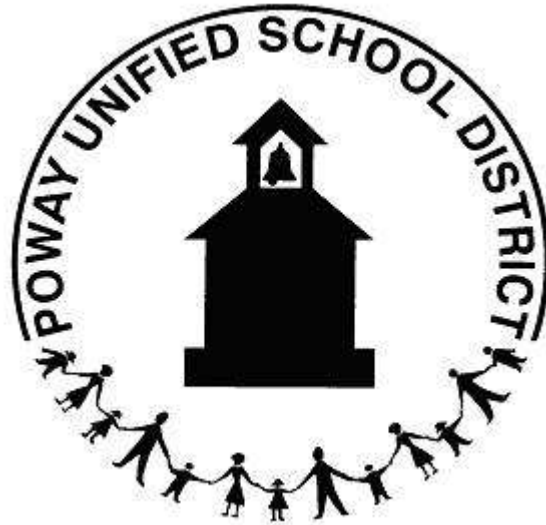


**Adobe Bluffs Elementary School  
Single Plan for Student Achievement  
2011-12**



**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***

*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 of all programs for which the school has an allocation in the California Consolidated Application for categorical funding.*

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## **I.A. VISION AND ORGANIZATIONAL DIRECTIONS - PUSD STRATEGIC VISION**

### *“College Readiness for all – Gateway to our Students’ Future”*

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.

District organizational values and areas of focus to reach the strategic vision:

- 1) PUSD Culture
- 2) Equitable Access to Rigorous and Engaging Learning Experiences
- 3) Capacity Building
- 4) Multiple Pathways
- 5) Organizational Support Systems

## **I.B. VISION AND ORGANIZATIONAL DIRECTIONS - SITE ORGANIZATIONAL DIRECTIONS**

The district vision of “College Readiness for all – Gateway to our Students’ Future” provides the foundation for the direction of our site efforts. To support the districtwide core values, our school will focus on multi-year initiatives:

### **PUSD Culture**

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The PUSD Vision of "College Readiness for All" drives the professional learning community at Adobe Bluffs. Our school prepares students to successfully undertake a college-ready curriculum for post secondary success. Staff focuses on ensuring curriculum delivery and instruction is continually improving. Each year, grade level and vertical teams will review lessons, sequences and instructional strategies in a core subject area. The goal of each team is to ensure:

- Guaranteed access to viable standards based curriculum
- Differentiated curriculum for high and low achievers
- Formative assessments aligned to state standards/testing
- Goals of proficiency for all students in Math and ELA

### **Equitable Access to Rigorous and Engaging Learning Experiences**

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- Staff will review their lessons and teaching strategies to ensure that a guaranteed and viable curriculum is in place for students.
- Each grade level uses current formative assessments and summative assessments from the previous year to target specific learning goals for each grade level.
- Each classroom targets areas for improvement using multiple measures.
- Impact teachers work with students who are struggling in ELA, Math and ELL.
- Compass learning is used at school and at home to provide both enrichment and remediation based on students MAP test results.

### **Capacity Building**

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- Teachers leaders will organize the review of assessments, and provide time for staff to analyze and reflect on the data with a focus on how to use the information to improve student performance.
- They will organize training and staff development activities geared toward reaching the goals set by teams.
- Teams will create plans to meet the needs of all level of students from advanced to below basic, ELL and special education.

### **Multiple Pathways**

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- Teachers use the strategy of relating topics to students daily lives.
- Guest speakers are brought into classrooms, and assemblies to help personalize learning for students.
- Volunteers are used in the classroom to provide support for students.
- GATE, ELL, and RSP programs provide ways for students to grow and experience success.
- Fifth grade band, fourth grade choir, classroom music lessons and a volunteer lead art program provide students more opportunities to express themselves and have success.
- High School Mentors will provide socio-emotional support to at-risk students by modeling good behavior and encouraging social and academic success.

## Organizational Support Systems

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- Time Banking on Thursdays provide professional time for staff collaboration.
- Teacher Leaders help to plan staff development trainings and actively participate in staff meetings.
- Staff collaborates with community members to create learning opportunities for students during and after school hours.
- Staff meetings are focused on just in time learning, sharing effective teaching strategies, reviewing research and analyzing data.

## **II. ASSESSMENTS, EVALUATION, AND ANALYSIS OF STUDENT LEARNING**

### **II.A. SITE ASSESSMENT PLAN**

Districtwide (Required) Assessments/Reports

<b>ASSESSMENTS</b>	<b>TYPE</b>	<b>PURPOSE</b>	<b>WHO</b>	<b>WHEN</b>	<b>USES</b>
<b>CST / CMA / CAPA</b>	<b>Criterion-reference tests</b>	<b>Assess achievement of state standards</b>	<b>Grades2-11</b>	<b>Spring</b>	<b>Compares student achievement to state/district expectations. Identifies areas of strength and weakness. Useful for targeting instruction.</b>
<b>CELDT</b>	<b>Criterion-reference test</b>	<b>Measure level of achievement in English</b>	<b>All ELL students</b>	<b>Fall</b>	<b>Measure ELD levels, plan programs and measure annual growth. Used to redesignate students</b>
<b>API</b>	<b>Composite score</b>	<b>Used to determine overall program effectiveness</b>	<b>Schools, subgroups</b>	<b>Reported annually, in Spring</b>	<b>Used by state and District as an index of overall academic performance based upon the results of the STAR. Used to compare schools and student groups.</b>
<b>AYP</b>	<b>Composite score</b>	<b>Used to determine overall program effectiveness</b>	<b>Schools, subgroups</b>	<b>Reported, annually, in Fall</b>	<b>Used by state and District as an index of overall academic performance based upon the results of the STAR</b>
<b>MAP</b>	<b>Criterion-reference</b>	<b>Assess individual or group progress, and show growth over multiple administrations</b>	<b>Grades 2-8</b>	<b>Up to 3 times per year, as needed</b>	<b>Measure and report student growth. Results provide subscores that help teachers analyze strengths and areas of need, within the areas of reading, math, and language usage</b>
<b>CAHSEE</b>	<b>Criterion-reference</b>	<b>Required to receive HS diploma</b>	<b>Grades 10-12, until passed</b>	<b>Fall, Spring</b>	<b>Used to ensure that all high school graduates meet a minimum level of proficiency in ELA and Math</b>
<b>State Fitness Testing</b>	<b>Performance</b>	<b>Compare fitness levels of students</b>	<b>All students, Grade 5, 7, 9</b>	<b>Spring</b>	<b>Useful to identify program strengths and weaknesses</b>

## Site-Specific (Optional) Assessments/Reports

STUDENT PERFORMANCE ASSESSMENTS	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
MAPs	Criterion-referenced Computer-Adaptive	Assess individual or group achievement of standards and show growth over multiple years	1-5 grades	Fall, Winter and Spring or as needed up to 4 times per year	Measure and report student growth. Results provide subscores that help the teacher analyze strengths and weaknesses within the areas of reading, math and language usage
Running Records (in LAG)	Individual performance assessment	Diagnostic	All students Grades K-2	Trimesterly or more frequently if indicated	A tool for scoring, coding and analyzing a child's precise reading behaviors.
Individual Reading Inventory (IRI) (see LAG)	Individual performance assessment	Diagnostic	All students reading at grade level 3 or higher	Each Trimester or more frequently if indicated	Used by teachers to diagnose student skills, plan subsequent instruction and placement. Monitor progress.
Quality Writing (Writing Assessment) (In LAG and on PUSD intranet)	On-demand, first-draft writing, individual performance	Diagnostic and/or Achievement	All students, K-5	Fall, Winter, Spring Or as frequently as needed	Students write to a prompt. Teachers score using PUSD rubric. The results of this assessment may be used to evaluate student writing skills, diagnose-prescribe and measure growth over time.
Alphabet Knowledge (in LAG)	On-demand performance tasks	Diagnostic	Any pre or early reader	Fall, Winter, Spring Or as frequently as needed	To assess early reading skills, letter names, shapes, directionality
Phonics Skills (in LAG)	On-demand performance tasks	Diagnostic	Any pre or early reader	Fall, Winter, Spring Or as frequently as needed	To assess sound symbol relationships and the composition of written words
Pre-writing Assessment (in LAG)	On-demand performance tasks	Diagnostic	Any pre or early writer	As frequently as needed	To assess concepts of print and reading readiness
Phonetic Spelling Inventory (in LAG)	On-demand performance tasks	Diagnostic	Grades 1-5	Fall, Winter, Spring Or as frequently as needed	Designed to assess the word knowledge students bring to the tasks of reading and spelling. There are 4 inventories Level I-IV
Houghton Mifflin Assessments	Theme Tests	Diagnostic	Grades 2-5	Fall, Winter, Spring Or as frequently as needed.	To assess reading and comprehension.

OTHER MEASURES	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Progress Reports	Individual report	To assess individual student performance using State standards	K-12		Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
API	Composite score	Used to determine overall program effectiveness	K-5	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	K-5	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
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.
Attendance	Audit	Determine attendance patterns	Students	Monthly	Disaggregating of student attendance data is done annually and used for program evaluation.
Progress Reports	Individual performance assessment	To assess individual student performance using local standards	K-5	Trimester	Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
Annual PTA survey	Questionnaire	Get feedback on PTA events	Parents	Annually	This survey helps us evaluate parent participation and attitudes regarding selected school events. The information from this survey helps us to prioritize and plan school year events.
Staff Surveys	Questionnaire	Feedback from staff on principal leadership effectiveness	Teachers	Annually or as needed	This survey helps us evaluate school processes and principal effectiveness. Used to set personal or school-wide goals and targets.
Healthy Kids Survey	Questionnaire	Feedback on student feelings on nutrition, school safety, and decision-making	Upper elementary students with parent permission	Annually	This survey helps us evaluate the character program, school-wide discipline, food services and safety plan.

**II.B. DATA REPORTS**

## II.B. DATA REPORTS

### School and District Information

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>	Adobe Bluffs Elementary School	<b>District Name</b>	Poway Unified
<b>Principal</b>	Mark Atkins	<b>Superintendent</b>	John P. Collins, Ed.D
<b>Street</b>	8707 Adobe Bluffs Dr.	<b>Street</b>	15250 Avenue of Science
<b>City, State, Zip</b>	San Diego, CA 92129	<b>City, State, Zip</b>	San Diego, CA 92128-3406
<b>Phone Number</b>	858-538-8403	<b>Phone Number</b>	858-521-2800
<b>FAX Number</b>	858-538-2749	<b>FAX Number</b>	858-485-1322
<b>Web Site</b>	www.powayusd.com	<b>Web Site</b>	www.powayusd.com
<b>E-mail Address</b>	matkins@powayusd.com	<b>E-mail Address</b>	elehew@powayusd.com
<b>CDS Code</b>	37682966110878	<b>SARC Contact</b>	Eric Lehew

## II.B. DATA REPORTS

Adobe Bluffs Elementary School

Demographic Summary  
for 2011-12 School Year

**Address:** 8707 Adobe Bluffs Dr.  
San Diego, CA 92129

**Principal:** Mark Atkins

**Year of Construction:** 1992

### Current Enrollment:

Numbers reflect enrollment totals as of October 18, 2011.

