

# SINGLE PLAN FOR STUDENT ACHIEVEMENT

## SAN DIEGO SCHOOL OF CREATIVE & PERFORMING ARTS

**2008-09**

37-68338-3730371

CDS Code



This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Position:	Principal
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San Diego Unified School District  
Board Approval: (Date to be inserted by Categorical Program Monitoring)

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.



## SAN DIEGO SCHOOL OF CREATIVE & PERFORMING ARTS SINGLE PLAN FOR STUDENT ACHIEVEMENT

### SINGLE PLAN FOR STUDENT ACHIEVEMENT

This plan represents a school's core approach to raising student achievement and narrowing achievement gaps. It includes the school's goals, as well as its major strategies for meeting those goals. Please note that this plan represents the *instructional core* of the school's planning for the year and is not intended to include all the specific details needed for implementation. This document is meant to function as a road map for schools as they work to improve student outcomes, and it is expected that the strategies described in the plan will be adjusted along the way in order to meet those desired outcomes.

The San Diego Unified School District's overarching goal is to improve student achievement and close all existing achievement gaps by providing an engaging, rigorous, standards-based instructional program coupled with strategic supports for ALL students. Specific SMART goals are being determined by the Superintendent and the Board of Education.

### **INSTRUCTIONAL PLANNING GUIDELINES**

Schools should use their Performance Profile and other data to develop data-driven SMART goals in the following areas:

<b>Area 1</b>	<b>English/Language Arts</b>
<b>Area 2</b>	<b>Math</b>
<b>Area 3</b>	<b>Graduation Rate (high schools only)</b>
<b>Area 4</b>	<b>Parent Involvement</b>
<b>Area 5</b>	<b>Artistic Achievement</b>

In addition, schools will identify key strategies to implement in order to achieve each SMART goal. These strategies should be aligned with the key district strategies.

### **Key District Strategies for Reaching Goals**

- Establishing Core Curricula, Best Instructional Practices and Common Assessments
- Improving Instruction Through Professional Learning Communities
- Creating Systems of Intervention

Embedded in each of these strategies are five interrelated ideas which should guide the actions planned at each school.

- High Expectations for All
- Standards-based Curriculum and Instruction
- Purposeful, Timely Use of Data
- Strategic Support
- Ongoing Professional Learning



## SAN DIEGO SCHOOL OF CREATIVE & PERFORMING ARTS

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**School:** San Diego School of Creative & Performing Arts

**Principal:** Mitzi Lizárraga

#### **SCHOOLWIDE IMPROVEMENT GOALS (SMART GOALS)**

Using your performance profile, what schoolwide goals will you target for 2008-09? These goals should target student achievement overall as well as the acceleration of the achievement of specific subgroups.

SCPA seeks to create culturally literate students who value academic as well as artistic literature; effective fluent readers that read with comprehension, analysis, and synthesis, strong writers and speakers who are clear, concise, and appeal to a variety of audiences; and active listeners and critical thinkers who research and evaluate information carefully. As a college-preparatory arts-focused school, 60% of SCPA students in grades 6-12 will show significant growth on at least three school-wide reading and writing assessments and standardized writing assessments.

**School-wide reading & writing strategy/Action Steps:** Required Summer Reading & Writing Assignment; School-wide reading & writing assessment three times a year; Writing will be infused throughout the arts and academic classes.

**Tier I Support for Students:** District adopted core curriculum; SCPA will use a school-wide writing focus that utilizes the CAHSEE & English Placement Test rubrics; writing will be incorporated in all classes; teachers will collaboratively assess students' writing and will use data to plan curriculum, instruction, and revise the required 2009 summer reading & writing assignment; students will be given a writing assessment to identify areas of need; teachers will provide examples of good writing instruction; school-wide curriculum will continue to be refined to support and be aligned with the school-wide writing focus; students will be given on-going timed writing experiences in core and arts subjects. All 7<sup>th</sup> grade students are enrolled in a semester-long study skills course.

**Tier II Strategic Support for Students:** Tier I strategies as well as support with small groups within a classroom; Targeted small group instruction will be provided by content teacher for additional writing process; 10<sup>th</sup>, 11<sup>th</sup> and 12 grade students who scored a 2 with the CAHSEE rubric will be given supplemental support aligned with Tier I. All 7<sup>th</sup> grade students are enrolled in a semester-long study skills course.

