

**Garden Road 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.

Table of Contents

I. Vision and Organizational Directions

How will we connect our school and our efforts to the larger PUSD Strategic Vision of “College Readiness for All?”

- A. PUSD Strategic Vision
- B. Site Organizational Directions

II. Assessment, Evaluation, and Analysis of Student Learning

How will we know students are learning and where are the gaps? An analysis of student learning, progress toward closing the achievement gap, and attaining college readiness.

- A. Site Assessment Plan
- B. Data Reports
- C. Data Analysis – Previous Year Goals, Areas of Strength, Areas of Need

III. Teaching and Learning

What are we going to do differently to ensure students are on track to graduate college-ready?

- A. Site-Based Literacy Plans
- B. Level Transitions

IV. Safe and Supportive Schools

How will we ensure students are provided an environment that best supports achievement?

- A. School-wide Behavioral Support Plan
- B. Drug Abuse Education Plan

V. Funding and Governance

How will our organizational, human, and monetary resources align with our efforts?

- A. Programs/Funds Included in the SPSA
- B. Centralized Services
- C. Assurances and Signatures
- D. Budget Development Forms (One form for each state/federal program with funds in the SPSA)

VI. Addendum (Optional) and/or Title I Schoolwide Plan Addendum

VII. Appendices

- A. Blank Literacy Plan Worksheet
- B. Allowable Uses of Funds for Specific State and Federal Categorical Programs

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

Staff Pledge: We are committed to creating a school that knows no limits to the character development and academic success of each student...No Excuses!

Over the past year the Garden Road staff has committed to developing a Culture of Universal Achievement. Our pledge states our belief that we are committed to putting all of our effort and resources into promoting and supporting the achievement of each of our students. We believe that we best achieve this goal through routine collaboration and development of common practices that promote a positive school culture, academic rigor and engaging classrooms. MAP assessments have been a valuable resource in grades kindergarten through grade five for four years. These and other assessments are used to monitor student and grade level achievement and develop growth goals that drives instruction.

- Implement a schoolwide college ready curriculum based upon Turn Around Schools.
- Impact support for all grade levels to support differentiated, small-group instruction.
- Individual student goal setting based upon PUSD and MAP Proficiency levels.
- Differentiate instruction and materials based upon formative assessments.
- Schoolwide implementation of standards-based curriculum.
- Increase use of academic vocabulary across the curriculum

Equitable Access to Rigorous and Engaging Learning Experiences

Since becoming a Title I school, Garden Road's staff has implemented a strong intervention program to support our at-risk students in language arts and math. Each fall students performing below proficient are identified and placed in a variety of intervention programs. These include SOAR classes held before and after school that use on-line programs that quickly adjust to students' instructional level, Impact teachers at each grade level, English Learner aide support, summer school, PIP, and counseling. As a result of excellent results with veteran Impact teachers, we now have four of six Impact teachers who are retired PUSD teachers. Additionally, our RSP teacher trained all of our Impact teachers on the use of the *Read Naturally* program with their small groups.

Our school counselor and principal present at three or more parent seminars each year on subjects suggested by participants, PTA and SSC. This year our seminars include Effective Study Skills, Cyber-Bullying and Parenting with Love and Logic.

Capacity Building

Garden Road's staff is committed to continuous improvement both individually and collaboratively. With an academic focus on reading and writing, the majority of our teachers have attended SB472 training for Houghton Mifflin Reading and Turn Around Schools Institute. This year, with a focus on writing, all second and fifth grade teachers have attended Nancy Fetzer's Common Core Standards Writing seminar. Due to their strong appreciation for the program and evidence of stronger student writing, most of our remaining teachers are scheduled to attend the next training in June. By engaging in common professional development, our staff has strengthened both their professional collaboration and curricular consistency.

Additional training and collaboration includes:

- Time provided for staff training for Learning Point to encourage schoolwide implementation.
- Grade level and vertical articulation and collaboration provided through principal taught *Too Good For Drugs* lessons, as well as anti-bullying lessons and assemblies.
- Staff discussion of *What Really Matters in Vocabulary* by Cunningham to increase reading comprehension.

Multiple Pathways

As part of our commitment to meeting the needs of all of our students, we endeavor to provide multiple pathways for students to succeed. The classroom curriculum is differentiated, based upon students assessed need. Over the past few years we have expanded our library of leveled readers and incorporated the leveled materials provided by our standards-based adoptions in language arts, math and social studies. With an understanding that students engage in activities that are relevant to them, we offer multiple opportunities for them to develop proficiency and confidence:

- Lexia, Reading Plus, Symphony Math, Dreambox self-leveling on-line programs
- Primary Interaction Program (PIP)
- OASIS adult tutors
- Running Club
- Student Council
- Litter Patrol
- Fifth Grade Band
- Art Class (PTA funded instructional aide)
- Buddies (cross grade classroom partners)

Organizational Support Systems

As our staff works toward our goal of becoming a Turn Around School, our focus has been on strengthening our processes for ensuring universal achievement and developing highly effective collaboration. Our Professional Learning Community (PLC) Team has lead the way in developing common systems and practices that reflect our beliefs and further our goals. With staff consensus, we have committed to the following systems and practices:

- First 15 Days--student behavioral expectations and illustrative Power Point
- Motto's to match each Character Trait, taught monthly and painted around the school
- College Ready Curriculum K-5
- Staff Endorsements
- Grade-level articulation
- Schoolwide implementation of HM ELA and Math

Our PLC Team goal this year is to complete a revised Positive Behavior Support Plan

