

2011-12
SINGLE PLAN FOR STUDENT ACHIEVEMENT



**Frances Ellen Watkins Harper Junior
High School**

Davis Joint Unified District



The District Governing Board
approved this revision of the School
Plan on:

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Frances Ellen Watkins Harper Junior High 2011-12
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
English Language Development			
Increase Achievement for English Learners			
ELD PERSONNEL: Provide personnel to coordinate and support ELD program	10/1/2008	10/31/2011	\$34,343
ELD: Professional Development	12/7/2007	6/30/2011	\$0
Distribute computers to EL families, when needed	1/12/2010	6/30/2011	\$0
Site EL Coordinator	7/1/2010	6/30/2011	\$2,700
CELDT Training and Testing	7/1/2010	6/30/2011	\$1,000
History/Social Science			
Increase Academic Achievement in Social Studies			
Align Curriculum to Standards	1/6/2008	6/30/2011	\$0
Review STAR Test questions with 8th grade classes	3/1/2009	6/30/2011	\$0
Library Improvement			
Improve the Library resources, materials and access for students			
Maintain website library resource 24/7 access	12/17/2007	9/30/2011	\$1,000
Mathematics			
Increase Academic Achievement in Mathematics			
7th grade students to be placed into the appropriate math class by using common assessments.	1/6/2009	5/31/2011	\$0
Closely monitor the grades of students who are achieving at or below basic on the STAR Math Tests	1/6/2010	8/30/2011	\$0
Provide a computer based math program to supplement the instruction for identified students	1/26/2010	7/30/2011	\$7,900
Reading/Language Arts			
Increase Academic Achievement in English Language Arts			
Sustain the current Writing Sample and Rubric for each grade level	12/10/2008	5/30/2011	\$0
Implement Vocabulary Building Program	9/5/2008	6/30/2011	\$0
Test Preparation	1/6/2008	4/20/2011	\$0
Reading Support Program	7/1/2010	6/30/2011	\$18,700
School Climate			
Student Connectedness			
Promote a respectful, safe and inclusive school climate	12/1/2008	6/30/2011	\$3,040
Peer Helper	12/15/2008	6/30/2011	\$2,540
Science			
Increase Academic Achievement in Science			
Implement Curriculum Standards	2/1/2009	5/30/2011	\$0

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Other			
Closing the Achievement and Opportunity Gap			
Ensure students qualifying for Title 1 services are receiving appropriate services	9/15/2008	6/30/2011	\$2,120
Provide supplemental services to students qualifying for Title 1	9/18/2008	10/30/2011	\$9,506
Host ELAC and Title 1 informational meetings for parents of Title 1 students	10/1/2008	6/15/2011	\$1,800
Homework Club	10/1/2008	6/15/2011	\$29,828
Provide Learning Center Support for Lower Performing Math Students	9/5/2008	6/15/2011	\$0
Advancement Via Individual Determination	9/5/2008	10/30/2011	\$1,000
AVID Program Coordination	7/1/2010	6/30/2011	\$16,500
Professional Learning Communities & Academic Conferencing	7/1/2010	6/30/2011	\$8,820
Facilitate site collaboration regarding student achievement	6/1/2010	6/30/2011	\$500
Total Annual Expenditures for Current Site Plan: \$141,297.00			

Goals

Form A: Planned Improvements in Student Performance

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

Goal Area : English Language Development

Goal Title : Increase Achievement for English Learners

English Language Acquisition Program:

In order to increase achievement for our English Language learners, we will provide program coordination, para-educators, staff development and specially designed instruction to our EL students. Funds will be used to provide staff coordination of the program and research-based, specific curriculum. We will increase the percent of English Language Learners who are intermediate or advanced on the CELDT from 78% to 90% by 2011-12.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All English Learners at Harper Junior High School. Although not all of the target group will participate in every activity, the goal is aimed at raising achievement for all EL students.

What is the expected growth?

AMAO-1 Demonstrable progress toward proficiency in English Language Arts and Math.

What data will be collected to measure student achievement?

CELDT scores - evaluate annually.

What process will you use to monitor and evaluate the data?

