

**Mesa Verde 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.

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

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

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

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

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

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

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

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

PUSD Culture

- Continue to explore ways for more frequent and focused articulation with Westview High School, as well as the MVMS feeder elementary schools to ensure consistency through curricular pathways.
- Integrate PATH strategies as the core curriculum is taught.
- Embed the philosophy behind the AVID mission statement into our school culture to instill college-going attitudes and goals for students and staff.
- Explore how to increase the number of 8th grade AVID students successfully completing Algebra to build a math foundation that supports college admission requirements.
- Provide our students with a solid foundation of math skills, teach perseverance, and nurture the confidence they need to succeed in future math courses.
- Continue to become familiar with the recently adopted Math curriculum while learning to best use the accompanied resources.
- Focus on having a greater degree of parent /student/teacher communication to assist students and their families in understanding expectations and meeting their academic goals.
- Continue to focus on improving writing instruction to provide a strong foundation for high school and college success.

Equitable Access to Rigorous and Engaging Learning Experiences

- Increase cultural competency by working with staff, students and the community to better understand cultural differences within our community and how those differences may impact learning, academic goals and expectations.
- Continue to close the achievement gap at Mesa Verde by focusing on AYP subgroup data and strategically modify instruction and allocating our limited resources.

Capacity Building

- Teachers will continue to meet for one hour each late-start Wednesday by grade level, content area and vertically to discuss best practices, learn new skills, analyze student data, and to plan instruction.
- Continue to have writing be a sustained area of focus.
- Continue to personalize the school environment creating a welcoming and supportive atmosphere.
- Continue to implement RtI (Response to Intervention).
- By working with parent groups (Foundation and PTSA) and Staff during meetings we will continue to partner with parents to bring Impact Teacher support, Instructional supplies, After-school Clubs and technology to the classroom. Continue to focus on support of the Rachel's Challenge project to bring about a Culture of Kindness to Mesa Verde to assist with an overall Anti-Bullying Campaign at Mesa Verde.

Multiple Pathways

- Continue to focus on student Literacy during their 6th grade year by utilizing "extra" instructional minutes.
- Continue to offers several unique experiences for all students; including our 8th grade science team which has established a unique, integrated curriculum in which all students rotate through chemistry and physical science, and unique elective programs: Art, Photo Literacy, College Readiness, Band, Orchestra, Yearbook, Spanish, and AVID.
- Provide caring adult relationships for all students remains a high priority
- Students who are not achieving academic standards are given additional academic support, through additional tutorials, as well as being encouraged to participate in our Before and After School Programs.
- Provide several school-wide assemblies that address and promote, bullying, safe schools, anti-drug/alcohol, self-esteem and good character.
- Embody Character Education throughout our school campus and curriculum.

Organizational Support Systems

- Counselors meeting with at-risk students during AB1802 meetings and all classes to present AB1802 workshops.
- Counselors meeting with an at-risk Boys group, and an at-risk girls group
- SIT's (Student Intervention Team) are held weekly with administrative team (including counselors) and teachers of students deemed at risk.
- Continuing to focus on our Anti-Bullying campaign to create a Culture of Kindness at Mesa Verde. Our counseling and administrative teams presented to staff, parents, and students in conjunction with Rachel's Challenge (an outside group) in efforts of continuing upon the foundation put in place last year. A student club was created to further the message of Kindness and Compassion across the community.
 - Weekly student presentations (differentiated at each grade level) are delivered within the first period classroom. We are emphasizing that Bullying is not to be tolerated and bystanders also play critical roles in changing the culture.
- EDY (Educationally Disadvantaged Youth) funds are being utilized to fund Impact Teachers at the 6th grade for math intervention courses. For students in need of mathematical intervention, part of their elective coursework will be guided instruction to help facilitate progress within their current math class.
- EIA (Economic Impact Aid –English Learner) funds are being utilized to fund Impact Teachers for EL students. Students will meet daily within an ELD classroom as their Elective class. Students will also have a push-in model with Classified support within the general education classroom.
- Increased focus upon the use of a push-in model for Special Education students to facilitate improved academic growth.
- Use of Compass Learning and Reading Plus will be used to assist students' academic growth of those that have been identified as At-Risk.
- Library resources and technology available after-school for students who may not be available from home.
- Parent groups assist in funding after-school clubs for students in efforts of keeping students connected with the school.

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 and group achievement in reading, language arts, and math and show growth over time	Grades 6-8	Fall, Winter and Spring	Measure and report student growth. Results provide subscores that help the teacher analyze strengths and weaknesses within the areas of reading, language arts, and math
Quality Writing	On-demand, first-draft writing, individual performance	Diagnostic/Achievement	Grades 6-8	1st, 3rd and 4th Quarters	Students respond to a timed prompt. Teachers score using a 6 Traits rubric. The results of this assessment may be used to evaluate student writing skills, diagnose-prescribe and measure growth over time.
Algebra Computation	Criterion-referenced Performance task	Assess individual achievement of local standards	All Algebra students	End of Course	Designed by PUSD teachers as a common course assessment
Algebra Problem Solving	Criterion-referenced Performance task	Assess individual achievement of Algebraic concepts and application of skills	All Algebra students	End of Course	Designed by PUSD teachers as a common course assessment
UCSD Math Readiness Tests	Criterion-referenced	To determine the skill of students about to enter an advanced math course	Students enrolling in Algebra, Geometry, Algebra II	Fall, as students begin course or Spring to determine placement.	Useful to determine placement of students. Used by teachers to assess the skills of entering students in all classes across the campus and planning instruction accordingly to meet the needs of the students while planning unit and individual daily lesson plans
Progress Report "D" and "F" lists, GPA's	Individual performance assessment	To assess individual student performance using local standards	Grades 6-8	All reporting periods	Useful to identify students who are struggling. Once identified, counselors meet with students to develop a plan towards achieving success.

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	Grades 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	Grades 6-8	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
Student discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Principal/staff	Monthly/annually	Determine frequency of individual student incidences. Show patterns of disruptions. These records are compiled, disaggregated, analyzed annually, and used to determine program needs.
Student attendance records	Audit	Determine attendance patterns	Students	Monthly	Disaggregation of student attendance data is done annually and used for program evaluation.
Counseling Referrals	Audit	To monitor students' social and emotional well being	Counselors and staff	As required	Determine frequency and type of counseling services required by our students
Staff Survey	Sample	Gather opinions regarding school operation	Teachers /Staff	Annually	Survey data are useful leading indicators and can pinpoint problems before they affect student learning.
Community Survey	Sample	Gather opinions regarding school operation	Parents, Students, and Teachers/Staff	Annually	Survey data are useful leading indicators and can pinpoint problems before they affect student learning.

