

PASADENA UNIFIED SCHOOL DISTRICT

**SCHOOL ACCOUNTABILITY PLAN
2016-2017**

-The Single Plan for Student Achievement

Blair High and Middle School

19-64881-1931062
CDS Code

Date of this revision: 6/03/2016

The Single Plan for Student Achievement (SAP/SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

For additional information on school programs and how you may become involved locally, please contact the following person:

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

Table of Contents

Mission Statements and School Descriptions	3
School Data for 2015-2016 School Year (Prior Year).....	5
School Improvement Progress Narrative	6
Planned Improvements for Student Performance - Summary of School Targets for School Year 2016-2017	12
Planned Improvements in Student Performance – Target/Goal Page.....	15
Summary of Expenditures in this Plan	37
Total Allocations and Expenditures by Funding Source	37
Total Expenditures by Object Type	38
Total Expenditures by Object Type and Funding Source.....	39
Total Expenditures by Goal	39
Restricted Funding Personnel	40
Centralized Services	41
School Site Council Membership	42
Recommendations and Assurances	43
Appendices.....	44
School Program Improvement (PI) Activities Plan 2015-2016	45
School Accountability Report Card.....	46
Site Level Parent Involvement Policy	47
Site Level School/Parent Compact	48
Attendance Improvement Implementation Plan	49
Instructional Services	51
Comprehensive School Safety Plan Sb-187	56
Kindergarten Transition Plan and Objectives	57

Mission Statements and School Descriptions

2016-2017

School Vision and Mission

School Mission

Blair High and Middle School provides an environment where a shared commitment (by staff, students, parents and community) to learning, cooperation, tolerance and self-discipline will enable our students to become lifelong learners and responsible participants in our culturally diverse, democratic society.

The International Baccalaureate (IB) Program is a holistic, integrated approach to thinking, teaching and learning that emphasizes international understanding and responsible citizenship.

School Vision

The staff at Blair International Baccalaureate School believes that all students have the potential to learn the core of knowledge that ultimately leads to a productive, independent lifestyle.

We are committed to providing ALL students, within a safe, clean, secure environment equal access to the core curriculum while emphasizing college and career readiness.

We are committed to developing effective programs to enhance EVERY student's talents and abilities, including programs for students with special needs and English Learners.

We are committed to providing programs to ALL students that promote multicultural, civic and environmental awareness.

We are committed to providing avenues for parent and community involvement.

School Profile Description

Please include:

- geographical, social, cultural, educational and economic community base
- grade levels/school configuration
- student enrollment figures/trends
- poverty level (e.g., percentage of students that are on free/reduced price lunch)
- feeder program and schools
- language, racial and ethnic make-up of the student body
- school staffing
- school facilities, including technology, library and media resources
- how the school community works together to establish and promote the culture of the school
- description of how the school provides individual student academic assessment results in language the parents understand, including an interpretation of those results
- other important characteristics of the school and
- **FOR SCHOOLS IN PROGRAM IMPROVEMENT (PI) identify areas and/or subgroups not meeting AYP targets and identify the school's year of PI status.**

School Profile Description

Pasadena is located just 15 minutes from downtown Los Angeles, at the base of the San Gabriel Mountains. The city's popular shops and restaurants blend comfortably with tree-lined streets, distinctive neighborhoods, historic buildings and a vibrant cultural scene. Pasadena is most famous for the annual Tournament of Roses Parade and Rose Bowl Game.

Blair High School is one of four comprehensive high schools in the Pasadena Unified School District (PUSD). Blair School has maintained an unwavering commitment to providing students with a rigorous academic foundation on which to build a successful future for more than 50 years. During the 2015 - 2016 school year, 989 students are enrolled in grades six through twelve.

PUSD is an open-enrollment district. The majority of the students who attend Blair are on permit. They do not live in Blair's attendance zone. Seventy percent (70%) of the students who attend Blair qualify for free/reduced price lunch.

Blair has a diverse student population with the majority of students being Hispanic/Latino. Blair houses PUSD's International Academy. As a result, students speak more than 30 different languages. Approximately, 70% of the students qualify for free/reduced price lunch.

The high school students are temporarily located in the Allendale Elementary School building, while we wait for the "A" campus building to be renovated. This is the 2nd year of using the alternate site. Blair will occupy the Allendale campus again in 2016-2017. Our library/media center is currently being housed in a double bungalow. Our access to books and media resources through the library are limited.

Blair has very active parental involvement. Parents are supportive of the school and its programs through Parent Student Teacher Association (PTSA), English Learner Advisory Committee (ELAC), Middle School Advisory, School Site Council (SSC), Dual Language Immersion Parent Advisory Committee (DLIP - PAC), Blair Design Team, Music boosters, and other parent groups.

The majority of print communication is sent out in English and Spanish. Weekly phone blasts are sent in English and Spanish. Translation is provided at most of the parent meetings through our Community Assistant.

The school design model is the International Baccalaureate (IB) Program. All Blair students enrolled in grades 6 - 10 are IB Middle Years Program (IBMYP) students. IBMYP students must receive 50 contact hours of instruction each year in English, History, Math, Science, PE, World Language (Spanish), Art or Music, and Technology. Additionally, the Learner Profile is infused throughout all IB classes.

The Health Careers Academy (HCA) has students in grades 9 - 12. The HCA achieved National Academy Foundation (NAF) Certified Model Academy in 2016. The HCA works closely with advisory board members from local medical agencies and community organizations. The Culinary and Hospitality Academy (CAHA) is in its last year of implementation at Blair. In 2016-2017, about 30 students in grades 11th and 12th will complete the requirements for the CAHA program. In 2017-2018, CAHA will fully relocate to John Muir HS with the appropriate cooking facilities.

Blair also has students enrolled in the Spanish Dual Language Immersion Program. In 2016-2017, approximately 67 students will be enrolled in grades 6- 8.

School Data for 2015-2016 School Year (Prior Year)

Student Enrollment by Group

Student Demographics			Culture/Climate		
	#	%		14-15	15-16
African American	145	15.1%	Attendance %	96	95.69
Asian	52	5.4%	Truancy %		20.04
Hispanic/Latino	601	62.5%	Suspensions		
White	96	10.0%	# of	87	110
Multiple/No Response	1	0.1%	# of individual students	36	23
Other	20	2.02%	Referral for Expulsions		
English Learner	219	22.17%	# mandated		4
Socio-Econ. Disadvantaged	691	70.00%	# permissive		1
Special Education	115	11.64%			
Foster Youth	19	1.92%			
Total Enrollment:	962				

Reclassification

Target	15% increase
% of students who reclassified	22
% of students that moved up by 1+ levels	63

