

Mesa Verde Middle School  
Single Plan for Student Achievement  
2008-2009



## College Readiness for All – Gateway to Our Students' Future

*Ensuring the highest levels of success  
for each and every student, with commitment to  
**Rigor, Relevance, and Relationships***

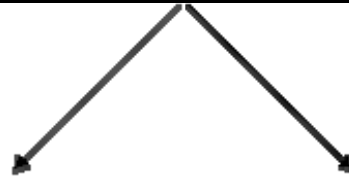
# Single Plan for Student Achievement

*This plan meets the content requirements of amended Education Code, 64001 for a SPSA. It provides a single comprehensive school plan to improve the academic performance of students. Completion of the plan satisfies requirements for all programs for which the school has an allocation in the Consolidated Application.*

SB 374

No Child Left Behind

PUSD Focus Goals



**The SPSA will address these critical questions:**

- To what extent are ALL students demonstrating continuous progress?
- To what degree are ALL students achieving the academic standards?
- How are innovative practices impacting gains in student achievement?
- How is professional development used to improve student achievement?
- To what degree do parents and community participate in the achievement of school goals?
- To what degree are student support services integrated into plans for improvement of student achievement?

## Table of Contents

- I. **The School Profile - *Describing the students and community we serve***
  - A. Programs to be included in the SPSA
  - B. Description of School
  - C. Demographic Summary
  - D. School Site Council / Leadership Team
  
- II. **Vision, Mission and Organizational Directions - *How will we connect our school and our efforts to the larger PUSD Strategic Vision of "College Readiness for All?"***
  - A. PUSD Strategic Vision
  - B. Site Mission
  - C. Organizational Directions
  
- III. **Standards and Assessment of Student Learning - *How will we know students are learning and where are the gaps? An analysis of student learning, program effectiveness, progress toward closing the achievement gap, and progress toward attaining college readiness.***
  - A. Site Assessment Plan
  - B. SARC Data Summary
  - C. Previous Year Annual School Improvement Plan Summary Report
  - D. Needs Assessment Summary
  
- IV. **Teaching and Learning - *What are we going to do differently to ensure students are on track to graduate college-ready?***
  - A. Site-Based Literacy Plans
  - B. Kindergarten Transition
  
- V. **Safe and Supportive Schools**
  - A. School-wide Behavioral Support Plan
  - B. Drug Abuse Education Plan
  
- VI. **Funding and Governance of Categorical Programs**
  - A. Centralized Services
  - B. Assurances and Signatures
  - C. Budget Development Forms (One for each state/federal program with funds in the SPSA)
  
- VII. **Addendum (Optional)**

I. THE SCHOOL PROFILE

School operates a SBCP

School does not operate a SBCP

A. PROGRAMS TO BE INCLUDED IN THE SPSA:

STATE/FEDERAL PROGRAMS	SITE ALLOCATION
School and Library Improvement Program (SLIP) Block Grant	48,287
School and Library Improvement Program (SLIP) Block Grant (Cont...)	0
Pupil Retention Block Grant	0
GATE	0
Title I	0
Title I – Parent Involvement	0
Title III ( <i>ELL Student Formula Subgrant</i> )	0
Title III ( <i>Immigrant Subgrant</i> )	0
English Language Acquisition Program ( <i>Grades 4-8 only</i> )	4552
EIA - Economic Impact Aid (English Learner Program)	1,581

## B. DESCRIPTION OF SCHOOL

Mesa Verde Middle School, located in Rancho Penasquitos, a suburb of northern San Diego, California, exemplifies the educational heights that can be attained when a solid partnership exists between school and community. Built in 1994 and situated on over 30 acres, the campus has 59 permanent classrooms clustered into three main villages, a number of conference rooms, an office complex, a performing arts center, band and orchestra rooms, four computer labs, a Readers/Writers lab, science labs, a fitness lab, a cafeteria, a gymnasium, large playing fields, athletic facilities, and several specially designed rooms for meeting the needs of students who have mild to severe handicaps. The library, in addition to housing a student circulation collection of almost 20,000 volumes, also provides technological media access. Each classroom has several computers and all are networked to the site file server. From that server, informational software as well as access to the Internet is provided school-wide.

Mesa Verde is one of six middle schools in the Poway Unified School District. The school serves a culturally and ethnically diverse middle class population of students who live in single-family homes, condominiums, and apartments west of Interstate 15 and clustered generally north of Route 56. MVMS students come primarily from four feeder elementary schools (Deer Canyon, Sundance, Canyon View, and Park Village) and attend Westview High School. There are fifteen different ethnic groups represented within our student body of almost 1400 students. 54% of our student population is white, 22% is Asian, 9% is Filipino, 7% is Hispanic, and 3% is African American. The remaining 5% of the student population are of multiple ethnicities or declined to declare. The number of students who receive free and reduced lunches has remained fairly constant at 8% of the total student population. Special needs populations include RSP, ELL, SDC, SDCCS and GATE. Each special need population is served according to state law and individual requirements. In addition to the aforementioned, there are a number of other support and intervention efforts for those students struggling or requiring extra attention: AVID, math and ELL Impact Teachers, Before and After School Programs (focusing on academic support, healthy social interactions, and fitness), Extended Academic Time, the Herman's Way Project, Academic Advisement Tutorials, and Student Support Groups.

The staff of 98 certificated and classified employees strives to provide the very best educational experience possible for the 1,363 students who call Mesa Verde home. MVMS employs 54 full time teachers and 6 part-time teachers, plus 9 additional certificated specialists: three full time administrators, one part-time Librarian, two and a half counselors, one TOSA (Teacher on Special Assignment), one school psychologist, and one speech therapist. Mesa Verde also benefits from the assistance of 28 additional classified staff members who serve in a variety of capacities: instructional assistants, office staff, custodians, and cafeteria workers.

Mesa Verde Middle School enjoys an excellent reputation within the immediate and outer lying communities of San Diego and Poway. During the 2004-05 school year, Mesa Verde's API score improved 19 points from 876 to 895. In 2005-06, the API score improved once again. MVMS became the first school at the secondary level in Poway to achieve an API score over 900. In 2008, Mesa Verde continued this trend by achieving an API score of 918. This new API score positioned Mesa Verde as the 4th ranked middle school in San Diego county (which consists of 97 middle schools). MVMS is a California Distinguished School and a National Blue Ribbon School of Excellence. Students and teachers from MVMS are routinely honored for excellence each year from outside agencies like the San Diego County Fair, the California Association of Directors of Activities, the California Association of Student Leaders, Regional and State Band and Orchestra organizations, the Science Olympiad, Time Warner Cable, and from various service clubs (e.g.: Lions Club, Rotary Club, etc.).

MVMS parents are actively involved members of decision and policy-making committees. The PTSA and School Site Council place parents in decision-making roles within the school. Our PTSA boasts a membership of well over 1000 members and our parent volunteers log an average of 450 volunteer hours each month. In addition, the MV Foundation's membership has grown exponentially, and in the few

years this parent-group has tripled its annual operating budget allowing it to support the Library, Art, Drama and Band programs, and the Math, Physical Education and Science Departments.

Thanks to the strong support of the parents, a weekly Professional Time Day has been established. MVMS students commence school an hour later than normal each Tuesday. Teachers to pursue staff development opportunities and to collaborate within and between content areas and grade levels use this “extra” hour without students. Professional time has improved communication between teachers and helped to foster a more cohesive and thoughtful school-wide instructional program.

Finally, this year the staff at Mesa Verde has committed to pursuing three main goals: 1) Improvement of Writing and Math Instruction, 2) Using Data to Inform Instructional Priorities, and 3) Increasing Parental Participation (Parents as Partners). Specific information pertaining to each of these goals is detailed in the Literacy Plan that follows.

**Address:** 8375 Entreken Way San Diego, CA 92129-4405

**Principal:** Cliff Mitchell

**Year of Construction:** 1994

**Current Enrollment**

Numbers reflect first month enrollment totals

Kg	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Special Day Class
						442	444	470					22

**Enrollment History:**

Numbers reflect first month enrollment totals

2006-07	2007-08	2008-09
1392	1375	1356

**Student Demographics:**

Percent of total school population. (Based on first month enrollment totals)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
24	8	7	2	54	4

Percent of total school population. (Based on first month enrollment totals)

Limited English	Free/Reduced Lunch
4	7

**Staff Demographics**

Percent of credentialed teachers. (Based on Oct 2008 CBED's)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
6		3	2	89	

**Percent Fully credentialed: 100**

**D. SCHOOL SITE COUNCIL / LEADERSHIP TEAM**

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent/MS or HS Student
Cliff Mitchell	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aston Ward	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lorei Edwards	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane McCutcheon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryanne Porter	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ian McKercher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fred Felipe	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mike Rook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lorene Joosten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Keri Bohart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kathy Frost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alek Mata	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tanya Ibrahim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Numbers of members of each category (Total of columns 1 to 3 must equal column 4)</b>	1	5	1	7

**Leadership Team (if separate from/additional to School Site Council):  
MVMS LEADERSHIP TEAM 2007-08**

6th Grade: Pam Dorward, Susan Bateman

7th Grade: Joie Nolasco

8th Grade: Jennifer Hanson

Math: Liz Schneblin

Science: Julie Mori

Electives: Barbara Hensley

PE: John O'Hagan, Jennifer Yonekura

GATE: Becky Santibanez, Marycay Densmore, Kathryn Blackmore

Special Ed.: Colleen Van Nordheim; Christine Milkolosko

ELL: Pam Dorward

Library: Susan Sheldon

ASB: Danielle Perkio

Technology: Les Reich

Administration: Cliff Mitchell, Jeanne Smith, Johneen Gregg

TOSA (Teacher on Special Assignment): Liz Kruth

Counseling: Stephanie Martel, Barbara Tomeo, Kenya Bohn

Classified: Leslie Breen

SLIP (School Site Council): Cliff Mitchell

*California Education Code specifies the composition of the School Site Council as follows:*

- At both the elementary and secondary levels, classroom teachers comprise the majority of persons represented under subdivision (a), below.
- At the elementary level there is parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. (Ten members are necessary in order to meet the above requirements.)
- At the secondary level there is parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of students, and parents or other community members, selected by parents and students. (Twelve members are necessary in order to meet the above requirements.)
- At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the SSC. High schools are required to ensure parity between parent members and student members.
- The means of selecting SSC members are not specified in law, except that members must be chosen by peers.
- No additional membership qualifications may be required. Beyond the composition requirements stated above, no seat on the SSC may be reserved for any group or individual.

II. **VISION, MISSION, AND ORGANIZATIONAL DIRECTIONS** – *How will we connect our school and our efforts to the larger PUSD Strategic Vision of “College Readiness for All?”*

**A. PUSD STRATEGIC VISION**

In 2001-02, the district engaged in a strategic planning process. The resulting district plan identified two goals: Increase achievement for all students through a comprehensive literacy effort, and provide a physical learning environment to support learning for all students. The years 2002-2008 accompanied a period of intense focus on the ongoing use of data to drive improvements in student learning, as well as on closing the achievement gap. These initiatives furthered the growing understanding that our most important work is to ensure that all students leave the district college ready.

As our district has engaged in the most current iteration of its strategic vision for 2008-2014, the literacy focus has sharpened. “College Readiness for all – Gateway to our Students’ Future,” a framework comprised of the themes of Rigor (High Expectations for all), Relevance (Engagement of all students), and Relationships (Personalization of learning opportunities) now assumes the forefront of all of our efforts. With this in mind, our school’s mission has been formed.

**B. SITE MISSION**

**Mission Statement:**

As an open learning community that respects and values all members, our mission is to create literate, knowledgeable, lifelong learners

**Mesa Verde Middle School Core Values**

*Core Value: All Students Learning*

We believe all students can and should master the California grade level content area standards as evidenced by such measures as the CST, MAP, and other assessments of and for learning. We also firmly believe our students should be developing the character qualities typically move difficult to objectively assess: trustworthiness, respect, responsibility, fairness, caring, and citizenship. We recognize that learning occurs in and out of the classroom, and that our greatest influence with students is realized through personal relationship

*Core Value: Competent and Caring*

We are a caring, professional learning community committed to mutual respect, collaboration, life-long learning, continuous reflection and the relentless pursuit of research based, best practices. In addition, we strive for exceptional character and are personally responsible, accountable, and aware of our impact on others

Holding to the belief all students can learn, we are committed to providing our never-ending support to ensure student success

*Core Value: Parents as Partners*

We recognize the importance of thoughtfully partnering with parents to achieve positive student outcomes. Parent involvement is the foremost predictor of a child’s success in school. If we’re to successfully close the achievement gap, if we’re to successfully implement

zero tolerance policies around issues like academic honesty, bullying, and hate behavior, and if we're to successfully grow the next great American generation, communication and strong relationships between home and school are essential! We simply cannot realize our greatest organizational aspirations without partnering with parents

*Core Value: Staff Participation in Decision Making*

We maintain an atmosphere that ensures active participation in which all staff shares their expertise and participates in site-based decision-making. All staff members are responsible for honoring final decisions, even when their personal opinions do not prevail

*Core Value: Safe, Orderly, and Attractive Environment*

We implement security measures (closed gates, name badges, visitor sign-in, student sign-out, campus supervision, etc.) and regularly rehearse how to appropriately respond in a variety of crisis situations: fire, earthquake, armed intruder, etc... to ensure a safe and orderly learning environment. Parents participate on the school safety committee and annually review school policy and procedures.

We are currently working with staff to establish a clear Positive Behavior Support plan that is enforced consistently while opening communications between all stakeholders. The Leadership Team, staff surveys, and various sub-committees have all helped to guide this work.

Mesa Verde is a very impressive campus. A modern school, MVMS opened at the present site in 1994. The custodial crew and the landscaper take great pride in maintaining the campus.

*Core Value: Effective Management of Resources*

The staff at MVMS work diligently to ensure and enhance the quality of education through effective use of financial, instructional, technological and community resources. Funds are strategically allocated with the core value *All Students Learning* at the center of each and every decision. MVMS runs fiscally responsible carryovers in each of the major budgetary categories

*Core Value: Excellence in All We Do*

We promote excellence and continued improvement through our dedication to each student learning the skills necessary to thrive in a diverse and rapidly changing society.

**Mesa Verde Middle School's Guiding Principles (established 2007-08)**

- Value and protect the Mesa Verde community and campus
- Hold to the belief all students can learn and commit to providing our never-ending support to ensure student success
- Behave with integrity and do what is right

**Mesa Verde Middle School Absolutes (established 2007-08)**

- No bullying in any form
- Giving up is not an option
- Academic honesty always - no cheating

## **C. ORGANIZATIONAL DIRECTIONS**

The district vision of “College Readiness for all – Gateway to our Students’ Future,” and our school’s aligned mission provide the foundation for the direction of our site efforts. Districtwide organizational directions toward ensuring college readiness are:

- Build organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide challenging educational experiences for all students
- Personalize learning to provide multiple pathways for student success
- Prepare all students to successfully undertake a college-ready curriculum for post-secondary success
- Close the achievement gaps for all subgroups

Our school will focus on several initiatives to support the district organizational directions.

### **Professional Learning Community**

As a professional learning community, every staff member at Mesa Verde Middle School is expected to participate on collaborative teams. Professional time is allotted weekly. Teachers meet for one hour each late-start Tuesday by grade level, content area and vertically to discuss best practices, learn new skills, analyze student data, and to plan instruction. Teachers have participated in continuing technology training onsite provided by the District office. This year the entire staff has also been trained in CPR.

Teachers will continue to explore the following staff generated topics of interest: young adult literature, writing, math, science, health, Standards Based Instruction, ENCORE, MAP’s, advanced Time to Teach, AVID, Learning Point, United Streaming, differentiated instruction and Herman’s Way support for students at risk.

An effort has been made to ensure articulation between schools serving the Rancho Penasquitos community. School site visits occur frequently. The Mesa Verde principal visits each feeder elementary school and each of the high schools - Westview and Mt. Carmel - annually. Likewise, the elementary and high school principals visit Mesa Verde. Additionally, the neighboring principals have established a regional meeting each trimester. These meetings are helpful in coordinating efforts, discussing shared community issues and concerns, and disseminating information.

Teachers are also meeting between schools more frequently and a plan for articulation with Westview is currently being developed, in which time will be dedicated towards enriching programs at both schools to help facilitate a smooth transition for students. Fifth and sixth grade teachers have had opportunities to meet as have eighth and ninth grade teachers. Teachers visit neighboring schools from outside the District and many have attended conferences with colleagues from all over the country. Some of the new instructional strategies that have been implemented as an outcome of this work include implementation of the 6 Traits writing program, the establishment of a Readers/Writers lab, Quantum Learning, Academic Vocabulary, etc....

Alternative evaluation groups meet monthly to discuss research and best practices. These alternative groups share with the larger staff significant insights gained and highlights of their discussions.

## Writing/Literacy

Writing continues to be a sustained area of focus at Mesa Verde. In the past we have sent teams of three teachers - one representing each grade level - to New York to participate in the Teachers' College *Reading and Writing Project - Summer Institute* at Columbia University. This annual conference frames the national conversation in English for CATE and NTE and features keynote addresses by celebrated authors and educators. Additionally, in just the last 24 months, lead staff members have worked with expert authors like Barry Lane, Shelley Harwayne, and Frank Serafini. The entire staff has been trained in the 6 Traits method of writing instruction, and the 7th grade and Special Education teams attended the SDCOE's Expository Writing Workshop last winter. One very exciting innovation that resulted from a team of teachers attending a conference (Nancy Atwell at the Walloon Institute, NY) was the creation of the Readers/Writers Workshop classroom in the sixth grade village. This unique learning environment is used to model best practices in writing instruction and for on-going staff development.