Kg	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Special Day Class
75	56	61	57	51	56	

### Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
400	402	377

### Student Demographics:

Percent of total school population. (Based on October 18, 2011 enrollment totals)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
27%	6%	6%	2%	52%	7%

Percent of total school population. (Based on October 18, 2011 enrollment totals)

Limited English	Free/Reduced Lunch
15%	8%

### Staff Demographics

Percent of credentialed teachers. (Based on October 2011 CBED's)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
6%	0%	0%	0%	94%	0%

**Percent Fully Credentialed: 100%**

**District Accountability Report  
Adequate Yearly Progress (AYP)  
Spring 2011  
Adobe Bluffs Elementary**

	Participation Rate (>=95%)							Performance (% Proficient +)						API (>=800 +1 Point)			AYP	PE
	No. Valid Scores	ELA			Math			ELA			Math							
		2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2011
<b>Schoolwide</b>	<b>249</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>86</b>	<b>89</b>	<b>86</b>	<b>87</b>	<b>85</b>	<b>86</b>	<b>932</b>	<b>946</b>	<b>929</b>	<b>Y</b>	
African American	7	100	100	100	100	100	100											
<b>American Indian</b>	<b>1</b>			100			100											
Asian	71	100	100	100	100	100	100	93	91	89	96	91	90	979	970	955		
Filipino	14	100	100	100	100	100	100	81	100	79	76	76	93			903		
Hispanic	17	100	100	100	100	100	100	75	83	82	83	72	82			918		
<b>Pacific Islander</b>	<b>1</b>	100	100	100	100	100	100											
White	137	99	99	100	99	99	100	87	88	88	88	88	86	930	950	927		
English Learner	43	100	100	100	100	100	100	79	75	72	81	72	72			880		
Low Socio-Economic	26	97	100	100	97	100	100	64	77	69	50	55	62			844		
Special Ed	39	98	100	100	98	100	100	60	73	62	57	68	69			779		

\*\*\* Includes only students in significant subgroups



**Adobe Bluffs Elementary School**  
**STAR Test by Proficiency Level for ELA**  
**Spring 2010-2011**

**Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students**

To open District table click on + sign	Grade 2				Grade 3				Grade 4				Grade 5			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Number Tested	112	67	52	59	159	80	61	54	130	95	84	60	111	93	83	82
<b>Total % Proficient and Advanced</b>	<b>73</b>	<b>93</b>	<b>85</b>	<b>88</b>	<b>74</b>	<b>71</b>	<b>89</b>	<b>67</b>	<b>89</b>	<b>94</b>	<b>89</b>	<b>93</b>	<b>78</b>	<b>87</b>	<b>90</b>	<b>89</b>
% Advanced	47	55	44	64	33	39	56	31	67	75	65	82	50	66	69	67
% Proficient	26	37	40	24	41	33	33	35	22	19	24	12	29	22	22	22
% Basic	14	6	12	5	23	19	11	24	10	6	11	5	14	12	10	7
% Below Basic	7	1	4	3	3	5	0	9	1	0	0	2	4	0	0	2
% Far Below Basic	5	0	0	3	0	5	0	0	0	0	0	0	4	1	0	1

\* include all students

\*\* to hide district table click on the '+' on the left side of the school name on the first tab



**Adobe Bluffs Elementary School**  
**STAR Test by Proficiency Level for Math**  
**Spring 2010-2011**

**Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students**

To open District table click on + sign	Grade 2				Grade 3				Grade 4				Grade 5			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Number Tested	112	66	52	58	159	82	61	54	130	95	84	60	111	93	83	82
Total % Proficient and Advanced	82	94	77	90	85	78	95	91	85	95	77	92	77	85	88	77
% Advanced	62	70	52	52	58	61	74	63	46	80	56	67	48	60	63	44
% Proficient	21	24	25	38	26	17	21	28	39	15	21	25	29	25	25	33
% Basic	10	5	15	5	11	12	5	7	12	5	20	5	17	10	11	16
% Below Basic	6	2	8	5	4	9	0	2	2	0	2	2	5	3	1	7
% Far Below Basic	2	0	0	0	0	1	0	0	0	0	0	2	1	2	0	0

\* include all students

\*\* to hide district table click on the '+' on the left side of the school name on the first tab



**Adobe Bluffs Elementary School**  
**STAR Test by Proficiency Level for Grade 5 Science**  
**Spring 2010-2011**

**Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students**

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To open District table click on + sign	Grade 5			
	2008	2009	2010	2011
Number Tested	111	92	83	82
<b>Total % Proficient and Advanced</b>	<b>77</b>	<b>82</b>	<b>93</b>	<b>83</b>
% Advanced	33	46	64	46
% Proficient	44	36	29	37
% Basic	12	15	7	12
% Below Basic	7	2	0	4
% Far Below Basic	4	1	0	1

\* include all students

\*\* to hide district table click on the '+' on the left side of the school name on the first tab

**Adobe Bluffs Elementary**

**School Year: 2010-2011**

**Grade 1**

**MAP Term: Spring**

**Reading**

**Growth Targets**

**Adobe Bluffs Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
84	59

**District**

% Meeting Typical Growth	% Meeting Optimal Growth
78	51

**Analyzing Grade Level Growth**

**Primary Grades Reading (Combined Tests-all Goals) for Test Year 2010-2011**

Term	RIT Score	Lexile Score	Phonological Awareness	Phonics	Concepts of Print	Vocabulary & Word Structure	Comprehension	Writing
Fall	172	243	174	174	172	170	171	171
Winter	181	329	180	181	181	179	181	181
Spring	189	403	191	188	189	185	187	189
<b>Growth</b>	<b>17</b>	<b>160</b>	<b>17</b>	<b>14</b>	<b>17</b>	<b>15</b>	<b>16</b>	<b>18</b>

**Mathematics**

**Growth Targets**

**Adobe Bluffs Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
74	28

**District**

% Meeting Typical Growth	% Meeting Optimal Growth
72	32

**Analyzing Grade Level Growth**

**Math Survey w/ Goals 3-5 Poway V2.1 for Test Year 2010-2011**

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algebr	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving
Winter	190	183	195	186	190	192	196

**Primary Grades Math (Combined Tests-all Goals) for Test Year 2010-2011**

Term	RIT Score	Problem Solving	Number Sense	Computation	Measurement & Geometry	Statistics & Probability	Algebra
------	-----------	-----------------	--------------	-------------	------------------------	--------------------------	---------

Fall	174	173	172	175	175	174	173	
Winter	182	183	181	182	181	183	183	
Spring	190	190	190	194	188	189	192	
<b>Growth</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>13</b>	<b>15</b>	<b>19</b>	

Adobe Bluffs Elementary

School Year: 2010-2011

Grade 2

MAP Term: Spring

Reading

Growth Targets

Adobe Bluffs Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
74	39

District

% Meeting Typical Growth	% Meeting Optimal Growth
65	36

Analyzing Grade Level Growth

Reading Survey w/ Goals 2-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	188	440	188	187	187	191		
Winter	192	511	192	192	192	194		
Spring	200	645	199	200	199	202		
<b>Growth</b>	<b>12</b>	<b>205</b>	<b>11</b>	<b>13</b>	<b>12</b>	<b>11</b>		

Language Usage

Growth Targets

Adobe Bluffs Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
75	42

District

% Meeting Typical Growth	% Meeting Optimal Growth
69	39

Analyzing Grade Level Growth

Language Survey w/ Goals Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	189	187	188	189	191			
Winter	194	193	193	193	195			
Spring	201	200	200	203	202			
<b>Growth</b>	<b>12</b>	<b>13</b>	<b>12</b>	<b>14</b>	<b>11</b>			

Mathematics

Growth Targets

**Adobe Bluffs Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
78	35

**District**

% Meeting Typical Growth	% Meeting Optimal Growth
69	34

Analyzing Grade Level Growth

Math Survey w/ Goals 3-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	187	185	188	184	189	188	187	
Winter	193	191	194	194	194	193	191	
Spring	202	200	203	200	203	203	200	
<b>Growth</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>16</b>	<b>14</b>	<b>15</b>	<b>13</b>	

Adobe Bluffs Elementary

School Year: 2010-2011

Grade 3

MAP Term: Spring

Reading

Growth Targets

Adobe Bluffs Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
59	35

District

% Meeting Typical Growth	% Meeting Optimal Growth
60	36

Analyzing Grade Level Growth

Reading Survey w/ Goals 2-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	200	610	198	200	200	201		
Winter	205	692	203	206	205	206		
Spring	209	756	208	208	209	209		
<b>Growth</b>	<b>9</b>	<b>146</b>	<b>10</b>	<b>8</b>	<b>9</b>	<b>8</b>		

Language Usage

Growth Targets

Adobe Bluffs Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
57	20

District

% Meeting Typical Growth	% Meeting Optimal Growth
64	34

Analyzing Grade Level Growth

Language Survey w/ Goals Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	201	201	201	202	202			
Winter	207	206	205	207	209			
Spring	209	208	209	210	208			
<b>Growth</b>	<b>8</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>6</b>			

Mathematics

Growth Targets

**Adobe Bluffs Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
82	45

**District**

% Meeting Typical Growth	% Meeting Optimal Growth
66	36

Analyzing Grade Level Growth

Math Survey w/ Goals 3-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	199	199	202	199	199	200	200	
Winter	209	205	212	209	212	206	210	
Spring	214	213	217	214	216	212	213	
<b>Growth</b>	<b>15</b>	<b>14</b>	<b>15</b>	<b>15</b>	<b>17</b>	<b>12</b>	<b>13</b>	

Adobe Bluffs Elementary

School Year: 2010-2011

Grade 4

MAP Term: Spring

Reading

Growth Targets

Adobe Bluffs Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
53	39

District

% Meeting Typical Growth	% Meeting Optimal Growth
66	50

Analyzing Grade Level Growth

Reading Survey w/ Goals 2-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	212	821	210	212	213	215		
Winter	214	853	214	213	213	216		
Spring	218	923	216	217	219	219		
<b>Growth</b>	<b>6</b>	<b>102</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>4</b>		

Language Usage

Growth Targets

Adobe Bluffs Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
73	48

District

% Meeting Typical Growth	% Meeting Optimal Growth
65	50

Analyzing Grade Level Growth

Language Survey w/ Goals Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	212	211	211	212	214			
Winter	217	217	216	219	216			
Spring	219	217	220	220	219			
<b>Growth</b>	<b>7</b>	<b>6</b>	<b>9</b>	<b>8</b>	<b>5</b>			

**Mathematics**

**Growth Targets**

**Adobe Bluffs Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
75	40

**District**

% Meeting Typical Growth	% Meeting Optimal Growth
66	41

**Analyzing Grade Level Growth**

**Math Survey w/ Goals 3-5 Poway V2.1 for Test Year 2010-2011**

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	214	210	217	214	215	212	213	
Winter	220	218	221	220	224	217	218	
Spring	226	223	228	228	227	225	224	
<b>Growth</b>	<b>12</b>	<b>13</b>	<b>11</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>11</b>	

Adobe Bluffs Elementary

School Year: 2010-2011

Grade 5

MAP Term: Spring

Reading

Growth Targets

Adobe Bluffs Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
46	32

District

% Meeting Typical Growth	% Meeting Optimal Growth
64	49

Analyzing Grade Level Growth

Reading Survey w/ Goals 2-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	218	917	217	218	217	218		
Winter	220	968	219	220	220	220		
Spring	221	985	221	220	219	222		
<b>Growth</b>	<b>3</b>	<b>68</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>		

Language Usage

Growth Targets

Adobe Bluffs Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
68	43

District

% Meeting Typical Growth	% Meeting Optimal Growth
65	48

Analyzing Grade Level Growth

Language Survey w/ Goals Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	218	216	217	219	219			
Winter	219	218	219	219	219			
Spring	220	220	219	221	220			
<b>Growth</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>1</b>			

