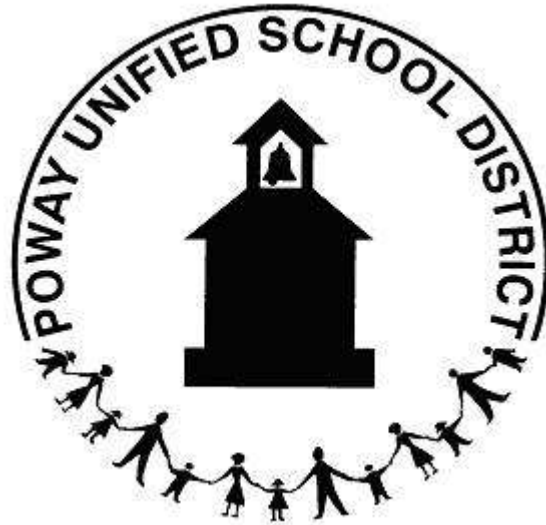


**Meadowbrook Middle School  
Single Plan for Student Achievement  
2011-12**



**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**

---

Instructional and curricular programs for Meadowbrook Middle School are aligned with the District mission of “All Students Learning” and vision of “College Readiness for All – Gateway to our Students’ Future.”

Our organizational goals are • Focus on rigor, relevance, and relationships in order to provide challenging educational experiences for all students• Personalize learning to provide multiple pathways for student success• Prepare all students to successfully undertake a college-ready curriculum for post-secondary success• Close the achievement gap for all subgroups.

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

---

For students performing below grade-level, a variety of interventions are available. Interventions, both classroom and computer-based, are used to remediate skills and include

- READ 180 program
- REWARDS
- Read Naturally
- Fluency timings
- Reading Counts
- Grammar 101
- Compass Learning

Additionally, a Learning Strategies Elective targets struggling students. This specially-designed course reinforces basic skills and content-level mathematics and provides instruction in a smaller classroom setting during the regular school day. This year Meadowbrook purchased sixty iPads for use for the lowest performing math students. Teachers went through a full-day training in June, 2011 and will receive additional training on January 27, 2012. Our EL department also uses a class set of iPods to support learning.

Struggling seventh grade math students have access to a Pre-algebra Support Class with a limited class size. Students receive instruction in the pre-algebra California Standards, but a pace better suited to their needs. Eighth grade students are able to access a similar Algebra Readiness Class. These courses offer grade-level instruction and teachers continually seek new methods, including the use of the new iPad applications.

Meadowbrook offers a wide variety of programs and courses to meet the diverse needs of our students:

- GATE (Gifted and Talented Education) program
- Spanish Academy Dual-Language (Spanish/English) class
- ELL classes
- Special Education Resource Specialist Program
- Special Day and Emotionally Disturbed classes
- Bilingual Student Services and a Bilingual Parent Liaison to support Spanish-speaking students and parents.
- AVID for seventh and eighth grade
- Music through band, orchestra and choir
- Technology through video technology, exploring technology, and yearbook
- Introductory and advanced art
- Spanish language

All students, staff, and parents have access to an active library program that supports and provides print and online curriculum resources, direct instruction from a 0.5 teacher librarian, and a rich book collection. Our library offers online databases: Gale, World Book online, and Ebsco Host for students and families to access from school and home. The library is staffed by a half time certificated teacher librarian and a full time library technician. The librarian offers classes in information literacy and research skills.

### **Capacity Building**

---

Students and parents are surveyed every other year to provide additional information and direction on their perceived efficacy of our programs. Recent surveys have led to the creation of a Community of Kindness initiative on our campus. The initiative was developed through a distributive leadership team with staff and teachers who meet monthly and includes students and parents. The school-wide launch will begin with an assembly in December, 2011 and continue with monthly classroom lessons and lunch activities throughout the year. We recently updated our Conduct and Work Habits rubric and included student and parent feedback. Our goal is to not only reward students who already display model conduct, but to increase the number of students who receive "outstanding" marks by teaching the attributes.

Each teacher identifies five to ten students ("Watch List") whose work, behavior, and needs are closely monitored and are reviewed at each monthly Village meeting. After-school tutorials and a Homework Club run by faculty and staff offer assistance to struggling students in all subgroups.

If individual students do not respond to these interventions, the SIT (School Intervention Team) may recommend additional remedial courses or referral to Special Education IAT (Interventions and Assistance Team) for assessment.

The results of all assessments are reviewed and analyzed by teachers in order to design effective CA Standards-based instruction. Additionally, parents and students have access to assessment results and are able to identify individual learning goals and objectives. Standardized evaluation results are available to teachers and administration through the District TIM (Total Information Management.) and SRC (Student Report Center), which compile and update individual MAP, CELDT, CST, and API growth scores.

Professional growth opportunities to build teacher capacity are built into our schedule: every Tuesday morning allows for one hour and fifteen minutes devoted to distributed leadership teams, curriculum/assessment/instruction teams, department teams, and village time. Teachers also participate in full-day development in September, 2011 and January, 2012. Two iPad trainings, June 2011 and January 2012, are open to all teachers. Feed back through team leaders allows administration to offer additional support in technology and use of the Student Report Center as needed.

A systemic approach to implement academic and personal/social support for students has resulted in the following programs:

- Homework support after school Monday-Thursday
- Student village-based study teams of 3-5 students who work with an advanced student on a weekly basis to organize their work and study for exams.
- Mentor relationships between each administrative leader and ten to fifteen students
- Career/college exploration for all seventh-and eighth-graders through the Solutions and Explore programs. A parent communication piece is built into the programs with parent access to Solutions website and a parent information night for Explore results.
- Study skills groups: eight-week sessions for up to ten students for each counselor with a focus on identifying and building executive skills
- School-wide Community of Kindness initiative
- Individual parent/student academic review for each seventh grade student who is below proficient as measured by the CST
- Large-group parent presentation for academic reviews
- School-wide monthly activity to "Name That College"
- A three-evening workshop series led by the counseling department for families to set goals as related to the *Executive Skills*.

### **Multiple Pathways**

---

Grade-level instruction is designed around a Village system. Students are assigned to an educational Village with collaborating teachers in the areas of Language Arts, Science, Math, and Social Studies. Elective and PE teachers meet with and support these Villages setting academic goals and in reinforcing good social and behavioral habits. Villages meet at least once monthly and coordinate parent-teacher conferences.

We continue to expand our use of technology to support student learning. This is the second year with an iPod lab in the English Language Learner program and two mobile iPad labs for the math team to use in support classes. Trainings in the use of these devices will be offered to teachers at least twice this year.

### **Organizational Support Systems**

---

For students performing below grade-level, a variety of both classroom and computer-based interventions to remediate skills are available. These interventions include the READ 180 program, REWARDS, Read Naturally, Fluency timings, Reading Counts, Grammar 101, and Compass Learning. The Learning Strategies Elective targets struggling students. This specially-designed course reinforces basic skills and content-level mathematics and provides instruction in a smaller classroom setting during the regular school day.

MBMS has a library, three computer labs, a technology lab, a READ 180 lab, a fitness lab, six fully-equipped science labs, and two portable science labs. Additionally, two mobile iPad labs are in use by the math department, and an iPod lab for the English Learners classes. Every classroom is equipped with an LCD projector, document camera, teacher and student computers and printers, voice amplification systems, a public announcement system, in-house video media capability, and television access. Grades are compiled using Making-the-Grade software. Grades are reported and accessible to students and parents every three weeks online in the web-based Learning Point, and are printed out for parents as a progress report and report card each trimester.

Specialists assist teachers and parents in understanding and supporting student progress both academically and behaviorally. MBMS has an EL Coordinator funded through EIA, an AVID coordinator, a Bilingual Parent Liaison, and Student Support Services who is also bilingual.

## 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	Grades2-11	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	Assess individual or group achievement in core areas and show growth over multiple years. Student placement for Compass Learning Assignments.	All students 6-8	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
District Common Course Assessments	Criterion-referenced and Standards Performance test	Assess individual achievement of local standards and drive curriculum	Grades 6-8	Midterm and End-of-course	Designed by PUSD teachers as a common midterm and end-of-course exam
Progress Report "D" and "F" lists, GPA's	Individual performance assessment	To assess individual student performance using local standards	All students 6-8	Six times yearly	Useful to identify students who are struggling and need additional support/interventions
Gates-McGinnite	Individual Reading Test	Diagnostic/Achievement	6th Grade and Special Ed	Fall and spring	Useful to identify students who are struggling and need additional support/interventions
McLeod Reading Comprehension Test	Individual Reading Test	Diagnostic/ Achievement	6th Grade and Special Ed	Fall, winter and spring	Informs teachers and students of comprehension and vocabulary
High Point Diagnostic Placement Inventory	Individual Reading Test	Diagnostic	ELL	Fall, Spring	Informs teachers and students of comprehension and vocabulary levels and growth
Scholastic Reading Inventory (SRI)	Individual Reading Test	Diagnostic/Achievement	READ 180, 6th grade and some 7-8th grade	Fall, winter and spring (READ 180 monthly)	Informs teachers and students of comprehension levels based on lexile and grade equivalent ranges.
Glencoe Reading Strategies – CA Standards-Based Assessment	Reading comprehension	Diagnostic/Achievement	6th and 7th grade	Spring	To evaluate student reading skills, diagnose/prescribe and measure growth over time
Princeton Review	Individual Reading Test	Diagnostic/Achievement	6th Grade	Fall, Spring	Informs teachers and students of comprehension and vocabulary levels and growth. Also used to create preparation lessons for standardized testing.
Fluency Timings	Individual Reading Test Passes used include: Core, Six Minute Solution, Dibels	Achievement	6th, 8th Grade, Resource/SDC and EL students	At Least Weekly	Guided, repeated oral reading procedures to increase fluency and overall reading achievement. Determine student oral reading fluency achievement based on norms/benchmarks.
Chapter Tests	Individual & Group - Math	Diagnostic/Achievement	6-8	Varies At Completion of Unit	To monitor progress and achievement and plan for remediation and instruction
Quizzes	Individual & Group - Math	Diagnostic/Achievement	6-8	Weekly	To monitor progress and plan for remediation and instruction

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	6-8	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
AYP	Composite score	Used to determine overall program effectiveness	6-8	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR and to identify subgroups that are not making expected annual growth targets.
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	Disaggregation of student attendance data is done annually and used for program evaluation.
Parent Surveys	Opinionnaire	Gather opinions regarding school operation	Parents	Every other year in May	Survey data are useful leading indicators and can pinpoint problems before they affect student learning. The most recent survey led our distributive leadership team to develop the Community of Kindness initiative.
Staff Surveys	Opinionnaire	Gather opinions regarding school operation	Teachers and/or Staff	Annually in May	Survey data are useful leading indicators and can pinpoint problems before they affect student learning
Student Surveys	Opinionnaire	Gather opinions regarding school climate	Students	October	Survey data are useful leading indicators and can pinpoint needs for support systems for school climate. The October survey led our distributive leadership team to develop the Community of Kindness initiative.
Community Surveys (separate from Parent, Staff, and Student Surveys)	Opinionnaire	Gather opinions regarding school operation	Students	As needed	Survey data are useful leading indicators and can pinpoint problems before they affect student learning

**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>	Meadowbrook Middle School	<b>District Name</b>	Poway Unified
<b>Principal</b>	Dr. Miguel Carrillo	<b>Superintendent</b>	John P. Collins, Ed.D
<b>Street</b>	12320 Meadowbrook Ln.	<b>Street</b>	15250 Avenue of Science
<b>City, State, Zip</b>	Poway, CA 92064-3599	<b>City, State, Zip</b>	San Diego, CA 92128-3406
<b>Phone Number</b>	858-748-0802	<b>Phone Number</b>	858-521-2800
<b>FAX Number</b>	858-679-0149	<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>	mcarrillo@powayusd.com	<b>E-mail Address</b>	elehew@powayusd.com
<b>CDS Code</b>	37682966038988	<b>SARC Contact</b>	Eric Lehew

## II.B. DATA REPORTS

Meadowbrook Middle School

Demographic Summary  
for 2011-12 School Year

**Address:** 12320 Meadowbrook Ln.  
Poway, CA 92064-3599

**Principal:** Dr. Miguel Carrillo

**Year of Construction:** 1965

### Current Enrollment:

Numbers reflect enrollment totals as of October 18, 2011.