**Tier III Intensive Intervention:** Continue with Tier II strategies; Students who continue to struggle will receive targeted instruction after school or at Academic Saturday School.; All 7<sup>th</sup> grade students are enrolled in a semester-long study skills course. students identified with IEPs, 504s, Second Language, etc., will receive additional support from Special Education Resource Teachers.

Quarter One Short Term Targets (September 2-October 31)	Quarter Two Short Term Targets (November 1-January 30)	Quarter Three Short Term Targets (February 1, 2009-April 3, 2009)	Quarter Four/Cumulative Short Term Targets (April 13, 2009-June 15, 2009)
90% of SCPA students will have submitted the summer reading and writing assignment; 100% of all 9 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> grade students will take the PSAT	40% of SCPA students will score proficient or advanced, or will show significant growth, on grade level/benchmark writing assessments	45% of SCPA students will score proficient or advanced, or will show significant growth, on a school-wide, timed writing assessment.	50% of all SCPA students will score proficient or advanced, or will show significant growth, on a school-wide, timed writing assessment.



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**Description of Monitoring Process and Method of Reporting:**

Describe who will monitor implementation of the plan and progress towards the school goals. How often? How and when will this information be communicated to various stakeholders?

<p style="text-align: center;"><u>Short Term Monitoring</u> (September 2 – October 31)</p> <p>English Teachers will evaluate student work and share findings with each other; common rubrics will be used; At the October staff meeting, the dance and English departments will present and discuss how writing across the curriculum is implemented by presenting student writings; All staff will review and discuss the common writing rubric(s) for middle and high school; P/SAT Saturday classes for 9, 10, and 11 grade students; PSAT for all 9-11 grade students on October 15; tutoring of students; CELDT Testing; On Demand Writing for Grades 6-10; October 7 CAHSEE test in ELA for Grade 12; October 7 CAHSEE test Math for Grade 12; on-going professional development to address the needs of Tier &amp; Tier 3 students; ongoing, teachers, counselors, and parents will identify underperforming GATE and EL students to provide additional support and strategies in the classroom and after school.</p>	<p style="text-align: center;"><u>Short Term Monitoring</u> (November 3- January 30)</p> <p>Collaborative scoring of school-wide writing assessment; on-going timed writing assignments in selected classes (academic &amp; arts); Individual and small group instruction; provide practice and feedback in deconstructing writing prompts; November 4 &amp; 5 -- CAHSEE in English &amp; Math for 11 Grade; tutoring of students; identification of students who have not achieved mastery; In accordance with AB1802, individual conferences with 7 &amp; 8 grade at-risk students and their parents/guardians will be conducted on January 10; additional parent/student conferences for all other at-risk students will be conducted by January 23; on-going professional development to address the needs of Tier &amp; Tier 3 students; ongoing, teachers, counselors, and parents will identify underperforming GATE and EL students to provide additional support and strategies in the classroom and after school.</p>	<p style="text-align: center;"><u>Short Term Monitoring</u> (February 2 –May 13 )</p> <p>Frequent and time-writing practice school-wide across the curriculum; February 3 CAHSEE in English &amp; February 4 CAHSEE in Math for 10-12 grades; tutoring of students; CST testing; articulation process for 2009-10 school year; student schedules and placements occur; In accordance with AB1802, individual conferences with at-risk students and their parents/guardians will be conducted; on-going professional development to address the needs of Tier &amp; Tier 3 students; Star Writing for Grade 7 on March 3 &amp; 4; Practice CAHSEE for 9<sup>th</sup> grade students from March 16-20; CAHSEE ELA &amp; Math for grades 10-12 on March 17 &amp; 18; Grade 10-12 CAHSEE ELA &amp; Math test on May 12 &amp; 13; on-going professional development to address the needs of Tier &amp; Tier 3 students; ongoing, teachers, counselors, and parents will identify underperforming GATE and EL students to provide additional support and strategies in the classroom and after school.</p>	<p style="text-align: center;"><u>Short Term/Cumulative Monitoring</u> (June 1-June 15)</p> <p>(Use data to inform 09-10)</p> <p>Identification &amp; placement of students in summer school; placement of students in 2009-10 classes; End of course exams; adjustments of student’s 2009-10 schedules; distribution of 2009 summer reading &amp; writing assignment which is assigned to students based upon review of data – grades, ELA placement, etc; ongoing, teachers, counselors, and parents will identify underperforming GATE and EL students to provide additional support and strategies in the classroom and after school.</p>
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**SAN DIEGO SCHOOL OF CREATIVE & PERFORMING ARTS**  
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**INSTRUCTIONAL LEADERSHIP TEAM**

