts the bell schedule (time banking) so every Monday we have professional time before the start of the school day. A committee of teachers and administrators determines how this professional time is used. Current staff development activities have included a best practices kiosk, presentations on bullying prevention, and using data to guide instruction. Future staff meetings are being planned to discuss the allocation of instructional time, intervention for at risk students and refining our identification of at risk students.

Multiple Pathways

Our staff works diligently to assess students' growth both school wide and individually. Teachers use fall MAP data to develop both class and individual goals. Our Raider Reminder (Student Daily Planner) has been re-tooled to include a space for individual goal setting for every child. Emphasis is given to all students improving their academic performance regardless of where they start from.

Our special education and ELL programs use annual testing to determine eligibility and growth-achievement and psycho-educational testing for special education students and CEDLT testing for ELL students. One of our AVID teachers is also our ELL coordinator so many of our emerging ELL students go on to join our AVID program.

Academically oriented clubs like Science Olympiad, Math Club and Robotics are open to all students and enjoy a wide range of students who participate. Activities that emphasize team work help make these clubs inclusive of any student who wishes to participate.

Organizational Support Systems

This year we have made bullying prevention a priority for our school. Our counseling and administration presented a workshop to our entire staff and students that gave everyone a common definition of bullying and what role each group played in preventing bullying from happening at our school. A parent presentation of this same material was given in the fall. We plan to get this information out to more parents this year.

Student presentations were differentiated at each grade level to make this information more relevant to students. Our focus was to create a culture where bullying would not be tolerated and we emphasized the critical role of the bystander to create this culture.

Counseling has used this training as an opportunity to be in classrooms more frequently. This has provided classroom teachers with more support in teaching team building and collaboration skills. Special education has worked to move their service delivery system to a "push-in" model where they deliver support to special education students in their mainstream classrooms. Our EDY money has been used to provide an impact teacher to support our 6th grade ELA and math teachers because our current 6th grade numbers are so high and our school feels this is the most effective way to intervene with students.[WN1]

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	Grades 2-11	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
Student's First Documentation	Formative	To provide a concurrent record of interventions and work samples of students who are considered to be at risk by their teachers. This is part of our Rtl program and intended to help articulate both concerns and interventions between teachers who share these students. This document is located on all BMMS staff Learning Point and can be viewed or updated by staff.	All teachers at Black Mountain Middle School	On-going throughout the school year.	Teachers can use the interventions suggested by their peers with these at risk students. They can also post or view work samples from these students. The more teachers share concerns and solutions regarding these at risk students, the more we can provide effective help. This is an ongoing record so that each year the student's teachers can see what interventions have been implemented and proven effective.

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.
Discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Administrative Team	Monthly/annually	Determine frequency of individual student incidences. Show patterns of disruptions.
Attendance	Audit	Determine attendance patterns	Attendance Clerk/Assistant Principal/SARB Officer	Weekly/Monthly	Determine frequency of individual student absences.
On-line survey report	Survey	Measure the attitudes and perception of staff/students/parents regarding safety, communication, and use of funds.	Site council	Spring of 2010	Determine needs of stakeholders to allocate use of SLIP funds efficiently .

II.B. DATA REPORTS

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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	Black Mountain Middle School	District Name	Poway Unified
Principal	David Hall	Superintendent	John P. Collins, Ed.D
Street	9353 Oviedo St.	Street	15250 Avenue of Science
City, State, Zip	San Diego, CA 92129	City, State, Zip	San Diego, CA 92128-3406
Phone Number	858-484-1300	Phone Number	858-521-2800
FAX Number	858-538-9440	FAX Number	858-485-1322
Web Site	www.powayusd.com	Web Site	www.powayusd.com
E-mail Address	dhall@powayusd.com	E-mail Address	elehew@powayusd.com
CDS Code	37682966093223	SARC Contact	Eric Lehew

II.B. DATA REPORTS

Black Mountain Middle School

Demographic Summary
for 2011-12 School Year

Address: 9353 Oviedo St.
San Diego, CA 92129

Principal: David Hall

Year of Construction: 1975

Current Enrollment:

Numbers reflect enrollment totals as of October 18, 2011.

6 th	7 th	8 th	Special Day Class
428	443	457	15

Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
1294	1319	1343

Student Demographics:

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
18%	10%	12%	4%	51%	5%

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

Limited English	Free/Reduced Lunch
20%	22%

Staff Demographics

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
2%	2%	2%	4%	85%	6%

Percent Fully Credentialed: 100%

**District Accountability Report
Adequate Yearly Progress (AYP)
Spring 2011
Black Mountain 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	1290	100	100	100	100	100	100	75	76	78	69	72	71	876	884	892		
African American	50	99	98	100	99	98	100	47	59	66	40	44	46			794		
American Indian	3	100	100	100	100	100	100											
Asian	240	100	100	100	100	100	100	82	85	88	82	86	88	929	931	960		
Filipino	169	100	100	100	100	100	100	69	70	76	63	65	63	852	862	869		
Hispanic	151	100	100	99	100	100	99	60	60	58	54	55	54	793	804	803		
Pacific Islander	10	100	100	100	100	100	100											
White	667	100	100	100	100	100	100	81	80	79	73	74	72	895	901	901		
English Learner	236	100	100	100	100	100	100	54	57	56	56	59	56	784	803	803		
Low Socio-Economic	281	100	100	100	100	100	100	50	53	56	44	49	47	755	769	788		
Special Ed	163	98	99	99	99	100	99	35	47	49	31	39	39	608	676	690		

*** Includes only students in significant subgroups



Black Mountain 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	436	408	453	453	422	443	408	459	403	428	433	416
Total % Proficient and Advanced	71	76	76	74	78	79	77	79	67	68	73	77
% Advanced	41	41	44	47	47	45	46	46	36	41	52	50
% Proficient	30	35	32	27	31	33	31	33	31	27	22	27
% Basic	22	16	18	21	16	16	16	14	23	22	18	17
% Below Basic	5	5	4	4	5	4	6	5	5	6	6	4
% Far Below Basic	2	3	2	1	2	2	1	2	4	3	3	2

* include all students

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



Black Mountain 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
Number Tested	435	406	453	453	333	337	288	334	1
Total % Proficient and Advanced	66	70	72	72	67	66	66	61	100
% Advanced	37	37	43	44	24	27	29	22	100
% Proficient	29	33	29	28	43	39	37	39	0
% Basic	23	17	16	17	22	24	20	23	0
% Below Basic	10	11	10	11	9	8	11	10	0
% Far Below Basic	2	2	2	0	2	3	3	5	0