With the generous support of the School SITE Council two years ago, over \$50,000 was invested in books! Approximately \$20,000 went toward the school's library, and \$30,000 was spent on updating classroom libraries. Every teacher on staff received over 100 new young adult books. Special attention was given to balancing fiction and non-fiction and to establishing a diverse and multi-cultural perspective. This infusion of new books has given our students and teachers even more material to model their writing after. It's our hope that this investment in books will encourage students (and teachers) to read more frequently.

Finally, in the sixth grade, MVMS teachers enjoy the benefit of "extra" instructional minutes to focus on literacy. Because 6th graders only go to band three times a week teachers see their students 90 minutes longer than their colleagues each week. This additional time to focus on the standards results in more instruction in reading, writing, and math.

## AVID

Mesa Verde has an excellent AVID program, and each year it gets stronger. In 2004-05 Mesa Verde was designated a *National Demonstration School*. Though our school enrollment has declined by almost 200 students since 2004-05, we've actually increased the number of sections of AVID offered to students attending Mesa Verde. In addition, we are continuing to offer our AVID students college bound elective opportunities through a zero period PE class. By enrolling in zero period PE, AVID students have the option of enrolling in Spanish, Leadership, and/or Journalism. Approximately 25% of our AVID students took advantage of this opportunity this year. Moreover, we placed most of our AVID students in GATE humanities clusters in an effort to ensure AVID students are college minded and college ready.

In the sixth grade, we continue to integrate PATH strategies as the core curriculum is taught.

Additional work is needed before Mesa Verde can accurately be described as *avidized*. Embedding the philosophy behind the AVID mission statement into our school culture is going to require more time. Ongoing work continues amongst the AVID team to discuss the AVID "brand" at Mesa Verde and ways to dispel false perceptions. The conversation will be moving from the AVID team to Leadership and eventually to the whole staff.

## **Math**

Mesa Verde students lead the district in math proficiency in every category – Math 6, Math 7, General Math 8, Algebra 1, and Geometry and our CST scores were the highest in the district.

Our philosophy is to provide our students with a solid foundation of math skills, teach perseverance, and nurture the confidence they need to succeed in future math courses.

This year, Poway Unified adopted the HOLT and Glencoe curriculum. We are in the process of learning to best use the accompanied resources. Students are learning to initiate responsibility and willingness in accessing the on-line resources – such as instructional videos, practice quiz and tests with immediate feedback, and step-by-step solutions to some homework problems.

Interventions we offer as a school site include extra tutorials (before school, lunch time, and after school) and encouraging students to be more engaged in their learning. There is also a greater degree of parent /student/teacher communication.

## **Additional MVMS Courses of Interest**

Mesa Verde offers several unique experiences for all students. For example, our 8th grade science team has created a unique, integrated curriculum. All students rotate through chemistry and physical science. Technology is thoughtfully integrated into each of these classes as each have 10-12 Mac computers to support student projects, web-casts, video, and specialized software and web-based applications.

MVMS also offers students an opportunity to participate in 2 unique vocational technology electives: Gateway to Technology and Engineering. Students in the Gateway to Technology class design and engineer products in 5 separate categories: flight and space, automation and robotics, design and modeling, the magic of electrons, and the science of technology. Students in the Engineering class use CAD to create wire frame pictorials, and then use their models to create physical representations.

Academic Advisement is another elective in which classes meet daily. Students that show a decrease in grades, attendance, and/or test scores are highly recommended to take this class instead of their general elective class. Daily interactions in a class with fewer than 10 students results in increased student motivation, greater resiliency, and decreased behavioral issues. Individualized computer learning programs such as Compass Learning and Reading Plus are also integrated into the class.

## **School Culture**

In an effort to personalize our school environment and improve our cultural competency, the staff is participating in the Herman's Way Project and Quantum Learning. Through HWP every staff member has adopted at least one student identified as "at risk." Through HWP, a commitment is made to form relationships with adoptees, and the hope is that through relationship we can increase our individual and collective influence. Teachers are also continuing to work with QL. Several teachers have attended trainings, so they're familiar with the course content; however, all report appreciating the work. The 8 Keys of Excellence, Living Above the Line, and Home Court Advantage are examples of content in process of being embedded into the culture of MVMS.

Providing caring adult relationships for all students remains a high priority and is continually reinforced through deliberate planning. Students who are not achieving academic standards are given additional academic support. Many students are referred to our Before and After-school program, or to the Academic Advisement elective. The before-school program offers a nutritional breakfast to students, recreation, and academic support and currently serves an average of 150 students daily. Our after-school program offers a variety of club

choices, recreation, community service, sports, and academic support. An average of 200 students participate daily and the program is open 3 hours beyond the school day.

During our school day, the core of our school climate is streamlined by our positive behavior support plan. Our school site has established rules and policies that encourage and permit rather than restrict. Our positive rules govern quality, creativity, and innovation to change behavior when necessary. Rules are communicated regularly and widely and are continuously reviewed to meet the needs of our school.

Approximately 80 students who continuously share the voices of the majority of the students represent our Associated Student Body (ASB). This organization provides student leadership, and school-wide activities.

Our school is committed to teaching 10 anti-drug education lesson's throughout all grade levels. Our district has adopted this curriculum, Too Good For Drugs.

We provide several school-wide assemblies that address and promote, bullying, safe schools, anti-drug/alcohol, self-esteem and good character.

Character education is embodied throughout our school campus and curriculum; Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. All pillars are addressed and fostered through our positive behavior support plan, "I CARE" cards, school rules, classroom expectations, and before and after-school program.

### **New and Sustained Areas of Focus 2008-2009**

- Increase cultural competency working with staff, students and the community
- Close the achievement gap at Mesa Verde by focusing on AYP subgroup data and strategically allocating our limited resources
- Continue to focus on improving writing instruction and, more specifically, to encourage additional staff members to experiment with the Readers/Writers workshop method of instruction
- Explore how to increase the number of 8th grade AVID students successfully completing Algebra
- Continue to personalize the school environment creating a welcoming and supportive atmosphere
- Fully implement RTI (Response to Intervention)
- Partnering with parents

**III. STANDARDS AND ASSESSMENTS OF STUDENT LEARNING** – How will we know students are learning, and where are the gaps? An analysis of student learning, program effectiveness, progress toward closing the achievement gap, and progress toward attaining college readiness.

**A. SITE ASSESSMENT PLAN:**

We believe that the essential purpose of assessment is the improvement of student learning. At Mesa Verde Middle School, we are committed to assessing our students at regular intervals to compile the necessary data to inform our instructional approach, to set appropriate student learning goals, to intervene on behalf of those students struggling in a timely and effective manner, to equip students and parents with the information they need to support the classroom teacher's efforts, and to quantify our progress.

Mesa Verde uses multiple measures to compile data: CST's, MAP's, Reading Plus, classroom tests and quizzes, on demand writing samples, daily class work, parent surveys, etc. to help assist us improve our students. Throughout the year, grade level and content area teams meet to analyze data, make mid-course adjustments, and to share best practices. Teams meet formally at the end of September (Professional Growth Day), after the first round of MAP testing is completed (November/December), after the second round of MAP testing is completed (March), and toward the end of the school year after the final round of MAP testing and the CST's (May/June).

1. Student Performance Data:

Student performance data from the CST were collected, disaggregated and analyzed. The entire staff met on a release day in September to analyze data to determine progress made in reaching our newly revised SMART goals - one for math and one for reading. We made excellent progress in some areas: Math 6, Science, and English/LA 7. A careful review of critical indicators (key areas of focus where students are underachieving) reveals mixed results.

In addition to reviewing spring CST data each fall, we test every student using MAP each fall, winter, and spring. While CST data is helpful when making comparisons, teachers spend most of their time analyzing and formulating responses to MAP data. MAP affords teachers the opportunity to measure how their students are performing in the "moment" and is a useful tool in helping to benchmark student progress as measured against the CA State Standards. MAP test scores are shared with students and parents, and individual learning goals (Optimal Growth Goals) are established and monitored by the team (student, parent, and teacher). We have found that the most effective intervention efforts and student support systems are born from analysis of this data and partnering with parents to set individual goals for students.

We also collect a baseline writing sample in September, and compare it to a similar writing response collected in the spring. These measures, along with routine classroom assessments embedded in the daily instructional program (running records, reports, quizzes, tests, presentations, etc.) help to ensure our students are learning at a satisfactory rate and making progress mastering the standards. Other data points are also utilized as appropriate: counseling referrals, student discipline records, attendance records, progress notices, report cards, standardized testing results, special education assessments, etc.

2. School-wide Effectiveness:

As stated above, data related to school-wide effectiveness is collected in lots of ways: academic and citizenship grades, MAP testing, standardized test scores, surveys, attendance and discipline records, counseling referrals, etc. Data is used to evaluate the effectiveness of school-wide programs and practices. Continuous analysis of data informs the decisions we make about the program we offer to students. It also influences the strategies we implement and the materials we select to help increase student learning.

CST data, reflected in the API and AYP reports, and through similar school rankings are positive. Mesa Verde has posted significant gains in its API scores the last several years. Similarly, MVMS's similar school ranking has improved each of the past three years and we currently are ranked as a ten among similar schools within the State.

Two years ago staff participated in a survey in which some members did indicate there were a few areas they would like to see some improvement: student discipline (clear consequences for poor behavior), and increased supervision during passing periods and at lunch. In direct response to this feedback, the administrative team introduced several new programs this year: EAT (Extended Academic Time - an after school program designed for students failing to complete class assignments) and Academic Saturday School. Last year the entire staff was trained with the *Time to Teach* classroom management curriculum facilitated by a lead teacher on staff. During the school year of 2008-2009 staff was presented with a Student Positive Behavior plan that was developed focusing on student behavior and opening lines of communications with all stakeholders.

Of course, there are other positive indicators related to school-wide effectiveness: participation is up in organizations like the PTSA and Foundation, and students are generally well behaved, courteous, engaged, and productive. Information regarding school-wide effectiveness is communicated to our community through the MVMS website, PTSA newsletters, Connect Ed, and via the SARC.

3. Attitudes and Perceptions:

Information about the attitudes and perceptions of students, staff and community is gathered using a variety of methods. This information is used to modify support programs, improve informational strategies and acquire learning materials with the intent of maintaining a positive school climate. As needed, parent and student focus groups allow us to gather information based on certain topics of interest to our learning community. Parent forums and focus groups allow parents and students the opportunity to speak with administrators openly.

Teachers have a multitude of ways to express their views and opinions. Concerns can be shared in person, or through a representative. Concerns can also be shared via email and the telephone. In addition to regularly scheduled staff meetings, the leadership team and UBC meet monthly, and an open door policy is maintained throughout the school year.

Parent groups like the PTSA and Foundation also survey parents. Data collected from these groups helps to inform school improvement goals and prioritize where discretionary funds should be spent.

## Assessment Instruments

### 1. Student Performance

STATE AND NATIONAL ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
State Fitness Testing	Performance	Compare fitness levels of students	Grade 7	Spring	Useful to identify program strengths and weaknesses
CELDT	Criterion-reference test	Measure level of achievement in English	All ELL students	Fall	Measure ELD levels, plan programs and measure annual growth Used to redesignate students
California Standards Test (CST)	Criterion-reference test	Assess achievement of state standards	All Grades 6-8	Spring	Compares student achievement to state/district expectations. Identifies areas of strength and weakness. Useful for targeting instruction.
STAR Writing Test	Criterion-reference test	Assess achievement of state standards	Grade 7	Spring	Compares student achievement to state/district expectations. Identifies areas of strength and weakness. Useful for targeting instruction.
CAPA (California Alternative Performance Assessment)	Criterion-reference test	Assess achievement of state standards for appropriate students with disabilities	SDC	Spring	Compares student achievement to state/district expectations. Identifies areas of strength and weakness. Useful for targeting instruction.
CMA (California Modified Assessment)	Criterion-reference test	Assess achievement of state standards	SDC	Spring	Compares student achievement to state/district expectations. Identifies areas of strength and weakness. Useful for targeting instruction.

### 1. Student Performance (Cont...)

SCHOOLWIDE, DEPARTMENT WIDE and FORMATIVE ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
MAPs	Criterion-referenced	Assess individual and group achievement in reading, language arts, and math and show growth over time	All students 6-8	Fall, Winter and Spring	Measure and report student growth. Results provide subscores that help the teacher analyze strengths and weaknesses within the areas of reading, language arts, and math
Quality Writing	On-demand, first-draft writing, individual performance	Diagnostic/Achievement	6-8	1st and 3rd Trimesters	Students respond to a timed prompt. Teachers score using a 6 Traits rubric. The results of this assessment may be used to evaluate student writing skills, diagnose-prescribe and measure growth over time.
Algebra Computation	Criterion-referenced Performance task	Assess individual achievement of local standards	All Algebra	End of Course	Designed by PUSD teachers as a common course assessment
Algebra Problem Solving	Criterion-referenced Performance task	Assess individual achievement of Algebraic concepts and application of skills	All Algebra	End of Course	Designed by PUSD teachers as a common course assessment
UCSD Math Readiness Tests	Criterion-referenced	To determine the skill of students about to enter an advanced math course	Students enrolling in Algebra, Geometry, Algebra II	Fall as students begin Or Spring to determine placement	Useful to determine placement of students. Used by teachers to assess the skills of entering students and planning instruction accordingly
Progress Report "D" and "F" lists, GPA's	Individual performance assessment	To assess individual student performance using local standards	6-8	All reporting periods	Useful to identify students who are struggling. Once identified, counselors meet with students to develop a plan towards achieving success.

## 2. School-Wide Effectiveness

ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
API	Composite score	Used to determine overall program effectiveness	6-8	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
AYP	Composite score	Used to determine overall program effectiveness	6-8	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
Student discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Principal/staff	Monthly/annually	Determine frequency of individual student incidences. Show patterns of disruptions. These records are compiled, disaggregated, analyzed annually, and used to determine program needs.
Student attendance records	Audit	Determine attendance patterns	Students	Monthly	Disaggregation of student attendance data is done annually and used for program evaluation.
Counseling Referrals	Audit	To monitor students' social and emotional well being	Counselors and staff	As required	Determine frequency and type of counseling services required by our students

## 3. Attitudes and Perceptions

ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
Annual PTSA Survey	Random sample	Get feedback on PTSA events	Parents	Annually	This survey helps us evaluate parent participation and attitudes regarding selected school events.
Annual Foundation Survey	Random sample	Solicit feedback on funding priorities	Parents	Annually	This survey helps us gauge parent attitudes about giving money to the school's foundation and funding priorities
Staff Surveys	Opinionnaire	Gather opinions regarding school operation	Teachers and/or Staff	As needed	Survey data are useful leading indicators and can pinpoint problems before they affect student learning
Community Surveys	Opinionnaire	Gather opinions regarding school operation	Students	As needed	Survey data are useful leading indicators and can pinpoint problems before they affect student learning

### III-B. SARC Summary Data

## School Accountability Report Card Reported for School Year 2007-08

*Published During 2008-09*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

School Information		District Information	
<b>School Name</b>	Mesa Verde Middle School	<b>District Name</b>	Poway Unified
<b>Principal</b>	Cliff Mitchell	<b>Superintendent</b>	Donald A Phillips, Ed.D
<b>Street</b>	8375 Entrecken WaySan Diego, CA 92129-4405	<b>Street</b>	13626 Twin Peaks Rd.
<b>City, State, Zip</b>	San Diego, CA 92129-4405	<b>City, State, Zip</b>	Poway, CA 92064-3034
<b>Phone Number</b>	858-538-5478	<b>Phone Number</b>	858-748-0010
<b>FAX Number</b>	858-538-8636	<b>FAX Number</b>	858-748-1342
<b>Web Site</b>	www.powayusd.com	<b>Web Site</b>	www.powayusd.com
<b>E-mail Address</b>	clmitchell@powayusd.com	<b>E-mail Address</b>	elehew@powayusd.com
<b>CDS Code</b>	37682966111306	<b>SARC Contact</b>	Eric Lehew

**District Accountability Report  
Adequate Yearly Progress (AYP)  
Spring 2008  
Mesa Verde Middle School**

**Grade 6-8**

	Annual Measurable Objectives								Other Indicators								
	Participation Rate		CST						A Y P	API			CAHSEE Pass Rate				PE 6/6
	ELA	Math	ELA			Math				>=800 or +1 Point			School		District		
			% proficient +			% proficient +							ELA	Math	ELA	Math	
	>=95%	>=95%	2006	2007	2008	2006	2007	2008	2006	2007	2008	ELA	Math	ELA	Math		
<b>Schoolwide</b>	<b>100</b>	<b>100</b>	<b>81</b>	<b>81</b>	<b>85</b>	<b>78</b>	<b>76</b>	<b>81</b>	<b>Y</b>	<b>904</b>	<b>897</b>	<b>918</b>	<b>97</b>	<b>95</b>	<b>92</b>	<b>91</b>	<b>73</b>
<b>Subgroups</b> <i>100 or 50 if &gt;15%</i>																	
African American (38)	98	100	63	55	78	66		68					93	86	87	82	62
American Indian (6)	100	100											100	100	78	78	
Asian (302)	<b>100</b>	<b>100</b>	<b>87</b>	<b>87</b>	<b>91</b>	<b>88</b>	<b>90</b>	<b>93</b>	<b>Y</b>	<b>949</b>	<b>944</b>	<b>971</b>	<b>99</b>	<b>99</b>	<b>95</b>	<b>97</b>	
Filipino (115)	<b>99</b>	<b>100</b>	<b>77</b>	<b>73</b>	<b>80</b>	<b>75</b>	<b>72</b>	<b>78</b>	<b>Y</b>	<b>882</b>	<b>862</b>	<b>885</b>	<b>100</b>	<b>98</b>	<b>92</b>	<b>93</b>	<b>69</b>
Hispanic / Latino (92)	100	100	76	74	74	60	58	69		860			100	95	81	80	89
Pacific Islander (10)	100	100		58			67						100	100	87	93	
White (732)	<b>100</b>	<b>99</b>	<b>82</b>	<b>83</b>	<b>86</b>	<b>77</b>	<b>76</b>	<b>80</b>	<b>Y</b>	<b>907</b>	<b>901</b>	<b>916</b>	<b>95</b>	<b>93</b>	<b>94</b>	<b>91</b>	<b>71</b>
Low Socio-Econ (101)	<b>99</b>	<b>100</b>	<b>57</b>	<b>60</b>	<b>67</b>	<b>53</b>	<b>56</b>	<b>57</b>	<b>Y</b>	<b>768</b>	<b>801</b>	<b>817</b>	<b>89</b>	<b>78</b>	<b>76</b>	<b>72</b>	
Special Education (109)	<b>97</b>	<b>97</b>	<b>56</b>	<b>53</b>	<b>44</b>	<b>47</b>	<b>49</b>	<b>38</b>	<b>Y</b>	<b>767</b>	<b>709</b>	<b>699</b>	<b>74</b>	<b>61</b>	<b>29</b>	<b>23</b>	
English Learner (151)	<b>99</b>	<b>100</b>	<b>59</b>	<b>61</b>	<b>72</b>	<b>65</b>	<b>61</b>	<b>75</b>					<b>67</b>	<b>67</b>	<b>54</b>	<b>57</b>	
GATE (237)	<b>99</b>	<b>99</b>	<b>100</b>	<b>99</b>	<b>100</b>	<b>98</b>	<b>97</b>	<b>99</b>					<b>99</b>	<b>99</b>	<b>99</b>	<b>97</b>	

\*includes only students in statistically significant subgroups

District Targets:

Annual: Participation Rate 95% for all subgroups; API = 800; AYP = Yes; By 2008, CST ELA = 76% proficient for all subgroups and CST Math = 70% proficient for all subgroups.