6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Special Day Class
414	432	397	27

### Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
1229	1255	1270

### Student Demographics:

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
16%	7%	19%	4%	49%	4%

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

Limited English	Free/Reduced Lunch
13%	27%

### Staff Demographics

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
2%	0%	2%	0%	94%	2%

**Percent Fully Credentialed: 100%**

**District Accountability Report  
Adequate Yearly Progress (AYP)  
Spring 2011  
Meadowbrook Middle**

	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>1198</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>71</b>	<b>74</b>	<b>74</b>	<b>63</b>	<b>62</b>	<b>62</b>	<b>860</b>	<b>859</b>	<b>868</b>		
African American	45	100	95	100	100	93	100	49	61	67	46	34	47			812		
American Indian	8	100	100	100	100	100	100											
Asian	202	100	100	100	100	100	100	89	89	88	87	87	86	950	958	958		
Filipino	90	100	100	100	100	100	100	69	76	76	61	65	70			892		
Hispanic	217	100	100	100	100	100	100	44	50	49	35	33	36	742	731	752		
Pacific Islander	15	100	100	100	100	100	100			67			33			785		
White	621	100	100	100	100	100	100	75	78	79	65	66	65	873	878	884		
English Learner	245	100	100	100	100	100	100	47	55	52	43	46	42	763	770	762		
Low Socio-Economic	276	100	100	100	100	100	100	44	51	53	37	37	39	736	738	764		
Special Ed	147	100	99	99	100	99	99	32	39	43	23	33	39		639	681		

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



**Meadowbrook Middle 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 6				Grade 7				Grade 8			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Number Tested	411	406	397	454	450	422	404	403	468	438	435	400
<b>Total % Proficient and Advanced</b>	<b>69</b>	<b>70</b>	<b>70</b>	<b>70</b>	<b>74</b>	<b>73</b>	<b>75</b>	<b>73</b>	<b>62</b>	<b>67</b>	<b>71</b>	<b>75</b>
% Advanced	36	34	39	39	37	40	36	39	29	37	46	47
% Proficient	33	36	31	31	37	32	39	34	32	29	26	28
% Basic	21	21	18	22	15	20	16	18	24	21	17	15
% Below Basic	7	6	9	6	8	4	6	7	10	8	6	6
% Far Below Basic	3	2	3	2	3	4	2	2	4	4	6	4

\* include all students

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



**Meadowbrook Middle 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 6				Grade 7				Grade 8
	2008	2009	2010	2011	2008	2009	2010	2011	2009
Number Tested	411	405	395	453	383	328	289	309	1
<b>Total % Proficient and Advanced</b>	<b>58</b>	<b>64</b>	<b>63</b>	<b>62</b>	<b>58</b>	<b>57</b>	<b>48</b>	<b>57</b>	<b>100</b>
% Advanced	27	27	33	33	22	24	11	24	100
% Proficient	31	37	29	30	35	33	37	33	0
% Basic	27	25	22	23	26	27	34	23	0
% Below Basic	12	9	13	12	13	12	12	16	0
% Far Below Basic	2	2	3	3	4	4	7	4	0

\* include all students

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



**Meadowbrook Middle School**  
**STAR Test by Proficiency Level for General 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 8			
	2008	2009	2010	2011
Number Tested	180	132	120	86
<b>Total % Proficient and Advanced</b>	<b>35</b>	<b>34</b>	<b>24</b>	<b>24</b>
% Advanced	6	5	2	5
% Proficient	29	29	23	20
% Basic	33	32	36	30
% Below Basic	25	23	28	37
% Far Below Basic	7	11	13	8

\* include all students

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



**Meadowbrook Middle School**  
**STAR Test by Proficiency Level for Algebra 1**  
**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 7				Grade 8			
	2008	2009	2010	2011	2008	2009	2010	2011
Number Tested	67	96	114	94	229	249	226	206
<b>Total % Proficient and Advanced</b>	<b>96</b>	<b>92</b>	<b>91</b>	<b>95</b>	<b>69</b>	<b>59</b>	<b>66</b>	<b>47</b>
% Advanced	57	46	39	53	17	11	19	10
% Proficient	39	46	52	41	52	48	47	37
% Basic	3	7	8	3	24	33	22	32
% Below Basic	1	0	1	1	6	8	11	17
% Far Below Basic	0	1	0	1	1	0	1	4

\* include all students

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



**Meadowbrook Middle School**  
**STAR Test by Proficiency Level for Geometry**  
**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 8			
	2008	2009	2010	2011
Number Tested	58	61	84	105
<b>Total % Proficient and Advanced</b>	<b>98</b>	<b>98</b>	<b>94</b>	<b>95</b>
% Advanced	83	62	63	46
% Proficient	16	36	31	50
% Basic	2	2	5	4
% Below Basic	0	0	1	1
% Far Below Basic	0	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



**Meadowbrook Middle School**  
**STAR Test by Proficiency Level for Algebra II**  
**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 8	
	2010	2011
Number Tested	6	3
<b>Total % Proficient and Advanced</b>	<b>100</b>	<b>100</b>
% Advanced	83	100
% Proficient	17	0
% Basic	0	0
% Below Basic	0	0
% Far Below Basic	0	0

\* include all students

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



**Meadowbrook Middle School**  
**STAR Test by Proficiency Level for Grade 8 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 8			
	2008	2009	2010	2011
Number Tested	468	437	437	400
<b>Total % Proficient and Advanced</b>	<b>76</b>	<b>82</b>	<b>78</b>	<b>84</b>
% Advanced	51	58	61	63
% Proficient	25	24	18	21
% Basic	12	9	11	9
% Below Basic	7	6	4	4
% Far Below Basic	4	3	6	4

\* include all students

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



**Meadowbrook Middle School**  
**STAR Test by Proficiency Level for History Social 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 8			
	2008	2009	2010	2011
Number Tested	467	442	433	400
<b>Total % Proficient and Advanced</b>	<b>63</b>	<b>66</b>	<b>68</b>	<b>71</b>
% Advanced	36	36	47	46
% Proficient	27	30	21	25
% Basic	22	23	17	18
% Below Basic	12	5	6	5
% Far Below Basic	3	5	9	6

\* include all students

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

**Meadowbrook Middle**  
**School Year: 2010-2011**  
**Grade 6**  
**MAP Term: Spring**

**Reading**

**Growth Targets**

**Meadowbrook Middle**

% Meeting Typical Growth	% Meeting Optimal Growth
60	50

**District**

% Meeting Typical Growth	% Meeting Optimal Growth
55	45

**Analyzing Grade Level Growth**

**Reading Survey w/ Goals 6+ 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	217	912	217	216	217	217		
Winter	220	958	220	220	220	220		
Spring	222	997	221	222	222	222		
<b>Growth</b>	<b>5</b>	<b>85</b>	<b>4</b>	<b>6</b>	<b>5</b>	<b>5</b>		

**Language Usage**

**Growth Targets**

**Meadowbrook Middle**

% Meeting Typical Growth	% Meeting Optimal Growth
53	42

**District**

% Meeting Typical Growth	% Meeting Optimal Growth
57	47

**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	217	216	217	218	217			
Winter	220	219	220	220	219			
Spring	221	220	221	222	220			
<b>Growth</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>			

**Mathematics**

**Growth Targets**

**Meadowbrook Middle**

% Meeting Typical Growth	% Meeting Optimal Growth
9	6

**District**

% Meeting Typical Growth	% Meeting Optimal Growth
19	12

**Analyzing Grade Level Growth**

**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	
Fall	225	225	225	226	227	226	223	
Winter	230	233	230	229	230	228	228	
Spring	221	222	220	222	223	222	220	
<b>Growth</b>	<b>-4</b>	<b>-3</b>	<b>-5</b>	<b>-4</b>	<b>-4</b>	<b>-4</b>	<b>-3</b>	

**Meadowbrook Middle**  
**School Year: 2010-2011**  
**Grade 7**  
**MAP Term: Spring**

**Reading**

**Growth Targets**

**Meadowbrook Middle**

% Meeting Typical Growth	% Meeting Optimal Growth
58	45

**District**

% Meeting Typical Growth	% Meeting Optimal Growth
45	36

**Analyzing Grade Level Growth**

**Reading Survey w/ Goals 6+ 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	221	991	221	220	220	222		
Winter	223	1,030	224	223	223	223		
Spring	225	1,062	226	225	225	226		
<b>Growth</b>	<b>4</b>	<b>71</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4</b>		

**Language Usage**

**Growth Targets**

**Meadowbrook Middle**

% Meeting Typical Growth	% Meeting Optimal Growth
61	48

**District**

% Meeting Typical Growth	% Meeting Optimal Growth
46	37

**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	220	219	220	221	219			
Winter	222	222	223	222	221			
Spring	224	223	225	223	223			
<b>Growth</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>4</b>			

**Mathematics**

**Growth Targets**

**Meadowbrook Middle**

% Meeting Typical Growth	% Meeting Optimal Growth
11	6

**District**

% Meeting Typical Growth	% Meeting Optimal Growth
32	22

**Analyzing Grade Level Growth**

**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	
Fall	225	226	225	225	226	226	224	
Winter	229	232	230	228	228	230	227	
Spring	215	217	216	214	216	215	213	
<b>Growth</b>	<b>-10</b>	<b>-9</b>	<b>-9</b>	<b>-11</b>	<b>-10</b>	<b>-11</b>	<b>-11</b>	

**Meadowbrook Middle**  
**School Year: 2010-2011**  
**Grade 8**  
**MAP Term: Spring**

**Reading**

**Growth Targets**

**Meadowbrook Middle**

% Meeting Typical Growth	% Meeting Optimal Growth
52	46

**District**

% Meeting Typical Growth	% Meeting Optimal Growth
33	28

**Analyzing Grade Level Growth**

**Reading Survey w/ Goals 6+ 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	226	1,078	227	225	225	226		
Winter	228	1,110	229	228	228	228		
Spring	229	1,114	229	228	228	229		
<b>Growth</b>	<b>3</b>	<b>36</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>		