CELDT scores.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: ELD PERSONNEL: Provide personnel to coordinate and support ELD program

Means of Achievement: Auxiliary services for students and parents

Tasks :

1. Certificated ELD Department Chairperson who
 - a) assists with scheduling students and serves as an advocate for the needs of the school's ELD students
 - b) schedules and facilitates ELAC meetings
 - c) works with classified coordinator to test and monitor progress of ELs on campus
2. Provide specially designed, differentiated instruction to EL students in support and sheltered classes
3. Retain Paraeducator/Classified staff member to coordinate annual testing, record-keeping and Data Director data-entry, and reclassification of ELs.
4. Hire and/or retrain para-educators, community liaisons and volunteers to:
 - a) interpret for beginning-level students,
 - b) translate daily bulletin for Spanish families
 - c) communicate with EL families and increase EL parent participation and/or
 - d) provide direct assistance to EL students in content-area classes on a "push-in" model.

Measures :

1. Harper is current and on-time with all testing data required by district and state.
2. Harper has at least 3 well attended ELAC meetings per school year.
3. All beginning to intermediate-level ELLs are supported by one to two hours per day of sheltered instruction that include bilingual materials, interpreters, or para-educators in order to access content in core curriculum classes.
4. Para educator support is provided to classrooms.

People Assigned :

Angie Nuccitelli, Laurie Morris and Kathy Romero

Start Date : 10/1/2008

Completion Date : 10/31/2011

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	.2 Certificated Teacher	\$15,500
Economic Impact Aid: Limited English Proficiency (LEP)	EL Para-educator support	\$0
Education Jobs Fund	EL Para-educator support	\$5,843
Economic Impact Aid: Limited English Proficiency (LEP)	2 Para-educator/translators	\$5,500
Education Jobs Fund	Para-educator/translator	\$7,500

Action Title: ELD: Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks :

Continue a 3 year plan for providing professional development to all staff, including A) awareness/identification of ELLs on Harper campus, B) the stages of language acquisition, C) strategies for helping ELLs access content area knowledge and skills.

1. Establish a school team comprised of administrators, faculty, and counselors to implement a multi-year ELD plan.
2. Update and refresh staff ELD binders distributed in early 2008 (that include ELL names/levels, sections for professional development materials)
3. Provide professional development regarding ELD standards and instructional strategies.
4. Provide staff information about upcoming professional development trainings, conferences, and/or university classes in ELD. Support staff in attending.
6. Provide professional development in a "coaching" model for teachers implementing SDAIE strategies in core curricular areas.

Measures :

Staff members

- can identify the ELLs on their rosters,
- know each ELL's level of language acquisition, and
- know and use several appropriate strategies for helping EL students access academic content

People Assigned :

Mary Kahn, Laurie Morris, Cara Leppington, Ainsley Lindbergs, Patty Marlow, Natalie Trigilio, Brian Donnelly, Ingrid Salim, Kathy Romero, Zena Ingles

Start Date : 12/7/2007

Completion Date : 6/30/2011

Action Title: Distribute computers to EL families, when needed

Means of Achievement: Increased educational opportunity

Tasks :

Work with PTO to implement plan for providing donated computers to Harper EL families.

Measures :

Increased parent involvement and academic performance in EL students

People Assigned :

Zena Ingles, Ingrid Salim, Matt Duffy

Start Date : 1/12/2010

Completion Date : 6/30/2011

Action Title: Site EL Coordinator

Means of Achievement: Monitoring program implementation and results

Tasks :

Site EL Coordinator will provide mandated site services by coordinating and monitoring the English Learner program. The Site EL Coordinator will work in support of the site EL staff and the site principal, assessing students, directing EL paraeducators, monitoring RFEP students, conducting parent meetings, conduct monthly site EL meetings, overseeing EL CPM efforts

Measures :

EL student records, ELAC meeting documentation, CELDT results

People Assigned :

Assistant Superintendent of Instructional Services, Site EL Coordinator, Site Principal

Start Date : 7/1/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
EIA-LEP District Reservation for Site Use	Site EL Coordinator VSA	\$1,500
Economic Impact Aid: Limited English Proficiency (LEP)	Site EL Coordinators - District and Harper	\$1,200

Action Title: CELDT Training and Testing

Means of Achievement: Monitoring program implementation and results

Tasks :

Administer CELDT assessment to English Learners for purpose of annual assessment of EL students' language development levels.

Measures :

CELDT training logs, count of administered CELDT tests, EL student CELDT results

People Assigned :

District EL Coordinator, Principal

Start Date : 7/1/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
EIA-LEP District Reservation for Site Use	CELDT Training and Testing	\$1,000

Frances Ellen Watkins Harper Junior High 2011-12 Single Plan For Student Achievement Report

Form A: Planned Improvements in Student Performance

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

Goal Area : History/Social Science

Goal Title : Increase Academic Achievement in Social Studies

The Harper Social Studies department fully supports the two overall school goals of raising academic achievement and student connectedness. Activities included here further the achievement of those goals. The Social Studies Department staff will endeavor improve Academic Achievement for students in the 7th-9th grades through the activities shown in the plan that follows.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All students 7th, 8th and 9th.