II.B. DATA REPORTS

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School and District Information

For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

School Information		District Information	
School Name	Mesa Verde Middle School	District Name	Poway Unified
Principal	Cliff Mitchell	Superintendent	John P. Collins, Ed.D
Street	8375 Entreken Way	Street	15250 Avenue of Science
City, State, Zip	San Diego, CA 92129-4405	City, State, Zip	San Diego, CA 92128-3406
Phone Number	858-538-5478	Phone Number	858-521-2800
FAX Number	858-538-8636	FAX Number	858-485-1322
Web Site	www.powayusd.com	Web Site	www.powayusd.com
E-mail Address	clmitchell@powayusd.com	E-mail Address	elehew@powayusd.com
CDS Code	37682966111306	SARC Contact	Eric Lehew

II.B. DATA REPORTS

Mesa Verde Middle School

Demographic Summary
for 2011-12 School Year

Address: 8375 Entreen Way
San Diego, CA 92129-4405

Principal: Cliff Mitchell

Year of Construction: 1994

Current Enrollment:

Numbers reflect enrollment totals as of October 18, 2011.

6 th	7 th	8 th	Special Day Class
425	404	435	31

Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
1324	1295	1295

Student Demographics:

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
27%	8%	9%	2%	48%	6%

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

Limited English	Free/Reduced Lunch
5%	10%

Staff Demographics

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
6%	0%	4%	0%	83%	6%

Percent Fully Credentialed: 100%

**District Accountability Report
Adequate Yearly Progress (AYP)
Spring 2011
Mesa Verde 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
Schoolwide	1259	100	100	100	99	100	100	88	87	88	78	81	79	930	930	933		
African American	26	100	100	100	100	97	100	78	63	73	42	52	62			788		
American Indian	1	100	100	100	100	100	100											
Asian	359	100	100	100	100	100	100	92	92	94	90	91	89	976	979	979		
Filipino	100	100	100	100	100	100	100	86	88	81	70	78	73	905	917	917		
Hispanic	113	100	100	99	99	100	99	81	85	79	66	74	61			865		
Pacific Islander	11	100	100	100	100	100	100			64			54			860		
White	649	99	100	100	99	100	100	87	87	88	76	80	78	924	927	929		
English Learner	156	100	100	100	100	100	100	78	82	80	76	74	69		909	893		
Low Socio-Economic	119	99	100	100	99	99	100	71	68	69	63	60	52		831	822		
Special Ed	131	100	100	100	99	99	100	55	60	55	48	58	44		752	730		

*** Includes only students in significant subgroups



Mesa Verde 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	436	438	431	403	476	433	446	449	443	463	442	442
Total % Proficient and Advanced	85	86	90	87	88	90	87	87	80	86	85	87
% Advanced	51	55	59	62	54	53	59	55	47	55	59	67
% Proficient	34	32	31	26	34	37	28	33	33	31	26	21
% Basic	11	11	9	11	9	9	8	10	15	12	12	10
% Below Basic	3	2	1	1	3	1	4	3	3	2	2	1
% Far Below Basic	1	1	0	0	0	0	1	0	2	0	2	2

* include all students

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



Mesa Verde 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	2008	2009	2010
Number Tested	436	433	431	404	424	358	304	314	8	5	4
Total % Proficient and Advanced	81	85	85	81	82	80	75	71	75	80	75
% Advanced	43	54	54	52	36	45	33	33	25	60	50
% Proficient	37	32	31	30	46	35	42	38	50	20	25
% Basic	14	9	11	16	12	16	17	21	0	20	25
% Below Basic	4	4	3	2	5	4	6	8	25	0	0
% Far Below Basic	1	1	0	0	1	1	2	1	0	0	0

* include all students

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Mesa Verde 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	229	67	104	112
Total % Proficient and Advanced	76	45	59	58
% Advanced	26	3	9	11
% Proficient	50	42	50	47
% Basic	14	31	30	27
% Below Basic	7	21	8	11
% Far Below Basic	3	3	4	4

* include all students

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Mesa Verde 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	50	72	142	135	176	338	257	199
Total % Proficient and Advanced	100	100	96	91	81	64	75	76
% Advanced	78	75	70	70	35	13	26	30
% Proficient	22	25	27	21	45	51	48	46
% Basic	0	0	4	7	18	28	19	17
% Below Basic	0	0	0	2	1	7	6	6
% Far Below Basic	0	0	0	0	0	1	0	1

* include all students

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Mesa Verde 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	30	47	76	130
Total % Proficient and Advanced	100	100	97	95
% Advanced	90	72	74	62
% Proficient	10	28	24	33
% Basic	0	0	3	5
% Below Basic	0	0	0	0
% Far Below Basic	0	0	0	0

* include all students

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Mesa Verde 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		
	2009	2010	2011
Number Tested	3	1	2
Total % Proficient and Advanced	100	100	100
% Advanced	67	100	50
% Proficient	33	0	50
% Basic	0	0	0
% Below Basic	0	0	0
% Far Below Basic	0	0	0

* include all students

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Mesa Verde 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	434	460	441	443
Total % Proficient and Advanced	88	92	91	91
% Advanced	64	78	76	77
% Proficient	24	15	16	13
% Basic	7	5	5	5
% Below Basic	3	2	1	2
% Far Below Basic	3	1	2	2

* include all students

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Mesa Verde Middle School
STAR Test by Proficiency Level for History Social Science
Spring 2010-2011

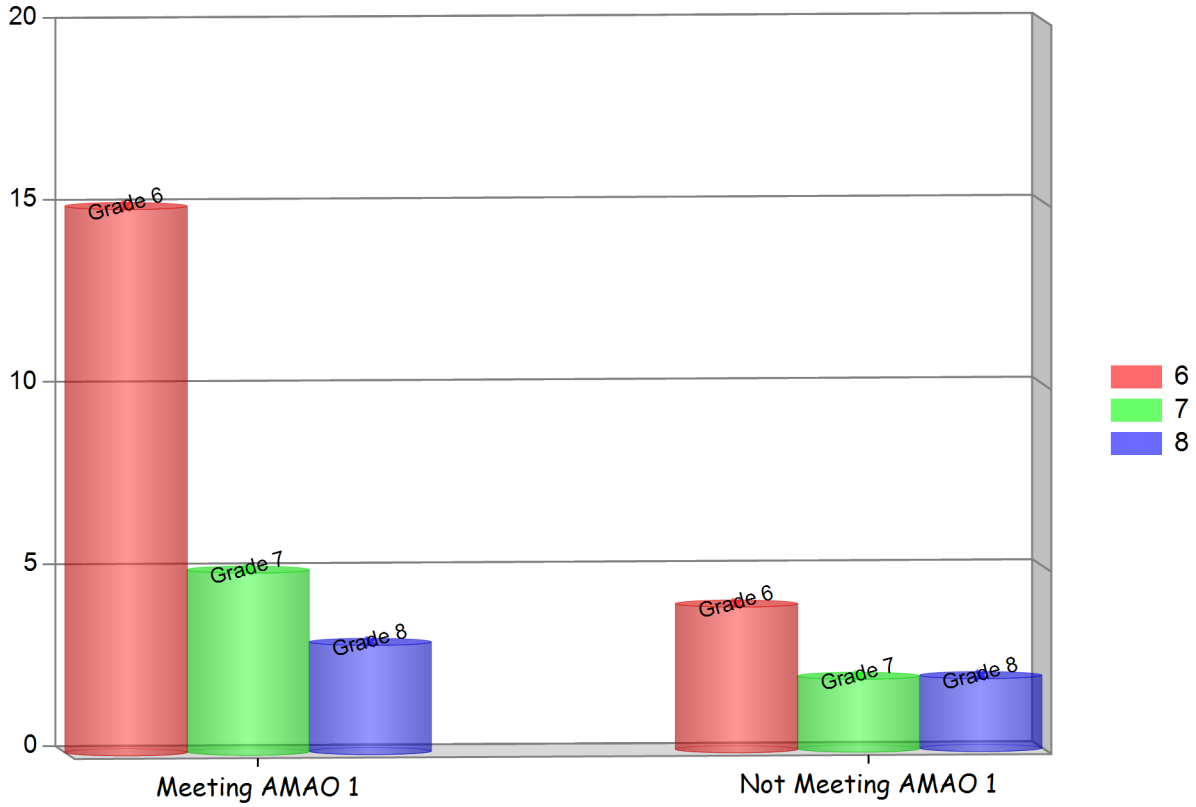
Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