State targets, 2006-2008:

Grade K - 8: Percent Proficient ELA = 24.4% Math = 26.5% API =

Subgroups are bold if student count is 100 or 50 if >15% of the total population

## Mesa Verde Middle

### California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below Standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state Standards in that content area.

### CST - English-Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
6	81	80	86	73	74	76	41	42	47
7	81	84	88	75	78	80	43	46	49
8	80	78	80	72	73	73	41	41	45

### CST - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
6	75	77	82	69	70	68	41	42	44
7	75	76	84	71	68	73	41	41	43
8	80	75	79	65	67	73	35	33	39

### CST - Subgroups English-Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male		Female		English Learners		Not-English Learners		Socioeconomically Disadvantaged		Not Socioeconomically Disadvantaged	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
6	79	82	82	89	42	53	81	87	57	69	82	87
7	83	85	84	92	32	36	86	90	66	70	85	90
8	76	79	81	82	33	40	80	82	54	57	81	82

\* includes all students tested in Spring CST Administration

## Mesa Verde Middle

### CST - Subgroups Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male		Female		English Learners		Not-English Learners		Socioeconomically Disadvantaged		Not Socioeconomically Disadvantaged	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
6	77	80	76	83	42	65	77	82	51	59	78	83
7	80	86	72	82	42	64	78	84	59	55	77	86
8	77	79	74	80		60	76	79	33	39	76	81

### CST Racial/Ethnic Subgroups English-Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African American		American Indian or Alaska Native		Asian - American		Filipino - American		Hispanic or Latino		Pacific Islander		White ( Not Hispanic)	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
6	73				87	92	68	81	68	80			82	86
7	50	88			90	88	76	83	75	72			86	91
8	38	67			83	87	65	71	83	73			82	82

### CST Racial/Ethnic Subgroups Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African American		American Indian or Alaska Native		Asian - American		Filipino - American		Hispanic or Latino		Pacific Islander		White ( Not Hispanic)	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
6	53				87	94	75	81	63	67			75	80
7	59	81			90	94	56	64	61	66			77	84
8	28	40			90	89	77	62	37	59			72	77

\* includes all students tested in Spring CST Administration

## Mesa Verde Middle Cohort Report

### California Standards Tests (CST) - Cohort

The cohort report follows the performance of the same students over several years.

Unlike the proceeding report which is a snapshot of all students each year, the cohort report includes only students who were tested every year.

For example, this report reflect the performance of 5th grade students tested in 2006, 2007, and 2008.

These data can be useful to determine program effectiveness over time.

### CST - ELA

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School				District			
	No. Tested	2006	2007	2008	No. Tested	2006	2007	2008
6	376	87	85	86	2,097	83	79	78
7	413	86	82	89	2,126	78	76	82
8	393	83	85	81	2,176	75	81	76

### CST - MATH

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School				District			
	No. Tested	2006	2007	2008	No. Tested	2006	2007	2008
6	376	84	84	82	2,096	79	79	71
7	411	87	79	83	2,120	80	72	75
8	392	76	77	80	2,167	71	71	75

### CST - Subgroups ELA

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male		Female		English Learners		Not-English Learners		Socioeconomically Disadvantaged		Not Socioeconomically Disadvantaged	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
6	80	82	89	91	39	61	87	87	74	78	85	87
7	80	87	83	92	56	56	82	90	58	68	84	91
8	85	82	86	81	46	46	87	83	69	58	87	83

## Mesa Verde Middle Cohort Report

### CST - Subgroups MATH

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male		Female		English Learners		Not-English Learners		Socioeconomically Disadvantaged		Not Socioeconomically Disadvantaged	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
6	83	81	84	84	44	61	85	84	74	70	84	83
7	79	86	78	81	56	67	79	84	55	55	81	86
8	82	81	73	79	62	54	78	80	62	58	78	81

### CST - Racial/Ethnic Subgroups ELA

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

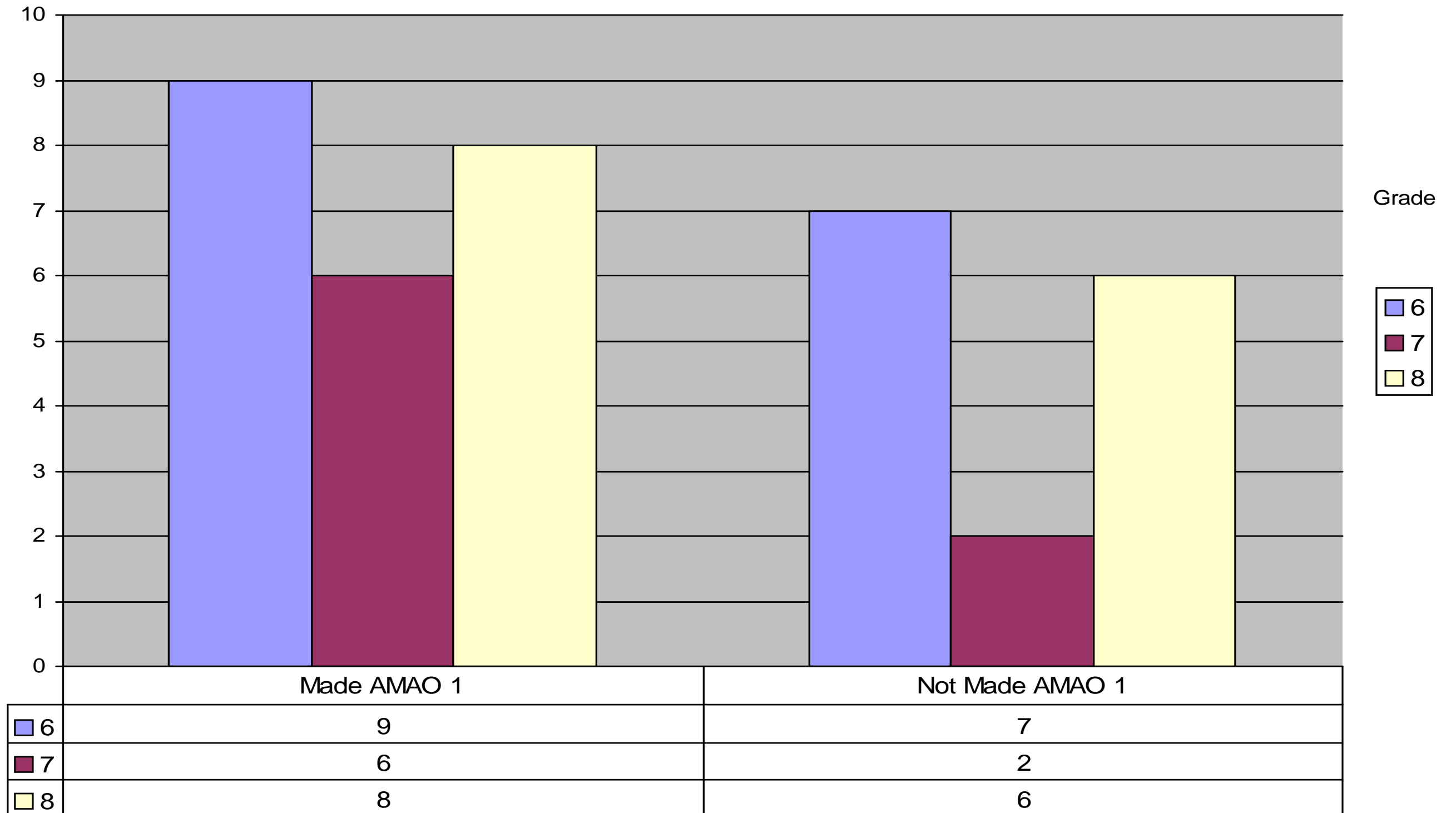
Grade Level	African American		American Indian or Alaska Native		Asian-American		Filipino-American		Hispanic or Latino		Pacific Islander		White (Not Hispanic)	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
6	75	75	100	100	92	92	83	79	76	76	67	100	84	86
7	75	83	100	100	86	91	73	88	70	74	50	75	83	91
8	58	67	33	33	92	89	88	74	71	75	50	50	88	82

### CST - Racial/Ethnic Subgroups MATH

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African American		American Indian or Alaska Native		Asian-American		Filipino-American		Hispanic or Latino		Pacific Islander		White (Not Hispanic)	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
6	75	75	100	100	95	94	79	79	60	60	67	67	84	82
7	50	75	100	100	87	93	80	76	65	70	50	75	78	84
8	58	58		33	93	88	65	82	67	79	50	50	77	78

**Mesa Verde Middle Annual Assessment Students - AMAO#1 - Increase 1 CELDT Level or More  
Growth from Fall 2006 to Fall 2007**



## California Physical Fitness Test

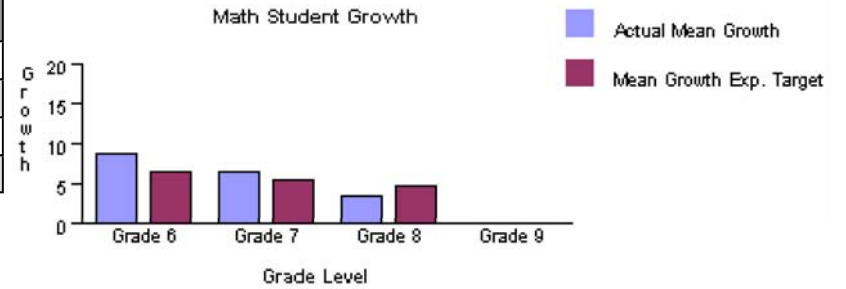
Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Year	Grade Level	School			District			State		
		Total	Female	Male	Total	Female	Male	Total	Female	Male
2006	7	65.2	73	55.3	59	65.4	53	29.6	31.7	27.6
2007	7	57.3	63.3	51.6	62.9	68.9	57.2	30.9	33.5	28.4
2008	7	66.7	81.1	66.7	65.0	69.9	60.0	32.9	35.7	30.2

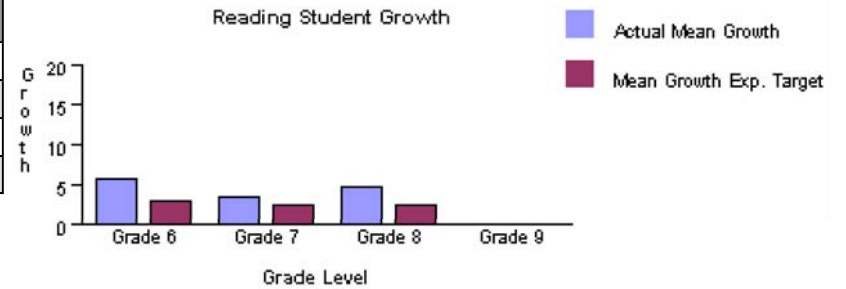
# Local Assessment- Measure of Academic Progress

## Mesa Verde Middle School Student Growth Summary - Fall 2007 to Spring 2008

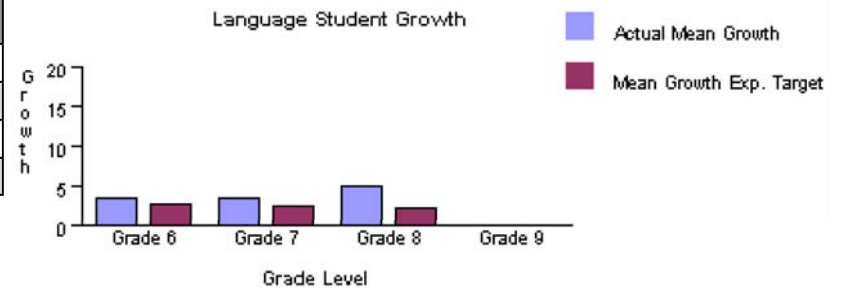
Math	Count	Fall 2007 Mean RIT	Spring 2008 Mean	Actual Mean Growth	Mean Growth Expected Target	Count Meeting Growth Target	Percent Meeting Growth Target
Grade 6	413	232.3	241.1	8.8	6.5	272	65.9
Grade 7	408	237.5	243.9	6.4	5.5	228	55.9
Grade 8	219	236.7	240.1	3.4	4.8	90	41.1
Grade 9							



Reading	Count	Fall 2007 Mean RIT	Spring 2008 Mean	Actual Mean Growth	Mean Growth Expected Target	Count Meeting Growth Target	Percent Meeting Growth Target
Grade 6	408	221.2	227.0	5.8	3.0	286	70.1
Grade 7	455	225.4	228.9	3.5	2.6	274	60.2
Grade 8	406	229.0	233.8	4.8	2.4	263	64.8
Grade 9							



Language	Count	Fall 2007 Mean RIT	Spring 2008 Mean	Actual Mean Growth	Mean Growth Expected Target	Count Meeting Growth Target	Percent Meeting Growth Target
Grade 6	375	222.1	225.5	3.4	2.7	222	59.2
Grade 7	441	223.8	227.4	3.6	2.4	267	60.5
Grade 8	405	226.6	231.5	4.9	2.2	285	70.4
Grade 9							



**Mesa Verde Middle**  
**Percentage of Students Achieving Expected Growth Targets\***

Grade	Number	Reading	Language Usage	Mathematics
06	422	73%	61%	64%
07	461	64%	62%	56%
08	419	68%	73%	39%

\* Expected growth based upon NWEA national growth norms

**Poway Unified School District**  
**Percentage of Students Achieving Expected Growth Targets\***

Grade	Number	Reading	Language Usage	Mathematics
06	2410	60%	59%	52%
07	2453	61%	64%	55%
08	2442	58%	61%	44%

\* Expected growth based upon NWEA national growth norms

## Academic Performance Index (API)

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005-06	2006-07	2007-08
<b>Statewide</b>	10	10	10
<b>Similar Schools</b>	7	8	6

### API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2005-06	2006-07	2007-08	2007
<b>All Students at the School</b>	9	-4	21	918
<b>African American</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>	12	-3	27	971
<b>Filipino</b>	28	-20	23	885
<b>Hispanic or Latino</b>	-10			
<b>Pacific Islander</b>				
<b>White (not Hispanic)</b>	11	-3	15	916
<b>Socioeconomically Disadvantaged</b>	-31	27	16	817
<b>English Learners</b>	N/A			
<b>Students with Disabilities</b>	N/A	-52	-42	699

## Adequate Yearly Progress (AYP)

### [AYP Overall and by Criteria](#)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Overall - English / Mathematics</b>	Yes / Yes	Yes
<b>Participation Rate - English-Language Arts</b>	100	Yes
<b>Participation Rate - Mathematics</b>	100	Yes
<b>Percent Proficient - English-Language Arts</b>	85.2	Yes
<b>Percent Proficient - Mathematics</b>	81.3	Yes
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	N/A	Yes

### III. C. PREVIOUS YEAR ANNUAL SPSA SUMMARY REPORT

#### **School-wide SMART Goal:**

**SMART GOAL** (last revised 2008-2009)

Our three-year SMART GOAL for MATH is as follows:

**By the 2009-10 school year, we will increase by 5% the number of students performing proficient or advanced based on course level CST tests and decrease by 5% the number of students performing far below basic, below basic, and basic.**

#### **Math 6**

2007 75% proficient; 25% basic and below (starting point)

2008 82% proficient; 18% basic and below (current)

2009 84% proficient; 16% basic and below (target)

#### **Math 7**

2007 75% proficient; 25% basic and below (starting point)

2008 81% proficient; 19% basic and below (current)

2009 83% proficient; 17% basic and below (target)

#### **Math 8**

2007 68% proficient; 31% basic and below (starting point)

2008 76% proficient; 24% basic and below (current)

2009 78% proficient; 22% basic and below (target)

#### **Algebra 1**

2007 94% proficient; 6% basic and below (starting point)

2008 90% proficient; 10% basic and below (current)

2009 96% proficient; 4% basic and below (target)

#### **Geometry**

2007 100% proficient; 0% basic and below (starting point)

2008 100% proficient; 0% basic and below (current)

2009 100% proficient; 0% basic and below (target)

Note: In Geometry, the math team is focused on maintaining our the percentage of students scoring advanced on the CST's (currently at 90)% by 2009 and increasing the number of students taking the course.