School Improvement Progress Narrative

Target/Goal/ Focus Area	Prior Year Goal Use either annual goal/target (if available) or monitoring indicators	Met? Yes (Y) No (N) Progress (P)	Analysis Explain why met or did not meet Analyze and address both implementation and outcomes.
Math	<ol style="list-style-type: none"> 1. Decrease the number of “F’s” in all classes by 10%. 2. Increase Algebra 2 passage rate by 3%. 3. 100% of math classes implementing CCSS-aligned scope and sequence. 4. Increase the number of students taking IB, AP or Honors Courses by 5%. 5. Strengthen implementation of IBMYP to provided increased course access and success for all students. 6. 50% of participants in IBDP, IBMYP, HCA, CAHA, will exceed district average on common assessment. 	Progress	<p>1. The percentage of “F’s” was 22% last year and now is 23.6%. The diagnostics test results at the beginning of the school year indicated a lot of students lack the prerequisite skills needed to be successful in their current math classes. Students who earned “F” are generally more than 3 grade levels behind. An intensive intervention is needed during the school year in order to help those students raise their grades.</p> <p>Students who failed a math class often stop trying and working early in the school year. They have the fixed mindset that they are just not good at math.</p> <p>Integrated Math 1 and 2 courses have little or no resources for students. That presents challenges to both students and teachers.</p> <p>When students failed a class, instead of making it up in the following school year, they often make up the course in the summer. For students who are so far behind, these summer courses are not long enough for them to master all the mathematical concepts. As a result, they often struggles in their regular math courses.</p> <p>2. Last year Algebra 2 passage rate was 70% and now it is about 71%. Algebra 2 students were tested at the beginning of the first semester (in August 2015) for their readiness for Algebra 2 course. UCLA diagnostic test results showed that overwhelming majority of students scored extremely low on all parts of the test: rational, exponential, linear and polynomial expressions, equations, and functions. Their scores ranged from 13% -50%, with a mean being about 30%. Only few students scored about 60-75%. Nobody reached 80%. The lack of solid foundation for Algebra 2 plays huge role in Algebra 2 students’ struggles. Many of them never passed any math class during the regular school year. They would acquire a passing grade either at summer school or at</p>

		<p>twilight .</p> <p>However, the rigor of algebra 2 class slowly but gradually improves Students math s1. The percentage of “F’s” was 22% last year and now is 23.6%. The diagnostics test results at the beginning of the school year indicated a lot of students lack the prerequisite skills needed to be successful in their current math classes. Students who earned “F” are generally more than 3 grade levels behind. An intensive intervention is needed during the school year in order to help those students raise their grades.</p> <p>Students who failed a math class often stop trying and working early in the school year. They have the fixed mindset that hey are just not good at math.</p> <p>Integrated Math 1 and 2 courses have little or no resources for students. That presents challenges to both students and teachers.</p> <p>When students failed a class, instead of making it up in the following school year, they often make up the course in the summer. For students who are so far behind, these summer courses are not long enough for them to master all the mathematical concepts. As a result, they often struggles in their regular math courses.</p> <p>kills and their understanding of math concepts.</p> <p>By the end of the semester, the number of failing students will decrease due to their acquired knowledge and improved performance on tests.</p> <p>3. All classes used the district pacing guide which is aligned with the common core standards.</p> <p>4. Last year, there were 22 students in IB/AP courses and currently there are 21 students. In 2014 – 2015 school years, there were 39 students in an Honors Math 6 class. This year there are 110 students. Two new honors courses were added this school year: Honors Math 7 and Honors Integrated Math 1.</p> <p>5. Every math teacher completed at least one IB unit plan. We are currently working on our vertical IB Plan.</p>
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			<p>6. The Math 6 H, Math 7 H and 8th Grade Integrated Math 1 spring 2016 benchmarks averages were higher than the district average. The other averages were slightly below the district average.</p>
<p>English Language Arts</p>	<ol style="list-style-type: none"> 1. Decrease the number of "F's" in all classes by 10%. 2. Increase participation on EAP of students meeting the eligibility criteria by 10%. 3. Increase the CAHSEE first-time passage rate by 5% by targeting our students receiving special education services, English learners, students on Free or Reduced Lunch, Foster youth and African American populations. 4. 50% of participants in IBDP, IBMYP, HCA, CAHA, Puente, and DLIP will exceed district average on common assessments. 5. 100% of ELA classes implement CCSS-aligned scope and sequence. 6. 50% of 6-8 students will demonstrate proficient use of textual evidence in their writing. 	<p>Progress</p>	<ol style="list-style-type: none"> 1. At the end of the first semester of 2014-15 there were 83 F's in all English classes, and at the end of the first semester in 2015-16 there were 43 F's, which was a decrease of 48.2% 2. For some of the following items we can only glean information from EADMS because we no longer have Data Director. Since 2014-15 is the year we began inputting data, and not all teachers were consistent with administering or inputting benchmark results. EADMS only has EAP information for 2014-15—113 students participated. This year's results are not yet known. 3. CAHSEE is now obsolete, and no longer have Data Director information for comparison. 4. EADMS has records for 2014-15, and 2015-16 we do not yet know, we currently show: 6th=13.7%; 7th=10.4%; 8th=9%; 9th=no records found; 10th=no records found; 11th-25.8% have exceeded standards. 5. Yes, all English teachers are administering the CCSS aligned scope and sequence (however, approx. two teachers did not upload performance task results on to EADMS.) 6. After consulting with our District literacy coaches, from our performance task rubrics, we are unable to show, in terms of percentage points how many have been proficient at citing textual evidence in their writing. We can glean and/or infer from the high scoring tasks that those students are proficient in that skill. We can work on acquiring that information from individual grade teachers in the future. 7. Yes, there has been an increase in IB (English) passage rate. In 2013-14=9 students passed; in 2014-15=12 students passed, for a 33.33% increase. In AP passage for English (Literature and

	<p>7. Increase IB or AP passage rate by 15%.</p> <p>8. Increase the number of students taking IB, AP, or Honors courses by 5%.</p> <p>9. Strengthen implementation of IBMYP to provide increased course access and success for all students.</p>		<p>Language) was 2013-14=11; 2014-15=17, for an increase of 54.5%.</p> <p>8. We have met and exceeded this goal. Students taking IB, AP, and Honors courses are: 2015-15=270; 2015-16=310, an increase of 14%.</p> <p>9. IB coordinators do feel we have strengthened the implementation of IBMYP, as more of our teachers are now IB trained to better implement the program. Teachers in Science, Physical Education, Music and Arts, and Special Education disciplines have completed their training this year.</p>
<p>Closing the Gap</p>	<p>Increase the Reclassification rate of no less than 15% as measured and monitored by CELDT scores, CAHSEE scores, Benchmark Assessments, Grades (every 5-week grading period), and SE accommodation goals. Each EL student will increase by at least one proficiency level. Decrease the number of "F's" given to identified subgroups by 10%. Increase attendance rates of students in identified subgroups by 0.5%. Decrease chronic absenteeism of students in the identified subgroups by 1%. Increased access to IB, AP, or Honors courses by 5% for identified subgroups.</p>	<p>No</p>	<p>The reclassification rate declined by 2.8% in 2015-2016. EL student did not show progress on their performance in basic skills in Math and ELA as prescribed in the ELA CCSS and ELD standards.</p> <p>The ELA End-of-term assessment (basic or higher rating) and SRI (basic or higher), and grades higher than a C in ELA were used to meet the reclassification criteria for the year. Most EL students had difficulty reaching the Basic band on the Lexile performance assessment SRI and meeting the grade criteria.</p> <p>Some LTELs continue to show no progress.</p> <p>System 44 and Read 180 were not properly supported due to poor technology accessibility.</p> <p>EL tutoring and classroom support efforts were a challenge due to a poor hiring pool of bilingual instructional aides to support EL students.</p> <p>Outcomes: (3) Content-area teachers were trained to strengthen Designated and Integrated English Language Development (ELD) strategies for better curriculum implementation.</p> <p>(2) Bilingual Aides and (2) SE Aides were recommended to begin a</p>