**Language Usage**

**Growth Targets**

**Meadowbrook Middle**

% Meeting Typical Growth	% Meeting Optimal Growth
51	39

**District**

% Meeting Typical Growth	% Meeting Optimal Growth
34	26

**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	225	225	226	226	225			
Winter	226	225	226	226	225			
Spring	228	227	229	228	227			
<b>Growth</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>			

**Mathematics**

**Growth Targets**

**Meadowbrook Middle**

% Meeting Typical Growth	% Meeting Optimal Growth
27	18

**District**

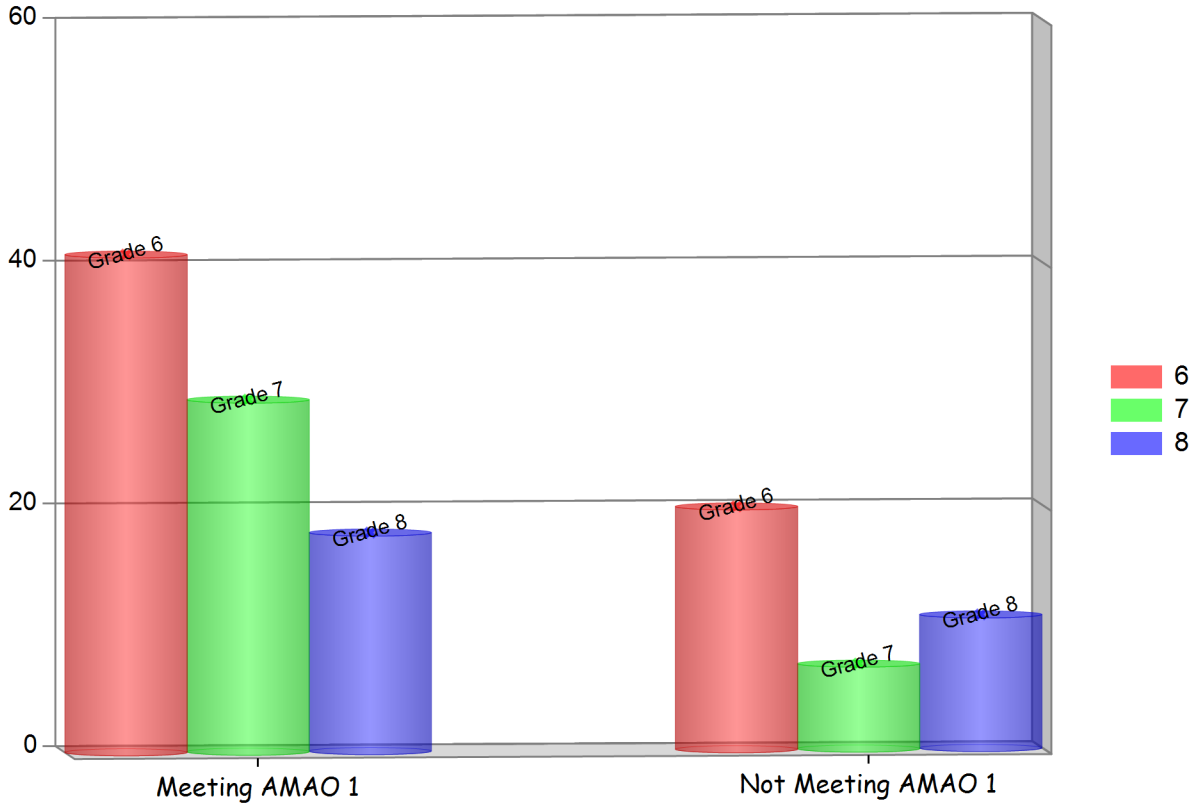
% Meeting Typical Growth	% Meeting Optimal Growth
9	6

**Analyzing Grade Level Growth**

**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	
Fall	220	221	223	218	219	221	219	
Winter	222	225	226	219	222	222	220	
Spring	222	223	226	219	223	223	219	
<b>Growth</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>2</b>		

**Meadowbrook Middle 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>
6	41	20
7	29	7
8	18	11

## 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	7	65.6	70.3	60.8	61.4	65.6	57.3	34.1	36.8	31.5
2010	7	72.7	76.4	69.6	63.1	70.1	56.8	35.0	37.9	32.1
2011	7	58	61.1	55.4	54.0	56.7	51.5	32.0	32.2	31.9