II. ASSESSMENTS, EVALUATION, AND ANALYSIS OF STUDENT LEARNING

II.A. SITE ASSESSMENT PLAN

Districtwide (Required) Assessments/Reports

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

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	All students Grades K-5	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	Individual performance assessment	Diagnostic	Grades K-2, as needed.	Trimesterly or more frequently if indicated	A tool for scoring, coding and analyzing a child's precise reading behaviors.
Individual Reading Inventory (IRI)	Individual performance assessment	Diagnostic	Grades 2 & 3, as needed.	Trimesterly or more frequently if indicated	Used by teachers to diagnose student skills, plan subsequent instruction and placement. Monitor progress.
Quality Writing(In LAG and on PUSD intranet)	On-demand, first-draft writing, individual performance	Diagnostic and/or Achievement	All students Grades K-5	Fall, Winter, Spring or as frequently as need.	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	On-demand performance tasks	Diagnostic	K: Any pre or early reader	Fall, Winter, Spring or as frequently as needed.	To assess early reading skills, letter names, shapes, directionality.
Concepts of Print	On-demand performance	Diagnostic	K	3 time a year or as needed	To assess book knowledge, 1:1 correspondence, and concepts of print.
Sentence Dictation	On-demand performance	Diagnostic	K	Winter & Spring	To assess hearing & recording sounds and knowing word boundaries.
SRI	Individual Computer Task	Diagnostic	Grades 3 & 4	3 times a year or as frequently as needed.	Assess reading comprehension & measure and report student growth.
Sight Words	On-demand performance	Diagnostic	Grades K-1	Fall, Winter, Spring	To assess ability to read high frequency words.
HM Unit Themed Tests	End of unit skills test.	Diagnostic	Grades 2-5	At the conclusion of each unit.	To assess mastery of unit concepts & direct instruction.
Lexia reading software	Formative	Guide intervention	Grades K-2 at-risk students	Throughout the year.	For students performing below Proficient on formative assessments.
Reading Plus software	Formative	To guide intervention	Grade 3-5 at-risk	Throughout the year.	For students performing below Proficient on formative assessments.
Symphony Math software	Formative	To guide intervention	Grades K-5 at-risk	Throughout the year.	For students performing below Proficient on formative assessments.

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 and 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 SSC Survey	Questionnaire	Get feedback on school programs, climate, safety.	Parents	Annually	This survey helps us evaluate parent participation and attitudes regarding school improvement efforts, character education, and parent interests.
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.
GATE Survey	Questionnaire	Feedback on program.	Parents, Staff, Students	Annually	Evaluates understanding of services and opportunities.

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	
School Name	Garden Road Elementary School	District Name	Poway Unified
Principal	Jeannie Miller	Superintendent	John P. Collins, Ed.D
Street	14614 Garden Rd.	Street	15250 Avenue of Science
City, State, Zip	Poway, CA 92064-3098	City, State, Zip	San Diego, CA 92128-3406
Phone Number	858-748-0230	Phone Number	858-521-2800
FAX Number	858-748-2961	FAX Number	858-485-1322
Web Site	www.powayusd.com	Web Site	www.powayusd.com
E-mail Address	jmiller@powayusd.com	E-mail Address	elehew@powayusd.com
CDS Code	37682966038970	SARC Contact	Eric Lehew

II.B. DATA REPORTS

Garden Road Elementary School

Demographic Summary
for 2011-12 School Year

Address: 14614 Garden Rd.
Poway, CA 92064-3098

Principal: Jeannie Miller

Year of Construction: 1961

Current Enrollment:

Numbers reflect enrollment totals as of October 18, 2011.

Kg	1 st	2 nd	3 rd	4 th	5 th	Special Day Class
85	56	81	69	69	69	23

Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
470	465	452

Student Demographics:

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
4%	3%	20%	2%	66%	5%

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

Limited English	Free/Reduced Lunch
12%	25%

Staff Demographics

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
6%	0%	6%	0%	88%	0%

Percent Fully Credentialed: 100%

**District Accountability Report
Adequate Yearly Progress (AYP)
Spring 2011
Garden Road 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
Schoolwide	289	100	100	100	100	99	100	74	80	81	72	76	78	864	892	894	Y	
African American	6	100	100	100	100	100	100											
American Indian	2	100		100	100		100											
Asian	19	100	100	100	100	100	100	58	82	90	67	76	84			930		
Filipino	14	100	100	100	100	95	100	53	53	86	59	64	86			891		
Hispanic	45	100	100	100	100	100	100	65	62	67	58	62	60			819		
Pacific Islander	1		100	100		100	100											
White	202	100	100	100	100	100	100	80	84	85	77	78	82	888	907	915		
English Learner	23	100	100	100	100	100	100	44	40	52	48	53	44			766		
Low Socio-Economic	57	100	100	100	100	99	100	52	57	67	44	60	63	748	814	818		
Special Ed	51	100	100	100	100	100	100	50	66	55	48	64	55	690	802	746		

*** Includes only students in significant subgroups



Garden Road 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	67	85	71	69	84	77	79	72	78	88	73	77	74	83	77	73
Total % Proficient and Advanced	73	79	85	81	65	61	71	79	87	72	81	86	70	83	83	78
% Advanced	36	45	51	51	26	38	39	35	51	45	49	53	26	48	55	51
% Proficient	37	34	34	30	39	23	32	44	36	26	32	32	45	35	29	27
% Basic	9	12	8	12	23	26	19	15	12	20	14	10	20	14	16	16
% Below Basic	15	2	7	3	6	9	9	6	1	3	4	3	7	2	1	5
% Far Below Basic	3	7	0	4	6	4	1	0	0	5	1	1	3	0	0	0

* include all students

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



**Garden Road 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	67	84	70	69	84	76	79	72	79	88	73	77	74	83	77	73
Total % Proficient and Advanced	87	80	87	72	80	70	77	88	71	67	77	82	62	71	62	68
% Advanced	49	43	51	38	51	38	49	47	28	28	47	49	20	31	21	22
% Proficient	37	37	36	35	29	32	28	40	43	39	30	32	42	40	42	47
% Basic	7	13	11	13	11	17	13	11	23	17	18	13	19	17	22	21
% Below Basic	3	5	1	10	6	12	9	0	6	10	4	4	16	12	14	11
% Far Below Basic	3	2	0	4	4	1	1	1	0	6	1	1	3	0	1	0

* include all students

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



Garden Road 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

To open District table click on + sign	Grade 5			
	2008	2009	2010	2011
Number Tested	72	83	76	73
Total % Proficient and Advanced	57	72	80	82
% Advanced	11	27	50	41
% Proficient	46	46	30	41
% Basic	31	20	14	11
% Below Basic	6	7	3	5
% Far Below Basic	7	0	3	1

* include all students

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

Garden Road Elementary

School Year: 2010-2011

Grade 0

MAP Term: Spring

Reading

Growth Targets

Garden Road Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
96	71

District

% Meeting Typical Growth	% Meeting Optimal Growth
74	50

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	146	13	147	144	146	146	148	146
Winter	157	103	159	156	157	158	157	158
Spring	167	159	169	168	168	165	166	165
Growth	21	146	22	24	22	19	18	19

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

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	147		140	149	144	156		

Mathematics

Growth Targets

Garden Road Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
91	61

District

% Meeting Typical Growth	% Meeting Optimal Growth
81	60

Analyzing Grade Level Growth

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	147	148	150	141	151	147	148	
Winter	159	163	159	154	160	159	162	
Spring	168	168	167	168	169	167	169	
Growth	21	20	17	27	18	20	21	