What is the expected growth?

Improved academic performance in social studies as evidenced by fewer students failing social studies.
A net increase of 10% in STAR scores.

What data will be collected to measure student achievement?

STAR test results, local testing and other assessment results.

What process will you use to monitor and evaluate the data?

STAR test results are the primary indicator, but in order to monitor progress toward the goal, social studies teachers will use collaboration time to monitor unit testing, project completion and other local assessments.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Align Curriculum to Standards

Means of Achievement: Staff development and professional collaboration

Tasks :

1. Discuss, coordinate, and plan projects and research methods that build from 7th grade to 9th grade
2. Share material from teachers, library, educational research.

Measures :

Assessment of projects, ultimately starting in 7th grade, improving through 9th grade.

People Assigned :

Thomas Taylor, Gregg Schwab, Scott Thomsen, Rudy Buehler, Jesse Kermit

Start Date : 1/6/2008

Completion Date : 6/30/2011

Action Title: Review STAR Test questions with 8th grade classes

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

1. Sample STAR questions off of the California Department of Education's website.
2. 8th grade social studies teachers review a few questions each day leading up to the STAR tests as a "Warm-Up" Activity.

Measures :

STAR Test scores – to be released in Fall of 2010.

People Assigned :

Rudy Buehler, Gregg Schwab, Tom Taylor, Scott Thomsen, Jesse Kermit

Start Date : 3/1/2009

Completion Date : 6/30/2011

Form A: Planned Improvements in Student Performance

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

Goal Area : Library Improvement

Goal Title : Improve the Library resources, materials and access for students

The purposes of the Frances Harper Junior High School Library include providing information, books and materials in print and other media forms which promote reading and literacy, provide opportunities for learning and research, and assist teachers in the process of educating our students in all subject areas. The planned activities by the library staff further these aims.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All students 7th through 9th grade.

What is the expected growth?

The school goal is to increase scores on STAR Tests by a net gain of 10%. The library provides assistance to reach that goal.

What data will be collected to measure student achievement?

Survey/evaluation results

What process will you use to monitor and evaluate the data?

Library services are generally indirect support of the school program. Student and staff evaluations will be used to determine the effectiveness of the library services.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Maintain website library resource 24/7 access

Means of Achievement: Increased educational opportunity

Tasks :

1. Maintain and expand pathfinders.
2. Provide for Follett maintenance subscription.
3. Librarian will improve resource pages.
4. Continue SIRS subscription, as arranged by the PTO. (\$1000 donation)

Measures :

"Counter" of website hits.
Links on website are active/not blocked.

People Assigned :

Amanda Sharpe and Staff

Start Date : 12/17/2007

Completion Date : 9/30/2011

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Follett maintenance subscription	\$1,000

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Form A: Planned Improvements in Student Performance

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

Goal Area : Mathematics

Goal Title : Increase Academic Achievement in Mathematics

Academic Achievement is a significant focus for Harper Junior High School. All students who are scoring at Basic, Below Basic, or Far Below Basic on the 2009 California Standards Tests in the core areas of English/Language Arts, Mathematics, Science and/or Social Studies will be identified and will be given additional instructional support. While maintaining the number of students who are proficient or above, a minimum of 20% of the underachieving students will increase by at least one achievement level in at least one of the core curriculum areas. A minimum of 10% of the students will show an improvement in their individual STAR score, resulting in an increase on the school API. Efforts will be made to increase staff awareness of and to better utilize intervention models that provide support for EL, at-risk and special education students.

Improve academic achievement in algebra for students who are at-risk of not passing course by providing math interventions or support at after school programs. Closely monitor the grades for students who are achieving at or below basic on the STAR mathematics tests and provide tools for increased learning. Seek on-line resources that may assist students in basic math skill development.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

Students who are achieving at or below basic on the STAR mathematics tests, all students enrolled in the algebra courses, migrant students, low achieving students, and students in Transition math.

What is the expected growth?

STAR test results are expected to improve at least 10% overall as well as grades and classroom assessments.

What data will be collected to measure student achievement?

Evaluate results from STAR test scores, grades and periodic course evaluations.