To open District table click on + sign	Grade 8			
	2008	2009	2010	2011
Number Tested	435	456	438	443
Total % Proficient and Advanced	74	82	82	83
% Advanced	43	52	60	59
% Proficient	31	30	23	24
% Basic	19	14	11	11
% Below Basic	4	2	3	4
% Far Below Basic	3	1	3	2

* include all students

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**Mesa Verde Middle Annual Student Assessment
 AMAO #1 - Increase One CELDT Level or More
 Growth From Fall 2009 to Fall 2010**



Grade	Meeting AMAO 1	Not Meeting AMAO 1
6	15	4
7	5	2
8	3	2

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	74	78.7	69.5	61.4	65.6	57.3	34.1	36.8	31.5
2010	7	71.7	81.9	62.1	63.1	70.1	56.8	35.0	37.9	32.1
2011	7	60.4	66.7	54.7	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																				
Overall School-Wide SMART Goal	<p>As outlined in section II.C. Data Analysis, Mesa Verde continues to evaluate progress based on three year SMART goals. As we have not achieved success in all areas we continue to focus on those areas while establishing new goals for areas that we have met. We will focus primarily on achieving the goals we have set for ourselves and not yet achieved. Those include the following.</p> <ul style="list-style-type: none"> Continued focus on achieving and maintaining ELA SMART Goals by reaching an 90% Proficiency level at the 6th grade, a 92% Proficiency level at the 7th grade, and maintaining (or improving upon) a 85% proficiency level at the 8th grade. 	[]	[X]	<p>Based upon CST data,</p> <ul style="list-style-type: none"> Scores dropped in 6th grade ELA to an 87% Proficient and Advanced level, down from a 90%. We maintained student scores at 99% scoring Basic, Proficient and Advanced. Scores maintained in 7th grade ELA at 88% Proficient and Advanced level. We increased students scoring Basic, Proficient and Advanced from a 95% to 97%. <ul style="list-style-type: none"> We did also achieve a tremendous jump in the CST Writing results. <ul style="list-style-type: none"> During the 09-10 school year, 38% of students scored an eight on the exam. The most recent results now showed that 66% of our students now scored an eight. Scores increased in 8th grade ELA to an 88% Proficient and Advanced level, up from an 85%. We increased students scoring Basic, Proficient and Advanced from a 97% to 98%. 	<p>While we do not want to attribute this to class sizes, the largest factor was a diminished FTE staff at the 6th grade level. We went from fourteen 6th grade teachers to twelve without a change in the size of the overall 6th grade class. We are continuing to analyze data from the 10-11 ELA strand results and current MAP's scores to help design instruction.</p> <p>Our 7th team has been working collectively to design the 7th grade ELA curriculum collectively by utilizing Knowledge Maps as the common bond between classes/teachers.</p> <p>In the 8th grade, we believe that the stability of the academic team remaining constant helped to contribute to the move from an 85% to an 88% as teachers analyzed CST strand data to help develop curriculum.</p>																				
	<ul style="list-style-type: none"> Continued focus on achieving and maintaining Mathematics SMART Goals by reaching an 90% Proficiency level at the 6th grade, and 	[]	[X]	<p>Collectively, math scores continue to decrease at all levels except for 8th grade Algebra.</p> <table border="1" data-bbox="829 1356 1680 1461"> <thead> <tr> <th></th> <th>6th</th> <th>7th</th> <th>8th</th> <th>Alg 7</th> <th>Alg 8</th> <th>Geom</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>82%</td> <td>73%</td> <td>58%</td> <td>91%</td> <td>76%</td> <td>95%</td> </tr> <tr> <td>2010</td> <td>85%</td> <td>75%</td> <td>59%</td> <td>97%</td> <td>74%</td> <td>98%</td> </tr> </tbody> </table> <p><i>*Scores shown below reflect students scoring at the Proficient and Advanced level</i></p>		6th	7th	8th	Alg 7	Alg 8	Geom	2011	82%	73%	58%	91%	76%	95%	2010	85%	75%	59%	97%	74%	98%
	6th	7th	8th	Alg 7	Alg 8	Geom																			
2011	82%	73%	58%	91%	76%	95%																			
2010	85%	75%	59%	97%	74%	98%																			

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	maintaining (or improving upon) a 90% Proficiency level at the 7th grade, and a 86% proficiency level at the 8th grade.			Students taking Geometry increased from 32 students in 2009 to 130 students in 2011 (a 43% increase). We also experienced a decrease of 58 students in 8th grade taking Algebra from 2010 to 2011.	<p>teachers and increased class sizes. We also believe that the stability of the math department should be a focus of the team as we have only had three of our five math teachers remain as a constant. It should also be noted that the team had two part-time teachers last year, resulting in the need for us to have our three teachers changing their preps from year to year to compliment teacher strengths and the master schedule. The results from this past year in Geometry can be seen as an example as it was the teacher's first year teaching the course.</p> <p>We are continuing to focus on student growth and monitoring throughout the academic year utilizing PUSD CCA's and MAP's. The Math team continues to meet during professional time to align classes and monitor progress.</p>
English Learners (required)	By the completion of the 2010-2011 school year, we will increase by 5% the number of students performing at proficient or advanced on the ELA component of the CST test and decrease by 5% the number of students performing far below basic, below basic, and basic. The following ELL Goals for Literacy will be achieved by the end of the 2009-2010	[]	[X]	<p>While Mesa Verde is seeing improvements upon CELDT levels, we unfortunately are seeing only modest increases on CST performance from our levels in 2008-2009. In the 2009 school year our students achieved a 78% Proficiency level, increasing to an 82% in the 2009-2010 school year. Our 2010-2011 results dipped to an 80% across the grade levels.</p> <p>All but two students met AMAO 1 goals.</p>	We are still in the process of monitoring results, and while immediate data points to mid-year ELL student enrollment, as well as a lack of daily interventions, we are hopeful in identifying strategies for student assistance.

