

## Santiago High School 7-12 Single Plan for Student Achievement Data Analysis

Data element	Goal/Ideal	Current Data	Contributory elements	Desired outcomes to meet goals	Objectives to meet outcomes and goals
1. Attendance/ Truancies	5% increase in attendance (e.g. Cumulative Actual Attendance Rate from 96% to 98% in December) Minimal truancies	Attendance reports from Business Office <b>PENDING ATTENDANCE IN DECEMBER</b>	Policy/Accountability for truancies	Address climate and culture through policies practices and expectations.	Incorporate practices and protocol that increase attendance
				Provide early intervention for excessive truancies	See above
				Conduct parent/student education regarding attendance policies	See above
2. CAHSEE	10% increase in passing rate from 76.6% 10 <sup>th</sup> grade (ELA) to 86.6% 80.1% 10th grade (Math) to 90.1% AND 10% increase in proficient scores ELA-41% to 46% Math-48.9 to 58.9%	CAHSEE reports <b>RESULTS: ELA 75% PASSED ELA Proficient 40.9% Math 84.6% PASSED Math Proficient 43%</b>	Early intervention	CAHSEE tutoring	Incorporate programs and practices that support and promote student achievement
			Post-failing support		
3. English Learner Proficiency (Goal 2)	10% increase in Goal 2 met for all EL students from 64% to 74%	Goal 2 report	ELD support & strategies	Provide strategic ELD to ALL English Learners	Incorporate strategies that promote acquisition of English in ELD classrooms and gains on the CELDT
			CM training Content support & strategies	Provide SDAIE scaffolds for students across content classes. Integrate Constructing Meaning strategies in all ELA, Science, and Social Science classes, and Systematic ELD in all ELD classes. Use base program in ELD program, including Inside and ELD Milestone with fidelity	Incorporate strategies that promote acquisition of English in content classrooms and gains on the CELDT

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4. Goal 1 Achievement	10% increase in Goal 1 met for all students in every content area (e.g., in ELA from 49% to 59%)	Goal 1 report Value added Opportunity gap Proficiency gap Results: ELA increased to 52%, +3% MATH increased to 31%, +1%	Adherence to curricular materials	Use base program, including Universal Access components, with fidelity	Incorporate strategies and practices that promote student gains in all content areas as measured by CST results
			Effective instructional strategies	Implement Gradual Release of Responsibility with scaffolding and differentiation	See above
			Academic interventions	Identify and plan for proficiency and opportunity gap students.	See above
			Regular assessment & monitoring of student progress	Use of data director Make data based decisions to modify instruction	See above
			Common Grading Guidelines	Every department will use the district Grading Guidelines. Course alike groups will integrate common grading guidelines.	Incorporate standard grading practices to measure student growth
			Peer Support	Build capacity in area of campus and district collegial support through Peer Support Team, site TOSA and district TOSAS and via collaboration in co-plan co-teach departmental opportunities	Teachers will have opportunities to work with colleagues to share instructional planning and instructional delivery practices to address the needs of all students
		5. Parent & Community Engagement	Increase parent and community involvement and attendance at school events	Title I Report	Parent awareness
Communication with Home and Community	Conduct parent/community meetings regarding opportunities for involvement				See above
Increase parent and community involvement via district events on campus	Sign in sheets		Collaboration with District	Make Santiago a host school for parent meetings district wide	Facilitate parent involvement at a district level on campus
Increase use of Parent Portal			Parent Training	Integrate Parent Portal trainings into the 40 Developmental Assets training.	Training and communication will increase

