



Fontana A. B. Miller High

6821 Oleander Ave
Fontana, CA 92336

Plan Period: 7/1/2013 - 6/30/2015

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EXECUTIVE SUMMARY

About This School

An Executive Summary of the school containing the Mission Statement, summary of school site demographics and unique characteristics as well as highlights of the school site's unique academic characteristics and accomplishments.

Areas of Analysis

This section provides a summary of key indicators of student achievement including an analysis of student performance data, instructional programs, curriculum, and staff development.

Analyze Student Performance

Analyze Educational Practices

Analyze Instructional Programs

Education Improvement Goals

School goals are based upon an analysis and synthesis of verifiable state data, local measures of student achievement, and the effectiveness of current instructional programs, curriculum, and staff development.

1.0 Increased Learning for All Students

1.1 Attendance

1.2 Increase Schoolwide ELA Proficiency

1.3 Increase Schoolwide Math Proficiency

1.4 Increase Redesignation Rate of ELs

1.5 College and Career Readiness

2.0 Safe, Positive, Well-maintained Schools

2.1 Maintain a Safe School Environment

2.2 Create and Maintain a Positive Culture and Climate

2.3 Well-maintained Facilities

3.0 Quality Staff Providing Quality Service

3.1 Highly Qualified Staff

Highly Qualified Staff

4.0 School / Home / Community Partnerships and Communication

4.1 Increase Partnerships Between School, Home & Community

4.2 Increase communication among school, home and community

4.3 Increase Parent Education Opportunities

5.0 School Improvement Grant

5.1 (a) Developing and increasing teacher and school leader effectiveness

5.2 (b) Comprehensive instructional reform strategies

5.3 (c) Increasing learning time and creating community oriented schools

5.4 (d) Providing operational flexibility and sustained support

6.0 Safe and Supportive Schools Grant (S3)

6.1 Improve School Climate



Plan Budget

Committees

Approvals and Assurances



ABOUT THIS SCHOOL

About this School

Vision

The vision of A.B. Miller High School is: Students excelling in Academics, Arts, and Athletics. This vision was created after a self-study into what was important to our staff and students, and the question of what made ABM unique.

Mission

The mission of A.B. Miller High School as developed by the stakeholders is: To provide a challenging standards-based curriculum in a safe, supportive environment that encourages creative expression and exploration of life options and that prepares students from all backgrounds to become productive and responsible members of society.

ESLR's

The A.B. Miller community has established this mission statement, and created the following Expected Schoolwide Learning Results (ESLR) in order to support and implement it.

Responsible Individuals

Expressive Communicators

Builders and Planners

Effective Producers

Literate Individuals

Students Excelling in...Academics, Arts, Athletics and Academies.

School Abstract

The city of Fontana is one of the fastest growing areas in the Inland Empire. We are on track to becoming the second most populous city in the county, next to San Bernardino. The availability and close proximity of three local freeways brought an economic growth to the city and its residents that has been halted in the recent economic struggles. A one time housing boom has stalled, and the county faces one of the highest unemployment rates in the country at an estimated 12%.

The Fontana Unified School District has had to grow along with the city. Currently the District has four comprehensive high schools, two continuation high schools, an adult school, seven middle schools, 29 elementary schools, and a school for language development specializing in K-12 English Language programs. Our district's enrollment had a surge through the 1990's but has stayed fairly constant over the last six years at around 41,000 students.

Fontana A.B. Miller High School is located in the north part of Fontana just south of the 210 freeway. Currently, we have 167 classrooms, 10 portable classrooms, a gymnasium, a theater, a student cafeteria, an administration building, three four baseball/softball fields, six outdoor basketball courts, six outdoor tennis courts, two dance studios, two weight rooms, a wrestling room, a 29,000 book strong library, a career center, and a new all-weather track and football stadium. The school currently has about 1,100 computers for our students to use, giving the school a ratio of 1 computer per 2.72 students. Enrollment at Fontana A.B. Miller has slightly declined over the last three years, going from 4,320 in October of 2005, to 2,507 in October of 2013. A second reason for the decline in enrollment is the economic status of the Inland Empire, which has caused many families to move out of the city. Although our enrollment has declined, our ethnic population has stayed constant; with our Hispanic population being the largest. The ethnic diversity represented by ABM students is reflective of the surrounding community.



Fontana A. B. Miller High School was identified as one of California's lowest performing schools in the spring of 2010. As a result, Miller received a three-year grant totaling \$5.75 million to implement strategies that will improve student learning. Miller is currently implementing the following strategies: school wide staff development plan, teacher rewards, extended learning day, 7th period day, focus on instruction, improve parent involvement opportunities, and student centered school activities.

Goals of the Single Plan

This vision and mission statement is in alignment with the district goals of:

- Increased learning for all students
- A safe, positive and well maintained school
- Quality staff development
- Home, school and community partnership and communication

A number of strategies will be utilized to address these focus areas. Specific areas of focus will include, but will not be limited to:

- Academy funds will provide equipment and training for students preparing for careers in the Protective Services, Health Services and Educational industries.
- SIG funds will be used to conduct all components of the School Improvement Grant as submitted to CDE.
- The combined SBCP funds will help financially help support this plan, and will include monitoring and support for identified students, as well as train teachers in effective strategies for students in target group populations.
- ELL funding will provide services to English Language Learners and will support the provision of instructional aides. The titles of categorically funded personnel are as follows: GATE Coordinator Seminar and College Teachers, ELL Site Monitor, Bilingual Aides, and Translators. Because so many ELL students have scored in the bottom two quintiles in all core areas, support will be given to provide audio and video technology tools, hands-on materials, and activities that will support second language learners in acquisition of challenging state standards.
- On going staff development will focus on effective schoolwide climate and culture, leading into a Professional Learning Community model.
- Parent involvement will continue to be a critical component of the plan. ABM encourages parent participation and input through the School Site Council, ELAC, DELAC, and GATE parent meetings, and the Superintendent's Advisory Council. Both the School Site Council and English Language Learner Advisory Committees have active parent participants, and regular opportunities are provided to communicate via parent nights (Back to School Night, College and Career Nights, Financial Aid Seminars, etc.), newsletters, booster groups, teacher phone calls, teleparent outreach phone calls, etc.

Progress Indicators

A.B. Miller High School will continue to use both AYP and API data, along with CAHSEE scores and graduation rates to monitor the progress of our students. This monitoring will take place on a yearly basis. We will also continue to use the yearly CELDT test to monitor and assess the progress of our ELL population.

School Wide Programs

A.B. Miller offers several programs that target students with specific needs, all in line with the four established school plan goals. These include:

- Math and English topics courses for students who have not passed the CAHSEE
- ELD and Sheltered classes targeting our ELL level 1-3 students. These classes are offered to be in alignment with the ELL Master Plan for the FUSD.
- Math tutoring before and after school department wide.
- School wide ID program promoting a safe learning environment.



- School Improvement Grant Updates



AREAS OF ANALYSIS

Analyze Student Performance

Student Performance

Conclusions from Student Performance Data Analysis

A.B. Miller High School's stake holders reviewed student data, conducted an APS, and WASC accreditation report. The findings, suggestions, and action plan are as follow:

Academic Performance Survey Data and Findings

The key findings of the 2012-2013 site level Academic Performance Survey include:

- **Instructional Program:** The survey found that MHS uses, to a high degree, District approved and standards aligned textbooks and instructional materials for English Language Arts (ELA), English Language Development (ELD), and Mathematics. The District has implemented textbook adoption procedures throughout the District and guarantees adequate instructional supplies are ordered. An area of concern is the implementation of intervention programs at the school. Although enough materials and support are being provided by the District, the school has failed to offer enough courses in the master schedule to encompass all students who need intensive intervention. According to our survey, objectives 1.3 and 1.4 are only partially implemented.
- **Instructional time:** The APS found that, through the master schedule, an adequate number of English Language Arts, ELD, and Mathematics courses are offered to provide services to our students. The APS also found that the school is not offering an adequate number of strategic and/or intensive interventions in English Language Arts and Mathematics.
- **Lesson pacing guides:** The APS found that the District provides adequate California standards-aligned pacing guides and Benchmark assessments in English Language Arts and Mathematics. The pacing guides are readily available on the District Website and Benchmark results are accessible through our web-based, data management system OARS.
- **Administrator instructional leadership training:** The APS found that the Administrative team has completed all three modules required for Tier II certification. This includes Module I training which consists of 40-hour training and 40-hour practicum in the District adopted English Language Arts and Mathematics instructional materials. The Administrative team will also be trained in any instructional materials adopted through the Transformation intervention. Administrators have also attended District provided on-going training throughout the year such as ELL master Plan, Response to Intervention, technology, Student Safety, and Students with Disabilities.
- **Teacher professional development opportunities:** The APS found that MHS is staffed with fully credentialed, highly qualified teachers that meet the Elementary and Secondary Education Act (ESEA). The survey also found that a small number of teachers have gone through an intensive 40-hour training on the District adopted curriculum. Most teachers attended the training over five years ago and/or attended the training when the previously adopted materials were in place.
- **Instructional support:** The APS found that on-going instructional assistance is only partially implemented at MHS. The District provides coaches and content experts that make themselves available to all schools. District level coaches have not been used since a unified English Language Arts and Mathematics programs have not been implemented at MHS.
- **Student monitoring:** The District provides OARS, a web-based student assessment and monitoring system that all teachers have access to. According to our survey, monitoring of students is only partially implemented due to the lack of collaboration to review student data. Although student benchmark assessments are input into OARS, a systematic procedure to analyze this data has not been implemented. Furthermore, it was discovered that the majority of teachers are not familiar with the OARS program beyond the required district benchmark assessments in English Language Arts and Mathematics.
- **Collaboration:** Systematic procedures and adequate time to collaborate regarding student data have not been implemented. In addition training regarding effective collaboration will ensure efficacy.
- **Fiscal Support:** The APS found that coordination of categorical and general funds to support our English Language Arts and Mathematics programs is needed. This lack of coordination was primarily due to an absence of consistent leadership at the school level and a coordinated vision. Under new administration beginning with the 2009 school year,



coordination of funds to implement the core program has been a priority as emphasized in the fidelity to the SPSA. It was discovered that in prior years planning was delegated to clerical staff rather than by the administrative instructional leadership; this error has been remediated.

WASC Findings: Staff and School Effectiveness

Fontana A. B. Miller High School went through a full six year self-study and review in February 2010. A committee of eight administrators and teachers from Southern California reviewed evidence through focus group meeting, classroom observations, self-study report, parent meeting, ASB and ad hoc student meetings, and Leadership team meetings. The WASC committee found the following areas of strength and areas of follow-up.

School-wide Areas of Strength:

1. The staff is highly qualified and meets NCLB and CLAD requirements. The staff at Fontana A.B. Miller High School is tenured, averaging 17.2 years. Staff has worked together through administrative turnover and evidence suggests they continue to build a strong, cohesive team.
2. Fontana A.B. Miller High School offers a variety of programs to help students achieve their academic and career goals including AVID, California Partnership Academies, GATE, Workability, Transition Partnership Program, Career Center, and community partnerships in the Applied Technology and the arts.
3. Fontana A.B. Miller High School enforces a strong and fair Tardy/ID Policy daily which encourages regular attendance.
4. The school facility at Fontana A.B. Miller High School is clean, well-maintained, and orderly and provides a safe learning environment for all students.
5. In the Miller Introductory Course, 9th grade students are instructed in study skills, note taking, and organization. In addition, they participate in activities that acclimate them to the high school culture and develop school pride.
6. Fontana A.B. Miller High School provides formal and informal academic supports that have helped increase pass rates in all grades and the number of juniors and seniors passing the CAHSEE.
 - A. Material resources are well-managed and sufficient for the needs of the students and teaching staff.
 - B. The use of TeleParent by teachers to inform parents.
 - C. Use of OARS to track benchmark data.
 - D. MHS has a Student Intervention Team (SIT) that meets to assist at-risk students.
 - E. MHS has a Special Education Review Team (SERT) that meets to coordinate services and problem solve on student behavior and academic issues.

School-wide Critical Areas for Follow-up:

1. Develop and implement a formalized process for departmental and school-wide analysis of student data in order to better meet the needs of all students.
2. Develop and implement a systemic approach to using classroom assessments, benchmark data or student achievement results as a basis of informing instruction and supporting professional development.
3. School action plans (WASC, SPSA, etc.) need to be aligned to each other, reflect common goals and current, research-based practices.
4. The MHS administrative team needs to take a proactive role in developing teacher leaders who accomplish the vision and mission of the school through the curricular and instructional programs.
5. Time for teacher collaboration is needed.
6. Professional development goals should be enumerated and explicitly linked to data and student needs, research-based instructional practices and pedagogy.
7. Evaluate overall levels of rigor in all classes, and ensure fidelity to appropriate grade level California content standards.
8. Increase participation in diverse clubs, organizations, and activities to meet the needs and interests of all students and families.
9. Outreach and education regarding academics, college admittance, testing, etc. needs to be accomplished for families, in accordance with their diverse needs.
10. Increase school-wide multicultural understanding and tolerance for all students and staff.

A subsequent two-member WASC visit was completed in the April 2012, where the committee found that progress was



noted towards the preceding committee's school-wide critical areas of follow-up. Additional commendations were also noted during this visitation. In addition, this committee found that there were further areas that needed to be addressed by the school site.

The following comments were given by the committee as they pertained to the previous School-wide Critical Areas for Follow-up:

1. Develop and implement a formalized process for departmental and school-wide analysis of student data in order to better meet the needs of all students.
 - a. Implementation of common preps by subjects in all core departments in the fall of 2010.
 - b. Data analysis staff development provided to departments and subject areas.
 - c. Data gathering and imputing through OARS by department and subject areas.
 - d. Data analysis implemented into all formal meetings: staff meetings, department meetings, SSC, ELAC, and Coffee with the Principal.
 - e. Professional development provided by outside consultants to all Core subjects.
2. Develop and implement a systemic approach to using classroom assessments, benchmark data or student achievement results as a basis of informing instruction and supporting professional development.
 - a. Staff development provided has focused on creation of common assessments and the analyzing of student classroom and achievement data.
 - b. Subject specific common preps for collaboration have been implemented since the fall of 2010.
 - c. Two Instructional Support Teachers on campus assist in the collection and analyzing of student data.
 - d. The LEA and site continue to use OARS as the student data system.
 - e. Professional development provided by MDSS focuses on data analysis and data driven program implementations.
 - f. Computer and scanners purchased to support the common assessment and data driven system.
3. School action plans (WASC, SPSA, etc.) need to be aligned to each other, reflect common goals and current, research-based practices.
 - a. WASC school-wide action plan and SPSA are now aligned and have common goals.
 - b. Research based practices have been implemented into both plans through the implementation of SIG.
 - c. All other grants and funding are funneled through the lens of the SPSA.
4. The MHS administrative team needs to take a proactive role in developing teacher leaders who accomplish the vision and mission of the school through the curricular and instructional programs.
 - a. Teacher leaders are being developed through targeted professional development such as PLC, Common Core, Link Crew, and Advance Placement.
 - b. Opportunities for leadership development through the establishment of subject-specific team leaders and committees.
5. Time for teacher collaboration is needed.
 - a. Subject-specific common prep periods for all core departments to collaborate during the school day.
 - b. All-day pull out for staff development and subject specific collaboration is available to all teachers.
6. Professional development goals should be enumerated and explicitly linked to data and student needs, research-based instructional practices and pedagogy.
 - a. MDSS was hired as a consultant and provider to review data and provide job embedded professional development on campus.
 - b. Two Instructional Support Teachers were hired to provide additional support to core teachers.
 - c. Professional development goals are data driven and subject specific. Consultants work with our teachers in modifying professional development by assessing student data.
 - d. Implemented pedagogical strategies are research based and linked to student data.
 - e. Professional Learning Communities professional development provided by Solution Tree.
7. Evaluate overall levels of rigor in all classes, and ensure fidelity to appropriate grade level California content standards.
 - a. Subject specific professional development focused on creating new mapping guides aligned to the California Content Standards and the CST blueprints for each core subject.
 - b. Subject-specific common assessments have been implemented in all core subjects to monitor and enhance instruction and student learning.
 - c. School has a new English Language Arts adoption with LEA provided professional development



8. Increase participation in diverse clubs, organizations, and activities to meet the needs and interests of all students and families.

a. The school has hired a Community Liaison-Activities whose main duties are to conduct activities to increase student participation in school-wide events, clubs, and organizations.

b. Activities conducted over the last two years include: free sporting events, addition of an intramural sports and Yoga classes, movie nights, and a school-wide carnival.

c. Open clubs through ASB based on student interest.

9. Outreach and education regarding academics, college admittance, testing, etc. needs to be accomplished for families, in accordance with their diverse needs.

a. The school has hired a Community Liaison-Intervention whose main duties are to conduct parent workshops and assist in providing resources to our at-risk students and their families.

b. Parent workshops conducted include: High School graduation requirements, a-g requirements, Drugs and Alcohol, Technology in the classroom, Zangle ParentConnect, CAHSEE, and California Standards Test.

10. Increase school-wide multicultural understanding and tolerance for all students and staff.

a. The world language department sponsors a multicultural potluck event twice a year.

b. Yearly Link Crew training provided to teacher leaders.

c. Fishbowl training and activity provided by CDE consultant.

d. Expanded parent meetings (ELAC and Coffee with the Principal).

School-wide Areas of Strength from the re-visit include:

1. A.B. Miller High School is to be commended for the significant increase in the school-wide API.

2. The school's allocation of funds directed towards professional development is to be commended.

3. From parent interviews, a dramatic increase in the rigor in all classes is apparent.

4. The stability of the school administration has brought about a positive outlook amongst staff and parents.

Additional Areas for Improvement from the re-visit include:

1. Continue to increase the time spent for collaboration among the teaching staff.

2. Continue to develop and use common assessments to help drive instruction and student learning.

3. Continue to work on common pacing guides to assist staff in monitoring student progress.

Goals to Continue to Improve Student Achievement

After careful analysis of the pertinent data and surveys, the stakeholders are confident that the following goals will help to continue to bring additional increases in student achievement at Fontana A. B. Miller High School:

- Goal 1: Increase learning for all students.
- Goal 2: Provide a safe, positive, well-maintained school.
- Goal 3: Quality staff providing quality service.
- Goal 4: Create/improve school, home, community partnerships and communication.
- Goal 5: Exiting and Maintaining the School-wide Changes of the School Improvement Grant.

Fontana A. B. Miller Demographics

Enrollment as Fontana A. B. Miller High School has declined over the last seven years, going from 4,320 in October 2005 to 2,500 in September 2013. This decline is primarily due to the opening of two new comprehensive high schools in the district over the last seven years. Although our enrollment has declined, our ethnic composition has stayed constant; with our Hispanic population being the largest. The ethnic diversity represented by Fontana A. B. Miller High School students is reflective of the surrounding community.

California High School Exit Exam Data and Findings

Fontana A. B. Miller High School's CAHSEE participation rate has approximated 99% for the past several years. The sophomores during the first administration of the CASHEE increased their proficiency rating in mathematics by 10.8% over the previous year. Passing rate for Math increased by 2 percentage points, and the passing rate for ELA decreased by 1 percentage point. Special Education students continue to struggle to successfully pass the CAHSEE.



Stakeholders believe that a systematic approach to identify and remediate students who are in danger of not scoring proficient on the CAHSEE needs to be implemented. Such a program would consist of identifying students who have consistently scored Far Below Basic and/or Below Basic on the English Language Arts and/or Mathematics California Standards Test and providing them with a research-based intervention class within the regular school day.

Scores have steadily improved, potentially due to the systematic approach to identify and remediate students who are in danger of not scoring proficient on the CAHSEE that has occurred during the past three school years. Students are identified by consistently scoring Far Below Basic and/or Below Basic on the English Language Arts and/or Mathematics California Standards Test. These students are provided with a research-based intervention class or classes, whichever the case maybe, that is within the regular school day. All students however are encouraged and are offered a boot camp prior to the CAHSEE administration each time. These interventions have assisted our students to steadily improve not only the pass rate, but the proficiency rate as well.

The average score for both English Language Arts and Mathematics has been above the passing rate of 350 during the past five school years. The mean scale score in ELA has increased from 364 during the 2006-2007 school year to a 379 average during the 2012-2013 school year, which is a full point gain over the previous school year as well. The mean scale score in Math has increased from 367 during the 2006-2007 school year to a 384 average during the 2012-2013 school year.

Findings suggest that implementing a CAHSEE preparatory course has helped in increasing the average score as well as increase the number of students who score proficient. These CAHSEE targeted courses implement test taking strategies, support for the content standards, and include a strands-targeted curriculum to isolate the areas of remediation needed the most.

California Standards Test and Academic Performance Index Data and Findings

Fontana A.B. Miller High School has obtained a 97 point gain over the last three years. Previous CST data showed API score improvement in 2007 (+19), no improvement in 2008 (0), and a decline in 2009 (-6). Then through implementing numerous campus-wide strategies tremendous growth began to be seen. Starting with a large increase in 2010 (+49), an impressive increase in 2011 (+19), a gain in 2012 (+29), and a gain in 2013 (+7). The overall API score now has reached a school record of 742. All of the major subgroups improved their API score during the 2012-2013 school year by far exceeding the growth target established by the state. A major highlight for growth is the ELL subgroup who demonstrated a +39 point gain in 2011, an additional +40 point gain in 2012, and an increase of +11 points in 2013. Our SWD subgroup also showed impressive gains by increasing their API scores by +17 points in 2011, +45 points in 2012, and +12 points in 2013.

Over the past year special emphasis has and will continue to be placed on the ELL, SWD, and African American subgroups in an effort to continue to increase their performance and close the gap with the overall school score. A system to identify and remediate these students will be put in place to improve reading, writing, and mathematics ability. Moreover, offering enough sections in the master schedule to provide services to all students who need it will be essential to the continued improvement of all API scores. Students who are identified as Far Below Basic and/or Below Basic will be offered a researched based intervention class within the school day to improve student achievement in English Language Arts and Mathematics.

Improvements were obtained across the board during the 2012-2013 CST administration. Overall, the number and percent of students who scored Proficient or Advance in all subject areas improved. Furthermore, the Mean Score also went up across the subject areas, with ELA having the highest Mean Score. The largest jump in Proficiency was seen in ELA, followed by World History and Science. Although strides were made in all subject areas, the data shows that 61.2% of our students are Below Basic or Far Below Basic in Mathematics.

Adequate Yearly Progress Data and findings



Fontana A. B. Miller High School met 10 of the 18 AYP criteria during the 2012-2013 school year. Although, improvements were attained in Proficiency rates in ELA and Mathematics, as well as a 7 point increase in the API, as a school we are behind the target proficiency rate for ELA and Mathematics. The AYP areas that were found to be deficient during this school year included the proficiency rates for all subgroups in ELA and Mathematics, in addition to the graduation rates. Please see the chart below for the specific AMAOs for Fontana A. B. Miller High School.

The Annual Measurable Achievement Objectives are used to determine AYP progress and the effectiveness of the district's English Learners' program. These AMAOs are required by Title III under the No Child Left Behind Act. Over the last three years, Fontana A. B. Miller has not met AMAO 2 or AMAO 3.