* include all students

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Black Mountain 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	187	122	90	77
Total % Proficient and Advanced	57	36	26	27
% Advanced	18	1	3	4
% Proficient	39	35	22	23
% Basic	24	39	43	44
% Below Basic	14	19	21	25
% Far Below Basic	5	7	10	4

* include all students

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Black Mountain 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	87	106	120	125	145	231	246	233
Total % Proficient and Advanced	97	97	94	99	76	65	69	67
% Advanced	62	69	53	69	17	17	17	17
% Proficient	34	28	42	30	59	48	52	50
% Basic	2	3	4	1	23	26	20	23
% Below Basic	1	0	2	0	1	7	11	9
% Far Below Basic	0	0	0	0	0	1	1	1

* include all students

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Black Mountain 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	63	71	93	99
Total % Proficient and Advanced	100	100	100	98
% Advanced	86	76	63	63
% Proficient	14	24	37	35
% Basic	0	0	0	2
% Below Basic	0	0	0	0
% Far Below Basic	0	0	0	0

* include all students

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Black Mountain 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	2009	2010	2011
Number Tested	8	4	3	6
Total % Proficient and Advanced	100	100	100	100
% Advanced	50	100	100	67
% Proficient	50	0	0	33
% Basic	0	0	0	0
% Below Basic	0	0	0	0
% Far Below Basic	0	0	0	0

* include all students

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Black Mountain 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	399	428	431	415
Total % Proficient and Advanced	77	81	84	87
% Advanced	55	62	66	68
% Proficient	22	19	18	19
% Basic	12	10	8	7
% Below Basic	5	5	5	4
% Far Below Basic	6	4	3	1

* include all students

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Black Mountain Middle School
STAR Test by Proficiency Level for History Social Science
Spring 2010-2011

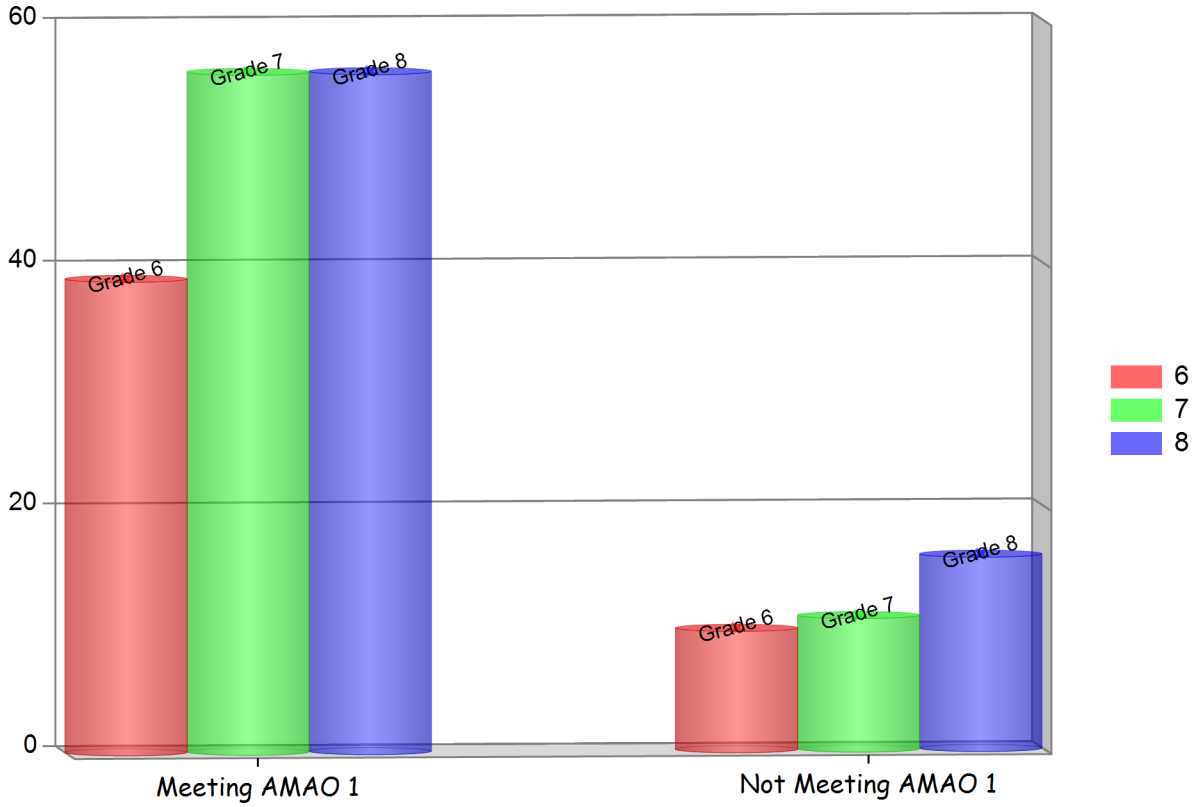
Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

To open District table click on + sign	Grade 8			
	2008	2009	2010	2011
Number Tested	401	428	433	416
Total % Proficient and Advanced	58	61	63	70
% Advanced	34	35	40	44
% Proficient	24	26	23	26
% Basic	27	26	27	20
% Below Basic	8	8	6	7
% Far Below Basic	6	4	4	3