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6. A-G Requirements and College Going Culture	5% increase in A-G results from 36.6% to 41.6%	A-G Report RESULTS:14.8% increase in school wide total: 51.4%	A-G courses and instructional support	An increase in the number of students in every subgroup meeting A-G requirements with a “C” grade or better. All students meeting A-G requirements will apply to a university in their senior year or pursue higher education	Incorporate strategies and practices that promote student comprehension and support (rigorous curriculum with WICR) in all content areas
7. Cultural Awareness and Safety	50% decrease in # of suspension days from 214 to 107 from (September to December) Increase student awareness of cultural diversity, and promote a safe and effective learning environment	Number of students in student clubs that promote cultural awareness Number of Suspensions PENDING SUSPENSIONS IN FALL	Student Awareness	Students demonstrating understanding and tolerance for other cultures, and following safe and effective school practices.	Support practices that promote student awareness for diverse cultures and safety
8. Writing Across the Content Areas	All students will increase proficiency scores in writing by at least 1 point, including students with special needs	District Writing Assessment	Integrate Writing Across the Curriculum	Teachers will work across the content areas to integrate writing	All teachers will integrate writing activities across the content areas with an emphasis on basic essay writing in ELA classes
9. Technology	Supplemental materials including technology will be provided to deliver instruction	Technology in inventory	Site Council Minutes	All teachers will have access to supplemental materials and technology which will be used during instruction.	Provide an engaging learning environment via the use of technology as appropriate
10. Students with Special Needs	Students with Special Needs will be placed in the least restrictive environment based on learning needs and abilities	IEP Grades CST Scores Benchmark scores	IEP Goals	Two Special Ed. students will meet A-G requirements upon graduation.	All IEP team members will support and intervene in order to help students successfully meet A-G requirements

**2010-2011 Single Plan for Student Achievement Action Steps: Santiago High School**

Data Element	Please number 1a, 1b, 2a, 2b, etc.*	Action Steps	Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
1. Attendance/ Truancies	1a	Student who have habitual tardies and/or truancies will be referred to SARB/TRC	SARB letters District Attorney calendar	Ongoing	Teachers, Attendance Office & Administration	Title 1	TeleParent Parent conferences & Home visits Referral to counseling Progressive consequences for tardies and truancies
	1b	Daily Tardy Detentions will be issued	Tardy Database	Ongoing	Attendance Office & Administration		See above
2. CAHSEE	2a	Early preparation for CAHSEE will be taught in English and Geometry classes	Teacher lessons CAHSEE pass/fail	March 2011	Teachers & Administration	Title 1	Class visits
	2b	Early intervention using BrainX software program for sophomores and post intervention for juniors and seniors will be provided after school. Students were contacted by Boys & Girls Club as referred by administration	Boys & Girls Club attendance sign-in CAHSEE pass/fail rates Student attendance lists	March 2011	Boys and Girls Club & Administration	Boys & Girls Club	Voluntary participation
	2c	English and Math teachers of 10 <sup>th</sup> grade students will implement an intervention plan which includes an engaging learning environment, parent contact, and referrals to tutoring	Observation of best practices during class visits such as such as Gradual Release of Responsibility, think-pair-share, checking for understanding, Costa's 3 levels of Inquiry. TeleParent Printout Tutoring attendance list	Teachers will implement best instructional practices daily Parents will be contacted quarterly as needed Tutoring will be referred as needed	Administration	Title 1	Teachers will intervene as they see appropriate

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2. CAHSEE (cont)	2d	All teachers of 10 <sup>th</sup> grade ELA & Math students will work together by department to analyze CAHSEE results and determine next steps	Data sheets	August 2011	Administration (eventually Department Chairs)	Title 1	Data sheets will be integrated into departmental notebooks
3. English Learner Proficiency (Goal 2)	3a	Teachers will receive training on the reclassification process and the district writing rubric	Sign in sheets	Each fall during collaboration or staff development	Teachers & Administration	N/A	All English teachers provide training for staff All teachers participate in scoring
	3b	ELD teachers will assess student CELDT scores to modify instruction and provide student engagement opportunities using SDAIE, Inside, and Milestone training strategies	Sign in sheets from trainings Classroom observations CELDT scores	Daily	Teachers & Administration		Teachers will use CELDT data to modify instruction and engage students in learning
	3c	ELA, Science, AVID and Social Science teachers will be trained in Constructing Meaning strategies.	Lists of teachers for 2010-11 trainings	Daily	Teachers & Administration		Teachers in ELA, Science, and Social Science will integrate CM strategies in their lessons
	3d	ELD/ELA and WL teachers will align instruction to focus on essay writing	Lesson plans and Essays District Writing Samples	Ongoing collaboration	ELA/ELD and WL teachers	N/A	Teachers will place an emphasis on paragraph and/or essay writing throughout the year
	3e	ELD teachers will focus on improving reading comprehension through Reading Counts software	Student results via printout	Ongoing as students enroll	ELD teachers	Title 1	All ELD teachers will participate in the Reading Counts program to formally assess reading comprehension on a regular basis
	3f	ELD teachers will align teaching strategies and implement writing and Systematic ELD curriculum	Lesson plans and co/plan co/teach schedule	Ongoing throughout the year	ELD teachers	N/A	All ELD teachers will participate in at least one co/plan co/teach each quarter
	3g	Special Ed ELA Teachers will focus on improving reading comprehension through the Inside Curriculum	Lesson plans	Ongoing as students enroll	Special Ed ELA Teachers	N/A	