			4-session training.
Parent/Community Engagement	<p>Increase overall parent and community engagement by 25% and provide training (as needed) for parents to access school-wide data.</p> <p>Provide multiple opportunities for parents to collaborate within the school community.</p>	Yes	<p>We met these goals in a variety of ways:</p> <ul style="list-style-type: none"> . There were 112 broad ranging parent related activities. . The FRC sponsored eight parent seminars, some of them with a specific component for Spanish Speaking Parents. . Volunteers worked more than 5, 300 reported hours. . Parent Portal Codes were given to 211 parents. . School website was kept updated, including adding frequent announcements, and new website was successfully launched. . Parent engagement through Blair social media increased, primarily with Facebook pages. The number of likes has increased from 336-479 which is a 42% increase. We have had over 12,000 individual Like reactions to our page this academic year. . Prospective new families (54) want to be included in the communication loop. . A total of 68 different groups utilized the FRC space.
School Safety, Climate and Culture	<p>Decrease the number of suspensions, office referrals, and expulsions by 10%.</p> <p>Increase the enrollment in innovative programs by 5% each year: IBDP (HS), Puente (HS), HCA (HS), DLIP (MS).</p> <p>50% of all secondary students will report feeling connected to the school.</p>	Progress	
School Selected	<p>Social Science:</p> <p>Decrease the number of "F's" in all classes by 10%.</p> <p>50% of history teachers in grades 6-11 implement CCSS-aligned scope and sequence.</p> <p>Increase IB or AP passage rate by 15%.</p> <p>Increase the number of students taking IB, AP, or Honors courses by 5%.</p> <p>Strengthen implementation of IBMYP to provide increased course access and success for all students.</p>	Progress	<ol style="list-style-type: none"> 1. Department implemented strategies to address Fs, homework policy, work with EL coaches. Issues arose regarding comparing these students and Fs with last year. Differing students/situations make the comparison seem invalid. Need to change comparison. 2. About 63% of staff said they used the scope and sequence. More so for pacing and addressing priority standards but less in use of units some that did not apply to IB or AP classes. Also teachers are appropriately modifying said units. 3. Won't be aware of meeting goal until tests are taken and scores returned.

			<p>4. In discussion with IB and AP teachers felt that there were less students in class but did not have actual numbers to back up assertion for all classes. Also pointed out the differing sizes of graduating classes, which can also translate to a difference in the size of IB/AP classes geared to specific years.</p> <p>5. We have two department teachers that have since gone to IB training. Worked on IB units and cross-curricular collaboration. Met with IB coordinators.</p>
<p>Graduation – Career/College Ready Formerly CAHSEE</p>	<p>By year’s end, there will be an increase in the CAHSEE English and Math first time, passage rate by 5%, closing the gap by targeting our students receiving special education services, English language learners, students on Free or Reduced Lunch, Foster Youth, and African-American populations. Increase the percentage of all High School students, including identified subgroups, who graduate with a post-secondary plan and are college and career ready. Increase by 5% the number of students meeting A-G UC/CSU requirements. Increase participation of Work-based learning for pathway students by 5%.</p>	Progress	<p>CAHSEE is no longer offered and no longer a requirement for graduation</p> <p>86% of students in June 2015 entered either a 2yr, 4yr college or the military. Percentage for 2016 is yet to be determined.</p> <p>In 2016 there was a 27.6% increase from 2015 in the number of students who are CSU/UC eligible.</p> <p>In 2016 there was a 94.9% decrease from 2015 in the number of incidences of work based learning for pathway students. This includes guest speakers, tours/field experiences, technical guidance/interviews, job shadowing, internships and community service. The reason for this decrease is because of the continuing decline in enrollment in CAHA academy due to a relocation to another high school.</p>

Other Successes/Challenges/Areas for Improvement not noted above as part of a specific targeted area for improvement

Success/Challenge/Area for Improvement	Related Goal Area (if applicable)	Analysis - What made success possible? For challenges or areas of improvement, address the underlying needs and potential barriers.

Planned Improvements for Student Performance - Summary of School Targets for School Year 2016-2017

Area of Focus	School Targets
Math	Review and reinforce numeracy skills in order to help students be more successful. SDAIE strategies need to be incorporated in instruction to help EL students access the content and be more successful in their math courses. All students (including students from under-performing subgroups, i.e. African American, English Learners, Hispanic, socioeconomically disadvantaged, Special Education) need to be engaged in a rigorous instructional program.
English Language Arts	Improve reading comprehension for all populations. Culturally relevant AR book choices need to be included in the library and in teacher libraries. Increase proficiency in analyzing and thinking critically about argument as well as an author's claim and purpose in non-fiction texts; Offer more student oral participation in class. Students will orally defend portfolios, and IBDP oral examinations.
Closing the Gap- must include one indicator for EL	Increase the Reclassification rate of no less than 15% as measured and monitored by CELDT scores, CAHSEE scores, Benchmark Assessments, Grades (every 5-week grading period), and SE accommodation goals. Each EL student will increase by at least one proficiency level. Decrease the number of "F's" given to identified subgroups by 10%. Increase attendance rates of students in identified subgroups by 0.5%. Decrease chronic absenteeism of students in the identified subgroups by 1%. Increased access to IB, AP, or Honors courses by 5% for identified subgroups.
Parent and Community Engagement	Increase overall parent and community engagement by 25% and provide training (as needed) for parents to access school-wide data. Provide multiple opportunities for parents to collaborate within the school community.
School Safety, Climate and Culture	Decrease the number of suspensions, office referrals, and expulsions by 10%. Increase the enrollment in innovative programs by 5% each year: IBDP (HS), Puente (HS), HCA (HS), DLIP (MS). 50% of all secondary students will report feeling connected to the school.
School Selected*	Science: Improve writing skills in science when writing lab reports and research papers. Train students in understanding the command terms of the IB MYP Criteria. Use IB MYP criterion at least once per unit where students will demonstrate growth of at least one level. Students will use scientific language when reading, writing, and listening to peers and when working on investigations. Students will demonstrate their reading comprehension skills and writing skills when conducting an investigation. During every investigation, students will be expected to verbally communicate with small groups.