What process will you use to monitor and evaluate the data?

Periodic course evaluations, daily assessments, quarter and semester grades and STAR test results will all assist in the evaluation of progress toward this goal.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: 7th grade students to be placed into the appropriate math class by using common assessments.

Means of Achievement: Alignment of instruction with content standards

Tasks :

1. Administer a common rubric for all 7th grade math classes, identifying the benchmark performance level for each level of math.
2. Review each 7th grade student's progress after the first semester, sorted by math course and prior STAR scores, identifying interventions needed for each student.
2. Meet individually with 6th grade teachers to review math placement and answer questions about placement.

Measures :

Greater student success in math, including fewer Ds and Fs.
Improved performance on math portion of the STAR

People Assigned :

Entire Math Department

Start Date : 1/6/2009

Completion Date : 5/31/2011

Action Title: Closely monitor the grades of students who are achieving at or below basic on the STAR Math Tests

Means of Achievement: Alignment of instruction with content standards

Tasks :

1. Teachers will review individual STAR scores in order to identify students who are at or below basic.
2. Twice per semester teachers will review grades to determine individual student progress.
3. Teachers will recommend the appropriate placement for students in math classes, based on academic performance and STAR scores.

Measures :

Teachers will use collaboration time to discuss successes and areas of concern, providing collaborative support suggestions.

People Assigned :

Entire math department

Start Date : 1/6/2010

Completion Date : 8/30/2011

Action Title: Provide a computer based math program to supplement the instruction for identified students

Means of Achievement: Increased educational opportunity

Tasks :

1. Ask teachers to provide a list of students who are in need of supplemental math instruction.
2. Identify additional students by reviewing STAR test scores.
3. Implement delivery models for computer-based math program, as needed.
4. Employ staff to implement computer-based math program.
5. Place identified students in appropriate programs.
6. Monitor and adjust student enrollment and participation with Cognitive Tutor program.

Measures :

Students who are enrolled will show an improvement in their STAR math scores and academic performance in math classes.

Based on student surveys, students will indicate complete satisfaction with instruction and ones own performance in math.

People Assigned :

Patty Marlow
Marleene Buttice
Christine Hopper
Scott Richardson
Yves Bouyssounouse

Start Date : 1/26/2010

Completion Date : 7/30/2011

Funding Resources	Related Expenditures	Estimated Cost
SLIB District Reservation for Site Use	Afterschool, school day tutor(s) to support students in Cognitive Tutor	\$2,000
School and Library Improvement Block Grant	Computer program	\$5,900

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Goal Area : Reading/Language Arts

Goal Title : Increase Academic Achievement in English Language Arts

Academic Achievement is a significant focus for Harper Junior High School. All students who are scoring at Basic, Below Basic, or Far Below Basic on the 2010 California Standards Tests in the core areas of English/Language Arts, Mathematics, Science and/or Social Studies will be identified and will be given additional instructional support. While maintaining the number of students who are proficient or above, a minimum of 10% of the underachieving students will increase by at least one achievement level in at least one of the core curriculum areas. A minimum of 10% of the students will show an improvement in their individual STAR score, resulting in an increase on the school API. Efforts will be made to increase staff awareness of and to better utilize intervention models that provide support for EL, at-risk and special education students.

The English Department's goal is to sustain the current Writing Sample and to implement a department-wide Rubric for each grade level, thereby increasing vertical alignment in our writing program. We will purchase additional copies of resources needed to differentiate instruction within the classroom and purchase professional development materials for improving students' performance in reading and writing.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

7th - 9th grade students

What is the expected growth?

All indicators should show improvement. Student writing scores will show improvement as a result of implementation. Aggregate STAR test improvement by 10%.

What data will be collected to measure student achievement?

Grades, local assessment results (tests, quizzes, projects, etc.) and STAR testing.

What process will you use to monitor and evaluate the data?

STAR test in ELA
Student academic grades

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Sustain the current Writing Sample and Rubric for each grade level

Means of Achievement: Alignment of instruction with content standards

Tasks :

1. Implement use of rubrics in all English classrooms.
2. Select prompts for the Writing Sample, as well as rubrics for all three grade levels.
3. Administer the Writing Samples at the beginning and near end of the year.
4. Use academic counseling release days to score the writing samples.

Measures :

1. Primary measure: Individual results on Writing Sample as well as average score for the grade during each administration.
2. Secondary measure: Anecdotal observation by teachers.
3. Tertiary measure: Results from STAR tests in the writing strategies subsection.