- AMAO 1: Percent of students making annual progress in Learning English.
- AMAO 2: Percent of students attaining English proficiency on CELDT.
 - o AMAO 2A: Less than five years AMAO 2B: Five or more years
- AMAO 3: Adequate Yearly Progress (AYP) for English Learner Subgroup.
 - a. AMAO 3 ER: Met participation rate in ELA.
 - b. AMAO 3 EP: Met percent proficient or above in ELA.
 - c. AMAO 3 MR: Met participation rate in Mathematics.
 - d. AMAO 3 MP: Met percent proficient or above in Mathematics.

CELDT Data and Findings

The California English Language Development Test (CELDT) is given to all English Language Learners at the beginning of the school year. The test assesses the students' listening, speaking, reading, and writing skills. Over the last five years, we have had the largest concentration of ELL students in the Early Advanced and Intermediate level; 74.7% of the students fall into one of these two levels for the 2012-2013 school year. The number of students redesignated has fluctuated over the last seven years, with a low of ten students redesignated during the 2008-2009 school year and a high of 60 students redesignated during the 2010-2011 school year.

Based on the inconsistent number of students being redesignated, the school is continuing to systematically target this population with researched based interventions, which will continue to be crucial in improving CELDT scores and redesignation numbers. Intervention classes will also improve CST scores and classroom passing rates, which will in turn improve the ability to reclassify our ELL students. The school has assembled a PLC team that focuses on ELL students.

Graduation and Dropout Rate Data and Findings

The data table below demonstrates the number of adjusted grade 9-12 dropout totals by subgroup and gender. The annual adjusted grade 9-12 dropout rate for the class of 2012 (latest available data) school year increased to 86.39%.

A system to identify and support our credit deficient students in an effort to improve graduation rates and reduce the number of dropouts has been implemented. An expanded web-based credit recovery program and an opportunity to transfer to the continuation high schools within the District for identified students has been implemented for the 2013-2014 school year.



Conclusions from Parent, Teacher and Student Input

Academic Performance Survey Data and Findings

The key findings of the 2012-2013 site level Academic Performance Survey include:

- **Instructional Program:** The survey found that MHS uses, to a high degree, District approved and standards aligned textbooks and instructional materials for English Language Arts (ELA), English Language Development (ELD), and Mathematics. The District has implemented textbook adoption procedures throughout the District and guarantees adequate instructional supplies are ordered. An area of concern is the implementation of intervention programs at the school. Although enough materials and support are being provided by the District, the school has failed to offer enough courses in the master schedule to encompass all students who need intensive intervention. According to our survey, objectives 1.3 and 1.4 are only partially implemented.
- **Instructional time:** The APS found that, through the master schedule, an adequate number of English Language Arts, ELD, and Mathematics courses are offered to provide services to our students. The APS also found that the school is not offering an adequate number of strategic and/or intensive interventions in English Language Arts and Mathematics.
- **Lesson pacing guides:** The APS found that the District provides adequate California standards-aligned pacing guides and Benchmark assessments in English Language Arts and Mathematics. The pacing guides are readily available on the District Website and Benchmark results are accessible through our web-based, data management system OARS.
- **Administrator instructional leadership training:** The APS found that the Administrative team has completed all three modules required for Tier II certification. This includes Module I training which consists of 40-hour training and 40-hour practicum in the District adopted English Language Arts and Mathematics instructional materials. The Administrative team will also be trained in any instructional materials adopted through the Transformation intervention. Administrators have also attended District provided on-going training throughout the year such as ELL master Plan, Response to Intervention, technology, Student Safety, and Students with Disabilities.
- **Teacher professional development opportunities:** The APS found that MHS is staffed with fully credentialed, highly qualified teachers that meet the Elementary and Secondary Education Act (ESEA). The survey also found that a small number of teachers have gone through an intensive 40-hour training on the District adopted curriculum. Most teachers attended the training over five years ago and/or attended the training when the previously adopted materials were in place.
- **Instructional support:** The APS found that on-going instructional assistance is only partially implemented at MHS. The District provides coaches and content experts that make themselves available to all schools. District level coaches have not been used since a unified English Language Arts and Mathematics programs have not been implemented at MHS.
- **Student monitoring:** The District provides OARS, a web-based student assessment and monitoring system that all teachers have access to. According to our survey, monitoring of students is only partially implemented due to the lack of collaboration to review student data. Although student benchmark assessments are input into OARS, a systematic procedure to analyze this data has not been implemented. Furthermore, it was discovered that the majority of teachers are not familiar with the OARS program beyond the required district benchmark assessments in English Language Arts and Mathematics.
- **Collaboration:** Systematic procedures and adequate time to collaborate regarding student data have not been implemented. In addition training regarding effective collaboration will ensure efficacy.
- **Fiscal Support:** The APS found that coordination of categorical and general funds to support our English Language Arts and Mathematics programs is needed. This lack of coordination was primarily due to an absence of consistent leadership at the school level and a coordinated vision. Under new administration beginning with the 2009 school year, coordination of funds to implement the core program has been a priority as emphasized in the fidelity to the SPSA. It was discovered that in prior years planning was delegated to clerical staff rather than by the administrative instructional leadership; this error has been remediated.



Analyze Educational Practices

Educational Practices

Alignment of curriculum, instruction and materials to content and performance standards

The District CORE Reading/Language Arts Program:

1. Balanced Language Arts Program based on District Language Arts Standards.
2. District Language Arts Curriculum Guides for pacing and instruction.
3. Four years (40 semester credits) required for graduation.
4. Prentice Hall Literature 2002
5. Literature Connection novels.
6. Site library/media center.
7. District media center.
8. Class sizes grades 9-12 (35 to 1).
9. One instructional period daily for single subject classes.
10. District English Language Development Standards for ELL students.
11. Programs provided for ELL students include Structured English Immersion, English Language Development, and Sheltered/SDAIE Instruction.
12. Longman Shining Star English Language Development Program.
13. District English Language Development Curriculum Guides (9-12)

The District CORE Mathematics Program:

1. District/State Mathematics Standards and Curriculum Guides for pacing and instruction.
2. Two years (20 semester credits) required for graduation.
3. Algebra 1: Algebra 1, Prentice Hall, 2001
Introduction to Geometry: Geometry – Tools for a Changing World, Prentice Hall 2001
Geometry: Geometry, McDougal Littell, 2001
Algebra 2: Algebra 2, McDougal Littell, 2001
Pre-calculus/Trigonometry: Pre-calculus – 5th Edition, Houghton Mifflin, 2001
Calculus AP: Calculus of a Single Variable – Houghton Mifflin, 2001
Statistics: The Practice of Statistics – W.H. Freeman, 1999
Math Topics: Meeting the California Challenge, Globe Fearon, 2002
Educaid Software – California High School Exit Exam Standards Module
4. Classroom sets of calculators (sets of 40).
5. Class sizes grades 9-12 (35 to 1).
6. One instructional period daily.
7. ELL students must have access to the CORE Curriculum as listed above.
8. Site library/media center.
9. District media center.

The District CORE History/Social Science Program:

1. Instruction based on California History/Social Science Standards.
2. FUSD Social Science Curriculum Guides for pacing and instruction.
3. Three years (30 semester credit) required for graduation (World History 10th Grade, United States History 11th Grade, and Economics/American Government 12th Grade).
4. Prentice Hall, 2000, America: Pathways to the Present,
Glencoe, 2001 Economics: Principals & Practice
McDougal Littell, 1999, Modern World History: Patterns of Interaction
Prentice Hall, 2000, Magruder's American Government



5. Site library/media center.
6. District media center.
7. Programs provided for ELL students include Structured English Immersion, English Language Development, and Alternative Educational Program (Bilingual).
8. Hampton Brown English Language Development Program.

The District CORE Science Program:

1. Instruction based on California Science Standards
2. FUSD Science Curriculum Guides for pacing and instruction.
3. Prentice Hall Biology
4. Glencoe Earth Science or Prentice Hall Chemistry, or Glencoe Physics: Principles and Problems
5. One year (10 semester credits) biological science and one year (10 semester credits) physical science required for graduation.
6. Science labs.
7. Site library/media center
8. District media center.
9. Programs provided for ELL students include Structured English Immersion, English Language Development, and Alternative Educational Program (Bilingual).

The adopted materials for CORE subjects follow FUSD Board policy for textbook adoption, including California State standards as a foundation for any text. ABM has been found for the past 4 years to be Williams compliant in instructional materials for all students.

Availability of standards-based instructional materials appropriate to all student groups

All students checkout textbooks during orientation before school begins each year. Students are also given the opportunity to challenge themselves in Advance Placement and Honors courses. There are also a variety of classes to help students raise their ability. Some of the intervention classes are English Topics, Math Topics and Reading Class as well as all the necessary special education classes and English Language Development classes. EL and SWD are also afforded the same opportunities and access to materials. In addition, Home/Class sets are provided for all students.

Alignment of staff development to standards, assessed student performance and professional needs

A key element of the 2011-2012 School Plan is ongoing staff development with a focus on effective climate and culture leading towards a professional learning community model. During the Buy Back Days prior to the beginning of the school year, teachers attended sessions structured for setting the stage for upcoming WASC as well as school climate and culture through FISH! In addition BTSA is provided on site with providers. Freshman Miller Introductory Course (MIC) instructors attend dropout prevention seminars and freshman survival curriculum training. AVID instructional strategies are ongoing as well as Advanced Placement training yearly. PLC's are being implemented as a foundation at ABM. Professional development towards a function PLC will be provided as funding is available.



Services provided by the regular program to enable under-performing students to meet standard

English Language Learners (ELL): Identified students will be provided support services that will lead to full access to the core curriculum and the achievement of FUSD curriculum standards. CEI learning lab will be available for language acquisition support.

English and Math Topics classes: These classes will address the needs of students who have failed the CASHEE. Students who have failed the CASHEE will take these elective classes until they have passed the exam.

In addition CBI courses are afforded students who are deemed credit deficient. These courses facilitate students making up previously failed courses without leaving the ABM campus.

Math tutoring is available daily, before and after school for any interested student.

Progress reports are given every 4-5 weeks and mailed home to families. Counselors meet with D/F list students to create learning plans.

In addition to counselor monitoring, 9th grade students academic progress monitored through MIC courses. After school tutoring implemented for failing freshman.

Low performing students in English and/or Math are placed in academic intervention courses such as Algebra Essentials, READ 180, Math/English topics, and Systems 44.

All teachers have been trained in and receive on-going support in in the elements of effective instruction. Classroom walkthroughs reveal that teachers are implementing all phases of instruction, including direct teaching, guided and independent practice and are looping instruction based on the response to their checking for understanding activities. Differentiated instruction is provided by altering either the content, process, product or learning environment in order to meet the needs of all students in the classroom. Teachers continuously meet within their content level teams to analyze student data, including formal and informal assessments, share ideas and instructional practices to meet student needs. Student data is collected from daily assignments, summative assessments and formative assessments to determine the effectiveness of classroom instruction. These instructional strategies are observed by administration and instructional leaders, monitored through the examination of lesson plans, formative assessment results and minutes from content level meetings. Instructional strategies include the implementation of multiple means of Checking for Understanding (CFU), the use of small group instruction, productive partnering, response frames, Marzano's routines for academic vocabulary, clearly stated learning intentions and active learning activities.

Services provided by categorical funds to enable under-performing students to meet standards

A. B. Miller uses a variety of funding sources to coordinate services to underperforming students. These funds include SBCP (EIA/SCE, and GATE), EIA/LEP, Perkins, Title 1,and School Improvement Grant. A.B. Miller High School operates a Title I school-wide Program that consolidates Title I with with itself only. The Title I School-wide plan was approved by the School Site Council, School leadership team, and the District's Board of Education. In addition, the school's School Site Council voted to operate School Based Coordinated Program to allow flexibility in budgeting and meeting school goals.

EIA/LEP funds are being used for ELL assistance through the use of Bilingual aides, translators and program monitors. Additional SBCP funds are used for training of staff as well as supplemental instructional materials. GATE students are serviced through additional instruction on projects, career plans and academic achievement. SBCP funds are used for coordinators to monitor progress of each individual GATE student and to support their individual projects.

EDY and SWD students are afforded additional intervention courses and services such as Rapid Credit Recovery, Study Skills,computer labs, and library services.

Low performing students in English and/or Math are placed in academic intervention courses such as Algebra Essentials, READ 180, Math/English topics, and Systems 44.



Overall school climate improvements include: monthly planners, routines and procedures for safety and positive reinforcement of behavioral expectations.

A number of mechanisms ensure coordination and coherence of the School Based Coordinated Plan. The School Site Council oversees the planning and budgetary process through participation in the creation of the School Plan and approval of budgets. Categorical funds are used to supplement and support general funded actions within the SPSA. The Administrative Team meets weekly to address issues and to articulate regarding the coordination of SBCP programs, academic departments, and A. B. Miller High School support programs. The A. B. Miller High School Leadership Team meets monthly to make decisions that affect the operation of the school academic and support programs. Departments meet monthly to evaluate student progress and to plan for standards-based instruction. New staff members receive ongoing training through the FUSD Staff Development Department about the various services available to students and staff. In addition to regular coordination meetings, individual students with special needs are monitored by their case carriers and/or program monitors to ensure appropriate provision of support. All students at A. B. Miller High School receive the FUSD core curriculum in alignment with the California State Standards.

On October 29, 2013 the Leadership Team conducted a cluster analysis to identify specific skill deficiencies. The results will be used by grade level PLCs to guide instruction and for intervention groups.

On October 9, 2013 SSC met to review the results of the 2012-13 SPSA Action Annual Evaluation of Effectiveness. As a result of the analysis of process, perception and performance data as well as the cost of implementation, SSC approved continuing with Read 180, funding of Instructional Support Teacher (behavioral), and the addition of a Community Liaison. SSC determined that the Instructional Support Teacher-Rapid Credit Recovery was not in compliance and will be terminated.

All teachers have been trained and receive on-going support in effective instruction. Classroom walkthroughs reveal that teachers are implementing all phases of effective instruction to ensure that students receive direct teaching, guided practice, and independent practice with checking for understanding throughout. To differentiate instruction and support language development, teachers use word walls, response frames, productive partnering, and require students to speak in complete sentences.

Actual site example:

Scientifically based instructional strategies such as the EIPD district training address the needs of students particularly the needs of low achieving and at risk of not meeting content standards. These strategies include but are not limited to productive partnering where students work together to share ideas, quick write - where students do a short written activity to solidify their learning, and response frames which serve as a scaffold for students to learn academic language.

All strategies are used to determine students understanding of concepts and content taught and allow teachers to modify instruction as needed. Teachers modify instruction through such strategies as re-teaching, small groups instruction, differentiated instruction, and "Workshop Time."

Use of the state and local assessments to modify instruction and improve student achievement

Currently all core subjects are creating common assessments to assess student achievement through their subject specific PLCs. Some subjects, such as US History have a bimonthly common assessment, while others such as Algebra I have a common assessment every 2-3 weeks. These results are then analyzed, shared within the Subject level PLC and necessary materials are re-taught. The information is simple to desegregate for teachers due to the OARS database. The departments use both state and local assessments to create yearly department and site goals.

In addition, teachers use state and federal assessment results such as AYP, API, CELDT, and CAHSEE to modify instruction.



Number and percentage of teachers in academic areas experiencing low student performance

All teachers in all core and elective areas teach students that score below basic or far below basic in one or more area.

Family, school, district and community resources available to assist these students

Students that score either below basic or far below basic on the CST or CAHSEE tests have the following interventions:

- After school tutoring
- CAHSEE intervention classes
- Reading class

School, district and community barriers to improvements in student achievement

Community

- Mobility of the student population
- Home language
- Home educational level
- Basic skills levels
- Socio Economic climate

School/District

- Statewide budget crises
- Administrative turnover
- Recent layoffs
- ABM decrease in populations (Summit & Jurupa Hills)

Limitations of the current program to enable under performing student to meet standards

- Staffing formula
- Funding
- Motivation of students/staff
- Significant change in school wide leadership



Analyze Instructional Programs

Instructional Programs

Conclusions from Analysis of Instructional Programs

Fontana A. B. Miller Demographics

Enrollment at Fontana A. B. Miller High School has declined over the last seven years, going from 4,320 in October 2005 to 2,501 in September 2013. This decline is primarily due to the opening of two new comprehensive high schools in the district over the last seven years. Although our enrollment has declined, our ethnic composition has stayed constant; with our Hispanic population being the largest. The ethnic diversity represented by Fontana A. B. Miller High School students is reflective of the surrounding community.

California High School Exit Exam Data and Findings

Fontana A. B. Miller High School's CAHSEE participation rate has approximated 99% for the past several years. The sophomores during the first administration of the CASHEE increased their proficiency rating in mathematics by 10.8% over the previous year. In addition, the total percentage of students passing both the Math and English Language Arts (ELA) saw improvements when compared to the previous year, by 3.4% and 3.3% respectively. Special Education students continue to struggle to successfully pass the CAHSEE.

Stakeholders believe that a systematic approach to identify and remediate students who are in danger of not scoring proficient on the CAHSEE needs to be implemented. Such a program would consist of identifying students who have consistently scored Far Below Basic and/or Below Basic on the English Language Arts and/or Mathematics California Standards Test and providing them with a research-based intervention class within the regular school day.

Scores have steadily improved, potentially due to the systematic approach to identify and remediate students who are in danger of not scoring proficient on the CAHSEE that has occurred during the past three school years. Students are identified by consistently scoring Far Below Basic and/or Below Basic on the English Language Arts and/or Mathematics California Standards Test. These students are provided with a research-based intervention class or classes, whichever the case maybe, that is within the regular school day. All students however are encouraged and are offered a boot camp prior to the CAHSEE administration each time. These interventions have assisted our students to steadily improve not only the pass rate, but the proficiency rate as well.

The average score for both English Language Arts and Mathematics has been above the passing rate of 350 during the past five school years. The mean scale score in ELA has increased from 364 during the 2006-2007 school year to a 378 average during the 2011-2012 school year, which is a full point gain over the previous school year as well. The mean scale score in Math has increased from 367 during the 2006-2007 school year to a 382 average during the 2011-2012 school year, which includes a 6 point gain over the 2010-2011 year as well.

Findings suggest that implementing a CAHSEE preparatory course has helped in increasing the average score as well as increase the number of students who score proficient. These CAHSEE targeted courses implement test taking strategies, support for the content standards, and include a strands-targeted curriculum to isolate the areas of remediation needed the most.

California Standards Test and Academic Performance Index Data and Findings

Fontana A.B. Miller High School has obtained a 97 point gain over the last three years. Previous CST data showed API score improvement in 2007 (+19), no improvement in 2008 (0), and a decline in 2009 (-6). Then through implementing numerous campus-wide strategies tremendous growth began to be seen. Starting with a large increase in 2010 (+49), an impressive increase in 2011 (+19), and yet an even greater gain in 2012 (+29), the overall API score now has reached a school record of 734. All of the major subgroups improved their API score during the 2011-2012 school year by far exceeding the growth target established by the state. A major highlight for growth is the ELL subgroup who demonstrated a +39 point gain in 2011 and an additional +40 point gain in 2012. Our SWD subgroup also showed impressive gains by increasing their API scores by +17 points in 2011 and then +45 points in 2012.



Over the past year special emphasis has and will continue to be placed on the ELL, SWD, and African American subgroups in an effort to continue to increase their performance and close the gap with the overall school score. A system to identify and remediate these students will be put in place to improve reading, writing, and mathematics ability. Moreover, offering enough sections in the master schedule to provide services to all students who need it will be essential to the continued improvement of all API scores. Students who are identified as Far Below Basic and/or Below Basic will be offered a researched based intervention class within the school day to improve student achievement in English Language Arts and Mathematics.

The upward trend continued across the board for the 2011-2012 CST administration. Overall, the school had a higher percentage of students test Proficient or Advanced than in previous years (see chart). However, the following decreases were seen by some of our subgroups when examining the Advance or Proficient ratings, including: ELL had a decrease in ELA from 7.0% to a 5.7%, Hispanic/Latino had a decrease in Mathematics from 17.9% to 17.4%, African American had a decrease in U.S. History from 37.0% to 36.0%, SWD had a decrease in World History from 7.0% to 5.0%, and SWD had a decrease in U.S. History from 6.0% to 5.0%. However, it is important to note the overall gains even within the subgroups were even more drastic than the minimal decreases that some of our subgroups experienced this year.

An upward trend was also seen across the board for the 2010-2011 CST administration. Overall, the school had a higher percentage of students test Proficient or advanced than in previous years (see chart). The African American subgroup was the only subgroup that had a decrease in the percentage of Advance and Proficient students. This subgroup went from 42.2% Advance and Proficient down to 32.6% in the ELA test. This decrease was specifically significant in the 11th grade exam.

Improvements were obtained across the board during the 2009-2010 CST administration. Overall, the number and percent of students who scored Proficient or Advance in all subject areas improved. Furthermore, the Mean Score also went up across the subject areas, with ELA having the highest Mean Score. The largest jump in Proficiency was seen in ELA, followed by World History and Science. Although strides were made in all subject areas, the data shows that 61.2% of our students are Below Basic or Far Below Basic in Mathematics.

Adequate Yearly Progress Data and findings

Fontana A. B. Miller High School met 9 of the 18 AYP criteria during the 2011-2012 school year. Although, improvements were attained in Proficiency rates in ELA and Mathematics, as well as a 29 point increase in the API, as a school we are behind the target proficiency rate for ELA and Mathematics. The AYP areas that were found to be deficient during this school year included the proficiency rates for all subgroups in ELA and Mathematics, in addition to the graduation rates. Please see the chart below for the specific AMAOs for Fontana A. B. Miller High School.

The Annual Measurable Achievement Objectives are used to determine AYP progress and the effectiveness of the district's English Learners' program. These AMAOs are required by Title III under the No Child Left Behind Act. Over the last three years, Fontana A. B. Miller has not met AMAO 2 or AMAO 3.

- AMAO 1: Percent of students making annual progress in Learning English.
- AMAO 2: Percent of students attaining English proficiency on CELDT.
 - o AMAO 2A: Less than five years
 - o AMAO 2B: Five or more years
- AMAO 3: Adequate Yearly Progress (AYP) for English Learner Subgroup.
 - a. AMAO 3 ER: Met participation rate in ELA.
 - b. AMAO 3 EP: Met percent proficient or above in ELA.
 - c. AMAO 3 MR: Met participation rate in Mathematics.
 - d. AMAO 3 MP: Met percent proficient or above in Mathematics.

CELDT Data and Findings

The California English Language Development Test (CELDT) is given to all English Language Learners at the beginning of the school year. The test assesses the students' listening, speaking, reading, and writing skills. Over the last five years, we have had the largest concentration of ELL students in the Early Advanced and Intermediate level; 74.7% of the



students fall into one of these two levels for the 2011-2012 school year. The number of students redesignated has fluctuated over the last seven years, with a low of ten students redesignated during the 2008-2009 school year and a high of 60 students redesignated during the 2010-2011 school year.

Based on the inconsistent number of students being redesignated, the school is continuing to systematically target this population with researched based interventions, which will continue to be crucial in improving CELDT scores and redesignation numbers. Intervention classes will also improve CST scores and classroom passing rates, which will in turn improve the ability to reclassify our ELL students. The school has assembled a PLC team that focuses on ELL students.