**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
<p><b>Overall School-Wide SMART Goal</b></p>	<p>By June 2011, all subgroups will meet or exceed the AYP target in <b>English/Language Arts</b> (68%) as measured by the California Standards Test (CST).</p>	<p>[ ]</p>	<p>[X]</p>	<p>Two significant subgroups, White and Asian, met the 2011 English/Language Arts AYP target of 68%. The White subgroup was 79% proficient and advanced and the Asian subgroup was 88% proficient and advanced.</p> <p>The other subgroups did not meet the AYP target:                      Latino 49% (-1)                      Title I 53% (-3)                      English Learners 52% (+2)                      Students with Disabilities 43% (+4)</p>	<p>Skills of some students are critically low and they were placed in the Read 180 program. The students made gains in the Read 180 classes, but are still working towards proficiency.</p> <p>Insufficient explicit academic and content vocabulary instruction. Additionally, not enough practice of vocabulary in subjects outside of language arts classes.</p> <p>Under-utilization of MAPs data and Learning Ladders to drive curriculum and differentiation. Not enough done to differentiate and implement instructional strategies to meet the needs of the underperforming subgroups.</p> <p>Independent reading material was not well-matched with some students' lexile levels from MAPs or SRI.</p> <p>Lack of explicit grammar instruction and vertical teaming. There is need to plan, coordinate, and meet between vertical ELA teams to implement a consistent and continuous grammar program.</p> <p>Students with Disabilities and EL students made growth. Greater growth is challenging because students in these subgroups who progress are reclassified and mainstreamed and then no longer part of these subgroups.</p> <p><i>Compass Learning</i> showed</p>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	<p>By June 2011, all subgroups will meet or exceed the AYP target in <b>Math</b> (69%) as measured by the California Standards Test (CST).</p>	[ ]	[X]	<p>One significant subgroup, Asian, met the 2011 Math AYP target of 69%. The Asian subgroup was 86% proficient and advanced.</p> <p>The other subgroups did not meet the AYP target:  White 65% (-1)  Latino 36% (+3)  Title I 39% (+2)  English Learners 42% (-4)  Students with Disabilities 39% (+6)</p>	<p>success with the sixth graders - need to continue and celebrate student achievement.</p> <p>Not enough done to differentiate and implement instructional strategies to meet the needs of these subgroups.</p> <p>Math-related activities were not frequently and explicitly taught in classes other than math.</p> <p>Change in seventh grade algebra to allow for slower pacing meant that not all the content for the CST was covered.</p> <p>Curriculum in the <i>pre-algebra support</i> and <i>algebra readiness</i> classes was not rigorous enough to support adequate growth.</p> <p>After-school tutorials were offered, but not every student took advantage of the tutorials.</p> <p>Not every student who needed an impact class was able to access the impact classes due to scheduling and space.</p> <p>Math department was unable to implement the analysis of District common course assessments results.</p> <p>There is an issue of access to technology for many students. <i>Kahn Academy, Compass Learning, LearningPoint</i>, and the online textbook are all important student and parent resources and every student must have access. There is a need to open more technology after school for students and to be sure that students know the technology is available to them.</p>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					Students with Disabilities made solid growth (+6%); however, greater growth continues to be challenging because students who progress are mainstreamed and then no longer part of this subgroup.
	By Spring 2011, 100% of students will meet or exceed their Expected Growth Targets reading, language, and math as measured by MAPs.	[]	[X]	<p>Schoolwide Spring 2011 MAPs  <b>READING:</b>  58% of sixth graders made expected growth  56% of seventh graders made expected growth  51% of eighth graders made expected growth</p> <p>Schoolwide Spring 2011 MAPs  <b>LANGUAGE USAGE:</b>  50% of sixth graders made expected growth  57% of seventh graders made expected growth  47% of eighth graders made expected growth</p> <p>Schoolwide Spring 2011 MAPs  <b>MATH:</b>  9% of sixth graders made expected growth  9% of seventh graders made expected growth  23% of eighth graders made expected growth</p>	<p>There is an element of "test fatigue" with the spring scores since the spring testing follows the California STAR exam.</p> <p>Additionally, not every student took the spring MAPs in MATH due to Common Course Assessments. The <b>winter MATH</b> scores show better progress:  Schoolwide <u>winter</u> 2011 MAPs <b>MATH:</b>  46% of sixth graders made expected growth  42% of seventh graders made expected growth  37% of eighth graders made expected growth  Need for a cohesive school-wide math program.</p> <p>Need for a cohesive school-wide writing program.</p> <p>Advanced students are unable to access information that is targeted at upper range of MAPs, which makes it difficult to increase their MAPs Reading score.</p> <p>Insufficient explicit academic and content vocabulary instruction. Additionally, not enough practice of vocabulary in subjects outside of language arts classes.</p> <p>Not enough done to differentiate and implement instructional strategies to meet the needs of</p>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<p>the underperforming subgroups.</p> <p>Under-utilization of MAPs data and Learning Ladders to drive curriculum and differentiation. Independent reading material was not properly matched with all students' lexile levels from MAPs or SRI.</p> <p>Lack of explicit grammar instruction and vertical teaming. There is need to plan, coordinate, and meet between vertical ELA teams to implement a consistent and continuous grammar program.</p> <p><i>Compass Learning</i> showed success with the sixth graders - need to continue and celebrate student achievement.</p>
<b>English Learners (required)</b>	By June 2011, 100% of EL students will meet MAP Expected Growth Targets in reading, language, and math as measured by spring MAPs.	[ ]	[X]	<p><b>English Learners</b> Spring 2011 MAPs <u>READING</u>: 55% of sixth graders made expected growth 38% of seventh graders made expected growth 35% of eighth graders made expected growth</p> <p><b>English Learners</b> Spring 2011 MAPs <u>LANGUAGE USAGE</u>: 38% of sixth graders made expected growth 29% of seventh graders made expected growth 36% of eighth graders made expected growth</p> <p><b>English Learners</b> Spring 2011 MAPs <u>MATH</u>: 9% of sixth graders made expected growth 19% of seventh graders made expected growth 10% of eighth graders made expected growth</p>	<p>Not every student took the Spring MAPs in MATH due to Common Course Assessments.</p> <p>Additionally, there is an element of "test fatigue" with the spring scores since the spring testing follows the California STAR exam. The winter MATH scores show better progress: <b>English Learners</b> <u>winter</u> 2011 MAPs <u>MATH</u>: 42% of sixth graders made expected growth 39% of seventh graders made expected growth 33% of eighth graders made expected growth</p> <p>Special education EL students are often not proficient in Language Usage in their first language and all content is taught in their second language, English.</p> <p><i>Compass Learning</i> was assigned</p>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<p>as homework in sixth grade and the EL students in sixth grade showed comparable growth to the school-wide MAPs scores, but more support with technology is needed for EL students to access the program.</p> <p>Seventh and eighth grade EL students did not achieve the same MAPs growth as the sixth grade EL students. This may be due in part to lack of motivation to take the test seriously and test fatigue. There is a need to stress the importance of the MAPs testing and to work with the students to set goals for their progress.</p> <p>Under-utilization of effective sheltered instruction techniques within the core subjects.</p>
	<p>All EL students will increase one (1) level on their annual CELDT test or test out of the program.</p>	<p>[ ]</p>	<p>[X]</p>	<p>100% of EL students did not move up one level of CELDT.</p>	<p>Upon further investigation, the analysis of CELDT levels is very difficult because scores are posted in February, students who move up a level and out of the EL classification would not be included in data reports, and students are expected to stay at early intermediate for two years.</p> <p>There is a need for better sheltered instruction strategies and differentiation for English language learners in the mainstream classrooms.</p> <p>Insufficient explicit academic and content vocabulary instruction. Additionally, not enough practice of vocabulary in subjects outside of language arts classes.</p> <p>Under-utilization of MAPs data and Learning Ladders to drive curriculum and differentiation. Independent reading material was not properly matched with</p>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<p>students' lexile levels from MAPs or SRI.</p> <p>Lack of explicit grammar instruction and vertical teaming. There is need to plan, coordinate, and meet between vertical ELA teams to implement a consistent and continuous grammar program.</p>
<b>Students with Disabilities (required)</b>	By June 2011, 100% of special education students receiving direct education services will meet or exceed their MAPs Expected Growth Targets in reading, language, and math as measured by spring MAPs.	[]	[X]	<p><b>Students with Disabilities</b> Spring 2011 MAPs <u>READING</u>:  56% of sixth graders made expected growth  56% of seventh graders made expected growth  55% of eighth graders made expected growth</p> <p><b>Students with Disabilities</b> Spring 2011 MAPs <u>LANGUAGE USAGE</u>:  53% of sixth graders made expected growth  47% of seventh graders made expected growth  21% of eighth graders made expected growth</p> <p><b>Students with Disabilities</b> Spring 2011 MAPs <u>MATH</u>:  7% of sixth graders made expected growth  23% of seventh graders made expected growth  32% of eighth graders made expected growth</p>	<p>Only 8 of 43 sixth grade special education students took the spring MATH MAPs. Winter MATH scores, especially for sixth and seventh graders were significantly higher. <b>Students with Disabilities</b> <u>winter</u> 2011 MAPs <b>MATH</b>:  44% of sixth graders made expected growth  46% of seventh graders made expected growth</p> <p>In reading, the percentage of students who met their expected growth target was on par with the school-wide scores; eighth grade even surpassed the school-wide scores: 55% versus 51%. In language usage, seventh and eighth grade special education students begin to fall behind, which points to a need for additional grammar instruction.</p>
<b>GATE (required)</b>	By June 2011, 100% of GATE students will meet or exceed their MAPs Expected Growth Targets in reading, language arts, and math as measured by spring MAPs.	[]	[X]	<p><b>GATE</b> Spring 2011 MAPs <u>READING</u>:  66% of sixth graders made expected growth  73% of seventh graders made expected growth  47% of eighth graders made expected growth</p>	<p>Advanced students are unable to access information that is targeted at upper range of MAPs, which makes it difficult to increase their MAPs reading score.</p> <p>Under-utilization of MAPs data and Learning Ladders to drive</p>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
				<p><b>GATE</b> Spring 2011 MAPs <b>LANGUAGE USAGE:</b>            51% of sixth graders made expected growth            70% of seventh graders made expected growth            67% of eighth graders made expected growth</p> <p><b>GATE</b> students did not take the Spring 2011 MAPs <b>MATH</b> due to common course assessments</p> <p>MBMS GATE students <b>Math</b> CST:            7th grade Algebra I, Algebra II, and General Math - 100% GATE students were proficient/advanced.            Geometry 97% proficient/advanced            6th grade Math 98% proficient/advanced            7th grade Math 94% proficient/advanced            8th grade Algebra 1 63% proficient/advanced</p>	<p>curriculum and differentiation. Difficult to match age-appropriate independent reading material with students' lexile levels from MAPs or SRI.</p> <p>Need for additional explicit grammar instruction to improve the language usage growth.</p> <p>Need for additional training in differentiation of instruction.</p> <p>MBMS GATE students <b>ELA</b> CST:            Sixth grade 61 students:                4 increased a level                1 moved down a level                All but 7 students were advanced            Seventh grade 60 students:                3 increased a level                2 moved down a level                All but 7 students were advanced            Eighth grade 55 students:                7 increased a level                0 moved down a level                All but 6 students were advanced</p> <p>MBMS GATE students <b>Science</b> CST: 100% proficient/advanced</p> <p>MBMS GATE students <b>Social Studies</b> CST: 98% proficient/advanced</p>
<p><b>Educationally Disadvantaged or Title I Students (required)</b></p>	<p>By June 2011, 100% of Title I students will meet or exceed their MAPs Expected Growth Targets in math and reading as measured by spring MAPs.</p>	<p>[ ]</p>	<p>[X]</p>	<p>Specific MAPs growth data is not available because Title I students are anonymous; however, for goal-setting and analysis we focus students who scored basic or below on the 2010 CST, which includes the Title I students who are not proficient.</p> <p>56% of the sixth grade basic and below basic students (who took</p>	<p>Insufficient explicit academic and content vocabulary instruction. Additionally, not enough practice of vocabulary in subjects outside of language arts classes.</p> <p>Under-utilization of MAPs data and Learning Ladders to drive curriculum and differentiation. After-school tutorials were offered, but not every student took advantage of the tutorials.</p>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
				<p>both the fall and spring MAPs) made or exceeded expected growth on the MAPs <b>reading</b> assessment. This is 2% lower than the school-wide score.</p> <p>53% of the sixth grade basic and below basic students (who took both the fall and spring MAPs) made or exceeded expected growth on the MAPs <b>language usage</b> assessment. This is 3% higher than the school-wide score.</p> <p>45% of the seventh grade basic and below basic students (who took both the fall and spring MAPs) made or exceeded expected growth on the MAPs <b>reading</b> assessment. This is 11% lower than the school-wide score.</p> <p>45% of the seventh grade basic and below basic students (who took both the fall and spring MAPs) made or exceeded expected growth on the MAPs <b>language usage</b> assessment. This is 12% lower than the school-wide score.</p> <p>54% of the eighth grade basic and below basic students (who took both the fall and spring MAPs) made or exceeded expected growth on the MAPs <b>reading</b> assessment. This is 3% higher than the school-wide score.</p> <p>50% of the eighth grade basic and below basic students (who took both the fall and spring MAPs) made or exceeded expected growth on the MAPs <b>language usage</b> assessment. This is 3% higher than the</p>	<p>With the Title I students, it may be family needs that interfere with student access to the tutorials. More needs to be done to reach out to the parents and help them take advantage of the offerings.</p> <p>Not every student who needed an impact class was able to access the math impact classes due to scheduling and space.</p> <p>There is an issue of access to technology for many students. <i>Kahn Academy, Compass Learning, LearningPoint</i> and the online textbook are all important student and parent resources and every student must have access. There is a need to open more technology after school for students and to be sure that students know the technology is available to them.</p> <p>The achievement of growth target on MAPs Reading and Language Usage doesn't seem to predict an increase in proficiency on the CST for the Title I students - especially in seventh grade. Their ELA MAPs were 11-12% below the schoolwide ELA MAPs in seventh, but the Title I seventh graders showed a 6% gain on CST proficient/advanced in ELA.</p>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
				school-wide score.  <b>ELA CST for Title I students:</b> Sixth grade 50% proficient/advanced (-2%) Seventh grade 51% proficient/advanced (+6%) Eighth grade 51% proficient/advanced (+2%)  <b>Math CST for Title I students:</b> 39% proficient/advanced (+2%)	
<b>Additional goal(s) (optional)</b>	By June 2011, 100% of Latino students will meet or exceed their MAPs Expected Growth Targets in reading, language, and math as measured by spring MAPs.	[]	[X]	<b>Latino Students</b> Spring 2011 MAPs <u>READING</u> : 48% of sixth graders made expected growth 47% of seventh graders made expected growth 51% of eighth graders made expected growth  <b>Latino Students</b> Spring 2011 MAPs <u>LANGUAGE USAGE</u> : 40% of sixth graders made expected growth 51% of seventh graders made expected growth 40% of eighth graders made expected growth  <b>Latino Students</b> Spring 2011 MAPs <u>MATH</u> : 13% of sixth graders made expected growth 9% of seventh graders made expected growth 23% of eighth graders made expected growth	The focus on Latino students within the math department did show results on the CST: the number of Latino students proficient or advanced in math increased by 3%.  Because not all students took the spring MAPs due to common course assessments, <u>winter MATH</u> scores, especially for sixth and seventh graders are significantly higher. <b>LATINO STUDENTS</b> <u>winter</u> 2011 MAPs <b>MATH</b> : 40% of sixth graders made expected growth 32% of seventh graders made expected growth  <i>Compass Learning</i> was assigned as homework in sixth grade, but the Latino students in sixth grade lagged behind the school-wide MAPs scores by 10% in both reading and language usage. There is a need for better tracking of <i>Compass Learning</i> usage in addition to support with technology for the Latino students to access and get maximum benefit from the program.  The eighth grade Latino students

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<p>scored the same, 51%, in MAPs reading as the school-wide group. In all other grades and in both language usage and reading, the Latino students did not keep pace with the school-wide growth. There continues to be a need to focus on the Latino population with additional supports both within and outside of the classroom.</p> <p>There is an issue of access to technology for many students. <i>Kahn Academy, Compass Learning, LearningPoint</i> and the online textbook are all important student and parent resources and every student must have access. There is a need to open more technology after school for students and to be sure that students know the technology is available to them.</p> <p>Under-utilization of MAPs data and Learning Ladders to drive curriculum and differentiation. After-school tutorials were offered, but not every student took advantage of the tutorials. More needs to be done to reach out the parents and help them take advantage of the offerings.</p> <p>Not every student who needed an impact class was able to access the impact classes due to scheduling and space.</p>
	100% of AVID students will maintain a "C" or better in the four core content classes each trimester.	[ ]	[X]	Of the 54 seventh and eighth grade AVID students, 26% maintained a "C" or better in each of their four core subjects. An additional 10 students had just one D or F in a core subject. The average number of D/F grades for an AVID student in their 12 core subjects (4 core	Need for additional ELA support for the students who took READ 180 in sixth grade and then moved into AVID.  AVID recruits students with 2.2 to 2.5 GPA's. These are students who may have traditionally received one to two D/F's in the