Garden Road Elementary

School Year: 2010-2011

Grade 1

MAP Term: Spring

Reading

Growth Targets

Garden Road Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
63	39

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	169	191	172	169	168	170	170	168
Winter	176	248	177	174	176	179	176	177
Spring	183	317	186	184	181	183	182	182
Growth	14	126	14	15	13	13	12	14

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

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	138		138	141	131	142		

Mathematics

Growth Targets

Garden Road Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
80	28

District

% Meeting Typical Growth	% Meeting Optimal Growth
72	32

Analyzing Grade Level Growth

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	170	171	170	168	172	171	170	
Winter	181	180	181	181	180	179	184	
Spring	187	188	187	188	187	187	186	
Growth	17	17	17	20	15	16	16	

Garden Road Elementary

School Year: 2010-2011

Grade 2

MAP Term: Spring

Reading

Growth Targets

Garden Road Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
61	31

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	183	393	184	182	182	185		
Winter	193	524	193	192	194	194		
Spring	195	579	195	193	195	196		
Growth	12	186	11	11	13	11		

Language Usage

Growth Targets

Garden Road Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
62	35

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	183	183	182	183	184			
Winter	194	195	195	193	195			
Spring	197	195	197	198	196			
Growth	14	12	15	15	12			

Mathematics

Growth Targets

Garden Road Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
66	26

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	183	181	183	180	183	184	183	
Winter	191	186	190	193	192	193	191	
Spring	197	194	196	199	198	198	196	
Growth	14	13	13	19	15	14	13	

Garden Road Elementary

School Year: 2010-2011

Grade 3

MAP Term: Spring

Reading

Growth Targets

Garden Road Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
58	32

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	197	562	198	195	198	198		
Winter	202	650	202	201	203	202		
Spring	206	718	207	205	207	205		
Growth	9	156	9	10	9	7		

Language Usage

Growth Targets

Garden Road Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
61	25

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	200	200	199	200	200			
Winter	206	204	206	206	206			
Spring	208	206	207	210	210			
Growth	8	6	8	10	10			

Mathematics

Growth Targets

Garden Road Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
74	37

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	197	194	196	197	197	198	197	
Winter	203	201	204	202	205	204	204	
Spring	210	207	211	210	213	209	211	
Growth	13	13	15	13	16	11	14	

Garden Road Elementary

School Year: 2010-2011

Grade 4

MAP Term: Spring

Reading

Growth Targets

Garden Road Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
63	41

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	206	718	205	204	207	207		
Winter	210	788	209	209	212	211		
Spring	213	846	212	212	214	214		
Growth	7	128	7	8	7	7		

Language Usage

Growth Targets

Garden Road Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
69	55

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	208	207	207	209	210			
Winter	213	211	212	214	215			
Spring	216	215	215	217	218			
Growth	8	8	8	8	8			

Mathematics

Growth Targets

Garden Road Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
76	55

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	208	205	210	208	211	209	207	
Winter	215	213	216	215	218	214	215	
Spring	221	219	221	225	224	218	220	
Growth	13	14	11	17	13	9	13	

Garden Road Elementary

School Year: 2010-2011

Grade 5

MAP Term: Spring

Reading

Growth Targets

Garden Road Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
62	42

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	214	854	214	214	214	214		
Winter	218	923	215	218	218	221		
Spring	218	931	219	217	219	220		
Growth	4	77	5	3	5	6		

Language Usage

Growth Targets

Garden Road Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
62	40

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	215	214	215	215	216			
Winter	219	219	217	221	219			
Spring	219	218	219	221	220			
Growth	4	4	4	6	4			

Mathematics

Growth Targets

Garden Road Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
45	17

District

% Meeting Typical Growth	% Meeting Optimal Growth
73	50

Analyzing Grade Level Growth

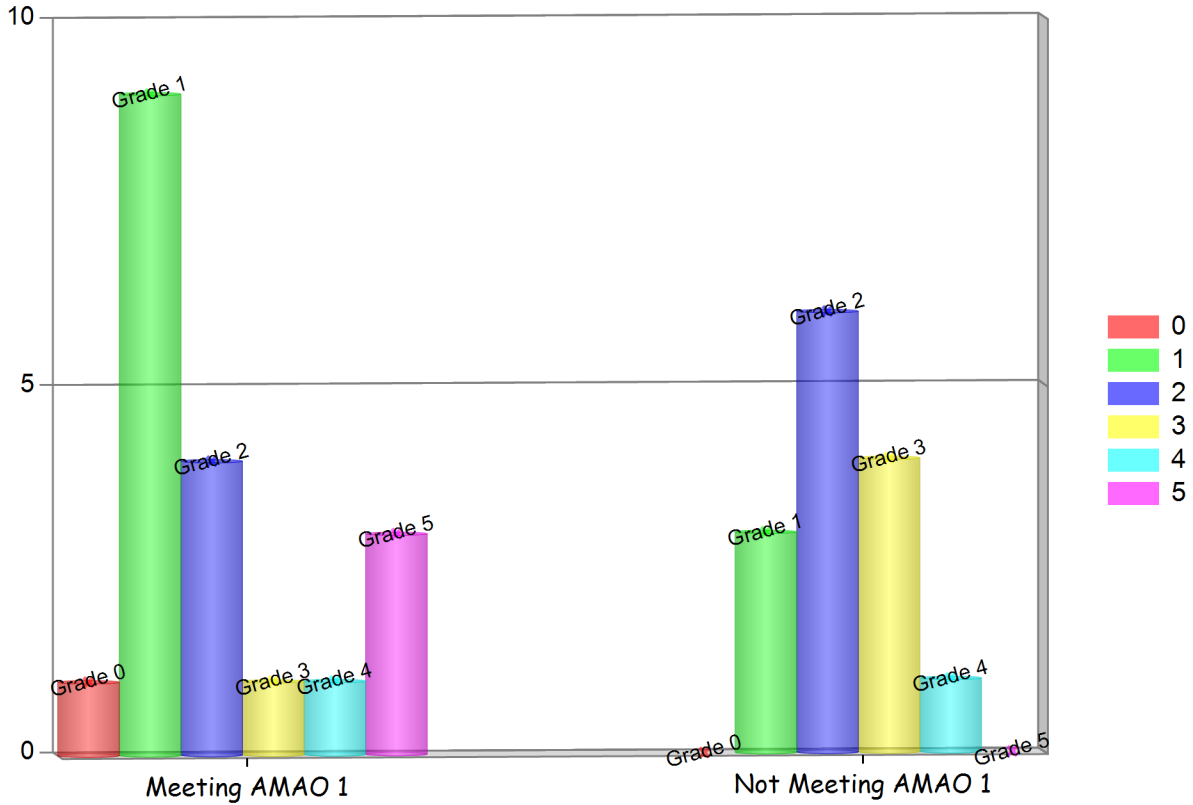
Math Survey w/ Goals 3-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	221	216	224	223	222	219	220	
Winter	223	220	226	223	226	220	222	
Spring	226	223	227	229	229	224	223	
Growth	5	7	3	6	7	5	3	