<b>Member Name</b>	<b>Role</b>
Mitzi Lizárraga	Principal
Susan Strasser	English Chair
Julia Roberts & Jackie Whiteley	Math Chairs (High School & Middle School, respectively)
Rebecca Logan	Middle School Chair
Erin Fetters	Dance Chair
Constance Wolf	6 <sup>th</sup> Grade Chair
Roxann Hatfield	Graduation Coach
Roxanne Pompilio	Social Studies Chair
David Van Dusen	Science Chair
Amanda Crouch	Special Education Chair
Bill Doyle	Theater Chair
Cydney Debenedetto	Visual Arts Chair
Michael Wager	World Languages Chair
Scott Graham	Counselor
Melinda Meyer-Ward	English Instructor

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Mitzi Lizárraga	Principal
Becky Logan	Middle School Chair
Roxanne Pompilio	Social Studies Chair
Katrina Frontiero	Secretary
Dana Newton	Parent
Ruby Wilson	Parent
Taatianna VanReed	ASB President
MicahCristi Foster	Senior Class President
Monique Garcia	Junior Class President



## SAN DIEGO SCHOOL OF CREATIVE & PERFORMING ARTS SINGLE PLAN FOR STUDENT ACHIEVEMENT

### AREA 1: ENGLISH/LANGUAGE ARTS

#### **English/Language Arts SMART Goal:**

By June 2009, 57% of students in grade 8 and 69% of students in grade 9 will score proficient or above on the English Language Arts portion of the CST. By June 2009, 61% of the 10<sup>th</sup> graders will earn advanced levels on the March English section of the CAHSEE.

#### **Closing the Gap SMART Goal:**

By June 2009, African American students in grade 8 will reach an improved proficiency level of 7% on the 2009 ELA CST.  
By June 2009, African American students in grade 9 will reach an improved proficiency level of 3% on the 2009 ELA CST.  
By June 2009, African American students in grade 10 will increase the ELA CAHSEE passing proficiency rate by 9.4%.

By June 2009, Hispanic students in grade 8 will reach an improved proficiency level of 6% on the 2009 ELA CST.  
By June 2009, Hispanic students in grade 9 will reach an improved proficiency level of 5% on the 2009 ELA CST.  
By June 2009, Hispanic students in grade 10 will increase the ELA CAHSEE passing proficiency rate by 3.4%.

By June 2009, English Learners students in grade 8 will reach an improved proficiency level of 12% on the 2009 ELA CST.  
By June 2009, English Learners students in grade 9 will reach an improved proficiency level of 11% on the 2009 ELA CST.  
By June 2009, English Learners students in grade 10 will increase the ELA CAHSEE passing proficiency rate by 15%.

By June 2009, Special Education students in grade 8 will reach an improved proficiency level of 9% on the 2009 ELA CST.  
By June 2009, Special Education students in grade 9 will reach an improved proficiency level of 7% on the 2009 ELA CST.  
By June 2009, Special Education students in grade 10 will increase the ELA CAHSEE passing proficiency rate by 23%.

By June 2009, Economically Disadvantaged students in grade 8 will reach an improved proficiency level of 6% on the 2009 ELA CST.  
By June 2009, Economically Disadvantaged students in grade 9 will reach an improved proficiency level of 3% on the 2009 ELA CST.  
By June 2009, Economically Disadvantaged students in grade 10 will increase the ELA CAHSEE passing proficiency rate by 4%.

**Rationale: (Data conclusions related to SMART goal)** In the past several years, we have made steady gains in ELA. Last year's 55.5% was well above the AMO, and we want to continue to improve results. However, our African American population is our lowest performing race/ethnicity group in both the CST and CAHSEE. In addition, our English Learner and Special Education population, both below 20% pass rate on CST (Special Education has below 50% pass on CAHSEE, ELs have no data) needs significant gains. On the CAHSEE, most students did not pass the essay, school-wide the average score was a 2.7 and the strands of writing strategies and conventions had lower scores for most groups. More students could have passed if the writing skills were stronger.