Graduation and Dropout Rate Data and Findings

The data table below demonstrates the number of adjusted grade 9-12 dropout totals by subgroup and gender. The annual adjusted grade 9-12 dropout rate for the 2010-2011 school year decreased 4.3 percentage points from the previous year.

A system to identify and support our credit deficient students in an effort to improve graduation rates and reduce the number of dropouts has been implemented. An expanded web-based credit recovery program and an opportunity to transfer to the continuation high schools within the District for identified students has been implemented for the 2010-2011 school year.

On October 29, 2013 the Leadership Team conducted a cluster analysis to identify specific skill deficiencies. The results will be used by grade level PLCs to guide instruction and for intervention groups.

On September 11, 2013, SSC conducted its annual Evaluation of SPSA Action Effectiveness and the Evaluation is located in the Resource Library.

On October 9, 2013 SSC met to review the results of the 2012-13 SPSA Action Annual Evaluation of Effectiveness. As a result of the analysis of process, perception and performance data as well as the cost of implementation, SSC approved continuing with Read 180, funding of Instructional Support Teacher (behavioral), and the addition of a Community Liaison. SSC determined that the Instructional Support Teacher-Rapid Credit Recovery was not in compliance and will be terminated.



SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

1.0 Increased Learning for All Students

1.1 Attendance

To increase overall yearly attendance for all students to 98% from it's current level of 95.63%

1.2 Increase Schoolwide ELA Proficiency

To have an overall total population score of proficient or higher on the CST; 44.5% for 11-12, 55.6% for 12-13, and 66.7% for 13-14 school years.

1.3 Increase Schoolwide Math Proficiency

To have an overall total population score of proficient or higher on the CST; 20% for 11-12, 24% for 12-13, and 28% for 13-14 school years.

1.4 Increase Redesignation Rate of ELs

Need to increase the redesignation rate to 10% every year. Also to ensure all students are moving up one EL designations every year.

1.5 College and Career Readiness

To have 100% of students graduate from high school and have the a-g requirements completed if they choose to attend a 4-year university.

2.0 Safe, Positive, Well-maintained Schools

2.1 Maintain a Safe School Environment

A.B. Miller High School will work to support a safe campus climate for students and staff.

2.2 Create and Maintain a Positive Culture and Climate

Students will identify AB Miller as a safe and orderly campus.

2.3 Well-maintained Facilities

Conduct daily facility walks to check facilities and complete appropriate work orders
Follow-up on the status of pending work orders
Provide a CSO to assist with monitoring students during lunch and campus beautification



3.0 Quality Staff Providing Quality Service

3.1 Highly Qualified Staff

Provide opportunities for the staff to collaborate regarding effective instructional strategies during Buy-Back Days, Rebel Days, minimum days, department meetings, and leadership meetings.

Highly Qualified Staff

- 10% the amount of teachers participating in Buy Backs and PD.
- 10% the amount of teachers satisfied with Buy Backs and PD.
- 10% the amount of teachers attending District Trainings.

4.0 School / Home / Community Partnerships and Communication

4.1 Increase Partnerships Between School, Home & Community

The objective of this goal is to develop an authentic partnership between A. B. Miller High School and our families, where we build trust and communication, and realize that we all have the same goal - to provide an effective school and an extension of home for all of our students.

4.2 Increase communication among school, home and community

We want to keep our families and the surrounding community aware of what is happening at A. B. Miller High School, and we want to increase participation by families by providing a variety of activities at the school site. We specifically would like to reach out to our bilingual community and increase their participation in the school process.

4.3 Increase Parent Education Opportunities

Increase the number of parent education opportunities throughout the year.

Increase or maintain the number of site-level parent education opportunities regarding:

1. Graduation Requirements and Post-Secondary Education from [0] to [4] by June 2012
2. Improving the achievement of their children from [0] to [4] by June 2012
3. Supporting the overall well being and development from [0] to [4] by June 2012



5.0 School Improvement Grant

5.1 (a) Developing and increasing teacher and school leader effectiveness

Required Activities:

- (1) Replace the principal who led the school prior to commencement of the transformation model
- (2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that
 - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates
 - (B) Are designed and developed with teacher and principal involvement
- (3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so
- (4) Provide instructional staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, coaching, instruction that reflects a deeper understanding of the community served by the school, differentiated instruction, and teacher collaboration) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies
- (5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school

Permissible Activities:

- (1) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school
- (2) Instituting a system for measuring changes in instructional practices resulting from professional development
- (3) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority



5.2 (b) Comprehensive instructional reform strategies

Required Activities:

- (1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic content standards. This includes English-language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten-grade eight and standards-aligned core and intervention instructional materials in grades nine-twelve.
- (2) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students

Permissible Activities:

- (1) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if deemed ineffective
- (2) Implementing a schoolwide "response-to-intervention" model
- (3) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that English learner students acquire the English proficiency (language) skills necessary to master academic content within a certain time period
- (4) Using and integrating technology-based supports and interventions as part of the instructional program
- (5) In secondary schools
 - (A) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework
 - (B) Improving student transition from middle to high school through summer transition programs or freshman academies
 - (C) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills
 - (D) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate



5.3 (c) Increasing learning time and creating community oriented schools

Required Activities:

- (1) Establish schedules and strategies that provide increased learning time
- (2) Provide ongoing mechanisms for family and community engagement

Permissible activities:

- (1) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs
- (2) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff
- (3) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment

5.4 (d) Providing operational flexibility and sustained support

- (1) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates
- (2) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)

6.0 Safe and Supportive Schools Grant (S3)

6.1 Improve School Climate

Goals

- Improve conditions for learning, including school climate and safety, in high schools with the greatest need.
- Integrate school climate reform into schoolwide academic improvement efforts.
- Build local district and school capacity to implement data-driven school improvements.
- Establish a comprehensive and sustainable model for school climate improvement to guide school and district efforts.



PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

1.0 Increased Learning for All Students

Goal: 1.1 Attendance

ISSUE STATEMENT

Goal 1 - Learning for All Students - Every student will be provided a comprehensive educational Program aligned with the California standards that increase student achievement at the highest level and increase attendance rate. A. B. Miller would like to increase ADA by 2%.

GOAL OBJECTIVE

To increase overall yearly attendance for all students to 98% from it's current level of 95.63%

STUDENT GROUPS PARTICIPATING IN THIS GOAL

General Population, White, Latino, African American, SED, SWD but specifically targeting habitually truant and tardy students.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Increase student attendance by 2%.
Reduce the number of absences per day to less than 185.
Reduce the number of tardies and trancies.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Review monthly and yearly reports
Daily attendance phone calls made by automated system, by administration, attendance personnel, and teachers.
Tardy/truancy referrals
SART Letters
SARB Letters
LAMP Referrals

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Review API and AYP and compare to previous years to show gains.
Review student final grades

Strategies

1.1.1 Using Data to Guide Decisions

It is imperative that school programs be based on student needs. One way to do this is to look and assess student attendance data. Student attendance data gives us a way to see how many or what percentage of students need specific services. Analyzing this data gives us a way to target deficiency issues within our school population. Better understanding of the school population will dictate our curriculum and intervention needs thus improving student attendance rates.



Actions

1.1.1.1 Data Analysis

Tasks

- 1) All teachers take attendance on Zangle within the first 20 minutes of class.
- 2) Review, daily, weekly, monthly, and yearly attendance reports.
- 3) Analyze monthly attendance reports to discover if intervention is needed.
- 4) Completed Teleparent attendance call reports will be monitored daily.

Measures

- 1) Increase ADA.
- 2) Daily/monthly Zangle attendance reports.
- 3) Compile a list of students at risk.
- 4) Decrease truanancies.

People Assigned

- 1) Teachers
- 2) Attendance clerks, Administration, School Police
- 3) Attendance clerks, Administration
- 4) Attendance clerks, Administration

Start Date - End Date

1.1.2 Interventions

There are several interventions for students. The intervention process is individualized for each student. This process allows students to receive the exact help required to help them succeed.

Utilize School Outreach Liaisons to support school-home-cummunity partnerships. See attached job description.



School Outreach Liaison Job Description



Actions

1.1.2.1 Communication

Tasks

- 1) Parents will be notified about students absences via Teleparent.
- 2) When students violate the attendance policy parents will receive SART 1-3 letters.
- 3) Attendance night caller will phone parents of the parents of those students who are habitually truant or tardy to class.
- 4) Attendance clerks will issue LAMP and SARB letters to those students that violate the attendance policy.
- 4) School police will cite those students who are truant.
- 5) Hire a community outreach liaisons to communicate with our Spanish-speaking parents.
- 6) Implement student rewards for perfect attendance. (t-shirts, Miller gear)

Measures

- 1) Teleparent phone logs.
- 2) Attendance records of SART, SARB, LAMP letters sent home.
- 3) Review Teleparent delivery rate.
- 4) LAMP and SARB letters, decrease in truancies.
- 5) Translation logs, translated documents.

People Assigned

- 1) Attendance clerk.
- 2) Attendance clerk, District Office.
- 3) Attendance clerk.
- 4) School Police, Administration.
- 5) Administration.

Start Date - End Date

Funding Source	Description	Cost
SBCP	School Outreach Liaison - 8hr (50%)	\$26,440.62
Title I, Part A	School Outreach Liaison - 8hr (50%)	\$26,440.62

1.1.2.2 Implement tardy policy

Tasks

- 1) Communicate tardy policy to students, parents, and staff through assemblies, meetings, and student handbook.
- 2) Implement and enforce tardy policy.
- 3) Fund equipment and supplies needed to implement tardy policy.
- 4) Purchase ID tags, ink, and lanyards to provide students with barcoded ID cards once per semester.

Measures

- 1) Tardy log
- 2) Discipline records.

People Assigned

- 1) Administration

Start Date - End Date



Funding Source	Description	Cost
SBCP	Purchase ID labels, ID tags, PVP cards, color ribbon, ink, and lanyards to provide students with barcoded ID cards once per semester.	\$10,000.00

1.1.3 Monitoring

Students' attendance is monitored by attendance clerks, teachers, counselors, and administration on a regular basis. SART lists are given to administrators regularly. Administrators regularly place student on attendance contracts and cards to ensure improved attendance.

Actions

1.1.3.1 Program Monitoring

Tasks

- 1) Review ongoing student attendance data.
- 2) Conduct Department Chair meetings where teachers interact with colleagues to share ideas, reflect on attendance issues, and analyze student data to modify instruction, etc.
- 3) Conduct regular Student Intervention Team meetings to discuss needs of students with poor attendance and to design interventions that will help them be successful.
- 4) Conduct school wide meetings (professional development days, staff and department meetings) to discuss progress, program implementation, and program improvement needs.

Measures

- 1) Report of data analyzed, including conclusions and suggestions for program improvement.

People Assigned

- 1) Teachers, Administrators, Counselors.

Start Date - End Date

6/30/13 - 7/1/15



Goal: 1.2 Increase Schoolwide ELA Proficiency

ISSUE STATEMENT

A. B. Miller High School's overall rate of students scoring proficient or higher in the CST for Language Arts is 41.0%. Each grade level scoring proficient or advanced is as follows; 9th 50%, 10th 37%, 11th 36%.

GOAL OBJECTIVE

To have an overall total population score of proficient or higher on the CST; 44.5% for 11-12, 55.6% for 12-13, and 66.7% for 13-14 school years.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students:

Major subgroups:

African American

Latino

English Language Learners

Students with Disabilities

Socioeconomically Disadvantaged

White

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

African American to make gains during the 11-12 school year to reach 40% proficient or above.

Latino to make gains during the 11-12 school year to reach 45% proficient or above.

English Language Learners to make gains during the 11-12 school year to reach 10% proficient or above.

Students with Disabilities to make gains during the 11-12 school year to reach 8% proficient or above.

Socioeconomically Disadvantaged to make gains during the 11-12 school year to reach 50% proficient or above.

White to make gains during the 11-12 school year to reach 60% proficient or above.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Common Assessment Data

2011-12 CST Results

Grade reports

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

CST data

District Benchmark results

Grade Reports

Strategies

1.2.1 Using Data to Guide Decisions

It is the role of the school to focus on the educational needs of the students. One important way to discover those needs is through standardized testing and common formative assessments. Student data is analyzed by administrators, teachers, and counselors to guide instruction, place students in appropriate courses, and develop lessons through collaboration in Professional Learning Communities and Staff Development.



Actions

1.2.1.1 Data Analysis

Tasks

- 1) Train teachers in the use of OARS.
- 2) Teachers use OARS to access and analyze student data.
- 3) Teachers review school wide standardized testing data.
- 4) Teachers' lessons are based on assessment data.
- 5) Teachers identify at risk students for recommendation to school wide intervention programs including Student Intervention Team (SIT) and support classes.

Measures

- 1) OARS login records.
- 2) PLC agenda, minutes, and intervention plans.
- 3) Common assessment data through OARS.
- 4) Teacher lesson plans.
- 5) PLC intervention rosters.

People Assigned

- 1) Teachers, Administrators.
- 2) Teachers.
- 3) Teachers.
- 4) Teachers.
- 5) Teachers, Counselors.

Start Date - End Date

7/1/13 - 6/30/15

1.2.2 Extended Learning Opportunities

It is the role of the school to focus on the educational needs of the students. One important way to discover those needs is through standardized testing and common formative assessments. Student data is analyzed by administrators, teachers, and counselors to guide instruction, and provide students with appropriate extended learning opportunities offered by the school site.

Actions

1.2.2.1 Tutoring

Tasks

- 1) Offer Saturday Academic School.
- 2) Offer after school tutoring.
- 3) Fund school/Saturday intervention teachers and coordinator.
- 4) Purchase classroom supplies, materials and snacks for after school tutoring and Saturday school programs.

Measures

- 1) Class pass rate.
- 2) CAHSEE pass rate.

People Assigned

- 1) Administrators, Counselors, Teachers.
- 2) Administrators, Counselors, Teachers.



Start Date - End Date

7/1/13 - 6/30/15

Funding Source	Description	Cost
Title I, Part A	Purchase classroom supplies, materials and snacks for after school tutoring program.	\$0.00

1.2.2.2 Library Literacy Support

Tasks

- 1) Expand resources in the library towards student friendly usages to improve access and readability of materials.
- 2) Purchase Computers, printers and supplies for student use.
- 3) Purchase scanner to check out ELA reading materials.
- 4) Purchase student appropriate and friendly anime for check out.
- 5) Purchase student friendly fiction for check out.
- 6) Purchase student friendly magazines.

Measures

- 1) 2013-14 calculate student usage of library first semester, Second semester 5% increase in usage.
- 2) 2013-14 10% improvement in calculated usage of library over 2012-13 school year tallied by semester.
- 3) READ 180 data.

People Assigned

- 1) Teacher librarian.
- 2) Library clerk.
- 3) Principal.

Start Date - End Date

Funding Source	Description	Cost
Title I, Part A	enrichment/remediation room creation for pull out support tables, furniture, chairs,	\$2,000.00
Title I, Part A	Atlantis Subscriptions (online reading resources) REQ#404451	\$1,300.00

1.2.2.3 Reading improvement CAP

Tasks

- 1) Assign appropriate special needs students to CAP class taught by a qualified special education teacher.
- 2) Purchase computer based instructional materials.
- 3) Purchase and install camera to monitor students in the program.

Measures

- 1) Individual student growth as measured by CAP program and IEP progress.
- 2) Purchase orders.
- 3) Purchase orders.



People Assigned

- 1) Teacher.
- 2) Administration.

Start Date - End Date

7/1/13 - 6/30/15

1.2.2.4 Implement Credit Recovery Program

Tasks

- 1) Offer credit recovery classes 1-7 periods.
- 2) Purchase adequate number of computer software licenses to be able to run the CBI program.
- 3) Purchase adequate number of computers, scanners, projectors, ceiling mounting brackets for the projectors, printers, cables, and installation/labor.
- 4) Purchase adequate number of storage media, such as thumb drives, portable harddrives, and CD/DVD recordable discs to back up student records and work.
- 5) Purchase software for teacher to monitor student work (Fornics)
- 6) Fund IST-Rapid Credit Recovery Program (teacher)

Measures

- 1) CBI class completion rate.
- 2) Graduation rate.
- 3) Credit defficiency rate.

People Assigned

- 1) Administration.

Start Date - End Date

7/1/13 - 6/30/15

Funding Source	Description	Cost
Title I, Part A	Purchase software for teacher to monitor student work (Fornics)	\$2,000.00

1.2.2.5 Summer Credit Recovery and 9th Grade Bridge Program(School funded)

Tasks

- 1) Offer Summer Credit Recovery and 9th grade bridge program to credit defficient students.
- 2) Purchase classroom materials and supplies for summer school.

Measures

- 1) Summer school master schedule, student transcripts.
- 2) Purchase orders.

People Assigned

- 1) Summer Program Principal.

Start Date - End Date

7/1/13 - 6/30/15



Funding Source	Description	Cost
SBCP	Instructional materials and copies for Summer Credit Recovery and 9th Grade Bridge Program	\$10,000.00
SBCP Carryover	Summer Intervention/Intervention Teachers-- Summer Credit Recovery and 9th Grade Bridge Program *	\$100,000.00

1.2.2.6 Read 180, System 44, and Reading Counts intensive intervention programs

Tasks

- 1) Implement READ 180 program to students in the bottom 10 percentile in reading comprehension.
- 2) Provide staff development.
- 3) Fund IST-READ 180/System 44 teacher
- 4) Fund Read 180/System 44 licenses, textbooks, computers, and peripherals.

Measures

- 1) READ 180 student growth reports.
- 2) Reading Counts student reports.

People Assigned

- 1) Administration.
- 2) READ 180 teacher.

Start Date - End Date

Funding Source	Description	Cost
EIA-LEP	Reading Counts Textbooks	\$19,924.58
Title I, Part A	READ 180/System 44 Instructional Support Teacher/1.0 FTE	\$99,052.32
Title I, Part A	READ 180 interactive reading (headphones w/microphones) REQ#402913	\$291.54
Title I, Part A	Instructional supplies to conduct READ 180 activities such as paper, highlighters, markers, etc REQ#402944.	\$2,000.00
Title I, Part A	Read 180/System 44 licenses, textbooks, and computers	\$2,000.00

1.2.3 Interventions

Providing students with interventions is essential to ensure every student is provided the opportunity to be academically successful. One important way to discover those needs is through standardized testing and common formative assessments. Student data is analyzed by administrators, teachers, and counselors to guide instruction, and provide students with appropriate interventions within the school day.



Actions

1.2.3.1 Implement Interventions

Tasks

- 1) Offer CIA classes to identified students.
- 2) Offer English Topic classes to identified students.
- 3) Enroll all 11 and 12 grade students who have not passed one or both portions of the CAHSEE into an intervention course.
- 4) Purchase adequate number of computers, scanners, projectors, ceiling mounting brackets for the projectors, printers, cables, software, and installation/labor.
- 5) Fund Staff Development to train staff to implement intervention programs.

Measures

- 1) Master schedule.
- 2) Master schedule.
- 3) CAHSEE Reports.
- 4) Class rosters.
- 5) Purchase orders.
- 6) Sign in sheets, agendas, minutes.
- 7) Sign in sheets, agendas, minutes.
- 8) Time cards.

People Assigned

- 1) CIA teachers.
- 2) English Topic teachers.
- 3) Counselors.
- 4) Administration.

Start Date - End Date

7/1/13 - 6/30/15

Funding Source	Description	Cost
Title I, Part A	Expand resources in the library towards student friendly magazines, anime and fiction for check out and leisure	\$2,000.00

1.2.3.2 Library Specialist Centralized Service

Tasks

1. Establish Library Specialist Centralized Service Description.
2. Send description to sites with technical assistance for SSC approval.
3. Monitor to ensure SSC approval at each site.
4. Monitor Centralized Service for effectiveness.

Measures

Increase in literacy skills as determined by site level indicators.



People Assigned

1. Library Services Coordinator and Categorical Director.
2. Library Services Coordinator and Categorical Coordinator.
3. Categorical Coordinator and Intermediate Secretary - Categorical.
4. SSC and Library Services Coordinator.

Start Date - End Date

7/1/13 - 6/30/14

Funding Source	Description	Cost
Centralized SBCP	Library Specialist - Site Services	\$38,620.84

1.2.4 Differentiation

Differentiated instruction is that a teacher proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible.

Actions

1.2.4.1 GATE

Tasks

- 1) Ongoing monitoring of program
- 2) Additional instruction.
- 3) Provide and fund activities outside the school such as field-trips and Seminars.
- 4) Provide and fund extracurricular activities such as Academic Decathlon, Mock Trial, History Day, and Science Fair.
- 5) Provide and fund Gate Seminar Teacher.
- 6) Provide and fund Personal Statement Trainer for all GATE Students.
- 7) Provide and fund GATE Coordinator.
- 8) Fund GATE instructional materials, fees, and consultant.

Measures

- 1) Student achievement data.
- 2) Master schedule with course offerings.
- 3) Field-trip paperwork.
- 4) Participation lists.

People Assigned

- 1) GATE Coordinator
- 2) AP and Honors Teachers
- 3) Administration.

Start Date - End Date

7/1/13 - 6/30/15



Funding Source	Description	Cost
SBCP	Gate Coordinator	\$3,400.00

1.2.6 Monitoring

Administration, counselors, and teachers monitor student grades and the sign-in sheets used for the intervention programs are monitored for student participation and effectiveness of the intervention programs.

Actions

1.2.6.1 Program Monitoring

Tasks

- 1) Review ongoing student assessments (benchmark, etc).
- 2) PLC and Department meetings where teachers interact with colleagues to share ideas, reflect on lessons, analyze student data to modify instruction, etc.
- 3) Conduct regular Student Intervention Team meetings to discuss needs of underperforming students and to design interventions that will help them be successful.
- 4) Conduct schoolwide meetings (professional development days, staff and department meetings) to discuss progress, program implementation, and program improvement needs.

Measures

- 1) Report of data analyzed, including conclusions and suggestions for program improvement.
- 2) PLC and Department meeting agendas and minutes.

People Assigned

- 1) Teachers.
- 2) Administration.
- 3) Counselors.

Start Date - End Date

7/1/13 - 6/30/15

1.2.5 Professional Learning Communities

The term professional learning community describes a group of administrators and school staff who are united in their commitment to student learning. They share a vision, work and learn collaboratively, visit and review other classrooms, and participate in decision making. The benefits to the staff and students include a reduced isolation of teachers, better informed and committed teachers, and academic gains for students. Fontana A.B. Miller will make collaboration a school wide goal in an effort to improve student achievement, staff morale, and staff involvement. Our collaboration efforts will focus on the following: teacher-Admin collaboration, subject matter collaboration, inter-disciplinary collaborations, grade level collaboration, and departmental collaboration.



Actions

1.2.5.1 Implement Professional Learning Communities

Tasks

- 1) Provide and fund staff development opportunities for teachers, administrators, and support staff to better understand the concept of Professional Learning Communities.
- 2) Provide and fund collaboration time for teachers, administrators, and support staff to implement the Professional Learning Communities concepts.
- 3) Provide and fund time for teachers, administrators, and support staff to analyze effectiveness of the program.
- 4) Implement Professional Learning Communities.
- 5) Purchase printer paper, pencils, and lined paper to implement common assessments across the core.

Measures

- 1) Staff Development materials.
- 2) Professional Learning Communities resource materials.
- 3) Common assessments and data.
- 4) Common lesson planning and alignment of standards.