Math Survey w/ Goals 6-8 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	
Spring	245	249	241	248	251	234	253	

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



Grade	Meeting AMAO 1	Not Meeting AMAO 1
0	1	0
1	9	3
2	4	6
3	1	4
4	1	1
5	3	0

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	38.6	41.7	36.2	49.4	54.3	44.7	29.1	32.3	26.1
2010	5	23.3	23.5	23.1	52.0	57.5	47.1	29.0	32.2	25.9
2011	5	24.7	28.6	19.4	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
Overall School-Wide SMART Goal	By spring of 2011, the percentage of students performing below PUSD MAP median will decrease by five percentage points from spring of 2010 in both Reading (43% to 37%) and Math (49% to 44%).	[]	[X]	Although GRES did not meet this SMART goal based upon PUSD MAP median percentages, our students' CST ELA schoolwide score increased from 80% to 81%.	PUSD MAP Proficiency was a difficult goal to calculate and was not closely correlated with CST levels of proficiency.
English Learners (required)	By spring of 2011, the percentage of English Learner students achieving at the Proficient or Advanced levels on the English Language Arts section of the STAR will increase from 40% to 50% (AYP Scorecard).	[X]	[]	Our EL students' CST level of proficiency increased to 52%, exceeding our goal.	All EL students performing below proficient on CST or MAP were provided intervention in the form of Impact or SOAR. This was the second year of SOAR intervention and the first year of Impact intervention at GRES.
	By spring of 2011, the percentage of English Learner students achieving at the Proficient or Advanced levels on the Math section of the STAR will increase from 53% to 60% (AYP Scorecard).	[]	[X]	Our EL students' level of CST Math proficiency decreased from 60% to 44%.	The majority of Impact intervention was for ELA and not Math. The SOAR Symphony Math program is less engaging for students than the Reading programs, so usage was lower than for the Reading intervention programs
Students with Disabilities (required)	By spring of 2011, the percentage of students achieving at the Proficient or Advanced levels on the English Language Arts section of the STAR will increase from 66% to 67.6% (AYP Scorecard).	[]	[X]	Our students with disabilities CST ELA proficiency decreased from 66% to 55% .	Our students who are both EL and Sped all performed Basic to Far Below Basic on the CST/CMA. Three ASD students changed from CAPA to CMA, negatively affecting their STAR results. Grade 2 had a third more Special Education students than the previous year, and all performed at Basic or below.
	By spring of 2011, the percentage of students achieving at the Proficient or Advanced levels on the Math section of the STAR will increase from 64% to 67% (AYP Scorecard).	[]	[X]	Our students with disabilities decreased CST Math proficiency from 64% to 55%.	Same as ELA
GATE (required)	By spring of 2011, the percentage of students achieving at the Advanced levels on the Math section of the STAR will increase from 89 to 95% (AYP Scorecard).	[X]	[]	All of our GATE students achieved Advanced on their CST Math proficiency.	Impact support provided smaller class size for greater differentiation.
Educationally	By spring of 2011, the percentage of low	[X]	[]	Our Low SES students CST ELA	All students performing below

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
Disadvantaged or Title I Students (required)	Socio-Economic students achieving at the at the Proficient or Advanced levels on the English Language Arts section of the STAR will increase from 57% to 60% (AYP Scorecard).			proficiency increased from 57% to 67%.	proficient on CST or MAP were provided intervention in the form of Impact or SOAR. This was the second year of SOAR intervention and the first year of Impact intervention at GRES.
	By spring of 2011, the percentage of low Socio-Economic students achieving at the Proficient or Advanced levels on the Math section of the STAR will increase from 60% to 65% (AYP Scorecard).	[]	[X]	Our Low SES students increased in the CST Math proficiency from 60% to 63% proficiency. Although they did not meet our goal, they demonstrated growth. Our primary focus for Soar and Impact was ELA, and the reduced emphasis on Math intervention is reflected in their performance.	All students performing below MAP proficiency were recommended for SOAR and/or Impact support. This was our first year with Impact, and it had a positive effect on ELA scores for students receiving these services.

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

Check if Literacy Plan is attached as a separate document

III.B. LEVEL TRANSITIONS (Includes PreKindergarten-Kindergarten; 5th Grade-6th Grade; 8th Grade-9th Grade12th to post-secondary)

We recognize the importance of good Pre-Kindergarten preparation for all students. In order to facilitate the positive transition to Kindergarten, we hold a Parent Orientation in the spring prior to enrollment. Parents are provided with information about how they can support this transition and ensure academic success for their child. Prior to the first day of school, we invite all new Kindergarteners and their parents to an additional orientation and to meet with their new teachers. Both of our preschool teachers and our PEPP teacher participate with our Kindergarten Team in building balanced Kindergarten classrooms. Parents are invited to the school regularly to learn about how they can support classroom instruction.

During the first five weeks of school, Kindergarten students follow a modified schedule that allows their teachers to individually assess each student in beginning reading, writing and math skills. This information is used to inform instruction. These shortened days also provide an opportunity for students to learn classroom and school routines and ease into a full day of school.

Parents are encouraged to be involved with their child's education beginning in preschool and continuing into Kindergarten. PEPP and Kindergarten classes begin with The Morning Read when parents read with small groups of students for the first half hour. Additionally, parents are invited to volunteer in the class and to participate in class events and field trips.

Our fourth and fifth grade students learn practices common to middle school in order to provide a smooth transition. Organizational skills are taught using AVID strategies and Weekly Folders. By team teaching, our fifth grade students learn to change classes daily and to adjust to different teaching styles. In the spring, our fifth grade students take a field trip to a local university with their teachers and our school counselor. Later, they participate an assembly presented by the middle school counselors. Our special education teacher hold individual middle school transition meetings with each of their students' parents and a middle school counselor, planning schedules and support systems for these students.

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

Garden Road's schoolwide behavior plan is built around the Character Counts! program. Over the past year, our PLC Team has read and discussed additional books and programs to augment and strengthen our existing plan. As we strive to meet the needs of an increasingly diverse student population, it has become evident that we need to find resources to help us address their diverse problems. Elements of Love and Logic (Fay), Responsive Classroom and multiple anti-bullying resources are being included in a revision of our Positive Behavior Plan.