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4. Goal 1 Achievement	4a	All teachers will align instruction to state standards and implement engaging learning strategies	Standards-based instruction Benchmark results Walkthrough tally totals CST scores	Ongoing	Core content area teachers	General fund	AVID strategies will be integrated
	4b	All teachers will follow a school wide intervention plan which includes: phone calls, tutoring sign-ins, student/parent contracts	Phone logs Tutoring Sign-ins Student/parent contracts	ongoing	All teachers	Title 1	TeleParent
	4c	All teachers will work together by department to analyze data and determine next steps; Course-alike groups will do the same	Data Sheet	Quarterly	All teachers	N/A	See department notebook
	4d	ELA, Math, Social Science, Science inclusion, and Heritage teachers will participate in co-planning and co-teaching opportunities	Agenda with schedule listed	Ongoing	Teachers trained in Constructing Meaning, Gradual Release of Responsibility, etc.	Title 1	Teachers will collaborate and implement research-based instructional practices
	4e	All teachers will utilize district grading guidelines	Aeries Gradebook	Ongoing	All teachers	Title 1	District Grading Guidelines will be used by all course alike groups

Data Element		Action Steps	Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
5. Parent & Community Engagement	5a	Designated staff will provide informational meetings in English, Spanish, and Vietnamese on the following topics throughout the school year: AVID Parent Meeting, College Information Night, the CAHSEE, Interpreting your student's PSAT Score, A-G Requirements, Financial Aid/Scholarships, Re-Classification, 40 Developmental Assets. Other meetings include: Back-to-School Night, and Open House	Sign in sheets	Monthly	Principal & Title 1 Coordinator	Title 1	Phone contacts are consistently made
	5b	Designated staff will use TeleParent, school newsletter, marquee, and Boys & Girls Club to inform parents of school activities, academics, etc.	TeleParent logs, Santiago HS Website, School Calendar on website	By the date of each event	Administration Community Liaisons Boys & Girls Club	Title 1 & Boys & Girls Club	Parent contacts are made at least 2 times before an event
	5c	Community Liaisons will make personal phone calls to invite parents to participate in the 40 Developmental Assets parent Program	Sign-in sheets for 5 sessions Phone logs	By September 2010 & January 2011	Title 1 Coordinator Community Liaisons	Title 1	Make-up sessions are available for parents to complete sessions
	5d	A "Parent Graduation" of the 40 Developmental Assets will be hosted on March 25, 2011	Photographs Certificates List of parents who completed the program	March 2011	Title 1 Coordinator Community Liaisons	Title 1	At least 2 personal reminder calls are made to parents by community Liaisons
	5e	The school faculty and administration will work with parent booster groups and the Alumni Association to raise funds for scholarships	Distribution of scholarships Notification of fundraising events	By the date of each event	Individual Parent Booster or Alumni Association	Donations	AVID Barbeques are scheduled in conjunction with parent meeting nights

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5. Parent & Community Engagement (cont)	5f	The school administration will work in conjunction with the district Parent and Community Outreach office. To host four additional meetings on campus. Topics include: Internet Safety, Drug Awareness, and Career Exploration	Notification flyers Santiago parent Meeting Schedule	By November 2010, January 2011, March 2011 & May 2011	Principal	Title 1	The Alumni Association is preparing 50 year Anniversary fundraising events Padres Unidos (district parent group) hosts barbeque fundraisers during these events
	5g	Parents will be offered training in using our new Parent Portal	Number of parents logged-on	October 2010 March 2011	District database	Title 1	Parents are also trained by appointment with Attendance Office staff, Community Liaisons, and Title 1 Coordinator
6. A-G Requirements and College Going Culture	6a	Counselors will use district placement recommendations	A-G rates	Quarterly checks of transcripts	Counselors and Administration	Title 1	Counselors and Administrators will review transcripts
	6b	Staff will promote fieldtrips to universities	Field trip approval forms	Spring 2011	Faculty and Administration	Title 1	Student Clubs are encouraged to fundraise for fieldtrips
	6c	Counselors will increase the number of students with special needs who are placed in A-G courses based on academic strength and district placement matrix	Master schedule-inclusion courses	By the end of first quarter	Counselors, Administration, Special Education Team	General Fund	The IEP process will be used to assess progress and provide intervention
	6d	Boys and Girls Club and AVID will promote college going culture by sponsoring university field trips and mentoring students through the university application process	Field trip approval forms Student workshop sign in forms Pictures	By November 2010	Boys and Girls Club	Boys and Girls Club	Boys and Girls Club sponsors similar college going events throughout the year