Our three-year SMART GOAL for AYP subgroups in MATH is as follows:

**By the 2009-10 school year, we will increase by 5% the number of students performing proficient or advanced based on course level CST tests and decrease by 5% the number of students performing far below basic, below basic, and basic.**

Note: Even if we achieve the AYP subgroup SMART GOAL, as written, we recognize we will not have achieved the 2008 District goal for AYP subgroup proficiency -70% proficient in MATH in all groups.

**SEE ATTACHMENT FOR SPECIFIC SUBGROUP SMART GOALS...**

Our three year SMART GOAL for ENGLISH/LANGUAGE ARTS is as follows:

**By the 2009-10 school year, we will increase by 5% the number of students performing proficient or advanced based on course level CST tests and decrease by 5% the number of students performing far below basic, below basic, and basic.**

**ELA 6**

2007 81% proficient; 19% basic and below (starting point)

2008 80% proficient; 20% basic and below (current)

2009 86% proficient; 14% basic and below (target)

**ELA 7**

2007 81% proficient; 19% basic and below (starting point)

2008 84% proficient; 16% basic and below (current)

2009 86% proficient; 14% basic and below (target)

**ELA 8**

2007 80% proficient; 21% basic and below (starting point)

2008 78% proficient; 21% basic and below (current)

2009 85% proficient; 16% basic and below (target)

Our three-year SMART GOAL for AYP subgroups in ELA is as follows:

**By the 2009-10 school year, we will increase by 5% the number of students performing proficient or advanced based on course level CST tests and decrease by 5% the number of students performing far below basic, below basic, and basic.**

Note: Even if we achieve the AYP subgroup SMART GOAL, as written, we recognize we will not have achieved the 2008 District goal for AYP subgroup proficiency -76% proficient in ELA for all groups.

**SEE ATTACHMENT FOR SPECIFIC SUBGROUP SMART GOALS...**

Our three year SMART GOAL for OTHER SUBJECT AREAS is as follows:

**By the 2009-10 school year, we will increase by 5% the number of students performing proficient or advanced based on course level CST tests and decrease by 5% the number of students performing far below basic, below basic, and basic.**

## **HISTORY/SOCIAL SCIENCE**

2007 74% proficient; 26% basic and below (starting point)

2008 75% proficient; 26% basic and below (current)

2009 79% proficient; 21% basic and below (target)

## **SCIENCE 8**

2007 73% proficient; 27% basic and below (starting point)

2008 88% proficient; 12% basic and below (current)

2009 92% proficient; 8% basic and below (target)

## **WRITING APPLICATIONS 7**

2007 33% of students scored 6's and 8's on a 2-8 scale; 67% scored 2's and 4's (starting point)

2008 90% of students scored 6's and 8's on a 2-8 scale; 10% scored 2's and 4's (current)

2009 92% of students will score 6's and 8's on a 2-8 scale; 8% or fewer will score 2's and 4's (target)

### **Fall 2008 MAP data:**

Students will take MAP three times this school year: once in the fall, once in the winter, and once in the spring. Each student is pursuing his or her *Optimal Target Growth RIT Score*.

### Language Usage Fall Mean RIT

218 at 6th grade, 221 at 7th grade, and 223 at 8th grade

### Reading Fall Mean RIT

225 at 6th grade, 232 at 7th grade, and 237 at 8th grade

### Math Fall Mean RIT

217 at 6th grade, 221 at 7th grade, and 225 at 8th grade

### **To what degree were the school-wide goal and subgroup goals met?**

We successfully met our SMART GOALS in MATH and ELA at the time of the last SMART GOAL revision (2006-07). We are currently on the front side of year two of a three year effort to increase our student proficiency rates in all subjects areas and at each grade level. To date, we've made impressive progress in Math 6, Algebra I, and in English/Language Arts at grade 7; however, we do not expect to achieve the proficiency level targets established in the newly revised SMART GOALS before the spring of 2010.

### **AYP Subgroup Goals**

The District has set a target that by the end of the school year (2008) all subgroups achieve a 76% proficiency rate in ELA and a 70%

proficiency rate in math. Of the 9 AYP subgroups for which we have data, 5 have met the ELA target (African American, Asian, Filipino, White, and GATE) and 5 have met the math target (Asian, Filipino, White, GATE, and English Learners). In ELA, two additional subgroups are close to a 76% proficiency rate: English Learner (72%) and Hispanic (74%). In math, African American (68%), and Hispanic (69%), are nearing the 70% proficiency target.

We continue to have work to do with our Special Education, and Low SES student populations if we are to successfully meet the AYP 2008 standards. Unfortunately we have seen declines from last year when looking at our Special Education population. This issue is being addressed within the Special Education team. Low SES students experienced a gain in ELA (57% proficient in 2006 to 67% proficient in 2008) and also a slight increase in math (53% proficient in 2006 to 57% proficient in 2008).

To help ensure we're making steady progress with our AYP subgroups this school year, teachers and counselors will be meeting with students who are not achieving AYP standards to discuss their MAP RIT scores as well as their MAP *Optimal Growth Goals*. We will also be encouraging teachers to carefully explain the Learning Ladders to students and parents so students can share some of the responsibility for their learning and so that parents can intelligently partner with us.

GOALS MET	GOALS NOT MET
<p>ELA Grade 7: From 2006 to 2007, we saw an impressive rise in student proficiency rates from 81% to 84%, which increased to 88% in 2008. More students scored in the advanced range (54% compared to 44% a year earlier) and fewer scored at the basic and below levels (12% compared to 16% a year earlier). As a cohort, this class saw an increase in ELA proficiency (80% in 6th grade compared to 88% in 7th grade).</p>	<p>Grade 8, Algebra I: From 2007 to 2008 we decreased the percentage of students scoring proficient from 92% to 80%.</p>
<p>Math Grade 6: From 2006 to 2007, we increased student proficiency from 75% to 77%, which increased again in 2008 to 82%. We also saw gains from 32% to 44% in the advanced range.</p>	<p>ELA Grade 8: From 2007 to 2008, we had modest increases in student proficiency rates and decreases in the percentage of students at the basic and below levels. As a cohort however, this class declined 1% in ELA proficiency.</p>
<p>ELA Grade 6: From 2007 to 2008, we increased student proficiency rates and decreased the percentage of students at the basic and below levels.</p>	<p>Math Grade 8: From 2007 to 2008, we did not increase student proficiency rates or decrease the percentage of students at the basic and below levels.</p>
<p>Geometry: In 2006, 2007, and 2008, 100% of those students taking geometry scored proficient. While the numbers of students taking this course declined from 58 in 2006 to 30 in 2007, we are currently up to 48 students enrolled in the course. The percentage of students scoring advanced increased from 62% in 2006 to 90% in 2008.</p>	<p>History/Social Science: From 2007 to 2008, we did not increase student proficiency rates or decrease the percentage of students at the basic and below levels.</p>
<p>Low SES students scored an 817 API score - up 16 points. From 2006 until now this sub-group has increased 49 points!</p>	<p>Special Education students scored a 699 API score- down 42 points!</p>
<p>Math Grade 7: From 2007 to 2008, we increased student proficiency rates and decreased the percentage of students at the basic and below levels.</p>	
<p>Science 8: From 2007 to 2008, we showed marked increases in student proficiency rates and decreases in the percentage of students at the basic and below levels.</p>	
<p>Filipino students scored an 885 API - up 23 points.</p>	

GOALS MET	GOALS NOT MET
Hispanic students proficiency rates in ELA and MATH were on the decline for two years in a row prior to 2008. During the 2008 year we saw a ELA score remain constant, while in Math we showed an 11 point increase in proficiency levels.	

**Lessons learned:**

**MATH:** Students in Math 6 and Math 7 have achieved almost identical outcomes in the last several years. In 2006 75% of our students enrolled in these classes scored proficient. Conversely, the percentage of students scoring at the basic, below basic, and far below basic levels was also identical - 25%. In 2008, Math 6 students made an increase in overall proficiency - up from 77% to 82% -and the percentage of students scoring advanced increased from 32% to 44% in the 6th grade, and the percentage of students at the basic and below levels conversely dropped. In Math 7, the student proficiency rate dropped 1% from 2006 to 2007, while from 2007 to 2008 we had an increase of 7 points. Even though Mesa Verde math proficiency rates lead the District, we are continuing to strive for our students. To break through to the next level of student achievement, teachers will have to take greater risks - letting go of the familiar, using data even more deliberately, and teaching the essential standards to mastery. With the help of IMPACT teachers, smaller student-teacher ratios, and new standards aligned math curriculum (pilot material), we are hopeful a higher percentage of our students can become proficient and that more will score in the advanced category. A recent review of the essential standards in math at 6th grade revealed that the team needs to spend more time on Measurement and Geometry - Ratios, Proportions, Percentages, and Negative Fractions. Likewise, in 7th grade math, more emphasis must be placed on Exponents, Powers, and Roots as well as Quantitative Relationships and Evaluating Expressions.

We've seen the most growth over the last several years in Algebra I. 90% of Algebra I students score in the proficient range and the percentage of students scoring in the advanced range rises each year. In Algebra Readiness, another area where MVMS students traditionally excel, we showed gains. After a dip in scores during the 2006-2007 school year, we were able to post gains of 16 points last year. The percentage of students scoring in the advanced range increased as well - from 9% to 26%.

Our team attributes their successes to a few key changes: refining our student placement procedures, utilizing formative assessments, focusing on standards, and using CPM curriculum.

Presently, 5 out of 9 subgroups meet the District 2008 AYP Math goal of 70% proficient: GATE (99% proficient), Asian (93% proficient), White (80% proficient), English Learner (75%), and Filipino (78% proficient). Low SES, Hispanic, and GATE students have had various levels of gains. Through AVID, the ELL program, and with the help of IMPACT teachers, our hope is to see these populations of students successfully turn continue this upward trend.

**English/Language Arts:** Similar to Math, our students in ELA are making steady progress. As earlier highlighted, the 7th grade team made terrific progress this last year (88% proficient and 12% basic and below). As a cohort, 7th grade students improved from 80% proficient to 88% and from 20% basic and below to 12%. Working more collaboratively, using formative data, and focusing more on the essential content area standards (Reading Comprehension, Writing Strategies, and Writing Conventions) all contributed to this achievement. The 6th and 8th grade teams each experienced increases, 6th grade 6% and 8th grade 2% in student proficiency rates; however, focusing on the same strategies as the 7th grade team (outlined above), we are confident similar successes will be forthcoming.

Presently, 5 out of 9 subgroups meet the District 2008 AYP ELA goal of 76% proficient: GATE (100% proficient), African American (78%),

Asian (91% proficient), Filipino (80%), and White (83% proficient). Hispanic (74% proficient) and English Learner (72% proficient) students are very close to achieving this goal.

MAP's has been very helpful assisting teachers to identify strategic areas of emphasis and individual student intervention strategies. Humanities teachers are using MAP data to identify students mandated and recommended for intervention and to identify those students *almost* proficient and *almost* advanced. Setting *Optimal RIT Growth Goals* with each student, and using Learning Ladders to partner with parents, it's our hope to accelerate our students' learning.

Teachers attribute their successes in ELA to a focus on writing and content standards, use of MAP's, staff development, and having professional time.

### III. D. NEEDS ASSESSMENT SUMMARY – CURRENT YEAR – Where are the gaps?

#### School-wide strengths:

Finding (Evidence)	Data Source	Possible Reasons for Finding	Possible Action Based on Finding
<p><b>ALL STUDENTS LEARNING:</b> Our ELA and Math CST scores have steadily improved over the last several years. The recent declines in past years, though disappointing, do not, by themselves, negate the good work and progress we've been making. Rather, our current reality suggests we must be more fully committed than ever to implementing all that we've identified as necessary to breaking through to that next level of excellence. If our daily practice aligns with our community commitments, student proficiency rates will rise.</p> <p>As highlighted earlier in this document, under the category of <i>All Students Learning</i>, our math scores lead the District in almost every category, and our Low SES students posted a 16 point gain in the API this last spring.</p>	<p>CST Data and MAP</p>	<p>We have an experienced staff, stable leadership, and a stable student and community population. We have supportive parents and a supportive District Office.</p>	<p>The results we are achieving would suggest we are on the right path. We need to continue to self assess and to be reflective. We also need to keep pressing forward and not allow our success to diminish our drive toward continuous improvement.</p>
<p><b>COMPETENT AND CARING STAFF:</b> Teachers are becoming more collaborative and open to exploring best practices. Through efforts like RTI, the SAT and IAT process, the Herman's Way Project, EAT and SSA, AVID, and Academic Advisements, as one of our Guiding Principles states, our students</p>	<p>Teachers meet with each other continually to learn and share. They also are demonstrating a willingness to explore ideas outside of Poway as evidenced</p>	<p>Having a weekly Professional Time day is changing the culture at Mesa Verde. Allocating resources to support staff development opportunities is also helping.</p>	<p>We will continue to encourage staff to learn and share and invest in professional growth opportunities.</p>

Finding (Evidence)	Data Source	Possible Reasons for Finding	Possible Action Based on Finding
are receiving our never-ending support.	by their attendance at conferences and trainings sponsored by National and State groups and organizations.		
<b>PARENTS AS PARTNERS:</b> We have a supportive community. Despite declining enrollment in recent years, membership is up in both the PTSA and MV Foundation. Both boards have elected representatives from each of our feeder elementary schools.	Increasing membership in the PTSA and the MV Foundation, and seeing the number of parent volunteers on campus.	We're communicating more with parents (Connect-Ed, newsletters, website, Learning Point, etc.), and we are inviting them to partner with us more consistently. This year we will be surveying our parents on the topic of school wide effectiveness.	We need to continue to welcome parental participation and diminish the obstacles that discourage open sharing. We want our parents to identify with our school and to take some ownership for its successes and community reputation.
<b>STAFF PARTICIPATION IN DECISION MAKING:</b> We have a strong, representative staff Leadership Team. In addition, we have staff representation at PTSA, MV Foundation, and School Site Council meetings.	Our Leadership Team is supporting and helping to foster change.	Members of our school Leadership Team are elected by their peers and represent a diverse perspective. They are committed to staying current and to pursuing excellence in all we do.	We need to continue to build capacity within this group.
<b>SAFE, ORDERLY, AND ATTRACTIVE ENVIRONMENT:</b> Mesa Verde is a beautiful facility. All of our classes are held in permanent classrooms. We have a 30 acre site that allows plenty of room for students to congregate, move around, study, and play. Our noon duty team has to be one of the best in the District. Their attendance is outstanding, and they're always respectful and modeling for our students. Last year, thanks to the support of the District Office, we opened a fourth computer lab. LCD projectors are currently being permanently installed in all classrooms, and this past August, we received 170+/- new computers as part of the District's new technology plan. In the last four years, the MV Foundation has gifted over \$250k, and the PTSA has gifted an additional \$60k. Every department has benefited. Music, art, and PE have done especially well thanks to a 3 year State grant. We've infused \$65,000 in just the last two years into these three programs. Finally, based on PTSA/Foundation funding we are scheduled to have new thematic (Character Counts!) village murals up by the end of this school year.	General condition of the campus	MVMS is a newer school, and staff and students take pride in its appearance.	We need to be good stewards of the facility and diligently maintain it.
<b>EFFECTIVE MANAGEMENT OF</b>	As a school site we	The Foundation alone has donated over	We must continue to be clear about our priorities

Finding (Evidence)	Data Source	Possible Reasons for Finding	Possible Action Based on Finding
<b>RESOURCES:</b> We have creatively come up with the resources we need to fund our priorities. Our site budget runs in the black every year. As to staffing, we have increased class sizes in band and PE, where prudent, while significantly lowering the student teacher ratios in math.	have what we need to support our specific goals and students and learning.	\$250,000 since 2004. These dollars have impacted every department, every teacher, and every child. The PTSA and School Site Council have also made generous donations. The MVMS budget runs in the black every year. We enjoy strong carryovers while attending to our current needs in and out of the classroom.	and smart in the way we allocate limited resources.