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	school year: <ul style="list-style-type: none"> • 50% of all ELL students will move from a level 1 to a 2 on the CELDT • 50% of all ELL students will move from a level 2 to a 3 on the CELDT • 10% of all ELL students will move from a level 3 to a 4 on the CELDT • 5% of all ELL students will move from a level 4 to a 5 on the CELDT 				
	By the completion of the 2010-2011 school year, we will increase by 5% the number of students performing at proficient or advanced on the MATH component of the CST test and decrease by 5% the number of students performing far below basic, below basic, and basic.	[]	[X]	Unfortunately we have shown a steady decline on CST performance from our levels in 2008-2009. Our 2010-2011 results dipped to a 69% across the grade levels, down from a 76% in 2008-2009.	We are still in the process of monitoring results, and while immediate data points to mid-year ELL student enrollment, as well as a lack of daily interventions, we are hopeful in identifying strategies for student assistance.
Students with Disabilities (required)	By the completion of the 2010-2011 school year, we will move from a 60% proficiency level and strive for an 65% proficiency level for our ELA scores.	[]	[X]	Unfortunately we have shown mixed results from the 2008-2009 school year. Our students were able to post gains of 5% in 2009-2010, yet this past year we are back to our 2008-2009 levels at a 55% Proficiency level on the CST.	As we look at student population we notice that in the last three years this group has grown by 21% here at Mesa Verde without a change in staffing. This being tied with increased class sizes looks to show an indication that we will need to focus on developing interventions towards student achievement. This past year, we created two ELA courses aligned with Special Education teachers and aides to be directly in the main

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	By the completion of the 2010-2011 school year, we will move from a 58% proficiency level and strive for an 63% proficiency level for our Math students.	[]	[X]	Unfortunately we have shown mixed results from the 2008-2009 school year. Our students were able to post gains of 10% in 2009-2010, yet this past year we are below our 2008-2009 levels at a 44% Proficiency level on the CST.	stream classroom. We are continuing to monitor and adjust the program. As we look at student population we notice that in the last three years this group has grown by 21% here at Mesa Verde without a change in staffing. This being tied with increased class sizes looks to show an indication that we will need to focus on developing interventions towards student achievement. We began a push-in model for math classes for students in 2010 and are continuing to monitor and adjust the program. We also asked our classroom aides to utilize a push-in model to assist in student success.
GATE (required)	Mesa Verde will sustain or increase GATE students scoring Proficient in English-Language Arts and History/Social Studies on the CST at 100% and increase by 3% the number of GATE students at each grade level who score Advanced. Additional Goals <ul style="list-style-type: none"> • 6th - Sustain students scoring Proficient at 100%, Increase students scoring Advanced to 90% • 7th - Sustain students scoring Proficient at 100%, Increase students 	[]	[X]	Mesa Verde had mixed results with our GATE student CST results. We did meet half of our goals. <ul style="list-style-type: none"> • 6th grade went from a 98% Proficient/Advanced level to a 100%; and we saw an increase of advanced scoring from an 85% to a 96%. • 7th grade unfortunately saw declines in both areas. We went from a 100% P/A level to a 98%; At the same time, we saw a decline from a 95% Advanced scoring level to a 89%. • 8th grade saw mixed results. Our students declined from a 100% to a 99% overall; but we showed a 94% to a 98% gain in students scoring Advanced. 	As funding has diminished we have been unable to have Professional Growth focused upon the needs of GATE students in the form of GATE training and GATE teacher "refresher" courses at a District/Countywide level. We also have been not had additional GATE Parent Nights as we have in the past. These nights helped parents, teachers, and students focus upon the needs of the GATE student. Our class sizes in the Homogeneous classroom have increased to 42 students in the Humanities. Lastly, we

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	scoring Advanced to 98% <ul style="list-style-type: none"> 8th - Sustain students scoring Proficient at 100%, Increase students scoring Advanced to 97% 				have not allocated funds for updated materials for our GATE students in several years. These may include items such as novels at the appropriate lexile levels for our students.
	<p>Mesa Verde will sustain or increase GATE students scoring Proficient in Mathematics on the CST at 100% and increase by 3% the number of GATE students at each grade level who score Advanced.</p> <p>Additional Goals</p> <ul style="list-style-type: none"> 6th - Increase students scoring Proficient to 100%, Increase students scoring Advanced to 90% 7th - Increase students scoring Proficient to 100%, Increase students scoring Advanced to 90% 8th - Increase students scoring Proficient to 100%, Increase students scoring Advanced to 90% 	[]	[X]	<p>While we did not make our goal of 100% proficiency, we are on a steady path to meeting the goal. In all math subjects our students posted a 90% or better, except in Algebra Readiness. We had two students in Algebra Readiness last year, one met our goal, while the other still has foundational blocks to achieve.</p>	<p>As funding has diminished we have been unable to have Professional Growth focused upon the needs of GATE students in the form of GATE training and GATE teacher "refresher" courses at a District/Countywide level. We also have been not had additional GATE Parent Nights as we have in the past. These nights helped parents, teachers, and students focus upon the needs of the GATE student.</p> <p>Like, our ELA results have shown, we are fearful to point to class size having a direct correlation to CST math results. Yet, with a loss of FTE funding we find ourselves with fewer math teachers and increased class sizes. We also believe that the stability of the math department should be a focus of the team as we have only had three of our five math teachers remain as a constant. It should also be noted that the team had two part-time teachers last year, resulting in the</p>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<p>need for us to have our three teachers changing their preps from year to year to compliment teacher strengths and the master schedule. The results from this past year in Geometry can be seen as an example as it was the teacher's first year teaching the course.</p> <p>We are continuing to focus on student growth and monitoring throughout the academic year utilizing PUSD CCA's and MAP's. The Math team continues to meet during professional time to align classes and monitor progress.</p>
Educationally Disadvantaged or Title I Students (required)	Our Low SES students continue to be four percentage points away from our goal in the area of ELA. Mesa Verde hopes to achieve a 72% proficiency level by completion of the 2010-2011 school year.	[]	[X]	<p>Unfortunately we have shown mixed results from the 2008-2009 school year when our students achieved a 71% proficiency level on the CST's. Our students declined 3% for the 2009-2010 school year. This past school year, our students posted an increase in 1%, but we are still below our goal of 72%.</p> <p>Our 6th grade students from 2009, posted a CST Proficient and Advanced rating of 60% that year. That same cohort of students scored a 69% in the 2011 school year.</p>	As a school the overall growth is close to our goal, but not yet achieved. We are seeing gains across all three grades when looking at longitudinal data. In 2009, we had smaller class sizes which we feel aided in student achievement. While following that single cohort, they were able to benefit from having the same core of Humanities teachers at grades 7 and 8 as teachers analyzed CST strand data to help develop and refine curriculum. We are continuing to analyze data from MAP's scores to help design instruction.
	Our Low SES students have currently achieved our goal of a 60% proficiency	[]	[X]	Unfortunately we have shown a steady decline on CST performance from our levels in 2008-2009. Our 2010-2011 results dropped to a 52% across the grade levels, down from a 63% in 2008-2009. We are still in the process of investigating results as we	Like, our ELA results have shown, we are fearful to point to class