People Assigned

- 1) Administration, Staff Development office.
- 2) Administration.
- 3) Administration.
- 4) Administration, teachers, and support staff.

Start Date - End Date

7/1/13 - 6/30/15



Goal: 1.3 Increase Schoolwide Math Proficiency

ISSUE STATEMENT

A.B. Miller High School's overall rate of students scoring proficient or higher in the CST for Math is 18.1%.

GOAL OBJECTIVE

To have an overall total population score of proficient or higher on the CST;
20% for 11-12, 24% for 12-13, and 28% for 13-14 school years.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students:

Major subgroups:

African American

Latino

English Language Learners

Students with Disabilities

Socioeconomically Disadvantaged

White

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

African American to make gains during the 11-12 school year to reach 15% proficient or above.

Latino to make gains during the 11-12 school year to reach 20% proficient or above.

English Language Learners to make gains during the 11-12 school year to reach 8% proficient or above.

Students with Disabilities to make gains during the 11-12 school year to reach 2% proficient or above.

Socioeconomically Disadvantaged to make gains during the 11-12 school year to reach 20% proficient or above.

White need to make gains during the 11-12 school year to reach 18% proficient or above.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

District Benchmarks

2011-12 CST Results

Grade reports

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

CST data

District Benchmark results

Grade Reports

Strategies

1.3.1 Using Data to Guide Decisions

It is the role of the school to focus on the educational needs of the students. One important way to discover those needs is through standardized testing and common formative assessments. Student data is analyzed by administrators, teachers, and counselors to guide instruction, place students in appropriate courses, and develop lessons through collaboration in Professional Learning Communities and Staff Development.



Actions

1.3.1.1 Data Analysis

Tasks

- 1) Train teachers in the use of OARS.
- 2) Teachers use OARS to access and analyze student data.
- 3) Teachers review school wide standardized testing data.
- 4) Teachers lessons based on assessment data.
- 5) Teachers identify at risk students for recommendation to school wide intervention programs including Student Intervention Team (SIT) and support classes.

Measures

- 1) OARS login records.
- 2) PLC agenda and minutes and intervention plans.
- 3) Common assessment data through OARS.
- 4) Teacher lesson plans.
- 5) PLC intervention rosters.

People Assigned

- 1) Administrators, Teachers.
- 2) Teachers.
- 3) Teachers.
- 4) Teachers.
- 5) Teachers, Counselors, Administration.

Start Date - End Date

7/1/2013 - 6/30/2015

1.3.2 Extended Learning Opportunities

It is the primary goal of the schools to ensure students learn. The gauge to ensure that students learn is earning a diploma and doing well on a CAHSEE and CST.

Actions

1.3.2.1 Implement ELO

Tasks

- 1) Offer Saturday Academic School.
- 2) Offer after school tutoring.
- 3) Fund school/Saturday intervention teachers and lead teacher.
- 4) CAHSEE after school preparation Boot Camp.
- 5) Fund CAHSEE Boot Camp teachers.

Measures

- 1) Saturday Academic School attendance roster.
- 2) Math department tutoring schedule and student sign in rosters.
- 3) Common assessment data.
- 4) CAHSEE Boot Camp attendance roster.
- 5) CAHSEE standardized test scores.



People Assigned

- 1) Administrators, Counselors, Teachers.

Start Date - End Date

Funding Source	Description	Cost
SBCP	Purchase classroom supplies, materials and snacks for after school tutoring program.	\$2,000.00

1.3.2.2 Implement Credit Recovery Program

Tasks

- 1) Offer credit recovery classes during the school day.
- 2) Purchase adequate number of computer software licenses to be able to run the CBI credit recovery program.
- 3) Purchase adequate number of computers, scanners, projectors, ceiling mounting brackets for the projectors, printers, cables, and installation/labor.
- 4) Purchase adequate number of storage media, such as thumb drives, portable harddrives, and CD/DVD recordable discs to back up student records and work.
- 5) Purchase software for teacher to monitor student work (Foronics)

Measures

- 1) Number of CBI sections offered (master schedule).
- 2) Class rosters, CBI completion logs, student transcripts.
- 3) Technology purchase orders and work order logs.
- 4) Technology purchase orders, student records.
- 5) Technology purchase orders, student records.

People Assigned

- 1) Administration, counselors, teachers, technology department.

Start Date - End Date

7/1/2013 - 6/30/2015

1.3.2.3 Summer Program (School funded)

Tasks

- 1) Offer Summer Program math classes for credit recovery.
- 2) Purchase classroom materials and supplies for Summer Program.
- 3) Hire math teachers for Summer Program.
- 4) Develop curriculum and mapping guide for Summer Program.

Measures

- 1) Math Summer Program classes offered through master schedule.
- 2) Student attendance rosters and pass rates.
- 3) Math course mapping guides for Summer Program.

People Assigned

- 1) Administration, teachers, counselors, Teachers on Assignment

Start Date - End Date

7/1/2013 - 6/30/2015



1.3.3 Interventions

Providing students with interventions is essential to ensure every student is provided the opportunity to be academically successful. One important way to discover those needs is through standardized testing and common formative assessments. Student data is analyzed by administrators, teachers, and counselors to guide instruction, and provide students with appropriate interventions within the school day.

Actions

1.3.3.1 Implement Interventions

Tasks

- 1) Offer Math Topics classes to identified students.
- 2) Identify students who meet criteria.
- 3) Enroll all 11 and 12 grade students who have not passed one or both portions of the CAHSEE into an intervention course.
- 4) Purchase adequate number of computers, scanners, projectors, ceiling mounting brackets for the projectors, printers, cables, software, and installation/labor.
- 5) Fund Staff Development to train staff to implement interventions.

Measures

- 1) Standardized testing reports.
- 2) CAHSEE testing reports.
- 3) Student grade data.

People Assigned

- 1) Administration, Counselors, Math Topics teachers.

Start Date - End Date

1.3.4 Differentiation

Differentiated instruction is that a teacher proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible.

Actions

1.3.4.1 Increased Lab Activities

Tasks

- 1) Hands on labs for all students above adopted curriculum.
- 2) Provide enough laboratory equipment and supplies for each laboratory based class according to the number of sections offered.
- 3) Purchase a set of microscopes and two rolling cabinets to be used for labs.

Measures

- 1) Teacher reported hours of lab activities, student work samples.
- 2) Purchase orders, laboratory equipment and supplies in stock room.
- 3) Purchase orders, microscopes.

People Assigned

- 1) Teachers.
- 2) Department Chair, Administration.
- 3) Department Chair, Administration.

Start Date - End Date



Funding Source	Description	Cost
EIA-LEP	Manipulatives from STEMinity to promote hands on activity and inquiry	\$2,000.00
EIA-LEP	Protractors to promote hands on SDAIE activities in mathematics	\$1,711.00
SBCP	Laboratory equipment and supplies for Biology, Physics, Chemistry, and Earth Science REQ#403680	\$5,000.00

1.3.5 Monitoring

Administration, counselors, and teachers monitor student progress through the use of Professional Learning Communities and Staff Development. During these meetings/training common lessons, common assessments, and student data is analyzed and used to guide future instruction to best meet the needs of students.

Actions

1.3.5.1 Implement Professional Learning Communities

Tasks

- 1) Provide and fund staff development opportunities for teachers, administrators, and support staff to better understand the concept of Professional Learning Communities.
- 2) Provide and fund collaboration time for teachers, administrators, and support staff to implement the Professional Learning Communities concepts.
- 3) Provide and fund time for teachers, administrators, and support staff to analyze effectiveness of the program.
- 4) Implement Professional Learning Communities.
- 5) Math teachers will attend a symposium designed to enhance teaching strategies that increase student understanding and learning the first time it is taught. The symposium is especially designed for English Learners to reach mastery with key algebra standards and concepts and to develop more efficient and effective interventions for students who need them.

Measures

- 1) Staff development materials, conference PO, and Professional Learning Communities materials.
- 2) Meeting minutes, agendas, and timesheets.
- 3) Program data and summaries.
- 4) Common assessments, alignment of standards.
- 5) Algebra passing rates, proficiency rates on district benchmarks, proficiency rates on algebra CST's, pass/proficiency rates on CAHSEE

People Assigned

- 1) Administration, Staff Development office.
- 2) Administration.
- 3) Administration.
- 4) Administration, teachers, and support staff.
- 5) Administration, math teachers.

Start Date - End Date



Funding Source	Description	Cost
SBCP	Purchase instructional supplies to Implement common assessments across the core	\$1,000.00

1.3.6. Monitoring

Administration, counselors, and teachers monitor student grades and the sign-in sheets used for the intervention programs are monitored for student participation and effectiveness of the intervention programs.

Actions

1.2.6.1 Program Monitoring

Tasks

- 1) Review ongoing student assessments (ie, benchmark tests).
- 2) PLC and Department meetings where teachers interact with colleagues to share ideas, reflect on lessons, analyze student data to modify instruction, etc.
- 3) Conduct regular Student Intervention Team meetings to discuss needs of underperforming students and to design interventions that will help them be successful.
- 4) Conduct school wide meetings (professional development days, staff and department meetings) to discuss progress, program implementation, and program improvement needs.

Measures

- 1) Report of data analyzed, including conclusions and suggestions for program improvement.
- 2) PLC department meeting agendas and minutes.

People Assigned

- 1) Teachers, Administrators, Counselors.
- 2) Teachers, Principal.
- 3) Counselors, Student Study Team.

Start Date - End Date



Goal: 1.4 Increase Redesignation Rate of ELs

ISSUE STATEMENT

A.B. Miller High School has an English Language Learner population of 791 out of 2850 students in 2011-12 school year. The majority of students in EL are level 3 and 4. The expectation is for all student to be fully fluent in 5 years. Student tend to get stuck on level 3.

GOAL OBJECTIVE

Need to increase the redesignation rate to 10% every year. Also to ensure all students are moving up one EL designations every year.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

English Language Learners

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

66 students will be redesignated in the 11-12 school year
CST English Language-Arts proficiency will improve from 7% to 10%.
CST Algebra 1 proficiency will improve from 5 to 8%.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

CELDT Test
Baseline assessment data
Quarterly benchmark assessments
Report cards

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

CELDTand CST Test
Teacher recommendation
Report Cards

Strategies

1.4.1 Using Data to Guide Decisions

It is the role of the school to focus on the educational needs of the students. One important way to discover the needs of EL students is through standardized testing and common formative assessments. Student data is analyzed by administrators, teachers, EL site monitor, and counselors to guide instruction, place students in appropriate courses, and develop lessons through collaboration in Professional Learning Communities and Staff Development.

Actions

1.4.1.1 Data Analysis

Tasks

- 1) Train teachers in the use of OARS.
- 2) Teachers use OARS to access and analyze student data.
- 3) Teachers review school-wide standardized testing data.
- 4) Teachers lesson plans based on data analysis.
- 5) Teachers identify at risk students for recommendation to school-wide intervention programs including Student Intervention Team (SIT) and support classes.



Measures

- 1) CELDT scores.
- 2) Redesignation rate.

People Assigned

- 1) Administration, Teachers.
- 2) Teachers.
- 3) Teachers.
- 4) Teachers.
- 5) Administration, Counselors.
- 6) ELL Coordinator, Administration.
- 7) Site monitor, Administration.

Start Date - End Date

7/1/13 - 6/30/15

Funding Source	Description	Cost
EIA-LEP	EL Site monitor	\$1,000.00

1.4.2 Extended Learning Opportunities

EL students often require additional classes for support as well as time in summer school to complete graduation requirements.

Actions

1.4.2.1 Implement ELO

Tasks

- 1) Offer Saturday Academic School.
- 2) Offer after school tutoring.
- 3) Fund school/Saturday intervention teachers and coordinator.
- 4) Purchase classroom supplies, materials and snacks for after school tutoring and Saturday school programs.

Measures

- 1) Sign in sheet.
- 2) F report.
- 3) Supplies for after school tutoring.
- 4) Snacks for after school programs.

People Assigned

- 1) Administrators.
- 2) Counselors.
- 3) Teachers.

Start Date - End Date

7/1/13 - 6/30/15



1.4.2.2 Student recreational reading for improved fluency

Tasks

- 1) Expand resources in the library towards student friendly usages to improve access and readability of materials.
- 2) Purchase Computers, printers and supplies for student use.
- 3) Purchase scanner to check out ELA reading materials.
- 4) Purchase student appropriate and friendly anime for check out.
- 5) Purchase student friendly fiction for check out.
- 6) Purchase student friendly magazines.

Measures

- 1) 2013-14 calculate student usage of library first semester, Second semester 5% increase in usage.
- 2) 2013-14 10% improvement in calculated usage of library over 2012-13 school year tallied by semester.
- 3) READ 180 data.

People Assigned

- 1) Teacher librarian.
- 2) Library clerk.
- 3) Principal.

Start Date - End Date

Funding Source	Description	Cost
EIA-LEP	Fund student friendly material (digital and Print)	\$1,000.00
SBCP	Student reading materials for the library (Sun, TVG1, US Weekly)	\$369.54

1.4.2.3 Reading improvement CAP

Tasks

- 1) Assign appropriate special needs students to CAP class taught by a qualified special education teacher.
- 2) Purchase computer based instructional materials.
- 3) Purchase and install camera to monitor students in the program.

Measures

- 1) Individual student growth as measured by CAP program and IEP progress.

People Assigned

- 1) Teacher.
- 2) Administration.

Start Date - End Date



1.4.2.4 Implement Credit Recovery Program

Tasks

- 1) Offer credit recovery classes 1-7 periods.
- 2) Purchase adequate number of computer software licenses to be able to run the CBI program.
- 3) Purchase adequate number of computers, scanners, projectors, ceiling mounting brackets for the projectors, printers, cables, and installation/labor.
- 4) Purchase adequate number of storage media, such as thumb drives, portable harddrives, and CD/DVD recordable discs to back up student records and work.

Measures

- 1) CBI class completion rate.
- 2) Graduation rate.
- 3) Credit defficiency rate.

People Assigned

- 1) Administration.

Start Date - End Date

1.4.2.5 Summer School(School funded)

Tasks

- 1) Offer Summer Credit Recovery to credit defficient students.
- 2) Purchase classroom materials and supplies for summer programs.

Measures

- 1) Student enrollment data.
- 2) Student pass rate.
- 3) Credit recovery rate.

People Assigned

- 1) Summer School Principal.
- 2) Summer School Principal.

Start Date - End Date

7/1/13 - 6/30/15

1.4.3 Interventions

Interventions are an important part of the educational system. This is the primary strategy used to ensure students receive an individualized intervention plan.



Actions

1.4.3.1 Implement ELD, SDAIE, and GLAD strategies

Tasks

- 1) Offer CIA classes.
- 2) Offer English Topic classes.
- 3) Identify students who have not passed the CAHSEE.
- 4) Enroll all 11 and 12 grade students who have not passed one or both portions of the CAHSEE into an intervention course.
- 5) Purchase adequate number of computers, scanners, projectors, ceiling mounting brackets for the projectors, printers, cables, software, and intallation/labor.
- 6) Fund Staff development to evaluate intervention programs outside of AB Miller.
- 7) Fund 9th grade connection to school activities/intervention.
- 8) Fund hourly rate for teachers to perform intervention related duties.

Measures

- 1) Master schedule.
- 2) Master schedule.
- 3) CAHSEE Reports.
- 4) Class rosters.
- 5) Purchase orders.
- 6) Sign in sheets, agendas, minutes.
- 7) Sign in sheets, agendas, minutes.
- 8) Time cards.

People Assigned

- 1) CIA teachers, administration.
- 2) English topic teachers, administration.
- 3) Administration.
- 4) Administration.
- 5) Administration.
- 6) Administration.
- 7) Administration.

Start Date - End Date

Funding Source	Description	Cost
EIA-LEP	Purchase supplies such as Ink and masters for the Duplo Machine REQ#402306	\$8,000.00
EIA-LEP	Bilingual Aide - 6hr (20%)	\$6,326.35
EIA-LEP	Bilingual Aide - 6hr	\$26,158.79
SBCP	Bilingual Aide - 6hr (80%)	\$25,305.42

1.4.3.1 Implement ELD and ALD classes

Tasks

- 1) Offer ELD and ALD classes with appropriately credential teachers.
- 2) Identify students who would benefit from the extra assistance provided in ELD and ALD courses.
- 3) Fund additional bilingual aides to assist students in the program.
- 4) Fund classroom materials and technology such as computers and printers for student use.



Measures

- 1) Master schedule with course offerings.
- 2) CELDT Scores and Standardized Testing scores.
- 3) Redesignation rate.

People Assigned

- 1) Administration.
- 2) EL Site Monitor.
- 3) ELD and ALD teachers.
- 4) Counselors.

Start Date - End Date

7/1/13 - 6/30/15

1.4.4 Differentiation

Fontana Unified School District has one of the strictest reclassification procedures in the area. Our criteria for reclassification includes ELA, Mathematics, CST tests, CELDT, CAHSEE, and academic grades. It is imperative that our teachers are well-trained in instructional strategies that will improve student achievement across the board. Although there are many instructional strategies available, we will focus on SDAIE, ELD, ALD, and GLAD. Providing teachers, administrators, and support staff with the training, funding, and support to implement these strategies will create further growth in our ELL population.

Actions

1.4.4.1 Implement ELD, ALD, SDAIE, and GLAD strategies

Tasks

- 1) Provide and fund staff development opportunities for teachers, administrators, and support staff to better understand the concepts and implementation of ELD, ALD, SDAIE, and GLAD strategies.
- 2) Provide and fund collaboration time for teachers, administrators, and support staff to implement the ELD, ALD, SDAIE, and GLAD strategies.
- 3) Provide and fund time for teachers, administrators, and support staff to analyze effectiveness of the of teaching strategies in PLC and Department meetings.
- 4) Implement ELD, ALD, SDAIE, and GLAD strategies in all classrooms.
- 5) Provide and fund teachers with adequate supplies to implement and create instructional materials that are aligned with the ELD, ALD, SDAIE, and GLAD strategies that are being implemented. These supplies may include: Poster maker, duplo machine, die cut lettering, laminator, construction paper, poster boards, etc.
- 6) Fund Kuta Software to promote math proficiency.

Measures

- 1) Staff development materials.
- 2) Professional Learning Communities materials.
- 3) Meeting minutes and agendas.
- 4) Classroom observations, teacher created materials, and lesson plans.

People Assigned

- 1) Administration, Staff Development office.
- 2) Administration.
- 3) Administration.
- 4) Administration, teachers, and support staff.
- 5) Administration.



Start Date - End Date

7/1/13 - 6/30/15

Funding Source	Description	Cost
EIA-LEP	Projectors, Student computers, teacher laptops, document cameras, Televisions, to promote SDAIE and GLAD strategies within the ELD/Sheltered classrooms	\$8,056.86
EIA-LEP	Fund Kuta Software to promote math proficiency.	\$741.00
SBCP	Fund CABA conference for ELL site committee members	\$1,000.00

1.4.4.1 Monitoring of EL students

Tasks

- 1) Monitor English Learners (reclassification candidates, EL at the Intermediate level, long term ELL, and reclassified students) by following the benchmarks developed and stated in the ELL Master Plan. (see attached chart).
- 2) Monitor quality of ELD instruction by conducting collaboration meetings with the school site ELL team, administration, and District personnel

Measures

- 1) Student reclassification data, CELDT scores, CST scores, CAHSEE, Grades, and informal student assessments/observations.
- 2) Academic Performance Survey, collaboration meetings.

People Assigned

- 1) ELL team.
- 2) Administration.

Start Date - End Date

7/1/13 - 6/30/15

1.4.5 Monitoring

Administration, counselors, teachers, and the EL Site monitor will follow EL student progress and place EL students according to their CELDT score and their standardized testing scores.

Actions

1.4.5.1 Program Monitoring

Tasks

- 1) Review ongoing student assessments (benchmark, etc).
- 2) PLC and Department meetings where teachers interact with colleagues to share ideas, reflect on lessons, analyze student data to modify instruction, etc.
- 3) Conduct regular Student Intervention Team meetings to discuss needs of underperforming students and to design interventions that will help them be successful.
- 4) Conduct schoolwide meetings (professional development days, staff and department meetings) to discuss progress, program implementation, and program improvement needs.

Measures

- 1) Report of data analyzed, including conclusions and suggestions for program improvement.
- 2) PLC and Department meeting agendas and minutes.



People Assigned

- 1) Teachers.
- 2) Administration.
- 3) Counselors.

Start Date - End Date

7/1/13 - 6/30/15



Goal: 1.5 College and Career Readiness

ISSUE STATEMENT

Fontana A. B. Miller High School understands the importance of training students to be successful at the college level as well as training them for careers right after high school. Because of this belief, A. B. Miller offers an extensive Career Technical Education/ROP programs, college prep courses, Health Science Academy, TEAM Academy, AVID, and GATE. We feel that these programs are essential to our students & community and must be adequately funded. Along with our college preparatory program, our CTE program prepare our students (college bound and non-college bound) for careers right out of high school by offering classes such as Masonry, Business, Culinary Arts, Child Care, Woodworking, Autoshop, Ceramics, Stain Glass, Computers, Dance, TV Productions, Photography, Art, and Graphic Arts. We have also created Career Pathways such as Dance (4 courses), Photography (3 Courses), Restaurant Occupations (4 Courses), Auto Mechanic (4 Courses), etc. These pathways consist of 3-5 sequential courses that prepare students for entry-level employment in the chosen field.

GOAL OBJECTIVE

To have 100% of students graduate from high school and have the a-g requirements completed if they choose to attend a 4-year university.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All programs will be open to all students at A. B. Miller High school; The CTE programs will specifically target non-college bound students.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

College bound students are expected to enroll in a post-secondary school of their choice (university, community college, etc)

All students in the career pathways are expected to complete the course sequence and enter the job market in the chosen field right out of high school.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Student schedules.
Pathway completion.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Student schedules.
Pathway completion.

Strategies

1.5.1 Using Data to Guide Decision

It is imperative that data is reviewed and analyzed to ensure proper programs are being offered. Student data can be in the form of test scores, student surveys, informal meetings with students, and teacher recommendations.

Actions

1.5.1.1 Data Analysis

Tasks

- 1) Train teachers in the use of OARS.
- 2) Teachers use OARS to access and analyze student data.
- 3) Teachers review school wide data.
- 4) Teachers goals based on data analysis.
- 5) Teachers identify at risk students for recommendation to school wide intervention programs including Student Intervention Team (SIT) and support classes.



Measures

- 1) Ejourney Logs, agendas, minutes.

People Assigned

- 1) Administrators, Teachers.
- 2) Teachers.
- 3) Teachers.
- 4) Teachers.
- 5) Teachers, Counselors, Administration.

Start Date - End Date

7/1/13 - 6/30/15

1.5.2 College Acceptance

A. B. Miller takes pride in the services available to college bound and non-college bound students. College bound students are facing new challenges due to the economic state of the country, which has caused economic hardships to our students and their families. The post-secondary institutions are also feeling the economic downturn, resulting in the reduction in available spaces at University and Community Colleges throughout the state, thus decreasing the chances that our students will attend post-secondary education. For our college bound students, it is imperative that we provide the services and support to help them achieve their post-secondary goals.