## SAN DIEGO SCHOOL OF CREATIVE & PERFORMING ARTS SINGLE PLAN FOR STUDENT ACHIEVEMENT

### AREA 1: ENGLISH/LANGUAGE ARTS: Major Strategy/Action Steps

What three-five major strategies are needed in each tier to support student learning aimed at achieving the SMART goals?  
How will you address the needs of particular subgroups of students (Students with Disabilities, English Learners, GATE, etc.)?  
What three-five major strategies are needed to support staff in order to implement these actions?

#### SUPPORT FOR STUDENTS

##### **Universal Access to Strong Core Instructional Program (Tier 1)**

- District English Benchmarks and writing assessments
- In class assessments for units, both writing and reading
- SDAIE, QTEL, Differentiation, and AVID strategies in classes

##### **Strategic Support (Tier 2)**

- tutoring for students not reaching grade level in 6-12
- tracking of EL students' progress in English
- in class targeted instruction based on benchmark results

##### **Intensive Intervention (Tier 3)**

- writing workshops & Academic Saturday school for students for 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> graders who scored a 1 on the On Demand writing assessment
- Mandatory extended day English Language Arts classes for students who scored below 51% on CAHSEE, including the practice test
- Bi-monthly, counselors will report to the Instructional Leadership Team on the school-wide efforts to identify and assist students at risk and the progress of these students.

#### SUPPORT FOR STAFF

##### **Professional Development Plan**

- time to develop rubrics for writing, assessments for units and time to evaluate assessments and debrief/review and for parent contact
- compensation for after school tutoring
- programs and training to improve students writing



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**AREA 1: ENGLISH/LANGUAGE ARTS**

**EXPENDITURES: SUPPORT FOR STUDENTS**

<b>Persons Responsible</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>
Principal, Vice Principals, Teachers				
Teachers	0.690 FTE	41,506	70900	State Compensatory Education (SCE)
	Non Classroom Teacher Hourly	111	70910	Economic Impact Aid (EIA) Limited English Proficiency
	Assistant Classroom Hourly	122		
	Instructional Materials & Supplies	47		
Teachers	0.420 FTE	25,287	72500	School-Based Coordination Program
	Instructional Materials & Supplies	618	00000	Unrestricted
	Document Cameras, LCD Projectors & Bulbs	200		
	Support Staff/Tutor	122		

**EXPENDITURES: SUPPORT FOR STAFF**

<b>Persons Responsible</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>
Principal, Vice Principals, Teachers				
	Visiting Teachers and Consultant	254	30100	Title I Basic Program
	Visiting Teachers	475	70910	Economic Impact Aid (EIA) Limited English Proficiency
	Postage/Mailing	1,000	00000	Unrestricted
	Workshop/Conference Fees	500		



## SAN DIEGO SCHOOL OF CREATIVE & PERFORMING ARTS SINGLE PLAN FOR STUDENT ACHIEVEMENT

### AREA 2: MATHEMATICS

#### Mathematics SMART Goal:

By June 2009, 46% of students in grade 7 will score proficient or above on the math CST, and 17% of students in algebra will score proficient or above on the Algebra CST. By June 2009, 45% of the 10<sup>th</sup> graders will earn advanced levels on the March Math section of the CAHSEE.

#### Closing the Gap SMART Goal:

By June 2009, African American students in grade 7 will reach an improved proficiency level of 6% on the 2009 math CST.  
By June 2009, African American students in algebra will reach an improved proficiency level of 3% on the 2009 math CST.  
By June 2009, African American students in grade 10 will increase the Math CAHSEE passing proficiency rate by 23%.

By June 2009, Hispanic students in grade 7 will reach an improved proficiency level of 7% on the 2009 math CST.  
By June 2009, Hispanic students in algebra will reach an improved proficiency level of 3% on the 2009 math CST.  
By June 2009, Hispanic students in grade 10 will increase the Math CAHSEE passing proficiency rate by 9%.

By June 2009, English Learners students in grade 7 will reach an improved proficiency level of 7% on the 2009 math CST.  
By June 2009, English Learners students in algebra will reach an improved proficiency level of 4% on the 2009 math CST.  
By June 2009, English Learners students in grade 10 will increase the Math CAHSEE passing proficiency rate by 14.1%.