Mathematics

Growth Targets

**Adobe Bluffs Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
73	44

**District**

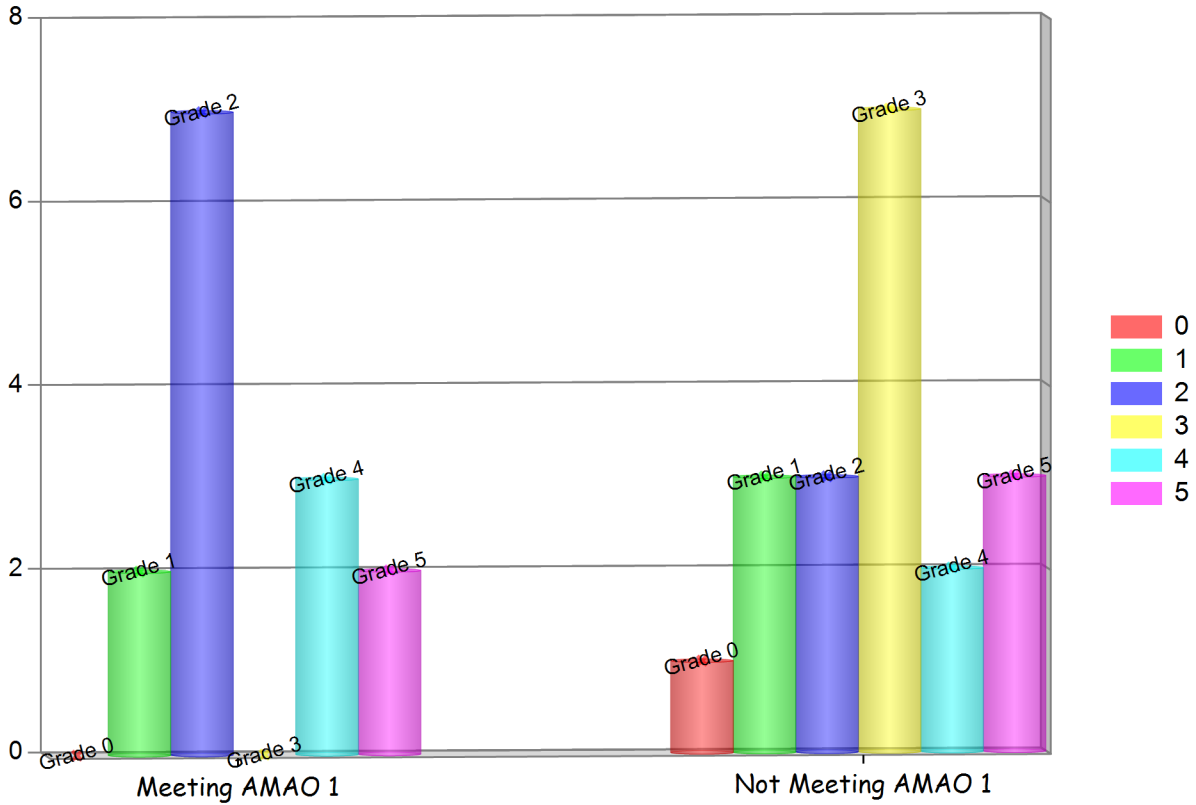
% Meeting Typical Growth	% Meeting Optimal Growth
73	50

Analyzing Grade Level Growth

Math Survey w/ Goals 3-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	222	218	222	223	223	221	223	
Winter	227	227	231	227	226	225	227	
Spring	231	232	233	231	231	229	230	
<b>Growth</b>	<b>9</b>	<b>14</b>	<b>11</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>7</b>	

**Adobe Bluffs Elementary Annual Student Assessment  
 AMAO #1 - Increase One CELDT Level or More  
 Growth From Fall 2009 to Fall 2010**



<b>Grade</b>	<b>Meeting AMAO 1</b>	<b>Not Meeting AMAO 1</b>
0	0	1
1	2	3
2	7	3
3	0	7
4	3	2
5	2	3

## II.B. DATA REPORTS

### 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
2009	5	62.4	72.2	48.7	49.4	54.3	44.7	29.1	32.3	26.1
2010	5	69.9	81.8	62	52.0	57.5	47.1	29.0	32.2	25.9
2011	5	48.7	55.8	40	42.7	45.0	40.5	25.2	26.2	24.3

**II.C. ANALYSIS OF STUDENT ACHIEVEMENT DATA AND EFFECTIVENESS OF CURRENT IMPROVEMENT STRATEGIES**

**Note to sites:** This section is structured to report the summative evaluation of the effectiveness of your 2010-2011 plan

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
<b>Overall School-Wide SMART Goal</b>	By June 2011, 89% of all students will be proficient or advanced in English Language Arts and 88% will be proficient or advanced in Math as measured by the California Standards Test (CST).	[ ]	[X]	86% of students were proficient or advanced in ELA and Math. This reflects a decrease of 3% in ELA and an increase of 1% in math.	Unexpectedly low scores in 3rd grade ELA and 5th grade Math were key factors in our lower scores. This was not anticipated based on our spring MAP scores at those grade levels.
<b>English Learners (required)</b>	By June 2011, 77% of ELL students will be proficient in ELA as measured by the CST.	[ ]	[X]	72% of students were proficient or advanced in ELA. This was a decrease of 3% from the previous year.	Attendance issues were a prominent factor in the performance of student in this category. Two missed a month or more of school. Those with better attendance stayed steady or had increases.
	By June 2011, 75% of students will be proficient in Math as measured by the CST.	[ ]	[X]	72% of students were proficient or advanced in Math. There was no change from the previous year's score in this area.	
<b>Students with Disabilities (required)</b>	By June 2011, 75% of students with disabilities will be proficient in ELA on the CST, CMA or CAPA.	[ ]	[X]	62% of students were proficient or advanced in ELA. This was a decrease of 9 points from the previous year.	Several students were recommended to move up from a lower level to a higher test, CAPPa to CMA or to the CST. Their new scores were much lower. There was also a student who did not put in effort perform up to his abilities on the test. These things effected the scores schoolwide.
	By June 2011, 70% of students will be proficient in math on the CST, CMA or CAPA.	[ ]	[X]	69% of students were proficient or advanced in math. This is 1% under the goal for this subgroup and an increase of 1 point.	
<b>GATE (required)</b>	By June 2011, 100% of students will sustain or exceed previous years scores and be proficient or advanced in Math and ELA on the CST.	[X]	[ ]	Every student who tested was proficient or advanced. However, one student did not complete the math test.	
<b>Educationally Disadvantaged or Title I Students (required)</b>		[ ]	[ ]		
<b>Additional goal(s) (optional)</b>	By June 2011, 78% of Low SES students will be proficient in ELA on the CST.	[ ]	[X]	69% of students were proficient or advanced in ELA. This was 9% under our goal.	We need more academic and social-emotional interventions to help students in this area.

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	By June 2011, 60% of Low SES students will be proficient in Math on the CST.	[X]	[]	62% of students were proficient or advanced. We exceeded our goal in this area by 2% percent.	
	By June 2011, 75% of all Kindergarten students will be proficient in writing as measured by on demand writing prompt (6 or higher).  75% of all kindergarten students will be proficient in reading as measured by the end of year running records (6 or higher).	[X]	[]	This goal was reached this year.	K teachers differentiate well for students and utilize parent helpers as a part of the morning read program.
	By June 2011, 75% of 1 <sup>st</sup> grade students will increase one writing level on the 8 point On Demand Writing rubric By June 2011, 75% of 1 <sup>st</sup> grade students will be proficient in reading as measured by the end of year Running Records (18 or higher).	[X]	[]	This goal was met.	1st grade students were able to receive Impact teacher support for the first time. We no longer have reading recovery, but our teachers who were trained did provide reading support to the lowest 1st grade students.
	By June 2011, all 2nd grade students will increase in Literal Comprehension to 70% as measured by MAP tests.  By June 2011, 2nd grade students will increase Number Sense and Operations to 45% proficient or above as measured by MAP tests.	[X]	[]	These goals were met.	Strong collaboration among the second grade team with regard to lesson planning and assessment lead to good results for all students.
	By June 2011, 70% of 3rd grade students will be proficient in Reading as measured by Spring MAP scores.  By June 2011, 70% of students will be proficient or above in Math as measured by Spring MAP scores.	[X]	[]	The goals for 3rd grade were met, however they did not perform well on the ELA portion of the STAR test.	Although writing is a major focus in 3rd grade, more emphasis must be given to writing conventions.
	By June 2011, 75% of 4th grade students will be proficient or above in Reading as measured by MAP scores.  By June 2011, 65% of 4th grade students will be proficient or above in Math as measured by MAP scores.	[X]	[]	Both goal areas were met by 4th grade students. 92% were proficient or advanced in ELA and 93% in Math.	This group of students has done well each year on the STAR test.
	By June 2011, 63% of 5th grade students will be proficient or advanced in Math as measured by MAP scores.  By June 2011, 64% of 5th grade students will be proficient or advanced in Reading as measured by MAP scores.	[X]	[]	This group met both MAP goals, however they scored much lower on the math portion of the STAR test.	The 5th grade team believes the effort level was a factor in the spring STAR scores. We identified students who scores well below their ability level. We will focus more attention on motivating students before the test.

### III. TEACHING AND LEARNING

#### A. 2011-2012 SITE-BASED LITERACY/ACTION PLAN

Plans that follow are aligned with the data analysis in the previous section, district vision, and SMART goals and site initiatives/organizational directions listed in Part I. In addition, tasks show:

- Alignment of instruction, strategies, materials, and assessment for learning – to content standards
- Research-based instructional strategies
- Responsiveness to needs of struggling, as well as high-performing, students
- Avoidance of isolation or segregation of student subgroups

[X] Check if Literacy Plan is attached as a separate document

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
<b>Schoolwide for all students</b>	By June 2012, 88% of all students will be proficient or advanced in English Language Arts and 88% will be proficient or advanced in Math as measured by the California Standards Test (CST).	Implement teaching strategies from "Teach Like A Champion". Target each grade levels lowest areas in ELA and Math. Use Compass Learning, classroom assessments and MAP scores to monitor progress.	Winter and Spring	MAP, CST, classroom assessments
<b><u>In addition to your schoolwide goals; include goals for critical groups</u></b>				
<b>Educationally Disadvantaged Youth or Title I</b>				
<b>English Learners</b>	By June 2012, 75% of ELL students will be proficient in ELA as measured by the CST.	Impact teacher and IA to work with all EL students on Avenues curriculum and class assignments to address any learning gaps.	Winter and Spring	Celdt, Writing Prompts, MAP, STAR Tests
	By June 2012, 75% of students will be proficient in Math as measured by the CST.	All students to receive extra practice in math using the Compass Learning program.		
<b>GATE</b>	By June 2012, 100% of students will sustain or exceed previous years scores and be proficient or advanced in Math and ELA on the CST.	Gate after school programs are discontinued until funding is available. The staff created a plan to differentiate for GATE students by providing more rigor in class. Junior Great Books and differentiation be the main components of our program. There are after school enrichment opportunities for students that are run by parent volunteers.	Winter and Spring	STAR, MAP Tests
<b>Students with Disabilities</b>	By June 2012, 72% of students with disabilities will be proficient in ELA on the CST, CMA or CAPA.	Students' progress toward IEP goals will be monitored by RSP teacher. The teacher will use a district approved research based curriculum for instruction in ELA and Math. The Compass learning program will also be available for students to use at school and at home.	Winter and Spring	CAPPA, CMA, STAR and MAP Tests
	By June 2012, 72% of students will be proficient in math on the CST, CMA or CAPA.			
<b>Other Goals</b>	By June 2012, 75% of all Kindergarten students will be proficient in writing as measured by the On Demand Writing Prompt (6 or higher).	See attached Literacy Plan		

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	By June 2012, 75% of all Kindergarten students will be proficient in reading as measured by the end of year Running Records (6 or higher).			
	By June 2012, 75% of 1 <sup>st</sup> grade students will increase one writing level on the 8 point On Demand Writing Rubric.  By June 2012, 75% of 1 <sup>st</sup> grade students will be proficient in reading as measured by the end of year Running Records (18 or higher).	See attached Literacy Plan		
	By June of 2012, 86% of the 2nd graders will be Proficient or Advanced in Reading Comprehension as measured by MAP.  By June of 2012, 84% of the 2nd graders will be Proficient or Advanced in Algebra and Functions as measured by MAP.	See attached Literacy Plan		
	By June 2012, 75% of 3rd grade students will be proficient or above in Reading as measured by Spring MAP scores.  By June 2012, 77% of 3rd grade students will be proficient or above in Math as measured by Spring MAP scores.	See attached Literacy Plan		
	By June 2012, 70% of 4 <sup>th</sup> grade students will be proficient or above in reading as measured by MAP scores.  By June 2012, 83% of 4 <sup>th</sup> grade students will be proficient or above in Math as measured by MAP scores.	See attached Literacy Plan		
	By June 2012, 75% of 5th grade students will be proficient or advanced in reading as measured by Spring MAP scores.  By June 2012, 80% of 5th grade students will be proficient or advanced in math as measured by Spring MAP scores.	See attached Literacy Plan		
	By June 2012, 75% of low SES students will be proficient in ELA on the CST.  By June 2012, 65% of Low SES students will be proficient in Math on the CST.	The computer lab will be open after school for at-risk students to use Compass Learning for remediation. Students who are not on track to be proficient will be invited to attend this teacher supervised session. Any open seats will be made available to any student who does not have computer access at home.		

**CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP**

<b>Professional Learning and Collaboration to build staff capacity</b>	<b>Parent Engagement to support student learning</b>	<b>Student Engagement for partnership in learning</b>
Use of assessments FOR learning Classroom and schoolwide interventions in place to provide time and maximized learning experiences for students at risk.	Parents to review MAP scores and student goals.	Students to create goals related to MAP scores.
Celebration of successes throughout the school year.	Parents and families invited to attend Science Fair, Reflections night, Open House, Music Assemblies and other events to showcase student work and achievement.	Students participation in assemblies, cultural events, field trips, author's fairs and award ceremonies.
Collaboration time for staff via articulation lunches, PTA assemblies and release time.	Parent groups to facilitate articulation times by organizing lunch time activities for students.	Selected students will be invited to participate in after school programs such as homework club, mentoring and compass learning lab.
<p>Providing training on how to best utilize the Student Report Center.</p> <p>Training staff on Compass Learning.</p> <p>Continuing our work on Cultural Proficiency by learning more about the diversity within our community through reading the latest research and having a dialogue.</p> <p>Refining our Response to Intervention by focusing on Tier 1 interventions and having grade levels work together to select students for Tier 2 interventions.</p>	<p>Parents to attend Principal's coffee klatches to discuss a variety of relevant topics. PTA and staff sponsored parent nights to train parents on how to help their children be more successful at school.</p> <p>Parents to "Take Five" minutes or more with students every day to encourage students and to discuss their progress toward their learning goals.</p>	<p>Promoting literacy by encouraging students to read outside of school with the "Aztec Reading Program" and "Reading Olympics".</p>

**III.B. LEVEL TRANSITIONS (Includes PreKindergarten-Kindergarten; 5th Grade-6th Grade; 8th Grade-9th Grade12<sup>th</sup> to post-secondary)**

#### **IV.A. SAFE AND SUPPORTIVE SCHOOLS - SCHOOLWIDE BEHAVIORAL SUPPORT PLAN**

Adobe Bluffs incorporates a progressive discipline program following rules of discipline in accordance with statutes of the State of California. Parents annually receive a copy of the Rules of Student Discipline. Teachers go over school-wide rules with students at the beginning of the year and follow up when necessary. These rules are also made available to parents in the student handbook that is posted on the school website. Parents and students review the rules and sign an agreement page that is returned to the school. The Principal meets with all students in an assembly at the beginning of the school year to address the rules, targeting zero tolerance in grades 4 and 5. A character program has been established to remind students of desirable traits to use when making decisions for actions and words. Using the Character Counts Program, we highlight, problem-solve and model Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship with our students and staff. Students are recognized with Aztec Character Cards for making good decisions and reminded about rules through Aztec Alerts. We have scheduled PTA sponsored assemblies that address character education and bullying prevention. The "Power of One" anti bullying program was seen by all students this fall. We have an "Ability Awareness Day" to meet community members and learn how they deal with disabilities. The program also highlights the importance of respectful language and using kind words at all times. Red Ribbon Week and our Too Good for Drugs programs teach students the dangers of alcohol, tobacco and drugs. We employ eight trained noon duty supervisors to assure student safety at lunch. Adobe Bluffs staff is vigilant and adamant in preserving a safe, respectful campus climate. Teachers provide supervision before and after school. Low level aggressive behavior is acknowledged, sanctions are respectfully administered and student behavior is redirected and monitored in a positive direction.

#### **IV.B. SAFE AND SUPPORTIVE SCHOOLS - 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>
Too Good for Drugs	K-9th	300 minutes
Ability Awareness Day	K-5	90 minutes
Mentor Program	2-5	300 minutes
Character Counts	K-12th	150 minutes
Red Ribbon Week		150 minutes
Second Step	Pre-K-8th	
Steps to Respect	3rd-6th	

**V.A. FUNDING AND GOVERNANCE – PROGRAMS/FUNDS INCLUDED IN THE SPSA**

STATE/FEDERAL PROGRAMS	SITE ALLOCATION (IF APPLICABLE)
Title I	0
Title I Parent Involvement	0
ELAP: English Language Acquisition Program (Grades 4-8 only)	0
EIA-EL: Economic Impact Aid - English Learners	9,495
EIA-SCE: Economic Impact Aid - State Compensatory Education	3,820

**V.B. FUNDING AND GOVERNANCE - CENTRALIZED 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 / training
- Salaries for teachers, instructional assistants, tutors
- Instructional materials purchase and implementation support
- Intervention programs
- Other services, as appropriate for school site support

<b>Program</b>	<b>Budgeted Amount</b>	<b>Percentage of Total District Allocation</b>	<b>Centralized Services (Description Below)</b>
Title I	\$436,580	16.1%	Required Indirect Costs, administration, data support, professional development, school-choice transportation
Title I Parent Involvement	\$2,077	11%	Required Indirect Costs, district-wide parent involvement
Title III Limited English Proficient	\$495,974	98%	Required Indirect Costs, instructional assistants, parent liaisons, training in use of data
Title III-Immigrant	\$95,294	98%	Required Indirect Costs, parent education and support, student transition, English language development class support
EIA - LEP	\$491,917	25.3%	Required Indirect Costs, administration, instructional assistants, site coordinators, data support, EL proficiency testing, certificated and classified EL staff development, decrease class size, ELD texts, district summer school for English learners
EIA - SCE	\$308,074	24.4%	Required Indirect Costs, administration, AVID tutors, staff development, district summer school for at-risk students

**V.C. FUNDING AND GOVERNANCE - 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.  
California Education Code specifies the composition of the School Site Council as follows:
  - At the elementary level: parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents.
  - At the secondary level: parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of students, and parents /other community members, selected by parents and students.
  - At both the elementary and secondary levels classroom teachers comprise the majority of persons represented under subdivision (a)
  - At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the SSC.
  - 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.
  
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 SP
  
6. **The SSC has sought and considered all recommendations from the following groups:**

Advisory Committee	Chairperson / Representative Name	Signature	Date
English Learner	Nancy Reddell/ Richard Figone	Original signature page on file at the district office.	
Special Education	David Thompson		
Title I (if applicable)			
Library	Susan Lingner		

### SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[X]	[ ]	[ ]	[ ]	[ ]		Mark Atkins		
[ ]	[X]	[ ]	[ ]	[ ]	2013	Kim Maneval		
[ ]	[ ]	[X]	[ ]	[ ]	2012	Susan Lingner	Original signature page on file at the district office.	
[ ]	[X]	[ ]	[ ]	[ ]	2012	Nancy Cline		
[ ]	[ ]	[ ]	[X]	[ ]	2013	Deanna Asakawa		
[ ]	[ ]	[ ]	[X]	[ ]	2013	Michelle Furtado		
[ ]	[ ]	[ ]	[X]	[ ]	2013	KC Hellenkamp		
[ ]	[ ]	[ ]	[X]	[ ]	2013	Corinne Cousar		
[ ]	[X]	[ ]	[ ]	[ ]	2013	Jessica Leahy		
[ ]	[ ]	[ ]	[X]	[ ]	2013	Heidi Hall		
<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>		<b>TOTALS (total of columns 1-3 must be equal to the total of columns 4 and 5)</b>			

**This SPSA was approved and adopted by the School Site Council on 01/10/12.**

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.

**V.D. BUDGET DEVELOPMENT FORM**

SITE: Adobe Bluffs Elementary School  
 PROGRAM: Economic Impact Aid - English Learners  
 RESOURCE NUMBER: 7091

**Budget Summary for  
 Adobe Bluffs Elementary School**

2011 ENTITLEMENT:	<u>\$8,370</u>	\$PER STUDENT: _____
PLUS CARRYOVER:	<u>\$1,125</u>	# OF STUDENTS: _____
TOTAL SITE BUDGET:	<u>9,495</u>	TOTAL ENTITLEMENT: <u>0</u>
		<b>BUDGETED EXPENDITURES</b>

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
<b>1000 CERTIFICATED SALARIES</b>						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	9,245.00					9,245
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	<b>9,245</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9,245</b>
<b>2000 CLASSIFIED SALARIES</b>						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY						0
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
<b>3000 EMPLOYEE BENEFITS</b>						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
<b>4000 BOOKS AND SUPPLIES</b>						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES		200				200
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
<b>5000 CONTRACTED SERVICES</b>						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0
<b>6000 CAPITAL OUTLAY</b>						

<b>OBJECT</b>	<b>FUNCTION 1000 INSTRUCTIONAL</b>	<b>FUNCTION 2700 SCHOOL ADMIN</b>	<b>FUNCTION 3110 COUNSELING</b>	<b>FUNCTION</b>	<b>FUNCTION</b>	<b>GRAND TOTAL</b>
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
<b>TOTAL SITE BUDGET:</b>	<b>9,445</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9,445</b>

**V.D. BUDGET DEVELOPMENT FORM**

SITE: Adobe Bluffs Elementary School  
 PROGRAM: Economic Impact Aid - State Compensatory Education  
 RESOURCE NUMBER: 7090

**Budget Summary for  
 Adobe Bluffs Elementary School**

2011 ENTITLEMENT:	<u>\$3,820</u>	\$PER STUDENT:	<u>                    </u>
PLUS CARRYOVER:	<u>\$0</u>	# OF STUDENTS:	<u>                    </u>
TOTAL SITE BUDGET:	<u>3,820</u>	TOTAL ENTITLEMENT:	<u>0</u>
		<b>BUDGETED EXPENDITURES</b>	

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
<b>1000 CERTIFICATED SALARIES</b>						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	2,820.00					2,820
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	<b>2,820</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,820</b>
<b>2000 CLASSIFIED SALARIES</b>						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	800					800
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
<b>3000 EMPLOYEE BENEFITS</b>						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
<b>4000 BOOKS AND SUPPLIES</b>						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES	200.00					200
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
<b>5000 CONTRACTED SERVICES</b>						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0
<b>6000 CAPITAL OUTLAY</b>						

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
<b>TOTAL SITE BUDGET:</b>	<b>3,820</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3,820</b>

**VI. ADDENDUM (Optional)**

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# Adobe Bluffs Elementary School

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## Literacy Plan

### **English Learners**

#### **Forming:**

English language learner coordinators will meet with the principal to identify ways to support staff working with ELL students.

EL coordinators will provide the staff with an in-service to review resources and updated information as needed

The principal, ELL coordinators and ELAC will discuss the best ways to use EIA and other funds to support ELL students at home and at school.

The school will hire an ELL Impact teacher to work with students who are beginning to intermediate on CELDT exam and are not showing significant progress.

The ELL Impact teacher and Coordinator will devise a schedule to work with the students in a push in and pull out service.

#### **Implementing:**

Progress of ELL students will be reviewed and updated CELDT results.

The principal will observe an Avenues lesson being taught by the teacher with an ELL cluster.

The School site Council will vote to approve the use of EIA funds.

The principal will meet with the ELL coordinator, Impact teacher and Instructional Assistant to review the progress of students.

ELL coordinators will host parent/staff information meetings at least 3 times in the year. (Oct – May)

The principal meets with the parents of 5<sup>th</sup> grade students who are not showing adequate progress to discuss ways to help the students at home.

#### **Evaluating and Recommending:**

The principal will meet with the parents of students who are not showing adequate progress to discuss ways to support the students at home and over the summer.

The ELL team will meet with the principal to review the progress of students and check up on those who are being recommended for re-designation. The standard will be 330 or higher on the CST and 4 or 5 on CELDT. (March-May)

---

## **Students with Disabilities**

### **Forming:**

The Special Education staff will meet with the principal to identify ways to support staff working with students with disabilities.

Special education staff will attend ongoing training for new curriculum assessments and new procedures by district office personnel.

The Adobe Bluffs staff will create a list of questions they have about special education policies or laws.

The Special Education team will provide Adobe Bluffs an in-service designated to answer their questions and give updates on services and laws. District personnel will be asked to assist if necessary.