During the first week of school, students are taught the Six Pillars of Character and The First 15 Days of School by their teachers and at a principal led assembly. Students, parents and teachers begin the year by signing a Code of Conduct that delineates high behavior expectations. In addition to classroom character lessons, our counselor, PIP aides and principal teach class and grade level lessons on self-esteem, Too Good For Drugs and anti-bullying.

Parent seminars are offered throughout the year on topics such as Love and Logic, cyber-bullying, and problem solving. We have a growing lending library for parents that is maintained in our library.

Our primary goal is to encourage and reward students for making good decisions. Schoolwide recognition programs include:

Character Crew: Students are recognized for exhibiting Character Counts traits. Each month students are selected by their teacher as a someone exemplifying the monthly character trait. Awards are given at monthly Friday Flag Ceremonies where parents are invited.

Character Coupons: Character Coupons are given to reinforce positive behavior that is “above and beyond” what is expected for that individual. Character Coupon winners participate in monthly drawings for Lunch With The Principal in the Character Court.

Recycling and Litter Patrol: Student representatives met with a school team to develop a recycling program that involved students. Upon their recommendation, students who participate in four weekly Litter Patrol activities will be rewarded with Lunch With The Principal. Each month at the Friday Flag Ceremony, the primary and upper grade classes that make the greatest effort in recycling receive ice cream coupons and a Recycling banner to display for the month.

Eddie the Eagle: Our noon supervisors recommend a class each month to receive a stuffed mascot to display in their room for demonstrating good behavior in the lunch area, lining up and on the playground.

Our goal in dealing with students who make poor decisions is that they will accept responsibility for their actions, and learn from their mistakes. Minor infractions are handled by staff members with a discussion or a Playground Ticket. More serious infractions are referred to the principal. Students with severe behaviors are referred to the school counselor, Student Study Team, and parents are contacted.

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.

Program	Grade Level(s)	Minutes
Too Good for Drugs	K-9th	300 minutes
Primary Interaction Program	K-3rd	150 minutes
PIP Playground Support	K-3rd	120 minutes
		450 minutes
Character Counts	K-12th	530 minutes
Second Step	Pre-K-8th	30,240 minutes
Steps to Respect	3rd-6th	480 minutes

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

STATE/FEDERAL PROGRAMS	SITE ALLOCATION (IF APPLICABLE)
Title I	127,477
Title I Parent Involvement	2,029
ELAP: English Language Acquisition Program (Grades 4-8 only)	1,162
EIA-EL: Economic Impact Aid - English Learners	19,877
EIA-SCE: Economic Impact Aid - State Compensatory Education	9,135

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

Program	Budgeted Amount	Percentage of Total District Allocation	Centralized Services (Description Below)
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	Xochitl Lupton	Original signature page on file at the district office.	
Special Education	Christy Balun		
Title I (if applicable)	Katie Edwards		
Library	Kate Porter		

SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[]	[]	[]	[X]	[]	2010-2012	Katie Edwards		
[]	[]	[]	[X]	[]	2010-2012	Pam Yates	Original signature page on file at the district office.	
[]	[]	[]	[X]	[]	2010-2012	Jon Musgrove		
[]	[]	[]	[X]	[]	2011-2013	Jennifer Barry		
[]	[]	[]	[X]	[]	2011-2013	Yinghui (Jennifer) Feng		
[]	[]	[X]	[]	[]	2011-2013	Cindy Kindig		
[]	[X]	[]	[]	[]	2010-2012	Betsy Pon		
[]	[X]	[]	[]	[]	2010-2012	Marilyn Coson		
[]	[X]	[]	[]	[]	2011-2013	Kathleen McKenna		
[X]	[]	[]	[]	[]	Permanent	Jeannie Miller		
1	3	1	5	0	TOTALS (total of columns 1-3 must be equal to the total of columns 4 and 5)			

This SPSA was approved and adopted by the School Site Council on .

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: Garden Road Elementary School
 PROGRAM: Title I
 RESOURCE NUMBER: 3010-040
 2011 ENTITLEMENT: 102820
 PLUS CARRYOVER: 24657
 TOTAL SITE BUDGET: 127,477

\$PER STUDENT: _____
 # OF STUDENTS: _____
 TOTAL ENTITLEMENT: 0
 BUDGETED EXPENDITURES

**Budget Summary for
 Garden Road Elementary School**

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB	2,000					2,000
1100-014: TEACHER HOURLY	20,000					20,000
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
1200-020: Counselor			36,000			36,000
1100-019: Impact Teachers	43,437					43,437
	65,437	0	36,000	0	0	101,437
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	1,000					1,000
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	1,000	0	0	0	0	1,000
3000 EMPLOYEE BENEFITS						

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0
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
Total classified and certificated	8,600		8,500			17,100
	8,600	0	8,500	0	0	17,100
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS	100					100
4300-010: SUPPLIES	2,600					2,600
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	2,700	0	0	0	0	2,700
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE	5,000					5,000
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE	240					240

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0
	5,240	0	0	0	0	5,240
6000 CAPITAL OUTLAY						
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
TOTAL SITE BUDGET:	82,977	0	44,500	0	0	127,477

V.D. BUDGET DEVELOPMENT FORM

SITE: Garden Road Elementary School
 PROGRAM: Title I Parent Involvement
 RESOURCE NUMBER: 3010-045
 2011 ENTITLEMENT: 1272
 PLUS CARRYOVER: 757
 TOTAL SITE BUDGET: 2,029

**Budget Summary for
Garden Road Elementary School**

\$PER STUDENT: _____
 # OF STUDENTS: _____
 TOTAL ENTITLEMENT: 0
BUDGETED EXPENDITURES

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	500					500
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	200					200
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0
3312-000: FICA – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
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
Total benefits	100					100
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS	500					500
4300-010: SUPPLIES	729					729
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	1,229	0	0	0	0	1,229
5000 CONTRACTED SERVICES						
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

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
6000 CAPITAL OUTLAY						
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
TOTAL SITE BUDGET:	2,029	0	0	0	0	2,029

V.D. BUDGET DEVELOPMENT FORM

SITE: Garden Road Elementary School
 PROGRAM: English Language Acquisition Program (Grades 4-8 only)
 RESOURCE NUMBER: 6286
 2011 ENTITLEMENT: _____
 PLUS CARRYOVER: \$1,162
 TOTAL SITE BUDGET: 1,162