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	level. We will still work to achieve the District goal of 70%, as a benchmark, we hope to achieve a 64% proficiency level by the end of the 2010-2011 school year.			look at our students within "Safe Harbor."	<p>size having a direct correlation to CST math results. Yet, with a loss of FTE funding we find ourselves with fewer math teachers and increased class sizes. We also believe that the stability of the math department should be a focus of the team as we have only had three of our five math teachers remain as a constant. It should also be noted that the team had two part-time teachers last year, resulting in the need for us to have our three teachers changing their preps from year to year to compliment teacher strengths and the master schedule. The results from this past year in Geometry can be seen as an example as it was the teacher's first year teaching the course.</p> <p>We are continuing to focus on student growth and monitoring throughout the academic year utilizing PUSD CCA's and MAP's. The Math team continues to meet during professional time to align classes and monitor progress.</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	As outlined in section II.C. Data Analysis, we will focus primarily on achieving the goals we have set for ourselves in the past and not yet achieved. Those include continued focus on achieving and maintaining ELA SMART Goals by maintaining (or improving upon); <ul style="list-style-type: none"> • a 90% Proficiency level at the 6th grade, • a 92% Proficiency level at the 7th grade, • a 88% proficiency level at the 8th grade. 	<p>Mesa Verde teachers will focus on improving instruction and goal driven lessons surrounding the State Standards of Reading Comprehension and Writing Strategies across the grade levels in ELA.</p> <ul style="list-style-type: none"> • Reading Comprehension is a skill necessary for success throughout the rest of a student's academic career and beyond. The campus will focus on the grade level content standards regarding reading comprehension. • Writing Strategies will continue to be one of the foci of the campus. The campus will focus on the grade level content standards regarding reading comprehension. <p>Teachers will continue to meet collaboratively to discuss best practices within their classrooms, MAP's goal setting with students and expand lessons to encompass Compass Learning.</p>	<ul style="list-style-type: none"> • MAP's • CST • Writing Samples 	<ul style="list-style-type: none"> • MAP's • Compass Learning
	Continued focus on achieving and maintaining Mathematics SMART Goals by; <ul style="list-style-type: none"> • By reaching a 90% Proficiency level at the 6th grade. • Maintaining (or improving upon) a 85% Proficiency level in Algebra at the 7th grade, and 8th grades. • Maintaining or improving upon a 65% proficiency level in General Math in 8th grade. • Maintaining or improving upon a 80% proficiency level in General Math in 7th grade. 	<p>As a Mathematics team, the teachers will be focusing on improving instruction and goal driven lessons surrounding;</p> <ul style="list-style-type: none"> • Functions and Rational Expressions • Emphasis upon Vocabulary of Math • Powers and Roots • Ratios, Proportions, Percentages, and Negative Fractions • Measurement and Geometry <p>Mesa Verde utilizes Impact teachers at the 6th grade level. Students meeting criteria for Impact Math will access tutorial class time in addition to regular math classes. The 2010-2011 Impact students are being monitored for support.</p>	<ul style="list-style-type: none"> • MAP's • CST • CCA 	<ul style="list-style-type: none"> • Student Textbook • Online resources • Khan Academy • MAP's • Compass Learning

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		We will monitor throughout the year student progress as well as gathering end of year summative assessments. Teacher and student reflections will be shared amongst the team.		
<u>In addition to your schoolwide goals; include goals for critical groups</u>				
Educationally Disadvantaged Youth or Title I	Our Low SES students continue to be four percentage points away from our goal in the area of ELA. Mesa Verde hopes to achieve a 72% proficiency level by completion of the 2011-2012 school year.	<p>Mesa Verde has identified students below proficiency levels in all subgroups and will continue to monitor and assist through classroom intervention and support utilizing AVID tutors, as well as Impact Teachers.</p> <p>Teachers will focus on improving instruction and goal driven lessons surrounding the State Standards of Reading Comprehension and Writing Strategies across the grade levels in ELA.</p> <ul style="list-style-type: none"> • Reading Comprehension is a skill necessary for success throughout the rest of a student's academic career and beyond. The campus will focus on the grade level content standards regarding reading comprehension. • Writing Strategies will continue to be one of the foci of the campus. The campus will focus on the grade level content standards regarding reading comprehension. <p>Teachers will continue to meet collaboratively to discuss best practices within their classrooms, MAP's goal setting with students and expand lessons to encompass Compass Learning.</p> <p>While focusing upon our EDY student progress, during monthly meetings our ELA teachers will continue to work together, with our counselors, and administration to monitor student progress and continue to develop individual student goals and strategies that address student needs including: analyzing MAP and CST data. Where data reflects a need for improved growth, strategies such as Compass Learning and RtI will be discussed during both team meetings and with the IEP teams to develop a strategic plan for individual student improvement. Also during meetings, the team will work to create common guidelines, lessons and expectations while focusing on both group and individual progress.</p>	<ul style="list-style-type: none"> • MAP's • Writing Samples • CST 	<ul style="list-style-type: none"> • MAP's • Compass Learning • Reading Plus
	While our Low SES students proficiency level has dropped to a 52%, it is our hope that we will be able to bring levels back to our 2008-2009 level of 63%.	<p>As a Mathematics team, the teachers will be focusing on improving instruction and goal driven lessons surrounding;</p> <ul style="list-style-type: none"> • Functions and Rational Expressions • Emphasis upon Vocabulary of Math • Powers and Roots • Ratios, Proportions, Percentages, and Negative Fractions 	<ul style="list-style-type: none"> • MAP's • CCA • CST 	<ul style="list-style-type: none"> • Student Textbook • Online resources • Khan Academy • MAP's