* include all students

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

**Black Mountain 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	39	10
7	56	11
8	56	16

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	58.2	67.1	50.4	61.4	65.6	57.3	34.1	36.8	31.5
2010	7	69.1	75.1	63.8	63.1	70.1	56.8	35.0	37.9	32.1
2011	7	53.3	56.9	50.2	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 of 2011, the following subgroups will have increased the number of students scoring proficient or above by at least 7% on both their math and ELA CST scores across all grade levels: low SES, African-American, Latino, ELL and Special Education.	[]	[X]	<p>This goal was measured by the "Scorecard - AYP" report found on the student report center. The results were as follows :</p> <table border="1" data-bbox="758 397 1703 649"> <thead> <tr> <th></th> <th colspan="2">ELA</th> <th colspan="2">Math</th> </tr> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>SES</td> <td>53%</td> <td>56%</td> <td>49%</td> <td>47%</td> </tr> <tr> <td>Latino</td> <td>60%</td> <td>58%</td> <td>55%</td> <td>54%</td> </tr> <tr> <td>Black</td> <td>59%</td> <td>66%</td> <td>44%</td> <td>46%</td> </tr> <tr> <td>ELL</td> <td>57%</td> <td>56%</td> <td>59%</td> <td>56%</td> </tr> <tr> <td>Sped</td> <td>47%</td> <td>49%</td> <td>39%</td> <td>39%</td> </tr> </tbody> </table> <p>The ambitious goal of all groups improving by 7% or more (proficient or above) in both Math and ELA was only achieved by African-American students in ELA (50 - 66). SES, African-Americans and special ed subgroups showed modest gains with Latino and ELL students declining in their ELA scores.</p> <p>No sub groups met the 7% increase in Math. African-Americans were the only subgroup that increased their score from 2010. All other subgroups either decreased or had no growth.</p>		ELA		Math			2010	2011	2010	2011	SES	53%	56%	49%	47%	Latino	60%	58%	55%	54%	Black	59%	66%	44%	46%	ELL	57%	56%	59%	56%	Sped	47%	49%	39%	39%	Some of the action plans designed to make an impact for certain subgroups (Latino, Low SES, ELL) were not implemented until after the 2011 CST tests were given. Our summer school program and literature programs bought through Title 1 funding were implemented after April of 2011. The math interventions did not have a significant impact on student achievement.
	ELA		Math																																					
	2010	2011	2010	2011																																				
SES	53%	56%	49%	47%																																				
Latino	60%	58%	55%	54%																																				
Black	59%	66%	44%	46%																																				
ELL	57%	56%	59%	56%																																				
Sped	47%	49%	39%	39%																																				
English Learners (required)	Sixty-five percent of the students identified as "L" / Limited English Proficient will meet or exceed their expected RIT score on the MAPs for Reading and Language Arts by Spring or Winter of 2011.	[]	[X]	<p>This goal was measured by the "Achievement Status and Growth Class Report" found on the student report center. The results were as follows :</p> <p>47% of Gr. 6 in Reading for MAPS spring scores met or exceeded expected growth. 30% of Gr. 7 in Reading for MAPS spring scores met or exceeded expected growth. 35% of Gr. 8 in Reading for MAPS spring scores met or exceeded expected growth.</p>	<p>Students setting goals for MAPS. Increased use of Compass Learning. Exposing students to a variety of literature. Students participating in Playwrights Project. AVID methodologies are utilized by students on a daily basis. Critical Reading strategies are taught. Using rubrics and templates from CA Dept. of Ed as writing guides/samples for students. AVID Weekly is used in our ELA program to help bring relevancy to the curriculum.</p>																																			

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors																								
Students with Disabilities (required)	By June of 2011 100% of all special education students will make their RIT target growth in both ELA and Math MAP scores.	[]	[X]	<p>This goal was measured by the "MAP Achievement and Growth By Grade - Special Education Students Only" report found on the student report center. The results were the following:</p> <p>Percentage of SPED students who met RIT target growth on MAPS 2010-2011:</p> <table border="0" data-bbox="772 365 1606 820"> <tr> <td>6th Grade</td> <td>2011</td> </tr> <tr> <td> Reading</td> <td>33%</td> </tr> <tr> <td> Language Usage</td> <td>44%</td> </tr> <tr> <td> Mathematics</td> <td>47%</td> </tr> <tr> <td>7th Grade</td> <td>2011</td> </tr> <tr> <td> Reading</td> <td>43%</td> </tr> <tr> <td> Language Usage</td> <td>35%</td> </tr> <tr> <td> Mathematics</td> <td>33%</td> </tr> <tr> <td>8th Grade</td> <td>2011</td> </tr> <tr> <td> Reading</td> <td>46%</td> </tr> <tr> <td> Language Usage</td> <td>46%</td> </tr> <tr> <td> Mathematics</td> <td>39%</td> </tr> </table>	6th Grade	2011	Reading	33%	Language Usage	44%	Mathematics	47%	7th Grade	2011	Reading	43%	Language Usage	35%	Mathematics	33%	8th Grade	2011	Reading	46%	Language Usage	46%	Mathematics	39%	<p>Our goal of having 100% of all students reaching their projected RIT growth was based on closing the achievement gap and our mission of "all kids learning" and may have been overly idealistic. Our team teaching model was expanded into more humanities classes. This model will become more effective as we become more sophisticated in implementation. Teaching common writing practices is still being developed by 6th and 8th grade teams. Special education teachers need to become more skilled and knowledgeable about these common practices so they can adapt and modify them for students in these classes. Math MAP RIT scores improved but are still far below in 6th grade (47% - 56%). They were similar to 7th grade scores (33% - 38%), and beyond those 8th graders tested in math for MAPs (30%-16%). Note: All 6th graders test for a math MAP score in spring, but this decreases in 7th and 8th, as more students take Algebra and do not test in math MAPs.</p>
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GATE (required)	100% of all GATE identified students will score proficient or advanced on their 2011 ELA CST's.	[]	[X]	<p>This goal was measured by the "STAR Test by Proficiency Level for ELA - GATE students only" report on the student report center.</p> <p>Both 6th and 7th grade GATE students reached their goal of having 100% of their students testing proficient or above on their 2010 ELA CST scores. The 8th grade GATE students scored 99%.</p> <p>In math, the 7th grade GATE students scored 100%, the 6th grade had 99% testing</p>	<p>Even though this goal was not met in ELA, all three grade levels just missed it by 1%. In math, the biggest discrepancy was found in the Algebra I test for 8th graders. There were just 15</p>																								

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
				proficient or above. 100% of all 8th grade GATE students scored proficient or above on their general math CST test. Only 67% of 8th grade GATE students scored proficient or higher on their Algebra I CST test. 98% of all 8th grade GATE students scored proficient or above on the Geometry CST test.	students compared to the 54 students who took the Geometry CST test, however, this does indicate our school's need to give more time to math instruction in the future bell schedule which is currently under consideration for the 2021-2013 school year. This data has been used for justification to give math more instructional time in the school day.
Educationally Disadvantaged or Title I Students (required)	By 2011 the percentage of students identified as Title 1 who score proficient or above on their CST testing will increase by 8% on their ELA and Math CST's.	[]	[X]	This goal was measured by a query for "ELA and Math CST reports for Title 1 Students" report located on the TIMS report center. ELA scores decreased by 8% from 2010 to 2011 (61% to 53%). Math scores decreased by 9% from 2010 to 2011 (58% to 49%).	The targeted programs to provide interventions for Title 1 students (Student's First, Impact Teacher) were not effective as implemented. Student's First did not result in providing additional classroom interventions for at risk students. Feedback from the staff was that not enough time was given to generating new interventions. The Impact teacher did not work with math students until midway through the 2010-2011 school year. Students selected by the general education classes were not consistent across all classes. Interventions also varied, so it was difficult to measure the effectiveness of any one intervention.
Additional goal(s) (optional)	8th Grade Humanities: Based on the current students in our own classes and current data	[]	[X]	This goal was measured by the "Analysis of MAP Grade Level Growth - 8th Grade Only" report on the student report center. This goal was to achieve a 4 point gain in the subtest area of Grammar Usage on the	The 8th grade team missed this goal by one percentage point. The articulation and