<p>Graduation/Career and College Ready (High Schools Only) – must include an indicator for CAHSEE</p>	<p>SDAIE courses in academic core must be available for EL students. Decrease the number of “Fails” by 10% by the end of semester. Base-line is the 5 week grading period report. Improve student attendance from 95.47 to 96%. Students completing A-G requirements for UC/CSU will increase by 5%. Increase graduation rates for all subgroups by 3% (keeping in consideration that students are not always with us for four years). Increase preparation and test-taking of the ACT and/or SAT. Address Psychosocial needs of students that impact academic performance. Implement College and career awareness for students in grades 6-10.</p>
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* Select one of the following: Science, Social Studies/History, VAPA, Technology, Special Education.

	PRIORITIES	CDE MEASURES(not exhaustive list) These are the measures identified within the LCAP as per CDE
Conditions for Learning	Basics (B)	<ul style="list-style-type: none"> • Rate of teacher misassignment • Student access to standards-aligned instructional materials • Facilities in good repair
	Implementation of CCSS (CCSS)	<ul style="list-style-type: none"> • Implementation of CCSS for all students, including EL's and students
	Course Access (CA)	<ul style="list-style-type: none"> • Student access and enrollment in a broad course of study that includes all of the subject areas
Student Outcomes	Student Achievement (SA)	<ul style="list-style-type: none"> • Performance on standardized tests • Score on API • Share of students that are college and career ready • Share of ELs that become English proficient • EL reclassification rate • Share of students that pass AP exams with 3 or higher • Share of students determined prepared for college as measure by the EAP
	Other Student Outcomes (OSO)	<ul style="list-style-type: none"> • Other indicators of student performance in required areas of study. May include performance on other exams
Engagement	Parent Involvement (PI)	<ul style="list-style-type: none"> • Efforts to seek parent input • Promotion of parental participation
	Student Engagement (SE)	<ul style="list-style-type: none"> • School attendance rates • Chronic absenteeism rates, • Middle and high school drop out rates • Graduation rates
	School Climate (SC)	<ul style="list-style-type: none"> • Student suspension rates • Student expulsion rates • Other local measures

Planned Improvements in Student Performance – Target/Goal Page

Target : (insert annual target/goal) Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? 50% of participants in IBDP, IBMYP, HCA, CAHA, will exceed district average on common assessments.	
Area of Focus: X Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) Parent and Community Engagement (LCAP:PI)	School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
Teachers need to review and reinforce numeracy skills in their instruction in order to help their students be more successful.	Teachers will identify the necessary numeracy skills needed to be successful in their classes and post problems in their daily “Do Now” to help review or reinforce those critical foundational skills.	Teachers will use TenMark 5th Grade level assessments given at the beginning of school year and compare that to the one taken at the end of the school year. The effectiveness of the strategy can be evaluated by the percentage of improvement.	None Specified	LCFF-LCAP 0.00	A Mondays	
SDAIE strategies need to be incorporated in our instructions to help EL students access the content and be more successful in their math courses.	Teachers will use sentence frames and paragraph frames to guide and help EL students with written responses. Teachers will use foldables	The effectiveness of the strategies can be monitored by comparing student performance task results from previous year to current year.	None Specified		August - May	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>or index cards to help students organize or summarize their notes. Students will be allowed to use their foldables or note cards on their assessments.</p> <p>Teachers will use TenMarks Jam Sessions to help build EL students prerequisite skills.</p>					
<p>All students (including students from underperforming subgroups, i.e. African American, English Learners, Hispanic, socioeconomically disadvantaged, Special Education) need to be engaged in a rigorous instructional program.</p>	<p>Teachers will use formative assessment lessons and activities from EngagNY, Mathematics Visions Project and InThinking Math.</p> <p>Teachers will implement the IB unit plans and incorporate the IB Global Context and Area of Interaction in their lessons.</p>	<p>The effectiveness for the strategy can be monitored by student's performance on the district benchmark. We are aiming for a overall 10% of increase compared to last year results.</p>	<p>0001-0999: Unrestricted: Locally Defined</p>	<p>LCFF-LCAP 10000</p>	<p>August - May</p>	

Planned Improvements in Student Performance – Target/Goal Page

<p>Target : (insert annual target/goal) Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? Increase the CAHSEE first-time passage rate by 5% by targeting our students receiving special education services, English learners, students on Free or Reduced Lunch, Foster youth and African American populations.</p>	
<p>Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) X English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) Parent and Community Engagement (LCAP:PI)</p>	<p>School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,</p>

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
<p>There is a need to improve reading comprehension for all populations. There is a need to encourage all students to read daily to increase the above-mentioned skill, especially those who are special education designates, English language learners, and African-American.</p> <p>There is a need to include culturally relevant AR book choices in the library and in teacher libraries. This should include high-interest texts for African-American and Hispanic students.</p> <p>Blair has purchased rights</p>	<p>Utilize Accelerated Reader (AR) with fidelity: teachers setting goals every marking period, teachers and librarian monitoring testing processes with fidelity, and monitoring which novels are being tested. We also expect at least 60% of our parents to actively and regularly check Renaissance Home Connect component of Accelerated Reader. We desperately need more classroom computers, as well as library computer access, as our library used to have. We need greater access so that students may take AR tests before school, nutrition breaks, lunch</p>	<p>ELA teachers and parents will keep track of all students’ participation on rosters, keeping track of goals, including reading levels coinciding with book level of books read. Parents can keep track through Home Connect page on Accelerated Reading software. Parents should make sure to have their students’ PIN numbers for home access. We can monitor students’ reading school-wide through library circulation numbers, and AR percentages of student participation, as well as rates of reading</p>	<p>0001-0999: Unrestricted: Locally Defined 5800: Professional/Consulting Services And Operating Expenditures</p>	<p>LCFF-LCAP 10000 LCFF-LCAP 5000</p>	<p>Book Club August 2016 AR October 2016 AR Training January 2017</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
<p>for AR in Spanish. This program is available for DLIP and ELD students’ use. Also, Book Club has now begun to buy Spanish book titles for their choice to either buy or borrow from library circulation.</p> <p>There is a need to increase proficiency in analyzing and thinking critically about argument as well as an author’s claim and purpose in non-fiction texts; these are key components to the Common Core State Standards and work in tandem with the College and Career Readiness expectations.</p> <p>There is a need for additional computers for AR test-taking stations in our library and ELA classrooms.</p>	<p>breaks, and after school. A strategy that has worked is our Book Club books, for sale at bargain prices, and circulation copies in the library.</p> <p>Blair Book Club will now be largely run by students, with a sponsoring teacher. Students will generate more motivation and excitement in reading contemporary young adult book titles of interest in their respective age groups. Students will be in charge of book selection, advertising, selling, fundraising, graphic artistry for printing posters etc.</p>	<p>improvement per student.</p> <p>Special attention will be paid to African-American, English language learners, and special education students for exercises and tracking purposes.</p> <p>The student led Book Club will begin forming within the month, in order to begin the program in August 2016.</p>				
<p>There is a need to increase proficiency in analyzing and thinking critically about argument as well as an author’s claim and purpose in non-fiction texts; these are key components to the Common Core State Standards and work in</p>	<p>Teachers will utilize current event articles; College Board SAT questions of the day in order to practice AP and IB examination questions.</p> <p>Students will use baseline essays early in the school</p>	<p>Students will be given a baseline at the beginning of the school year, and graded against the IB and SBAC rubric.</p> <p>Students will subsequently be graded and assessed on four writing pieces during</p>	<p>None Specified</p>		<p>August 2016 and ongoing</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
<p>tandem with the College and Career Readiness expectations.</p> <p>There is a need to improve reading comprehension and essay writing long before the CCSS test dates.</p>	<p>year in order to diagnose students’ level of writing. Teachers will utilize the District Performance Tasks as the essays to use as process writing pieces, in order to fully process each step of writing, such as outlines, thesis statements, introductions, body paragraphs, conclusions, and MLA form of citation for in-text, and works cited pages.</p> <p>Students will produce at least four (4) process pieces per year.</p>	<p>the year, all against the same rubric.</p> <p>By year’s end students will progress at least one point on the aforementioned rubrics.</p>				
<p>There is a need in offering more student oral participation in class.</p> <p>There is a need for students to better articulate responses and ideas about their reading, which are also key components to the Common Core State Standards and work in tandem with College and Career Readiness expectation of orally defending portfolios, and IBDP oral examinations.</p>	<p>Teachers will use Kagan Pair-Shared reading strategies, Socratic Circle strategies; DoJo app on electronic devices for tracking students’ oral participation in class.</p> <p>Teachers will add a presentation component to essays, and research papers.</p> <p>Students will complete three (3) oral presentations in the school year.</p>	<p>Teachers will monitor students’ progress of their presentations as graded against grade-level IB/SBAC rubrics.</p> <p>Students will use their first presentation as the baseline, thereafter students should progress at least one point on these rubrics by years end.</p>	<p>0001-0999: Unrestricted: Locally Defined</p>	<p>LCFF-LCAP 10000</p>	<p>ongoing</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>