By June 2009, Special Education students in grade 7 will reach an improved proficiency level of 7% on the 2009 math CST.  
By June 2009, Special Education students in algebra will reach an improved proficiency level of 5% on the 2009 math CST.  
By June 2009, Special Education students in grade 10 will increase the Math CAHSEE passing proficiency rate by 23.5%.

By June 2009, Economically Disadvantaged students in grade 7 will reach an improved proficiency level of 6% on the 2009 math CST.  
By June 2009, Economically Disadvantaged students in algebra will reach an improved proficiency level of 3% on the 2009 math CST.  
By June 2009, Economically Disadvantaged students in grade 10 will increase the Math CAHSEE passing proficiency rate by 12.2%.

**Rationale: (Data conclusions related to SMART goal)** Data from the 2004-2008 California Standards Test Results shows improvement in all subgroups consistently, however, total percentage scoring proficient or above is still below benchmark standards; improvement is still needed in all subgroups, including White. For the CAHSEE, while overall 82% of 10<sup>th</sup> grade students passed the March 3<sup>rd</sup>, 2008 exam, less than 70% of both Hispanic and African American students passed.



## SAN DIEGO SCHOOL OF CREATIVE & PERFORMING ARTS SINGLE PLAN FOR STUDENT ACHIEVEMENT

### AREA 2: MATHEMATICS : Major Strategy/Action Steps

What three-five major strategies are needed in each tier to support student learning aimed at achieving the SMART goals?  
How will you address the needs of particular subgroups of students (Students with Disabilities, English Learners, GATE, etc.)?  
What three-five major strategies are needed to support staff in order to implement these actions?

#### SUPPORT FOR STUDENTS

##### **Universal Access to Strong Core Instructional Program (Tier 1)**

- District Mathematics benchmarks
- In class assessments for units
- SDAIE, QTEL, Differentiation, and AVID strategies in classes

##### **Strategic Support (Tier 2)**

- Students who scored below basic and far below basic will be enrolled in extended time for learning (Extended Day, tutoring, Saturday School) to support their growth in their conceptual understanding of fractions, decimals, ratios, rates, percentages, etc.
- Students will also have regular conferences with teachers to assess their progress.
- Student and teachers will review the student's learning history, specific concept area of challenges, and learning issues.

##### **Intensive Intervention (Tier 3)**

- Students who scored below basic and far below basic will be enrolled in extended time for learning (Extended Day, tutoring, Saturday School) to support their growth in their conceptual understanding of numeracy, computational skills, fractions, decimals, ratios, rates, and percentages.
- CAHSEE prep class
- Transfer of students from Algebra to Algebra Readiness (or other such class changes based on students' needs)
- Tier 2 strategies will be followed.

#### SUPPORT FOR STAFF

##### **Professional Development Plan**

- Compensation for after-school/in-school intervention programs/tutoring programs.
- Assessment data will be analyzed and discussed in teaching teams to create individual learning plans to raise student achievement.
- Time for collaborative assessment review, intervention planning, intervention debriefs/reviews, and parent contact.
- Math teachers will plan training for the whole school to assist staff and parents with identifying challenges with individual student;
- Math teachers will attend district-wide math training.



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**AREA 2: MATHEMATICS**

**EXPENDITURES: SUPPORT FOR STUDENTS**

<b>Persons Responsible</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>
Principal, Vice Principal, Teachers & Counselors				
Teachers	0.350 FTE	21,422	70910	Economic Impact Aid (EIA) Limited English Proficiency
Teachers Math Assistant	1.230 FTE 0.438 FTE Instructional Materials and Supplies Document Cameras; LCD Projectors & Bulbs	77,822 15,697 100 1,600	30100	Title I Basic Program
	Teacher Hourly			

**EXPENDITURES: SUPPORT FOR STAFF**

<b>Persons Responsible</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>
Principals, Vice Principals, Teachers & Counselors				
	Visiting Teachers and Consultants Postage/Mailing Workshop/Conference Fees	111 See SMART Goal Area 1 See SMART Goal Area 1	00000	Unrestricted



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**AREA 3: GRADUATION RATE**

**Graduation Rate SMART Goal:**

SCPA will increase its overall 2009 graduation rate from 98% in 2008 to 99% in 2009.

**Closing the Gap in the Graduation Rate SMART Goal:**

97% of African American, Hispanic, diploma-bound special education, and economically disadvantaged students will graduate in 2009.