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<ul style="list-style-type: none"> Measurement and Geometry <p>Mesa Verde utilizes Impact teachers at the 6th grade level. Students meeting criteria for Impact Math will access tutorial class time in addition to regular math classes. The 2010-2011 Impact students are being monitored for support.</p> <p>We will monitor throughout the year student progress as well as gathering end of year summative assessments. Teacher and student reflections will be shared amongst the team.</p> <p>While focusing upon our EDY student progress, during monthly meetings our Mathematics teachers will continue to work together, with our counselors, and administration to monitor student progress and continue to develop individual student goals and strategies that address student needs including: analyzing MAP and CST data. Where data reflects a need for improved growth, strategies such as Compass Learning and RtI will be discussed during both team meetings and with the IEP teams to develop a strategic plan for individual student improvement. Also during meetings, the team will work to create common guidelines, lessons and expectations while focusing on both group and individual progress.</p>		<ul style="list-style-type: none"> Compass Learning
English Learners	By the completion of the 2011-2012 school year, we will move from an 80% proficiency level and strive for an 83% proficiency level for our ELA scores.	<p>Mesa Verde has identified students below proficiency levels in all subgroups and will continue to monitor and assist through classroom intervention and support utilizing ELL Aides ,as well as Impact Teachers.</p> <p>Teachers will focus on improving instruction and goal driven lessons surrounding the State Standards of Reading Comprehension and Writing Strategies across the grade levels in ELA.</p> <ul style="list-style-type: none"> Reading Comprehension is a skill necessary for success throughout the rest of a student's academic career and beyond. The campus will focus on the grade level content standards regarding reading comprehension. Writing Strategies will continue to be one of the foci of the campus. The campus will focus on the grade level content standards regarding reading comprehension. <p>Teachers will continue to meet collaboratively to discuss best practices within their classrooms, MAP's goal setting with students and expand lessons to encompass Compass Learning.</p> <p>While focusing upon our ELL student progress, during monthly meetings our ELA teachers will continue to work together, with</p>	<ul style="list-style-type: none"> MAP's CST Writing Samples CEDLT 	<ul style="list-style-type: none"> MAP's Compass Learning Reading Plus

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p>our ELL Coordinator, Impact Teachers, ELL classroom Aide, our counselors, and administration to monitor student progress and continue to develop individual student goals and strategies that address student needs including: analyzing MAP and CST data. Where data reflects a need for improved growth, programs such as Compass Learning, and Reading Plus, as well as RtI strategies will be discussed during both team meetings and with the IEP teams (when appropriate) to develop a strategic plan for individual student improvement. Also during meetings, the team will work to create common guidelines, lessons and expectations while focusing on both group and individual progress.</p>		
	<p>By the completion of the 2011-2012 school year, we will move from an 69% proficiency level and strive for an 72% proficiency level for our math scores.</p>	<p>As a Mathematics team, the teachers will be focusing on improving instruction and goal driven lessons surrounding;</p> <ul style="list-style-type: none"> • Functions and Rational Expressions • Emphasis upon Vocabulary of Math • Powers and Roots • Ratios, Proportions, Percentages, and Negative Fractions • Measurement and Geometry <p>Mesa Verde utilizes Impact teachers at the 6th grade level. Students meeting criteria for Impact Math will access tutorial class time in addition to regular math classes. The 2010-2011 Impact students are being monitored for support.</p> <p>We will monitor throughout the year student progress as well as gathering end of year summative assessments. Teacher and student reflections will be shared amongst the team to assist in curriculum design.</p> <p>While focusing upon our ELL student progress, during monthly meetings our Mathematics teachers will continue to work together, with our counselors, and administration to monitor student progress and continue to develop individual student goals and strategies that address student needs including: analyzing MAP and CST data. Where data reflects a need for improved growth, strategies such as Compass Learning and RtI will be discussed during both team meetings and with the IEP teams to develop a strategic plan for individual student improvement. Also during meetings, the team will work to create common guidelines, lessons and expectations while focusing on both group and individual progress.</p>	<ul style="list-style-type: none"> • MAP's • CCA • CST 	<ul style="list-style-type: none"> • Student Textbook • Online resources • Khan Academy • MAP's • Compass Learning
GATE	<p>Mesa Verde will sustain or increase GATE students scoring Proficient in English-Language Arts and History/Social Studies on the CST at 100% and increase by 3% the number of GATE students at each grade level who score</p>	<p>Mesa Verde has identified students below proficiency levels in all subgroups and will continue to monitor and assist through classroom intervention and support utilizing AVID tutors, as well as Impact Teachers.</p>	<ul style="list-style-type: none"> • MAP's • CST • Writing Samples 	<ul style="list-style-type: none"> • MAP's • Compass Learning

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	<p>Advanced.</p> <p>Additional Goals</p> <ul style="list-style-type: none"> 6th - Sustain students scoring Proficient at 100%, Maintain or increase students scoring Advanced to 96% 7th - Achieve students scoring Proficient to 100% (current 98%), Increase students scoring Advanced to 95% 8th - Achieve students scoring Proficient at 100% (current 99%), Maintain students scoring Advanced to 98% 	<p>Teachers will focus on improving instruction and goal driven lessons surrounding the State Standards of Reading Comprehension and Writing Strategies across the grade levels in ELA.</p> <ul style="list-style-type: none"> Reading Comprehension is a skill necessary for success throughout the rest of a student's academic career and beyond. The campus will focus on the grade level content standards regarding reading comprehension. Writing Strategies will continue to be one of the foci of the campus. The campus will focus on the grade level content standards regarding reading comprehension. <p>Teachers will continue to meet collaboratively to discuss best practices within their classrooms, MAP's goal setting with students and expand lessons to encompass Compass Learning.</p> <p>While focusing upon our EDY student progress, during monthly meetings our ELA teachers will continue to work together, with our counselors, and administration to monitor student progress and continue to develop individual student goals and strategies that address student needs including: analyzing MAP and CST data. Where data reflects a need for improved growth, strategies such as Compass Learning and Rtl will be discussed during both team meetings and with the IEP teams to develop a strategic plan for individual student improvement. Also during meetings, the team will work to create common guidelines, lessons and expectations while focusing on both group and individual progress.</p>		
	<p>Mesa Verde will sustain or increase GATE students scoring Proficient in Mathematics on the CST at 100% and increase by 3% the number of GATE students at each grade level who score Advanced.</p> <p>Additional Goals</p> <ul style="list-style-type: none"> 6th - Increase students scoring Proficient to 100%, Maintain students scoring Advanced at 99% 7th - Increase students scoring Proficient to 100%, Increase students scoring Advanced to 93% in Math and Increase students scoring to 100% in Algebra 8th - Increase students scoring Proficient to 100%, Increase or maintain 	<p>As a Mathematics team, the teachers will be focusing on improving instruction and goal driven lessons surrounding;</p> <ul style="list-style-type: none"> Functions and Rational Expressions Emphasis upon Vocabulary of Math Powers and Roots Ratios, Proportions, Percentages, and Negative Fractions Measurement and Geometry <p>Mesa Verde utilizes Impact teachers at the 6th grade level. Students meeting criteria for Impact Math will access tutorial class time in addition to regular math classes. The 2010-2011 Impact students are being monitored for support.</p> <p>We will monitor throughout the year student progress as well as gathering end of year summative assessments. Teacher and student reflections will be shared amongst the team.</p>	<ul style="list-style-type: none"> MAP's CCA CST 	<ul style="list-style-type: none"> Student Textbook Online resources Khan Academy MAP's Compass Learning