Actions

1.5.2.1 California Scholarship Federation for qualified students

Tasks

- 1) Purchase California Scholarship Federation seals.
- 2) Fund California Scholarship Federation parent notifications.
- 3) Support FCS fieldtrips, awards ceremony, and recognitions.

Measures

- 1) Student performance data.

People Assigned

- 1) Administration.

Start Date - End Date

1.5.2.2 UC/CSU Acceptance

Tasks

- 1) Guest speakers from UC/CSU university.
- 2) UC/CSU Counselor workshops to review acceptance requirements.
- 3) Provide SAT workshops and materials.

Measures

- 1) Sign in sheets and calendar of events.

People Assigned

- 1) Counselors

Start Date - End Date

7/1/13 - 6/30/15



Funding Source	Description	Cost
SBCP	Purchase SAT preparatory materials and study guides	\$1,000.00

1.5.2.3 Chaffey Community College Partnership

Tasks

- 1) Schedule bi-monthly meetings in the library to ease the enrollment process.
- 2) Conduct classroom presentation to specific programs: AVID, AP, GATE, TEAM, HSA, LinkCrew, and Peer Leaders.
- 3) Keep track of students enrolled in the program.
- 4) Conduct Luncheon for to students who complete the semester in good standing.

Measures

- 1) Chaffey enrollment tracking.

People Assigned

- 1) Counselors

Start Date - End Date

7/1/13 - 6/30/15

1.5.2.4 AVID Strategies School Wide

Tasks

- 1) Purchase AVID strategy materials for all teachers
- 2) Hire AVID tutors

Measures

- 1) Student class pass/fail rate.

People Assigned

- 1) Principal.

Start Date - End Date

Funding Source	Description	Cost
SBCP	AVID Site Team Conference & Sub costs (Dec 3-4, 2013)	\$2,805.00
SBCP	College Tutors (1st Semester and 2nd Semester)	\$23,000.00
SBCP	AVID Coordinator (1st Sem)	\$2,022.07
SBCP	Supplemental instructional supplies to support AVID elective and classroom strategies. REQ#400854	\$2,018.08



1.5.2.5 4 year plans for all students

Tasks

- 1) Counselors will meet with all their students and create a 4-year plan.
- 2) Conduct advisory meetings.
- 3) Fund forms to be used for students' 4-year plans.
- 4) Conduct workshops (FASFA, a-g, etc.)

Measures

- 1) 4-year plans.
- 2) Meeting attendance logs

People Assigned

- 1) Counselors

Start Date - End Date

7/1/13 - 6/30/15

1.5.3 Core Subject Support for Graduation and College Acceptance

It is the role of the school to focus on the educational needs of the students. The school will support student graduation and college acceptance by supporting core subjects, higher level electives, fieldtrips, and advance Placement program.

Actions

1.5.3.1 Core Subject Support (English, Mathematics, Social Science, and Science)

Tasks

- 1) APA will meet with all their students and create a 4-year plan.
- 2) Conduct advisory meetings.
- 3) Fund forms to be used for students' 4-year plans.

Measures

- 1) CCSS pacing guides
- 2) SAT Prep workshops and staff development calendar.

People Assigned

- 1) administration

Start Date - End Date

7/1/13 - 6/30/15

1.5.3.2 Advance Placement and Higher Level Electives Support

Tasks

- 1) Support AP and higher level elective courses by purchasing instructional supplies and providing staff development.
- 2) Fund fieldstrips for higher level electives.

Measures

- 1) AP pass rate.
- 2) List of AP scholars.

People Assigned

- 1) Administration, AP coordinator.

Start Date - End Date

7/1/13 - 6/30/15



1.5.4 Career Technical Education and A-G electives for all interested students

Fontana A. B. Miller High School understands the importance of training students to be successful at the college level as well as training them for careers right after high school. Our CTE programs prepare our students (college bound and non-college bound) for careers right out of high school by offering courses and sequence of courses. Students have the opportunity to be trained in fields with excellent job prospects in our community such masonry and auto technology. These courses also meet the A-G requirement needed by our college bound students.

Actions

1.5.4.1 Masonry

Tasks

- 1) Offer adequate number of sections based on student interest and needs.
- 2) Purchase enough consumable materials, supplies, and teaching aides to ensure student achievement of the CTE standards.
- 3) Fund equipment repair and facility maintenance.
- 4) Monitor student completion of course sequence.
- 5) Offer and fund professional training opportunities, including subscriptions to professional organizations.

Measures

- 1) Pass/fail rate

People Assigned

- 1) Administration

Start Date - End Date

Funding Source	Description	Cost
SBCP	Supplemental materials, supplies, and teaching aides such as levels, throwels, shovels, and cement to ensure student achievement of the CTE standards.	\$1,000.00

1.5.4.2 Art/Stain Glass/Ceramics

Tasks

- 1) Offer adequate number of sections based on student interest and needs.
- 2) Purchase enough consumable materials, supplies, and teaching aides to project and problem based learning opportunities.
- 3) Fund equipment repair and facility maintenance.
- 4) Monitor student completion of course sequence.
- 5) Offer and fund professional training opportunities, including subscriptions to professional organizations.

Measures

- 1) Master schedule, Class Rosters.
- 2) Purchase orders, Work orders.
- 3) Purchase orders, Work orders.
- 4) Sequence rosters, Transcripts.
- 5) Agendas, Minutes, Membership dues.



People Assigned

- 1) Administration, Counselors.
- 2) Administration, Teachers.
- 3) Administration.
- 4) CTE teachers.
- 5) Administration.

Start Date - End Date

7/1/13 - 6/30/15

Funding Source	Description	Cost
Title I, Part A	Supplemental materials, supplies, and teaching aides such as clay and ceramic tools to ensure student achievement of the CTE and VAPA standards REQ#404505	\$3,392.52

1.5.4.3 Auto Mechanic

Tasks

- 1) Offer adequate number of sections based on student interest and needs.
- 2) Purchase enough consumable materials, supplies, and teaching aides to ensure student achievement of the CTE standards.
- 3) Fund equipment repair and facility maintenance.
- 4) Monitor student completion of course sequence.
- 5) Offer and fund professional training opportunities, including subscriptions to professional organizations.

Measures

- 1) Pass/fail rate

People Assigned

- 1) Administration

Start Date - End Date

Funding Source	Description	Cost
SBCP	Supplemental materials, supplies, and teaching aides such as wrenches, oil, batteries, and other shop tools to ensure student achievement of the CTE standards.	\$1,000.00

1.5.4.4 Woodworking/Cabinetry

Tasks

- 1) Offer adequate number of sections based on student interest and needs.
- 2) Purchase enough consumable materials, supplies, and teaching aides to ensure student achievement of the CTE standards.
- 3) Fund equipment repair and facility maintenance.
- 4) Monitor student completion of course sequence.
- 5) Offer and fund professional training opportunities, including subscriptions to professional organizations.



Measures

- 1) Pass/fail rate

People Assigned

- 1) Administration

Start Date - End Date

7/1/15 - 6/30/15

1.5.4.5 Child Care/Decorative Arts/Sewing/Culinary Arts

Tasks

- 1) Offer adequate number of sections based on student interest and needs.
- 2) Purchase enough consumable materials, supplies, and teaching aides to ensure student achievement of the CTE standards.
- 3) Fund equipment repair and facility maintenance.
- 4) Monitor student completion of course sequence.
- 5) Offer and fund professional training opportunities, including subscriptions to professional organizations.

Measures

- 1) Master schedule, Class Rosters.
- 2) Purchase orders, Work orders.
- 3) Purchase orders, Work orders.
- 4) Sequence rosters, Transcripts.
- 5) Agendas, Minutes, Membership dues.

People Assigned

- 1) Administration

Start Date - End Date

7/1/13 - 6/30/15

Funding Source	Description	Cost
SBCP	Supplemental supplies for Child Care/Decorative Arts/Sewing/Culinary Arts	\$1,000.00

1.5.4.6 Business Education

Tasks

- 1) Offer adequate number of sections based on student interest and needs.
- 2) Purchase enough consumable materials, supplies, and teaching aides to ensure student achievement of the CTE standards.
- 3) Fund equipment repair and facility maintenance.
- 4) Monitor student completion of course sequence.
- 5) Offer and fund professional training opportunities, including subscriptions to professional organizations.

Measures

- 1) Master schedule, Class Rosters.
- 2) Purchase orders, Work orders.
- 3) Purchase orders, Work orders.
- 4) Sequence rosters, Transcripts.
- 5) Agendas, Minutes, Membership dues.



People Assigned

- 1) Administration.

Start Date - End Date

7/1/13 - 6/30/15

Funding Source	Description	Cost
SBCP	Supplemental materials, supplies, and teaching aides such as computers, charts, and keyboard skins to ensure student achievement of the CTE standards.	\$1,000.00

1.5.4.7 Photography/Graphic Arts

Tasks

- 1) Offer adequate number of sections based on student interest and needs.
- 2) Purchase enough consumable materials, supplies, and teaching aides to ensure student achievement of the CTE standards.
- 3) Fund equipment repair and facility maintenance.
- 4) Monitor student completion of course sequence.
- 5) Offer and fund professional training opportunities, including subscriptions to professional organizations.

Measures

- 1) Master schedule, Class Rosters.
- 2) Purchase orders, Work orders.
- 3) Purchase orders, Work orders.
- 4) Sequence rosters, Transcripts.
- 5) Agendas, Minutes, Membership dues.

People Assigned

- 1) Administration, Counselors.
- 2) Administration, Teachers.
- 3) Administration.
- 4) CTE teachers.
- 5) Administration.

Start Date - End Date

7/1/13 - 6/30/15

Funding Source	Description	Cost
SBCP	Purchase supplemental photo and video equipment such as digital cameras, photo printers, photo paper, computers, and cables for classroom use.	\$1,000.00



1.5.4.8 Dance

Tasks

- 1) Offer adequate number of sections based on student interest and needs.
- 2) Purchase enough consumable materials, supplies, and teaching aides to ensure student achievement of the CTE standards.
- 3) Fund equipment repair and facility maintenance.
- 4) Monitor student completion of course sequence.
- 5) Offer and fund professional training opportunities, including subscriptions to professional organizations.

Measures

- 1) Master schedule, Class Rosters.
- 2) Purchase orders, Work orders.
- 3) Purchase orders, Work orders.
- 4) Sequence rosters, Transcripts.
- 5) Agendas, Minutes, Membership dues.

People Assigned

- 1) Administration

Start Date - End Date

7/1/13 - 6/30/15

Funding Source	Description	Cost
SBCP	Purchase supplemental materials, supplies, and teaching aides such as headseats, tablets, and dance costumes to ensure student achievement of the CTE standards.	\$1,000.00

1.5.4.9 TV Production

Tasks

- 1) Offer adequate number of sections based on student interest and needs.
- 2) Purchase enough consumable materials, supplies, and teaching aides to ensure student achievement of the CTE standards.
- 3) Fund equipment repair and facility maintenance.
- 4) Monitor student completion of course sequence.
- 5) Offer and fund professional training opportunities, including subscriptions to professional organizations.

Measures

- 1) Pass/fail rate

People Assigned

- 1) Administration, Counselors.
- 2) Administration, Teachers.
- 3) Administration.
- 4) CTE teachers.
- 5) Administration.

Start Date - End Date



Funding Source	Description	Cost
SBCP	Supplemental materials and teaching aides such as equipment rollers, video cameras, and tripods to ensure student achievement of CTE and VAPA standards.	\$1,000.00

1.5.4.10 Choir/Band/Drama

Tasks

- 1) Offer adequate number of sections based on student interest and needs.
- 2) Purchase enough consumable materials, supplies, and teaching aides to ensure student achievement of the CTE standards.
- 3) Fund equipment repair and facility maintenance.
- 4) Monitor student completion of course sequence.
- 5) Offer and fund professional training opportunities, including subscriptions to professional organizations.

Measures

- 1) Pass/fail rate
- 2) graduation rate

People Assigned

- 1) Administration, Counselors.
- 2) Administration, Teachers.
- 3) Administration.
- 4) CTE teachers.
- 5) Administration.

Start Date - End Date

7/1/13 - 6/30/15

Funding Source	Description	Cost
SBCP	Band Instruments	\$20,000.00
SBCP	Supplemental materials such as instruments, teaching aids, music charts to improve student achievement and enrichment in the Music Theory, Band, and Choir course.	\$1,000.00

1.5.4.11 Foreign Language

Tasks

- 1) Offer adequate number of sections based on student interest and needs.
- 2) Purchase enough consumable materials, supplies, and teaching aides to ensure student achievement of the standards.
- 3) Fund equipment repair and facility maintenance.
- 4) Monitor student completion of course sequence.
- 5) Offer and fund professional training opportunities, including subscriptions to professional organizations.

Measures

- 1) Pass/fail rate



People Assigned

- 1) Administration

Start Date - End Date

7/1/13 - 6/30/15

Funding Source	Description	Cost
SBCP	Fund technology, equipment, furniture, peripherals, and instructional supplies to create a Foreign language Lab	\$1,000.00

1.5.4.11 Physical Education/Health

Tasks

- 1) Offer adequate number of sections based on student interest and needs.
- 2) Purchase enough consumable materials, supplies, and teaching aides to ensure student achievement of the standards.
- 3) Fund equipment repair and facility maintenance.
- 4) Monitor student completion of course sequence.
- 5) Offer and fund professional training opportunities, including subscriptions to professional organizations.

Measures

- 1) Passing class rate and class offerings.

People Assigned

- 1)Administration.

Start Date - End Date

7/1/13 - 6/30/15

1.5.5 Monitoring

Administration, counselors, and teachers monitor student grade, performance, goals, and needs in an effort to monitor and measure the effectiveness of our programs.

Actions

1.5.5.1 Program Monitoring

Tasks

- 1) Review ongoing student performance data (passing rate, a-g requirements, CAHSEE)
- 2) Department Chair meetings where teachers interact with colleagues to share ideas, reflect on lessons, analyze student data to modify instruction, etc.
- 3) Conduct regular Student Intervention Team meetings to discuss needs of underperforming students and to design interventions that will help them be successful.
- 4) Conduct schoolwide meetings (professional development days, staff and department meetings) to discuss progress, program implementation, and program improvement needs.

Measures

- 1) Review student performance data such as passing rate, a-g requirements, and CAHSEE)

People Assigned

- 1) Administrators

Start Date - End Date



2.0 Safe, Positive, Well-maintained Schools

Goal: 2.1 Maintain a Safe School Environment

ISSUE STATEMENT

Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

GOAL OBJECTIVE

A.B. Miller High School will work to support a safe campus climate for students and staff.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students will be serviced by this goal but specifically at-risk students are a focus.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Reduce the number of suspensions, expulsions, and trancies by 10% during the 2013-14 from 2012-2013 data.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Monthly and yearly suspension/expulsion data
Number of office referrals

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Monthly and yearly suspension/expulsion data
Data on office referrals

Strategies

2.1.1 Using Data to Guide Decisions

Monthly reports are submitted to Child Welfare and Attendance no later than the 10th of each month with information on suspensions, expulsions, tardy, and trancies. This information is used to track the behavior patterns of the students. This information is reviewed by the principal and makes decisions on how to improve behavior and attendance.

Actions

2.1.1.1 CWA

Tasks

- 1) Create mandatory suspension/discipline reports for CWA, on or before the 10th of each month.
- 2) Discuss and monitor trends and strategies for decreased out of school time for students.
- 3) Per Ed Code 49079, administration will provide teachers with a report of students enrolled who were suspended or expelled for violation of Ed code 48900 or 48900.2, 48900.3, 48900.4, or 48900.7.

2.1.1.1 Data Analysis

Tasks

- 1) Review student records to determine student's behavior backgrounds.
- 2) Review and analyze surveys from staff, parents, students, etc.
- 3) Review and discuss monthly safety reports with staff.
- 4) Review monthly with staff the number of monthly suspensions.



Measures

- 1) Ongoing assessment of student behavior.
- 2) Ongoing assessment of stakeholders' opinions and beliefs.
- 3) Safety reports.
- 4) Monthly suspension reports.

People Assigned

- 1) Administration

Start Date - End Date

Measures

- 1) Suspension, Expulsion, and student attendance reports.

People Assigned

- 1) Administration.

Start Date - End Date

7/1/13 - 6/30/15

2.1.2 Develop & Implement Safety Plan

The Safe School Plan is updated annually and submitted to the office of Child Welfare and Attendance in accordance with regulations by the California Department of Education. This plan is a comprehensive look at the Disaster, Emergency, and Discipline procedures at the school. It is to be revised and resubmitted by March 1st every school year for the following school year.

Actions

2.1.2.1 Development and Implementation of Safety Plan

Tasks

- 1) Conduct parent meetings to receive input from the community.
- 2) Conduct staff meetings to receive input from stakeholders.
- 3) Create and have School Site Council approve the School Safety Plan by March 1st.
- 4) Monitor and modify plan as needed.
- 5) Rewards for ID compliance, dress code, and tardy policy for students.
- 6) ID badges replaced at semester for all students.
- 7) ID's used for student privilege incentive identification.

Measures

- 1) Safety report.

People Assigned

- 1) Administration.

Start Date - End Date

7/1/13 - 6/30/15

2.1.3 Develop & Implement Crisis Component

All schools incorporate a crisis plan in the safe school plan. Depending on the emergency will depend on how the school reacts to the situation.



Actions

2.1.3.1 Development & Implementation of Disaster Preparedness Guide

Tasks

- 1) Conduct parent meetings to receive input from the community.
- 2) Conduct staff meetings to receive input from stakeholders.
- 3) Create and have School Site Council approve the School Safety Plan.
- 4) Monitor and modify plan as needed.
- 5) Purchase proper equipment such as food supplies and medical supplies for disaster preparedness.

Measures

- 4) Plan modifications.

People Assigned

- 1) Administration.

Start Date - End Date

7/1/13 - 6/30/15

2.1.3.2 Communication on Campus

Tasks

- 1) Assign Radios to other locations throughout campus, including PE, library, bookkeeper, counseling.
- 2) Visible uniform identification markers for admin/security for campus wide events.
- 3) Purchase additional radios.

Measures

- 1) Discipline report

People Assigned

- 1) Administration.

Start Date - End Date

7/1/13 - 6/30/15

2.1.4 Develop & Implement Discipline Component

Every year the school publishes and distributes a student hand book with all the school rules, policies and procedures during 2nd period after two weeks school has started. Every student that enrolls after the two week date will receive during registration. Incoming freshmen have an orientation a few weeks before starting school outlining school rules, policies and procedures. Several phone calls are made through Teleparent to inform parents about school rules, policies and procedures. In the first week of school all teachers go over class rules, norms, and expectations. Handout on sexual harassment and internet code of conduct is also sent home for parents to review and sign. Teachers review all handouts with students to clarify any questions. This information is given out through 2nd period class. Throughout the first month of school during the daily bulletin school rules, policies, and procedures are reviewed. All information given to students and parents is translated in English and Spanish.

As per Education Code 49079 and Legislature Assembly Bill Ab 29, teachers are given information on student discipline immediately when it happens and have access to this information on a daily basis.



Actions

2.1.4.1 Teacher Involvement

Tasks

- 1) Review current policies, procedures, and guidelines yearly.
- 2) Principal's round-table with parents.
- 3) Principal's round-table with students.
- 4) Teachers, counselors, and staff volunteer to participate in the discipline committee.
- 5) Fund teacher staff development in student discipline/school wide culture.

Measures

- 1) Teacher survey, Parent survey, Student survey.

People Assigned

- 1) Teachers, Counselors, Administration.

Start Date - End Date

7/1/13 - 6/30/15

2.1.4.2 Student Handbook

Tasks

- 1) Annually update student handbooks including Education codes for behavior, dress code, attendance information, and tardy policy.
- 2) Order student handbooks for new academic year.
- 3) Distribute student handbook to students.
- 4) Review student handbook with students during 2nd period.
- 5) Hold assemblies at the beginning of school to review handbook.
- 6) conduct bullying training.

Measures

- 1) Discipline report.

People Assigned

- 1) Administration

Start Date - End Date

7/1/13 - 6/30/15



Goal: 2.2 Create and Maintain a Positive Culture and Climate

ISSUE STATEMENT

A. B. Miller High School is committed to creating and supporting a safe and positive climate and culture for all students and staff. In today's public schools, where diversity is vast and complex, a good school must provide a strong functioning culture that aligns with their vision of purpose. Good schools depend on a strong sense of purpose and leadership. However, in order to build a culture that is integral to school life, principals must gear their students, faculty, and staff in a common direction and provide a set of norms that describes what they should accomplish. When competing points of view and competing ideologies exist in school, deciding which ones will count requires some struggling. Principals are in an advantageous position to strongly influence the outcome of this struggle.

GOAL OBJECTIVE

Students will identify AB Miller as a safe and orderly campus.

GROUPS PARTICIPATING IN THIS GOAL

All students
Faculty and Staff
Families

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS

A 75% positive rating on the safe school survey by the year 2010-11.

Improvement on the in district assessment by 10% each year in all sub categories beginning with the 2009-09 base year assessment as completed by Fontana School Police.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Surveys- informal and formal
Report cards
Assemblies

DATA NEEDED TO MEASURE ACADEMIC GAINS:

Surveys- informal and formal
Report cards
Assemblies Evaluations

Strategies

2.2.1 Using Data to Drive Decision-making

It is the role of the school to focus on the educational needs of the students. One important way to discover those needs is through informal and formal surveys. Asking all stakeholders what the school can do to improve is important to success. The needs are then addressed in the SPSA and reviewed periodically to ensure we are doing all we can for our students.

Actions

2.2.1.1 Data Analysis

Tasks

- 1) Analyze surveys.
- 2) Review and analyze quarterly passing rate.

Measures

- 1) Surveys.
- 2) Percent and number of students passing their classes.



People Assigned

- 1) Administration.
- 2) Administration.

Start Date - End Date

7/1/13 - 6/30/14

2.2.2 Identify and Implement Programs

Resources are limited at every site. Deciding what programs are most important and then fully implement will allow students to have their needs met. Selecting programs that have the biggest impact and use the smallest amount of resources while creating a positive climate and culture is the ultimate goal. The following programs, events and activities; ASB, athletic program, spirit squad, peer leadership, link crew, and student recognitions.

Actions

2.2.2.1 Identify and Implement Programs

Tasks

- 1) Create and conduct survey.
- 2) Provide students training in Sexual Harassment.
- 3) Administrators and teachers supervising students.
- 4) Weekly and end of the quarter student awards for academics and attendance.
- 5) School counselor will conduct counseling sessions on a regular basis individually or in small groups.
- 6) Provide school wide leadership opportunities for all students through ASB.
- 7) fund reward/incentive program for all students.
- 8) Bring guest speakers (health, careers, college, financial aid, etc.).
- 9) Provide Cal Safe classes.
- 10) Conduct bullying training.
- 11) Fund equipment and furniture to implement intervention programs.

Measures

- 1) Survey results.

People Assigned

- 1) Principal

Start Date - End Date

7/1/13 - 6/30/15

Funding Source	Description	Cost
SBCP	Instructional Support Teacher-Behavioral Intervention/1.0 FTE	\$94,426.81
SBCP	Annual Faronic blocking software & site support to monitor technology usage on campus.	\$3,870.00



2.2.2.2 Link Crew and Peer Leadership

Tasks

- 1) Link Crew and Peer Leaders orientation Days...July 2013
- 2) Organize and fund 8th grade promotion in the Spring.
- 3) Provide Link Crew and Peer Leaders Identification Shirts.
- 4) Link Crew and Peer Leader Curriculum.
- 5) Attend Link Crew Basic Training Conference.