People Assigned :

Members of the English Department

Start Date : 12/10/2008

Completion Date : 5/30/2011

Action Title: Implement Vocabulary Building Program

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Continue to implement the word of the week program in all English classes, introducing all students to vocabulary and roots of words. Provide the words of the week to the rest of the staff, implementing the vocabulary building program across disciplines.

Measures :

Improved ELA performance by all students on the STAR and other formal assessments

People Assigned :

ELA teachers

Start Date : 9/5/2008

Completion Date : 6/30/2011

Action Title: Test Preparation

Means of Achievement: Alignment of instruction with content standards

Tasks :

1. Review blueprints of STAR tests in light of our existing curriculum during regular departmental meetings.
2. Utilize Collaboration time to identify strategies to enhance test preparation and select methods to use to promote efficient, effective task analysis and proper execution of various test questions
3. Evaluate and assess effectiveness.

Measures :

Compare ELA STAR scores of students at Harper with results from previous years.

People Assigned :

English Department

Start Date : 1/6/2008

Completion Date : 4/20/2011

Action Title: Reading Support Program

Means of Achievement: Increased educational opportunity

Tasks :

Provide reading instruction and support for 7th grade students who read below grade level.

Measures :

CST ELA test scores, Gates-MacGinitie

People Assigned :

Principal, Site reading teacher

Start Date : 7/1/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
Education Jobs Fund	.2 FTE Reading Teacher	\$18,700

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Goal Area : School Climate

Goal Title : Student Connectedness

Student Connectedness: Learning is accelerated by a campus climate where students feel safe and have strong connections to their peers, teachers and other adults. Through these connections, the Harper Huskies will increase their understanding and respect for all individuals within the diverse school community as reported by students in the annual school climate survey and anecdotal reports. Students will also increase their overall school performance and express satisfaction with Harper Junior High through interviews and recording of the students' voices.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All students 7th through 9th grade.

What is the expected growth?

The school goal is 10% net growth in STAR scores. School climate and connectedness are important elements contributing to students' perceptions of their safety and learning environment. School climate and connectedness indirectly but significantly support academic achievement.

What data will be collected to measure student achievement?

Annual school climate survey results. Number of students participating in support programs before and after school, and at lunch. Reports to site council, PTO and School Climate Committee.

What process will you use to monitor and evaluate the data?

Annual school climate survey (and STAR scores.)

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Promote a respectful, safe and inclusive school climate

Means of Achievement: Increased educational opportunity

Tasks :

- 1) Continue to implement the Let's Get Real curriculum, anti-bullying assemblies and other "safe school" activities;
- 2) Provide targeted interventions with students who may be victimizing or victims of bullying;
- 3) Collaborate with elementary schools regarding social skills and anti-bullying behavior;
- 4) Recognize student academic, attendance and behavior achievement through positive referrals and recognition
- 5) Provide multimedia communication to entire school that promotes school activities, recognizes student achievement and promotes appreciation for diversity.
- 6) Provide multiple academic and co-curricular activities and clubs for students to participate in during lunch.
- 7) Provide safe and inclusive opportunities for students to participate in recreational, art and academic activities on the school campus before school on Wednesday mornings and after school on Friday afternoons.

Measures :

Monitor student and staff reports regarding bullying and harassment;
 Increased satisfaction with school on school climate survey
 Reduced number of student referrals for discipline
 High student participation in before school, lunchtime and after school activities

People Assigned :

Matt Duffy, Natalie Trigilio, Cara Leppington, Megan Gross, Heather Grabow, Marque Cass, Zena Ingles

Start Date : 12/1/2008

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	WEB Advisors VSA (2)	\$2,240
School and Library Improvement Block Grant	Recreational supplies and equipment for Wednesday morning and lunchtime activities	\$500
School and Library Improvement Block Grant	Art supplies, canvas and equipment for Teen Center	\$0
School and Library Improvement Block Grant	Student Recognition for achievement	\$300

Action Title: Peer Helper

Means of Achievement: Increased educational opportunity

Tasks :

Implement a Peer Helper program that provides an student-to-student support with social/emotional and academic issues related to school.

Measures :

The Peer Helper program is aimed at reducing stress and enabling students to find effective ways to relate with peers, resolve conflict, and communicate with others. Improved achievement as measured by STAR testing and student reports of improved/enhanced attitudes toward school, as measured by the school climate survey.