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
				multiplied by 3 trimesters) was 2.9.	<p>past and they may not turn it around by 12 weeks into the school year while still learning basic AVID strategies.</p> <p>Students were challenged to take algebra in the eighth grade, and the first trimester was difficult for them. Some of those students improved enough to receive Bs by the end of the year.</p>
	<p>In <b>Eighth Grade</b> 100% of students who scored <b>Basic or Below Basic on the 2010 ELA CST</b> will meet or exceed expected growth targets in reading and language usage on 2011 spring MAPs.</p>	[ ]	[X]	<p>54% of the eighth grade basic and below basic students (who took both the fall and spring MAPs) made or exceeded expected growth on the MAPs <b>reading</b> assessment. This is 3% higher than the school-wide score.</p> <p>50% of the eighth grade basic and below basic students (who took both the fall and spring MAPs) made or exceeded expected growth on the MAPs <b>language usage</b> assessment. This is 3% higher than the school-wide score.</p>	<p>MAPs Learning Ladders were under-utilized</p> <p>There were positive results to the focus on the basic and below basic students. Additional differentiation and supports are needed to continue to help all basic and below basic students reach expected growth targets.</p>
	<p>Eighth grade science students will increase their scores on the Reactions and Chemistry of Living Things from 69% proficient to 75% proficient as measured by the 2011 STAR exam.</p>	[ ]	[X]	<p>73% of eighth graders scored proficient or advanced on the Reactions and Chemistry of Living things portion of the 2011 STAR. This is a 4% increase from the 2010 STAR and paralleled the overall STAR science exam.</p> <p>Latino students went from 46% proficient or advanced to 56% proficient or advanced on the STAR science exam- a 10% increase.</p>	<p>There was a focus on the Latino students last year and that focus did boost the overall CST science scores. Knowledge maps and CST related questions were utilized, but could be expanded even further.</p>
	<p>100% of <b>sixth grade students who scored basic or below basic</b> on the 2010 CST will meet or exceed expected growth targets in reading (comprehensive: literal and interpretive) and language conventions as measured by the spring 2011 MAPs assessment.</p>	[ ]	[X]	<p>The focus was on literal and interpretive comprehensive reading along with language conventions; however, the overall data of the sixth grade basic and below basic students on the spring 2011 MAPs:</p>	<p>There were positive results from focusing on the basic and below basic students. The students were on par with the school-wide scores. The goal-setting that they did in sixth grade will carry on to seventh grade.</p>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
				<p>56% of the sixth grade basic and below basic students (who took both the fall and spring MAPs) made or exceeded expected growth on the MAPs <b>reading</b> assessment. This is 2% lower than the school-wide score.</p> <p>53% of the sixth grade basic and below basic students (who took both the fall and spring MAPs) made or exceeded expected growth on the MAPs <b>language usage</b> assessment. This is 3% higher than the school-wide score.</p>	<p>Additional differentiation and supports are needed to continue to help all basic and below basic students reach expected growth targets.</p>
	<p>By June, 2011, 100% of <b>Latino Special Education Students</b> on IEPs will meet or exceed MAPs expected growth targets for RIT scores in <b>reading</b> as measured by spring 2011 MAPs test.</p>	<p>[ ]</p>	<p>[X]</p>	<p>As measured by the spring 2012 MAPs in <b>Reading</b>:</p> <p>30% of sixth grade Latino students with an IEP met their growth target (10 students tested). The mean RIT increased from 185 to 192.</p> <p>62% of seventh grade Latino students with an IEP met their growth target (13 students tested). The mean RIT increased from 206 to 214.</p> <p>17% of eighth grade Latino students with an IEP met their growth target (6 students tested). The mean RIT decreased from 207 to 205.</p>	<p>As a school our focus was on the Latino students. The seventh grade Latino students, both special and general education made significant growth on the CST (+3%) from 2010 to 2011, while the sixth grade and eighth grade Latino students gained 1% on the CST. The correlation between MAPs and the CST is noticeable.</p> <p>Motivation may be a factor in eighth grade, so there is a need to improve goal-setting and student "buy-in."</p> <p><i>Compass Learning</i> draws directly from the students' MAPs scores, so assignments are appropriate. A focus for 2011-12 may be to add more <i>Compass Learning</i> to the students' homework, while offering access to computers for students without access at home.</p> <p>The MAPs Learning Ladders were under-utilized by the team for goal setting and differentiation.</p>

### 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

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
Schoolwide for all students	By June 2012, all subgroups will meet or exceed the AYP target in English/Language Arts (78%) as measured by the California Standards Test (CST).	Department goals are attached as a separate documents	Department goals are attached as a separate documents	Department goals are attached as a separate documents
	By June 2012, all subgroups will meet or exceed the AYP target in Math (79%) as measured by the California Standards Test (CST).	Department goals are attached as a separate documents	Department goals are attached as a separate documents	Department goals are attached as a separate documents
<b><u>In addition to your schoolwide goals; include goals for critical groups</u></b>				
<b>Educationally Disadvantaged Youth or Title I</b>	By June, 2012 100% of Educationally Disadvantaged* Students will meet or exceed their expected growth targets in <b>reading, and language usage</b> on the spring MAPs. By June, 2012 79% of Educationally Disadvantaged* students will be proficient or advanced in <b>math</b> as measured by the CST. *Note: because the low SES students are anonymous, for the purpose of goal-setting and evaluating progress this group will be represented by students scoring basic or below on the 2011 CST in ELA and/or Math. This group includes any of the anonymous low SES students who were not proficient or advanced.	Core subject teachers to utilize MAPs and learning ladders and meet with the basic and below students to set goals to meet or exceed expected growth targets on MAPs tests. Communicate clearly all the after-school tutorials and technology, including <i>Compass Learning</i> , available to students.  Core subject teachers will employ strategies such as Word Sorts, Cue Cards, and graphic organizers to explicitly teach both academic and content-specific vocabulary. Teachers will utilize a variety of activities (games, skits, writing sentences, flash cards, summarizing) to facilitate student understanding of the vocabulary.  Teachers will employ the Mustang Notes strategies to reinforce content. Counselors will work with small groups of struggling students to create village study teams that meet weekly to share notes and complete assignments.  Students in READ 180 classes will be assessed at the beginning of the	MAPs fall scores to set goals and winter scores to monitor progress Common course assessments in math <i>Compass Learning</i>  Classroom assessments  <i>McLeod</i>	Student Report Center  <i>Compass Learning</i>  Bilingual Student Support Services  PUSD teacher resource website  AVID coordinator

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p>year with fluency timings, MAZE, and McLeod. Every week students will be assessed to monitor their progress via fluency timings. To improve math fluency, the math department will utilize Mad Minutes.</p> <p>Utilize EIA-SCE allocated funds to create academic support classes for additional skill-building in math and reading.</p> <p>Village Teams to use release time funded with EIA-SCE allocations to hold staffing meetings with student, family and support staff, with the intent to support student and family needs for success. Additional parent meetings to continue the support.</p> <p>Utilize targeted technology software for math and reading including Apple Applications. Additional teacher training on the educational use of iPads.</p>	Math fluency charts	<p>Counselors</p> <p>Teachers</p> <p>Mad Minutes</p> <p>Executive Skills Workshop</p> <p>Coxhead list</p> <p>Binder Reminder</p> <p>EIA-SCE funds</p> <p>i-Pads</p> <p>Apple Applications</p> <p>i-Pad trainings in both September, 2011 and January, 2012</p>
<b>English Learners</b>	<p>100% of EL students at the Beginner or Intermediate level will increase one level on the CELDT.</p> <p>100% of EL students at the Early Advanced or Advanced level of CELDT will increase one level on the CELDT or if they are between 300-319 CST, they will achieve 320 for reclassification out of the EL program.</p>	<p>Core subject EL cluster teachers to utilize MAPs and learning ladders and meet with the EL students to set goals to meet or exceed expected growth targets on MAPs tests. Communicate clearly all the after-school tutorials and technology available to EL students.</p> <p>Instructional assistants to offer increased support within the classroom. Assist with Mustang Notes in the core subjects.</p> <p>Utilize <i>Compass Learning</i> and iPods for skill-building in ELA and math. Teachers to monitor and add assignments to meet the needs of the EL students.</p> <p>Science department to explicitly teach the CA Standards vocabulary.</p> <p>EL cluster teachers continue to write language objectives for each lesson plan and use SIOP strategies to deliver instruction.</p> <p>EL Coordinator to have a release period to plan, coordinate, and provide direct services to teachers, instructional assistants, and students.</p> <p>Provide additional instructional hourly time for students. This will be in the form of after-school tutorial for EL students need additional reading and/or vocabulary development.</p> <p>Provide iPad software and other instructional materials for previously</p>	<p>MAPs fall scores to set goals and winter scores to monitor progress</p> <p>Common course assessments in math</p> <p>Winter MAPs to monitor progress</p> <p>Classroom assessments</p>	<p>Student Report Center</p> <p>EL coordinator – site and District</p> <p><i>Compass Learning</i></p> <p>PUSD teacher resource website</p> <p>Mustang Notes</p>

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p>purchased iPads. Provide release time for EL teachers to coordinate work efforts with iPods, students and curriculum.</p>	<p><i>Compass Learning</i> <i>iPod applications</i></p>	
<b>GATE</b>	<p>By June, 2012 100% of GATE students will be advanced in ELA, Science and Social Studies as measured by the CST.</p> <p>By June, 2012 100% of GATE students in 7th grade Algebra I, Algebra II, General Math, Geometry, 6th grade Math, and 7th grade Math will be proficient or advanced in math as measured by the CST. 79% of 8<sup>th</sup> grade Algebra I students will be proficient or advanced as measured by the 2012 CST.</p> <p>GATE students who were advanced in ELA and/or Math on the 2011 CST will increase their raw score in ELA and/or Math by 15 points or greater or reach a raw score of 600 as measured by the 2012 CST.</p>	<p>GATE teachers to identify which GATE students did not meet their 2010-11 MAPs reading and language usage growth targets and students who were not proficient in their core subject on the CST. Teachers to meet with the students and set goals for 2011-12 growth. Create teams of students working on similar goals and empower the students to facilitate their own learning. GATE teachers to collaborate during Curriculum Instruction and Assessment (CIA) Tuesday mornings and professional growth days to improve differentiation for GATE students. Increase the number of differentiated lessons offered through the curriculum knowledge maps.</p>	<p>MAPs Common course assessments in math</p> <p>Winter MAPs to monitor progress Classroom assessments</p>	<p>Student Report Center Common course assessments</p> <p>GATE coordinator – site and District PUSD teacher resource website CIA Time</p>
<b>Students with Disabilities</b>	<p>By June, 2012 100% of students who qualify for special education and receive services under an IEP will meet or exceed MAPs expected growth targets for RIT scores in reading and language usage.</p>	<p>Teachers will access Student Report Center reports to interpret data to set goals with students. Students will complete individual goal sheets including current score and target growth score. Teachers will collaborate with team members to differentiate based on students' MAPs data.</p> <p>Team will share and collaborate on students' reading progress with the District's new implemented program title <i>Language!</i> Each teacher will use fall MAPs to choose two strands for classroom goals and monitor the goals.</p> <p>Teachers will use CST-released questions to teach strategies to improve reading and test-taking skills.</p>	<p>MAPs Classroom assessments <i>Language!</i> classroom assessments CST scores from 2011 to develop lessons. Writing samples</p>	<p>Student Report Center Binder Reminder <i>Compass Learning Language!</i> District trainings Glencoe Daily Oral Language CST-released questions</p>
<b>Other Goals</b>	<p>By June, 2012 100% of <u>Latino students</u> will meet or exceed their expected growth targets in <b>reading and language usage</b> on the spring MAPs. By June, 2012 79% of <u>Latino students</u> will be proficient or advanced in <b>math</b> as measured by the CST.</p>	<p>Core subject teachers to utilize MAPs and learning ladders and meet with the Latino students to set goals to meet or exceed expected growth targets on MAPs tests. Communicate clearly all the after-school tutorials and technology, including <i>Compass Learning</i>, available to students. Core subject teachers will employ strategies such as Word Sorts, Cue Cards, and graphic organizers to explicitly teach both academic and content-specific vocabulary. Teachers will utilize a variety of activities (games, skits, writing sentences, flash cards, summarizing) to facilitate student understanding of the vocabulary. Teachers will employ the Mustang Notes strategies to reinforce content. Counselors will work with small groups of struggling students to create village study teams that meet weekly to share notes and complete assignments.</p>	<p>MAPs fall scores to set goals and winter scores to monitor progress Common course assessments in math <i>Compass Learning</i> Winter MAPs to monitor</p>	<p>Student Report Center</p> <p><i>Compass Learning</i></p> <p>Bilingual Student Support Services</p> <p>PUSD teacher resource website</p>