Measures

- 1) Freshman survey, Parent feedback.
- 2) Sign in sheets, Agenda.
- 3) T-Shirts.
- 4) Curriculum.
- 5) PO, Attendance record.

People Assigned

- 1) Link Crew Coordinator.

Start Date - End Date

Funding Source	Description	Cost
SBCP	Peer Leader Coordinator (1st Sem)	\$2,000.00
SBCP	Link Crew Coordinator (1st Sem)	\$2,000.00
SBCP	fund supplies such as paper, pens, markers, paint, buttons, etc. used for Link Crew events and activities	\$2,000.00

2.2.2.3 9th grade connection to school

Tasks

- 1) Master schedule FAST/Health for all 9th grade students.
- 2) Coordination of FAST program.
- 3) Curriculum alignment for FAST.
- 4) 9th grade activities for school connection.
- 5) HIV Positive prevention training.
- 6) Drop out prevention training 9th graders.
- 7) Student Activities for 9th grade students...building culture.
- 8) FAST Coordinator position (\$2000 per semester).



Measures

- 1) 9th grade academic success based upon grades, attendance and credits earned.
- 2) 9th grade academic success based upon grades, attendance and credits earned.
- 3) Curriculum guides.
- 4) Activities log.
- 5) Training materials, agendas.
- 6) Training materials, agendas.
- 7) Activities log.
- 8) P-47.
- 9) Curriculum guide.

People Assigned

- 1) Administration.

Start Date - End Date

7/1/13 - 6/30/14

2.2.3 Educational Personal Social Behavior Interventions

Counselors will implement a variety of research based interventions aimed at increasing academic achievement, decreasing dropout rate, increasing graduation rate, and equipping students with the social, emotional, and behavioral skills to succeed in school, college, and career.

Actions

2.2.3.1 Supplemental Counseling Services to Increase Achievement

Tasks

Refer to the attached program at a glance.

Measures

1) Refer to program at a glance. Supplemental Counseling Program effectiveness is monitored and evaluated by the Categorical Department in collaboration with Counselors. Progress indicators include attendance, grades, behavior reports, CSTs and perception data. Progress indicators are monitored monthly, quarterly, by semester, and annually, as applicable to the indicator.

People Assigned

- Categorical Director
- Categorical Coordinator
- Counselors
- Principal

Start Date - End Date

8/6/13 - 5/30/14

Funding Source	Description	Cost
Supplemental Counseling Title I Reservation	Supplemental Counseling; Site Services	\$203,417.69



Goal: 2.3 Well-maintained Facilities

ISSUE STATEMENT

A.B. Miller High School is proud of having a beautiful like new campus that is 20 years old. The campus was built on a triangle format. It is a large campus but the classrooms are closely situated. There are roughly 10 portable classrooms in addition to all the permit classrooms. Several elective classes have added to the beauty of the campus by adding permanent structures; planters, benches, outdoor grill, murals, etc. Often student do not clean up after themselves after lunch and after school beautification is one form of discipline which ensures a beautiful campus.

GOAL OBJECTIVE

Conduct daily facility walks to check facilities and complete appropriate work orders
Follow-up on the status of pending work orders
Provide a CSO to assist with monitoring students during lunch and campus beautification

GROUPS PARTICIPATING IN THIS GOAL

All students
All staff

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS

Have 100% of facilities in adequate working condition
Cleaner campus after each lunch

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Monthly service reports
Monthly service requests
Weekly facility walk thru reports

DATA NEEDED TO MEASURE ACADEMIC GAINS:

Monthly service reports
Monthly service requests
Weekly facility walk thru reports

Strategies

2.3.1 Using Data to Drive Decision-making

Maintaining a beautiful and functional campus is essential to have a positive climate and culture on the campus. Cataloging work orders and reviewing if one area requires more attention will allow the site to make the best decision in upkeep.

Actions

2.3.1.1 Data Analysis

Tasks

- 1) Review service reports.
- 2) Review service requests.

Measures

- 1) Number of requests by facility/building/classroom.



People Assigned

- 1) Administration.

Start Date - End Date

7/1/13 - 6/30/15

2.3.2 Ongoing Identification and Repair

The ongoing identification and repair is a continual concern. Regularly walking thru the facilities will ensure that any concerns are dealt with immediately. Regular upkeep of the facilities minimizes wear and tear and will allow use by all.

Actions

2.3.2.1 Ongoing Identification and Repair

Tasks

- 1) Facilities walk through.
- 2) Imputing service requests.
- 3) purchase technology needed to support interventions and core program.
- 4) Purchase furniture needed to support interventions and core program.
- 5) Purchase furntiture needed to support Parent Center and Parent Conference Center.

Measures

- 1) Facilities service request made by staff.

People Assigned

- 1) Custodian, administrations, teachers.
- 2) Administration.

Start Date - End Date

Funding Source	Description	Cost
SBCP	Duplo and laminator maintenance service and repairs.	\$585.00
SBCP	Annual Duplo (\$950) and laminator (\$465.00) service contracts	\$1,415.00

2.3.3 Maintain Equipment Inventory Records

keeping record of supplies and equipment ordered through categorical funds keeps us in compliance with state law.

Actions

Equipment inventory

Tasks

- 1) fill out Equipment Inventory Form and submit to categorical programs by the due date.

Measures

- 1) Equipment Inventory Form

People Assigned

- 1) Assistant Principal



Start Date - End Date

7/1/13 - 6/30/15

2.3.4 Technology in the Classroom

Technology is an important tool teachers use to differentiate the curriculum and improve student achievement. Teachers are encouraged to differentiate their curriculum through the use of tools such as PowerPoint presentations, flash media, movie clips, smart-boards, and other technology based equipment and software.

Actions

2.3.4.1 Technology in the Classroom

Tasks

- 1) Identify technology related needs that will improve classroom instruction and student achievement.
- 2) Fund technology related hardware and software such as computers, printers, projectors, storage media, smartboards, and installation/labor costs.

Measures

- 1) Class pass rate.
- 2) CST, CAHSEE, CBI data

People Assigned

- 1) Administration, teachers.

Start Date - End Date

7/1/13 - 6/30/15

Funding Source	Description	Cost
SBCP	technology related hardware and software such as computers, printers, projectors, storage media, smartboards, and installation/labor costs.	\$1,000.00
SBCP	Purchase KUTA Software & Licenses	\$1,000.00



3.0 Quality Staff Providing Quality Service

Goal: 3.1 Highly Qualified Staff

ISSUE STATEMENT

A.B. Miller High School recognizes that teachers have the largest impact on student achievement. As a result, the administration desires to develop, in conjunction with the Leadership Team, Staff Development that focuses on instruction and impacts student learning. Human Resources makes every effort to attract and employ only Highly Qualified Teachers.

GOAL OBJECTIVE

Provide opportunities for the staff to collaborate regarding effective instructional strategies during Buy-Back Days, Rebel Days, minimum days, department meetings, and leadership meetings.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All teachers will meet this goal.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Staff participation in end of session evaluations will indicate a 80% positive response.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Sign-ins
Agendas
Teacher Surveys
Walk-throughs

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Sign-in
Agendas
Teacher Surveys
Walk-throughs



Goal: Highly Qualified Staff

ISSUE STATEMENT

A. B. Miller High School recognizes that teachers have the largest impact on student achievement. As a result, the administration desires to develop, in concert with the Leadership Team, Staff Development that focuses on instruction and impacts student learning. Human Resources makes every effort to attract and employ only Highly Qualified Teachers.

GOAL OBJECTIVE

10% the amount of teachers participating in Buy Backs and PD.
10% the amount of teachers satisfied with Buy Backs and PD.
10% the amount of teachers attending District Trainings.

GROUPS PARTICIPATING IN THIS GOAL

All teachers will meet this goal

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS

10% attending Buy Backs.
10% satisfied with Buy Backs.
10% attending District Trainings.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Sign-ins
Agendas
Teacher Surveys
Walk-throughs

DATA NEEDED TO MEASURE ACADEMIC GAINS:

Sign-in
Agendas
Teacher Surveys
Walk-throughs

Strategies

3.1.1 Using Data to Guide Decisions

In analyzing CELDT, CST and district assessment data to find the areas of weakness of students, A. B. Miller High School will provide staff development that addresses all students needs such as, but not limited to:

District Writing Process, Reading strategies, Writing strategies, AVID Strategies, SDAIE strategies, Differentiated instruction, Learning Disabilities, Integrating Technology in the Classroom, Zangle Teacher Connection gradebook, Classroom Management, CPR & First Aid, TeleParent, Professional Learning Communities (PLC). In analyzing site need, it was found that teachers need the following on-going support: provide classroom support through demonstration, observation, and coaching including: district support personnel, observation of exemplary teachers, classroom visits and consultations with other teachers, coaching by department chairs, individual and group instruction on best practices, and assistance provided through referral by administration, staff request, or need expressed by district office personnel and employee assistance plan.



Actions

3.1.1.1 Data Analysis

Tasks

Utilizing data analysis to guide decisions is a fundamental process at A. B. Miller High School. In addition to increasing student achievement, data analysis from a variety of sources is also used as a basis for developing timely, rigorous staff development, to increase the professional capacity of staff members and to stay abreast of "best practice" research in the field.

- 1) Gather all available assessment data (STAR data, CELDT data, district benchmark data, common assessment data, multiple measures matrix, grades, walk-through data and staff development feedback) for the Principal, for use in designing targeted professional development.
- 2) Establish Leadership Team meetings throughout the year; involve the Leadership Team in analyzing data and making decisions about appropriate professional development.
- 3) Share the results of data analysis with the staff, as a rationale/basis for professional development.
- 4) Allocate appropriate level of funding for in-house professional development; secure necessary materials and resources.
- 5) Seek out quality external professional development and send staff members, as appropriate.

Measures

- 1) STAR and district benchmark data, common, formative assessment data, Multiple measures matrix and grades, walk-through data and staff development feedback forms

People Assigned

- 1) Principal
- 2) Administration.
- 3) Administration.
- 4) Administration.
- 5) Administration.

Start Date - End Date

7/1/13 - 6/30/15

3.1.2 Strategy Staff Trained to Meet Instr. Needs of Students

A. B. Miller has in place an assessment and monitoring system that includes district benchmark and common assessment data. These assessments inform teachers and administrators about student progress and the effectiveness of instruction, and are also used as a basis for determining further professional development needs. Analysis of these data drive the content for buy-back days, as well as to help determine which external professional development staff members should be attending.



Actions

3.1.2.1 Buy-Back Day 1

Tasks

One key element to improve student performance is specific, measurable, attainable, realistic and timely staff development. Teachers need time to improve and hone their skills. The staff development that will take place on the first day Fish- plcs

- 1) Identify possible dates for SDBB days.
- 2) Present dates to staff and have them vote for three of the dates.
- 3) Send staff development agenda to Staff Development Department.
- 4) Advertise selected days & topics; provide staff with information about speaker.
- 5) Provide agenda and sign-in/sign-out sheets for teachers.
- 6) Collect feedback sheets from teachers.

Measures

- 1) SDBB calendar.

People Assigned

- 1) Administration.

Start Date - End Date

7/1/13 - 6/30/15

3.1.2.2 Buy-Back Day 2

Tasks

- 1) Identify possible dates for SDBB days.
- 2) Present dates to teachers and have them vote for three of the dates.
- 3) Principal meets with Learning Team Leaders to identify priorities/tasks and to develop individual agendas for each team.
- 4) Learning Team Leaders create and distribute agendas for their teams.
- 5) Provide teachers with CST blueprints, district benchmark blueprints, content standards, pacing guides, essential standard/common assessment forms.
- 6) Provide sign-in/sign-out sheets for teacher attendance
- 7) Provide time sheets to be filled out before teachers leave
- 8) Create and distribute a reflection/feedback form to be completed by teachers as they reflect on "best practice" research and the work we are doing as a professional learning community.

Measures

- 1) SDBB Calendar.



People Assigned

- 1) Administration.
- 2) Administration.
- 3) Administration.
- 4) Administration.
- 5) Administration.
- 6) Administration.
- 7) Administration.
- 8) Administration.

Start Date - End Date

7/1/13 - 6/30/15

3.1.2.3 Buy-Back Day 3

Tasks

- 1) AVID summer institute.
- 2) Fall/Spring conference.
- 3) Staff development days for AVID updates.

Measures

- 1) AVID college entrance statistics

People Assigned

- 1) AVID Coordinator, AVID Administrator.

Start Date - End Date

7/1/13 - 6/30/15

3.1.2.4 Advance Placement

Tasks

- 1) Quarterly AP team meetings to define school wide AP foci.
- 2) AP training for summer institutes.
- 3) AP supplemental materials as determined by summer institutes.

Measures

- 1) AP passing rate

People Assigned

- 1) AP teachers, AP coordinator, Principal.

Start Date - End Date

7/1/13 - 6/30/15



Funding Source	Description	Cost
SBCP	Organizing Your AP Exam Administration Workshop on March 1, 2014	\$70.00
SBCP	Yearly college board approved teacher workshops for AP courses	\$4,760.00
SBCP	Jun 23-26, 2014 AP By The Sea Workshop (Session #1)	\$3,460.00
SBCP	Jul 28-31, 2014 AP By The Sea Workshop (Session #3)	\$1,710.00

3.1.2.6 Math Instructional Strategies

Tasks

- 1) Staff development for reaching underachieving algebra students.
- 2) Departmental training for algebraic thinking.
- 3) Attend CMC annual conference.

Measures

- 1) Completion rates of Alg I (first time completors).
- 2) Agendas, Minutes.
- 3) Attendance rosters.

People Assigned

- 1) Dept. Chair, Dept. Admin, Principal, District level Math support.
- 2) Dept. Chair, Dept. Admin, Principal, District level Math support.
- 3) Administration.

Start Date - End Date

3.1.2.7 ELA Instructional Strategies

Tasks

- 1) Staff development for reaching underachieving ELA students.
- 2) Departmental training for Reading and Writing intervention.

Measures

- 1) Completion rates of ELA students
- 2) State assessment data

People Assigned

- 1) Dept. Chair, Dept. Admin, Principal, District level Math support.

Start Date - End Date

Funding Source	Description	Cost
SBCP	Section 504 in California	\$445.00



3.1.2.8 Dropout Prevention

Tasks

- 1) fund dropout prevention training for all school personnel

Measures

- 1) Graduation rates

People Assigned

- 1) Assistant Principal

Start Date - End Date

7/1/13 - 6/30/15

Funding Source	Description	Cost
SBCP	Dropout Prevention training	\$1,000.00

3.1.2.9 ASB, Link Crew, Peer Leader, Guidance, VAPA, CTE, and Athletic Trainer training

Tasks

- 1) fund conferences to better train Admin, ASB, Link Crew, Peer Leaders, and guidance staff to better serve student population.
- 2) fund conferences to better train CTE, VAPA, Foreign Language, and PE teachers.
- 3) fund conferences to better train athletic trainer and coaches.

Measures

- 1) Conference agendas and attendance.

People Assigned

- 1) Principal

Start Date - End Date

7/1/13 - 6/30/15

Funding Source	Description	Cost
Safe and Supportive Schools	CATA State Symposium Day.	\$1,600.00
SBCP	Fund ASB (CADA), Link Crew, Peer Leader, and Guidance conferences and training.	\$750.00
SBCP	Fund DSLR 101 conference for VAPA teacher	\$250.00

3.1.3 Strategy Site's PD Focus

A. B. Miller has in place an assessment and monitoring system that includes district benchmark and common assessment data. These assessments inform teachers and administrators about student progress and the effectiveness of instruction, and are also used as a basis for determining further professional development needs. Analysis of these data drive the content for general and content area staff development, as well as the focus for learning teams.



Actions

3.1.3.1 PLC

Tasks

- 1) Miller will provide opportunities for the staff to collaborate regarding effective instructional strategies during Buy-Back Days, minimum days, department meetings, and leadership meetings for discussion. On ongoing focus will be on effective climate and culture leading towards a professional learning community model. A major focus will be placed on Focus Groups and the WASC visit that will take place in February.
- 2) MHS will provide classroom support through: BTSA providers, MIC core teacher training and support, AVID teacher training and support, AP teacher training and support, district support personnel, and administrative walk throughs.
- 3) All faculty and staff receive in-services regarding sexual harassment and child abuse on a yearly basis.
- 4) Fund professional development library by purchasing books on the following topics; data analysis, best practices, instructional strategies, leadership, and diversity.

Measures

- 1) Meeting agendas, minutes and sign-in sheets, speaker/presenter feedback
- 2) Instructional coaching observations, meeting agendas, minutes and sign-in sheets.
- 3) School safety training log, memos/emails.

People Assigned

- 1) Administration.
- 2) Administration, teachers, counselors.
- 3) Administration.

Start Date - End Date

7/1/13 - 6/30/15

Funding Source	Description	Cost
SBCP	Fund professional development library by purchasing books on the following topics; data analysis, best practices, instructional strategies, leadership, and diversity.	\$5,000.00

3.1.4 Strategy Address the Reasons for PI Identification

AB Miller has been identified as a PI school due to its graduation rate and lower than expected proficiency rates in Math and English as measured by the CAHSEE

Actions

3.1.4.1 MDSS Consultant

Tasks

- 1) Hire MDSS as our primary consultant to provide PD in the areas of curriculum alignment, common assessments, data driven decision making, and instructional practices.

Measures

- 1) Student performance data: CAHSEE, STAR, common assessments

People Assigned

- 1) administration



Start Date - End Date

7/1/13 - 6/30/14

Funding Source	Description	Cost
2012-13 SIG ARRA	MDSS Contract	\$47,500.00
SBCP	MDSS Contract	\$30,000.00
Title I, Part A	MDSS contract	\$17,500.00



4.0 School / Home / Community Partnerships and Communication

Goal: 4.1 Increase Partnerships Between School, Home & Community

ISSUE STATEMENT

A. B. Miller High School is committed to create partnerships with parents and community. The goal is to increase parent and community participation to increase student success. In an effort to improve partnerships among our stakeholders, A. B. Miller High School invites parents to attend English Language Advisory Committee, School Site Council, District English Language Advisory Committee, and District Advisory Committee.

GOAL OBJECTIVE

The objective of this goal is to develop an authentic partnership between A. B. Miller High School and our families, where we build trust and communication, and realize that we all have the same goal - to provide an effective school and an extension of home for all of our students.

GROUPS PARTICIPATING IN THIS GOAL

All students/families
A. B. Miller staff

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS

We anticipate increased partnerships between A. B. Miller High School and location businesses, as well as the larger community. We anticipate increased family participation in parent advisory groups such as SSC and ELAC.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Calendar of parent advisory activities for the year.
List of business partners.
Advertisements/information home re: parent advisory activities.
Sign-in sheets at parent advisory activities (meetings, Student-Led Conferences).
Sign-in sheets at parent education sessions.

DATA NEEDED TO MEASURE ACADEMIC GAINS:

We would expect that students whose families participate in activities increase their academic achievement, although it may be difficult to link increased achievement with family involvement.

Strategies

4.1.1 Strategy Using Data to Guide Decisions

Through the analysis of "past practice" data on parent and community involvement activities we will identify areas of strength and weakness, and make informed decisions about improving our efforts to involve families and the community.

Actions

4.1.1.1 Data Analysis

Tasks

- 1) Conduct yearly Parent Involvement Survey.
- 2) Analyze results of Parent Involvement Survey.
- 3) Present Data at Back to School, SSC, and ELAC Meetings.

Measures

- 1) Data from Parent Survey



People Assigned

- 1) Administration.

Start Date - End Date

7/1/13 - 6/30/15

4.1.2 Community/Business Involvement

Historically, our partnerships with local businesses have been limited to soliciting donations for state testing (snacks, etc.). Specific programs such as Academies and CTE programs have received a tremendous amount of support from local businesses but the entire school has not reached out for mutual support. We will work to establish business partnerships throughout the year, based on identified needs, to support educational and recreational programs at A. B. Miller

Actions

4.1.2.1 Community/Business Involvement

Tasks

- 1) Identify needs (fiscal and otherwise)/programs that can be supported w/help from local businesses.
- 2) Designate staff members to conduct outreach to local businesses.
- 3) Utilize Board approval process to handle donations (monetary and otherwise).
- 4) Acknowledge business partnerships.

Measures

- 1) List of local business partnerships.
- 2) List of Board-approved donations (monetary and otherwise).
- 3) List of needs/programs that have been supported w/help from local businesses.
- 4) Agendas, minutes.

People Assigned

- 1) Administration.

Start Date - End Date



Goal: 4.2 Increase communication among school, home and community

ISSUE STATEMENT

Through the analysis of "past practice" data re: communication for parent and community involvement activities we will identify areas of strength and weakness, and make informed decisions about improving our efforts to involve families and the community, via improved communication.

GOAL OBJECTIVE

We want to keep our families and the surrounding community aware of what is happening at A. B. Miller High School, and we want to increase participation by families by providing a variety of activities at the school site. We specifically would like to reach out to our bilingual community and increase their participation in the school process.

GROUPS PARTICIPATING IN THIS GOAL

A. B. Miller Staff
Families & Students
District Office

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS

We anticipate increased family participation in school-wide events, due to increased, higher-quality home-school communication.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Calendar of family-friendly activities for the year.
Advertisements/information home re: family-friendly activities.
Sign-in sheets at family activities.

DATA NEEDED TO MEASURE ACADEMIC GAINS:

We would expect that students whose families participate in activities increase their academic achievement, although it may be difficult to link increased achievement with family involvement.

Strategies

4.2.1 Using Data to Guide Decisions

Through the analysis of "past practice" data re: communication for parent and community involvement activities we will identify areas of strength and weakness, and make informed decisions about improving our efforts to involve families and the community, via improved communication.

Actions

4.2.1.1 Data Analysis

Tasks

- 1) Review past communication home (letters, flyers, list of phone calls).
- 2) Determine adequacy of communication - frequency and content.
- 3) Establish calendar of communication to go home throughout the year.
- 4) Determine appropriate method of communication to go home throughout the year.

Measures

- 1) Analysis findings.



People Assigned

- 1) Administration.

Start Date - End Date

4.2.2 Family awareness of school offerings

Parental involvement is imperative to improving student achievement. Assuring that parent are aware of services offered by the school is a way of getting parents involved in their students' education.

Actions

4.2.2.1 Incoming 9th Grade Student Support through Link Crew Program

Tasks

- 1) Freshman Orientation Day.
- 2) January Welcome Day.
- 3) Link Crew activities on campus.
- 4) Link Crew publications.
- 5) Link Crew Professional Development.
- 6) Link Crew identification tee shirts.

Measures

- 1) Number of 9th grade students and parents in attendance.
- 2) Freshman climate survey.

People Assigned

- 1) John Romagnoli, 9th grade administrator, ASB advistor.
- 2) John Romagnoli, 9th grade administrator, ASB advistor.
- 3) John Romagnoli, 9th grade administrator, ASB advistor.
- 4) John Romagnoli, 9th grade administrator, ASB advistor.
- 5) John Romagnoli, 9th grade administrator, ASB advistor.
- 6) John Romagnoli, 9th grade administrator, ASB advistor.