People Assigned :

Cara Leppington and Megan Gross

Start Date : 12/15/2008

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Peer Helper Coordinator VSA (1)	\$2,240
School and Library Improvement Block Grant	WEB/Peer Helper Student Training	\$300

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Goal Area : Science

Goal Title : Increase Academic Achievement in Science

The Harper Science department fully supports the two overall school goals of raising academic achievement and student connectedness. Activities included here further the achievement of those goals.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All 7th through 9th graders.

What is the expected growth?

10% net increase in STAR scores.

What data will be collected to measure student achievement?

STAR scores and local assessment results.

What process will you use to monitor and evaluate the data?

STAR test results. Progressive monitoring via local assessments.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Implement Curriculum Standards

Means of Achievement: Alignment of instruction with content standards

Tasks :

Science teachers will:

1. Implement current standards and assessment criteria for state science assessments.
2. Identify strategies to enhance test preparation. Promote efficient, effective task analysis and proper execution of various test questions by students.
4. Review assessment results for effectiveness.

Measures :

An increase of at least 10% in total number of students performing at or above proficiency on the science STAR.

People Assigned :

Science department members

Start Date : 2/1/2009

Completion Date : 5/30/2011

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Form A: Planned Improvements in Student Performance

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

Goal Area : Other

Goal Title : Closing the Achievement and Opportunity Gap

Academic Achievement is the main focus of Harper Junior High School. All students who earn 2 or more D or F grades, or are scoring at Basic, Below Basic, or Far Below Basic on the 2009 California Standards Tests in the core areas of English/Language Arts and Mathematics, will be identified and will be given additional instructional support. A minimum of 10% of these students will increase academic achievement at least one level in one or more of the core curriculum areas of the STAR or will improve their overall GPA by improving their academic performance and grades.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All students in the 7th - 9th grades, particularly the under performing population of students. This includes students with disabilities, English learners and socio-economically disadvantaged students. All freshmen demonstrate competence, communication and commitment in presenting their portfolio in a culminating presentation and celebration of their achievement.

What is the expected growth?

Increase the identified population of students scoring at or above proficiency on each section of the STAR by at least 10%.

Decrease in the number of students earning Ds or Fs on their progress reports.

What data will be collected to measure student achievement?

STAR test results;

Progress reports;

What process will you use to monitor and evaluate the data?

Annual results from the STAR testing;

Fewer students earning D's and F's.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Ensure students qualifying for Title 1 services are receiving appropriate services

Means of Achievement: Increased educational opportunity

Tasks :

1. Utilizing Data Director and the Zangle student information system, generate a list of all Title 1 students, based on STAR scores and each quarter's academic grades (Pull list of students that scored at, below or far below basic on the ELA or Math CSTs)
2. Track student grade progress: identify and monitor students who have earned a D or below in two or more classes.
3. Involve counselors and core teachers of students who are in danger of/failing 2 or more classes in developing a strategic student learning plan for the student.
4. Establish strategic academic interventions that address the needs of struggling learners.
5. Place qualifying students in appropriate, strategic program(s).
6. Monitor all Title 1 students' progress.

Measures :

CST Scores;
Academic Grades

People Assigned :

Heather Grabow, Natalie Trigilio, Cara Leppington, Zena Ingles, members of AIM, Title 1 staff

Start Date : 9/15/2008

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
SLIB District Reservation for Site Use	Title I Coordinator VSA (1)	\$1,120
SLIB District Reservation for Site Use	Family Outreach Coordinator	\$1,000

Action Title: Provide supplemental services to students qualifying for Title 1

Means of Achievement: Increased educational opportunity

Tasks :

Hire and place paraeducators in classes with a high concentration of Title One eligible students:

1. Review budget and determine the number of Para-educators Title 1 can fund.
2. Review class lists of Title 1 students and decide where the greatest concentration of eligible students are enrolled.
3. Place Para-educator support in the identified classes

Measures :

CST Scores;
Academic grades

People Assigned :

Heather Grabow, Natalie Trigilio, Cara Leppington, Zena Ingles, Core subject area teachers (math, ELA, Social studies, science)

Start Date : 9/18/2008

Completion Date : 10/30/2011

Funding Resources	Related Expenditures	Estimated Cost
Education Jobs Fund	Para-educator	\$9,506

Action Title: Host ELAC and Title 1 informational meetings for parents of Title 1 students

Means of Achievement: Auxiliary services for students and parents

Tasks :