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	students scoring Advanced to 96%	While focusing upon our GATE student progress, during monthly meetings our Mathematics teachers will continue to work together, with our counselors, and administration to monitor student progress and continue to develop individual student goals and strategies that address student needs including: analyzing MAP and CST data. Where data reflects a need for improved growth, strategies such as Compass Learning and Rtl will be discussed during both team meetings and with the IEP teams to develop a strategic plan for individual student improvement. Also during meetings, the team will work to create common guidelines, lessons and expectations while focusing on both group and individual progress.		
Students with Disabilities	By the completion of the 2011-2012 school year, we will move from a 55% proficiency level and strive for an 60% proficiency level for our ELA scores.	<p>Mesa Verde has identified students below proficiency levels in all subgroups and will continue to monitor and assist through classroom intervention and support utilizing Classroom Aides.</p> <p>Teachers will focus on improving instruction and goal driven lessons surrounding the State Standards of Reading Comprehension and Writing Strategies across the grade levels in ELA.</p> <ul style="list-style-type: none"> • Reading Comprehension is a skill necessary for success throughout the rest of a student's academic career and beyond. The campus will focus on the grade level content standards regarding reading comprehension. • Writing Strategies will continue to be one of the foci of the campus. The campus will focus on the grade level content standards regarding reading comprehension. <p>Teachers will continue to meet collaboratively to discuss best practices within their classrooms, MAP's goal setting with students and expand lessons to encompass Compass Learning.</p> <p>While focusing upon our SpEd student progress, during monthly meetings our ELA teachers will continue to work together, with classroom aides, our counselors, and administration to monitor student progress and continue to develop individual student goals and strategies that address student needs including: analyzing MAP and CST data. Where data reflects a need for improved growth, strategies such as Compass Learning, Reading Plus, and Rtl will be discussed during both team meetings and with IEP teams to develop a strategic plan for individual student improvement. Also during meetings, the team will work to create common guidelines, lessons and expectations while focusing on both group and individual progress.</p>	<ul style="list-style-type: none"> • MAP's • CST • Writing Samples 	<ul style="list-style-type: none"> • MAP's • Writing Samples • CST • Compass Learning • Student Textbook • Online resources

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	<p>By the completion of the 2011-2012 school year, we will move from a 44% proficiency level and strive for an 50% proficiency level for our Math students.</p>	<p>As a Mathematics team, the teachers will be focusing on improving instruction and goal driven lessons surrounding;</p> <ul style="list-style-type: none"> • Functions and Rational Expressions • Emphasis upon Vocabulary of Math • Powers and Roots • Ratios, Proportions, Percentages, and Negative Fractions • Measurement and Geometry <p>Mesa Verde utilizes Impact teachers at the 6th grade level. Students meeting criteria for Impact Math will access tutorial class time in addition to regular math classes. The 2010-2011 Impact students are being monitored for support.</p> <p>We will monitor throughout the year student progress as well as gathering end of year summative assessments. Teacher and student reflections will be shared amongst the team.</p> <p>While focusing upon our SpEd student progress, during monthly meetings our Mathematics teachers will continue to work together, with our counselors, and administration to monitor student progress and continue to develop individual student goals and strategies that address student needs including: analyzing MAP and CST data. Where data reflects a need for improved growth, strategies such as Compass Learning and RtI will be discussed during both team meetings and with the IEP teams to develop a strategic plan for individual student improvement. Also during meetings, the team will work to create common guidelines, lessons and expectations while focusing on both group and individual progress.</p>	<ul style="list-style-type: none"> • MAP's • CCA • CST 	<ul style="list-style-type: none"> • Student Textbook • Online resources • Khan Academy • MAP's • Compass Learning

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

Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
<p>Collaboration/Staff Development/Communication</p> <ul style="list-style-type: none"> Professional Time Days every Wednesday. Additional Release Time to meet with teams and vertically to discuss writing and evaluate student writing samples. Readers/Writers Lab. Opportunity to observe student engagement with the Readers/Writers method of instruction. Improved articulation between feeder elementary schools and 6th grade teachers and between Westview High School and 8th grade teachers. Purposeful and strategic staff development (sustained focus on reading and writing). Continue to focus on establishing a campus that is focused on utilizing AVID methodologies. Focus on Eagle Focus Groups (EFG) to develop schoolwide initiatives. Continuous analysis of data that is shared with all stakeholders. 	<p>Parents as Partners</p> <ul style="list-style-type: none"> Continuing to find ways to welcome parents on to our campus. Making information easily accessible and available throughout the community (School Website, Learning Point, MAP's, Connect-Ed, Eagle News, AB 1802 Meetings - parent meetings, etc.). Partnering with community groups like the PTSA and the Foundation to maintain open communication and develop an atmosphere of shared ownership of all aspects of student growth while ensuring assistance with schoolwide goals. Principal's Chats (all community members are invited to meet with the principal monthly in an open forum setting). Parents are continually receiving feedback about their child's classroom performance (CST results, MAP results, progress reports, end of quarter report cards, returned assignments, returned class quizzes and tests, and through communication with the classroom teacher (Learning Point, email, etc.). Parents are invited to partner with their child's teachers, and examine data points (MAP Learning Ladders). Student Conferences, and Back to School Night are additional venues inviting the community to participate with the school environment. Counseling team will meet with all 7th grade classes to present AB1802 student reports, High School graduation and A-G Requirements. Counselors will meet individually with students and parents of those deemed At-Risk. Weekly E-Bulletin, called The Eagle News, will be sent out via ConnectEd to all parents outlining upcoming activities, and events encouraging parent involvement. 	<p>Students as Partners</p> <ul style="list-style-type: none"> Students are encouraged to take responsibility for their own learning. Setting personal Optimal Growth RIT MAP goals. Working cooperatively with their teachers and parents. Working with Administration to create new Elective course offerings. Focus on ASB/Leadership course to assist in schoolwide spirit and activities to help facilitate the engagement of all students. Monthly ASB meetings with school administration to discuss student schoolwide goals. Students are encouraged to participate within the Rachel's Challenge program and club to help promote a culture of Kindness and compassion.