**Rationale: (Data conclusions related to SMART goal)**

In school year 2008-09, the first time CAHSEE 10<sup>th</sup> grade pass rate was 82%; the retake pass rate for 11<sup>th</sup> grade students was 70%; and by 12<sup>th</sup> grade 98% had passed. In addition, all seniors passed senior exhibition. Out of 173 seniors in the Class of 2008, all but 4 graduated (one White, one African-American and two Hispanic/Latinos). The Class of 2009 has 190 seniors.

**AREA 3: GRADUATION RATE: Major Strategy/Action Steps**

What three-five major strategies are needed in each tier to support student learning aimed at achieving the SMART goals?  
How will you address the needs of particular subgroups of students (Students with Disabilities, English Learners, GATE, etc.)?  
What three-five major strategies are needed to support staff in order to implement these actions?

**SUPPORT FOR STUDENTS**

**Universal Access to Strong Core Instructional Program (Tier 1)**

- SDAIE, QTEL, Differentiation, AVID strategies in classrooms
- End of Course/Semester Exams/Benchmarks Assessment Review
- AB 1802 Academic Review Form for all 9<sup>th</sup>-12<sup>th</sup> graders.

**Strategic Support (Tier 2)**

- After-school tutoring
- Graduation Coach, counselors, and teachers identify at-risk students: student and parent meetings for at-risk students
- CAHSEE prep class

**Intensive Intervention (Tier 3)**

- Credit Recovery Program (Graduation Seminar)
- Summer School
- Case manager reviews for special education students on quarterly basis.
- EL coordinator reviews for EL students on quarterly basis.



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**SUPPORT FOR STAFF**

**Professional Development Plan**

- Time to identify and meet with at-risk, Special Education, and English Learner students (counselors, graduation coach, teachers, and EL Coordinator).
- Spreadsheet/Data collection procedure and tracking for all at risk students—universal and accessible by all parties.
- Compensation for after-school intervention programs.

**AREA 3: GRADUATION RATE**

**EXPENDITURES: SUPPORT FOR STUDENTS**

Persons Responsible	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source
Principal, Vice Principals, Teachers, Counselors & Graduation Coach				
Resource Teacher/Graduation Coach	1.000 FTE	71,840	00010	Unrestricted (as funds become available)
	Materials and supplies/ Computer Programs	500	00000	Unrestricted

**EXPENDITURES: SUPPORT FOR STAFF**

Persons Responsible	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source
Principal, Vice Principals, Teachers, Counselors & Graduation Coach				
Support Staff	Visiting Teachers and Consultants Postage/Mailing OTBS Hourly	See SMART Goal Area 2 See SMART Goal Area 1 122	00000	Unrestricted



## SAN DIEGO SCHOOL OF CREATIVE & PERFORMING ARTS SINGLE PLAN FOR STUDENT ACHIEVEMENT

### AREA 4: PARENT AND COMMUNITY INVOLVEMENT

#### Parent and Community Involvement SMART Goal:

Increase parent involvement by 15% during the 2008-2009 school year and renew/strengthen community partnerships with arts organizations during the 2008-2009 school year.

#### Rationale: (Data conclusions related to SMART goal)

Current parent involvement and the tracking of volunteers at SCPA is not as strong as we would like. Parents attend annual school community meetings, volunteer at school throughout the day, participate in the Friends of SCPA, the School Site Council, the Governance Team, work on student productions, and chaperone SCPA's events. Increased efforts to document all volunteers will allow SCPA to "officially" increase parent involvement by 15% or 200+ parents. Currently, SCPA has four community partnerships but will increase it to 7 by June 2009.

#### Targeted Population (grade levels and significant subgroups):

Grades 6-12, all sub-groups.

### AREA 4: PARENT AND COMMUNITY INVOLVEMENT: Major Strategy/Action Steps

What major strategies will you use to meet your SMART goal?  
Which critical action steps need to take place?

- Contact parents through Friends of SCPA
- Volunteer sign up sheet in parent room on campus.
- Targeted invitation to cultural institutions to visit SCPA and meet with staff.
- Parent surveys.
- Parent information section on the web site, including information on Friends,
- Communication with arts organizations—like Old Globe—and supply invitations to school performances.
- Create opportunities for collaborations with community arts organizations and visiting artists/professionals.