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		Latino students in READ 180 classes will be assessed at the beginning of the year with fluency timings, MAZE, and McLeod. Every week students will be assessed to monitor their progress via fluency timings. To improve math fluency, the math department will utilize Mad Minutes.	progress Classroom assessments Common course assessments in math <i>McLeod</i> Math fluency charts	AVID Coordinator  Counselors  Teachers  <i>Mad Minutes</i>  <i>Executive Skills</i> family workshops  Coxhead list  Binder Reminder
	100% of AVID students will maintain a "C" or better in each of the four core content classes each trimester.	AVID elective teachers will teach organizational skills and how to effectively utilize in-class tutorials. At each six-week grading period, students will analyze their tutorial requests forms and grades to determine effectiveness of tutorial. Make adjustments as needed. AVID students will complete grade checks every three weeks.	Individual student progress notice and trimester grades. Certification Level 3 on Essential 4.2.	AVID elective curriculum Three county and one district AVID coordinator meetings One-week AVID summer institute

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
A "Career Cruising" two-part web-based curriculum is taught through the social studies classes in grade 8 and through science in 7 <sup>th</sup> grade. Students explore career interests and colleges. The counselors present the program with the help of parent volunteers.	Parents have access to their child's outcomes. Parents volunteer to assist students in their career/college explorations	Students are able to view a number of career options and understand the pathway needed to reach their goals. Students explore colleges that have degree programs related to their career interests.
The counselors offer a three-part workshop series at least twice a year titled "Executive Skills." The focus is for parents and their child to work together to identify an area of need and then to set goals as a family. Several teachers, parent volunteers, and administrators act as table facilitators during the workshops.	Parents attend the three meetings and work with their child to set attainable goals focused on one of the "Executive Skills."	Students attend two of the three meetings and work with their parent(s) to set attainable goals focused on one of the "Executive Skills."
Monthly team meetings and monthly Curriculum – Instruction-Assessment meetings to share progress,	Parent conferences in October with all mandated intervention students to share concerns, progress, and	After each testing period (fall, winter, spring), review MAPs scores and, based on areas of need, set goals for

effective practices, and strategies.	develop plans for interventions.	improvement. Students record individual progress for reflection.
Monthly village meetings to discuss individual student progress, communicate with parents, develop/review effectiveness of intervention or behavior plans.	Counselors to meet with at-risk students and parents to review progress based on test scores and grades to set goals towards passing CAHSEE, A-G completion, and future success. Counselors and teachers conduct “staffing’s” (meetings that include all a student’s teachers, the parent(s), the student, and a counselor) to complete action plans for success for students who struggle academically and/or behaviorally.	Students use binder reminders and assignment calendars to keep track of assignments. Students access Learningpoint to monitor assignments and grades. Sixth and seventh grade ELA and math students use Compass Learning to build their skills (connected to their MAPs scores) Counselors and teachers conduct “staffing’s” with the parent and student to complete action plans for success for students who struggle.
On-going review of CST blueprints and standards, develop and/or analyze results of benchmark assessments, revise/refine curriculum and instruction to target identified needs based on benchmarks and to share effective practices.	Counselors to meet with all-at risk 8th and, when possible, 6th grade students and parents to review progress and set goals for passing CAHSEE and meeting A-G requirements. Counselors and teachers conduct “staffing’s” with the parent and student to complete action plans for success for students who struggle academically.	LearningPoint web-based list of current grades in all courses are posted every three weeks for students to check and monitor their progress. Binder reminder given to every student includes “student goal setting” pages to be completed by the students after MAPs testing in the fall. Knowledge maps in grades 6-7 ELA and grades 6-8 science classes
EL and interested others to participate in SIOP (Sheltered Instruction Observation Protocol) book group. EL coordinator position to monitor the progress of EL students, work with the EL instructional assistants, plan for professional development of the EL teachers, and coordinate CELDT testing.	Coordinated meetings between parents, teachers, students, and administration as needed throughout year by the EL coordinator. Share SIOP with the parents.	Attend assigned tutorials – both individual teachers and room 122, which is offered 2:30-3:30 M-Thursday and staffed by student support services, school counselors, and AVID tutors. Utilize Compass Learning program – both as assigned by ELA/math teachers, and for independent skill-building. CELDT, CST, and MAPs testing – teachers meet with students before testing to stress the importance of best effort.
On-going communication and collaboration between teachers and after-school program (ASES) coordinator to enhance tutorial component. ASES coordinator is a member of the School Intervention Team, which allows the coordinator to participate in the creation of intervention plans for ASES students.	Teachers receive a roster of ASES students, which allows better communication with parents about use of after-school time.	ASES students are able to utilize Compass Learning from home or computer lab. Homework rooms are staffed by qualified ASES staff and credentialed teachers to support student success.
Distributed Leadership teams are developed by teachers and classified staff to meet a need on campus. Teams meet at least once a month to work on topics such as our Community of Kindness (anti-bullying), Above the Crowd (ATC) citizenship rewards, discipline, public relations, cross-grade writing programs, and technology – including i-pads.	Parents are kept informed of the work and accomplishments of the Distributed Leadership teams through callouts, newsletters, and public relations.	Students who are in ATC are recognized with reward events at least once per month. Students are part of the Mustang Leaders team, and approximately forty students will be a part of the Community of Kindness leadership team.
Bi-monthly Student Intervention Team (SIT) meetings to develop tier II interventions for under-performing students. The meetings are open to teachers as a resource for creating additional interventions for students.	Staffing’s are an integral part of the SIT process. Notes are taken and a copy given to parents to help them maintain the action plan. Counselors follow up with parents to check on progress at home and in school. LearningPoint web-based list of current grades in all courses are posted every three weeks for parents to check and monitor their child's progress.	Students participate in the staffing’s. Students are expected to fulfill their part of the action plan created through SIT and/or staffing. Follow-up with students as to progress in classes and/or attendance at tutorials is done through counselors. LearningPoint web-based list of current grades in all courses are posted every three weeks for students to check and monitor their progress.

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

#### **5th to 6th grade transition:**

- 5th graders are invited to attend various choir, orchestra, and band performances throughout the school year. 5th grade students invited to MBMS to attend musical performances and tour the school, typically in May
- 5th grade orientation night in March for parents. Parents receive information about school policies and procedures, meet the administrative staff, and visit teacher-led, break-out session for elective choices.
- EL Coordinator visits feeder schools in the spring to meet with the EL teachers and students to ease transition to MBMS
- MBMS provides Course Request Forms to all feeder Elementary schools.
- MBMS counselors and current 6th, 7th and 8th grade students visit all feeder schools in March to speak to 5th graders about MBMS and the Course Request Cards.
- 5th grade teachers from feeder elementary schools provide documentation of academic interventions for identified students and recommendations for students with social-emotional challenges
- READ180 teacher consults w/5th grade teachers regarding MAPs scores and teachers' recommendations for placement of 6th grade READ180 students
- Incoming sixth graders participate in a 3-hour orientation in August led by the Mustang Leaders.

#### **8th to 9th grade transition:**

- High school counselors visit MBMS in March to discuss Course Request Cards and answer questions about A-G.
- MBMS advertises the High School Orientation nights for our parents.
- MBMS counselors meet with EL students and families as needed to help with the Course Request Cards.
- AVID students visit high schools.

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

Meadowbrook students are encouraged to be respectful, responsible, and resourceful. Positive behavior is rewarded with Character Cards that are based on the six pillars of Character Counts, Mustang Pride Awards, and individual praise and recognition. This year students who earn outstanding marks in conduct in at least five of six classes are recognized as "Above the Crowd" (ATC) students. Special events are held each trimester for ATC and Honor Roll students. Staff members recognize students with a Mustang Pride Award for exemplary attitude and behavior, then every Friday morning Dr. Carrillo publicly recognizes students during the announcements and visits the classes to present the awards in person. In May, students who have made great improvement in behavior and/or academics are nominated by their teachers and then honored at a Turnaround Luncheon sponsored by the Meadowbrook Educational Foundation. Students are also recognized at end-of-year awards ceremonies in June. All students attend by grade level to watch their peers receive awards in citizenship, honor roll, science, math, language arts, physical education, electives, and Mustang Pride. Parents of the recipients receive a personal invitation from the school.

Leadership, in collaboration with staff, will develop and implement a program that emphasizes a safe school environment that promotes positive interactions among all students, staff and parents. A group of more than twenty teachers and staff have formed a Distributive Leadership group to address this need. To support this effort, we will host a school-wide assembly focused on addressing bullying and creating a kinder community at MBMS. This assembly will be followed by a parent night focused on the same topics and monthly lessons in each classroom utilizing Character Counts lessons and film clips. We have involved student groups, such as our Mustang Leaders, to utilize student voice in our efforts on campus. We will establish a system on campus to acknowledge acts of kindness.

Each year counselors, teachers, and support group leaders teach conflict management and peer mediation strategies. In order to address student needs such as anger management, grief, divorce, friendship and school attitudes, counselors meet with small groups of students for a six to eight week period of time. Students may be involved with one or more groups. Students who need emotional support or whose families need support are referred by counselors to the District's Caring Connections program. In addition, the Student Support Services Specialist mentors students, with a particular focus on our Latino students. These students receive support with homework, materials, and strategies for developing positive relationships with teachers and staff.

A comprehensive Safe School Plan outlines specific standards and programs that support student learning. This plan includes timely fire, disaster and lockdown drills, supervision schedules, and a clear discipline policy. The school's discipline policy is aligned with District policy and reviewed annually by students, staff and parents. The staff supports a Single School Culture where ALL teachers and staff follow and consistently enforce the same school-wide discipline plan and consequences. Each fall students receive a parent/student Binder Reminder Handbook. This handbook contains the dress code, code of conduct, and a comprehensive school-wide discipline plan that details expectations and the corresponding positive/negative consequences. In addition, teachers' expectations and consequences are clearly conveyed to all students and are posted in each room. Every member of our staff monitors student behavior. Administrators are visibly out on campus to discourage negative behavior, and are available to students for support.

All seventh graders participate in a two-hour TUPE lesson taught by student support services. All students will participate in six Character Counts lessons that are connected with the Community of Kindness initiative. Those lessons will be taught by the regular classroom teachers. A week of Red Ribbon activities during October connect to the Too Good for Drugs lessons in the PE classes.