Planned Improvements in Student Performance – Target/Goal Page

Target : (insert annual target/goal) Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? 50% of participants in IBDP, IBMYP, HCA, CAHA, Puente, and DLIP will exceed district average on common assessments.	
Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) X Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) Parent and Community Engagement (LCAP:PI)	School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
Students need to continue to access Common Core State Standards in all content areas	Focus on effective strategies and applications using Research-based instructional strategies to deliver effective lesson plans (e.g. SDAIE, IB Personal Project, and PBL).	<ul style="list-style-type: none"> • Monitor EL student grades and progress with all core-subject area teachers every quarter to discuss and improve instructional practices. • Maintain teacher’ focus on CCSS and ELD Standards 	0001-0999: Unrestricted: Locally Defined	LCFF-LCAP	August - May	
Meet the District’s expectations for ELs to advance in English language proficiency and reclassify after five years of initial instruction	Strengthen Designated and Integrated English Language Development (ELD) strategies Provide CELDT preparation sessions.	CELDT scores: Annually SRI scores: Monthly progress Grades: Monitor grades every 5-weeks of targeted students with Ds and Fs and final semester grades for Reclassification candidates	None Specified	None Specified	ongoing	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
<p>EL students who did not meet the ELD, ELA, and Math standards</p>	<p>Review and analyze the CELDT student data and plan to strengthen student English language skills. Then design accessible and rigorous lesson plans focused on ELD/ELA language standards to improve implementation.</p>	<p>Target and monitor EL students with Ds and Fs and provide as many interactive and engaging opportunities and activities within the regular classroom setting (e.g., lesson differentiation and/or accommodations, regular use of glossaries, Read 180, and teacher-driven tutoring sessions as intervention resource.)</p>	<p>None Specified</p>	<p>None Specified</p>	<p>ongoing</p>	
<p>Decrease the achievement gap of all targeted English Learner students by increasing the Reclassification rate</p>	<p>Teachers review lessons and assessments every 5-Weeks to provide access to the curriculum through ELD Standards year-round.</p> <p>Aides work with individual content teachers to implement SDAIE and ELD strategies while working with individual students and/or in small groups.</p>	<p>SRI scores should increase a 100 points or higher from the initial score by the end of the first semester, and another 100 points or more for the second semester to show progress and reach the proficiency level.</p>	<p>None Specified</p>	<p>None Specified</p>	<p>every 5 weeks</p>	

Planned Improvements in Student Performance – Target/Goal Page

<p>Target : <i>(insert annual target/goal)</i> Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? Increase the CAHSEE first-time passage rate by 5% by targeting our students receiving special education services, English learners, students on Free or Reduced Lunch, Foster youth and African American populations.</p>	
<p>Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) X Parent and Community Engagement (LCAP:PI)</p>	<p>School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,</p>

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
<p>School should frequently inform parents regarding their student’s academic progress.</p> <p>Increase the number of parents a)opening parent portal b)opening e-blast c) using Renaissance Home Connect by 100%</p>	<p>Maintain parent communication. Via: Weekly e-blast School Messenger Blair Website Parent Portal Renaissance Home Connect Remind.com Peachjar</p>	<p>Constant contact provides data on weekly e-blast to aid in evaluation</p> <p>Parent Portal data – monthly</p> <p>Random sampling of teacher web pages to show pertinent academic plans and homework</p> <p>Random sampling of teacher electronic grade books will show they are up to date and fully accessible to parents</p> <p>Renaissance Home Connect Sign ups (twice a year)</p> <p>Remind.com sign-ups to</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>LCFF-LCAP</p> <p>Parent-Teacher Association (PTA)</p>	<p>August - May</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
		<p>receive homework notifications</p>				
<p>School should frequently inform parents regarding their student's behavior</p>	<p>Use progressive Discipline Model</p> <p>Fully Implement Tier 1 Behavior RTI with Fidelity</p> <p>Teach expected behavior through Culture of Excellence and Discipline Assemblies</p>	<p>Universal Screener will be completed by staff twice a year</p> <p>Discipline referrals – monthly</p> <p>Suspensions - monthly</p>	<p>None Specified</p>		<p>August - May</p>	
<p>School should frequently inform parents regarding their student's attendance</p>	<p>Daily School Messenger calls regarding absences</p> <p>Letters are sent via A2A weekly</p> <p>Schedule SART/SARB meetings as needed.</p> <p>Quarterly e-blast regarding attendance expectations and procedures thru School Messenger</p>	<p>Attendance Committee reviews data monthly</p>	<p>None Specified</p>		<p>August - May</p>	
<p>Parents will feel empowered to request information and stay involved in student's life</p>	<p>Provide formal (8) and informal meetings (6)</p> <p>Offer Parent Seminars</p> <p>Grade Level Parent House</p>	<p>Blair FRC to provide community resources and support services to all families of Blair High Schools</p>	<p>None Specified</p>		<p>September - May (ongoing)</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>Meetings</p> <p>HCA Townhall Meeting</p> <p>CAHA Townhall Meetings</p>					
<p>Community support is needed.</p>	<p>Lake Avenue Church Back to School Shower</p> <p>Scholarships from Private Organizations</p> <p>Principal for a Day</p> <p>HCA Advisory Board</p> <p>CAHA Advisory Board</p> <p>PCC</p> <p>Community Organizations and Volunteers</p>	<p>Maintain community/school communication by helping at school related events and vice versa</p>	<p>None Specified</p>		<p>September - May (ongoing)</p>	