### **Implementing:**

The progress of special education students will be reviewed by the special ed team and principal using MAP test scores and classroom assessments.

Staff will share successful curriculum and differentiate instruction for student ability levels.

The principal will coordinate a vertical articulation meeting devoted to the topic of differentiating for special ed. students. (Nov. – Feb.)

Site principal will advocate at the district level for extra support as needed.

### **Evaluating and Recommending:**

The RSP and Speech teacher will facilitate staff training and create an online power-point to support teacher participation in the SST process and at IEP meetings.

The instructional assistant will support struggling students in class per IEP.

---

**Low Socio-Economic Student/At-Risk:****Forming:**

In the fall, the principal and teachers will meet to discuss all students who are not proficient or marginally proficient on the CST in Math and ELA. They will be targeted for remediation by an Impact teacher.

The MAP fall assessment will be used to target student for Tier 2 interventions including homework/tutoring club and the Mentor Program.

**Implementing:**

Non proficient students will receive extra support from the Impact teacher. The Impact teacher will work with classroom teachers to devise a program for students. She will use regular curricular materials along with the Compass learning program in math and Reading. Read Naturally will be used to help with fluency and comprehension.

The teacher will continue to provide differentiated instruction for these students, and track the student's progress toward their goals.

**Evaluating and Recommending:**

Student assessments will be reviewed to mark progress in each curricular area.

---

**Kindergarten**  
Literacy Plan

November 1, 2011

To identify groups in **reading**, we are using:

- Beginning of year 1 and 1 assessment conferences
- Letter/sound assessment
- Running records when necessary
- *Concepts About Print* assessment
- MAPs data

To identify groups in **writing**, we are using:

- Beginning of the year 1 on 1 assessments
- Pre-writing assessment (pencil grip, name writing, letters, words)
- On demand writing assessment (Sept. and Oct.)

To identify groups in **math**, we are using:

- Beginning of the year 1 on 1 on assessments
- Counting skills, ordering numbers, matching quantity to numbers assessment
- Observation and anecdotal records
- MAPs data
- Unit 1 Houghton-Mifflin Test

Strategies Utilized to Meet Range of Needs

**Reading:**

- Leveled Readers
- Guided Reading Groups (may include phonics work for beginner readers and comprehension activities for higher readers)
- Parent Helpers so small groups can occur
- **Impact/ELL pull-out**
- Compass Learning(TBD)

**Writing:**

- Provide alphabet visual charts
- Fine motor activities
- Parent Helpers
- 3<sup>rd</sup> grade buddies
- Handwriting drills
- Author's sharing under docucam w/microphone

- 
- Impact/ELL pull-out

**Math:**

- Differentiating questions at whole group math time(i.e., calendar time, graphing)
- Adapting curriculum for higher level math students
- Partner activities

---

**First Grade**  
Literacy Plan  
2011

To identify groups in **reading**, we are using:

- Running Records
- Pink and blues as baseline
- Reading of No Excuse Words
- MAPs data

To identify groups in **writing**, we are using:

- Beginning of the year whole group baseline writing sample
- On Demand writing assessment in October
- Observation and evaluation of independent writing
- Spelling of No Excuse Words baseline sample in August
- Spelling of No Excuse Words in October

To identify groups in **math**, we are using:

- Observation and anecdotal records
- Assessment of daily work
- MAPs data
- Unit Quick quizzes
- Unit Houghton-Mufflin Tests
- Trimester assessments

Strategies Utilized to Meet Range of Needs

**Reading:**

- Leveled Readers
- Guided Reading Groups
- Morning Read, Monday through Thursday, with parent participation
- Houghton- Mufflin Anthology books and corresponding lessons
- Phonics Readers (HM)
- Compass Learning (aligned with MAPs scores)
- Impact/ELL pull-out
- Modified Reading Recovery with Peggy Boyd

**Writing:**

- Writing Centers/ Activity and Genre specific
- Individual journal writing
- Guided lessons with Write Source Book

- 
- Specific letter by letter handwriting instruction
  - Weekly spelling tests, plus bonus and challenge words
  - Author's sharing under docucam w/ microphone
  - Impact/ELL pull-out
  - Beginning utilization of Word processing skills in Computer Lab

**Math:**

- Differentiating questions at whole group times for higher level thinking
- Homework and remembering pages
- Individual accountability for homework accuracy
- Enrichment and math challenge sheets
- Pre-lesson guided practice activities from the teacher's manual
- Compass Learning (aligned with MAPs scores)
- Fast facts- differentiated levels

---

**Second Grade**

**ENGLISH LANGUAGE ARTS**

Grade level: 2

2011 CST scores for ELA

How did our current students score last year?

\_\_\_14\_\_\_ # Proficient

\_\_\_36\_\_\_ # Advanced

\_\_\_3\_\_\_ # Basic

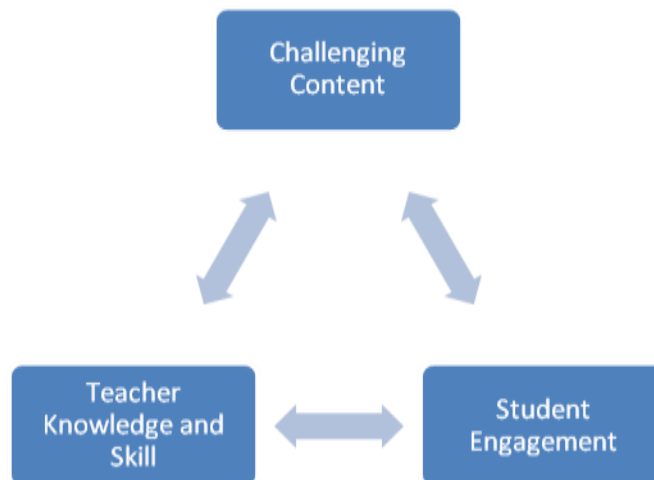
\_\_\_1\_\_\_ # Below Basic

\_\_\_1\_\_\_ # Far Below Basic

Our grade level's greatest area of need (sub strand):

86% P or A

Reading Comp



---

Our Plan of Action for **ADVANCED** students

End of year SMART goal:

- **All students who scored Advanced on the ELA portion of the 2011 CST exam will maintain their band on the ELA portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 197
- Spring: 202

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- Reading Groups based on RIT with Reading Response Journals; Vocab. Packet based on RIT; Leveled Reading comp. activities based on RIT (prove-it); Compass Learning; Sch. News-NF Genre.

Our plan to keep our students as **active participants** in their learning:

- Small group discussions
- Choose spelling list

Our plan for student goal setting & **student ownership** of their goals

- Compass Learning- checking quiz results/retaking
- Choose Sp. List
- Lexile Reading

**Professional learning** we need to meet the needs of these students:

- Compass Learning Training
- Practice Books each year

---

Our Plan of Action for **PROFICIENT** students

End of year SMART goal:

- **All students who scored Proficient on the ELA portion of the 2011 CST exam will maintain their band on the ELA portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 187
- Spring: 192

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- Guided Reading Groups
- Leveled Reading Comp activities based on RIT(Prove-it)
- HM LA practice book
- Compass Learning
- Leveled sp. Lists
- Schl. News- N.F. Genre

Our plan to keep our students as **active participants** in their learning:

- Small group discussions
- Choose sp. list

Our plan for student goal setting & **student ownership** of their goals

- Compass Learning
- Choose sp. List
- Lexile Reading

**Professional learning** we need to meet the needs of these students:

- PB each year
- Compass Learning Training

---

Our Plan of Action for **BASIC** students

End of year SMART goal:

- **All students who scored Basic on the ELA portion of the 2011 CST exam will increase at least one band on the ELA portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 182
- Spring: 187

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- Guided Reading Groups/Leveled sp. Lists
- HM LA practice books
- Impact
- Compass Learning
- Sch. News- N.F. Genre

Our plan to keep our students as **active participants** in their learning:

- Small group discussion
- Choose sp. List
- Pre-teach concepts so they can participate in whole class

Our plan for student goal setting & **student ownership** of their goals

- Compass Learning
- Sp. List
- Lexile Reading

**Professional learning** we need to meet the needs of these students:

- PB each year
- Compass Learning Training
- Funding for materials

---

Our Plan of Action for **BELOW BASIC** students

End of year SMART goal:

- **All students who scored Below Basic on the ELA portion of the 2011 CST exam will increase at least one band on the ELA portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 174
- Spring: 179

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- Same as previous pages
- More often sm. Group instruction
- Reading Groups based on RIT
- Phonics work
- Sch. News- N.F. Genre

Our plan to keep our students as **active participants** in their learning:

- Pre-teaching w/ impact
- Small groups
- Compass Learning
- Partner work
- Prove-it reading (leveled)

Our plan for student goal setting & **student ownership** of their goals

- Re-teaching
- Fix and return assignments
- Lexile reading
- Spelling list choice
- Assignment completion list

**Professional learning** we need to meet the needs of these students:

- More Compass Learning Training
- Funding for materials
- PB each year!

---

Our Plan of Action for **FAR BELOW BASIC** students

End of year SMART goal:

- **All students who scored Below Basic on the ELA portion of the 2011 CST exam will increase at least one band on the ELA portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: Improve 10 points by end of year on MAP (5 at winter)
- Spring:

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- SST
- Testing for RSP?

Our plan to keep our students as **active participants** in their learning:

- Pre-teaching w/ Impact
- Small groups
- Compass Learning
- Partner work
- Prove-it reading(levelled)
- Sch. News- N.F. Genre

Our plan for student goal setting & **student ownership** of their goals

- Re-teaching
- Fix and return
- Lexile reading
- Spelling list choices
- Assignment completion list

**Professional learning** we need to meet the needs of these students:

- Compass Learning training
- PB each year

---

Our Plan of Action for **ENGLISH LEARNER** students

End of year SMART goal:

- **All English Learners will increase one CELDT level (intermediate students will increase after their second year at intermediate).**

Mid Year goal: Improve 5 points on MAP test at winter. Another 5 at end (total 10)

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- ELL services
- Impact for some
- Compass Learning afternoon
- One on one editing
- Morning read
- Reading groups

Our plan to keep our students as **active participants** in their learning:

- Pre-teaching
- Small groups
- Compass Learning
- Partner work
- Prove-it reading(levelled)
- Sch. News- N.F. Genre

Our plan for student goal setting & **student ownership** of their goals

- Re-teaching
- Fix and return
- Lexile reading
- Spelling list choice
- Assignment completion lists

**Professional learning** we need to meet the needs of these students:

- Compass Learning training
- PB each year

---

## MATH

Grade level: 2

2011 CST scores for MATH

How did our current students score last year?

\_\_28\_\_ # Advanced

\_\_22\_\_ # Proficient

\_\_3\_\_ # Basic

\_\_1\_\_ # Below Basic

\_\_\_\_\_ # Far Below Basic

Our grade level's greatest area of need (sub strand):

84% P or A

Algebra and Functions

---

Our Plan of Action for **ADVANCED** students

End of year SMART goal:

- **All students who scored Advanced on the MATH portion of the 2011 CST exam will maintain their band on the MATH portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 197
- Spring: 202

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- Enrichment packets for strands students have pretested meeting grade level expectations
- Timed tests

Our plan to keep our students as **active participants** in their learning:

- Meeting in small groups to discuss work
- Challenge math HW
- Write own word problems

Our plan for student goal setting & **student ownership** of their goals

- Fix and return
- Pre and Post tests

**Professional learning** we need to meet the needs of these students:

- More materials and money

---

Our Plan of Action for **PROFICIENT** students

End of year SMART goal:

- **All students who scored Proficient on the MATH portion of the 2011 CST exam will maintain their band on the MATH portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 190
- Spring: 195

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- Guided instruction
- Independent work (practice)
- Timed tests
- 

Our plan to keep our students as **active participants** in their learning:

- Group discussion
- Volunteers to show/model on docucam
- Compass Learning
- Homework
- Write own word problems

Our plan for student goal setting & **student ownership** of their goals

- Number model and picture
- Fix and return
- Re-teaching

**Professional learning** we need to meet the needs of these students:

- Workbooks each year!