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	from Fall 2010 ELA MAPs, we will increase by 4 points in the area of "Grammar Usage" on the ELA MAPs by Spring of 2011.			writing portion of the MAPs test. The gain made by 8th graders was 3 points - from 224 to 227.	discussion around the writing process was valuable and did produce an increase in student achievement in this sub test. The team agreed this articulation needs to continue and re-focus based on CST and MAP data from spring of 2011.
	7th Grade Humanities: We will increase the number of students scoring proficient or above in Literary Response and Analysis from 72% to 75% on the ELA CST for 2011.	[]	[X]	This goal was measured by the "StarStrand 7th grade ELA 2010-2011" report on the student report center.	Although our percentage of students meeting this goal increased from 37% to 50% our percentage of students meeting Proficient and Advanced decreased from 72% to 67%. We moved 13% of our students to the advanced level, but our lower end percentage also increased.
	<p>Electives: 60% of all BMMS students will enroll in an (e) (f) class in their ninth grade year. Subgoal:</p> <p>Each teacher will track the retention of their 2010-2011 eighth grade students in their subject area.</p> <ul style="list-style-type: none"> -Spanish -Chorus -Band -Orchestra -Technology 	[]	[]	We were not able to get this data from the five high schools our 8th graders went to last year. This report will have to be created in order to measure this goal.	The elective team believes this is a worthwhile goal. They will work with the counseling department at all five high schools to collect this data for next year.
	<p>6th Grade Team</p> <p>100% of 6th grade students will meet their Expected Growth Target in Reading within their standard error range as measured by Spring</p>	[]	[X]	<p>This goal was measured by the "MAP Achievement and Growth by Grade" report on the student report center.</p> <p>51% of all 6th graders met or exceeded their expected growth on their Spring 2011 MAP scores. 43% met or exceeded their optimal growth score. The fall mean RIT score was 221 and the spring mean RIT score was 224.</p>	Although our 6th grade team made great strides in sharing common practices in teaching and assessing writing strategies, this was a work in progress. These practices were developed

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	2011 MAP Reading scores.				<p>and implemented throughout the school year so there was not the fidelity to these practices that would have made a dramatic improvement that was our initial goal.</p> <p>Our impact teacher worked with our sixth grade team. How she was utilized varied between teachers. More focused use of this intervention would have made a greater impact on the MAP growth for these students.</p>
	<p>Science:</p> <p>The total% of students who are proficient on the 8th grade CST Science Test will increase from 84-87% on the 2011 CST.</p> <p>The total% of students proficient in the Hispanic, ELL, and Special Ed subgroups will increase by 3% as well.</p>	[X]	[]	<p>This goal was measured by the "STAR Test of Proficiency Level for Grade 8 Science found in the student report center.</p> <p>Overall the number of students scoring proficient or above on the 8th grade science CST test increased by 3 points (84-87%).</p> <p>The Latino subgroup increased 16 points from 61% to 77%.</p> <p>The ELL subgroup decreased by 12 points from 48% to 36%.</p> <p>The special education subgroup increased 4 points from 48% to 50%.</p>	<p>Science has increased the articulation between teachers at all three grade levels to focus instruction on the standards covered on the 8th grade CST tests, that are taught in the 6th, 7th and 8th grade science curriculum.</p> <p>We have also focused on academic words taught in science classes at all three grade levels.</p> <p>Use of SIOP and AVID methodologies (Critical Reading for Science) were implemented using the expertise of existing staff and workshops available. This has helped differentiate instruction for all students.</p> <p>The team teaching model of special education students is in its third year of implementation. This has allowed more special</p>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	<p>Math: To raise test scores in specific sub tests at each grade level by 3% on 2011 CST math tests. Algebra: Number Properties, Operations and Linear Equations. 7th Grade: Rational Numbers. 6th Grade: Operations and Problem Solving with Fractions.</p>	[]	[X]	<p>This goal was measured by the "2010 / 2011 CST Summary Scores. The Algebra goal of increasing the "Number and Properties, Operations and Linear Equations" was not met. There was a two percent gain in 7th grade (84 to 86) and a four percent decrease in 8th grade (76 to 72). For 7th grade, the goal of increasing "Rational Numbers" sub-test was not met. There was a two percent increase for 7th grade from 66 to 68. For 6th grade, the goal of increasing "Operations and Problem Solving with Fractions" was not met. There was a two percent decrease for 6th graders from 78 - 76.</p>	<p>education students than ever to have access to core curriculum classes.</p> <p>The math team came close to meeting our goal of a 3% increase in the subtests unidentified in our goal. The increase d use of technology and projects were helpful in increasing student achievement. A limiting factor was the time given to teach math at Black Mountain (48 minutes). The class time does not lend itself to using technology or project based activities. This make it challenging to differentiate instruction for students who are struggling</p>

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 of 2012, the following subgroups will make a 12 point gain in their API score as measured by the District Accountability Report: Special Education, ELL and low SES.	Our school will be sending additional teachers to the AVID Summer Institute. The focus for this year's attendees is to become more proficient in Critical Reading and Critical Writing strands. Currently our entire math and science teams have completed Critical Reading. Programs and technology purchased last year are being implemented with these specific sub groups . Literacy programs like "Thinking Reader" and "Language!" are being used in our ELL and special education classes. Netbooks and iPads are also being used in these classrooms. They contain specific apps designed to help teach basic math facts and reading skills some of these students may need help with. Each department has worked on an action plan to teach resiliency throughout this school year. Although difficult to measure, we will also be looking at reducing our D-F rate as an indicator that students who struggled in the past can learn strategies to help improve classroom performance and academic achievement. Our Special Education team is working with our master schedule committee to strategically place students in mainstream classes so these classes can be as heterogeneous as possible. Resources like team teaching or instructional aide support can then be given to those mainstream classes to support these special needs students.	The District Accountability Report: Adequate Yearly Progress for Black Mountain	Student Report Center
In addition to your schoolwide goals; include goals for critical groups				
Educationally Disadvantaged Youth or Title I	All students identified as Title 1 will meet or exceed their expected RIT score on the MAPs for Language Arts, Reading and Math by spring or winter of 2012.	An Impact teacher for the 2011 - 2012 school year will work with our 6 th grade students identified as at risk. This impact teacher will be given rotating groups of 8 - 10 students and specific work differentiated for them. All work completed will be evaluated and graded by their teacher of record. This impact teacher will be in all 6 th grade humanities classes and Math 6 classes twice a week for 45 minutes. A tutorial program we are naming "Between the Bells" will work with 8 th	MAP Achievement by Growth and Grade Report	Student Report Center

