

Jereann Bowman High School
A California Model Continuation School
Single Plan for School Improvement 2010-11
Abstract

Introduction

The school plan incorporates the following unfunded program (no funding for categorical program this year):

- English Learners (EL)

Data Analysis

Bowman High School's staff, students, parents, and community members are actively involved in school management. School Leadership Team meetings provide opportunities to collaboratively problem solve current issues, such as scheduling, curriculum, interventions, and other strategies centered on student success. In the 2008-09 school year departments began the process of planning and writing SMART Goals. Therefore, the 2009-10 school year represents Bowman's first year of measurable SMART Goals. In 2010-11 Bowman will continue to collect data for the Alternative Schools Accountability Model (ASAM). The three performance indicators measured this past year were attendance rates, credit completion, and suspension rates. Bowman's attendance rate for long-term students (defined as students enrolled at Bowman for 90 days or longer) held steady at 88%. The credit completion rate continues to be 100%, and suspension rates were 17%. This year Bowman's API score is calculated at 637; Bowman maintains an API above the average continuation high school's rate of achievement. The 2010 Graduation Rate for the class of 2009-10 held steady at 95% with 310 students graduating.

Analysis of State Standardized Test results show:

- CAHSEE, CELDT and CST student participation was 100%.
- In 2009-10, 75% of English Learners scored in the Early Advanced or Advanced Stage of Language Development (Advanced increased 6% from 2008-09).
- The passage rate on the Math portion of the CAHSEE increased from 48% in November 2008 to 65% in November 2009. The passage rate on the English portion of the CAHSEE decreased from 57% in November 2008 to 48% in November 2009. Overall, the CAHSEE passage rate was lower in the 2009-10 school year due to fewer students needing to take the test.
- In 2010, 39th of 11th grade students tested on the CST scored at the basic level or higher in ELA (*up from 31% the previous year*).
- In 2010, 21 % of students tested on the Algebra I CST scored at the basic level or higher (*up from 12% the previous year*).
- Bowman receives penalties for math and science students that do not test on the CST's. In 2008-09 eight math students and thirty-eight science students did not test. In 2009-10 Bowman increased the number of students tested and therefore received math penalties for only one student and science penalties for only fourteen students.
- Bowman's 2010 API score is pending adjustment due to an increase in long-term students tested.

Objectives/Activities

Bowman received a 6-year WASC Focus on Learning Accreditation with a three-year review starting with the 2009-2010 academic year. Bowman's Action Plan focuses on academic proficiency in literacy across the curriculum, and on mathematics. Bowman's plan concentrates on academic improvement for all students, but emphasizes mastery for those areas outlined on the CAHSEE.

Objective #1: All students will reach proficiency or better in reading by 2013-2014. Activities to support this objective include:

- All English courses of study are aligned with the California Language Arts Standards.
- The Professional Development Site Trainers train staff on formative assessment, academic vocabulary and content area literacy strategies to improve students' reading comprehension.

- Staff has been trained in formative assessment, 6+1 Traits of Writing, Kate Kinsella literacy strategies, Jane Shaffer writing methods, Thinking Maps, Differentiated Instruction, Cornell Note Taking, and Academic Vocabulary.
- Teachers in all disciplines continue to support reading and writing across the curriculum.
- Staff continues to design and implement rubrics across the curriculum.
- CAHSEE core classes in ELA are required for students needing to pass the CAHSEE English test.
- Intervention classes meet before and after school.

Objective #2: All students will reach proficiency or better in mathematics by 2013-2014. Activities to support this objective include:

- All math courses are aligned with California Mathematics Standards.
- CAHSEE core classes are required for students needing to pass the CAHSEE math test.
- Algebra classes are taught in blocks to facilitate direct instruction strategies.
- The number of students enrolled in upper-level math classes increased.
- Course sequencing revised to support EL learners and students preparing for the College of the Canyons math placement exam.
- All teachers participate in “Math Monday” warm up exercises.
- Math teachers use formative assessments and academic vocabulary to support student learning.
- Intervention classes meet before and after school.