1. Schedule meeting date, time and place.
2. Identify parents of eligible students, mail notification of meeting date and time to parents.
3. Translate and send notice of meetings to parents in native language.
4. Hire personnel to provide childcare and Spanish language translation services.
5. Prepare presentation on ELL and Title 1 services.
6. Present Title 1 information and answer any parent questions at meeting.
7. Seek input from parents regarding needs of their students
8. Provide ongoing communication to the parents regarding student progress

Measures :

Increased Title 1 parental involvement
Improved academic grades for Title 1 students

People Assigned :

Heather Grabow, Laurie Morris, Kathy Romero, Zena Ingles

Start Date : 10/1/2008

Completion Date : 6/15/2011

Funding Resources	Related Expenditures	Estimated Cost
SLIB District Reservation for Site Use	Postage, food and supplies;	\$1,800

Action Title: Homework Club

Means of Achievement: Extended learning time

Tasks :

1. Establish after school academic support for students.
2. Arrange for Bridge and Homework Club staff, location, dates, times, and supplies.
3. Place students in afterschool programs, as appropriate.
4. Track daily student attendance and notify parents of non-attendees as necessary.

Measures :

CST Scores and Student Grades (Fewer Ds and Fs)
Student satisfaction with assistance provided

People Assigned :

Natalie Trigilio, Cara Leppington, Matt Duffy, Zena Ingles, Bridge Directors

Start Date : 10/1/2008

Completion Date : 6/15/2011

Funding Resources	Related Expenditures	Estimated Cost
SLIB District Reservation for Site Use	Bridge Tutors	\$4,500
SLIB District Reservation for Site Use	Bridge Site Coordinators	\$4,028
SLIB District Reservation for Site Use	Bridge Student Supplies	\$400
Education Jobs Fund	.2 Bridge Certificated Teacher	\$15,900
School and Library Improvement Block Grant	Homework Club Supervision	\$5,000

Action Title: Provide Learning Center Support for Lower Performing Math Students

Means of Achievement: Increased educational opportunity

Tasks :

- 1) Review class lists for Junior High math and determine students who could benefit from an additional math support class.
- 2) Provide a class period where the curriculum supports the concepts taught in Junior High Math and incorporates organizational and study skills for math success.
- 3) Evaluate student progress twice quarterly and conference with students about their effort and achievement. (Instructor is compensated from district funds for .4 FTE.)

Measures :

CST scores;
Student's grades

People Assigned :

Brian Donnelly
Christine Hopper
Cara Leppington
Zena Ingles

Start Date : 9/5/2008

Completion Date : 6/15/2011

Action Title: Advancement Via Individual Determination

Means of Achievement: Extended learning time

Tasks :

Provide the necessary support to ensure the AVID program is successful in meeting the needs of the students identified for this program: 1 - Meet with other AVID teachers in the district and region to align Harper program with other schools and sites. 2 - Substitute teachers for AVID fieldtrips

Measures :

Broad-based support of AVID and the elements needed to ensure student success in achieving college readiness

People Assigned :

Julia Hodges; Scott Thomsen; Natalie Trigilio; Cara Leppington; Zena Ingles

Start Date : 9/5/2008

Completion Date : 10/30/2011

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Substitute Teachers for field trips	\$1,000

Action Title: AVID Program Coordination

Means of Achievement: Monitoring program implementation and results

Tasks :

Coordinate successful implementation of AVID program

Measures :

AVID students' CST scores, Progress toward Harper's AVID certification

People Assigned :

Principal, AVID Coordinator

Start Date : 7/1/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
Targeted Instructional Improvement Block Grant	.2 FTE AVID Coordinator	\$16,500

Action Title: Professional Learning Communities & Academic Conferencing

Means of Achievement: Staff development and professional collaboration

Tasks :

- 1) Staff will be trained in conducting Professional Learning Communities (PLC) for the purpose of data collaboration and Academic Conferencing.
- 2) Staff will participate in Professional Learning Communities (PLC) that focus on grade level activities that address a specific theme or goal for that grade.
- 3) The principal will identify staff to participate in 3 release days to collaborate and discuss each child by name to ensure that all students are receiving the instruction and interventions they need to be successful.