Data Element		Action Steps	Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
6. A-G Requirements and College Going Culture (cont)	6e	Guests will be welcomed to promote college going opportunities through yearly assemblies/meetings	Agendas for Senior symposium, AVID Night, Scholarship Info. Night	Weekly	Counselors, Administration, AVID teachers	Title 1	College representatives are available to meet weekly with students upon request
	6f	All middle school College Success Path 7-8 students will transition into AVID 9	Placement matrix Student Schedules	Fall	Counselors, AVID Coordinator	General	Supported by district
	6g	Staff will continue to maintain AVID National Demonstration site status	Lesson plans	Teachers will use writing, inquiry, collaboration and reading strategies daily	AVID Coordinator, All staff members	General	Supported by district & AVID Center
7. Cultural Awareness and Safety	7a	Student opportunities which involve building awareness for cultural diversity and promoting a safe and effective learning environment will be encouraged and supported	Field trip approval forms Number of Suspensions	December 2010	ASB, Club Advisors, Administration, and Boys & Girls Club Coordinator	Title 1	Students will participate in field trips and become more culturally aware of diverse communities
8. Writing Across the Content Areas	8a	Writing will be integrated across the content areas. All ELA teachers will teach students to write a basic 5 paragraph essay. All Social Science and Spanish for Spanish Speakers teachers will incorporate a writing assignment per quarter in collaboration with the ELA department. All core teachers trained in CM will integrate strategies into lesson planning. All other teachers will integrate writing in some format (e.g., summary paragraph form, Cornell Note Summaries, etc.)	Lesson plans Students work Higher writing scores	Spring 2011	Teachers Department chairs Administration	General fund	Heritage Speakers classes (Spanish) aligned pacing guide to ELA
9. Technology	9a	The following technology will be used to deliver instruction: LCD projectors, laptops, Smart Boards, Smart tablets, Elmo document cameras, and Discovery Learning from KOCE TV	Lesson plans	Weekly	Teachers	Title 1	Site Council minutes will reflect decisions regarding purchases

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10. Students with Special Needs	10a	All teachers use modification pages to facilitate learning of students with special needs	IEP notes	Ongoing	Teachers IEP Team Members	General Fund	All teachers need to implement appropriate modifications listed on modification page
	10b	Assistant Principal and teachers in the Special Education department work together to monitor progress of students who are taking A-G courses	Student transcripts Student grades Student progress reports	Quarterly Ongoing	Administrators Teachers Counselors	General Fund	Administrator will review grades on a quarterly basis and communicate with teachers in Special Education department and Counselors
	10c	Counselors will increase the number of students with special needs who are placed in A-G courses based on academic strength and district placement matrix	Master schedule- inclusion courses	Ongoing	Counselors, Administration, Special Education Team	General Fund	The IEP process will be used to assess progress and provide intervention
	10d	All inclusion teachers attend ongoing trainings in inclusion/co-teaching strategies	Sign-in sheets	Ongoing	Administration Teachers	General Fund	Inclusion teachers have opportunities throughout the year to participate in co-planning and demonstration lessons
	10e	All teachers use multiple strategies to engage students with special needs during instruction. (e.g., Modeling, Costa's 3 Levels of Questioning, Re-teaching) Constructing meaning	Lesson plans Class observations	Ongoing	Teachers Administration	General Fund	Additional strategies are utilized for example reading writing, inquiry and collaboration (WICR)
	10f	Additional reading support will be provided for students with special needs through the current Inside structured intensive reading support program	Student enrollment Transcripts	Ongoing	Counselors Teachers Administrators	General Fund	Class observations Administrator inquiry and collaboration with teachers