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p>graders identified at risk after the end of our first trimester. The tutoring sessions with students will be held during half of the student's lunch periods. Students would be required to finish incomplete work or study guides as provided by their teachers of record.</p> <p>The iPad carts and netbooks purchased with Title 1 money last year will be used in all self-contained classrooms and with students involved with the Impact teacher / Between the Bells programs to help differentiate instruction for these students.</p>		
English Learners	Sixty-five percent of the students identified as "L" / Limited English Proficient will meet or exceed their expected RIT score on the MAPs for Reading and Language Arts by spring or winter of 2012.	<p>Explain and share with students and parents Des Cartes in NWEA RIT ranges and target goals.</p> <p>Expose students to vocabulary in RIT range for Des Cartes.</p> <p>Student setting MAPS goals.</p> <p>Continue to monitor students' progress with MAPS and refer for SST and other services as needed.</p> <p>Continue with students utilizing Compass Learning.</p> <p>Increase WICR knowledge in the classroom.</p> <p>Teacher training in Critical Reading Strategies across the curriculum.</p> <p>Parent ELAC meeting in October was used to hold conferences with ELL students and parents.</p> <p>February ELAC meeting will be at BMMS to expose parents to Learning Pt. and Compass Learning.</p> <p>Funding has been set aside to run a summer school class three (3) weeks in June 2012 and one to two weeks in August. An incentive program will be built into this summer program for the students to use and complete assignments on Compass Learning from June to the end of July. Students will be rewarded incentives when they return to school in August.</p>	Achievement Status and Growth Report - Spring of 2012	Student Report Center
GATE	100% of all GATE identified students will score proficient or advanced on their 2012 ELA CST's	<p>AVID methodologies like Critical Reading and Writing will be used to differentiate instruction for the GATE student.</p> <p>Literacy TA will be purchased for GATE teachers to serve as an additional resource to challenge GATE students in their English</p>	MAPS Achievement by Growth and Grade	Student Report Center
Students with Disabilities	By June of 2011 100% of all special education students will achieve their RIT target growth in both ELA and Math MAP scores	<p>As we continue to implement our new special education delivery system, more students are given access to core curriculum. This helps expose special education students to more rigor and higher expectations, while requiring general education teachers to differentiate their curriculum for all students. We have attended a seminar on team teaching that has generated great ideas and an ongoing dialog between special education and general education teachers. We see this expanding the roles for team teaching and increasing student achievement for our special education students. We will use ACT time to continue this collaboration and expand/refine what we are doing with our team teaching. The SPED Department will</p>	MAP Achievement by Growth and Grade	Student Report Center

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources															
		compose a form letter describing their 2011-2012 goal to “close the achievement gap” to be sent out by case managers to parents along with suggestions on how they can support meeting these goals at home.																	
Other Goals	<p>Science: By 2012, the overall percentage of students scoring in the proficient range on the 8th grade CST Science test will increase from 87% to 89%.</p> <p>The overall% of Hispanic students scoring in the proficient range on the 8th grade CST Science test will increase from 77% to 79%. The overall% of ELL students scoring in the proficient range on the 8th grade CST Science test will increase from 34% to 37%. The overall percentage of SpEd students scoring in the proficient range on the 8th grade CST Science test will increase from 47% to 49%.</p>	All grade level science instructors will use standards review problems from the text to increase ability to understand and analyze graphs, as many STAR questions relate to data analysis. Identify 7 th and 8 th graders who had low CST or MAPS scores for reading comprehension. Utilize lunch tutorials manned by Academy student volunteers and science instructors to increase science literacy. Expand and refine the SpEd team teaching concept.	STAR 4 Year Trend By Sub Group	Student Report Center															
	<p>6th Grade Humanities:</p> <p>100% of students <u>not meeting</u> MAP grade level RIT scores will achieve optimal growth, and 100% of students <u>meeting</u> MAP grade level RIT scores will achieve typical growth (or at least 2 points RIT score gain for those students whose typical growth expectation is less than 2 points) as measured by Spring 2012 MAP Reading and Language scores.</p>	<table border="1"> <thead> <tr> <th data-bbox="890 732 1190 808">Fall</th> <th data-bbox="1190 732 1434 808">Mid-Year</th> <th data-bbox="1434 732 1640 808">Spring</th> </tr> </thead> <tbody> <tr> <td data-bbox="890 808 1190 1068">Teachers review class MAP scores to determine specific areas of focus needed for entire class</td> <td data-bbox="1190 808 1434 1068">Winter MAP test score results will be used to monitor class as well as individual student growth</td> <td data-bbox="1434 808 1640 1068">Spring MAP test score results will be used to determine whether or not, and to what degree, goals were met for each student</td> </tr> <tr> <td data-bbox="890 1068 1190 1300">Teachers review “Individual Student Progress Reports” to ensure appropriate goal setting for each student</td> <td data-bbox="1190 1068 1434 1300">As needed, teachers will conference with parents of students not meeting goals via email or phone conversations, or in-person</td> <td data-bbox="1434 1068 1640 1300">Team will collaborate to discuss specific practices that resulted in increased student achievement in MAP</td> </tr> <tr> <td data-bbox="890 1300 1190 1425">Students will be made aware of their goals and engage in goal-setting activities</td> <td data-bbox="1190 1300 1434 1425">Teachers will adjust instructional strategies to target areas of concern</td> <td data-bbox="1434 1300 1640 1425"></td> </tr> <tr> <td data-bbox="890 1425 1190 1485">Teachers will use Des</td> <td data-bbox="1190 1425 1434 1485">Teachers will monitor</td> <td data-bbox="1434 1425 1640 1485"></td> </tr> </tbody> </table>	Fall	Mid-Year	Spring	Teachers review class MAP scores to determine specific areas of focus needed for entire class	Winter MAP test score results will be used to monitor class as well as individual student growth	Spring MAP test score results will be used to determine whether or not, and to what degree, goals were met for each student	Teachers review “Individual Student Progress Reports” to ensure appropriate goal setting for each student	As needed, teachers will conference with parents of students not meeting goals via email or phone conversations, or in-person	Team will collaborate to discuss specific practices that resulted in increased student achievement in MAP	Students will be made aware of their goals and engage in goal-setting activities	Teachers will adjust instructional strategies to target areas of concern		Teachers will use Des	Teachers will monitor		MAP Achievement and Growth by Grade	Student Report Center
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	<p>7th Grade Humanities: We will increase written conventions in the ELL (38% to 43%) and SPED subgroups (33% to 38%) on CST by 5% as measured by the 2012 CST ELA test.</p>	<p>The 7th grade team will collaborate and continue calibration of standards, expectations and academic vocabulary in written conventions. The use of common assessments and articulation will continue and be further developed. The 7th grade team will differentiate instruction using data from MAP testing for skill acquisition. We will continue to draw resources from a variety of texts for a broader skill base. Students will track individual growth and goals in their Raider Reminder.</p>	STAR Percent Correct By Strand for Grade Level and Departments	Student Report Center									
	<p>8th Grade Humanities: Based on spring 2011 ELA/CST data, the current 8th grade class will increase its proficient or above score in Literary Response and Analysis from 67% to 70% on the ELA/CST test for 2012.</p>	<p>The 8th grade team will use ACT (professional time) to share innovative resources and best practices periodically throughout the year. The literature text will be used extensively by the team with an emphasis on literary terminology, vocabulary and a focus on character, plot, theme, and setting. Supplementary material will include core novel resources relating to history and other curriculum-related topics, research studies that incorporate secondary resources and individual classroom reading programs. "Annabelle Lee," a poem by E. A. Poe, will be used as a foundation model for studying Literary Response and Analysis. Select and implement grading rubrics that may be used for common grade level analysis of literature that supports terminology and reading strategies.</p>	STAR Percent Correct By Strand for Grade Level and Departments	Student Report Center									