Teachers, campus supervisors, and administrators handle student discipline promptly and consistently. All staff members use infraction slips to help ensure that all behavior expectations are met. Infractions are noted for such things as being tardy to class, rude language, dress code violations, out of class without a pass, and horseplay. Consequences for infractions are progressive and may include lunch detention, after-school detention, Thursday School, and ISS (in-school suspension) and may affect citizenship grade. Office referrals are for more serious offenses, including defiance, fighting, harassment/bullying and hate behavior. Referral consequences may include detention, Thursday School, ISS, suspension, or expulsion from school. Any student causing or attempting harm to another student or who is engaging in harassment or hate behavior is suspended from school for 1-5 days. All students view a school-produced video on our District Hate Harassment and Hate Policy. Along with the video, students take a survey and participate in a class discussion about the topic.

Since we feel that students should learn from their mistakes, education is an important piece of any discipline action. As part of any consequence, students are required to write a reflection which includes what happened, why it happened, and what the student can do to make better choices to prevent repeat occurrences. As appropriate, students who are assigned to detention participate in specially designed character lessons with the intent that they will learn social and behavioral responsibility. Additionally, rather than home-suspension, an In-School-Suspension can be offered for students who have a first violation for a physical altercation. During the ISS, students participate in counselor-led conflict mediation and decision-making lessons. Parent contact and support is extremely important and an integral part of the discipline plan.

On-going communication is maintained with the Sheriff's Department school resource officer assigned to our campus. He makes frequent visits to the campus building a positive rapport with students, staff and parents as well as providing support and help with more serious offenses.

Information about the attitudes and perceptions of students, staff, and community are gathered using an annual survey, bi-monthly principal's coffees, and interviews. Collecting and analyzing this data informs our thinking and understanding of how students, teachers, and parents feel about their experiences at Meadowbrook. The information is used to modify programs, strategies, and materials with the intent of maintaining a positive school climate. As a result of parent input into discipline, the school-wide discipline plan has been revised, all teachers follow the same procedure, and the consequences for inappropriate behavior have been streamlined for better consistency.

The free ASES (After School Education and Safety) program helps the school meet the academic, social, and emotional needs of the students and the community. The ASES program is supervised by PUSD staff and provides a wide range of after-school activities, including tutorials, social clubs, and athletic opportunities before and after school. The ASES schedule of activities changes every six weeks and is based upon teacher, administration, parent, and student input. Students often suggest and initiate ideas for after-school clubs or group activities. The coordinator of the program works closely with administration and teachers to provide support to regular school day.

**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
Minnesota Smoking Prevention Program	7th Grade	270 minutes
Primary Interaction Program	K-3rd	150 minutes
PIP Playground Support	K-3rd	120 minutes
Tobacco Use Prevention Education	7th	120 minutes
Character Counts	K-12th	320 minutes
Before and After School (ASES)	6th-8th	207 ASES students have access every school day for 1.5 hours AM and 3.5 hours PM
Second Step	Pre-K-8th	
Steps to Respect	3rd-6th	
Red Ribbon Week	6-8	70

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

<b>STATE/FEDERAL PROGRAMS</b>	<b>SITE ALLOCATION (IF APPLICABLE)</b>
Title I	0
Title I Parent Involvement	0
ELAP: English Language Acquisition Program (Grades 4-8 only)	1,401
EIA-EL: Economic Impact Aid - English Learners	59,995
EIA-SCE: Economic Impact Aid - State Compensatory Education	36,182

**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	Kay McHeffey	Original signature page on file at the district office.	
Special Education	Diedra Dunn & Debbie O'Neil		
Title I (if applicable)			
Library	Linda Bjork		

### SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[X]	[ ]	[ ]	[ ]	[ ]		Dr. Miguel Carrillo		
[ ]	[ ]	[ ]	[X]	[ ]	2010-12	Michelle Stinebaugh	Original signature page on file at the district office.	
[ ]	[ ]	[ ]	[X]	[ ]	2011-13	David Osuna		
[ ]	[ ]	[ ]	[X]	[ ]	2010-12	Abigail Denosta-Benavente		
[ ]	[ ]	[ ]	[ ]	[X]	2010-12	Nicole Glidden		
[ ]	[ ]	[ ]	[ ]	[X]	2011-13	Saiyara Alam		
[ ]	[ ]	[ ]	[ ]	[X]	2010-12	Eva Hernandez		
[ ]	[X]	[ ]	[ ]	[ ]	2010-12	Anne Brady		
[ ]	[X]	[ ]	[ ]	[ ]	2011-13	Jackie Ireland-Poirier		
[ ]	[X]	[ ]	[ ]	[ ]	2010-12	Jim Valenzuela		
[ ]	[X]	[ ]	[ ]	[ ]	2011-13	Simeon Cowart		
[ ]	[ ]	[X]	[ ]	[ ]	2011-13	Jessica Brutzman		
<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</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 January 11, 2012.**

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: Meadowbrook Middle School  
 PROGRAM: English Language Acquisition Program (Grades 4-8 only)  
 RESOURCE NUMBER: 6286  
 2011 ENTITLEMENT: \_\_\_\_\_  
 PLUS CARRYOVER: \$1,401  
 TOTAL SITE BUDGET: 1,401

**Budget Summary for  
Meadowbrook Middle 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
<b>1000 CERTIFICATED SALARIES</b>						
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
<b>2000 CLASSIFIED SALARIES</b>						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	93					93
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	4					4
3222-000: PERS Pickup – CLASSIFIED	3					3
3312-000: FICA – CLASSIFIED	3					3

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED	2					2
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	3					3
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED	1					1
3802-000: PERS Recapture - CLASSIFIED						0
<b>4000 BOOKS AND SUPPLIES</b>						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES	1280					1,280
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	<b>1,280</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,280</b>
<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		12				12
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>1,389</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,401</b>

**V.D. BUDGET DEVELOPMENT FORM**

SITE: Meadowbrook Middle School  
 PROGRAM: Economic Impact Aid - English Learners  
 RESOURCE NUMBER: 7091  
 2011 ENTITLEMENT: \$21,855  
 PLUS CARRYOVER: \$38,140  
 TOTAL SITE BUDGET: 59,995

**Budget Summary for  
Meadowbrook Middle 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
<b>1000 CERTIFICATED SALARIES</b>						
1100-010: TEACHER'S SAL. REGULAR	16000					16,000
1100-012: TEACHER SUB	700					700
1100-014: TEACHER HOURLY	10000					10,000
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	<b>26,700</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>26,700</b>
<b>2000 CLASSIFIED SALARIES</b>						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	50					50
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	2130					2,130
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	500					500
3322-000: MEDICARE - CLASSIFIED	10					10
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED	3000					3,000
3402-000: HEALTH-CLASSIFIED	100					100
3501-000: UNEMPLOYMENT INS - CERTIFICATED	335					335
3502-000: UNEMPLOYMENT INS – CLASSIFIED	5					5
3601-000: WORKERS COMP INS – CERTIFICATED	500					500
3602-000: WORKERS COMP INS - CLASSIFIED	2					2
3802-000: PERS Recapture - CLASSIFIED						0
	<b>6,582</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6,582</b>
<b>4000 BOOKS AND SUPPLIES</b>						
4100-010: TEXTBOOKS	500					500
4200-010: OTHER BOOKS	245					245
4300-010: SUPPLIES	15818					15,818
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
4400-030: Computer Hardware \$500-4999	10000					10,000
	<b>26,563</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>26,563</b>
<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	100					100
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
<b>6000 CAPITAL OUTLAY</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>59,995</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>59,995</b>

**V.D. BUDGET DEVELOPMENT FORM**

SITE: Meadowbrook Middle School

PROGRAM: Economic Impact Aid - State Compensatory Education

RESOURCE NUMBER: 7090

**Budget Summary for  
Meadowbrook Middle School**

2011 ENTITLEMENT: \$20,140

\$PER STUDENT: \_\_\_\_\_

PLUS CARRYOVER: \$16,042

# OF STUDENTS: \_\_\_\_\_

TOTAL SITE BUDGET: 36,182

TOTAL ENTITLEMENT: 0

**BUDGETED  
EXPENDITURES**

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	2500					2,500
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	<b>2,500</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,500</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	200					200
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	20					20
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	20					20
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED	75					75
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	17867					17,867
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
4400-030: Computer Hardware \$500-4999	15000					15,000
	<b>32,867</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32,867</b>
<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

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
5800-086: OTHER SERVICES	500					500
<b>6000 CAPITAL OUTLAY</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>36,182</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>36,182</b>

**VI. ADDENDUM (Optional)**

---

2012 Meadowbrook **Sixth Grade Basic Education** SMART goal to support school-wide goals

- By June 2012, all subgroups will meet or exceed the AYP target in English/Language Arts (78%) as measured by the California Standards Test (CST).
- By June 2012, all subgroups will meet or exceed the AYP target in math (79%) as measured by the California Standards Test (CST).

Sixth Grade Basic Education SMART goal	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
As measured by the spring 2012 MAPs assessment, 100% of the basic and below basic students will meet or exceed expected growth targets in Word Analysis/Vocabulary (Reading), and in Mechanics and Grammar (Language Usage).	Students and teachers will work together three times a year to set MAPs goals based on expected growth in lowest areas. Create an enthusiasm and student motivation to take pride in MAPs performance and overall classroom achievement.	MAPs Student Goals Sheets	Student Report Center
	Implement, as a team, <u>Easy Grammar</u> curriculum. Set target areas and focus instruction to cover skills missed by students.	MAPs Classroom assessments	<u>Easy Grammar</u> Student Report Center Learning Ladders Decartes
	Support ELA across the social studies curriculum via use of Mustang Notes and explicit instruction on both academic and content vocabulary.	MAPs Classroom assessments – social studies tests that incorporate vocabulary	AVID instructors Student Report Center
	Continue the use of <i>Compass Learning</i> to reinforce identified concepts.	MAPs Student use and task completion in <i>Compass Learning</i>	<i>Compass Learning</i>
	Implement <i>Skills for Success</i> student teams for students who do not have support at home. Students required to attend 3x week, and parents commit to 1x month. Parents will receive training in same skills. High school mentors for support.	Student grades Attendance at monthly parent meetings	AVID strategies AVID coordinator <u>Skills for Success</u> book

2011-2012 Meadowbrook Seventh Grade Basic Education SMART goal to support school-wide goals

- By June 2012, all subgroups will meet or exceed the AYP target in English/Language Arts (78%) as measured by the California Standards Test (CST).
- By June 2012, all subgroups will meet or exceed the AYP target in math (79%) as measured by the California Standards Test (CST).