**School-wide areas of need:**

Finding (Evidence)	Data Source	Possible Reasons for Finding	Possible Action Based on Finding
<p><b>ALL STUDENTS LEARNING:</b> While our CST scores are high, for the two years in a row our Hispanic/ Latino students' proficiency rates have declined in ELA and Math. This past year we saw a second year of the same ELA Score, while math acutally increased by 11 points. Our Special Education student population also saw a drop in their API score from 741 (2007) to 699 (2008).</p> <p>In addition, to achieve District Targets for AYP in Math and ELA, we'll need to continue focusing on all subgroups underachieving.</p> <p>Three sub groups have significant work to do to get to 76% proficient by 2008 in ELA: Special Education (53%), Low Socio-Econ (60%), and English Learners (61%). Also needing to improve is our African American population (55%). As mentioned elsewhere, our Filipino (73%) and Hispanic/Latino (74%) students are very close to meeting the District AYP target.</p> <p>In Math, two sub groups have significant work to do to get to 70% proficient by 2008: Special Education (49%) and Low Socio Econ (56%). Also needing to improve is our Hispanic (58%) and English Learners (61%). 2007 math data is presently unavailable for the African American subgroup.</p>	CST Data and MAP	Teaching content v. teaching students	<p>During our Professional Growth day in September, the entire staff disaggregated CST data looking specifically at AYP and other subgroups. We made a collective agreement to work more closely with our Hispanic/Latino and Special Education students differentiating instruction and making personal relationships.</p> <p>Supporting student success (differentiating instruction, partnering with parents, making learning personal) and walking the talk (All Students Learning, Whatever It Takes) are key. Also, reviewing interventions and supports in place and analyzing their effectiveness is equally important. To achieve District Targets, we need to accelerate our current progress.</p> <p>One very promising action recently taken has been to strategically rearrange our Master Schedule. We've increased class sizes in band and physical education while significantly lowering our student-teacher ratios in Math. We've also hired impact teachers to work with our neediest and most at risk students in the areas of reading, writing, and math.</p>
We are continuing to seek ways to increase the number of AVID students taking Algebra I as 8th graders. We have	AVID representation (or lack thereof) in Algebra I classes	AVID students are beginning to get the extra support they need in the lower grades (before being selected to participate in the	Work with the feeder elementary schools to encourage diverse student representation in the accelerated math classes and work harder at the

Finding (Evidence)	Data Source	Possible Reasons for Finding	Possible Action Based on Finding
work to do in this area to meet the AVID directive.		AVID program) to put them on track to take Algebra I in middle school.	6th grade providing extra support for these students (IMPACT teachers, etc...).

**Summary:**

Mesa Verde is a distinguished school on every front. All indicators suggest we're moving in the right direction. We continue to pursue excellence through focusing on our students (and specifically student subgroups) and on our instructional methods (content and delivery).

We are a professional learning community, and our efforts are supported by our parents and by the broader community.

**Changes planned for this year's SPSA:**

We rewrote our SMART GOALS for Math and ELA in September 2006 while updating some areas this year, and we're focusing more closely on our AYP student subgroups - especially our Low SES, Special Ed., and Hispanic students. In addition, the staff is focusing more closely than ever on the use of instructional minutes and lesson alignment to the standards.

Math: We've lowered our student-teacher ratios in math (adding sections) in 7th and 8th grade and invested in staff development through the new curriculum adoption.

ELA: We're continuing our focus on writing and investment in staff development. We are also continuing to support reading with the classroom /library purchase of novels (\$30k and 100 new titles in every classroom).

EAT (Extended Academic Time) and SSA (Saturday School - Academic): Students failing to complete daily assignments are sent to an EAT class (45 minute after school course staffed daily Monday-Thursday). Additionally, students with missing assignments at the mid-trimester and at the 10 week marker are assigned to SSA (Saturday School - Academic; 8AM-Noon). Rather than punitive measures, EAT and SSA are learning environments we have created to support students in organization and making up missing work. Teachers agree to give at least 50% credit for work completed completed in either setting.

Rtl (Response to Intervention): This is new work that we're looking forward to fully implementing at MVMS. We are in the beginning stages of understanding the implications and potential of RTI, and we are currently in the process of evaluating what we are doing well, where we can make improvements, and communicating out those findings with the staff.

**Continuing Commitments** (changes first implemented last year)

IMPACT teachers are working with small groups of students at the 6th grade and we have expanded this year into the 7th grade, and also continue to work with our ELL population. By providing more individualized instruction, it is our hope to accelerate student learning.

The HWP (Herman's Way Project) encourages every staff member to make personal connections with our most vulnerable populations of students. It's also an effort that is gradually increasing our cultural competency - one relationship at a time.

We have a growing and already strong AVID program, and despite declining enrollment the last couple of years (and no new money), we have increased the number of AVID sections offered to our students to five. We are continuing to encourage our AVID students to take college prep electives - like Spanish - by opting for Zero Period PE. Most AVID students have been placed in GATE cluster classes for

humanities.

Counselors are continuing to teach an Academic Advisement elective at 7th and 8th grade. This is an elective students with two or more F's have been assigned. Students taking this class see their grade level counselor daily and receive help with organization, goal setting, and advocacy with their teachers.

We will use MAP data to establish student benchmarks, set individual learning goals, partner with parents, evaluate mid year growth, and to monitor AYP student subgroup progress.

Our ASES Program continues to collaborate with the community and private sectors utilizing resources to provide support for school reform strategies.

We made great progress last year establishing a thoughtful SAT and IAT process. This is work we are continuing to refine this current year.

**How will the change be evaluated?**

We will measure our progress during the school year using formative assessments like MAP's, analyzing student work samples, and reviewing classroom assessments. We will use CST data over the summer of 2008 to compare our progress this school year with earlier years.

IV. **TEACHING AND LEARNING** - *What are we doing to ensure students are on track to graduate college-ready?*

A. **SITE-BASED LITERACY PLAN – PART 1a, Mesa Verde Middle School:**

**District Organizational Directions:**

- Build organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide challenging educational experiences for all students
- Personalize learning to provide multiple pathways for student success
- Prepare all students to successfully undertake a college-ready curriculum for post-secondary success
- Close the achievement gap for all subgroups

**School-wide SMART Goal:**

*By the 2009-10 school year, we will increase by 5% the number of students performing at proficient or advanced on the ELA component of the CST test and decrease by 5% the number of students performing far below basic, below basic, and basic.*

**Sixth Grade ELA 2009-10 Goal:** 90% proficient; 10% basic and below

**Benchmarks:**

2007 80% proficient, 20% basic and below

2008 86% proficient, 14% basic and below

2009 88% Proficient, 12% basic and below

**Critical Indicators:**

- *Word Analysis, Fluency and Systematic Vocabulary Development.*

1.3 Vocabulary and Concept Development: Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.

1.4 Vocabulary and Concept Development: Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.

- *Literary Response and Analysis*

3.2 Narrative Analysis of Grade-Level-Appropriate Text: Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

3.5 Narrative Analysis of Grade-Level Appropriate Text: Identify the speaker and recognize the difference between first and Third person narration (e.g., autobiography compared to biography)

**Seventh Grade ELA 2009-10 Goal:** 92% proficient; 8% basic and below

**Benchmarks:**

2007 84% proficient, 16% basic and below  
2008 88% proficient, 12% basic and below  
2009 90% proficient, 10% basic and below

**Critical Indicators:**

*Writing Strategies, Organizational Focus:*

1.1 Create an organizational structure that balance all aspects of the composition and uses effective transitions between sentences to unify important ideas.

1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

The team will address the cumulative nature of the Social Science portion of the CST to assist in student success by reviewing State standards, blueprints, and released questions.

**Eighth Grade ELA 2009-10 Goal:** 85% proficient; 15% basic and below

**Benchmarks:**

2007 78% proficient, 22% basic and below  
2008 80% proficient, 20% basic and below  
2009 82% proficient, 18% basic and below

**Critical Indicators:**

• *Written Conventions*

CA Standard: 1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

• *Sentence Structure*

1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.

1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.

1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.

• *Reading Comprehension*

2.1 Understand and analyze the differences in structure and purpose between various categories of information materials.

2.2 Locate information by using a variety of consumer, workplace, and public documents.

2.3 Analyze text that uses the cause-and-effect organizational pattern.

2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

2.5 Understand and explain the use of a simple mechanical device by following technical directions.

• *Literary Response and Analysis*

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.

*Narrative Analysis of Grade-Level-Appropriate Text*

3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.

3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

**Closing the Achievement Gap Goals**

**ELL Goal:**

**ELA SMART GOAL FOR ENGLISH LANGUAGE LEARNERS**

By the 2009-10 school year, we will increase by 5% the number of students performing at proficient or advanced on the ELA component of the CST test and decrease by 5% the number of students performing far below basic, below basic, and basic.

NOTE: The 2008 AYP District Target for ELL in ELA is 76% proficient.

**Benchmarks**

- 2007 61% proficient (starting point)
- 2008 72% proficient (current)
- 2008 76% proficient (District goal)
- 2009 76% proficient (SMART goal)

The following ELL Goals for Literacy will be achieved by the end of the 2008-2009 school year:

- 50% of all ELL students will move from a level 1 to a 2 on the CELDT; 85% of non-special education students will move from a level 1 to a 2.
- 50% of all ELL students will move from a level 2 to a 3 on the CELDT; 50% of non-special education students will move from a level 2 to a 3.
- 10% of all ELL students will move from a level 3 to a 4 on the CELDT; 10% of non-special education students will move from a level 3 to a 4.
- 5% of all ELL students will move from a level 4 to a 5 on the CELDT; 5% of non-special education students will move from a level 4 to a 5.

We will achieve this through the following means:

- Use of the *High Point* text in the ELD classes
- On going evaluation through the use of *High Point* unit tests
- Ensuring proper student placement (basic, level A, B, or C)
- All ELL students in ELD elective classes
- Offering additional support with an ELL Impact Teacher
- ELL students taking the CST and CELDT annually

**Student with Disabilities Goal:**

**ELA SMART GOAL FOR STUDENTS WITH DISABILITIES:**

By the 2009-10 school year, we will increase by 5% the number of students performing at proficient or advanced on the ELA component of the CST test and decrease by 5% the number of students performing far below basic, below basic, and basic.

NOTE: The 2008 AYP District Target for Special Education Students in ELA is 76% proficient.

**Benchmarks**

- 2007 53% proficient (starting point)
- 2008 44% proficient (current)
- 2008 76% proficient (District goal)
- 2009 53% proficient (SMART goal)

Additional Goals:

- By 2009-10, 85% of the SDC-NSH students will increase their current reading level by 6-12 months as measured by teacher assessments.
- By 2009-10, 85% of the SDC-NSH students who take the level 4 CAPA will increase their reading scores by one level or more.

**GATE Goals:**

**ELA SMART GOALS FOR GATE STUDENTS:**

- Sustain GATE students scoring at PROFICIENT (Meets Expectations) in English-Language Arts and History/Social Studies (8th grade only) on the CST at 100%.
- Increase by 5% the number of GATE students at each grade level who EXCEED EXPECTATIONS.

8th - Sustain students MEETING EXPECTATIONS at 100%

8th - Increase students EXCEEDING EXPECTATIONS to 92%

7th – Sustain students MEETING EXPECTATIONS at 100%

7th - Increase students EXCEEDING EXPECTATIONS to 87%

6th – Sustain students MEETING EXPECTATIONS at 100%

6th - Increase students EXCEEDING EXPECTATIONS to 93%

We will achieve the goals outlined above by employing appropriate teaching strategies related to differentiation and utilizing support materials that enhance differentiation and literacy.

**Additional goal(s):**

**ELA SMART GOALS FOR ALL OTHER AYP STUDENT SUBGROUPS 76% PROFICIENT AND BELOW:**

By the 2009-10 school year, we will increase by 5% the number of students performing at proficient or advanced on the ELA component of the CST test and decrease by 5% the number of students performing far below basic, below basic, and basic.

NOTE: The 2008 AYP District Target for all AYP student subgroups in ELA is 76% proficient.

**AFRICAN AMERICAN**

**Benchmarks**

2007 55% proficient (starting point)

2008 78% proficient (current)

2008 76% proficient (District goal)

2009 80% proficient (SMART goal)

**LOW SES**

**Benchmarks**

2007 60% proficient (starting point)

2008 67% proficient (current)  
2008 76% proficient (District goal)  
2009 72% proficient (SMART goal)

#### FILIPINO

##### Benchmarks

2007 73% proficient (starting point)  
2008 80% proficient (current)  
2008 76% proficient (District goal)  
2009 82% proficient (SMART goal)

#### HISPANIC/LATINO

##### Benchmarks

2007 74% proficient (starting point)  
2008 74% proficient (current)  
2008 76% proficient (District goal)  
2009 76% proficient (SMART goal)

African American and Low Socio-Economic students will receive more individualized (and personal) instruction. As a result, we expect to see increases in their proficiencies in ELA.

#### **Site Multi-Year Strategies/Major Initiatives (to support District Organizational Directions)**

Based on the plan outlined above, we would expect that we will hit our SMART GOALS in ELA in 2009-10 just like we have in earlier years. Achieving the 2008 AYP District Targets will be much harder work in some sub-groups, but we are committed to continuous improvement and will be implementing a wide variety of strategies to help ensure *All Students are Learning*.

**A. SITE-BASED LITERACY PLAN – PART 1b, Mesa Verde Middle School:**

FORMING 1 <sup>ST</sup> TRIMESTER TASKS	IMPLEMENTING AND ADJUSTING 2 <sup>ND</sup> TRIMESTER TASKS	EVALUATING AND RECOMMENDING 3 <sup>RD</sup> TRIMESTER (and beyond) TASKS
<p><u>Key for identification of tasks matched to district Organizational Directions:</u></p> <ol style="list-style-type: none"> <li>(1) Build organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide challenging educational experiences for all students</li> <li>(2) Personalize learning to provide multiple pathways for student success</li> <li>(3) Prepare all students to successfully undertake a college-ready curriculum for post-secondary success</li> <li>(4) Close the achievement gap for all subgroups</li> </ol>		
<p>August – November</p> <p>All students responded to a standards based grade level writing prompt administered at the beginning of the school year.</p> <p>At the beginning of the 2007-2008 school year we distributed over \$30,000 worth of books to help build robust (and current) classroom libraries. Every classroom teacher received 100 new titles- both fiction and non-fiction - with a multi-cultural emphasis. These books were extremely well received and will be the tools our students continue to use to study good writing and to model their own writing after. Additional student benefits we have noticed deriving from this purchase include improved vocabulary, increased background knowledge, and greater cultural competency and respect for diversity.</p> <p>We also relocated our Readers/Writers lab in the fall of 2007, so in the process, we took the liberty of making several improvements to it: one, it is more centrally located. Two, it has improved tables, more shelving, and more white board space. Three, it has more books. This unique learning environment is used for staff development and for teaching writing using the Writers Workshop method of instruction. We hope to include a reading room within the library as a second location for students to utilize.</p> <p>In that same year all humanities teachers (6-8)</p>	<p>December – March</p> <p>Last year teachers received an additional half day of release time to collaborate as teams and to continue their work with Kathy Moore and Michelle Meloy reviewing student writing samples, discussing techniques to improve student writing, and practicing their own writing skills. Teachers will continue these efforts within departments during the 2008-2009 school year.</p> <p>In January of 2008, Assistant Principal, Jeanne Smith was available to model the Writers Workshop method of instruction again. She worked with teachers expressing an interest and actually taught lessons to their students in the Readers/Writers lab modeling the Atwell method as described in her book <i>In the Middle</i>. She continues this effort during this year.</p> <p>In addition, we hired an outside poet to come in and work with our 6th grade teachers and students. She began on contract to spend three hours in each 6th grade humanities classroom from January-March and will return this year to continue the work.</p> <p>Some teachers at the 6th grade will also continue to experiment with <i>Criterion Writing</i>. <i>Criterion Writing</i> is a software program used with success at the elementary level that provides feedback to students on early drafts of their writing.</p>	<p>April – June</p> <p>Seventh grade students will take the CST writing exam in May.</p> <p>Students will respond to the standards based grade level writing prompt administered at the beginning of the year. Their spring essays will then be compared to their fall essays, and improvement and growth will be noted.</p> <p>8th grade humanities teachers are coordinating to visit Westview to observe English and Social Studies classes at the ninth and tenth grade levels (1/2 day).</p>

<b>FORMING 1<sup>st</sup> TRIMESTER TASKS</b>	<b>IMPLEMENTING AND ADJUSTING 2<sup>ND</sup> TRIMESTER TASKS</b>	<b>EVALUATING AND RECOMMENDING 3<sup>RD</sup> TRIMESTER (and beyond) TASKS</b>
<p>received a half day of release time (in addition to our weekly Professional Time days and our annual September Professional Growth day) to collaborate as teams and to work with Kathy Moore (District Literacy Coach) and Michelle Meloy (6th grade lead writing teacher and pending author). The focus of this time was writing. Teachers spent time working on rubrics, grading anchor papers, and sharing best practices related to teaching specific genres of writing. Many practiced on developing their own writing! We will continue this valuable work throughout the 2008-2009 school year.</p> <p>Professional Time Tuesdays continue to offer teachers even more time (and an additional opportunity) to focus on the teaching of writing.</p>		
<p align="center"><b><u>Products and Achievements</u></b></p>	<p align="center"><b><u>Products and Achievements</u></b></p>	<p align="center"><b><u>Products and Achievements</u></b></p>
<p>All students produce baseline essays in response to a grade level standards based writing prompt. The prompt is administered early in the year, prior to any formal writing instruction. It helps to establish a starting point for instruction and is used later in the year to gage student growth and progress.</p> <p>Thousands of book titles were assembled, previewed, and distributed we invested \$30,000 in teachers' classroom libraries.</p> <p>The Readers/Writers lab was relocated to a more central location. It was enhanced in the process.</p> <p>A significant amount of release time and professional time has been allotted to support writing instruction.</p>	<p>More release time will be allotted to support writing instruction.</p> <p>Jeanne Smith will continue to model for staff the Readers/Writers workshop method of instruction working with live students and facilitating writing lessons teachers can easily replicate in their own classrooms.</p> <p>An outside poet consultant will spend several hours in each 6th grade classroom modeling poetry instruction.</p> <p>Teachers in the 6th grade will continue to experience <i>Criterion Writing</i>.</p>	<p>Seventh grade students will take the CST writing exam in May.</p> <p>Students will respond to the standards based grade level writing prompt administered at the beginning of the year. Their spring essays will then be compared to their fall essays, and improvement and growth will be noted.</p> <p>MVMS humanities teachers will observe English and history Freshman and Sophomore classes at Westview.</p>