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	<p>Electives: 60% of all BMMS students will enroll in an (e) (f) class in their ninth grade year. Subgoal:</p> <p>Each teacher will track the retention of their 2011-2012 eighth grade students in their subject area.</p> <ul style="list-style-type: none"> -Spanish -Chorus -Band -Orchestra -Technology 	<p>We will ask for a cohort report for the eighth grade students of 2011-12 school year in order to track their enrollment in a college prerequisite class from the A-G requirement classes.</p> <p>We will identify all of the High School elective classes that are (e) and (f) identified based on the counseling forms.</p> <p>In order to better serve the student's success in the high school computer literacy program, we will investigate what is taught on the high school syllabus as well as what is entailed in the computer proficiency test.</p> <p>We will investigate the learning point postings to our relative subject areas from the high schools in order to better incorporate their goals into our curriculum</p>	<p>Ask each high school that we feed into for course enrollment data specific to elective classes. We will then have to cross reference this data with the list of 8th graders promoting from Black Mountain.</p>	<p>The registrar at each high school BMMS students feed into.</p> <p>Counseling at BMMS for the list of promoting 8th grade students.</p>
	<p>Math:</p> <p>By June of 2012, 75% of Math 6, Pre-Alg Support, Alg Readiness students will meet optimal growth on the math MAP spring test.</p>	<p>Set Class Goal and individual goals based on Fall MAP scores.</p> <p>Spiral review through warm-ups and review questions on assessment. Compass Learning Lab time for target classes when possible.</p> <p>Encourage the use of Compass Learning at home through parent education.</p>	<p>TIMs Query for Specific Teacher and Class Period</p>	<p>TIM Student Information</p>
	<p>PE</p> <p>By 2012 the number of student at Black Mountain Middle School achieving the Healthy Fitness Zone of six out of six fitness areas in the California Fitness Test, will increase to 60%.</p>	<p>The PE team is meeting monthly to discuss how to test students quarterly and exchange ideas on how to teach skills needed for the sub areas identified on the California Physical Fitness Test.</p> <p>Our team will re-assess the sequencing of our instruction to allow adequate time to teach these standards.</p> <p>PE teachers are planning ways to make existing units incorporate more skill building in these sub areas.</p>	<p>California Physical Fitness Test</p>	<p>Educational Data System - State Department of Education Report</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>Twice a month our staff participates in professional time. This is created by a late start on Mondays allowing for 60 minutes of staff development we call ACT (Articulation, Collaboration Time). This year we are focusing on best practices of differentiating curriculum for all students. Our special education team is using their time to further develop their team teaching model and developing our "push in" model of service delivery. Our ELL department is conducting a school wide training with Shirley Day to learn how to teach academic English in specific content areas. We are sending teams of our staff to this training so that examples and strategies are content specific. We continue to send teachers to AVID workshops both during the school year and during the summer through AVID's summer institutes. This year our focus to develop strategies in AVID Critical Writing methodologies. Finally, one of our themes for staff meetings is how to teach resiliency among our students. Each team has developed an action plan of lessons and processes that encourage students to become more resilient in regards to their learning.</p>	<p>We have asked our PTSA to sponsor a series of parent workshop on a number of topics that will include study strategies, understanding test scores and how to deal with at risk behaviors of their child. Our PTSA also provides us with volunteers who help provide enrichment opportunities as Black Mountain. These enrichment opportunities include our Science Olympiad, Robotics Club, Math Club and other academic groups that are inclusive of all students.</p> <p>Our Foundation has provided funding for technologies that help us differentiate instruction for all students, but especially those who are most at risk. An iPad cart used by all science classes and Promethium Boards used by some of our math classes are examples of how our Foundation has provided more variety of instruction for our students.</p>	<p>In August of 2011 students were given a daily planner (Raider Reminder) at registration. The first 15 pages list school information, school rules and policy. We added an additional 3 pages of templates so students could record their MAP scores as they completed this test in the fall, winter and spring as well as their grades for all trimesters and progress reports. These pages also contained a template for writing a personal goal based on MAP scores and/or grades. Space was also given for students to reflect on their progress toward these goals. The intent is for students to reflect on their progress and measure their learning.</p> <p>All departments use various methods of peer review or grading of each other's work. Most disciplines use rubrics to provide criteria for students to evaluate other student work. Our math team is also using a template to help students reflect on tests. This template has them evaluate what kind of mistake they made (calculation or not applying a concept correctly), finding out where they could reference this mistake in their text, and making corrections based on this analysis.</p>

III.B. LEVEL TRANSITIONS (Includes PreKindergarten-Kindergarten; 5th Grade-6th Grade; 8th Grade-9th Grade12th to post-secondary)

Our 5 - 6 transition begins with our counselors and students visiting each of our feeder elementary schools and presenting to the 5th grade students. Our ASB students share what to expect in sixth grade from a student's perspective. Our counselors explain how to register for classes and what electives students can choose from.

Two weeks after these presentations our 6th grade team hosts a "Bridging to Black Mountain" open house for parents. We go over curriculum, school processes and policies, a campus tour and how parents can be involved at Black Mountain.

Just before school starts our ASB sponsors an orientation for all new students. The focus is on team building, making their transition to middle school comfortable and a campus tour showing students exactly where their classes are.

Our 8-9 transition focuses mostly on course selection and registration at the five high schools our students attend. This starts with our 8th grade teachers understanding how each of our high schools manage their registration process. High school counselors and administrators update our 8th grade team on any changes in their registration and sequencing of classes. We simplified information siting websites, phone numbers and personnel our 8th grade families need to know to get information specific to their high school. This information is given through our website, connect ed phone messages and personal counseling by our 8th grade team. Our 8th grade teachers also give recommendations for specific high school classes based on assessments of their students.