**Budget Summary for
Garden Road Elementary School**

\$PER STUDENT:	_____
# OF STUDENTS:	_____
TOTAL ENTITLEMENT:	<u>0</u>
BUDGETED EXPENDITURES	

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY						0
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	1,000					1,000
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	1,000	0	0	0	0	1,000
3000 EMPLOYEE BENEFITS						
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
Total classified benefits	162					162
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES						0
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
5000 CONTRACTED SERVICES						
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

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
6000 CAPITAL OUTLAY						
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
TOTAL SITE BUDGET:	1,162	0	0	0	0	1,162

V.D. BUDGET DEVELOPMENT FORM

SITE: Garden Road Elementary School
 PROGRAM: Economic Impact Aid - English Learners
 RESOURCE NUMBER: 7091
 2011 ENTITLEMENT: \$7,905
 PLUS CARRYOVER: \$11,972
 TOTAL SITE BUDGET: 19,877

**Budget Summary for
Garden Road Elementary School**

\$PER STUDENT: _____
 # OF STUDENTS: _____
 TOTAL ENTITLEMENT: 0
BUDGETED EXPENDITURES

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	2,500					2,500
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
1100-019: Impact Teachers	11,700					11,700
	14,200	0	0	0	0	14,200
2000 CLASSIFIED SALARIES						
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
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3222-000: PERS Pickup – CLASSIFIED						0
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
Total credentialed benefits	2,300					2,300
	2,300	0	0	0	0	2,300
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES	3,377					3,377
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	3,377	0	0	0	0	3,377
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0
6000 CAPITAL OUTLAY						
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
TOTAL SITE BUDGET:	19,877	0	0	0	0	19,877

V.D. BUDGET DEVELOPMENT FORM

SITE: Garden Road Elementary School

PROGRAM: Economic Impact Aid - State Compensatory Education

RESOURCE NUMBER: 7090

**Budget Summary for
Garden Road Elementary School**

2011 ENTITLEMENT: \$5,140

\$PER STUDENT: _____

PLUS CARRYOVER: \$3,995

OF STUDENTS: _____

TOTAL SITE BUDGET: 9,135

TOTAL ENTITLEMENT: 0

BUDGETED EXPENDITURES

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	2,500					2,500
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
1100-019: Impact Teacher	3,400					3,400
	5,900	0	0	0	0	5,900
2000 CLASSIFIED SALARIES						
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
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3222-000: PERS Pickup – CLASSIFIED						0
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
credentialed benefits	600					600
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES						0
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE	2,635					2,635
	2,635	0	0	0	0	2,635
5000 CONTRACTED SERVICES						
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

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0
6000 CAPITAL OUTLAY						
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
TOTAL SITE BUDGET:	9,135	0	0	0	0	9,135

VI. ADDENDUM (Optional)

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

A. 2011-2012 SITE-BASED LITERACY PLAN – Part 1

<p>Site Initiative(s) / Organizational Direction(s) to receive overall focus in this plan:</p> <ul style="list-style-type: none"> • Schoolwide staff training and implementation of Nancy Fetzner Core Standards Writing • Explicit instruction of academic vocabulary across the curriculum • Increased use of Math Talk and metacognition in math instruction • Increase rigor of Impact support by hiring retired PUSD teachers. • Improve <i>Students Offered Academic Support (SOAR)</i> Intervention by adding <i>Dreambox Math Program</i>. • Continue to increase staff understanding and use of <i>Learning Point</i> to differentiate instruction and increase parent communication and involvement. • Monthly grade level collaboration time for curricular planning, data analysis and development of action plans, instructional collaboration. • Increase the quantity of differentiated instructional materials and rigor for Advanced students. • Continue process of <i>Turn Around Schools</i>, with focus on Universal Achievement and Collaboration • Strengthen articulation between special education and general education staff.
<p>Overall School-Wide SMART Goal: (SMART = Strategic, Measurable, Attainable, Results Oriented, Time Specific) By spring of 2012, the percentage of students achieving Proficient on CST will increase from spring of 2011 in both ELA (81% to 83%) and Math (78% to 80%).</p>

Closing the Achievement Gap - Data-Driven SMART Goals		
SUB GROUP	SUBGROUP GOAL(S)	AUXILIARY SERVICES / PRACTICES TO SUPPORT GOALS
English Learners (required)	By spring of 2012, the percentage of English Learner students achieving at the at the Proficient or Advanced levels on the English Language Arts section of the STAR will increase from 52% to 60% (AYP Scorecard).	<ul style="list-style-type: none"> • Use <i>Avenues and Read Naturally</i> as Impact resource for EL students • Provide additional Impact time for EL students in ELA and Math. • Place EL students in <i>SOAR</i> intervention using <i>Lexia (K-2)</i> and <i>Reading Plus (3-5)</i>. • Use of <i>Scott Foresman Social Studies</i> leveled readers. • Increase use of HM phonemic awareness/phonics materials and <i>Easy Readers</i>. Provide parent education . • Implement EL strategies from HM EL training.

Closing the Achievement Gap - Data-Driven SMART Goals		
SUB GROUP	SUBGROUP GOAL(S)	AUXILIARY SERVICES / PRACTICES TO SUPPORT GOALS
	By spring of 2012, the percentage of English Learner students achieving at the at the Proficient or Advanced levels on the Math section of the STAR will increase from 44% to 55% (AYP Scorecard).	<ul style="list-style-type: none"> • Increase Impact time for Math instruction for EL students • Place EL students in <i>SOAR</i> intervention using <i>Symphony Math & Dreambox</i> • Increase use of <i>Math Talk</i> and instruction in metacognition • Use <i>California Math</i> and manipulatives as supplements for EL students • Provide parent education
Students with Disabilities (required)	By spring of 2012, the percentage of students achieving at the at the Proficient or Advanced levels on the English Language Arts section of the STAR will increase from 55% to 60% (AYP Scorecard).	<ul style="list-style-type: none"> • Use <i>Avenues</i> as a resource for at-risk students. • Offer <i>SOAR</i> intervention using <i>Lexia (K-2)</i> and <i>Reading Plus (3-5)</i>. • Use of <i>Scott Foresman Social Studies</i> leveled readers. • Increase routine collaboration between special education and classroom teachers. • Monthly SPEZ meetings for special education team and principal to share information, problem solve, and collaborate about students. • Monthly special education inservice at staff meetings provided by special education team and principal. • Use <i>Step Up To Writing</i> strategies and materials with special ed students. • Provide parent education.
	By spring of 2012, the percentage of students achieving at the at the Proficient or Advanced levels on the Math section of the STAR will increase from 55% to 60% (AYP Scorecard).	<ul style="list-style-type: none"> • Use <i>Impact</i> small group instruction for at-risk students • Offer <i>SOAR</i> intervention or resources for sped students. • Use <i>California Math</i> and manipulatives as supplements for sped students. • Provide parent education

