

Jereann Bowman High School
A California Model Continuation School
Single Plan for School Improvement 2008-2009
Abstract

Introduction

The school plan incorporates the following categorical programs:

- ELA-LEP - State English Learners (EL)
- GATE (Gifted and Talented Education)

Data Analysis

Bowman High School's staff, students, parents, and community members are actively involved in school management. School Leadership Team meetings provide opportunities to collaboratively problem solve current issues, such as scheduling, curriculum, interventions, and other strategies centered on student success. This year Bowman will continue to collect data for the Alternative Schools Accountability Model (ASAM). The three performance indicators measured this past year were attendance rates, credit completion, and suspension rates. Bowman's attendance rate for long-term students (defined as students enrolled at Bowman for 90 days or longer) was 85 percent. The credit completion rate continues to be 100 percent, and suspension rates have held steady at 14 percent. This year Bowman's API score was 692; the Graduation Rate Criteria was met. The 2008 Graduation Rate for the class of 2006-07 was 94.5. This rate represents a decline of 2.9 points from the 2007 Graduation Rate of 97.4. The decline is attributed to the fact that more students in the class of 2006-07 received a Certificate of Completion rather than a diploma because they did not pass the California High School Exit Exam (CAHSEE). Students who receive a Certificate of Completion are counted as dropouts.

Analysis of State Standardized Test results show:

- CAHSEE, CELDT and CST student participation was 100%.
- In 2007-08, 67% of English Learners scored in the Early Advanced or Advanced Stage of Language Development (*up from 59% the previous year*).
- In March 2008, 38% (*up from 26% the previous year*) of students tested on the California High School Exit Exam passed mathematics and 35% (*up from 33% the previous year*) passed English Language Arts.
- In 2008, 38% of 11th grade students tested on the CST scored at the basic level or higher in ELA (*up from 31% the previous year*).
- In 2008, 21 % of students tested on the Algebra I CST scored at the basic level or higher (*up from 16% the previous year*).
- Bowman's 2008 API score was 692.

Objectives/Activities

Bowman received a 6-year WASC Focus on Learning Accreditation with a three-year review starting with the 2009-2010 academic year. Bowman's Action Plan focuses on academic proficiency in literacy across the curriculum, and on mathematics. Bowman's plan concentrates on academic improvement for all students, but emphasizes mastery for those areas outlined on the CAHSEE. Additionally, Bowman implements numbers 2 and 3 of the District Strategic Plan that emphasize rigor in reading and writing in all content areas and promotes parent and community involvement.

Objective #1: All students will reach proficiency or better in English Language Arts by 2013-2014.

Activities to support this objective include:

- All English courses of study are aligned with the California Language Arts Standards.
- The Professional Development Site Trainers implement academic vocabulary and content area literacy strategies to improve students' reading comprehension.
- Staff has been trained in 6+1 Traits of Writing, Kate Kinsella literacy strategies, Jane Shaffer writing methods, Thinking Maps, Differentiated Instruction, Cornell Note Taking, and Academic Vocabulary.

- Two classes in English Language Development (ELD) IV are included on the master schedule to address interventions for English Learners.
- All staff have a CLAD or equivalent credential, or are slated to attend training, as a continuing commitment to professional development training in Specially Designed Academic Instruction in English (SDAIE). These techniques will enhance LEP students' achievement.
- Structured teacher planning time is utilized for English teachers to align curriculum, if budget allows.
- Implementation of school-wide benchmark writing assessments is planned. Release time is provided for English teachers to develop rubrics and assessment.
- Continue to support writing across the curriculum by all teachers in all disciplines.
- Reinforce and strengthen reading skills through the expanded use of expository texts, on-line library resources, and assessment on Gates-McGinnite test.
- CAHSEE core classes in English Language Arts are implemented for students who have not yet passed the CAHSEE English test. The E-path Diagnostic Test is administered to diagnose students' knowledge of CAHSEE content standards, and students are encouraged to use *Chariot*, an Internet-based software program to prepare for the CAHSEE.

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

- All math courses are aligned with California Mathematics Standards.
- CAHSEE core classes in math are implemented for students who have not yet passed the CAHSEE math test. The E-path Diagnostic Test is administered to diagnose students' knowledge of CAHSEE content standards, and students are encouraged to use *Chariot*, an Internet-based software program to prepare for the CAHSEE.
- Algebra classes are taught in blocks to facilitate direct instruction strategies.
- Increased the number of students enrolled in upper-level math classes.
- Continue implementing school-wide benchmark mathematics assessments. Release time provided for mathematics teachers to develop assessments and educational tools. Structured teacher planning time is utilized for math teachers to align curriculum and use IDMS, if the budget allows.

Objective #3: All English Language Learners will become proficient in English by 2013-2014. Activities to support this objective include:

- Align all ELD courses of study with the California Language Arts Standards.
- Students will analyze and interpret various genres of literature; they will develop academic vocabulary, fluency, and comprehension; they will write literary responses to selections read in class.
- Students will progress through the writing process and write coherent compositions, including persuasive, informative, autobiographical and narrative essays based on the *6+1 Traits of Writing*.
- Students will learn listening and speaking strategies. They will learn how to convey information effectively through group and individual oral presentations and how to communicate with one another.

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

- Continue actively counseling students who are behind in credits, including SB1802 parent/student conferences.
- Senior Seminar offered for graduating seniors for post-graduate planning.
- Continue providing independent study, night school, con-current enrollment at College of the Canyons, home study, senior algebra, and CAHSEE core classes.
- Motivational strategies include recognition for the following in the quarterly newsletter and on-campus award assemblies: high credit earners, perfect attendance, student of the month, and most improved citizenship.
- Last year, the total number of graduates and high school equivalencies increased from 276 to 279.

Categorical Programs:**ELD program description:**

All students enrolled in Bowman’s ELD program score Intermediate or above on the CELDT test. District benchmark assessments are administered three times a year. EL strategies include:

- Pairing or grouping students to collaboratively conduct research and create multi-media presentations.
- Focusing on the stages of the writing process via the WRITE Project.
- Reading high-interest, contemporary works by such authors as Sandra Cisneros, Gary Soto, Langston Hughes and Walter Dean Myers will increase students’ reading, writing, fluency, and academic vocabulary.

GATE program description:

A Gifted and Talented Education (GATE) coordinator provides resources for GATE identified students and meets with parents at least twice each school year. GATE students are provided resources to enhance rigor and relevance in their learning. These students are encouraged to extend their learning through concurrent enrollment opportunities at College of the Canyons and the California Institute of the Arts. The GATE coordinator has posted additional resources for parents/guardians and students on the Bowman web site. Teachers differentiate the curriculum for GATE students.

Budget – Draft

Funds will be expended as follows: (Numbers rounded to nearest \$100.00)

Expenditures	Library	GATE	ELA-LEP
Personnel	-	-	
Instructional materials and supplies	\$960		
Professional development	-	\$1,433	\$1,322
Total	\$960	\$1,433	\$1,322

Evaluation Plan

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

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

Parent Involvement Plan – See School Plan

Professional Development Plan – See School Plan