---

Our Plan of Action for **BASIC** students

End of year SMART goal:

- **All students who scored Basic on the MATH portion of the 2011 CST exam will increase at least one band on the MATH portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 184
- Spring: 189

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- Guided instruction
- Individual and small group teaching/ re-teaching
- Timed tests
- Manipulatives

Our plan to keep our students as **active participants** in their learning:

- Show work/ steps on docucam
- Compass Learning
- Homework
- Group discussions
- Write own word problems

Our plan for student goal setting & **student ownership** of their goals

- Number model and picture (5 step)
- Fix and return
- Re-teaching

**Professional learning** we need to meet the needs of these students:

- Workbooks each year!
- Resources for struggling students
- Money

---

Our Plan of Action for **BELOW BASIC** students

End of year SMART goal:

- **All students who scored Below Basic on the MATH portion of the 2011 CST exam will increase at least one band on the MATH portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 179
- Spring: 184

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- Impact/ Resource
- Guided instruction
- Individual and small group
- Timed tests
- Manipulatives

Our plan to keep our students as **active participants** in their learning:

- Show work on docucam
- Compass Learning
- Homework
- Group discussions
- Writing own word problems

Our plan for student goal setting & **student ownership** of their goals

- 5 step (number model and picture)
- Fix and return
- Re-teaching

**Professional learning** we need to meet the needs of these students:

- Workbooks each year!

---

Our Plan of Action for **FAR BELOW BASIC** students

End of year SMART goal:

- **All students who scored Far Below Basic on the MATH portion of the 2011 CST exam will increase at least one band on the MATH portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: Improve 5 points on MAP
- Spring: 5 more(10 total)

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- Impact/Resource
- Guided instruction
- Individual and small group
- Timed tests
- Manipulatives

Our plan to keep our students as **active participants** in their learning:

- Showing work on docucam
- Compass Learning
- Homework
- Group discussions
- Writing own word problems

Our plan for student goal setting & **student ownership** of their goals

- 5 step (number model and pic)
- Fix and return
- Re-teaching

**Professional learning** we need to meet the needs of these students:

- Workbooks!
- Resource
- Money

---

**Third Grade**

**ENGLISH LANGUAGE ARTS**

Grade level: 3

By June 2012.....75% of 3<sup>rd</sup> grade students will be proficient or above in Reading as measured by Spring MAP scores.

2011 CST scores for ELA

How did our current students score last year?

\_\_14\_\_ # Advanced

\_\_32\_\_ # Proficient

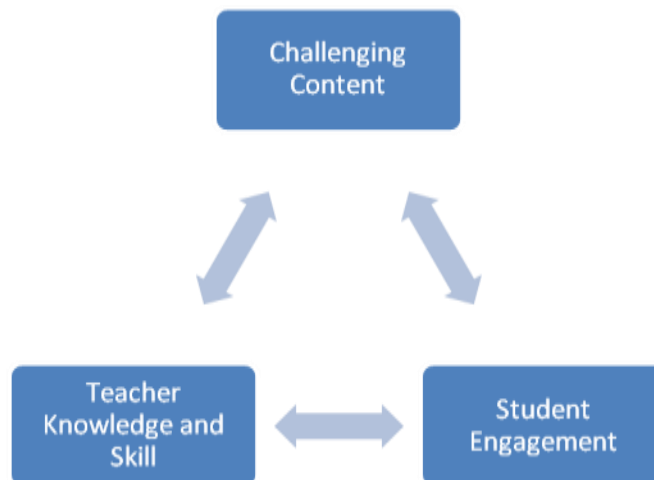
\_\_4\_\_ # Basic

\_\_1\_\_ # Below Basic

\_\_1\_\_ # Far Below Basic

Our grade level's greatest area of need (sub strand):

1. Writing strategies
2. Reading comprehension



---

Our Plan of Action for **ADVANCED** students

End of year SMART goal:

- **All students who scored Advanced on the ELA portion of the 2011 CST exam will maintain their band on the ELA portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 207
- Spring: 212

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- Jr. Great books
- 5<sup>th</sup> grade literacy buddies
- Morning readers
- Leveled book groups
- HM differentiation strategies
- Mountain language

Our plan to keep our students as **active participants** in their learning:

- Whole group
- Small group buddies
- Leveled grouping
- Socratic questioning
- Advanced literature projects
- Compass Learning
- Tech opportunities

Our plan for student goal setting & **student ownership** of their goals

- Fall, Winter, and Spring individual goals
- Conferences using MAP data
- Progress check conferences with students
- Self assessment

**Professional learning** we need to meet the needs of these students:

- Teach like a champion TLC
- Compass Learning TLC

Our Plan of Action for <b>PROFICIENT</b> students
<p>End of year SMART goal:</p> <ul style="list-style-type: none"> <li>• <b>All students who scored Proficient on the ELA portion of the 2011 CST exam will <u>maintain</u> their band on the ELA portion of the 2012 CST exam.</b></li> </ul> <p style="text-align: center;">Or improve</p> <p>Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):</p> <ul style="list-style-type: none"> <li>• Winter: 202</li> <li>• Spring: 208</li> </ul>
<b><i>We believe this will happen if we do the following:</i></b>
<p>Our instructional plan to meet these goals (specific, high-leverage, challenging <b>content</b>):</p> <ul style="list-style-type: none"> <li>• See advanced- same plan, minus Jr. Great books</li> </ul>
<p>Our plan to keep our students as <b>active participants</b> in their learning:</p> <ul style="list-style-type: none"> <li>• See advanced- all students require to some level of differentiation</li> <li>• Tech opportunities(ex. PowerPoint)</li> </ul>
<p>Our plan for student goal setting &amp; <b>student ownership</b> of their goals</p> <ul style="list-style-type: none"> <li>• See advanced- same plan for all students; all students learning , whatever it takes</li> </ul>
<p><b>Professional learning</b> we need to meet the needs of these students:</p> <ul style="list-style-type: none"> <li>• Teach like a champion TLC</li> <li>• Compass Learning TLC</li> </ul>

Our Plan of Action for <b>BASIC</b> students
<p>End of year SMART goal:</p> <ul style="list-style-type: none"> <li>• <b>All students who scored Basic on the ELA portion of the 2011 CST exam will <u>increase at least one band</u> on the ELA portion of the 2012 CST exam.</b></li> </ul> <p>Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):</p> <ul style="list-style-type: none"> <li>• Winter: 197</li> <li>• Spring: 204</li> </ul>
<b><i>We believe this will happen if we do the following:</i></b>
<p>Our instructional plan to meet these goals (specific, high-leverage, challenging <b>content</b>):</p> <ul style="list-style-type: none"> <li>• Morning readers</li> <li>• After school Compass Learning</li> <li>• Mentors</li> <li>• Impact</li> <li>• Buddies</li> <li>• Small group instruction</li> <li>• Remediation and re-teaching for mastery Mountain language CST standards</li> <li>• ELL interventions</li> </ul>
<p>Our plan to keep our students as <b>active participants</b> in their learning:</p> <ul style="list-style-type: none"> <li>• See advanced</li> </ul>
<p>Our plan for student goal setting &amp; <b>student ownership</b> of their goals</p> <ul style="list-style-type: none"> <li>• See advanced</li> <li>• More frequent meetings and remediation to help students meet their goals</li> </ul>
<p><b>Professional learning</b> we need to meet the needs of these students:</p> <ul style="list-style-type: none"> <li>• Teach like a champion TLC</li> <li>• Compass Learning TLC</li> </ul>

\*\*Tech integration in all areas  
 Power point  
 Interactive educational games sites

Our Plan of Action for <b>BELOW BASIC</b> students
<p>End of year SMART goal:</p> <ul style="list-style-type: none"> <li>• <b>All students who scored Below Basic on the ELA portion of the 2011 CST exam will <u>increase at least one band</u> on the ELA portion of the 2012 CST exam.</b></li> </ul> <p>Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):</p> <ul style="list-style-type: none"> <li>• Winter: 190</li> <li>• Spring: 197</li> </ul>
<b><i>We believe this will happen if we do the following:</i></b>
<p>Our instructional plan to meet these goals (specific, high-leverage, challenging <b>content</b>):</p> <ul style="list-style-type: none"> <li>• Impact</li> <li>• RSP</li> <li>• Morning readers</li> <li>• Small group instruction</li> <li>• Opportunities to move into more challenging curriculum as basis achieved</li> <li>• High interest reading</li> <li>• Mentoring younger students in reading activities to develop self confidence</li> </ul>
<p>Our plan to keep our students as <b>active participants</b> in their learning:</p> <ul style="list-style-type: none"> <li>• Reader's Theater</li> <li>• Academic sharing</li> <li>• Buddy reading and comprehension activities</li> <li>• Tech integration</li> </ul>
<p>Our plan for student goal setting &amp; <b>student ownership</b> of their goals</p> <ul style="list-style-type: none"> <li>• Same</li> </ul>
<p><b>Professional learning</b> we need to meet the needs of these students:</p> <ul style="list-style-type: none"> <li>• SST</li> <li>• Collegial dialogue and collaboration with Ms Ahmed, Mr. Thompson, Nancy Cline, etc.</li> </ul>

Our Plan of Action for <b>FAR BELOW BASIC</b> students
<p>End of year SMART goal:</p> <ul style="list-style-type: none"> <li>• <b>All students who scored Below Basic on the ELA portion of the 2011 CST exam will <u>increase at least one band</u> on the ELA portion of the 2012 CST exam.</b></li> </ul> <p>Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):</p> <p style="text-align: center;">One student</p> <ul style="list-style-type: none"> <li>• Winter: 177</li> <li>• Spring: 187</li> </ul>
<b><i>We believe this will happen if we do the following:</i></b>
<p>Our instructional plan to meet these goals (specific, high-leverage, challenging <b>content</b>):</p> <ul style="list-style-type: none"> <li>• More of below basic</li> <li>• Keep on radar</li> <li>• Parent meeting</li> <li>• Tutoring</li> <li>• Homework club</li> </ul>
<p>Our plan to keep our students as <b>active participants</b> in their learning:</p> <ul style="list-style-type: none"> <li>• Keep engaged through multiple modalities</li> <li>• Curriculum at level</li> <li>• Oral testing if necessary and other accommodations as needed</li> </ul>
<p>Our plan for student goal setting &amp; <b>student ownership</b> of their goals</p> <ul style="list-style-type: none"> <li>• Same</li> </ul>
<p><b>Professional learning</b> we need to meet the needs of these students:</p> <ul style="list-style-type: none"> <li>• Same as BB</li> </ul>

Our Plan of Action for <b>ENGLISH LEARNER</b> students
<p>End of year SMART goal:</p> <ul style="list-style-type: none"> <li>• <b>All English Learners will increase one CELDT level (intermediate students will increase after their second year at intermediate).</b></li> </ul> <p>Mid Year goal:</p>
<b><i>We believe this will happen if we do the following:</i></b>
<p>Our instructional plan to meet these goals (specific, high-leverage, challenging <b>content</b>):</p> <ul style="list-style-type: none"> <li>• Use of Avenue curriculum</li> <li>• Same as below basic</li> <li>• Lots of paired activities</li> </ul>
<p>Our plan to keep our students as <b>active participants</b> in their learning:</p> <ul style="list-style-type: none"> <li>• Higher curriculum broken down to overcome language barriers</li> </ul>
<p>Our plan for student goal setting &amp; <b>student ownership</b> of their goals</p> <ul style="list-style-type: none"> <li>• Raising levels of concern by offering attainable goals in smaller increments</li> <li>• Extra help to meet</li> </ul>
<p><b>Professional learning</b> we need to meet the needs of these students:</p> <ul style="list-style-type: none"> <li>• Review of ELL strategies</li> <li>• Collaboration with Deya, Christine, Nancy and Richard</li> <li>• Vocab development work</li> <li>• Realia</li> <li>• Develop scheme</li> <li>• Extra scaffolding</li> </ul>

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## MATH

Grade level: 3<sup>rd</sup>

By June 2012...77% of 3<sup>rd</sup> grade students will be proficient or above in Math as measured by Spring MAP scores.

2011 CST scores for MATH

How did our current students score last year?