Closing the Achievement Gap - Data-Driven SMART Goals		
SUB GROUP	SUBGROUP GOAL(S)	AUXILIARY SERVICES / PRACTICES TO SUPPORT GOALS
GATE (required)	By spring of 2012, the percentage of students achieving at the Advanced levels on the ELA and Math sections of the STAR will be 100% (AYP Scorecard).	<ul style="list-style-type: none"> • Investigate supplemental reading and math material for advanced students. • Use of 6th grade <i>California Math</i> with our most advanced 5th grade math students. • Routinely use Challenge materials in the content areas. • Differentiate instruction and questioning practices. • Provide parent education
Educationally Disadvantaged or Title I Students (required)	By spring of 2012, the percentage of low Socio-Economic students achieving at the at the Proficient or Advanced levels on the English Language Arts section of the STAR will increase from 67% to 70% (AYP Scorecard).	<ul style="list-style-type: none"> • Provide <i>Impact</i> support for our at-risk students. • Use <i>Avenues</i> ELL adoption for use with at-risk student. • <i>Lexia (K-2) & Reading Plus (3-5)</i> interventions. • Use of <i>Scott Foresman Social Studies leveled</i> readers. • Provide parent education throughout the year.
	By spring of 2012, the percentage of low Socio-Economic students achieving at the at the Proficient or Advanced levels on the Math section of the STAR will increase from 63% to 65% (AYP Scorecard).	<ul style="list-style-type: none"> • Use <i>Impact</i> small group instruction for at-risk students. • Place at-risk students in <i>SOAR</i> intervention using <i>Symphony Math & Dreambox</i>. • Use <i>California Math</i> and manipulatives as supplements for at-risk students. • Provide parent education throughout the year.

A. 2011-12 SITE-BASED LITERACY PLAN – Part 2 (Schoolwide)

Tasks 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

<u>FORMING</u>	<u>IMPLEMENTING</u>	<u>EVALUATING AND RECOMMENDING</u>
<ul style="list-style-type: none"> • Analysis of 2010-2011 MAP and CST data, identifying relative strengths and weaknesses. • Identify "at-risk" students for Title I using CST and MAP data. • Finalize hiring and begin <i>Impact</i> support at all grade levels, • Begin additional <i>Impact</i> support for our EDY and EL students • Identify <i>SOAR</i> students using MAP & CST data. 	<ul style="list-style-type: none"> • Analyze winter MAP results and revise intervention groups • Modify <i>Impact</i> groups, schedules, instructional materials and strategies as indicated • Begin <i>SOAR</i> intervention groups. 	<ul style="list-style-type: none"> • Determine the effectiveness of grade level <i>Impact</i> support and strategies • Make recommendations for <i>Impact</i> for the following year • Evaluate <i>Dreambox</i> as a supplemental <i>SOAR</i> math resource.
<ul style="list-style-type: none"> • Schedule monthly grade level collaboration • Schedule recommended staff development (i.e. Nancy Fetzer writing & <i>Daily 5, Turn Around Schools and EL strategies</i>) • Continue to provide <i>Learning Point</i> training for staff and increase the number of teachers using <i>Learning Point</i> to communicate with students and parents. • Schedule monthly PLC meetings to plan and implement <i>Turn Around School</i> systems and increase college readiness/awareness. 	<ul style="list-style-type: none"> • Continue monthly grade level collaboration. • Provide coaching support as needed. • Provide support for staff members incorporating <i>Learning Point</i> in their classes. • Embed special education information and strategies once monthly in staff meeting agendas. • Complete college readiness/character banner and poster placement around school and in classrooms. 	<ul style="list-style-type: none"> • Evaluate effectiveness of grade level collaboration meetings and make recommendations for next year. • Make recommendations for future Professional Book groups/alternative evaluation topics. • Evaluate and make recommendations for staff development for next year. • Update our positive behavior plan with input from our PLC group.

<u>FORMING</u>	<u>IMPLEMENTING</u>	<u>EVALUATING AND RECOMMENDING</u>
<ul style="list-style-type: none"> • Investigate additional resources and training for improving vocabulary instruction. • Continue to investigate resources for addressing student motivation and behavior, including technology. 	<ul style="list-style-type: none"> • Provide time and opportunity for staff training and collaboration with new resources. • Offer school technology grants to promote student engagement. 	<ul style="list-style-type: none"> • Evaluate effectiveness of vocabulary instructional strategies and make recommendations for next year. • Evaluate effectiveness of student motivation strategies and make recommendations for next year.

How will implementation of tasks be measured?		
<ul style="list-style-type: none"> • Literacy Plan • Grade level action plans • Classroom goals • Individual student goals and action plans • Inservice and staff development attendance • Classroom observation 	<ul style="list-style-type: none"> • Intervention pre/post tests • Winter MAP results • Classroom observation • Staff meeting agendas 	<ul style="list-style-type: none"> • Spring MAP results • STAR 2012 results • Staff feedback on collaboration and training

A. 2011-12 SITE-BASED LITERACY PLAN – Part 2 (English Learners)

Note: This page is only required for significant subgroups that are underperforming. If unsure, discuss with Assistant Superintendent/Supervisor.

<u>FORMING</u>	<u>IMPLEMENTING</u>	<u>EVALUATING AND RECOMMENDING</u>
<ul style="list-style-type: none"> • CELT testing through October. • Use <u>Avenues</u> as an Impact resource for EL students, especially in grades K-2 • Provide additional Impact time for K-2 EL students. • Train Impact teachers in use of <i>Read Naturally</i> & organize leveled material check-out system. • EL Parent meeting • Purchase additional HM Easy Readers as needed. 	<ul style="list-style-type: none"> • Adjust interventions for at-risk readers based upon winter MAP assessment results. • Differentiated small group instruction with <u>Avenues</u> and leveled readers for EL students. • Monitor implementation of <i>Read Naturally</i> by Impact teachers. 	<ul style="list-style-type: none"> • Evaluate the effectiveness of Impact strategies with EL students. • Make recommendations for next year.