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

5th to 6th grade transition:

- MVMS will host two incoming student Orientation Nights in April for students and parents. Parents receive information about student support, curriculum, outdoor education, schedules, afterschool programs, school policies and procedures Parents will meet teachers, PTSA and Foundation Presidents and the administrative staff, and visit with school representatives to answer questions.
- Incoming students will participate in campus tours during the school day this Spring. Current 5th students receive a 6th grade pen pal and ongoing communication occurs throughout the Spring. On this day, 5th grade teachers bring their students to MVMS to meet their pen pals.
- SpEd teachers, EL Coordinator, and Counselors all visit feeder schools in the spring to ease transitions to MVMS
- MVMS counselors visit all feeder schools in March to speak to 5th graders about MVMS and the Course Request Cards.

8th to 9th grade transition:

- High school counselors visit MVMS in March to discuss Course Request Cards and answer questions about A-G Requirements.
- High school groups visit MVMS throughout the Spring.
- MVMS advertises the High School Orientation nights for our parents.

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

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

Behavior Model

We have updated our behavior model, in keeping with the best research on positive behavior support for schools. One example of the plan can be seen through the Support Call system to address student behavior problems in the classroom. The goal of support calls is to encourage students to take responsibility for their actions, assist them in making better choices, and to involve parents early on for additional support.

Definition of a Support Call

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

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

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

We have been highly successful in changing student behavior across all grade levels. Rather than respond to behavior with repetitive punishment, our goal is to understand the function of the behavior and teach the student an alternative way of meeting his/her needs.

Academic Advisement Classes

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

Other Interventions

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

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

Parents also assist throughout Red Ribbon week and are a driving force throughout the Rachel's Challenge program through volunteer opportunities.

IV.B. SAFE AND SUPPORTIVE SCHOOLS - DRUG ABUSE EDUCATION PLAN

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

Program	Grade Level(s)	Minutes
Too Good for Drugs	K-9th	300 minutes
Tobacco Use Prevention Education	6th-12th	160 minutes
Rachel's Challenge	6th-8th	350-900 minutes
Before and After School (ASES)	6th-8th	Varies by student

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

STATE/FEDERAL PROGRAMS	SITE ALLOCATION (IF APPLICABLE)
Title I	0
Title I Parent Involvement	0
ELAP: English Language Acquisition Program (Grades 4-8 only)	109
EIA-EL: Economic Impact Aid - English Learners	14,584
EIA-SCE: Economic Impact Aid - State Compensatory Education	23,556

V.B. FUNDING AND GOVERNANCE - CENTRALIZED SERVICES

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

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

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

V.C. FUNDING AND GOVERNANCE - ASSURANCES AND SIGNATURES

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy, school site bylaws, and state law.
California Education Code specifies the composition of the School Site Council as follows:
 - At the elementary level: parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents.
 - At the secondary level: parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of students, and parents /other community members, selected by parents and students.
 - At both the elementary and secondary levels classroom teachers comprise the majority of persons represented under subdivision (a)
 - At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the SSC.
 - The means of selecting SSC members are not specified in law, except that members must be chosen by peers.
 - No additional membership qualifications may be required. Beyond the composition requirements stated above, no seat on the SSC may be reserved for any group or individual.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those Board Policies related to material changes in the school plan requiring board approval.

3. The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

4. This SPSA is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

5. The SSC has participated in the development, implementation, and monitoring cycle of the SPSA by taking the following actions:
 - a. Measured the effectiveness of the improvement strategies at the school
 - b. Sought input from school advisory committees
 - c. Reaffirmed or revised school and subgroup goals
 - d. Revised improvement strategies and expenditures
 - e. Recommended the approved SPSA to the governing board
 - f. Monitored implementation of the SP

6. **The SSC has sought and considered all recommendations from the following groups:**

Advisory Committee	Chairperson / Representative Name	Signature	Date
English Learner	Pam Dorward	Original signature page on file at the district office.	
Special Education	Maryanne Porter		
Title I (if applicable)			
Library	Susan Sheldon		

SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[X]	[]	[]	[]	[]	N/A	Cliff Mitchell		
[]	[X]	[]	[]	[]	June, 2013	Greg Strachan	Original signature page on file at the district office.	
[]	[X]	[]	[]	[]	June, 2013	Kerry Farrer		
[]	[X]	[]	[]	[]	June, 2013	Liz Williams		
[]	[X]	[]	[]	[]	June, 2013	Maryanne Porter		
[]	[]	[X]	[]	[]	June, 2012	Leslie Dykstra		
[]	[]	[]	[X]	[]	June, 2012	Kim Chevallier		
[]	[]	[]	[X]	[]	June, 2012	Kris Hernandez		
[]	[]	[]	[X]	[]	June, 2012	Debra Nunez		
[]	[]	[]	[]	[X]	June, 2012	Emily Fuller		
[]	[]	[]	[]	[X]	June, 2012	Kenna Clark		
[]	[]	[]	[]	[X]	June, 2012	Joanna Burstedt		
1	4	1	3	3	TOTALS (total of columns 1-3 must be equal to the total of columns 4 and 5)			

This SPSA was approved and adopted by the School Site Council on January 12th, 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: Mesa Verde Middle School
 PROGRAM: English Language Acquisition Program (Grades 4-8 only)
 RESOURCE NUMBER: 6286
 2011 ENTITLEMENT: _____
 PLUS CARRYOVER: \$109
 TOTAL SITE BUDGET: 109

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

**Budget Summary for
Mesa Verde Middle School**

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

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES						0
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS		109				109
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
TOTAL SITE BUDGET:	109	0	0	0	0	109

V.D. BUDGET DEVELOPMENT FORM

SITE: Mesa Verde Middle School
 PROGRAM: Economic Impact Aid - English Learners
 RESOURCE NUMBER: 7091
 2011 ENTITLEMENT: \$7,750
 PLUS CARRYOVER: \$6,834
 TOTAL SITE BUDGET: 14,584

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

**Budget Summary for
Mesa Verde Middle School**

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	7784					7,784
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	7,784	0	0	0	0	7,784
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	1500					1,500
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	1,500	0	0	0	0	1,500
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3222-000: PERS Pickup – CLASSIFIED						0
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES						0
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER	5300					5,300
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
	5,300	0	0	0	0	5,300
TOTAL SITE BUDGET:	14,584	0	0	0	0	14,584

V.D. BUDGET DEVELOPMENT FORM

SITE: Mesa Verde Middle School
 PROGRAM: Economic Impact Aid - State Compensatory Education
 RESOURCE NUMBER: 7090
 2011 ENTITLEMENT: \$16,480
 PLUS CARRYOVER: \$7,076
 TOTAL SITE BUDGET: 23,556

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

**Budget Summary for
Mesa Verde Middle School**

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	16230					16,230
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	16,230	0	0	0	0	16,230
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY						0
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES						0
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS		250				250
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0
6000 CAPITAL OUTLAY						

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	7076					7,076
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
	7,076	0	0	0	0	7,076
TOTAL SITE BUDGET:	23,556	0	0	0	0	23,556

VI. ADDENDUM (Optional)