Start Date - End Date

Funding Source	Description	Cost
SBCP	Link Crew publications/C and C marketing	\$1,000.00

4.2.2.3 TeleParent/BlackBoard Connect phone system English/Spanish home communication system

Tasks

- 1) TeleParent Phone Home Contact System for teachers--school wide English/Spanish.

Measures

- 1) TeleParent logs.

People Assigned

- 1) Administration.

Start Date - End Date

7/1/13 - 6/30/15



Funding Source	Description	Cost
Title I, Part A	Fund Teleparent/Blackboard Connect Phone System REQ# 400460	\$3,870.00

4.2.2.4 Translation Services

Tasks

- 1) Hire and Community Liaisons to communicate with parents.
- 2) Have translators translate written documents such as WASC report, tardy policy, student handbook, etc.
- 3) Translate meetings using Personal Translator system.
- 4) Purchase Personal Translator system to be used for live translations during parent meetings.

Measures

- 1) Parent survey

People Assigned

- 1) Administration.

Start Date - End Date

7/1/13 - 6/30/15

4.2.2.2 Rebel TV Broadcast

Tasks

- 1) Link Biweekly Rebel TV show/school newscast to school web page for family/community access.

Measures

- 1) 20% increase in website "hits"

People Assigned

- 1) TV Production teacher, Moises Merlos, Admin

Start Date - End Date

7/1/13 - 6/30/15

4.2.2.5 Parent Center

Tasks

- 1) Creation of a Parent Center on campus to conduct small group parent meetings, one-on-one instruction, and inform parents of schoolwide events and procedures.
- 2) Creation of a Parent Conference Center on campus to conduct large scale workshops.
- 3) Parent Center will be staffed with a community outreach liaison funded through title 1.
- 3) Conduct parent informational workshops such as Zangle Parent Connect and free/reduce lunch meal applications.
- 4) Purchase adequate furniture for Parent center and Parent Conference Center (such as tables and chairs)
- 5) Purchase adequate number of computers and printers to conduct parent activities and workshops.



Measures

- 1) Increase number of parents coming to school to seek assistance and information as per sign in sheets.
- 2) Increase number of parents using Zangle Parent Connect.
- 3) Increase number of parents involved in schoolwide committees.
- 4) Increase number of free-reduced lunch application being submitted.

People Assigned

- 1) Community Outreach Liaison

Start Date - End Date

7/1/2013 - 6/30/2015

Funding Source	Description	Cost
Title I, Part A	Purchase display boards for Parent center and Parent Conference Center REQ# 402624	\$3,000.00



Goal: 4.3 Increase Parent Education Opportunities

ISSUE STATEMENT

A. B. Miller High School believes that the success of its students is directly correlated to parent involvement. In an effort to increase parent involvement, we will offer opportunities for parents to become educated in all aspects of the educational process to ensure their student's academic, social, and personal success. Fontana A. B. Miller will provide parents with information so they can better assist their students in achieving their goals.

GOAL OBJECTIVE

Increase the number of parent education opportunities throughout the year.

Increase or maintain the number of site-level parent education opportunities regarding:

1. Graduation Requirements and Post-Secondary Education from [0] to [4] by June 2012
2. Improving the achievement of their children from [0] to [4] by June 2012
3. Supporting the overall well being and development from [0] to [4] by June 2012

GROUPS PARTICIPATING IN THIS GOAL

Parents

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS

Increase the number of parent education opportunities throughout the year.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

- 1) Calendar of parent educational opportunities.
- 2) Sign in sheets.
- 3) Documentation forms, such as AB1802 meetings.

DATA NEEDED TO MEASURE ACADEMIC GAINS:

- 1) Test data (CST, CAHSEE, CELDT, District Benchmark.
- 2) Graduation rate.
- 3) Parent survey.

Strategies

4.3.1 Increase Parent Education opportunities: Graduation and Post Secondary Education

Increase or maintain the number of site-level parent education opportunities regarding requirements for graduation and opportunities for post-secondary education.

Actions

4.3.1.1 Parent education opportunities

Tasks

- 1) Provide parent workshops in the following areas:
Parent/Family Financial Aid Night
UC/CSU Parent Application Workshops
FUSD/City College Fair @ Lewis Library
Going the Distance Parent/Student



Measures

- 1) Sign in sheets.

People Assigned

- 1) Administration.

Start Date - End Date

7/1/13 - 6/30/15

Funding Source	Description	Cost
SBCP	Snacks for Parent workshops	\$500.00

4.3.2 Increase Parent Education Opportunities: Student Achievement

Increase the number of site-level parent workshop opportunities geared toward improving the achievement of their children.

Actions

4.3.2.1 Parent workshop: Student Achievement

Tasks

- 1) Provide parent workshops in the following subjects:
 Free Parent Workshop on Math (Spanish/English)
 SBCSD & Sylvan Learning Center
 The Power of Mentoring from SBCUSD
 Read Across the American Free Book and Activities
 Counselor/Career Center
 Parent/Student Presentations
 Principal Staff Development Workshops for Parent Involvement

Measures

- 1) Sign in Sheets.

People Assigned

- 1) Administration.

Start Date - End Date

7/1/13 - 6/30/15

4.3.3 Parent Workshops: overall well being and development of students

Increase the number of site-level parent workshop opportunities geared toward supporting the overall well being and development of their children.



Actions

4.3.3.1 Parent workshops: student's well-being

Tasks

- 1) Provide parent workshops geared towards supporting the overall well being and development of their children.
Early Childhood Education Workshop SBC Office of Education
County of SC Department of Public Health Resource Fair
American Lung Cancer Association Asthma Workshop
Back to School Groom Up Geared Up Cheered Up Free School Supplies, Hair Cuts, and Shoes
Motivational speakers for students and parents

Measures

- 1) Sign in sheet.

People Assigned

- 1) Administration.

Start Date - End Date

7/1/13 - 6/30/15



5.0 School Improvement Grant

Goal: 5.1 (a) Developing and increasing teacher and school leader effectiveness

ISSUE STATEMENT

The Elementary and Secondary Education Act, through use of section 1003(g) funding, authorizes the U.S. Department of Education to issue school improvement funds to states. The California Department of Education (CDE) is to award school improvement sub-grants to local educational agencies (LEAs) with persistently lowest-achieving Title I schools and to LEAs with persistently lowest-achieving secondary schools that are eligible for, but do not receive, Title I funds.

Eligible LEAs are those with one or more schools identified as persistently lowest-achieving and that demonstrate the greatest need for the funds and the strongest commitment to raise substantially the achievement of the students attending those schools.

GOAL OBJECTIVE

Required Activities:

- (1) Replace the principal who led the school prior to commencement of the transformation model
- (2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that
 - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates
 - (B) Are designed and developed with teacher and principal involvement
- (3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so
- (4) Provide instructional staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, coaching, instruction that reflects a deeper understanding of the community served by the school, differentiated instruction, and teacher collaboration) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies
- (5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school

Permissible Activities:

- (1) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school
- (2) Instituting a system for measuring changes in instructional practices resulting from professional development
- (3) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority

**STUDENT GROUPS PARTICIPATING IN THIS GOAL**

All student groups.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Students will achieve AYP as defined by both State and Federal measures. AB Miller will meet or exceed API growth expectations for each year of the SIG transformation model implementation.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

AYP and API

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

All student groups as aggregate and by significant subgroups.

Strategies**5.1.1 (a1) Replace the Principal**

Transformation model requires a change in principalship as a key component of school improvement.

Question G-1 from the Frequently Asked Questions for Local Educational Agencies on School Improvement Grant, available on the U.S. Department of Education School Improvement Fund Web page at <http://www2.ed.gov/programs/sif/faq.html>, states that Section I.B.1. of the final requirements allow a state educational agency to award SIG funds to an LEA for a Tier I or Tier II school that has implemented, in whole or in part, one of the models within the last two years so that the LEA and school can continue or complete the intervention being implemented. ED has recently clarified in a national conference call with states that the two years referenced with respect to this flexibility are the two years prior to the full implementation of the model in accordance with the notice using SIG funds for which an LEA has complete achievement data. In other words, with respect to the award of fiscal year 2009 funds for implementation in the 2010–2011 school years, the “last two years” are the 2007–2008 and 2008–2009 school years. While this flexibility applies to any activity undertaken as part of one of the reform models currently available, we wish to highlight that, as a result of this clarification, a principal who has been replaced since July 1, 2007, as part of an ongoing reform effort may be retained for the purposes of implementing a SIG model.

Actions**5.1.1.1 (a1) Administration***Tasks*

The principal was replaced for the start of the second semester--January, 2009.

Measures

New principal as well as administrative team was in place to begin the 2010-11 school year.

People Assigned

Superintendent

*Start Date - End Date***5.1.2 (a2) Rigorous, transparent, and equitable evaluation system for teachers**

A required part of the transformation model is a rigorous, transparent and equitable evaluation developed by the teachers and the principal to reflect student growth as defined by achievement, graduation rate and progress towards the transformation model. Research shows that performance based teacher evaluation results in improved student achievement.



Actions

5.1.2.1 (a2) Equitable evaluations for Teachers, Counselors, and Administration

Tasks

1. Creation of the SIG Committee
2. Committee to follow the five components of the recommended teacher evaluation by the Federal SIG Handbook.
3. Collaboration by the SIG Committee, AB Miller Staff, Fontana Teachers Association and Fontana Unified School District Human Resources Department resulted in a signed MOU by the Board of Education in May of 2010.
4. Administration and AB Miller staff to conduct quarterly performance based negotiated SIG Evaluation.
5. Human Resources to reassign teachers at the end of each school year who do not meet minimum negotiated requirements.

Measures

1. SIG evaluation form
2. Walk'Bout reports
3. Quarterly State SIG reporting measures
4. Teacher feedback

People Assigned

Site administration
Assistant Supt. Human Resources
SIG Committee

Start Date - End Date

5.1.3 (a3) Identify and reward or remove school leaders, teachers, and other staff

a required part of the transformation model is to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

Actions

5.1.3.1 (a3) Establish procedures to reward/remove school leaders, teachers and other staff

Tasks

1. Identify eligible employees
2. SIG Committee to create criteria for awards
3. FTA agreements/MOU's
4. API test score increase student achievement awards = \$1,000
5. Staff incentives for: IE: perfect attendance, teacher of the month, participation in activities

Measures

API/AYP scores
Community service hours log
Teacher feedback

People Assigned

SIG Committee
Site administration
LEA business services and human resources departments



Start Date - End Date

7/1/13 - 9/30/13

Funding Source	Description	Cost
2012-13 SIG ARRA	API score increase \$1,000 stipend each year	\$137,000.00
2012-13 SIG ARRA	Staff Rewards	\$10,000.00

5.1.4 (a4) Professional development

A required part of the SIG transformation model is to provide instructional staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, coaching, instruction that reflects a deeper understanding of the community served by the school, differentiated instruction, and teacher collaboration) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Actions

5.1.4.1 (a4) Provide professional development opportunities

Tasks

1. Provide ongoing, high quality, job-embedded professional development for all staff.
2. Create a comprehensive staff development action plan for the AB Miller campus.
3. Select and hire 2 ISTs to serve as instructional coaches for classroom teachers.
4. Select and hire a consultant to provide PD during the schoold day.
5. Create a PD center on campus to conduct PD during school day.
6. Provide light snacks for staff development conducted during the school day.

Measures

1. API/AYP scores
2. Professional development goals as established by the SIG evaluation.
3. Increased student engagement as noted by Walk'Bout reporting
4. Increased teacher use of Marzano, SADAIE and AVID strategies as reported by Walk'Bout reporting.

People Assigned

Site level administration
 Coordination with LEA Staff Development Office
 SIG Committee
 TOA's

Start Date - End Date

7/1/13 - 9/30/13

Funding Source	Description	Cost
2012-13 SIG ARRA	Consultant MDSS job embedded PD	\$47,600.00
SBCP	Consultant MDSS Job embedded PD	\$47,600.00



5.1.5 (a5) Financial incentives and/or promotion/career growth to recruit, replace, and retain staff

A required component of the SIG transformation model is to implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school

Actions

5.1.5.1 (a5) Recruit, place and retain staff.

Tasks

- 1) Provide financial incentives to staff for completing tasks outside their regular work day that are essential to the proper implementation of the SIG such as professional development, collaboration time, extended day, extra working days, leadership training, Summer enrichment program, and after school tutoring program.
- 2) Staff will also have more opportunities to be involved in the decision making process through participation in committees such as:
 - School-wide Leadership Teams
 - SLC/SIG/AVID advisory teams
 - ELAC/SSC
 - S3 grant committee
 - District level committees
 - Site Guidance Coalition (PLC committee)
- 3) Provide a systematic approach to assist in the development of teacher leaders by providing promotion and career growth opportunities such as:
 - Creation of lead teacher roles (grade level leaders, etc.) and instructional coaches
 - Leadership training
 - Department chair training

Measures

- SIG evaluation
- Community service logs
- Student activity logs

People Assigned

- TOA's Community Liasons (2)
- Site Administration
- SIG Committee

Start Date - End Date

5.1.6 (a6) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school

Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school



Actions

5.1.6.1 (a6) Providing additional compensation to attract and retain staff

Tasks

1. Certificated personnel will receive an extra compensation of \$4,068 per year for the extended learning day that is exclusive to AB Miller’s transformation program. The school day is 30 minutes longer than the other comprehensive high schools in the District and 85 minutes longer than all the Middle Schools.
2. Certificated staff will have the opportunity to earn a \$1,000 per year stipend for completion of community service hours. This program is designed to increase staff participation in extracurricular activities around campus.
3. Certificated staff will have opportunities throughout the school year to earn additional pay through participation in programs under the School Improvement Grant such as afterchool tutoring and summer program.

Measures

- 1) Purchase orders, master schedule
- 2) P-47, spreadsheet
- 3) P-47, sign in sheets

People Assigned

Administration

Start Date - End Date

7/1/13 - 9/30/13

Funding Source	Description	Cost
2012-13 SIG ARRA	Additional administrative work days for summer program	\$0.00
2012-13 SIG ARRA	FTA negotiated additional pay @ 4,068 per teacher	\$0.00
2012-13 SIG ARRA	Certificated hourly rate: Summer program and Report card pick up	\$0.00
2012-13 SIG ARRA	Additional Service to community @\$1,000 per teacher	\$0.00

5.1.7 (a7) Measuring changes in instructional practices

Instituting a system for measuring changes in instructional practices resulting from professional development

Actions

5.1.7.1 (a7) Measuring changes in instructional strategies

Tasks

Use walk-through observations as a tool to measure improvement in classroom instruction.

Measures

walk-through reports

People Assigned

administration

Start Date - End Date

7/1/13 - 9/30/13



5.1.8 (a8) Accepting teachers

Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

Actions

5.1.8.1 (a8) Accepting teachers

Tasks

The LEA will provide MHS with flexibility in hiring and removing staff members. MHS will not be required to accept a staff member without the mutual consent of the staff member and principal. Human Resources will assist the site in removing staff members who fall below standards set forth by the SIG evaluation and placing them at other school sites within the District.

Measures

Master schedule

People Assigned

Administration and Human Resources

Start Date - End Date

7/1/13 - 9/30/13



Goal: 5.2 (b) Comprehensive instructional reform strategies

ISSUE STATEMENT

A major component of the SIG Transformation model is to implement major researched-based instructional reforms to improve student achievement.

GOAL OBJECTIVE

Required Activities:

- (1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic content standards. This includes English-language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten-grade eight and standards-aligned core and intervention instructional materials in grades nine-twelve.
- (2) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students

Permissible Activities:

- (1) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if deemed ineffective
- (2) Implementing a schoolwide "response-to-intervention" model
- (3) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that English learner students acquire the English proficiency (language) skills necessary to master academic content within a certain time period
- (4) Using and integrating technology-based supports and interventions as part of the instructional program
- (5) In secondary schools
 - (A) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework
 - (B) Improving student transition from middle to high school through summer transition programs or freshman academies
 - (C) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills
 - (D) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate



STUDENT GROUPS PARTICIPATING IN THIS GOAL

All student groups

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

All significant student groups will meet or exceed growth gain expectations in AYP/API as defined by Federal and State expectations.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

AYP
CST
API
CAHSEE
Graduation Rates

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

All significant sub groups
School wide scores

Strategies

5.2.1 (b1) Identify and Implement instructional program

A required component of the SIG transformation model is to use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California’s adopted academic content standards. This includes English-language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten-grade eight and standards-aligned core and intervention instructional materials in grades nine-twelve.

Actions

5.2.1.1 Standards based curriculum and common assesments

Tasks

1. LEA purchase of updated ELA curriculum
2. Master schedule to create common prep period for Core subject areas
3. PD for PLC model to implement common assessments
4. Consultant to assist teachers in adherence to Core pacing and common assessments.
5. TOA's to serve as instructional coaches.

Measures

Curriculum pacing guides created
Common assessments by Core subject area created
COmmon assessment data results
LEA benchmark data
CST's
CAHSEE
Graduation rates
API/AYP

People Assigned

Site level administration
director of assessment and secondary instruction
Outside consultant
TOA's
Department chairs



Start Date - End Date

5.2.2 (b2) Promote the continuous use of student data

A required component of the SIG transformation model is to promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual student.

Actions

5.2.2.1 (b2) Using data to guide decisions

Tasks

1. Master schedule to allow for common preps for collaboration time of Core instructional subject areas.
2. OARS hold common assessments
3. Transformation of monthly staff meetings to focus on instructional strategies based upon data.
4. TOA's and administration to create usable data for teachers within their individual classrooms, subject and department.

Measures

LEA benchmarks
common assessments by subject/course/department
API/APY
CAHSEE
graduation rates
CELDT

People Assigned

Site level administration
director of assessment and secondary instruction
TOA's LEA level
TOA's site level instructional coaches

Start Date - End Date

7/1/13 - 9/30/13

5.2.3 (b3) Periodic review of curriculum

Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective

Actions

5.2.3.1 Periodic review of curriculum

Tasks

School site will conduct periodic reviews of the curriculum being taught through the review of newly created mapping guides, walk-through observations, review of student data, failure rate, and teacher evaluations.

Measures

Mapping guides
Walk through observation reports
student data

People Assigned

Site Administration.

Start Date - End Date

7/1/13 - 9/30/13



5.2.4 (b4) Schoolwide RtI Program

Implementing a schoolwide “response-to-intervention” model;

Actions

5.2.4.1 Implement a schoolwide RtI model

Tasks

- 1) Implement a school wide system to identify at-risk students through the review of data, records, and referrals. Students at-risk categories include: Credit deficiency, behavioral problems, McKinney Vento, Foster/Group home, Probation, Drug abuse, Teen parents, Expulsions, Anger management, Health issues, and Poor Attendance.
- 2) Implement a school wide system of interventions to assist students identified as at-risk. These intervention may include: Rapid Credit Recovery, CBI, CSSP guidance, Student Intervention Team, Transportation services, Group Meetings, Referrals to outside services, Career exploration, Anti-Drug program, and CWA Com. Liaison.

Measures

List of at-risk students
participation in intervention

People Assigned

CSSPs
Administration
community liaison

Start Date - End Date

7/1/13 - 9/30/13

5.2.5 (b5) Additional supports to teachers and administration

Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic

Actions

5.2.5.1 (b5) Implement a support system and PD for teacher to better serve SWD and ELL

Tasks

- 1) Certificated staff will receive professional development opportunities through LEA’s professional development office, consultants, and ISTs to provide them with effective classroom strategies and support to better assist our SWD and ELL population.
- 2) School site will ensure that support staff (classroom aides, psychologists, LEA level personnel, and ISTs) are available and scheduled to support our SWD and ELL students.

Measures

PD participation log
MDSS contract
Aide calendar

People Assigned

MDSS
Administration



Start Date - End Date

7/1/13 - 9/30/13

5.2.6 (b6) Integrating technology

Using and integrating technology-based supports and interventions as part of the instructional program

Actions

5.2.6.1 (b6) Using and integrating technology into the instructional program.

Tasks

The new instructional program will include technology-based supports and interventions such as Computer Based Instruction (CBI), READ 180/Systems 44, Responders, Computer labs, Staff computers, Interactive whiteboards, Document cameras, Printers/scanners for common assessments, Classroom student computers., Technology to support additional electives such as photo and digital design, Projectors, and computer drops.

Measures

Purchase orders

People Assigned

SIG administrator

Start Date - End Date

Funding Source	Description	Cost
2012-13 SIG	Technology related accessories and tools REQ#401983	\$2,763.72
2012-13 SIG	Technology to support the transformation model	\$0.00
2012-13 SIG ARRA	Technology to support the transformation model	\$0.00

5.2.7 (b7) Increase rigor, transitional services, graduation rates, and identify at-risk students

Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework.

Improving student transition from middle to high school through summer transition programs or freshman academies

Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills

Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.



Actions

5.2.7.1 (b7) Implement a system to increase rigor, transitional services, graduation rates, and identify at-risk students

Tasks

- 1) Rigor will be increased by offering opportunities for students to enroll in AP classes, academic electives (e.g. Contemporary Literature, Marine Ecology), Career Technical courses, higher level Math and ELA classes, and participation in existing academies (TEAM, H.S.A., AVID, GATE). The addition of the 7th period day will result in 124 extra sections that will be used to increase the number of classes offered throughout the day. These new classes will be open to the entire student body.
- 2) Students will have the opportunity to enroll in our local Chaffey Junior College through their congruent enrollment program.
- 3) The school will implement a school wide tutoring program to assist students in passing their classes and thus increasing their UC/CSU GPA. Students will receive support in succeeding in higher level course work through this after school program.
- 4) The new instructional program will facilitate the transition from middle school to high school by offering incoming freshmen the Miller Introductory Course (MIC) during the school year and Summer companion enrichment courses that offer reading, writing, math, study skills, organizational skills, drugs and alcohol prevention, and school connectedness.
- 5) School will continue to provide the nationally recognized Link Crew and Peer Leaders program to support our incoming students.
- 6) Increasing the graduation rate will be a major goal within the SIG parameters. Extending or restructuring the school day will serve to add time to better implement strategies that increase student achievement and build relationships between students, faculty, and other school staff. The addition of a 7th period class will create 124 additional sections to ensure students are taking and meeting the graduation requirements.
- 7) The additional courses will include a variety of electives based on student interest such as intramural sports, athletics, yoga, sports therapy, ceramics, art, stained glass, masonry, auto, dance, TV production, digital design, music theory, orchestra, yearbook, clothing, family living, child development, and culinary arts.
- 8) The addition of the 7th period day will also increase the number of sections available during the school day for computer-based credit recovery program, and smaller class sizes in core courses.
- 9) Students will also have opportunities outside the school day to take courses required for graduation through the enrollment in our Adult Education congruent enrollment, extended day ROP classes and independent studies.
- 10) The school will implement a school wide tutoring program to assist students in passing their classes and thus increasing the graduation rate.
- 11) The plan includes a systematic approach to identify and provide these services to at-risk students by conducting quarterly grade monitoring, parent-teacher conferences, academic intervention meetings, Alcohol and other Drugs Recovery programs, and counselor presentations.
- 12) the new program will implement an new tardy and ID policy to ensure student attendance increases.