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**EXPENDITURES: PARENT AND COMMUNITY INVOLVEMENT**

Persons Responsible	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source
Principal, Vice Principals, Teachers, Counselors & Graduation Coach				
	OTBS Hourly/Technology Support	200	30103	Title I Parent Involvement
	Materials, Supplies	2,111		
	Local Conferences	900		
	Travel Conferences	100		
	Duplicating Equipment Exp	1,000		
	Postage/Mailings	300		
	Food, Non-instructional			As funds become available

**AREA 5: ADDITIONAL FOCUS AREA (optional)**

**Overall SMART Goal:**

By June 2009, all students will have a B or better in their arts classes and senior exhibition will be art-focused with recitals, portfolio reviews, and/or juries.

**Closing the Gap SMART Goal:**

**Rationale: (Data conclusions related to SMART goal)**

As an arts magnet, it is imperative to have a minimum standard of achievement of a B in the arts classes, not unlike other arts focused schools across the nation. This minimum standard should increase the number of students applying to arts-focused universities and colleges to 20% by June 2009. The current senior exhibition does not require students to use their arts as part of the process; other arts focused schools across the nation use portfolios, recitals, and/or juries for seniors. By June 2009, the senior exhibitions will be arts-focused.

**AREA 5: ADDITIONAL FOCUS AREA: Major Strategy/Action Steps**

What major strategies will you use to meet your SMART goal?  
 Which critical action steps need to take place?

**SUPPORT FOR STUDENTS**

**Universal Access to Strong Core Instructional Program (Tier 1)**

- Recitals, portfolio reviews, juries no more than twice a year
- Review of grades prior to students' performing in recitals, concerts, and major productions;
- Workshops with Visiting Artists from Partnerships such as The Old Globe, the San Diego Opera, etc.



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### AREA 5: ADDITIONAL FOCUS AREA: Major Strategy/Action Steps

What major strategies will you use to meet your SMART goal?  
Which critical action steps need to take place?

- Honor students attend school-wide performances during class time
- October 4, 100 students will attend the arts-focused college fair at UCLA

#### **Strategic Support (Tier 2)**

- Student/Parent/Teacher/Counselor conferences
- Review of grades and meetings with arts teachers and counselors
- Recitals, portfolio reviews, juries no more than twice a year
- Workshops with Visiting Artists from Partnerships such as The Old Globe, the San Diego Opera, etc.
- Honor students attend school-wide performances during class time
- October 4, 100 students will attend the arts-focused college fair at UCLA

#### **Intensive Intervention (Tier 3)**

- Recitals, portfolio reviews, juries no more than twice a year
- Review of grades prior to students' performing in recitals, concerts, and major productions;
- Workshops with Visiting Artists from Partnerships such as The Old Globe, the San Diego Opera, etc.
- Honor students attend school-wide performances during class time
- Students may not perform in productions until all academic and arts grades have improved
- Constant monitoring of progress in all classes and in citizenship.
- October 4, 100 students will attend the arts-focused college fair at UCLA

#### **SUPPORT FOR STAFF**

##### **Professional Development Plan**

- Teachers will attend the October conference sponsored by the International Network for the Advancement of Arts Education.
- Counselors will become familiar with arts-focused public schools in the country and their curriculum
- Counselors will become familiar with college and scholarship opportunities for students interested in pursuing a post-secondary arts-focused program

AREA 5: ADDITIONAL FOCUS

EXPENDITURES: SUPPORT FOR STUDENTS



**SAN DIEGO SCHOOL OF CREATIVE & PERFORMING ARTS  
SINGLE PLAN FOR STUDENT ACHIEVEMENT**

<b>Persons Responsible</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>
Principal, Program Arts Specialist, Vice Principal, Teachers, Counselors				
Teachers	2.000 FTE Classroom Assistant Instructional Materials and Supplies Field Trips	125,000 245 2,303 500	73940	Block Grants-Improvements Targeted Institution
Supervising Arts Specialist	1.000 FTE	72,000	00010	Unrestricted (as funds become available)

**EXPENDITURES: SUPPORT FOR STAFF**

<b>Persons Responsible</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>
Principal, Program Arts Specialist, Vice Principal, Teachers, Counselors				
	Visiting teacher Local Conferences Travel Conferences Postage/Mailings Curriculum Development	1,121 1,000 200 500 225	73940	Block Grants-Improvements Targeted Institution
	Visiting Artists/Consultants fees	100	00000	Unrestricted