**A. SITE-BASED LITERACY PLAN – Part 1c**

<b>CAPACITY BUILDERS TO SUPPORT RIGOR, RELEVANCE, RELATIONSHIP</b>		
<b>Professional Learning to build staff capacity</b>	<b>Parent Involvement to engage in student learning</b>	<b>Student Engagement for partnership in learning</b>
<p>Collaboration/Staff Development/Communication</p> <p>Professional Time Days every Tuesday; Additional Release Time to meet with teams and vertically to discuss writing and evaluate student writing samples; Readers/Writers Lab; Opportunity to observe student engagement with the Readers/Writers method of instruction; improved articulation between feeder elementary schools and 6th grade teachers and between Westview and 8th grade teachers; purposeful and strategic staff development (sustained focus on reading and writing); Expansion of AVID.</p>	<p>Parents as Partners</p> <p>Continuing to find ways to welcome parents on to our campus; making information easily accessible and available (School Website, Learning Point, MAP's, Connect-Ed, AB 1802 - parent meetings, etc...) and partnering with them through groups like the PTSA and Foundation.</p>	

**A. SITE-BASED LITERACY PLAN – PART 2a, (cont...):**

**District Organizational Directions:**

- Build organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide challenging educational experiences for all students
- Personalize learning to provide multiple pathways for student success
- Prepare all students to successfully undertake a college-ready curriculum for post-secondary success
- Close the achievement gap for all subgroups

**School-wide SMART Goal:**

*By the 2009-10 school year, we will increase by 5% the number of students performing at proficient or advanced on the MATH component of the CST test and decrease by 5% the number of students performing far below basic, below basic, and basic.*

**Sixth Grade MATH 2009-10 Goal:** 90% proficient; 10% basic and below

Benchmarks:

2007 77% proficient, 23% basic and below

2008 82% proficient, 18% basic and below

2009 85% proficient, 12% basic and below

**Critical Indicators:**

• *Number Sense*

1.1 Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.

1.2 Interpret and use ratios in different contexts to show relative sizes of two quantities, using appropriate notations.

1.3 Use proportions to solve problems.

1.4 Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.

• *Measurement and Geometry*

1.1 Understand the concept of a constant such as Pi (3.14); know the formulas for circumference and area of a circle.

1.3 Know and use the formulas for the volume of triangular prisms and cylinders (area of base-height; compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid.

**Seventh Grade MATH 2009-10 Goal:** 90% proficient; 10% basic and below

Benchmarks:

2007 74% proficient, 26% basic and below

2008 82% proficient, 18% basic and below

2009 86% proficient, 14% basic and below

**Critical Indicators:**

• *Number Sense*

1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.

1.7 Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

• *Algebra and Functions*

1.1 Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description.

1.2 Use the correct order of operations to evaluate algebraic expressions such as  $3(2x + 5)^2$ .

1.4 Use algebraic terminology correctly.

1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.

2.1 Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.

3.3 Graph linear functions, noting that the vertical change (change in  $y$ -value) per unit of horizontal change (change in  $x$ -value) is always the same and know that the ratio ("rise over run") is called the slope of a graph.

4.1 Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.

4.2 Solve multistep problems involving rate, average speed, distance, and time or a direct variation.

• *Measurement and Geometry*

2.1 Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.

2.3 Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids. Understand that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and the volume is multiplied by the cube of the scale factor.

• *Statistics, Data Analysis and Probability*

1.1 Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.

**Eighth Grade MATH 2009-10 Goal:** 86% proficient; 14% basic and below

Benchmarks:

2007 61% proficient, 39% basic and below

2008 76% proficient, 24% basic and below

2009 81% proficient, 19% basic and below

**Critical Indicators:**

• *Algebra and Functions*

- 1.1 Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).
- 1.2 Use the correct order of operations to evaluate algebraic expressions such as  $3(2x + 5)^2$ .
- 1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.
- 2.1 Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.
- 2.2 Multiply and divide monomials; extend the process of taking powers and extracting roots to monomials when the latter results in a monomial with an integer exponent.

### **Closing the Achievement Gap Goals**

#### **ELL Goal:**

##### **MATH SMART GOAL FOR ENGLISH LANGUAGE LEARNERS**

By the 2009-10 school year, we will increase by 5% the number of students performing at proficient or advanced on the MATH component of the CST test and decrease by 5% the number of students performing far below basic, below basic, and basic.

NOTE: The 2008 AYP District Target for ELL in MATH is 70% proficient.

##### Benchmarks

- 2007 61% proficient (starting point)
- 2008 75% proficient (current)
- 2008 70% proficient (District goal)
- 2009 77% proficient (SMART goal)

#### **Student with Disabilities Goal:**

##### **MATH SMART GOAL FOR STUDENTS WITH DISABILITIES**

By the 2009-10 school year, we will increase by 5% the number of students performing at proficient or advanced on the MATH component of the CST test and decrease by 5% the number of students performing far below basic, below basic, and basic.

NOTE: The 2008 AYP District Target for ELL in MATH is 70% proficient.

##### Benchmarks

- 2007 49% proficient (starting point)
- 2008 38% proficient (current)
- 2008 70% proficient (District goal)
- 2009 45% proficient (SMART goal)

##### Additional Goals for Students with Disabilities:

- By 2008-09, 85% of the SDC-SH students will score proficient on 4th grade level math as measured by teacher assessments.
- By 2008-09, 85% of the SDC-SH students who take the level 4 CAPA test will increase their math scores by one level or more.

#### **GATE Goals:**

##### **MATH SMART GOALS FOR GATE STUDENTS:**

Sustain GATE students scoring at PROFICIENT (Meets Expectations) in MATH on the CST at 100%.  
Increase by 5% the number of GATE students at each grade level who MEET EXPECTATIONS.

8th – Increase students MEETING EXPECTATIONS to 100%  
8th - Increase students EXCEEDING EXPECTATIONS to 85%

7th – Increase students MEETING EXPECTATIONS to 100%  
7th - Increase students EXCEEDING EXPECTATIONS to 85%

6th – Increase students MEETING EXPECTATIONS to 100%  
6th - Increase students EXCEEDING EXPECTATIONS to 98%

We will achieve the goals outlined above by employing appropriate teaching strategies related to differentiation and utilizing support materials that enhance differentiation and literacy.

**Additional goal(s):**  
**MATH SMART GOALS FOR ALL OTHER AYP SUBGROUPS 70% PROFICIENT AND BELOW:**

*By the 2009-10 schoolyear, we will increase by 5% the number of students performing at proficient or advanced on the MATH component of the CST test and decrease by 5% the number of students performing far below basic, below basic, and basic.*

**NOTE: The 2008 AYP District Target for all AYP student subgroups in MATH is 70% proficient.**

**AFRICAN AMERICAN**

**Benchmarks**

2007 -Did not Report-  
2008 68% proficient (current)  
2008 70% proficient (District goal)  
2009 70% proficient (SMART goal)

**LOW SES**

**Benchmarks**

2007 56% proficient (starting point)  
2008 57% proficient (current)  
2008 70% proficient (District goal)  
2009 60% proficient (SMART goal)

**Hispanic/Latino**

**Benchmarks**

2007 58% proficient (starting point)  
2008 69% proficient (current)  
2008 70% proficient (District goal)  
2009 72% proficient (SMART goal)

Low Socio-Economic and Hispanic/Latino students will receive more individualized (and personal) instruction. As a result, we expect to see increases in their proficiencies in MATH.

**Site Multi-Year Strategies/Major Initiatives (to support District Organizational Directions)**

Based on the plan outlined above, we would expect that we will hit our SMART GOALS in MATH in 2009-10 just like we have in earlier years. Achieving the 2008 AYP District Targets will be hard work in some sub-groups, but we are committed to continuous improvement and will be implementing a wide variety of strategies to help ensure All Students are Learning.

**A. SITE-BASED LITERACY PLAN – PART 2b (cont...):**

<p align="center"><b>FORMING 1<sup>st</sup> TRIMESTER TASKS</b></p>	<p align="center"><b>IMPLEMENTING AND ADJUSTING 2<sup>ND</sup> TRIMESTER TASKS</b></p>	<p align="center"><b>EVALUATING AND RECOMMENDING 3<sup>RD</sup> TRIMESTER TASKS</b></p>
<p><u>Key for identification of tasks matched to district Organizational Directions:</u></p> <ol style="list-style-type: none"> <li>(1) Build organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide challenging educational experiences for all students</li> <li>(2) Personalize learning to provide multiple pathways for student success</li> <li>(3) Prepare all students to successfully undertake a college-ready curriculum for post-secondary success</li> <li>(4) Close the achievement gap for all subgroups</li> </ol>		
<p>August – November</p> <p>In June of 2007, just as school was letting out for the summer, student placement procedures for math were being reviewed. It was determined that the placement criteria was too stringent as well as too arbitrary and subjective. During that summer, math placement procedures were revised and new math flow charts were created (and later published). Student math placements for the fall were mailed home at the beginning of July (a first!). This effort ultimately resulted in more students having access to accelerated classes. This work has continued into the 2008-2009 school year. It supports the goal of increasing the number of 8th grade students having access to Geometry. It has also resulted in more AVID students having access to Algebra.</p> <p>The Administrative team reviewed CST data during August and September. During our Professional Growth Day, the entire staff spent the day disaggregating data, looking at specific AYP and subgroup data, and revisiting our newly revised 3 year SMART goals.</p> <p>Using MAP we assessed all math students This data was shared with students and parents. Individual learning goals (<i>Optimal Growth</i>) have been set and progress toward these goals will be assessed in February and again in May.</p>	<p>December – March</p> <p>Two math IMPACT teachers were hired to begin working with students in the beginning of December to work with 6th and 7th grade students where the student-teacher ratios are slightly higher than in the upper grades. Each teacher works 16 hours per week Monday-Thursday. MAP data is used extensively as students work on mastery of the essential standards (and basic math skills).</p> <p>In August we began piloting new math curriculum under consideration for adoption. These texts are aligned with the CA standards and come with rich supplemental materials to support our <i>mandated</i> and <i>recommended for intervention</i> students.</p> <p>We are continuing to use <i>Compass Learning</i> to support our math students.</p> <p>We will continue to assess all students in Math using MAPs data. Students, parents, and teachers will evaluate progress YTD and revise earlier goals as appropriate.</p>	<p>April – June</p> <p>Students will take the CST exam. They will also be assessed for a third time using MAP. Data compiled from the MAP assessment along with other data points (grades, UCSD exam, etc.) will be used as appropriate to make math placement recommendations for the 2009-10 school year.</p>

<b>FORMING 1<sup>st</sup> TRIMESTER TASKS</b>	<b>IMPLEMENTING AND ADJUSTING 2<sup>ND</sup> TRIMESTER TASKS</b>	<b>EVALUATING AND RECOMMENDING 3<sup>RD</sup> TRIMESTER TASKS</b>
Teachers continue with the charge of taking advantage of their advantages: providing more individualized instruction as a result of smaller classes - paying close attention to our AYP subgroup students - and working harder to partner with parents.		
<b><u>Products and Achievements</u></b>	<b><u>Products and Achievements</u></b>	<b><u>Products and Achievements</u></b>
<p>Math placement procedures are continued to be cleaned up at the 6th grade. We have doubled the percentage of students having access to the Pre-Algebra class at 6th grade. Progress is made making changes in student placement procedures at the 7th and 8th grades, as well.</p> <p>Data points necessary to begin the dialogue between teachers, students, and parents are compiled (CST) and created (MAP). Newly revised 3 year SMART GOALS are reviewed. Agreement is reached to focus more attention on our Math 7 and Math 8 students.</p>	<p>Revised data points (winter MAP assessment) essential for measuring individual student growth and the effectiveness of instructional methods are created. Mid course adjustments are made (as necessary) in preparation for the CST exam in the spring.</p> <p>Teachers continue to work with stakeholders in adoption of new math curriculum.</p> <p>Two sixth /seventh grade IMPACT teachers are hired.</p>	<p>Students receive data back from their final MAP assessment and discover where they've achieved their learning goals and where they may still need additional practice and work over the summer months to position themselves for success in the fall.</p>

**A. SITE-BASED LITERACY PLAN – Part 2c**

<b>CAPACITY BUILDERS TO SUPPORT RIGOR, RELEVANCE, RELATIONSHIP</b>		
Professional Learning to build staff capacity	Parent Involvement to engage in student learning	Student Engagement for partnership in learning
<p>Collaboration/Staff Development/Communication</p> <p>Professional Time Days every Tuesday; improved articulation between feeder elementary schools and 6th grade teachers and between Westview and Mt. Carmel and 8th grade teachers; purposeful and strategic staff development (ex. CPM and AVID); Herman's Way Project; Expansion of AVID.</p>	<p>Parents as Partners</p> <p>Continuing to find ways to welcome parents on to our campus; making information easily accessible and available (School Website, Learning Point, MAP's, Connect-Ed, AB 1802 - parent meetings, etc...) and partnering with them through groups like the PTSA and Foundation.</p>	

**A. SITE-BASED LITERACY PLAN – PART 3a, (cont...):**

<p><b><u>District Organizational Directions:</u></b></p> <ul style="list-style-type: none"> <li>• Build organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide challenging educational experiences for all students</li> <li>• Personalize learning to provide multiple pathways for student success</li> <li>• Prepare all students to successfully undertake a college-ready curriculum for post-secondary success</li> <li>• Close the achievement gap for all subgroups</li> </ul>
<p><b><u>School-wide SMART Goal:</u></b></p> <p><b><u>Closing the Achievement Gap Goals</u></b></p> <p><b>ELL Goal:</b></p> <p><b>Student with Disabilities Goal:</b></p> <p><b>GATE Goals:</b></p> <p><b>Additional goal(s):</b></p>
<p><b>Site Multi-Year Strategies/Major Initiatives (to support District Organizational Directions)</b></p>

**A. SITE-BASED LITERACY PLAN – PART 3b (cont...):**

FORMING 1 <sup>st</sup> TRIMESTER TASKS	IMPLEMENTING AND ADJUSTING 2 <sup>ND</sup> TRIMESTER TASKS	EVALUATING AND RECOMMENDING 3 <sup>RD</sup> TRIMESTER TASKS
<p><u>Key for identification of tasks matched to district Organizational Directions:</u></p> <p>(1) Build organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide challenging educational experiences for all students</p> <p>(2) Personalize learning to provide multiple pathways for student success</p> <p>(3) Prepare all students to successfully undertake a college-ready curriculum for post-secondary success</p> <p>(4) Close the achievement gap for all subgroups</p>		
<p>Every student has taken MAP in Reading, Language Arts, and Math. <i>Optimal Growth</i> goals have been established and parents have been informed and invited to partner with us in growing their child thoughtfully and strategically.</p>	<p>Every student will be reassessed using MAP in Reading, Language Arts, and Math in February. Progress made toward meeting the <i>Optimal Growth</i> goals will be measured. Mid-course adjustments (pacing, curriculum, student</p>	<p>Every student will be reassessed using MAP in Reading, Language Arts, and Math in May.</p> <p>Every student will respond to a grade level, standards based writing prompt similar to the fall</p>

<b>FORMING 1<sup>st</sup> TRIMESTER TASKS</b>	<b>IMPLEMENTING AND ADJUSTING 2<sup>ND</sup> TRIMESTER TASKS</b>	<b>EVALUATING AND RECOMMENDING 3<sup>RD</sup> TRIMESTER TASKS</b>
<p>Every student has responded to a grade level, standards based writing prompt and produced a baseline essay.</p> <p>CST data from last spring has been disaggregated and thoroughly analyzed. Content area and AYP goals have been revised and re-established as a result.</p>	<p>groupings, etc...) will be made as necessary.</p> <p>Students will continue to work with a data responsive program called <i>Compass Learning</i>. Some will also be assessed and supported using ALEK's and Reading Plus.</p> <p>"D" and "F" students are identified end of November/early December. Counselors, teachers, and the administrative team assess these students' needs against services offered. The team divides the group of students up and meets with these students individually. SAT's are scheduled as necessary.</p>	<p>prompt and produce an essay that will be used to gauge student growth and development.</p>
<p align="center"><b><u>Products and Achievements</u></b></p>	<p align="center"><b><u>Products and Achievements</u></b></p>	<p align="center"><b><u>Products and Achievements</u></b></p>
<p>Every student is assessed with MAP. <i>Optimal Growth</i> goals are established; parents are informed.</p> <p>Every student writes a baseline essay.</p> <p>CST data from the previous year is disaggregated and thoroughly analyzed. Content area and AYP goals are revised and re-established as a result.</p>	<p>Every student is re-assessed with MAP. Progress against <i>Optimal Growth</i> goals is reviewed; parents are informed.</p> <p>Students use a variety of technology: <i>Compass Learning, ALEK's and Reading Plus</i>.</p> <p>Admin and counselors meet with "D" and "F" students. SAT's are set up as necessary.</p>	<p>Every student is re-assessed with MAP. Progress against <i>Optimal Growth</i> goals is reviewed; parents are informed.</p> <p>Every student responds to a grade level, standards based writing prompt similar to the fall prompt and produces an essay that will be used to gauge his or her progress.</p>

**A. SITE-BASED LITERACY PLAN – Part 3c**

<b>CAPACITY BUILDERS TO SUPPORT RIGOR, RELEVANCE, RELATIONSHIP</b>		
<b>Professional Learning to build staff capacity</b>	<b>Parent Involvement to engage in student learning</b>	<b>Student Engagement for partnership in learning</b>
Data is continually shared between all stakeholders.	Parents are continually receiving feedback about their child's classroom performance: CST results, MAP results, progress reports, end of quarter report cards, returned assignments, returned class quizzes and tests, and through communication with the classroom teacher (Learning Point, email, etc...). Parents are invited to partner with their child's teachers, and data points (MAP Learning Ladders for example) can often clarify how parent's can best support the classroom teacher and their child's academic progress.	Students are encouraged to take responsibility for their own learning: setting personal <i>Optimal Growth RIT MAP goals</i> , and working cooperatively with their teachers and parents.