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

The staff at Black Mountain Middle School believes that all students have the responsibility to behave in a manner that neither prevents teachers from teaching, students from learning, nor violates the interest of any individual in the school community. Positive rewards are emphasized for students who observe school-wide, and classroom rules. Negative consequences occur if a student breaks a rule. The administrators inform the students of the school discipline rules during an assembly held during the second week of school. Classroom teachers review rules and expectations with their students when they study the contents of the Raider Reminder at the beginning of each new school year. Parents are asked to review the school discipline plan at the beginning of each school year as well and are asked to discuss it with their children. The purpose of our progressive discipline plan is to have a continuum of consequences for students that are successful in decreasing inappropriate student behaviors and increasing appropriate student behaviors by starting at the lowest possible level of intervention. Interventions include but are not limited to the following:

- Referral to counseling
- Parent contact
- Parent/student conference
- Guidance council
- Lunch detention
- After school detention
- Community Service
- In-School Suspension
- Suspension
- Expulsion
- Exclusion from school activities
- San Diego Police Department referral
- Caring Connection Center referral

Intervention services and/or resources available at Black Mountain Middle School include:

- RTI Committee (Part of Distributive Leadership School Wide Committees)
- Community Relations Committee (Part of our Distributive Leadership School Wide Committees)
- Training and orientation for noon supervisors
- Parent/Staff Human Relations Committee
- Raider Reminder
- Student Services
- Character Education
- Assemblies (Bullying Prevention, Day Of Unity, TUPE and Character Counts)

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	150 minutes
Primary Interaction Program	K-3rd	
PIP Playground Support	K-3rd	
Tobacco Use Prevention Education	6th-12th	100 minutes
Character Counts	K-12th	300 minutes
Before and After School (ASES)	6th-8th	1540 minutes
Second Step	Pre-K-8th	
Steps to Respect	3rd-6th	

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)	5,277
EIA-EL: Economic Impact Aid - English Learners	70,568
EIA-SCE: Economic Impact Aid - State Compensatory Education	38,680

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	Vickie Carroll		
Special Education	Shelly Fouts	Original signature page on file at the district office.	
Title I (if applicable)	Vickie Carroll		
Library	Miriam Wiese		

SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[X]	[]	[]	[]	[]		David Hall		
[]	[X]	[]	[]	[]	9-1-13	Cyndy Born-Haggerty		
[]	[X]	[]	[]	[]	9-1-13	Nancy Fassler	Original signature page on file at the district office.	
[]	[X]	[]	[]	[]	9-1-12	Sue Bledsoe		
[]	[X]	[]	[]	[]	9-1-12	Eric Huff		
[]	[]	[X]	[]	[]	9-1-13	Marty Pringle		
[]	[]	[]	[X]	[]	9-1-12	Ron Cole		
[]	[]	[]	[X]	[]	9-1-13	Laura Dibsie		
[]	[]	[]	[X]	[]	9-1-13	Nancy Cline		
[]	[]	[]	[]	[X]	9-1-14	Liza Brover (6th)		
[]	[]	[]	[]	[X]	9-1-13	Ramese Hayes (7th)		
[]	[]	[]	[]	[X]	9-1-13	Claire Arvin (8th)		
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 01/13/2010.

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: Black Mountain Middle School
 PROGRAM: English Language Acquisition Program (Grades 4-8 only)
 RESOURCE NUMBER: 6286
 2011 ENTITLEMENT: _____
 PLUS CARRYOVER: \$5,277
 TOTAL SITE BUDGET: 5,277

**Budget Summary for
Black Mountain Middle School**

\$PER STUDENT:	<u>33.19</u>
# OF STUDENTS:	<u>159</u>
TOTAL ENTITLEMENT:	<u>5,277.21</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						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY						0
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
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						0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0
3312-000: FICA – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
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	1000					1,000
4300-010: SUPPLIES	4027					4,027
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	5,027	0	0	0	0	5,027
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
5900-014 Postage	250					250

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:	5,277	0	0	0	0	5,277

V.D. BUDGET DEVELOPMENT FORM

SITE: Black Mountain Middle School
 PROGRAM: Economic Impact Aid - English Learners
 RESOURCE NUMBER: 7091

**Budget Summary for
 Black Mountain Middle School**

2011 ENTITLEMENT:	<u>\$19,065</u>	\$PER STUDENT:	<u>443.82</u>
PLUS CARRYOVER:	<u>\$51,503</u>	# OF STUDENTS:	<u>159</u>
TOTAL SITE BUDGET:	<u>70,568</u>	TOTAL ENTITLEMENT:	<u>70,567.38</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	20000					20,000
1100-012: TEACHER SUB	9000					9,000
1100-014: TEACHER HOURLY	6000					6,000
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	35,000	0	0	0	0	35,000
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR	0					0
2100-012: INSTRUCTIONAL AIDE SUB	150					150
2100-014: INSTRUCTIONAL AIDE HOURLY	1000					1,000
2400-010: CLERICAL REGULAR	0					0
2400-014: CLERICAL HOURLY	0					0
2900-086: OTHER CLASSIFIED REGULAR	0					0
	1,150	0	0	0	0	1,150
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED	2500					2,500
3212-000: PERS – CLASSIFIED	500					500

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3222-000: PERS Pickup – CLASSIFIED	100					100
3312-000: FICA – CLASSIFIED	100					100
3321-000: MEDICARE – CERTIFICATED	800					800
3322-000: MEDICARE - CLASSIFIED	100					100
3331-000: PARS - CERTIFICATED	500					500
3332-000: PARS – CLASSIFIED	0					0
3401-000: HEALTH-CERTIFICATED	1100					1,100
3402-000: HEALTH-CLASSIFIED	0					0
3501-000: UNEMPLOYMENT INS - CERTIFICATED	700					700
3502-000: UNEMPLOYMENT INS – CLASSIFIED	60					60
3601-000: WORKERS COMP INS – CERTIFICATED	1000					1,000
3602-000: WORKERS COMP INS - CLASSIFIED	50					50
3802-000: PERS Recapture - CLASSIFIED	40					40
	7,550	0	0	0	0	7,550
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS	0					0
4200-010: OTHER BOOKS	0					0
4300-010: SUPPLIES	25868					25,868
4300-011: SUBSCRIPTIONS	0					0
4300-018: SOFTWARE	0					0
4300-099: RESERVE	0					0
	25,868	0	0	0	0	25,868
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE	0					0
5200-011: TRAINING EXPENSE	0					0
5200-020: MILEAGE EXPENSE	0					0
5600-041: MAINTENANCE CONTRACTS	0					0
5710-012: PUBLICATIONS	0					0
5710-130: STUDY TRIPS	0					0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
5800-015: PROFESSIONAL SERVICES	0					0
5800-086: OTHER SERVICES	1000					1,000
	1,000	0	0	0	0	1,000
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500	0					0
6400-031: COMP HARDWARE \$500 AND OVER	0					0
6400-090: EQUIPMENT UNDER \$500	0					0
6400-091: EQUIPMENT \$500 AND OVER	0					0
TOTAL SITE BUDGET:	70,568	0	0	0	0	70,568