How will implementation of tasks be measured?		
<ul style="list-style-type: none"> • Read Naturally attendance • EL parent meeting attendance • Observation 	<ul style="list-style-type: none"> • Pre/Post intervention results • Winter MAP results 	<ul style="list-style-type: none"> • Spring MAP results for EL students • Disaggregated STAR 2012 scores for EL students

A. 2011-12 SITE-BASED LITERACY PLAN – Part 2 (Students with Disabilities)

Note: This page is only required for significant subgroups that are underperforming. If unsure, discuss with Assistant Superintendent/Supervisor.

<u>FORMING</u>	<u>IMPLEMENTING</u>	<u>EVALUATING AND RECOMMENDING</u>
<ul style="list-style-type: none"> • Analysis of 2010-2011 MAP and CST, CMA, & CAPA data • Determine appropriate tests for all special ed students • Use <i>Lexia</i>, <i>Reading Plus</i>, <i>Symphony Math</i>, & <i>Dreambox</i> programs with special education students. • Schedule SPEZ meetings for year. • Schedule special education inservices for staff meetings. 	<ul style="list-style-type: none"> • Administer winter MAP assessments • IEP teams strategically determine appropriate use of alternate STAR assessments. • ASD classes begin implementing <i>Read Well</i>. • Provide the special ed team with collaboration time on Professional Growth Day. 	<ul style="list-style-type: none"> • Determine the effectiveness of <i>Dreambox</i> as an intervention software by analyzing Spring MAP scores.

How will implementation of tasks be measured?		
<ul style="list-style-type: none"> • Student STAR assignment schedule. • Observation of special ed classrooms. 	<ul style="list-style-type: none"> • Winter MAP results for RSP students. • SOAR reports from software programs. 	<ul style="list-style-type: none"> • Analysis of spring MAP results for RSP students. • Staff feedback on special ed inservices at staff meetings.

A. 2011-12 SITE-BASED LITERACY PLAN – Part 2 (GATE Students)

Note: This page is only required for significant subgroups that are underperforming. If unsure, discuss with Assistant Superintendent/Supervisor.

<u>FORMING</u>	<u>IMPLEMENTING</u>	<u>EVALUATING AND RECOMMENDING</u>
<ul style="list-style-type: none"> • Investigate instructional materials for advanced students that can be purchased with limited Donation funds. • Investigate Universal Concepts and Icon strategies. • GATE parent meeting. 	<ul style="list-style-type: none"> • Administer GATE test in January. • Analyze winter MAP growth for GATE students. • Differentiation inservices by GATE coordinator at staff meetings. 	<ul style="list-style-type: none"> • Analyze spring MAP scores and CST results to determine effectiveness of new materials and strategies.

How will implementation of tasks be measured?		
<ul style="list-style-type: none"> • GATE Parent Meeting attendance 	<ul style="list-style-type: none"> • Staff meeting agendas • Winter MAP results • Classroom observations 	<ul style="list-style-type: none"> • 2012 CST results • Spring MAP results

A. 2011-12 SITE-BASED LITERACY PLAN – Part 2 (Educationally Disadvantaged)

Note: This page is only required for significant subgroups that are underperforming. If unsure, discuss with Assistant Superintendent/Supervisor.

<u>FORMING</u>	<u>IMPLEMENTING</u>	<u>EVALUATING AND RECOMMENDING</u>
<ul style="list-style-type: none"> • Provide Impact support for at-risk students at all grade levels. • Purchase additional <i>HM Easy Readers</i> for use with at-risk students. • Research additional instructional materials and strategies to support at-risk students. • Train all Impact teachers in use of <i>Read Naturally</i>. 	<ul style="list-style-type: none"> • Assess the progress of intervention groups with software programs and MAP winter assessments • Provide inservices and materials for differentiated instruction. • Revise intervention groups based upon assessment data . 	<ul style="list-style-type: none"> • Analyze spring MAP results to evaluate intervention strategies. • Recommend revisions to interventions for the following year.
<ul style="list-style-type: none"> • Identify all students performing below Proficient on both STAR 2011 and fall MAP assessments • Develop intervention groups for <i>Avenues</i> instruction and software reading and math practice. 	<ul style="list-style-type: none"> • Winter MAP testing used to monitor student progress. 	<ul style="list-style-type: none"> • Spring MAP testing used to evaluate interventions.
<ul style="list-style-type: none"> • Plan parent education/family nights for the year, including students at these events to increase attendance. 	<ul style="list-style-type: none"> • Provide educational family activities in the areas of content and study skills. 	<ul style="list-style-type: none"> • Survey parents for family night suggestions for next year.

How will implementation of tasks be measured?		
<ul style="list-style-type: none"> • Attendance at parent education . • Impact teacher attendance at <i>Read Naturally</i> training. • Observation of classroom use of <i>Avenues</i> and <i>Read Naturally</i>. 	<ul style="list-style-type: none"> • Attendance at family educational events. • Monitor students' intervention attendance. • Monitor student progress using MAP and intervention software assessments. 	<ul style="list-style-type: none"> • Survey parents for recommendations for family educational nights for 2012-2013. • Analyze 2012 STAR assessment and Spring MAP results.

III.A. 2011-12 SITE-BASED LITERACY PLAN – Part 3 (Schoolwide)

CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP		
Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
<p>Collaboration:</p> <ul style="list-style-type: none"> • Monthly Grade Level Collaboration meetings • Twice yearly Grade Level meetings with principal to review assessments and make intervention decisions • Routine Grade Level collaboration with <i>Impact</i> • Implementation of <i>Turn Around School</i> systems by PLC group. 	<p>Communication:</p> <ul style="list-style-type: none"> • Principal's twice monthly Gardener messages • Current school website • Weekly Connect Ed • <i>Learning Point</i> websites for classrooms • School Site Council • PTA Meetings 	<ul style="list-style-type: none"> • Classroom Goal setting • Individual Goal setting • AVID in grades 4 and 5 • Student Council • Safety Patrol • Litter Patrol • Poster Art Teams • Running Club
<p>Staff Development:</p> <ul style="list-style-type: none"> • Nancy Fetzer inservices • <i>What Really Matters in Vocabulary</i> study • <i>Learning Point</i> staff meeting inservices • <i>Lexia</i>, <i>Reading Plus</i>, <i>Symphony Math</i>, & <i>Dreambox</i> inservices, as needed • <i>Learning Point</i> inservices • Visitations to other school sites 	<p>Parent Education:</p> <ul style="list-style-type: none"> • Student Study Skills • Read Aloud Diner • Reading Strategies for Parents • Math Strategies for Parents • Partners in Print • Anti-Bullying • <i>Love and Logic</i> 	