**A. SITE-BASED LITERACY PLAN – PART 4a, (cont...):**

<p><b><u>District Organizational Directions:</u></b></p> <ul style="list-style-type: none"> <li>• Build organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide challenging educational experiences for all students</li> <li>• Personalize learning to provide multiple pathways for student success</li> <li>• Prepare all students to successfully undertake a college-ready curriculum for post-secondary success</li> <li>• Close the achievement gap for all subgroups</li> </ul>
<p><b><u>School-wide SMART Goal:</u></b></p> <p><b><u>Closing the Achievement Gap Goals</u></b></p> <p><b>ELL Goal:</b></p> <p><b>Student with Disabilities Goal:</b></p> <p><b>GATE Goals:</b></p> <p><b>Additional goal(s):</b></p>
<p><b>Site Multi-Year Strategies/Major Initiatives (to support District Organizational Directions)</b></p>

**A. SITE-BASED LITERACY PLAN – PART 4b (cont...):**

<p align="center"><b>FORMING 1<sup>st</sup> TRIMESTER TASKS</b></p>	<p align="center"><b>IMPLEMENTING AND ADJUSTING 2<sup>ND</sup> TRIMESTER TASKS</b></p>	<p align="center"><b>EVALUATING AND RECOMMENDING 3<sup>RD</sup> TRIMESTER TASKS</b></p>
<p><u>Key for identification of tasks matched to district Organizational Directions:</u></p> <p>(1) Build organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide challenging educational experiences for all students</p> <p>(2) Personalize learning to provide multiple pathways for student success</p> <p>(3) Prepare all students to successfully undertake a college-ready curriculum for post-secondary success</p> <p>(4) Close the achievement gap for all subgroups</p>		
<p>Communication remains key when it comes to partnering with parents. Recognizing this, we have worked hard to improve in this area. We continue to update our school website, and we send out weekly Connect Ed messages each</p>	<p>Leadership will continue a discussion on a proposal presented to reschedule parent conferences in February. No decision has been presently.</p>	<p>An Open House is planned for the end of May. Like BTSN, this is a very well attended evening. End of the year band and orchestra concerts also draw large crowds. Nothing quite compares to the 8th grade promotion though. That</p>

<p align="center"><b>FORMING 1<sup>st</sup> TRIMESTER TASKS</b></p>	<p align="center"><b>IMPLEMENTING AND ADJUSTING 2<sup>ND</sup> TRIMESTER TASKS</b></p>	<p align="center"><b>EVALUATING AND RECOMMENDING 3<sup>RD</sup> TRIMESTER TASKS</b></p>
<p>Friday. We update our school marquis weekly.</p> <p>Back to School Night is a very special event in the life of Mesa Verde. This years BTSN was incredibly well attended, and the atmosphere on campus was overwhelmingly positive. Parents, teachers, and students all take great pride in being affiliated with Mesa Verde. BTSN is a great opportunity to set a positive tone for the school year ahead.</p> <p>An open door policy allows parents to feel comfortable coming into the office without appointments. Most appreciate the administrative team's accessibility and few abuse the privilege.</p> <p>In 2008-2009 Mesa Verde has moved from a Trimester calendar to a Quarter calendar. This movement allows for a greater student centered grading focus. It also allows for greater communications between all stakeholders. Moving from three progress notices and three official grades each year, to four of each allows students, parents, and teachers more of an opportunity to keep track of students progress. All teachers are strongly encouraged to use Learning Point, though they have the option not to.</p> <p>A strategic recruitment effort has produced excellent PTSA and Foundation boards. Each board has representatives from each feeder elementary school. Having parent representatives from each feeder elementary sends the clear message that all are welcome to participate in the life of our school.</p>	<p>Special events like the Science Olympiad, holiday band and orchestra concerts, drama productions, Jog-a-thon, Constitutional Challenge, Renaissance Faire, 6th grade Olympics, school spelling and geography bees, as well as math contests bring parents into our school. Each event presents an opportunity to project a positive image out to the community and to showcase the hard work of our staff and students.</p>	<p>celebration draws 1500-2000 visitors annually.</p> <p>Student orientation meetings are also held in the spring. 5th grade parents are invited to an evening event in the school gym where they are introduced to Mesa Verde and get to hear from students, teachers and support staff.</p> <p>This spring, based upon parent feedback, we will also host 7th and 8th grade parent orientations in an effort to support smoother transitions between the grade levels.</p>

**A. SITE-BASED LITERACY PLAN – Part 4c**

<b>CAPACITY BUILDERS TO SUPPORT RIGOR, RELEVANCE, RELATIONSHIP</b>		
Professional Learning to build staff capacity	Parent Involvement to engage in student learning	Student Engagement for partnership in learning
	This third goal focus' on parent and family involvement. We take the core value <i>PARENTS AS PARTNERS</i> seriously at Mesa Verde.	

**IV. B. KINDERGARTEN TRANSITION (Title I schools)**

## **V. SAFE AND SUPPORTIVE SCHOOLS**

### **A. SCHOOL-WIDE BEHAVIORAL SUPPORT PLAN**

A strong emphasis is placed on good citizenship at Mesa Verde Middle School. We have an excellent Character Education program and we enjoy a very positive school climate. Students are encouraged to take personal responsibility for their choices and the consequences of same. Through multiple interventions before, during, and after school, students most at risk are supported. Staff members invest time getting to know students personally, and through relationship and influence challenge inappropriate behavior and poor character. Each fall, students and parents are informed of our expectations through our Eagle Agenda, parent handbook, school newsletter, and website.

#### **Behavior Model**

We have updated our behavior model, in keeping with the best research on positive behavior support for schools. Our behavior practices are consistent across all middle school grades and fully integrated.

Mesa Verde uses a support call system to address student behavior problems in the classroom. The goal of support calls is to encourage students to take responsibility for their actions, assist them in making better choices, and to involve parents early on for additional support.

#### **Definition of a Support Call**

The classroom teacher is responsible for managing his/her individual classroom. Teachers are expected to redirect inappropriate student behavior in house whenever possible. However, on those occasions when students are not responsive, teachers are encouraged to seek administrative support.

Any student behavior that interrupts the learning process may necessitate a support call. Examples may include habitual tardiness, not following classroom rules, a dress code violation or more serious infractions like blatant disrespect, blatant defiance, unsafe behavior that poses a danger to self or others.

There are three levels of support calls: level one requires immediate administrative assistance (typically 10 minutes or less), level two requires a response in 24 hours (important but not urgent), and a level three support call is academic in nature and typically results in a SAT (Student Assessment Team meeting).

We have been highly successful in changing student behavior across all grade levels. Rather than respond to behavior with repetitive punishment that has shown to not develop the student, our goal is to understand the function of the behavior and teach the student an alternative way of meeting his/her needs.

As a result of this innovative program, MVMS was recognized by CalSTAT in 2004-05 and awarded a Leadership Institute Model Site designation. Members of our school site team have presented the behavior support model each year since our designation at the annual Leadership Institute hosted in San Francisco in February of 2007.

## **Time to Teach**

Time to Teach is a classroom management model that the entire staff has received training in the last several months. TTT is a program that teaches self-discipline, responsibility, cooperation, and problem solving skills. Philosophically, the program is built upon the premise that nonpunitive methods work best for long-range positive results with students. Barbara Hensley, a lead teacher on staff, has been the site facilitator.

## **Academic Advisement Classes**

Academic Advisement Classes (formally Student Success Clubs) were initiated in 2004-05. Academic Advisement is a regularly scheduled academic class which takes the place of at-risk students' electives. Every day for one period a counselor works intensely with a small group of AA students. The focus during the early weeks is on getting the students off to a solid start. The concentration is on organizing binders, getting materials organized, using the Eagle Agenda, learning to access online grades and websites, increasing parent involvement and implementing the weekly progress report. The remaining quarter's focus is on assisting students with difficult assignments, working on filling in learning gaps and ensuring assignments are completed and turned in. The organizational skills implemented during the first weeks continue to be monitored until they become habit. Tangible and intangible rewards are built into the Academic Advisement as a way of getting and keeping the students motivated.

## **Herman's Way Project**

The HWP was launched in the fall of 2006. Every teacher on campus has adopted at least one student identified as "at risk." Teachers have agreed to build relationships with their adopted kids and to advocate on their behalf. Some go to great lengths to establish these relationships - meeting with these students during their lunches and before and after school. Some have gone so far as to attend non-school affiliated functions to cheer on a student. Whether it's as simple as just noticing these students and making them feel welcome and connected or something more time consuming, every teacher is making a personal connection with at least one student at-risk. The long range goal is to change behavior through influence v. power.

Teachers meet with the Administrative Team and Counselors three times a year to discuss HWP kids and to share insights.

## **Echo Grant**

This year, as recipients of the Echo grant, we are investing new money and energy in an effort to further enhance our school climate and encourage good character and citizenship among our students. We have invested money in new character banners, village murals (coming soon!), and videos. We are also exploring expanding our partnership with the YMCA, and with their assistance and support, offering an new opportunities for our students during lunch.

We have also imbedded the character education components of Quantum Learning into the Character Counts! program. Living Above the Line and the 8 Keys of Excellence can be found in almost every classroom.

## Other Interventions

The counselors and Wellness department at Mesa Verde run a number of student groups designed to “meet students where they are.” Over 30 clubs meet before, during, and after school. They are formed around a variety of topics: basketball, divorce, Christian fellowship, board games, etc.... Some clubs offer students outlets where emotional issues can be discussed in a safe and caring environment; others offer academic assistance and help with goal setting.

Parents-on-Campus is a highly successful program involving parent volunteers who are visible adults during lunch. This is helpful in maintaining a safe and orderly environment. In addition, we are in constant communication with the S.D.P.D officer assigned to our campus, who makes frequent visits, building a positive rapport with students and staff.

### B. DRUG ABUSE EDUCATION PLAN

All schools in the PUSD implement the Too Good for Drugs Tobacco, Drugs and Alcohol prevention program, which is designed around specific lessons in five components: Goal Setting, Decision Making, Bonding with Others, Identifying and Managing Emotions, and Communicating Effectively.

<b>Program</b>	<b>Grade Level(s)</b>	<b>Minutes</b>
Red Ribbon Week	6, 7, 8	600
Parent Workshop	6, 7, 8	180
Great American Smokeout Week	6, 7, 8	480
Second Step and Be Cool Programs	6, 7, 8	150
Too GoodFor Drugs Curriculum presentations in P.E.	6, 7, 8	600
Morning Announcements	6, 7, 8	600
Peer Mediators	6, 7, 8	420
Cross Age Tutors	6, 7, 8	1200
World No Tobacco Day (MVMS to Deer Canyon)	6, 7, 8	180
SAVE Club (Students Against Violence Everywhere)	6, 7, 8	3600
School Wide Assemblies (antiOATOD)	6, 7, 8	480

**VI. FUNDING AND GOVERNANCE**

**A. CENTRALIZED SERVICES**

<b>Program</b>	<b>Budgeted Centralized Services</b>	<b>Percentage of Total District Allocation</b>	<b>Centralized Services (Description Below)</b>
Title I	\$64,194	5.3	Administrative Support
Title III	\$4,380	1.5	Administrative Support
	\$285,323	98.2	Instructional Support/Professional Development
EIA-LEP and EIA-SCE	\$128,028	10.0	Administrative Support
	\$1,114,967	87.1	Instructional Support/Professional Development
GATE	\$35,225	13.3	Administrative Support
	\$82,225	31.0	Instructional Support/Professional Development
Pupil Retention Block Grant	\$23,000	24.7	Administrative Support
	\$66,401	71.3	Instructional Support/Professional Development
School and Library Improvement Program Block Grant (SLIP)	\$157,908	6.9	Administrative Support
	\$73,116	3.2	Instructional Support/Professional Development

**DESCRIPTION OF SERVICES:**

Centralized Services, in the forms of administrative support and instructional support/professional development, are performed by the district office in support of school sites. These may include:

- Assessment, monitoring, and reporting services
- English language proficiency testing
- Staff development or training
- Salaries for teachers, instructional assistants, tutors
- Instructional materials purchase and implementation support
- Intervention programs
- Other services, as appropriate for school site support

**B. ASSURANCES AND SIGNATURES**

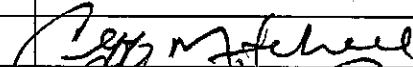
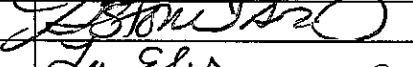
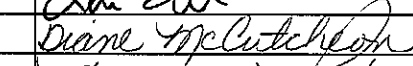
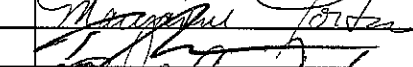
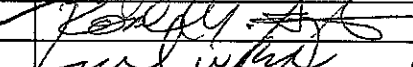
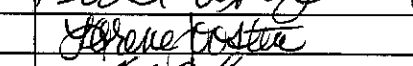


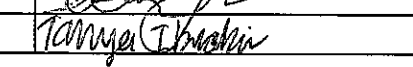
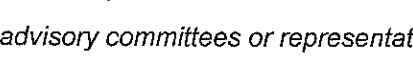
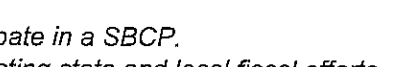
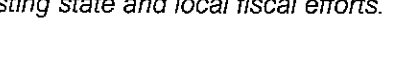

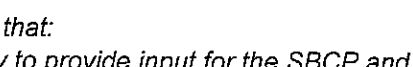
The School Site Council (SSC) recommends this SPSA and proposed expenditures to the district governing board for approval and assures the Board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy, school site bylaws, and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those Board Policies related to material changes in the school plan requiring board approval.
3. The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
4. This SPSA 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.
5. The SSC has participated in the development, implementation, and monitoring cycle of the SPSA by taking the following actions:
  - a. Measured the effectiveness of the improvement strategies at the school
  - b. Sought input from school advisory committees
  - c. Reaffirmed or revised school and subgroup goals
  - d. Revised improvement strategies and expenditures
  - e. Recommended the approved SPSA to the governing board
  - f. Monitored implementation of the SPSA
6. The SSC has sought and considered all recommendations from the following groups:

Advisory Committee Chairperson/Representative	Name	Signature	Date
English Learner	Pam Dorward	<i>Pam Dorward</i>	12/8/08
Special Education	Christine Mikolosko	<i>Christine Mikolosko</i>	12/8/08
GATE	Becky Santibanez	<i>Becky Santibanez</i>	1/23/09
Library	Susan Sheldon	<i>Susan Sheldon</i>	12.8.08

VI. B. This SPSA was approved and adopted by the School Site Council on 12/08/08 (Date).

School Site Council Signatures

SSC Member Category	Term Exp. Date	Name	Signature	Signature Date
Principal		Cliff Mitchell		12/8/08
Teacher		Aston Ward		12/8/08
Teacher		Lori Edwards		12/8/08
Teacher		Diane McCutcheon		12/8/08
Teacher		Maryanne Porter		12/8/08
Teacher		Ian McKercher		12/8/08
Staff		Fred Felipe		12/8/08
Parent		Mike Rook		12/8/08
Parent		Lorene Joosten		12/8/08
Parent		Keri Bohart		12-8-08
Parent		Kathy Frost		12/8/08
Student		Alek Mata		12/8/08
Student		Uche Anyanwu		12/8/08
Student		Tanya Ibrahim		12/8/08

The signature of the Principal verifies that:

- Information regarding school-based programs has been provided to site advisory committees or representatives.
- All interested persons had the opportunity to meet to establish the SSC.
- The SSC had the opportunity to decide whether the school would participate in a SBCP.
- Funds have been coordinated, and supplement, but do not supplant, existing state and local fiscal efforts.

The signature of each members of the SSC verifies that:

- He/She has reviewed and affirmed the above listed assurances.

The signature of each Advisory Committee Chairperson/Representative indicates that:

- The represented group has been sought out, and has had the opportunity to provide input for the SBCP and related expenditures.