Planned Improvements in Student Performance – Target/Goal Page

Target : (insert annual target/goal) Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???	
Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) Parent and Community Engagement (LCAP:PI)	X School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
Implement 16 Proactive Classroom Management Strategies	PD during A Mondays	Classroom Walkthroughs Formal/Informal Observations	None Specified		August - May	
Continue implementation of Safe School Ambassador Program on High school and middle school.	Arrange Venue Training for students and staff	Monthly meeting agendas	None Specified		August - May	
Appropriate services need to be identified and implemented for Foster Youth.	Check-in meetings with LCI (Licensed Children’s Institutions) IEPs, SSTs, BSPs	30 Day IEPs • Tier II Interventions	None Specified		August - May	
One of the ten (10) IB Learner Profile traits will be highlighted each month. Students will also be recognized for exhibiting this Learner profile trait	Profiles taught in Advisory/ classes (Grades 6 – 10). PA Announcements	IB Coordinators Teachers # of awards	None Specified		August - May	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
<p>The tardy and dress code policies need to be consistently enforced.</p>	<p>Discussion of procedures and consequences during A Monday. Students recognized for compliance.</p>	<p>Weekly monitoring of minor infractions and detention assigned</p>	<p>None Specified</p>		<p>August - May</p>	
<p>Monitor attendance of students in identified subgroups</p>	<p>Daily Phone Calls Attendance meetings SART meetings SARB Hearings</p>	<p>weekly monitoring of attendance and Saturday school assigned to recover ADA</p>	<p>None Specified</p>		<p>August - May</p>	

Planned Improvements in Student Performance – Target/Goal Page

<p>Target : (insert annual target/goal) Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? Decrease the number of "F's" given to identified subgroups by 10%. Increase attendance rates of students in identified subgroups by 0.5%. Increase the Reclassification rate of no less than 15% as measured and monitored by CELDT scores, CAHSEE scores, Benchmark Assessments, Grades (every 5-week grading period), and SE accommodation goals. Each EL student will increase by at least one proficiency level.</p>	
<p>Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) Parent and Community Engagement (LCAP:PI)</p>	<p>School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) X Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,</p>

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY
Master Schedule: SDAIE courses in academic core must be available for EL students.	Proficient and qualified teaching staff Conflict free master schedule Collaboration with LDRT Group ELL according to recommendations from LDRT based on CELDT score and other parameters.	Review Master Schedule Review CELDT Scores Appropriate placement of courses required for graduation and meeting A-G. Communication among administration at the school and site level, teachers and counselors	1000-1999: Certificated Personnel Salaries			

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
<p>Decrease the number of “Fails” by 10% by the end of semester. Base-line is the 5 week grading period report</p>	<p>Notification to parents by mail</p> <p>Conferences with student</p> <p>Collaboration with faculty</p> <p>Provide available resources in regards to tutoring and credit reclamation</p>	<p>Every five weeks based on progress report cards.</p> <p>Teacher input</p> <p>Final semester grades</p>	<p>None Specified</p>			
<p>Improve student attendance from 95.47 to 96%</p>	<p>Conduct A2A group SART truancy meetings and sign attendance contract</p> <p>At parent meetings (IEP’s, SST’s, 504) review attendance and sign contract</p> <p>School nurse will counsel students regarding attendance and obtaining medical documentation for absences</p>	<p>meets quarterly to discuss student attendance.</p> <p>Attendance committee to schedule and conduct quarterly group SART truancy meetings</p> <p>To increase parent attendance in these meetings, along with written notification, a phone blast will be conducted the day before the meeting day.</p>	<p>None Specified</p>			
<p>Students completing A-G requirements for UC/CSU will increase by 5%</p>	<p>Create four year plans with all 9th graders and review such plan annually</p> <p>Provide resources for credit and grade recovery to meet graduation and university requirements</p>	<p>IQuarterly queries on credit deficiencies</p> <p>Conferencing with parents and students and setting goals</p> <p>Advising students to retake</p>	<p>None Specified</p>			

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>Credit deficient students referred to alternative education with goal of returning to their original campus</p>	<p>courses to improve grade and make them A-G eligible</p>				
<p>Increase graduation rates for all subgroups by 3% (keeping in consideration that students are not always with us for four years)</p>	<p>Create four year plans with all 9th graders and review such plan annually</p> <p>Provide resources for credit and grade recovery to meet graduation and university requirements</p> <p>Credit deficient students referred to alternative education with goal of returning to their original campus</p>	<p>Quarterly queries on credit deficiencies</p> <p>Conferencing with parents and students and setting goals</p>	<p>None Specified</p>			
<p>Increase preparation and test-taking of the ACT and/or SAT</p>	<p>Coordinate with CAPs and LEARNs programs to offer SAT/ACT prep courses</p>	<p>Recruit students for participation in classes and for registering for the exams</p> <p>Attendance rate for class attendance and actual test-taking.</p>	<p>0001-0999: Unrestricted: Locally Defined</p>	<p>After School and Education Safety (ASES)</p>		

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
<p>Address Psychosocial needs of students that impact academic performance</p>	<p>Hold quarterly meetings with administration, school-based mental health, psychologist, school nurses and counselors regarding student mental health progress</p>	<p>Hold stakeholders accountable to their part in providing support to students</p>	<p>None Specified</p>			
<p>College and career awareness for grades 6-10</p>	<p>Provide orientation and lessons on Naviance to develop college and career awareness/exploration</p>	<p>Run Naviance report twice a year to ensure that students are utilizing the program</p>	<p>None Specified</p>			

Planned Improvements in Student Performance – Target/Goal Page

Target : (insert annual target/goal) Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? Increase overall parent and community engagement by 25% and provide training (as needed) for parents to access school-wide data. Provide multiple opportunities for parents to collaborate within the school community.	
Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) Parent and Community Engagement (LCAP:PI)	School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): XScience, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
Improve writing skills in science when writing lab reports and research papers. Students will write an appropriate lab report with the correct set up after every investigation.	Students will be trained in understanding the command terms of the IB MYP Criteria. Hands-on activities, dry labs, and experiments will be conducted at least once per unit.	Use IB MYP criterion at least once per unit where students will demonstrate growth of at least one level.	1000-1999: Certificated Personnel Salaries	None Specified		
Students will use scientific language when reading, writing, and listening to peers and when working on investigations.	Use think-pair-share strategies. Use SDAIE strategy for vocabulary development and for accessing prior knowledge.	Monitor ELD student grades in science classes with a target of C or better.	1000-1999: Certificated Personnel Salaries	None Specified		

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
<p>Students will demonstrate their reading comprehension skills and writing skills when conducting an investigation.</p>	<p>Lab format will be scaffolded using an anchor chart. Lab format is the same as the IB criterion. Students will be required to turn a written procedure into a pictorial representation using a flow map.</p>	<p>Students will be required to turn a written procedure into a pictorial representation using a flow map.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>None Specified</p>		

Planned Improvements in Student Performance – Target/Goal Page

Target : *(insert annual target/goal)*
Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???
 Decrease the number of suspensions, off referrals, and expulsions by 25%.
 50% of all secondary students will report feeling connected to the school.

Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) Parent and Community Engagement (LCAP:PI)	School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,
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What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY

Planned Improvements in Student Performance – Target/Goal Page

<p>Target : <i>(insert annual target/goal)</i> Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? By year's end, there will be an increase in the CAHSEE English and Math first time passage rate by 5%, closing the gap by targeting our students receiving special education services, English language learners, students on Free or Reduced Lunch, Foster Youth, and African-American populations. Increase the percentage of all High School students, including identified subgroups, who graduate with a post-secondary plan and are college and career ready. Increase by 5% the number of students meeting A-G UC/CSU requirements. Increase participation of Work-based learning for pathway students by 5%.</p>	
<p>Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) Parent and Community Engagement (LCAP:PI)</p>	<p>School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,</p>

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY

Planned Improvements in Student Performance – Target/Goal Page

Target : (insert annual target/goal) Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???	
Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) Parent and Community Engagement (LCAP:PI)	School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
					August - May	
					August - May	
					August - May	

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF-LCAP	35,000.00
PEF	2,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	30,000.00
5800: Professional/Consulting Services And Operating	5,000.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0001-0999: Unrestricted: Locally Defined	LCFF-LCAP	30,000.00
5800: Professional/Consulting Services And	LCFF-LCAP	5,000.00
None Specified	LCFF-LCAP	0.00
	PEF	2,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,000.00
Goal 2	27,500.00

**Restricted Funding Personnel
2016-2017**

Personnel	Funding	General Duty and SPSA support

**Centralized Services
Provided by Student Support Programs**

School Site Council Membership

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

Name of Members	Officer Position (President, Secretary, etc.)	Year of Term (1st, 2nd, etc.)	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jennifer Higginbotham	President	1st				X	
Rene Rodriguez	Secretary	2nd		X			
Trudell Skinner			X				
Ermalinda Lara-Wimbley		1st			X		
Veronica Yopez		2nd		X			
Maria Hernandez		2nd				X	
Bernadette Cole		1st				X	
Carole Caputo		1st			X		
Alfred Madain		2nd		X			
Kimberly Merene		1st					X
Ryan Callahan		1st					X
Deon Brown		1st					X
Michelle Bailey		1st			X		
Numbers of members of each category:			1	4	1	3	1

For elementary schools there should be parity between the number of staff on the site council and the number of parents/community members. For secondary schools, staff should make up one half of the council, students should make up one fourth and parents/community should make up one fourth.

The minimum number of SSC members for elementary is 10 and for secondary is 12.

For any SSC, teachers should make up the majority of staff members on the SSC.

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:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

X	English Learner Advisory Committee	_____ Signature
	African American Parent Council	_____ Signature
	Community Advisory Committee for Special Education Programs	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. 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.
5. 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.
6. This school plan was adopted by the school site council at a public meeting on:

The English Learner Advisory Committee had the opportunity to provide input and advice on the development of this school plan specifically as it relates to EL students:

_____ Signature of ELAC chairperson	_____ Signature of ELAC committee member	_____ Meeting Date
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Attested:

Trudell Skinner _____ Typed Name of School Principal	_____ Signature of School Principal	_____ Date
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_____ Typed Name of SSC Chairperson	_____ Signature of SSC Chairperson	_____ Date
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Appendices

**Pasadena Unified School District
Program Improvement Schools ONLY**

School Program Improvement (PI) Activities Plan 2015-2016

Per ESEA Section 1116, LEAS must report school level PI activities related to Title I Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

Site completes ONLY sections relevant to their PI level, and ONLY sections in which they have related actions/activities (e.g., PI 4 school might only have information in section 1, sections 7, 8, or 9, and section 10). Rather than leave a section blank, please mark unused sections with "N/A".

	Information	WHO	WHAT
1	PI Year	All PI Levels	
2	Decrease management authority (eg., District provides increase administrative oversight over decisions made previously at site level)	PI 3	
3	Replace school staff relevant to the failure of making AYP (eg., specific grade levels of content areas that are not meeting targets)	PI 3	
4	Implement a new curriculum, including appropriate professional development	PI 3	
5	Extend school year or day	PI 3	
6	Appoint or contract with outside expert to advise the school on making AYP based on its school plan	PI 3	
7	Restructure or plan to restructure the internal organization	PI 3-5	
8	Plan to or open school as a public charter school	PI 4-5	
9	Plan to or did replace all or most of school staff (eg., broader action taken to change staff at the site)	PI 4-5	
10	Description of internal organizational improvements/restructuring activities planned based on data	PI All levels	

School Accountability Report Card
Insert the latest, always a year behind.

Site Level Parent Involvement Policy

All schools will address actions to promote parent involvement/engagement. School sites must work with parents through committee to develop and review site level policy based on the criterion provided.

This must be reviewed annually and updated to reflect current practice

Site Level School/Parent Compact

Attendance Improvement Program

Attendance Improvement Implementation Plan

School: Blair High and Middle School	Principal: Trudell Skinner
School Number: 080	Counselor:
Date Completed: 6/3/2016	Principal Signature:

Goal: Increase the percentage of students attending at 96% or higher.

2014-2015 Current ADA Percentage	2015-2016 ADA Short Term Goal	2016-2017 ADA Long Term Goal
95.6	97	97.5

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN

Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
Use A2A, system for daily notifications by phone and weekly letters; hold attendance committee meetings, SART, and SARB Meetings monthly	Students	daily/weeklyMonthly	Meet monthly ADA Goal

GOAL 2: TEACHING ATTENDANCE

Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
2. Involve parent/guardian in the tracking of attendance data by using School Messenger and Parent Portal; Hold SART meetings to educate parents.	Parent/guardian	Daily	Decreased absenteeism and truancy; attendance at SART meetings

GOAL 3: PREVENTION & INTERVENTION

Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
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3. Assist students and families with working through issues that may hinder regular school attendance	Parent/guardian	Ongoing, as needed	Improved attendance for students in identified subgroups
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Pasadena Unified School District
Instructional Services
 GIFTED AND TALENTED EDUCATION

GATE Principal's Checklist

The grey portions detail State requirements of school districts for GATE programs. The white portions that follow are ways that the District expects the schools to implement the state requirements in the grey. Please review this revised Checklist that is now aligned with the current District GATE Plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the School GATE program in alignment with the District GATE Plan.