Measures :

The staff will be trained in Professional Learning Communities. Measures may include PLC agendas and meeting notes, STAR data, district assessments, classroom assessments
 Freshman Showcase performance and assessments

People Assigned :

Principal, all staff members

Start Date : 7/1/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	PLC Activities, including Freshman Showcase	\$0
Targeted Instructional Improvement Block Grant	Professional Learning Communities & Academic Conferencing	\$8,820

Action Title: Facilitate site collaboration regarding student achievement

Means of Achievement: Alignment of instruction with content standards

Tasks :

Conduct regular and consistent Site Council meetings to analyze data, assess school performance and recommend needed changes or actions.

Monitor progress of students learning by observing, researching and assessing the effectiveness of school-wide intervention programs.

Prioritize resources in closing the achievement gap for Harper students.

Measures :

Reduce the achievement gap within the Harper student population, sepcifically focusing on the Hispanic, black and lower socio-economic student performance.

People Assigned :

Harper Site Council

Start Date : 6/1/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Release time for teachers to attend meetings	\$500

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Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : \$141,646

Total Annual Expenditures for Current School Plan: \$141,297

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$0	\$0
3105	NCLB: Title I, Even Start Family Literacy	\$0	\$0	\$0
7091	Economic Impact Aid: Limited English Proficiency (LEP)	\$22,251	\$22,200	\$51
	ELD PERSONNEL: Provide personnel to coordinate and support ELD program		\$21,000	
	Site EL Coordinator		\$1,200	
7394	Targeted Instructional Improvement Block Grant	\$25,320	\$25,320	\$0
	AVID Program Coordination		\$16,500	
	Professional Learning Communities & Academic Conferencing		\$8,820	
7395	School and Library Improvement Block Grant	\$19,126	\$18,980	\$146
	Advancement Via Individual Determination		\$1,000	
	Facilitate site collaboration regarding student achievement		\$500	
	Homework Club		\$5,000	
	Maintain website library resource 24/7 access		\$1,000	
	Peer Helper		\$2,540	
	Promote a respectful, safe and inclusive school climate		\$3,040	
	Provide a computer based math program to supplement the instruction for identified students		\$5,900	
3205	Education Jobs Fund	\$57,449	\$57,449	\$0
	ELD PERSONNEL: Provide personnel to coordinate and support ELD program		\$13,343	
	Homework Club		\$15,900	
	Provide supplemental services to students qualifying for Title 1		\$9,506	
	Reading Support Program		\$18,700	
7091	EIA-LEP District Reservation for Site Use	\$2,500	\$2,500	\$0
	CELDT Training and Testing		\$1,000	
	Site EL Coordinator		\$1,500	

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7395	SLIB District Reservation for Site Use	\$15,000	\$14,848	\$152
	Ensure students qualifying for Title 1 services are receiving appropriate services		\$2,120	
	Homework Club		\$8,928	
	Host ELAC and Title 1 informational meetings for parents of Title 1 students		\$1,800	
	Provide a computer based math program to supplement the instruction for identified students		\$2,000	
Total amount of categorical funds allocated to this school:		\$141,646	\$141,297	\$349

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Zena Ingles	Principal	zingles@djud.k12.ca	
Megan Gross	Classroom Teacher	mgross@djud.k12.ca	
Sue Meyer	Other School Staff	smeyer@djud.k12.ca.	
Cara Leppington (Alternate)	Other School Staff	cleppington@djud.ne	
Amanda Sharpe (Alternate)	Other School Staff	asharpe@djud.net	
Brett Kelley	Classroom Teacher	bkellely@djud.net	
Trina McMorrow	Parent or Community Member	trinamcmorrow@gmail.	
Martha Fiehn	Secondary Student	Martha.fiehn@gmail.c	
Brian Donnelly	Classroom Teacher	bdonnelly@djud.k12.	
Jim Danzer	Parent or Community Member	jdanz@entravision.	
Nancy Peterson	Parent or Community Member	nnpeterson@sbcglobal	
Alex Sprague	Secondary Student	Theredheadeddancer@g	
Aliya Tolliver	Secondary Student	thorn_bery@hotmail.c	

Total Number of Committee Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	3	3	3	3

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

Approval Date

1. School Site Council Members
2. Plan Review Due Date:
3. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
4. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
 - English Learner Advisory Committee
 - School Climate Committee
 - PTO
6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
7. This school plan is based on 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.
8. Public Notice Due Date:
9. District Governing Board Annual Review Due Date:
10. This School Plan was adopted by the School Site Council at a public meeting on:
11. Attested by School Principal:
12. Attested by School Site Council Chairperson:

Zena Ingles

Typed name of school principal

Signature of school principal

Date

Nancy Peterson

Typed name of SSC chairperson

Signature of SSC chairperson

Date