Measures

Master schedule
Congruent enrollment logs
School wide tutoring program participation
Enrichment classes for 9th graders
Link Crew and Peer Leaders program
Adult education participation



People Assigned

Administration
 CSSPs
 IST
 Community Liaisons

Start Date - End Date

7/7/13 - 6/30/14

Funding Source	Description	Cost
2012-13 SIG	ID and Tardy supplies and technology to implement ID and Tardy policy. Items such as ID labels, Cards, and Printer.	\$3,000.00
2012-13 SIG	AP Biology Lab kits	\$1,000.00
2012-13 SIG	Funds to create flyers and Mail information to incoming Freshmen for summer program, orientations, and events	\$1,000.00
2012-13 SIG	Instructional supplies such as paper so teachers can analyze OARS data.	\$0.00
2012-13 SIG ARRA	Student friendly reading material to support the instruction program. REQ#402043	\$5,122.26
2012-13 SIG ARRA	Musical Instruments & Instrument Supplies	\$12,000.00
2012-13 SIG ARRA	Instructional supplies for foreign language (workbooks and DVDs)	\$0.00
2012-13 SIG ARRA	Additional instructional materials for higher level electives, general electives, AP courses, and core subjects.	\$0.00
2012-13 SIG ARRA	Link Crew, peer leading, and MIC stipend	\$0.00
2012-13 SIG ARRA	Commitment to graduate program.	\$0.00



Goal: 5.3 (c) Increasing learning time and creating community oriented schools

ISSUE STATEMENT

To increase instructional time through increased learning opportunities by moving from a standard 6 period day to a 7 period day. This 7 period day will afford students the opportunity for school day intervention as well as expanded opportunities in increased rigor for advanced students. Electives and career preparation can remain a priority while increasing services.

The high school should service as the social and community hub for the student population. Activities and community events to increase student participation and family involvement are a priority.

GOAL OBJECTIVE

Required Activities:

- (1) Establish schedules and strategies that provide increased learning time
- (2) Provide ongoing mechanisms for family and community engagement

Permissible activities:

- (1) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs
- (2) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff
- (3) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All student groups.

Additional focus on non-English speaking families

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Increased student participation in events
Increased staff participation in school activities and events

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Improved school connectedness on yearly FUSDPD survey
Improved Healthy Kids survey

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

All students aggregate
All significant subgroups



Strategies

5.3.1 (c1) Establish schedules/strategies that provide increased learning time.

A required component of the SIG transformation model is to establish schedules and strategies that provide increased learning time.

Actions

5.3.1.1 (c1) Increased Learning Time (ILT)

Tasks

- 1) Core: Implementation of an extended school day (30 minutes establish a 7 period day have resulted in more opportunities for all students to take additional instruction within core subjects. Increased course offerings include: Environmental Science AP (+2), Biology AP(+1), Marine Ecology(+1), Math Skills(+10), Algebra Essentials(+14), Reading Skills(+8), Contemporary Literature(+3), US History AP(+3), World History Honors(+4), English 9 Honors(+2), English Literature AP(+2), English Language AP(+2). Amount Increased: 30 minutes per day
- 2) Enrichment: Extension of the school week by Implementing Saturday enrichment courses throughout the school year open to all students. (+2 hours per week)
- 3) Enrichment: Extension of the academic school year through a companion 4 week summer enrichment program open to all students. Students will be able to enroll in courses such as: Pre-AP courses, Trigonometry, Chemistry, Foreign Language, Computer classes, Athletic PE courses. (+2 hours per week)
- 4) Teacher Collaboration: Increase collaboration through the use of substitutes during the school day so teachers can collaborate with colleagues. These collaboration meetings will be conducted during the regular school day and will be scheduled throughout the school year. Teachers will have the opportunity to have collaboration facilitated by MDSS (consultants)
- 5) Teacher Collaboration: There are scheduled collaboration meetings scheduled during teacher non-working days such as summer and winter break. Teachers will be compensated at their hourly rate for attending the collaboration sessions.
- 6) Teacher Collaboration: Restructuring of the master schedule to have common preps by subject. The common prep by subjects will give teachers an hour a day to collaborate with their colleagues. (Amount Increased: 10 hours per week)

Measures

Master schedule
MOU signed
collaboration meetings
MDSS contract

People Assigned

Miller administration
LEA human resources department

Start Date - End Date

7/1/13 - 9/30/13

5.3.2 (c2) Provide ongoing mechanism for family and community engagement

A required component of the SIG transformation model is to provide ongoing mechanisms for family and community engagement.



Actions

5.3.2.1 (c2) Family and community engagement

Tasks

- 1) Hire Instructional Support Teachers to focus on community involvement. The ISTs will serve as a bridge between the community and school. They will set up, conduct, and manage parent workshops, community events, student events, parent meetings, and assemblies.

- 2) Parent involvement opportunities will also be available through meetings and events such as "Coffee with the Principal," SSC and ELAC meetings, report card pick-up, Back to School Night, spring school open house, monthly parent workshops, and movie nights.
Parents will have the opportunity to be involved in their students' education through Zangle Parent Connect, TeleParent, the school website, email, and classroom visits.

- 3) The LEA and school site will partner with city, county, and state agencies such as CalSAFE, San Bernardino County Social Services, CalWorks, and Child Protective Services to provide services to our at-risk students such as anger management classes, crisis counseling, truancy classes, and the Alcohol and Other Drugs prevention program.

- 4) The LEA and school site will also provide students with opportunities to get involved in school-sponsored events and promote participation in extracurricular activities.

Measures

Increased parent participation
 Decreased probation violations at school
 Decreased drop out rate

People Assigned

Site administration

Start Date - End Date

Funding Source	Description	Cost
2012-13 SIG	Light refreshments for parent and student workshops/meetings	\$0.00
2012-13 SIG	Teleparent contract	\$0.00
2012-13 SIG	Business Cards for all staff.	\$0.00
2012-13 SIG	Monthly Parent Workshops and Report Card Pick-up (supplies)	\$0.00
2012-13 SIG ARRA	Community Liaison (x 2)	\$0.00

5.3.3 (c3) Partnerships with parents and community

Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs



Actions

5.3.3.1 (c3) Partnerships with parents and community

Tasks

- 1) The LEA and school site will partner with parents and parent organizations, community-based organizations, State and local agencies, as well as others to improve the school culture and climate, improve student discipline, and create a safe school environment that meets students' social, emotional, and health needs.
- 2) The LEA and school site will partner with city, county, and state agencies such as CalSAFE, San Bernardino County Social Services, CalWorks, and Child Protective Services to provide services to our at-risk students such as anger management classes, crisis counseling, truancy classes, and the Alcohol and Other Drugs prevention program.

Measures

Calendar of events
program participation

People Assigned

Administration
CSSP
APA
Community Liaison

Start Date - End Date

7/1/13 - 9/30/13

5.3.4 (c4) Restructuring the day to allow advisory periods

Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff

Actions

5.3.4.1 (c4) Restructuring the day to allow advisory periods

Tasks

- 1) The school days will be extended by 30 minutes and broken down into 7 periods. The additional periods will be used to increase core class offerings.
- 2) The addition of the 7th period day will also result in the creation of an advisory period for our SWD. Our special education teachers will now have a period with the students in their caseloads. During this advisory period, teachers will be able to conduct enrichment activities, transition plans, study skills, and academic monitoring.

Measures

Reading Lab rosters
Master schedule

People Assigned

Administration

Start Date - End Date

7/1/13 - 9/30/13



5.3.5 (c5) Improve school climate and discipline

Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment

Actions

5.3.5.1 (c5) Implement strategies to improve school climate and discipline

Tasks

- 1) The school will implement a plan to improve school climate and discipline through activities and events to get students involved in the school culture. These events include: After school tutoring program, School-sponsored after school student activities, Support groups, and Promotion of programs around campus to highlight and promote student participation (AVID, AP, Athletics, Academies, Arts, and Clubs)

- 2) Creation of a Student Center on campus to be used to promote positive behavior. Some of the activities planned for the Student Center include: Guest speakers, Lunch time activities, Enrichment opportunities, Interventions

- 3) Implement a system that promotes discipline and accountability. This systems will include: Student handbooks, Behavioral assemblies, Student Intervention Team, Tardy policy, SARB/SART, Student participation tracking system: Plasco Trac

Measures

Activities calendar
 Student center PO
 student handbooks, assembly calendar, SIT meetings, and Plasco Trac.

People Assigned

Administration
 Additional CSO

Start Date - End Date

7/1/13 - 9/30/13

Funding Source	Description	Cost
2012-13 SIG	School-sponsored after school student activities, support groups, promotion of programs around campus to highlight student participation (AVID, AP, Athletics, Academies, Arts, and Clubs)	\$0.00
2012-13 SIG	Creation of a Student Center on campus to be used to promote positive behavior	\$0.00
2012-13 SIG	Promotional products such as banners and stickers to promote positive school climate	\$0.00
2012-13 SIG ARRA	Fund Student ID supplies such as ink, ID cards, and print ribbon. REQ#401983	\$3,893.36



Goal: 5.4 (d) Providing operational flexibility and sustained support

ISSUE STATEMENT

Affording operational flexibility ensures that new strategies are implemented at the transformation sites.

GOAL OBJECTIVE

(1) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates

(2) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)

STUDENT GROUPS PARTICIPATING IN THIS GOAL

N/A

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

N/A

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Grant requirements are submitted in a timely manner

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

N/A

Strategies

5.4.1 (d1) School has operational flexibility

a required component of the SIG Transformation model is for the LEA to give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

Actions

5.4.1.1 (d1) Flexibility in hiring, removing, and accepting transfers

Tasks

- 1) The LEA will provide MHS with flexibility in hiring and removing staff members. MHS will not be required to accept a staff member without the mutual consent of the staff member and principal. Human Resources will assist the site in removing staff members who fall below standards set forth by the SIG evaluation and placing them at other school sites within the District. Additional Flexibility will be provided in: Flexible curriculum maps (teachers will be encouraged to collaboratively edit the maps based on information from common assessments and student needs), new ELA adoption, and extending learning time.
- 2) LEA will allow supplemental staff to support the transformation model that is outside the staffing formula. The school site will have four Instruction Support Teachers, one clerical assistant position, one additional District Safety Officer, and an additional Assistant Principal.

Measures

- 1) P-47, clerk typist, IST, DSO, AP.
- 2) Transfer data.



People Assigned

Site administration

Start Date - End Date

7/1/13 - 9/30/13

Funding Source	Description	Cost
2012-13 SIG	Additional Clerk Typist	\$0.00
2012-13 SIG	Lead DSO	\$0.00
2012-13 SIG ARRA	Additional Assistant Principal	\$0.00

5.4.2 (d2) Ongoing, intensive technical assistance and support from the LEA and SEA

A required component of the SIG Transformation model is to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)

Actions

5.4.2.1 (d2) Technical assistant and support

Tasks

- 1) work with LEA, teacher's union, and staff to assess effectiveness of SIG components.
- 2) Obtain board approval and Board Resolution stating support for all School Improvement Grant (SIG) components.
- 3) Monthly meetings with Director of Categorical programs to discuss grant goals, expenditures, and support.

Measures

- 1) meeting minutes.

People Assigned

- 1) Administration

Start Date - End Date

7/1/13 - 9/30/13

Funding Source	Description	Cost
2012-13 SIG	Indirect District costs	\$0.00



6.0 Safe and Supportive Schools Grant (S3)

Goal: 6.1 Improve School Climate

ISSUE STATEMENT

This three year grant is intended to support measurement of conditions for learning (known also as school climate) and targeted programmatic interventions to improve those conditions. These include school safety and bullying, positive relationships and other learning supports, and student engagement. The grant will target California's comprehensive high schools (grades nine through twelve) that (1) demonstrate a strong commitment to improving school safety and climate; and (2) have the highest need in multiple areas of school climate.

A growing body of research shows that school climate strongly influences student motivation to learn and academic achievement. When school members feel safe, valued, cared for, respected, and engaged, learning increases. Schools that provide students with supports to meet these basic needs allow them to grow socially and emotionally and avoid problems ranging from emotional distress to drug use to violence—in addition to helping them achieve academically.

GOAL OBJECTIVE

Goals

- Improve conditions for learning, including school climate and safety, in high schools with the greatest need.
- Integrate school climate reform into schoolwide academic improvement efforts.
- Build local district and school capacity to implement data-driven school improvements.
- Establish a comprehensive and sustainable model for school climate improvement to guide school and district efforts.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All Students

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

1. Experience an improvement in their school climate index (SCI), which is based on their survey and incident data (see II-C).
2. Experience a decrease in the percentage of students who report personal harassment or bullying on school property during the current school year.
3. Experience a decrease in the percentage of students who report (30-day) alcohol use.
4. Experience a decrease in the number of suspensions for violent incidents without physical injury.
5. There will be a 10 percentage point increase in the number of students who report feeling connected to school.
6. There will be a 10 percentage point increase in the number of teachers who agree or strongly agree that their school is a supportive and inviting place for students to learn.
7. There will be a 10 percentage point increase in the number of parents who agree or strongly agree that the school allows input and welcomes parents' contributions.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

1. Healthy Kids Survey (parent, student, and staff)



GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

1. Healthy Kids Survey (parent, student, and Staff)

Strategies

6.1.1 Opportunities for Meaningful Participation

• ABM will increase the opportunities for meaningful participation for students at school by improving 5 percentile points from the baseline score of 15 as indicated by the School Climate Report Index per year. This exceeds the grant expected outcome of a 10 percentage point increase. This is believed to be the most significant outcome for our school which will assist all other sub-domains in improving overall school climate. This will improve conditions for learning across the campus and result not only in better Climate Index Scores but in overall achievement.

Actions

6.1.1.1 Creation, Recruitment, and Training of Student Advisory Committee

Tasks

1. Hire S3 coordinator to plan and promote school wide activities and coordinate S3 related interventions for students and families.
2. Coordinator will facilitate a Student Advisory Committee (SAC) for student input on discipline, dress code, attendance policy and campus climate activities.
3. Recruit SAC members, schedule meetings for 2012-2014.
4. Train SAC members in San Bernardino County Synergy Training for Student led Unity Form. Training to teach students to embrace their similarities rather than focusing on their differences.

Measures

- 1) Log of activities and student participation.
- 2) Student Advisory Committee survey.

People Assigned

S3 coordinator

Start Date - End Date

7/1/13 - 6/30/14

Funding Source	Description	Cost
Safe and Supportive Schools	Indirect Costs	\$0.00
Safe and Supportive Schools	Hire S3 Coordinator	\$0.00
Safe and Supportive Schools	Additional 22 days of employment for clerical assistance	\$0.00



6.1.1.2 Peer Leadership/Link Crew

Tasks

1. Expand Link Crew/Peer Leadership opportunities for incoming class of 2016. Hold “new freshman” orientation and student involvement faire (Spring Spectacular). Recruit additional students and provide training to students.
2. Update Link Crew Training: Funding from alternative sources.
3. Spring Spectacular featuring Link Crew/Peer Leaders for 8th grade students to be introduced to school prior to summer school.
4. Summer School 8th grade guides by Link Crew/Peer Leaders Students.
5. August Schedule Pick up and Frosh/New Student Orientation put on by Link Crew & Peer Leaders.
6. Back to School Dance co-sponsored ASB/Peer Leading/Link Crew.
7. Class (9-12) free activities each semester to be sponsored by school, Peer Leading, Link Crew and ASB. One free home football game, One free volleyball, One free basketball (B/G) and One free baseball game sponsored for each class per season.

Measures

- 1) Link crew events and participation logs.
- 2) Spring spectacular attendance.

People Assigned

S3 coordinator
ASB Director

Start Date - End Date

Funding Source	Description	Cost
Safe and Supportive Schools	Link Crew T's as outlined in Link Crew Program	\$0.00

6.2.1 School Connectedness

- ABM will improve the School Connectedness scaled score by 5 percentage points each year. This is an effort to systematically improve student involvement within the ABM community. This will also be combined with staff training to support student rapport and connectedness within the school day. This overall objective exceeds the outcome objective by the State by 5% increase



Actions

6.2.1.1 Free Activities for Students, Participation in Schoolwide Committees, and Family Workshops

Tasks

1. Free activities for students to sporting/art events on and off campus. Class (9-12) free activities each semester to be sponsored by school, Peer Leading, Link Crew and ASB. One free home football game, One free volleyball, One free basketball (B/G) and One free baseball game sponsored for each class per season.
2. Promote participation in school wide committees: ELAC, SSC, Coffee w/ Principal, SAC, S3 committee, peer leadership, Link Crew and ASB.
3. Workshops for families: Student Connect, FASFA, Parent Connect, A-G requirements, Career Pathways, ROP enrollment, NCAA Clearinghouse. Determine workshops to offer, recruit partners/presenters for the workshops, recruit families to participate, monitor progress via training evaluation.
4. Open Saturdays for campus wide activities (Saturday School—extra and co-curricular activity focus). Opportunity for students to participate in enrichment activities such as: auto shop, computer courses, culinary arts and physical education.

Measures

- 1) Activities calendar and participation logs.

People Assigned

S3 Coordinator

Start Date - End Date

7/1/13 - 6/30/14

Funding Source	Description	Cost
Safe and Supportive Schools	Light refreshments and catering for student and parent events.	\$0.00
Safe and Supportive Schools	Materials to support parent workshops, surveys, and committee meetings	\$0.00
Safe and Supportive Schools	Promotional products for student and parent events	\$0.00

6.2.1.2 Staff Development and Enforcement of Schoolwide Rules

Tasks

1. Teacher training on 40 developmental assets for student success and student rapport. Training provided through FUSD PD office. Trainers available within the district. This training is designed to assist teachers and staff in providing known developmental skills/assets for students who may be lacking them from their home environment.
2. School wide rules published through agendas to establish clear expectations and a sense of ABM community.
3. Schoolwide behavioral expectations assemblies for all students.
4. Ongoing monitoring of student at risk behaviors including tardies, classroom referrals and trancies. For referral to CSSP (Comprehensive Student Support Providers) for intervention.

Measures

- 1) Behavior expectations PPT.
- 2) Tardy and discipline reports.



People Assigned

Start Date - End Date

7/1/13 - 6/30/14

Funding Source	Description	Cost
Safe and Supportive Schools	Conferences, assemblies, and guest speakers	\$0.00

6.3.1 Physical Violence Perpetration

• ABM will improve the scales score of Low Physical Violence Perpetration from the 46th percentile to the 53rd percentile in the first year and make similar gains in subsequent years. Again this mirrors State expectations and to improve conditions for learning by decreasing bullying and harassment and improving school safety. This goal will focus on providing supervision, monitoring to decrease acts of aggression as well as to remediate offenders.

Actions

6.3.1.1 Identification and Remediation of Students Violating Rules

Tasks

1. Generate a list of 48900 a violators for referrals to Comprehensive Student Support Providers (CSSP's)
2. Anger Management, conflict resolution group facilitation on campus staff and partnership with county services. Led by on site CSSP's.

Measures

- 1) Discipline reports
- 2) Calendar of workshops and attendance rate.

People Assigned

Counselors
S3 Coordinator

Start Date - End Date

6.3.1.2 Monitoring of School Campus

Tasks

1. Provide physical presence by staff during typically unsupervised time. (events/before/afterschool)
2. Monitor areas remotely (video surveillance) Fund upgrade of surveillance and cover uncovered areas. The plant includes 56 acres and limited security for monitoring. Active areas of violence perpetration include areas known to students to student to not have video surveillance. The S3 grant will afford the opportunity to increase coverage and upgrade capabilities of the system to identify both perpetrators and victims of physical violence on campus without significantly increasing costs for additional personnel.

Measures

People Assigned

Administration

Start Date - End Date



Funding Source	Description	Cost
Safe and Supportive Schools	Purchase and installation of video surveillance cameras	\$0.00

6.4.1 Substance Use at School

• ABM will address substance abuse scores as measured by the School Climate Report Card. The school goal is in agreement with State goals to establish a comprehensive and sustainable model to work with students in decreasing substance abuse. Implementation of a drug and alcohol curriculum for all 9th grade students and improving student awareness will assist in decreasing use amongst students. In addition partnership with community and school services for offenders will assist in remediation of behavior.

Actions

6.4.1.1 Identification and Referral of Students with Drug Violations

Measures

People Assigned

Start Date - End Date

6.4.1.2 Drug and Alcohol Education Within the Core Curriculum

Tasks

1. Drug and Alcohol education implementation into the core curriculum through MIC/Health required courses that use the Glencoe Health state adopted curriculum. Elective classes of Biology, Health Services, sports therapy, peer leadership and medical terminology courses.
2. Health teachers will attend yearly County provided workshops for education on drug and alcohol awareness education.
3. Link Crew/Peer Leaders red ribbon week promotion and student lunchtime activities
4. Promoting positive choices and decision making through school sponsored activities such as: Unity Forum, free activities on campus, Saturday enrichment opportunities and other school sponsored activities. Emphasis placed at activities on drug/alcohol free choices for students.

Measures

People Assigned

Start Date - End Date

Funding Source	Description	Cost
Safe and Supportive Schools	Materials to support drug and alcohol curriculum	\$0.00



CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

Federal Funding Sources	Amount
2012-13 SIG	\$7,763.72
2012-13 SIG ARRA	\$263,115.62
Carl Perkins	\$0.00
Safe and Supportive Schools	\$175,000.00
Supplemental Counseling Title I Reservation	\$203,417.69
Title I, Part A	\$176,913.00
TOAs	\$0.00
State Funding Sources	Amount
EIA/LEP Carryover	\$5,925.00
EIA-LEP	\$49,542.00
SBCP	\$341,938.00
SBCP Carryover	\$100,000.00
Unfunded SSC Priority	\$0.00
District Funding Sources	Amount
Centralized SBCP	\$38,620.84
Schedule C	\$0.00
Title III	\$0.00
School Funding Sources	Amount
General Fund	\$0.00

**SCHOOL SITE COUNCIL MEMBERS**

Name	Represents	Contact Info	Reviewed Plan Date
Alma Loza	Parents	ad2470@yahoo.com	
Crystal Martinez	Teachers	MartCB@fusd.net	10/9/2013
Jessica Pulido	Teachers/Secretary	lopeje@fusd.net	10/9/2013
Maria Contreras	Other Staff	ContME@fusd.net	10/9/2013
Jesse Gonzalez	Students		
Maria Newell	Teachers	newemg@fusd.net	9/11/2013
Tamira Siqueiros	Students		10/9/2013
Moises Merlos	Principal	moises.merlos@fusd.net	10/9/2013
Sonia Montenegro	Parents	909 644-1547	10/9/2013
Tina Vargas	Parents	baseballmom4boys1girl@yahoo.com	10/9/2013
Cindy Figueiredo	Teachers	FiguCM@fusd.net	10/9/2013
Yazari Carlos	Students	yasaricarlos@hotmail.com	



ASSURANCES

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

	Approval Date
Assurances	
The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	8/14/2013
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.	8/14/2013
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 Local Improvement Plan.	10/9/2013
This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.	9/11/2013
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	

Approval

The school plan was adopted by the council on:	10/9/2013
Public Notice Due Date:	10/7/2013
District Governing Board Review Due Date:	12/4/2013
School Site Plan Approved:	12/11/2013
Attested by School Principal:	10/9/2013
Attested by School Site Council Chairperson:	10/9/2013

Attested:

Moises M. Merlos		
Typed Name of School Principal	Signature of School Principal	Date
Merle Rainwater		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date