Seventh Grade Basic Education SMART goal	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
By June 2012, 100% of seventh grade Basic Education students will meet MAPS expected growth targets - specifically in word analysis, sentence development, and literary response and analysis.	Utilize MAPs and Learning Ladders to identify student need for additional support through <i>Compass Learning</i> .	MAPs fall and winter scores <i>Compass Learning</i> usage and task completion	<i>Compass Learning</i> Program Student Resource Center
	Focus on vocabulary development in a variety of literary genres	Classroom assessments MAPs winter scores	Glencoe text and resources Student Report Center
	Continue to use Mustang Notes while incorporating additional AVID strategies.	Classroom assessments	AVID instructors as coaches
	Utilize "Standards Mastery" consumable workbooks in the two months prior to STAR testing to identify CST-released questions, identify test-taking strategies, and to develop lessons to address identified areas of need.	Winter MAPs – specific report: <i>Analyzing Grade Level Growth</i>	Standards Mastery materials Student Report Center
	To improve inferential and literal comprehension, implement selections from our "Top Ten" list of Glencoe stories that are based on genre and student appeal.	MAPs fall and winter Glencoe assessments	MAPs Learning Ladders Student Report Center
	Focus on the parts of speech and Greek/Latin roots to improve sentence development and increase vocabulary.	MAPs	Glencoe text and resources
	Use the Standards to begin the work of vertical articulation between sixth and seventh and eighth grades – specifically grammar and writing, during Tuesday CIA time and professional growth day in January, 2012.	MAPs – winter and spring scores since the majority of the work will occur second semester	Standards Student Report Center Textbooks Colleagues

2012 Meadowbrook **Eighth Grade Basic Education** SMART goal to support school-wide goals

- By June 2012, all subgroups will meet or exceed the AYP target in English/Language Arts (78%) as measured by the California Standards Test (CST).
- By June 2012, all subgroups will meet or exceed the AYP target in math (79%) as measured by the California Standards Test (CST).

Eighth Grade Basic Education SMART goal	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
<p>By June, 2012, 100% of students identified as Basic or Below Basic as measured by the 2010 CST will meet or exceed expected growth targets in reading and language usage as measured by the spring 2012 MAPs assessment.</p>	<p>Identify the students who are basic and below for differentiation of instruction, including <i>Compass Learning</i>, to meet specific needs.</p>	<p>Fall MAPs and Learning Ladders to set goals.</p> <p>Winter MAPs to measure progress</p> <p>Classroom assessments</p> <p>Compass Learning student usage and task completion</p>	<p>Student Report Center</p> <p>MAPs</p> <p>PUSD Ed Tech Central</p> <p><i>Compass Learning</i></p> <p>Glencoe Grammar Text</p> <p><i>Easy Grammar</i> book</p> <p>CST-released questions</p> <p>Practice tests</p> <p>Prentice Hall social studies text</p>
	<p>Systemic vocabulary instruction from the Glencoe Grammar textbook and vocabulary instruction in content curriculum – language arts and social studies.</p>		
	<p>Utilize the individual lexile scores of students and emphasize an independent reading program.</p>		
	<p>Pretest and teaching of the <i>parts of speech</i> and Grammar 101</p>		
	<p>Design activities that simulate the CST and utilize practice questions.</p>		
	<p>Utilize Prentice Hall workbooks in social studies to offer support/differentiation for struggling readers.</p>		

2012 Meadowbrook Math SMART goal to support school-wide goals

- By June 2012; all subgroups will meet or exceed the AYP target in English/Language Arts (78%) as measured by the California Standards Test (CST).
- By June 2012, all subgroups will meet or exceed the AYP target in math (79%) as measured by the California Standards Test (CST).

Math SMART goal	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
<p>By June 2012, all students will meet or exceed the AYP target in math (79%) as measured by the CST.</p>	<p>Analyze the data from the midterm District common course assessments to assess needs and drive curriculum in 6<sup>th</sup> grade math and pre-algebra.</p>	<p>Student results from the midterm common course assessments</p>	<p>The common course assessments <i>Pizzazz</i> <i>Mad Minutes</i></p>
	<p>Implement the use of technology (<i>Kahn Academy</i>, iPads, <i>Sum Dog</i> and <i>Compass Learning</i>) in the sixth grade math, pre-algebra support, and algebra readiness classes to increase rigor and improve basic skills.</p> <p>Advertise to the students the availability of after-school computer labs for access to technology.</p> <p>Provide paper copies of grades for students without internet access at home (vital parent communication)</p>	<p>Classroom assessments Student progress charts (<i>Compass Learning</i>) MAPs – fall scores to set goals MAPs – winter scores to evaluate progress and adjust goals.</p>	<p>Student Report Center for Learning Ladders and Descartes</p> <p>iPad applications</p> <p><i>Kahn Academy</i> <i>Sum Dog Website</i> <i>Compass Learning</i></p>
	<p>Explicitly teach Mustang note-taking and summary writing.</p>	<p>Midterm common course assessments in 6<sup>th</sup> math, pre-algebra, algebra, and geometry Winter MAPs in 6<sup>th</sup> Math, pre-algebra, and support classes Classroom assessments</p>	<p>AVID teachers</p> <p>Mustang Notes template</p> <p>Binder Reminder</p>
	<p>Evaluate winter MAPs for at least 50% progress towards expected growth in 6<sup>th</sup> math, pre-algebra, and support classes.</p>	<p>Student results from fall-winter MAPs</p>	<p>Student Report Center for Learning Ladders and Descartes</p> <p><i>Compass Learning</i> <i>Pizzazz</i> <i>Mad Minutes</i></p>
	<p>In algebra and geometry courses, evaluate midterm common course assessments to assess needs and drive curriculum in order for students to meet 85% correct target needed to access next level of math.</p>	<p>Student results from the midterm common course assessments</p>	<p><i>Pizzazz</i></p>

2012 Meadowbrook **Science** SMART goal to support school-wide goals

- By June 2012, all subgroups will meet or exceed the AYP target in English/Language Arts (78%) as measured by the California Standards Test (CST).
- By June 2012, all subgroups will meet or exceed the AYP target in math (79%) as measured by the California Standards Test (CST).

Science SMART goal	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
<p>The number of eighth grade students scoring proficient or advanced on the Reactions and Chemistry of Living Things portion on the 8<sup>th</sup> grade STAR exam will increase from 73% to 79% as measured by the 2012 STAR exam.</p>	<p>Revise and update knowledge maps for 6<sup>th</sup> and 7<sup>th</sup> grade (based on state standards 1, 3, 4) and add questions from the 4<sup>th</sup> grade Life Science Standards.</p>	<p>Classroom assessments Student products Jeopardy competitions</p>	<p>State Standards Text books Internet</p>
	<p>Using the 8<sup>th</sup> grade knowledge map (based on the state standards 1, 3, 4), develop supportive strategies and/or activities to supplement student understanding of "Reactions and Chemistry of living Things."</p>	<p>Classroom assessments Student products Class competition</p>	<p>State Standards Textbooks DVDs</p>
	<p>Relate the periodic table to 6<sup>th</sup>/7<sup>th</sup> grade instruction (1, 3)</p>	<p>Classroom assessments Student products Cycle charts</p>	<p>Textbooks Periodic Table Chart</p>
	<p>Expand our use of CST-released questions and our emphasis on critical thinking – specifically data analysis using graphs, tables, and text to support the math and ELA departments.</p>	<p>MAPs – reading and math fall exams to identify areas of need and winter exam to evaluate progress.</p>	<p>Student Report Center ELA and math teachers CST-released questions</p>

2012 Meadowbrook **Electives** SMART goal to support school-wide goals

- By June 2012, all subgroups will meet or exceed the AYP target in English/Language Arts (78%) as measured by the California Standards Test (CST).
- By June 2012, all subgroups will meet or exceed the AYP target in math (79%) as measured by the California Standards Test (CST).

Electives SMART goal	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
<p>By June, 2012, 100% of students in elective classes will meet or exceed expected growth targets in reading and language usage, as measured by the spring MAPs test.</p> <p>79% of students will meet or exceed the AYP target as measured by the CST in math.</p>	<p>Reinforce student learning through the application of <i>deep practice</i> in elective curricular areas. Deep practice = reaching and repeating, engagement, purposefulness; strong, direct, immediate feedback.</p>	<p>Technology/video class:</p> <ul style="list-style-type: none"> <li>• Completed journals</li> <li>• Class projects completed</li> <li>• Videos evaluated in class</li> <li>• Online videos</li> <li>• IVIE video contest submissions</li> </ul> <p>Art:</p> <ul style="list-style-type: none"> <li>• Completed practice sheets</li> <li>• Public art projects/chalk drawings</li> <li>• Completed art projects</li> <li>• Projects evaluated at San Diego Fair</li> </ul> <p>Band/Orchestra:</p> <ul style="list-style-type: none"> <li>• Practice logs with parent signatures</li> <li>• Concert performances</li> <li>• Festival performances and evaluations by judges</li> </ul>	<p><u>The Talent Code</u> by Daniel Coyle Student Report Center</p> <p><u>Building Academic Vocabulary</u> by Robert Marzano</p> <p><u>Talent is Overrated</u> by Geoff Colvin</p> <p><u>Bounce</u> by Matthew Syed</p> <p>Distributive Leadership Group study of <i>deep practice</i></p>
	<p>Utilize classroom curriculum to explicitly teach perseverance through repetition of concepts in multiple formats.</p>		
	<p>Student practice on their own time to increase skills.</p>		
	<p>Teachers will give direct instruction on vocabulary words using various best-practices that have been identified for teaching vocabulary.</p>		

2012 Meadowbrook **Physical Education** SMART goal to support school-wide goals

- By June 2012, all subgroups will meet or exceed the AYP target in English/Language Arts (78%) as measured by the California Standards Test (CST).
- By June 2012, all subgroups will meet or exceed the AYP target in math (79%) as measured by the California Standards Test (CST).

Physical Education SMART goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
<p>By the end of May, 2012, 60% of Meadowbrook physical education students will achieve the 50<sup>th</sup> percentile in 5 out of 5 tests in the National Physical Fitness Test.</p>	<p>To build students' Aerobic Capacity (Mile Run), PE teachers will utilize daily timed runs, interval runs, circuit training, anaerobic training – sprints, exercise bikes, and fitness standards each trimester. Students will periodically calculate their heart rate after runs, using multiplication.</p>	<p>Teachers will record daily results of runs. Mid-year test Final fitness test results</p>	<p>PE Standards Charts Fitness Equipment</p>
	<p>Teachers will help students add Muscular Strength (Right Angle Pushups) with lessons that include daily pushups, upper body strength training circuits, incline pushups, and medicine ball exercises.</p>	<p>Teachers will record daily results of runs. Mid-year test Final fitness test results</p>	<p>PE Standards Charts Fitness Equipment</p>
	<p>In order to improve students' Muscular Endurance (Partial Curl-ups), teachers will build endurance with daily partial curl-ups, crunches, core strengthening exercises – planks, flutter kicks, leg lifts, Pilates, and yoga.</p>	<p>Teachers will record daily results of runs. Mid-year test Final fitness test results</p>	<p>PE Standards Charts Fitness Equipment</p>
	<p>Teachers will work with the students to increase their Flexibility (Shoulder stretch and trunk lift) by requiring Daily stretching of deltoids, triceps, hamstrings, and lower back muscles. Additionally, students will do "stiff leg" dead lift weight exercises.</p>	<p>Teachers will record daily results of runs. Mid-year test Final fitness test results</p>	<p>PE Standards Charts Fitness Equipment</p>
	<p>To help students improve their shuttle run time, students will perform sprints, agility drills, and practice their technique in class. Students will periodically calculate their heart rate after runs, using multiplication.</p>	<p>Teachers will record daily results of runs. Mid-year test Final fitness test results</p>	<p>PE Standards Charts Fitness Equipment</p>