**VI. FUNDING AND GOVERNANCE**

**C. BUDGET DEVELOPMENT FORM**

SITE: Mesa Verde Middle School  
 PROGRAM: School and Library Improvement Program (SLIP) Block Grant  
 RESOURCE NUMBER: 7395-000

**Budget Summary for School and Library Improvement Program (SLIP) Block Grant**

2008 ENTITLEMENT: \$ 48,287 AMOUNT PER STUDENT: \$  
 PLUS CARRYOVER: \$ 0 # OF STUDENTS:  
 TOTAL SITE BUDGET: \$ TOTAL ENTITLEMENT: \$

OBJECT	BUDGETED EXPENDITURES					GRAND TOTAL
	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	
1100-010: TEACHER'S SALARY REGULAR	\$ 15,487	\$	\$	\$	\$	\$ 15,487
1100-012: TEACHER SUB	\$ 7,500	\$	\$	\$	\$	\$ 7,500
5200-010: CONFERENCE EXPENSE	\$ 1,000	\$	\$	\$	\$	\$ 1,000
4300-011: SUBSCRIPTIONS	\$ 1,000	\$	\$	\$	\$	\$ 1,000
6400-090: EQUIPMENT UNDER 500	\$ 3,000	\$	\$	\$	\$	\$ 3,000
6400-091: EQUIPMENT 500 AND OVER	\$ 3,000	\$	\$	\$	\$	\$ 3,000
4300-010: SUPPLIES	\$ 6,000	\$	\$	\$	\$	\$ 6,000
5600-041: MAINTENANCE CONTRACTS	\$ 6,000	\$	\$	\$	\$	\$ 6,000
5800-015: PROFESSIONAL SERVICES	\$ 1,300	\$	\$	\$	\$	\$ 1,300
1100-013 Stipends	\$ 4,000	\$	\$	\$	\$	\$ 4,000
<b>TOTAL SITE BUDGET:</b>	<b>\$ 48,287</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$ 48,287</b>

**1000 CERTIFICATED SALARIES**  
 1100-010 TEACHER'S SAL. REGULAR  
 1100-012 TEACHER SUB  
 1100-014 TEACHER HOURLY  
 1900-010 OTHER CERTIFICATED REGULAR  
 1900-014 OTHER CERTIFICATED HOURLY

**2000 CLASSIFIED SALARIES**  
 2100-010 INSTRUCTIONAL AIDE REGULAR  
 2100-012 INSTRUCTIONAL AIDE SUB  
 2100-014 INSTRUCTIONAL AIDE HOURLY  
 2400-010 CLERICAL REGULAR  
 2400-014 CLERICAL HOURLY  
 2900-086 OTHER CLASSIFIED REGULAR

**3000 EMPLOYEE BENEFITS**  
 3111-000 STRS – CERTIFICATED  
 3212-000 PERS – CLASSIFIED  
 3222-000 PERS Pickup – CLASSIFIED  
 3312-000 FICA – CLASSIFIED  
 3321-000 MEDICARE – CERTIFICATED  
 3322-000 MEDICARE - CLASSIFIED  
 3331-000 PARS - CERTIFICATED  
 3332-000 PARS – CLASSIFIED  
 3401-000 HEALTH-CERTIFICATED  
 3402-000 HEALTH-CLASSIFIED  
 3501-000 UNEMPLOYMENT INS – CERTIFICATED  
 3502-000 UNEMPLOYMENT INS – CLASSIFIED  
 3601-000 WORKERS COMP INS – CERTIFICATED  
 3602-000 WORKERS COMP INS - CLASSIFIED  
 3802-000 PERS Recapture - CLASSIFIED

**4000 BOOKS AND SUPPLIES**  
 4100-010 TEXTBOOKS  
 4200-010 OTHER BOOKS  
 4300-010 SUPPLIES  
 4300-011 SUBSCRIPTIONS  
 4300-018 SOFTWARE

**5000 CONTRACTED SERVICES**  
 5200-010 CONFERENCE EXPENSE  
 5200-011 TRAINING EXPENSE  
 5200-020 MILEAGE EXPENSE  
 5600-041 MAINTENANCE CONTRACTS  
 5710-012 PUBLICATIONS  
 5710-130 STUDY TRIPS  
 5800-015 PROFESSIONAL SERVICES  
 5800-086 OTHER SERVICES

**6000 CAPITAL OUTLAY**  
 6400-030 COMP HARDWARE UNDER \$500  
 6400-031 COMP HARDWARE \$500 AND OVER  
 6400-090 EQUIPMENT UNDER \$500  
 6400-091 EQUIPMENT \$500 AND OVER

**VI. FUNDING AND GOVERNANCE**

**C. BUDGET DEVELOPMENT FORM**

SITE: Mesa Verde Middle School  
 PROGRAM: Pupil Retention Block Grant  
 RESOURCE NUMBER: 7390-001

**Budget Summary for Pupil Retention Block Grant**

2008 ENTITLEMENT: \$ 0 AMOUNT PER STUDENT: \$  
 PLUS CARRYOVER: \$ # OF STUDENTS:  
 TOTAL SITE BUDGET: \$ TOTAL ENTITLEMENT: \$

OBJECT	BUDGETED EXPENDITURES						GRAND TOTAL
	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	FUNCTION	
1100-010: TEACHER'S SALARY REGULAR	\$	\$	\$	\$	\$	\$	
<b>TOTAL SITE BUDGET:</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	

- |                                     |  |                                 |                                       |
|-------------------------------------|--|---------------------------------|---------------------------------------|
| <b>1000 CERTIFICATED SALARIES</b>   | <b>3000 EMPLOYEE BENEFITS</b>            | <b>4000 BOOKS AND SUPPLIES</b>  | <b>6000 CAPITAL OUTLAY</b>            |
| 1100-010 TEACHER'S SAL. REGULAR     | 3111-000 STRS – CERTIFICATED             | 4100-010 TEXTBOOKS              | 6400-030 COMP HARDWARE UNDER \$500    |
| 1100-012 TEACHER SUB                | 3212-000 PERS – CLASSIFIED               | 4200-010 OTHER BOOKS            | 6400-031 COMP HARDWARE \$500 AND OVER |
| 1100-014 TEACHER HOURLY             | 3222-000 PERS Pickup – CLASSIFIED        | 4300-010 SUPPLIES               | 6400-090 EQUIPMENT UNDER \$500        |
| 1900-010 OTHER CERTIFICATED REGULAR | 3312-000 FICA – CLASSIFIED               | 4300-011 SUBSCRIPTIONS          | 6400-091 EQUIPMENT \$500 AND OVER     |
| 1900-014 OTHER CERTIFICATED HOURLY  | 3321-000 MEDICARE – CERTIFICATED         | 4300-018 SOFTWARE               |                                       |
|                                     | 3322-000 MEDICARE - CLASSIFIED           |                                 |                                       |
| <b>2000 CLASSIFIED SALARIES</b>     | <b>3331-000 PARS - CERTIFICATED</b>      | <b>5000 CONTRACTED SERVICES</b> |                                       |
| 2100-010 INSTRUCTIONAL AIDE REGULAR | 3332-000 PARS – CLASSIFIED               | 5200-010 CONFERENCE EXPENSE     |                                       |
| 2100-012 INSTRUCTIONAL AIDE SUB     | 3401-000 HEALTH-CERTIFICATED             | 5200-011 TRAINING EXPENSE       |                                       |
| 2100-014 INSTRUCTIONAL AIDE HOURLY  | 3402-000 HEALTH-CLASSIFIED               | 5200-020 MILEAGE EXPENSE        |                                       |
| 2400-010 CLERICAL REGULAR           | 3501-000 UNEMPLOYMENT INS – CERTIFICATED | 5600-041 MAINTENANCE CONTRACTS  |                                       |
| 2400-014 CLERICAL HOURLY            | 3502-000 UNEMPLOYMENT INS – CLASSIFIED   | 5710-012 PUBLICATIONS           |                                       |
| 2900-086 OTHER CLASSIFIED REGULAR   | 3601-000 WORKERS COMP INS – CERTIFICATED | 5710-130 STUDY TRIPS            |                                       |
|                                     | 3602-000 WORKERS COMP INS - CLASSIFIED   | 5800-015 PROFESSIONAL SERVICES  |                                       |
|                                     | 3802-000 PERS Recapture - CLASSIFIED     | 5800-086 OTHER SERVICES         |                                       |

**VI. FUNDING AND GOVERNANCE**

**C. BUDGET DEVELOPMENT FORM**

SITE: Mesa Verde Middle School  
 PROGRAM: English Language Acquisition Program (Grades 4-8 only)  
 RESOURCE NUMBER: 6286-000

**Budget Summary for English Language Acquisition Program (Grades 4-8 only)**

2008 ENTITLEMENT:	\$ 4552	AMOUNT PER STUDENT:	\$
PLUS CARRYOVER:	\$	# OF STUDENTS:	
TOTAL SITE BUDGET:	\$	TOTAL ENTITLEMENT:	\$

OBJECT	BUDGETED EXPENDITURES					FUNCTION	FUNCTION	GRAND TOTAL
	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING					
1100-014: TEACHER HOURLY	\$ 1,252	\$	\$	\$	\$	\$	\$ 1,252	
2100-014: INSTRUCTIONAL AIDE HOURLY	\$ 2,800	\$	\$	\$	\$	\$	\$ 2,800	
4300-010: SUPPLIES	\$ 500	\$	\$	\$	\$	\$	\$ 500	
<b>TOTAL SITE BUDGET:</b>		<b>\$ 4,552</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$ 4,552</b>	

<b>1000 CERTIFICATED SALARIES</b>	<b>3000 EMPLOYEE BENEFITS</b>	<b>4000 BOOKS AND SUPPLIES</b>	<b>6000 CAPITAL OUTLAY</b>
1100-010 TEACHER'S SAL. REGULAR	3111-000 STRS – CERTIFICATED	4100-010 TEXTBOOKS	6400-030 COMP HARDWARE UNDER \$500
1100-012 TEACHER SUB	3212-000 PERS – CLASSIFIED	4200-010 OTHER BOOKS	6400-031 COMP HARDWARE \$500 AND OVER
1100-014 TEACHER HOURLY	3222-000 PERS Pickup – CLASSIFIED	4300-010 SUPPLIES	6400-090 EQUIPMENT UNDER \$500
1900-010 OTHER CERTIFICATED REGULAR	3312-000 FICA – CLASSIFIED	4300-011 SUBSCRIPTIONS	6400-091 EQUIPMENT \$500 AND OVER
1900-014 OTHER CERTIFICATED HOURLY	3321-000 MEDICARE – CERTIFICATED	4300-018 SOFTWARE	
	3322-000 MEDICARE - CLASSIFIED		
<b>2000 CLASSIFIED SALARIES</b>	3331-000 PARS - CERTIFICATED	<b>5000 CONTRACTED SERVICES</b>	
2100-010 INSTRUCTIONAL AIDE REGULAR	3332-000 PARS – CLASSIFIED	5200-010 CONFERENCE EXPENSE	
2100-012 INSTRUCTIONAL AIDE SUB	3401-000 HEALTH-CERTIFICATED	5200-011 TRAINING EXPENSE	
2100-014 INSTRUCTIONAL AIDE HOURLY	3402-000 HEALTH-CLASSIFIED	5200-020 MILEAGE EXPENSE	
2400-010 CLERICAL REGULAR	3501-000 UNEMPLOYMENT INS – CERTIFICATED	5600-041 MAINTENANCE CONTRACTS	
2400-014 CLERICAL HOURLY	3502-000 UNEMPLOYMENT INS – CLASSIFIED	5710-012 PUBLICATIONS	
2900-086 OTHER CLASSIFIED REGULAR	3601-000 WORKERS COMP INS – CERTIFICATED	5710-130 STUDY TRIPS	
	3602-000 WORKERS COMP INS - CLASSIFIED	5800-015 PROFESSIONAL SERVICES	
	3802-000 PERS Recapture - CLASSIFIED	5800-086 OTHER SERVICES	

**VI. FUNDING AND GOVERNANCE**

**C. BUDGET DEVELOPMENT FORM**

SITE: Mesa Verde Middle School  
 PROGRAM: EIA - Economic Impact Aid (English Learner Program)  
 RESOURCE NUMBER: 7091-000

**Budget Summary for EIA - Economic Impact Aid (English Learner Program)**

2008 ENTITLEMENT:	\$ 1,581	AMOUNT PER STUDENT:	\$
PLUS CARRYOVER:	\$ 219	# OF STUDENTS:	
TOTAL SITE BUDGET:	\$ 1,800	TOTAL ENTITLEMENT:	\$

OBJECT	BUDGETED EXPENDITURES						GRAND TOTAL
	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION		
2100-014: INSTRUCTIONAL AIDE HOURLY	\$ 1,800	\$	\$	\$	\$	\$	\$ 1,800
<b>TOTAL SITE BUDGET:</b>	<b>\$ 1,800</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$ 1,800</b>

<b>1000 CERTIFICATED SALARIES</b>	<b>3000 EMPLOYEE BENEFITS</b>	<b>4000 BOOKS AND SUPPLIES</b>	<b>6000 CAPITAL OUTLAY</b>
1100-010 TEACHER'S SAL. REGULAR	3111-000 STRS – CERTIFICATED	4100-010 TEXTBOOKS	
1100-012 TEACHER SUB	3212-000 PERS – CLASSIFIED	4200-010 OTHER BOOKS	6400-030 COMP HARDWARE UNDER \$500
1100-014 TEACHER HOURLY	3222-000 PERS Pickup – CLASSIFIED	4300-010 SUPPLIES	6400-031 COMP HARDWARE \$500 AND OVER
1900-010 OTHER CERTIFICATED REGULAR	3312-000 FICA – CLASSIFIED	4300-011 SUBSCRIPTIONS	6400-090 EQUIPMENT UNDER \$500
1900-014 OTHER CERTIFICATED HOURLY	3321-000 MEDICARE – CERTIFICATED	4300-018 SOFTWARE	6400-091 EQUIPMENT \$500 AND OVER
	3322-000 MEDICARE - CLASSIFIED		
<b>2000 CLASSIFIED SALARIES</b>	<b>3331-000 PARS - CERTIFICATED</b>	<b>5000 CONTRACTED SERVICES</b>	
2100-010 INSTRUCTIONAL AIDE REGULAR	3332-000 PARS – CLASSIFIED	5200-010 CONFERENCE EXPENSE	
2100-012 INSTRUCTIONAL AIDE SUB	3401-000 HEALTH-CERTIFICATED	5200-011 TRAINING EXPENSE	
2100-014 INSTRUCTIONAL AIDE HOURLY	3402-000 HEALTH-CLASSIFIED	5200-020 MILEAGE EXPENSE	
2400-010 CLERICAL REGULAR	3501-000 UNEMPLOYMENT INS – CERTIFICATED	5600-041 MAINTENANCE CONTRACTS	
2400-014 CLERICAL HOURLY	3502-000 UNEMPLOYMENT INS – CLASSIFIED	5710-012 PUBLICATIONS	
2900-086 OTHER CLASSIFIED REGULAR	3601-000 WORKERS COMP INS – CERTIFICATED	5710-130 STUDY TRIPS	
	3602-000 WORKERS COMP INS - CLASSIFIED	5800-015 PROFESSIONAL SERVICES	
	3802-000 PERS Recapture - CLASSIFIED	5800-086 OTHER SERVICES	

**April 2009 Addendum to 2008-2009 SPSA**

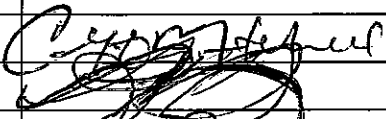



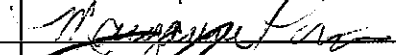
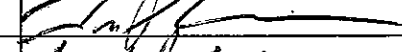
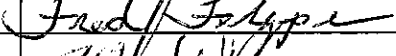


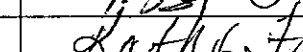
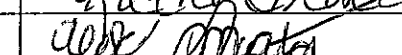
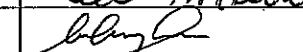
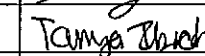
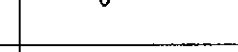
School Site: Mesa Verde Middle School

**Modifications to be made to SPSA due to mid-year fund captures:**

<b>Section Modified*</b> (use code to indicate)	<b>Original Plan</b>	<b>Modification</b>
BA, LP	School/Library Improvement Block Grant and GATE funding and plans	Funds are being captured by district. Any written plans (including budget) are no longer applicable.

\* Codes to indicate section modified:  
 OD = Org. Directions  
 LP = Literacy Plan  
 BA = Budget Allocation

**School Site Council Signatures:**

SSC Member Category**				Name	Signature***	Date
P	CT	OSS	P/S			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cliff Mitchell		5-7-09
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Aston Ward		5-8-09
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lorei Edwards		5-7-09
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Diane McCutcheon		5-7-09
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maryanne Porter		5/8/09
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ian McKercher		5-8-09
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Fred Felipe		5-8-09
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Mike Rook		5-8-09
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Lorene Joosten		5-8-09
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Keri Bohart		5-7-09
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Kathy Frost		5-8-09
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Alek Mata		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student Uche Anyanwa		5-8-09
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Tanya Ibrahim		5-8-09
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

\*\* SSC Member Category:  
 P = Principal  
 CT = Classroom Teacher  
 OSS = Other School Staff  
 P/S = Parent/MS or HS Student

\*\*\* Signatures indicate that:  
 1) Modifications were discussed, approved, and adopted by the School Site Council