Objective #3: All students will become proficient in English. Activities to support this objective include:

- ELD courses of study are aligned with the California Language Arts Standards.
- Students will develop academic vocabulary, fluency, and reading comprehension.
- Two classes in English Language Development (ELD) IV are included on the master schedule to address interventions for English Learners.
- All staff have a CLAD or equivalent credential, or are slated to attend training, as a continuing commitment to professional development training in Specially Designed Academic Instruction in English (SDAIE). These techniques will enhance LEP students’ achievement.
- ELD teachers use formative assessments and academic vocabulary to support student learning
- Students will progress through the writing process and write coherent compositions, including persuasive, informative, autobiographical and narrative essays.
- Students will learn listening and speaking strategies. They will learn how to convey information effectively through group and individual oral presentations and how to communicate with one another.

Objective #4: All students will graduate from high school. Activities to support this objective include:

- Interventions are in place before and after school to ensure graduation.
- Senior Seminar required for graduating seniors for post-graduate planning.
- Continue providing independent study, night school, special admission enrollment at College of the Canyons, home study, senior algebra, and CAHSEE core classes.
- Motivational strategies include recognition for the following in the quarterly newsletter and on-campus award assemblies: high credit earners, perfect attendance, student of the month, and citizenship award.
- Maintain a high graduation rate; last year, the total number of graduates and high school equivalencies increased from 305 to 310 students.

SMART Goals

School Wide: 1) All Bowman students will increase their reading comprehension CST scores by 5% by April 2011; 2) All Bowman students will increase their math CST scores by 5% by April 2011.

English Department: 1) Student scores will improve such that the API for reading comprehension will increase by 5% on the April 2011 CST's; 2) Student scores will improve such that the API for writing strategies and writing conventions will increase by 2% on the April 2011 CST's. See Objective #1 and #3 above.

Math Department: 1) Five percent more students will score Basic and above on the April 2011 Algebra CST's; 2) Student scores will improve such that Bowman's overall math API will increase by 20 points on the April 2011 CST's. See Objective #2 above.

Science Department: 1) Juniors who have satisfied their science requirement will increase the Science API by 5% on the April 2011 CST test by taking the April 2011 Chemistry CST; 2) Five percent more students in Earth Science will score Basic and above on the April 2011 CST test. All science classes are aligned with California Science Content Standards.

Social Studies Department: 1) All U.S. History students will increase their U.S. History score by 15 points on the April 2011 CST's; 2) All World History students will increase their World History score by 10 points on the April 2011 CST's. All science classes are aligned with California History-Social Science Content Standards.

Elective Department: 1) Students in elective classes will use writing strategies to supplement the targeted English goal of increasing the API by 2% on the April 2011 CST's for writing strategies and writing conventions; 2) Students in elective classes will participate in Math Monday activities to supplement the targeted math goal of increasing the Math API by 20 points on the April 2011 CST's. See Objectives #1 and #2 above.

Special Education Department: 1) Special education students will increase STAR Algebra 1 scores at the basic level and above by 2% on the April 2011 CST's; 2) The number of special education students earning 6 or more general education credits will increase by 10% as measured by reports cards for 2010-2011 school year. See Objective #2 and Objective #4 above.

Counseling Department: 1) Students who earn less than 4.5 credits on their report card will increase their contact with counselors by 5% by June 2011; 2) Students who attend less than 80 % per reporting period will increase their contact with counselors by 5% by June 2011. See Objective #4 above.

Parent Involvement Plan – See Attached

Professional Development Plan – See Attached

Evaluation Plan

Success of the school improvement plan will be determined by using the following measures:

- **Interim Assessments**
 - Attendance rates, credit completion, grade level progression, progress reports, graduation rate, Special Education benchmark assessments, English Learners (EL) reclassification, CELDT and CST Reading/Math Tests, and Formative Assessments.
- **Process for Plan Revision**
 - Site Council, Leadership Team, WASC Focus Groups, and departments, will evaluate interim assessment indicators to ensure alignment of WASC/FOL Action Plan with student achievement evidence.
- **Formal Evaluation Plan**
 - California Standards Tests (CST); California English Language Development Test (CELDT); CAHSEE; ASAM performance indicators that include attendance and credit completion increases and suspension decreases; WASC/FOL Action Plan benchmarks; graduation rate increase; and report cards.