V.D. BUDGET DEVELOPMENT FORM

SITE: Black Mountain Middle School
 PROGRAM: Economic Impact Aid - State Compensatory Education
 RESOURCE NUMBER: 7090

**Budget Summary for
 Black Mountain Middle School**

2011 ENTITLEMENT:	<u>\$19,900</u>	\$PER STUDENT:	<u>33.69</u>
PLUS CARRYOVER:	<u>\$18,780</u>	# OF STUDENTS:	<u>1148</u>
TOTAL SITE BUDGET:	<u>38,680</u>	TOTAL ENTITLEMENT:	<u>38,676.12</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	0					0
1100-012: TEACHER SUB	22000					22,000
1100-014: TEACHER HOURLY	0					0
1900-010: OTHER CERTIFICATED REGULAR	0					0
1900-014: OTHER CERTIFICATED HOURLY	0					0
	22,000	0	0	0	0	22,000
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR	0					0
2100-012: INSTRUCTIONAL AIDE SUB	0					0
2100-014: INSTRUCTIONAL AIDE HOURLY	0					0
2400-010: CLERICAL REGULAR	0					0
2400-014: CLERICAL HOURLY	0					0
2900-086: OTHER CLASSIFIED REGULAR	0					0
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED	1700					1,700
3212-000: PERS – CLASSIFIED	0					0
3222-000: PERS Pickup – CLASSIFIED	0					0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3312-000: FICA – CLASSIFIED	0					0
3321-000: MEDICARE – CERTIFICATED	400					400
3322-000: MEDICARE - CLASSIFIED	0					0
3331-000: PARS - CERTIFICATED	0					0
3332-000: PARS – CLASSIFIED	0					0
3401-000: HEALTH-CERTIFICATED	0					0
3402-000: HEALTH-CLASSIFIED	0					0
3501-000: UNEMPLOYMENT INS - CERTIFICATED	430					430
3502-000: UNEMPLOYMENT INS – CLASSIFIED	0					0
3601-000: WORKERS COMP INS – CERTIFICATED	650					650
3602-000: WORKERS COMP INS - CLASSIFIED	0					0
3802-000: PERS Recapture - CLASSIFIED	0					0
	3,180	0	0	0	0	3,180
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS	0					0
4200-010: OTHER BOOKS	0					0
4300-010: SUPPLIES	13500					13,500
4300-011: SUBSCRIPTIONS	0					0
4300-018: SOFTWARE	0					0
4300-099: RESERVE	0					0
	13,500	0	0	0	0	13,500
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE	0					0
5200-011: TRAINING EXPENSE	0					0
5200-020: MILEAGE EXPENSE	0					0
5600-041: MAINTENANCE CONTRACTS	0					0
5710-012: PUBLICATIONS	0					0
5710-130: STUDY TRIPS	0					0
5800-015: PROFESSIONAL SERVICES	0					0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
5800-086: OTHER SERVICES	0					0
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500	0					0
6400-031: COMP HARDWARE \$500 AND OVER	0					0
6400-090: EQUIPMENT UNDER \$500	0					0
6400-091: EQUIPMENT \$500 AND OVER	0					0
TOTAL SITE BUDGET:	38,680	0	0	0	0	38,680

VI. ADDENDUM (Optional)

Black Mountain Middle School

2011-2012 Literacy Plan

<u>FORMING</u>	<u>IMPLEMENTING</u>	<u>EVALUATING AND RECOMMENDING</u>																								
<p>Increase the use of critical reading and writing strategies in all disciplines.</p>	<p>Continue focus on AVID training. Increase percentage of staff trained in implementing AVID STRATEGIES.</p> <p>AVID coordinator will provide access to lessons for writing summaries.</p> <p>Grade level humanities teams will focus on summary writing. Teams will create a common rubric by which to score summary writing.</p>	<p>Significant statistical (5%) increase in writing measured through CST Writing Conventions and Writing Strategies</p> <p>(6th Grade)</p> <table border="1" data-bbox="1081 558 1370 821"> <thead> <tr> <th>Written Conventions</th> <th>Writing Strategies</th> </tr> </thead> <tbody> <tr> <td>16 items 70%</td> <td>17 items 60%</td> </tr> <tr> <td>311</td> <td>328</td> </tr> <tr> <td>69 %</td> <td>73 %</td> </tr> </tbody> </table> <p>7th Grade</p> <table border="1" data-bbox="1081 858 1370 1121"> <thead> <tr> <th>Written Conventions</th> <th>Writing Strategies</th> </tr> </thead> <tbody> <tr> <td>16 items 65%</td> <td>17 items 54%</td> </tr> <tr> <td>357</td> <td>341</td> </tr> <tr> <td>79 %</td> <td>75 %</td> </tr> </tbody> </table> <p>8th Grade</p> <table border="1" data-bbox="1081 1159 1370 1421"> <thead> <tr> <th>Written Conventions</th> <th>Writing Strategies</th> </tr> </thead> <tbody> <tr> <td>16 items 65%</td> <td>17 items 63%</td> </tr> <tr> <td>300</td> <td>314</td> </tr> <tr> <td>73 %</td> <td>76 %</td> </tr> </tbody> </table>	Written Conventions	Writing Strategies	16 items 70%	17 items 60%	311	328	69 %	73 %	Written Conventions	Writing Strategies	16 items 65%	17 items 54%	357	341	79 %	75 %	Written Conventions	Writing Strategies	16 items 65%	17 items 63%	300	314	73 %	76 %
Written Conventions	Writing Strategies																									
16 items 70%	17 items 60%																									
311	328																									
69 %	73 %																									
Written Conventions	Writing Strategies																									
16 items 65%	17 items 54%																									
357	341																									
79 %	75 %																									
Written Conventions	Writing Strategies																									
16 items 65%	17 items 63%																									
300	314																									
73 %	76 %																									
<p>Literacy Committee will monitor and update core academic language</p>	<p>Continue academic language in morning video announcements.</p> <p>All disciplines will utilize the academic word of the week during their lessons.</p> <p>Science, Math and Humanities teachers will participate in training offered by the District in language acquisition.</p>	<p>Continue academic language pre and post testing via PE.</p>																								

