



Student Learning Goal for: Heritage High School - 2008

Goals	Indicators	Measures	Target		Actual			Action Priorities	
					2007	2008	2009		
Heritage will increase the percentage of 9 th and 10 th grade students who score "Proficient or above" by 2% per year on CSAP Reading and Writing and by 5% per year on CSAP Math through the 2009 test.	<u>Reading:</u> *Students will increase the use of literary information in support of improved comprehension of fiction and non-fiction reading material. *Students will increase their ability to build vocabulary in content areas across the curriculum.	<u>Reading:</u> *CSAP *MAPS (benchmark)	<u>Reading 9th:</u> 2006—87% 2007—89% 2008—91% 2009—93%	<u>Reading 10th:</u> 2006—87% 2007—89% 2008—91% 2009—93%	9th Reading 85%	9th Reading 86%		<u>Reading:</u> *SRA—Corrective Reading Program for all students with ILPs. *Cross-curricular focus and reading in the content area emphasis. *Regular Sustained Silent Reading in Lang. Arts. *MAPS data available for all teachers with student strengths and weaknesses. *Vocabulary Building *Basic skills classes and reading support classes.	
	<u>Writing:</u> *Students will increase the use of writing for a specific purpose. (i.e. Expository writing and extended writing.) *Students will improve the ability to write paragraphs as measured by a common 9 point writing scale.	<u>Writing:</u> *CSAP *Common Assessments (benchmark)	<u>Writing 9th:</u> 2006—72% 2007—74% 2008—76% 2009—78%	<u>Writing 10th:</u> 2006—76% 2007—78% 2008—80% 2009—82%	9th Writing 67%	9 th Writing 70%			<u>Writing:</u> *Cross-curricular focus on writing in the content area. *Daily Grammar Practice or DGP in 9 th & 10 th *9 point writing rubric adopted by LA PLC teams. *Basic Skills classes
	<u>Math:</u> *Students will improve their mastery of Geometry and Measurement as they relate to Proportional Thinking.	<u>Math:</u> *CSAP *MAPS (benchmark) *Common Assessments (Benchmark)	<u>Math 9th:</u> 2006—52% 2007—57% 2008—62% 2009—67%	<u>Math 10th:</u> 2006—47% 2007—52% 2008—57% 2009—62%	9th Math 54%	9th Math 61%			
		"Proficient or Above"		10th Reading 79%	10 th Reading 84%				
		"Proficient or Above"		10th Writing 64%	10 th Writing 68%				
		"Proficient or Above"		9th Math 54%	10 th Math 48%				



Equity Access Goal for: Heritage High School - 2008

Goals	Indicators	Measures	Target	Actual			Action Priorities
				2007	2008	2009	
Heritage High School will provide more successful access to Advanced Placement courses. Successful access is defined by a 1% increase in enrollment and a 2% increase in scores of "3 or higher" per year through 2009.	<u>Student AP Enrollment</u> *Increase the number of 9 th and 10 th grade students enrolled in rigorous classes in content areas focused on reading, writing and math. *Add additional AP courses to create a larger variety of opportunities for students. *Increase the success rate of AVID students as defined by honors and AP enrollments as well as academic grades. *Reduce the number of pre-requisites and application barriers to increase access to honors and AP classes for all students. <u>Student AP Pass Rate:</u> *Increase AP pass rate by improving teacher training in AP curriculum and best practice. *Increase student pass rate through more effectively aligned AP curriculum with honors and regular courses thus students will be more thoroughly prepared.	Overall student enrollment in AP courses.	2006: 319 students enrolled 2007: 322 students enrolled 2008: 325 students enrolled 2009: 328 students enrolled	337 Enrolled	285 Enrolled		*Increased rigor and success in the 9th & 10th grade courses. *Use of AIM and related elements to assist in higher academic performance. *Use of Advisory period for one on one teacher-student academic mentoring. *Greater effective communication with students and parents on the benefits of the College Board AP program. *Addition of AP courses not currently offered. For example: AP Art, AP U.S. History, and AP Environmental Science. *Improved effective communication with students and parents from the Counseling Department on areas of strength for individual students. *Utilization of the AVID program to propel and support students into AP courses. *Continual training provided by the College Board program for all AP teachers.
		Number of grades reported or tests taken.	2006: 663 grades reported 2007: 755 grades reported	755 grades	585 grades		
		Number of tests with a score of "3 or higher".	2006: 438 tests with 3 or higher—66% 2007: 499 tests with 3 or higher—66%	499 Tests higher than a 3	406 Tests higher than a 3		



Climate/Culture Goal for: Heritage High School - 2008

Goals	Indicators	Measures	Target	Actual			Action Priorities
				2007	2008	2009	
<p>Ninth and tenth grade students will utilize embedded school-wide systems and Advisory periods for improvement so the percentage of students with at least one grade below a "C" will decrease by 2% per semester. This will yield a 12% improvement by 2009.</p>	<p><u>Student Interventions:</u> *Students will review academic progress with Advisory teachers every two weeks. *Students will be more aware of their academic progress as a result of on-going monitoring and intervention. *Students will be encouraged to access a variety interventions and supports for academic improvements. *Students will be given timely and effective feedback from classroom teachers.</p>	<p><u>9th Grade:</u> Total number of students with at least one grade below a C.</p>	<p><u>1st semester & 2nd semester</u> 2006/2007: 32% 37% 2007/2008: 30% 35% 2008/2009: 28% 33% 2009/2010: 26% 31%</p>	<p>9th: 37% 43%</p>	<p>9th: 33% 34.7%</p>	<p>RTI- <u>Response to Intervention</u>-Expand model at HHS and expand regular ed. understanding and use of a pyramid of intervention.</p> <p><u>Advisory Period:</u> Twice a week students report to Advisory class for 30 min. Every Thur. the period is dedicated to one on one conferencing between a teacher and students about academic progress.</p> <p><u>Infinite Campus Auto Dialer:</u> To keep parents better informed of student progress, the school will generate an automated phone call to notify parents that their student has at least one D or one F.</p> <p><u>6 and 9 week Progress Reports:</u> Students and parents have access to six or nine week progress reports and can access IC teacher grade books to monitor student progress.</p> <p><u>Staff analysis:</u> The purpose and type of homework assigned. *Grading policy and procedures the impact of the zero. *Staff creation of a school-wide system of intervention and support.</p>	
		<p><u>10th Grade:</u> Total number of students with at least one grade below a C.</p>	<p><u>1st semester & 2nd semester</u> 2006/2007: 39% 40% 2007/2008: 37% 38% 2008/2009: 35% 36% 2009/2010: 33% 34%</p>	<p>10th: 40% 41%</p>	<p>10th: 35% 36.9%</p>		