\_\_27\_\_ # Advanced

\_\_21\_\_ # Proficient

\_\_3\_\_ # Basic

\_\_1\_\_ # Below Basic

\_\_0\_\_ # Far Below Basic

Our grade level's greatest area of need (sub strand): No really low area. All strands are import and must be integrated and covered before the test.

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Our Plan of Action for **ADVANCED** students

End of year SMART goal:

- **All students who scored Advanced on the MATH portion of the 2011 CST exam will maintain their band on the MATH portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 207
- Spring: 213

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- Math 24 game
- Logic puzzles
- Pre-testing out of each unit as appropriate
- Challenge and extension activities tied to grade level standards

Our plan to keep our students as **active participants** in their learning:

- Whole group
- Small group buddies
- Leveled grouping
- Compass Learning
- Tech opportunities

Our plan for student goal setting & **student ownership** of their goals

- Fall, Winter and Spring individual goals
- Conferences using MAP data
- Progress check conferences with students
- Self assessment

**Professional learning** we need to meet the needs of these students:

- Teach like a champion TLC
- Compass Learning TLC

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Our Plan of Action for **PROFICIENT** students

End of year SMART goal:

- **All students who scored Proficient on the MATH portion of the 2011 CST exam will maintain their band on the MATH portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 203
- Spring: 206

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- See advanced –same plan
- Extension activities to maintain and reinforce concepts

Our plan to keep our students as **active participants** in their learning:

- See advanced- all students require some level of differentiation
- Tech opportunities (ex. PowerPoint)
- Compass Learning

Our plan for student goal setting & **student ownership** of their goals

- Fall, Winter and Spring individual goals
- Conferences using MAP data
- Progress check conferences with students
- Self assessment

**Professional learning** we need to meet the needs of these students:

- Teach like a champion TLC
- Compass Learning TLC

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Our Plan of Action for **BASIC** students

End of year SMART goal:

- **All students who scored Basic on the MATH portion of the 2011 CST exam will increase at least one band on the MATH portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 197
- Spring: 199

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- After school Compass Learning
- Mentors
- Impact
- Buddies
- Small group instruction
- Remediation and re-teaching for mastery of grade level standards
- Math facts practice

Our plan to keep our students as **active participants** in their learning:

- See advanced
- Compass Learning at home

Our plan for student goal setting & **student ownership** of their goals

- Fall, Winter and Spring individual goals
- Conferences using MAP data
- Progress check conferences with students
- Self assessment
- More frequent meetings and remediation to help students meet their goals

**Professional learning** we need to meet the needs of these students:

- Teach like a champion TLC
- Compass Learning TLC

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Our Plan of Action for **BELOW BASIC** students

End of year SMART goal:

- **All students who scored Below Basic on the MATH portion of the 2011 CST exam will increase at least one band on the MATH portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 190
- Spring: 193

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- Impact
- RSP
- One on One and buddy work for remediation and re-enforcement
- Small group instruction
- Opportunities to move into more challenging curriculum as basis achieved
- Math facts practice
- Problem solving activities- extra practice

Our plan to keep our students as **active participants** in their learning:

- Math buddies
- Math games
- Tech integration

Our plan for student goal setting & **student ownership** of their goals

- Fall, Winter and Spring individual goals
- Conferences using MAP data
- Progress check conferences with students
- Self assessment
- More frequent meetings and remediation to help students meet their goals

**Professional learning** we need to meet the needs of these students:

- SST
- Collegial dialogue and collaboration with Ms Ahmed, Mr. Thompson, Nancy Cline, etc.

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Our Plan of Action for **FAR BELOW BASIC** students

End of year SMART goal:

- **All students who scored Far Below Basic on the MATH portion of the 2011 CST exam will increase at least one band on the MATH portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 183
- Spring: 193

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- More of below basic
- Keep on radar
- Parent meeting
- Tutoring
- Homework club
- Math buddies with upper grade students to focus on specific skills and math facts

Our plan to keep our students as **active participants** in their learning:

- Keep engaged through multiple modalities
- Curriculum at level
- Extra time
- Extra practice with math games
- Compass Learning

Our plan for student goal setting & **student ownership** of their goals

- Same

**Professional learning** we need to meet the needs of these students:

- Same as BB

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**Fourth Grade**

**ENGLISH LANGUAGE ARTS**

Grade level: 4

2011 CST scores for ELA

How did our current students score last year?

\_\_15\_\_ # Advanced

\_\_19\_\_ # Proficient

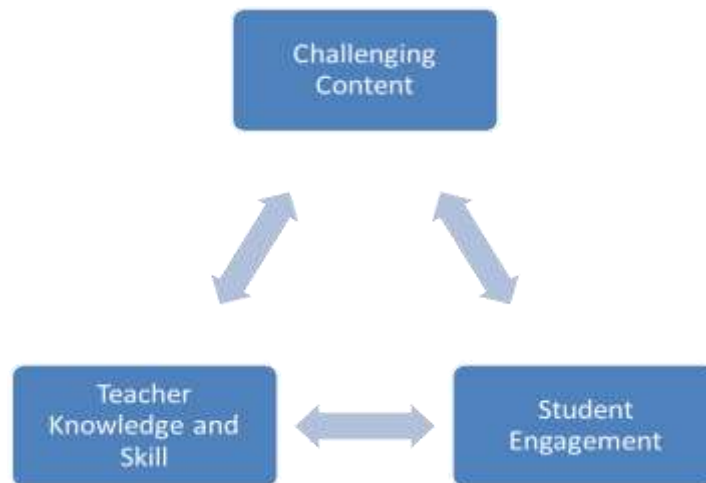
\_\_10\_\_ # Basic

\_\_5\_\_ # Below Basic

\_\_\_\_\_ # Far Below Basic

Our grade level's greatest area of need (sub strand):

Writing Conventions/ Strategies



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Our Plan of Action for **ADVANCED** students

End of year SMART goal:

- **All students who scored Advanced on the ELA portion of the 2011 CST exam will maintain their band on the ELA portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 215 on MAPS Reading and Writing
- Spring: 219 on MAPS Reading and Writing

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- GATE Activities/ High Achiever (i.e. Jr. Great books)
- Differentiated sp/wise and Reading Olympics
- Compass Learning
- Pull out groups LA

Our plan to keep our students as **active participants** in their learning:

- They mentor/ teach others
- Creative writing/ Projects/ Assignments
- Open-ending answers

Our plan for student goal setting & **student ownership** of their goals

- They must share out/ produce activity
- More oral presentations!

**Professional learning** we need to meet the needs of these students:

- TLC activities

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Our Plan of Action for **PROFICIENT** students

End of year SMART goal:

- **All students who scored Proficient on the ELA portion of the 2011 CST exam will maintain their band on the ELA portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 209 on MAPS on Reading and LA
- Spring: 213 on MAPS on Reading and LA

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- Continue to motivate and reward (give tickets for SRA completion)
- Make Reading Olympics rewards fit this group
- Push Reflections

Our plan to keep our students as **active participants** in their learning:

- Compass Learning
- Oral reports (book)
- Sharing work- with partners and small groups

Our plan for student goal setting & **student ownership** of their goals

- Give weekly “Work Habits” for LA (parent sign)
- Home reading log ( 20+ minutes)
- SHARE articles with kids

**Professional learning** we need to meet the needs of these students:

- Teach like a champion TLC
- Compass Learning TLC

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Our Plan of Action for **BASIC** students

End of year SMART goal:

- **All students who scored Basic on the ELA portion of the 2011 CST exam will increase at least one band on the ELA portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 209 MAPS in Reading
- Spring: 210 MAPS in Writing

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- Hold accountable at home (to push up!)
- Check frequently their work
- Preferential seating

Our plan to keep our students as **active participants** in their learning:

- Share/ call on frequently
- Write as much as possible
- Pull out group during Read-Aloud

Our plan for student goal setting & **student ownership** of their goals

- MAPS- set scores and written goals
- Include often in small groups
- Impact/ELL

**Professional learning** we need to meet the needs of these students:

- Teach like a champion TLC
- Compass Learning TLC

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Our Plan of Action for **BELOW BASIC** students

End of year SMART goal:

- **All students who scored Below Basic on the ELA portion of the 2011 CST exam will increase at least one band on the ELA portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 201 MAPS in Reading
- Spring: 203 MAPS in Writing

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- Get back to kids to correct work!
- Two spelling groups
- Set a minimum standard for work expectations(i.e. “Frequently Misspelled” words)

Our plan to keep our students as **active participants** in their learning:

- “Time for Kids”- small , high interest magazines & written responses included
- Morning Readers
- SRA push! (Comprehension)\* Genre Reading / book report
- Reading Olympics

Our plan for student goal setting & **student ownership** of their goals

- Chart items
- Pull out as much as possible
- Tutoring/Homework club
- Impact responses ( We go over Nancy’s comments with kids)
- Book club
- Book Faire/library card
- Paired up in class
- Compass Learning(LA) during computer time)

**Professional learning** we need to meet the needs of these students:

- Teach like a champion TLC
- Compass Learning TLC

Our Plan of Action for <b>FAR BELOW BASIC</b> students
<p>End of year SMART goal:</p> <ul style="list-style-type: none"> <li>• <b>All students who scored Below Basic on the ELA portion of the 2011 CST exam will <u>increase at least one band</u> on the ELA portion of the 2012 CST exam.</b></li> </ul> <p>Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):</p> <ul style="list-style-type: none"> <li>• Winter: <b>NO STUDENTS</b></li> <li>• Spring:</li> </ul>
<b><i>We believe this will happen if we do the following:</i></b>
<p>Our instructional plan to meet these goals (specific, high-leverage, challenging <b>content</b>):</p>
<p>Our plan to keep our students as <b>active participants</b> in their learning:</p>
<p>Our plan for student goal setting &amp; <b>student ownership</b> of their goals</p>
<p><b>Professional learning</b> we need to meet the needs of these students:</p>

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Our Plan of Action for **ENGLISH LEARNER** students

End of year SMART goal:

- **All English Learners will increase one CELDT level (intermediate students will increase after their second year at intermediate).**

Mid Year goal: MAPS in winter

- Increase 4 points in Reading and Writing
- We will look at and determine

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- ELL instructor
- Much language as possible
- Multiple modality learning
- Skills taught with writing strategies

Our plan to keep our students as **active participants** in their learning:

- Group with others high work habit students
- Share often
- Post work
- Loads of wait time!

Our plan for student goal setting & **student ownership** of their goals

- Maintain homework completion/ accuracy
- Compass Learning-Language

**Professional learning** we need to meet the needs of these students:

- Teach like a champion TLC
- Compass Learning TLC

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**MATH**

Grade level: 4

2011 CST scores for MATH

How did our current students score last year?

\_\_32\_\_ # Advanced

\_\_14\_\_ # Proficient

\_\_3\_\_ # Basic

\_\_\_\_\_ # Below Basic

\_\_\_\_\_ # Far Below Basic

Our grade level's greatest area of need (sub strand):

67% were proficient in statistics and probability.

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Our Plan of Action for **ADVANCED** students

End of year SMART goal:

- **All students who scored Advanced on the MATH portion of the 2011 CST exam will maintain their band on the MATH portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 218 MAPS on Math
- Spring:

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- High kids with Nancy Cline
- Compass Learning
- GATE worksheets/ projects

Our plan to keep our students as **active participants** in their learning:

- Open- ended graphs/ charts/ problems
- Math Field Day?

Our plan for student goal setting & **student ownership** of their goals

- Timed quiz

**Professional learning** we need to meet the needs of these students:

- Teach Like A Champion TLC
- Compass Learning TLC

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Our Plan of Action for **PROFICIENT** students

End of year SMART goal:

- **All students who scored Proficient on the MATH portion of the 2011 CST exam will maintain their band on the MATH portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 211 MAPS in Math
- Spring:

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- GATE included with these kids
- Timed X quiz
- 

Our plan to keep our students as **active participants** in their learning:

- Group activities
- Math Field Day?