Rubric

- 1 = This is an established practice that has been in place since before the current school year.
- 2 = This practice is being implemented for the first time during the current school year.
- 3 = This practice is being developed now to be implemented during the upcoming school year.

Section 1: Program Design

- 1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.
- 1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.
- 1:3 The program is articulated with the general education programs.

Does the school administrative leadership team have access to and review the LEA GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?	X		
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?			
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?			
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?	X		
Are GATE services provided to students during the regular instructional school day?	X		
Are all parents informed of the schedule of the GATE Parent Leadership meetings?			X
Are all parents informed of the GATE Parent Education Workshops offered by the District?	X		
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately	X		

Section 1: Program Design

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.

1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.

1:3 The program is articulated with the general education programs.

counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?			
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Section 2: Identification

2:1 The nomination/referral process is ongoing.

2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.

2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.

Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-11 be evaluated for GATE identification? Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-11 be evaluated for GATE identification?	X		
Is there a plan to articulate the plan above to parents and teachers on an annual basis?	X		
Does the plan inform parents and teachers of the GATE referral window of September – December?	X		
Does the school testing calendar include GATE testing administered by classroom teachers in grades 2 during the GATE testing window of November – January?			
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2nd grade teachers?			

Section 3: Curriculum and Instruction

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.

3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

Elementary	1	2	3
Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?			
Do all teachers include a discussion of the ILP during the November parent conference for GATE students?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> • Individual Learning Plan • Independent projects • GATE clusters • Curriculum compacting • Vertical subject-matter acceleration • Grade skipping 			

Section 3: Curriculum and Instruction			
3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.			
3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.			
<ul style="list-style-type: none"> • Outside tutoring • IB program 			
<u>Middle School</u>		X	
Are high-achieving GATE students placed in accelerated or honors classes?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?	X		
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> • Honors class • Pre-AP classes • IB classes • Enrichment classes • Vertical subject-matter acceleration 	X		
<u>High School</u>	X		
Do honors classes offered in the core subject areas of ELA and math provide a more rigorous educational experience?			
Are Advanced Placement classes available?	X		
Is the IB diploma program available?	X		
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio or demonstration options?	X		
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> • Honors classes • AP classes • IB classes • Career Pathways classes 	X		
<u>All Grades</u>	X		
Does the Principal provide leadership in supervising and monitoring implementation of the GATE Principals Checklist to ensure that GATE students are receiving an appropriate education?			
Does the Principal lead the work of the School GATE Team (Principal, GATE Site Representative, GATE Parent) to review and modify the GATE Principals Checklist annually as needed?	X		
Does the School Site Council review and approve the GATE Principals Checklist annually?	X		
Is the GATE Principals Checklist developed in response to the specific and varied learning needs of the individual school population?	X		

Section 4: Social and Emotional Development

4:1 Actions to meet the affective needs of gifted students are ongoing.

4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).

Do schools provide enrichment activities that foster social interaction among GATE students?	X		
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?			
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?	X		
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?	X		

Section 5: Professional Development

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.

Does the Principal schedule time for the GATE Coordinator to provide professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> • PUSD GATE Program Overview • GATE Identification Process • Characteristics of Gifted Learners from Diverse Populations • How to get or renew GATE Certification • How to create and use the Individual Learning Plan 	X		
Does the Principal schedule other GATE-related professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> • Kaplan's Icons of Depth and Complexity • Kaplan's Content Imperatives • Tiered Assignments • Curriculum Compacting • Flexible Grouping • Dabrowski's Over-excitabilities • Other 	X		

Section 6: Parent and Community Involvement

6:1 Open communication with parents and the community is maintained.

6:2 An active GATE advisory committee with parent involvement is supported by the district.

Does the school have a GATE Parent Advisory Committee (PAC) that meets four times per year?			X
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?			X
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?			X
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?			X

Section 6: Parent and Community Involvement

6:1 Open communication with parents and the community is maintained.
6:2 An active GATE advisory committee with parent involvement is supported by the district.

Is the School GATE Plan shared with parents and the community effectively and systematically?			X
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Section 7: Program Assessment

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.

Do all stakeholders (GATE PAC, administrators, teachers, community members and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?	X		
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Name of School Site: Blair High and Middle School

Principal: Trudell Skinner

School Site Council Chair (typed): _____

Date Approved By GATE Site Advisory Council: not active

Date Approved By School Site Council _____

**Dates and times of calendared site GATE Advisory meetings
2012-2013:**

Mandatory	
1st	<u>12/4/14</u>
2nd	<u>2/5/15</u>
3rd	<u>4/2/15</u>
4th	<u>5/7/15</u>

**Pasadena Unified School District
Kindergarten Transition Plan and Objectives**

Objective	One of the major challenges children have to faces in their early childhood years is the transition to kindergarten. It sets the tone and direction of a child’s school career. In 2006, the Pasadena Unified School District convened a Transition to Kindergarten Focus Committee in conjunction with the City of Pasadena’s Childcare Office, Head Start, and the Los Angeles Office of Childcare. PUSD representation on this committee includes preschool and Kindergarten teachers and administrative leadership.
Mission	The mission of this committee is to collaborate with educators and members of the community in order to plan and develop policies that will serve to provide effective transitions from preschool to Kindergarten.
Findings	Findings by the National Center for Early Development and Learning indicate a need for greater communication among Kindergarten teachers, families and the school. With the support of Transition to Kindergarten Focus Committee, the PUSD organized an informational forum for parents whose children were transitioning to Kindergarten and developed Kindergarten Readiness Packets that are distributed annually each spring to families.
Actions	<p>Instruction is provided to families, in English and Spanish, on the use of the materials in the kit. Materials included: pamphlets on activities parents and children could do together to get ready for Kindergarten, arts and craft supplies, transition booklet, PreK literature selections from Open Court, picture books and much more. Our plan is to improve and expand this effort to provide support and instruction to parents combined with engaging school readiness materials that are given to graduating PUSD preschool students.</p> <p>A key component of our Early Reading First plan is to expand promising practices to support the language development and literacy of English learners (ELs), we continue looking to expand the promising practices being developed at our three English Learner Acquisition and Development Pilot Program schools; Longfellow, Washington and Willard. PUSD utilizes the lessons learned from these promising English learner strategies as well as from a successful Reading First program. We continue to seek to improve alignment, continuity and the sharing of best practices in language development and literacy for preschool and elementary schools, our proposed professional development plan includes training teachers in the adopted reading program (now Open Court, with potential new adoption anticipated next year) as well as training for English learner strategies and providing ongoing coach support.</p> <p>Increased communication between our preschool and Kindergarten teachers will also strengthen the transition to Kindergarten and the types of promising practices being used at our elementary schools, including the development of Individual Learning Plans, newcomer support, intervention strategies, Reclassification, and follow-up.</p>