Our plan for student goal setting & **student ownership** of their goals

- Pick as leaders for math

**Professional learning** we need to meet the needs of these students:

- Teach Like A Champion TLC
- Compass Learning TLC

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Our Plan of Action for **BASIC** students

End of year SMART goal:

- **All students who scored Basic on the MATH portion of the 2011 CST exam will increase at least one band on the MATH portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 207 MAPS in Math
- Spring:

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- Pull out as much as possible
- Pull out with Nancy Cline

Our plan to keep our students as **active participants** in their learning:

- Timed X quiz
- Grade their own/ others work
- Parent signature on all tests!

Our plan for student goal setting & **student ownership** of their goals

- Notes home ( to be signed)
- Nightly homework

**Professional learning** we need to meet the needs of these students:

- Teach Like A Champion TLC
- Compass Learning TLC

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Our Plan of Action for **BELOW BASIC** students

End of year SMART goal:

- **All students who scored Below Basic on the MATH portion of the 2011 CST exam will increase at least one band on the MATH portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter:  
**NO STUDENTS**
- Spring:

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

Our plan to keep our students as **active participants** in their learning:

Our plan for student goal setting & **student ownership** of their goals

**Professional learning** we need to meet the needs of these students:

- Teach Like A Champion TLC
- Compass Learning TLC

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Our Plan of Action for **FAR BELOW BASIC** students

End of year SMART goal:

- **All students who scored Far Below Basic on the MATH portion of the 2011 CST exam will increase at least one band on the MATH portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: **NO STUDENTS**
- Spring:

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

Our plan to keep our students as **active participants** in their learning:

Our plan for student goal setting & **student ownership** of their goals

**Professional learning** we need to meet the needs of these students:

- Teach Like A Champion TLC
- Compass Learning TLC

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**Fifth Grade**

**ENGLISH LANGUAGE ARTS**

Grade level: 5

2011 CST scores for ELA

How did our current students score last year?

\_\_43\_\_ # Advanced

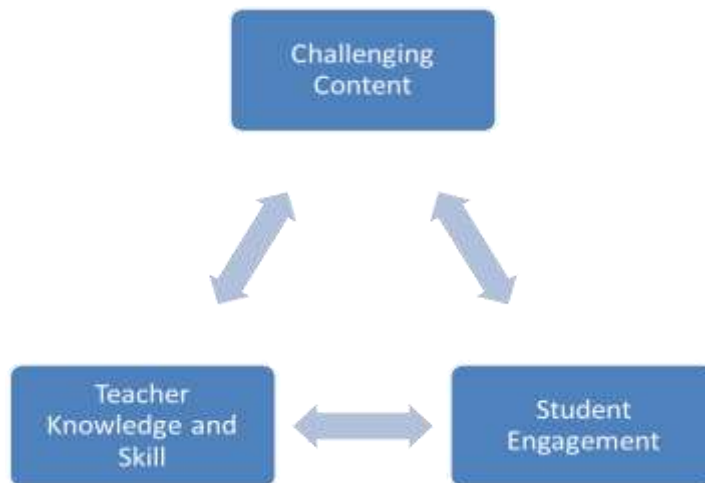
\_\_6\_\_ # Proficient

\_\_2\_\_ # Basic

\_\_\_\_\_ # Below Basic

\_\_\_\_\_ # Far Below Basic

Our grade level's greatest area of need (sub strand):  
Writing strategies



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Our Plan of Action for **ADVANCED** students

End of year SMART goal:

- **All students who scored Advanced on the ELA portion of the 2011 CST exam will maintain their band on the ELA portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 217
- Spring: 224

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- GATE Jr. Great books
- Compass Learning
- Differentiated teaching
- Voc. Words- Battle of Books Khan Academy
- Set MAP goals

Our plan to keep our students as **active participants** in their learning:

- Take ownership
- 1/3 of their education their responsibility
- Mentor teach
- Writing assignments
- Compass Learning

Our plan for student goal setting & **student ownership** of their goals

- Hold them accountable
- Compass Learning
- Use Compass Learning on their own

**Professional learning** we need to meet the needs of these students:

- TLC activities

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Our Plan of Action for **PROFICIENT** students

End of year SMART goal:

- **All students who scored Proficient on the ELA portion of the 2011 CST exam will maintain their band on the ELA portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 211
- Spring: 216

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- Same high achievers from differentiated W/ GATE
- MAPS scores to GATE activities
- Battle of Books
- Appropriate Lexile level
- Peer writing & proofreading & final copies
- Use in class resources
- Odyssey writing
- SRA levels- go at your pace

Our plan to keep our students as **active participants** in their learning:

- Compass Learning- on their own
- Setting goals appropriate small groups
- Peer with GATE
- Reading & writing activities

Our plan for student goal setting & **student ownership** of their goals

- Newslines
- Goals setting trimester and daily and weekly
- Check work
- Make corrections

**Professional learning** we need to meet the needs of these students:

- TLC

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Our Plan of Action for **BASIC** students

End of year SMART goal:

- **All students who scored Basic on the ELA portion of the 2011 CST exam will increase at least one band on the ELA portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 213
- Spring: 216 Prof

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- Impact
- Small in class group
- Sp. Groups/voc groups

Our plan to keep our students as **active participants** in their learning:

- Pull out group during read aloud
- Compass Learning
- Use resources to improve writing & reading
- Partner correct

Our plan for student goal setting & **student ownership** of their goals

- MAPS-
- Goal setting
- Impact
- ELL
- Homework club

**Professional learning** we need to meet the needs of these students:

- TLC
- Parent conferences

Our Plan of Action for <b>BELOW BASIC</b> students
<p>End of year SMART goal:</p> <ul style="list-style-type: none"> <li>• <b>All students who scored Below Basic on the ELA portion of the 2011 CST exam will <u>increase at least one band</u> on the ELA portion of the 2012 CST exam.</b></li> </ul> <p>Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):</p> <ul style="list-style-type: none"> <li>• Winter: 203-210</li> <li>• Spring: 210-216</li> </ul>
<b><i>We believe this will happen if we do the following:</i></b>
<p>Our instructional plan to meet these goals (specific, high-leverage, challenging <b>content</b>):</p> <ul style="list-style-type: none"> <li>• Correct mistakes- spelling grammar</li> <li>• Standards for work</li> </ul>
<p>Our plan to keep our students as <b>active participants</b> in their learning:</p> <ul style="list-style-type: none"> <li>• SRA- at their own level</li> <li>• Compass Learning</li> <li>• Lexile score</li> </ul>
<p>Our plan for student goal setting &amp; <b>student ownership</b> of their goals</p> <ul style="list-style-type: none"> <li>• Set weekly &amp; daily goals</li> <li>• Homework completion</li> <li>• Correct mistakes</li> </ul>
<p><b>Professional learning</b> we need to meet the needs of these students:</p> <ul style="list-style-type: none"> <li>• TLC</li> <li>• Parent conferences</li> </ul>

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Our Plan of Action for **FAR BELOW BASIC** students

End of year SMART goal:

- **All students who scored Below Basic on the ELA portion of the 2011 CST exam will increase at least one band on the ELA portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter:  
**NO STUDENTS**
- Spring:

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

Our plan to keep our students as **active participants** in their learning:

Our plan for student goal setting & **student ownership** of their goals

**Professional learning** we need to meet the needs of these students:

Our Plan of Action for <b>ENGLISH LEARNER</b> students
<p>End of year SMART goal:</p> <ul style="list-style-type: none"> <li>• <b>All English Learners will increase one CELDT level (intermediate students will increase after their second year at intermediate).</b></li> </ul> <p>Mid Year goal: No Math on CELDT</p>
<b><i>We believe this will happen if we do the following:</i></b>
<p>Our instructional plan to meet these goals (specific, high-leverage, challenging <b>content</b>):</p> <ul style="list-style-type: none"> <li>• Impact- Cline &amp; Gallinetti 4x's a week</li> <li>• Lots of vocabulary</li> <li>• Speeches- pair share reading</li> </ul>
<p>Our plan to keep our students as <b>active participants</b> in their learning:</p> <ul style="list-style-type: none"> <li>• Small groups</li> <li>• Compass Learning</li> <li>• Homework club</li> </ul>
<p>Our plan for student goal setting &amp; <b>student ownership</b> of their goals</p> <ul style="list-style-type: none"> <li>• Weekly &amp; daily goals</li> <li>• Compass Learning at home</li> <li>• Read more than 30 minutes a day</li> </ul>
<p><b>Professional learning</b> we need to meet the needs of these students:</p> <ul style="list-style-type: none"> <li>• TLC</li> <li>• Meet with impact teachers monthly time???</li> </ul>

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**MATH**

Grade level: 5

2011 CST scores for MATH

How did our current students score last year?

\_\_37\_\_ # Advanced

\_\_ 11 \_\_ # Proficient

\_\_ 2 \_\_ # Basic

\_\_ 1 \_\_ # Below Basic

\_\_\_\_\_ # Far Below Basic

Our grade level's greatest area of need (sub strand):  
Measurement and Geometry

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Our Plan of Action for **ADVANCED** students

End of year SMART goal:

- **All students who scored Advanced on the MATH portion of the 2011 CST exam will maintain their band on the MATH portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 224-230
- Spring: 231

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- CA math/ Math expressions
- Pre test/ Challenge packets
- Problem solving(levelled)
- “24” M/F

Our plan to keep our students as **active participants** in their learning:

- Compass Learning
- Challenging themselves
- “24”

Our plan for student goal setting & **student ownership** of their goals

- MAP
- Goal setting (individual)
- Newslines

**Professional learning** we need to meet the needs of these students:

- No \$
- 24 club
- Lexile level
- Math Field Day
- Science Day
- Target kids on border of adv/prof

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Our Plan of Action for **PROFICIENT** students

End of year SMART goal:

- **All students who scored Proficient on the MATH portion of the 2011 CST exam will maintain their band on the MATH portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 216-223
- Spring: 224-231

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- CA Math/ Math expressions
- Leveled problem solving
- Pre test/ Challenge packets
- “24”

Our plan to keep our students as **active participants** in their learning:

- MAPS score based=  
Compass Learning  
Specific strands  
Assigned for weaker areas
- “24”

Our plan for student goal setting & **student ownership** of their goals

- Stress “optimum growth”
- MAP
- Goal setting- individual
- Newslines

**Professional learning** we need to meet the needs of these students:

- Target kids on the border of adv/prof or prof/basic

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Our Plan of Action for **BASIC** students

End of year SMART goal:

- **All students who scored Basic on the MATH portion of the 2011 CST exam will increase at least one band on the MATH portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 216-223
- Spring: 224

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- See proficient chart
- Small groups

Our plan to keep our students as **active participants** in their learning:

- Compass Learning
- Visual
- Frequent goal advancement
- Pull out during Read Aloud

Our plan for student goal setting & **student ownership** of their goals

- Goal setting- Individual
- Goals weekly on newslines
- Homework club
- After school programs

**Professional learning** we need to meet the needs of these students:

- Teach Like A Champion TLC
- Compass Learning TLC

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Our Plan of Action for **BELOW BASIC** students

End of year SMART goal:

- **All students who scored Below Basic on the MATH portion of the 2011 CST exam will increase at least one band on the MATH portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: 207-216
- Spring: 216-224

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

- Math impact
- Small group instruction

Our plan to keep our students as **active participants** in their learning:

- Compass Learning
- Pull out during Read Aloud

Our plan for student goal setting & **student ownership** of their goals

- Goal setting
- Weekly goals

**Professional learning** we need to meet the needs of these students:

- Teach Like A Champion TLC
- Compass Learning TLC

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Our Plan of Action for **FAR BELOW BASIC** students

End of year SMART goal:

- **All students who scored Far Below Basic on the MATH portion of the 2011 CST exam will increase at least one band on the MATH portion of the 2012 CST exam.**

Mid-year MAPS SMART goal (where do they need to be Winter and Spring to be on track to meeting the end-of-year CST goal):

- Winter: **No Students**
- Spring:

***We believe this will happen if we do the following:***

Our instructional plan to meet these goals (specific, high-leverage, challenging **content**):

Our plan to keep our students as **active participants** in their learning:

Our plan for student goal setting & **student ownership** of their goals

**Professional learning** we need to meet the needs of these students: