

**Park Village Elementary School
Single Plan for Student Achievement
2011-12**



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

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

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

Table of Contents

I. Vision and Organizational Directions

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

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

II. Assessment, Evaluation, and Analysis of Student Learning

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

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

III. Teaching and Learning

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

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

IV. Safe and Supportive Schools

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

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

V. Funding and Governance

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

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

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

VII. Appendices

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

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

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

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

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

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

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

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

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

PUSD Culture

At Park Village Elementary we strive to meet the needs of our students to ensure learning and success for all. We understand the importance of continually working at transforming our school into an inclusive community whose members acknowledge and respect the diverse students and families we serve. Currently we have many parent, community, and staff organizations that encourage participation in the educational process at Park Village. Representation of members of our organizations is consistent with our student demographics. As a site, we have begun evaluating operational practices to ensure high quality, positive and caring learning environments for our students and families. Our School Effectiveness Committee has planned professional development opportunities this school year to build knowledge and ownership of "Cultural Proficiency" to strengthen our Park Village culture.

Equitable Access to Rigorous and Engaging Learning Experiences

Serving as the "Gateway to our Students' Future" it is important that we explore instructional strategies that will permit ideal learning opportunities of ALL students. We recognize that students learn in a multitude of ways and that different approaches work for different children. With this in mind we have created very active Professional Learning Community Committees in the areas of Literacy, Assessment, and Student Achievement. The committees are introducing new instructional strategies in the areas of Reading, Writing and Math. Our Assessment Committee created a plan that includes common assessments for each grade level, and benchmarks for each assessment. Our School Effectiveness Committee continues to seek ways to improve instruction for our struggling readers and writers. We are currently using Individualized Learning Plans to target specific student needs and give an 8 week intervention session based on the students' needs.

Capacity Building

During the 2009-2010 school year our School Effectiveness Committee and all Park Village staff developed new Core Values to align our work with the district's Strategic Vision. This year we will continue to use our Core Values as our guide when developing and building capacity with our staff. Park Village staff members value the exchange of ideas that are directed toward students' success. All staff members participate as a partner in our collaborative, professional learning community. We will conduct respectful dialogue which focuses on a culture of universal achievement and ownership of all students. We are committed to fostering relationships to ensure that all students make positive connections with all staff. We value our citizens as individual learners and will never give up on them- even if they give up on themselves.

Multiple Pathways

In the fall of 2009 our School Effectiveness Team and all Park Village Staff developed our new Mission and Vision to serve as our guide in creating programs, services and adoption of instructional strategies for our students. Our new Mission and Vision was rewritten to align our school reform efforts with the district's Strategic Vision.

Our Mission is... "To provide differentiated instruction for all students so every student will have the necessary skills for school success."

Our Vision... "Park Village Elementary School will provide educational opportunities that foster self-directed students capable of succeeding in rigorous, standards-based curriculum. Staff members will provide personalized learning that promotes self-reliant problem-solving students capable of achieving their fullest potential. These students will then go on to be active citizens who recognize that effort and persistence matter, and that their self-direction and initiative will make their learning relevant, valuable, and meaningful. All students will be prepared for a range of opportunities and choices made available to them as they pursue their interests and passions after high school graduation."

Organizational Support Systems

Our schools new motto... "Park Village Students are Catchin' Waves to School Success!" serves as our reminder of our school's focus on insuring college readiness for ALL students. As a staff we have taken on the responsibility of creating learning opportunities that maximizes the potential of every Park Village student. We recognize that every student brings with them strengths and challenges that may make learning difficult. Therefore, as a staff we have developed a comprehensive Articulation, Intervention and Assessment Program that insures student success for ALL students with a focus on subgroups which traditionally perform lower academically. Every year our program evolves to meet the need of the diverse population of students we serve. Each year we develop and re-examine programs ensuring continued academic growth for all Park Village students.

II. ASSESSMENTS, EVALUATION, AND ANALYSIS OF STUDENT LEARNING

II.A. SITE ASSESSMENT PLAN

DISTRICTWIDE (REQUIRED) ASSESSMENTS/REPORTS

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

SITE-SPECIFIC (OPTIONAL) ASSESSMENTS/REPORTS

STUDENT PERFORMANCE ASSESSMENTS	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
MAPs	Criterion-referenced Computer-Adaptive	Assess individual or group achievement of standards and show growth over multiple years	All students in Grades 2-5	Fall, Winter and Spring or as needed up to 4 times per year	Measure and report student growth. Results provide sub scores that help the teacher analyze strengths and weaknesses within the areas of reading, math and language usage
Rigby Benchmark-Running Records (in PV CORE Assessments)	Individual performance assessment	Diagnostic	All students Grades K-1 & At-Risk Readers in grades 2-5	Trimesterly or more frequently if indicated	A tool for scoring, coding and analyzing a child's precise reading behaviors.
Individual Reading Inventory (IRI) (in PV CORE Assessments)	Individual performance assessment	Diagnostic	All students reading at grade level 2 or higher	Trimesterly or more frequently if indicated	Used by teachers to diagnose student reading skills, plan subsequent instruction and placement. Monitor progress.
Quality Writing (In LAG and on PUSD intranet)	On-demand, first-draft writing, individual performance	Diagnostic and/or Achievement	All students, K-5	Fall, Winter, Spring Or as frequently as needed	Students write to a prompt. Teachers score using PUSD Four point rubric. The results of this assessment may be used to evaluate student writing skills, diagnose-prescribe and measure growth over time.
Alphabet Knowledge (in PV CORE Assessments)	On-demand performance tasks	Diagnostic	Any pre or early reader	Fall, Winter, Spring Or as frequently as needed	To assess early reading skills, letter names, shapes, directionality
Phonics Skills (in PV CORE Assessment)Assessments)	On-demand performance tasks	Diagnostic	Any pre or early reader	Fall, Winter, Spring Or as frequently as needed	To assess sound symbol relationships and the composition of written words
Phonetic Spelling Inventory (in PV CORE assessment) Assessments)	On-demand performance tasks	Diagnostic	All students Grades 1-5	Fall, Winter, Spring Or as frequently as needed	Designed to assess the word knowledge students bring to the tasks of reading and spelling. There are 4 inventory Levels I-IV
Fluency Timings	Fluency Timings	Diagnostic	All students in Grades 2-5	Fall, Winter, Spring Or as frequently as needed	Determine students reading fluency level
Standards Based Math Assessment (in PV CORE Assessment)	Individual performance assessment	Diagnostic	Grades K-3	Fall, Winter, Spring	To measure student growth towards end of the year Math standards
Concepts About Print (in PV CORE Assessment)	Individual performance assessment	Diagnostic	Any pre or early reader	Fall, winter, Spring	Determine a student's reading readiness and knowledge of concepts about print.
DSA Spelling Inventory (in PV CORE Assessments)	Individual performance assessment	Assess individual and or group	Grades 1-5	Fall Winter, Spring	Determine developmental stage in spelling analyzing Letter name, sound, phonics, and phonemic awareness
Standard Based Benchmarking Progress Test (in PV CORE assessments)	On demand task	Assess individual	Grades 2-3	Fall, Winter, Spring	Monitor and evaluate grade level reading comprehension and writing skills.
ALEKs Online Math Assessment	Criterion- Referenced Computer- Adaptive	Diagnostic	Grades 4-5	On-going	Measure and Report Growth specific to meeting CA State Math Standards. Ongoing assessment continually adapts online program for each student throughout the year and provides self-guided program
Lexia Reading Inventory	Computer- Adaptive	Diagnostic	Grades K-2 and any pre or early reader in grades 3-5.	On-going	Measures fundamental phonics skills necessary for reading success and creates online learning opportunities at their current reading levels.

OTHER MEASURES	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Progress Reports	Individual report	To assess individual student performance using State standards	K-12		Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
API	Composite score	Used to determine overall program effectiveness	K-5	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
AYP	Composite score	Used to determine overall program effectiveness	K-5	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
Discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Principal/staff	Monthly/annually	Determine frequency of individual student incidences. Show patterns of disruptions. These records are compiled, disaggregated, analyzed annually, and used to determine program needs.
Attendance	Audit	Determine attendance patterns	Students	Monthly	Disaggregating of student attendance data is done annually and used for program evaluation.
Progress Reports	Individual performance assessment	To assess individual student performance using local standards	K-5	Trimester	Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
School Site Council Survey	Questionnaire	Feedback on school effectiveness	Parents	Annually	This survey helps us evaluate effectiveness of school programs.
Annual PTA survey	Questionnaire	Get feedback on PTA events	Parents	Annually	This survey helps us evaluate parent participation and attitudes regarding selected school events.
Staff Surveys	Questionnaire	Feedback from staff on principal leadership effectiveness	Teachers	Annually or as needed	This survey helps us evaluate school processes and principal effectiveness. Used to set personal or school-wide goals and targets.
Student Survey	Questionnaire	Feedback from primary consumers of school programs	Students	Annually or as needed	Provides feedback on school programs and practices that may affect student achievement

II.B. DATA REPORTS

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

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

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
Overall School-Wide SMART Goal	By Spring 2011, 90% of all Park Village students in grades 2-5 will be proficient or above in the English Language Arts section of the California Standards Test. (This is a proposed increase of 1% and a continuation of our SMART Goal from 2009-2010.)	[X]	[]	After two years of reaching 89% proficiency on the English Language Arts subtest of the CST we met our goal of 90% proficient school wide. Equally impressive is the cohort data over 4 years- we have increased the percentage of students performing proficient on the CST ELA: (2008-79%, 2009-79%, 2010-93%, 2011-93%).	Our increase in student achievement over the past three years can be attributed to our school-wide efforts centered around "growth for all students" based on site Core Assessments including Measures of Academic Performance, (MAPS). Staff utilized new curriculum, instructional practices and new program structures to individualize instruction to meet the needs of all students in English Language Arts. There has been a concerted effort with the implementation of student goal setting utilizing our MAPs assessment tool. Staff in grades 2-5 and also pilot K-1 classrooms have been establishing grade level, class and student goals in the area of Reading. Utilizing the Learning Ladder and the Des-Cart personalized reports, staff have been engaging students and parents on the establishment of learning goals and next steps. Each grade level saw increase in the mean MAP scores from grades K-5: K (+19), 1 (+13), 2 (+11), 3 (+8), 4 (+7), 5 (+5).
	By Spring of 2011, we will increase the number of Park Village students in grades 2-5 performing in the Advanced level of the Math subtest of the California Standards Test by 5%, from 63% to 68%. (We will also measure numbers of students maintaining in the Advanced level and number of students moving up CST proficiency bands.)	[]	[X]	Despite the fact that we did not meet our math goal as written, we did increase the number of students performing at the proficient and advanced levels from 90% to 92%. We also saw increases in students scoring in the "Advanced" levels for grades 4 & 5. (grade 4- +10, grade 5- +1). Evaluating our cohort data over 4 years also indicates positive movement towards the proficient and advanced levels on the CST Math subtest: (2008- 86%, 2009- 83%, 2010- 93%, 2011- 92%)	This was the first year we had written a schoolwide math SMART Goal. We wrote our goal based on maintaining and increasing the number of students performing at the advanced level of the CST Math subtest. We did increase the number of students performing at the proficient and advanced levels, however, we did not increase the number of students performing at the advanced level. This year we plan to continue to set our expectation high and will continue with the same goal for 2011-2012. We will also include a focus on measuring number of students maintaining in the advanced level and students moving up CST proficiency levels. The success we had in increasing our percentage of students performing at and above the proficient levels from 90% to 92% can be attributed to the continued efforts of the staff to build common instructional practices with math: Our staff continued the implementation of the HM Math program in conjunction with site adopted supplemental programs such as Compass Learning, ALEKs online learning tool, Mountain Math, before school Math Boosters program, before school Math Tech Club & High School Student Tutoring/ Mentoring Program. This concerted effort made a difference in our students' success.
English Learners	By Spring of 2011, Park Village will	[X]	[]	We met and exceeded our goal with our	Our increase in student achievement with our English

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
(required)	increase the number of ELL students achieving at the Proficient or Advanced levels on all sections of the CST by 3%, (ELA from 84% to 87%, Math 87% to 90%)			English Language Learners for both the English Language Arts and Math based on the California Standards Test. (English Language Arts 84% to 89%, Math 87% to 92%)	Learners can also be attributed with our school wide efforts centered around "growth for all students" on site Core Assessments including MAPs. Last year we began a new level of collaboration among Grade Level Teachers, IMPACT Teachers and EL Instructional Assistants. Consistent monitoring of assessment, classroom performance and instruction for our EL students created opportunities for instructional groupings of our EL students to meet their instructional needs in Math and English Language Arts with a focus on developing academic vocabulary.
Students with Disabilities (required)	By Spring of 2011, Park Village will increase the number of students with disabilities achieving at the Proficient or Advanced levels on all sections of the CST by 10%. (ELA 60% to 70%, Math 65% to 75%)	[]	[X]	We did not meet our goal with this subgroup, however, we did come close and we saw increases in the percentage of students performing at or above proficient on the for both CST English Language Arts (+7%) and CST Math (+5%). These are the largest increases with this subgroup that we have seen in the last 4 years.	Our increase in student achievement with our students with disabilities can also be attributed with our school wide efforts centered around "growth for all students" on site Core Assessments including MAPs. Given that we had not seen increases in performance with this subgroup over the past two years, the Special Education Team developed a new model to service students by insuring double and triple service in focused academic areas of students' needs based on their IEP's. A new model for collaboration with classroom teachers and Instructional Assistants on a regular basis was implemented last year as well. This model included regular scheduled weekly meetings with all Special Education staff centered on assessment and instructional strategies and other supports for students' success. It also included Special Education Team members to attend grade level articulation meetings in the Fall, Winter and Spring.
GATE (required)	By Spring of 2011, Park Village will increase the number of GATE student in grade 3-5 achieving at the Advanced level on all sections of the CST by 4%, (ELA from 92% to 96%, Math from 96% to 100%)	[X]	[]	We met our goal in English Language Arts increasing the percentage of GATE student performing at the Advanced level of the CST 92% to 96%. We did not met our goal in Math, however, we maintained the same percentage of GATE students performing at the advanced level 96%.	Over the past three years we have made it our school's focus to ensure academic growth for all students. After evaluating data of subgroups, and movement of CST performance levels, we discovered a schoolwide area of need with our Advanced learners. In response to this need, staff developed grade level action plans to meet the needs of our high achieving students by using flexible grouping based on assessment, using existing core curriculum and supplemental curriculum in math and reading, adding opportunities with the use of online resources to extend the learning day with Reading and Math. The latest action plans also included targeting GATE and high achieving students for before school interventions using our Math and Reading Tech Clubs.

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
Educationally Disadvantaged or Title I Students (required)	By Spring of 2011, Park Village will increase the number of our Educationally Disadvantaged/ Low SES students achieving at the Proficient or Advanced levels on all sections of the CST by 5%, (ELA from 73% to 78%, Math 93% to 98%)	[X]	[]	We met and exceeded our goal in English Language Arts increasing the percentage of Educationally Disadvantaged students performing at or above the proficient level on the CST, (73% to 81%). We did not meet our goal in Math, we saw a 7% point decrease in performance with this subgroup in this area.	Over the past three years, assessment and data reports indicate that we have seen increases in performance with our Educationally Disadvantage students in both English Language Arts and Math. During this time our Articulation, Intervention and Assessment Plans have evolved to support students based on their needs academically and socially. Collaboration with grade levels, support staff and specialists has increased with focus on ensuring academic growth for all students. When students and families report the need for additional access to online learning tools or language support with homework, staff has responded with before school opportunities to support all of our learners using our Tech and Homework Clubs.
Additional goal(s) (optional)	Additional subgroups that we will continue to pay attention to are our Latino and Filipino students The goal for these groups is to a 5% increase over their current levels. Latino (ELA 82%, Math 73%) Filipino (ELA 78%, Math 76%)	[X]	[]	These additional subgroups- Filipino and Latino are traditionally groups that show achievement gaps. At Park Village the number of students in these subgroups is a small percentage, Filipino 7%, Latino 4% and therefore important to monitor their progress to ensure student success for All of our students. We met and exceeded our goals with Filipino students in English Language Arts (78% to 84%) and met and exceeded our goals with Latino students in Math (73% to 90%). We did not meet our goals in Math with Filipino students and English Language Arts with our Latino students.	The Articulation, Intervention and Assessment Plans have yielded success with our Latino student in the area of Math and Filipino students in English Language Arts. This school year a focus will be placed on how we are delivering Reading and Writing instruction for our EL Latino students. This is an area of need and data from the past three years has indicated a slip in their performance. Working Collaboratively with grade level teams, and EL support staff, Individualized Learning Action Plans will be developed for those "at-promise" students that are not meeting assessment benchmarks. Our Filipino student performance in Math has also seen a decrease in performance over the past three years. We will monitor our Filipino students using Core Math Assessments and those "at-promise" students that are not meeting benchmarks will have Individualized Learning Action Plans developed.

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 Spring 2012, 92% of all Park Village students in grades 2-5 will be proficient or above in the English Language Arts section of the California Standards Test. (This is a proposed increase of 2% from our Spring 2011 CST results.) By Spring of 2012, we will increase the number of Park Village students in grades 2-5 performing in the Advanced level of the Math subtest of the California Standards Test by 2%, from 63% to 65%. (We will also measure numbers of students maintaining in the Advanced level and number of students moving up CST proficiency bands.)	<ul style="list-style-type: none"> • 8/22 Staff in grades 1-5 review Spring Core Assessments- begin Tier 1 Interventions with all Kid Watch students. • 8/25 Meet with School Effectiveness Committee to finalize Core Assessments and benchmarks to use this school year. • 8/29-9/30 Administer Fall Core Assessments to all students K-5. • 9/20 Meet with School Effectiveness Committee to plan Pro-Gro Day begin our study of Instructional Rounds • 9/26 Professional Growth Day devoted to the development/ revision of our schoolwide SMART Goals. Grade levels to share progress made towards their 2010-2011 goals and also share revised grade level focus areas for the 2011-2012 school year, (see attached 2011-2012 Grade level goals). • 10/3-10/6 K- 5 Grade Level Articulation Meeting with Principal and Intervention Team to review Fall Core Assessment data and establish students in need of support and/ or differentiation. Student Learning Action Plans developed and discussed with the team. • 10/10 Tier 2 Intervention begin for students on Kid Watch List for grades 1-5 in the areas of Reading, Writing and Math. • 11/7-11/10 Individual Teacher/ Principal Articulation to review students with Learning 	<ul style="list-style-type: none"> • PVES Core Assessments and 2011-2012 CST Scores • Percentage of students meeting expected growth on MAPs assessment • Percentage of students meeting benchmarks On-Demand Writing Assessments • Percentage of student meeting benchmarks on Running Records • Monitor each Individualized Student Learning Action Plan 	<ul style="list-style-type: none"> • Use of new Common Course Data Input System • Assessment/ Data Reports found on Student Report Center. <ul style="list-style-type: none"> ○ MAPs Growth Reports ○ Reports Generated from the Common Course Data Input System

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p>Plans. Review Core assessment data class profiles and MAPs Growth Targets. Principal to review Student Resource Center with each teacher and share useful student and class reports.</p> <ul style="list-style-type: none"> • Ongoing Collaboration weekly to discuss curriculum, instruction and assessment. • 11/28 School Effectiveness Committee to review Literacy Plan and SPSA and begin developing model for staff to visit collogues classrooms. • 11/29 Student Success Team Facilitators Meeting- Focus on PVES RTI Framework, redefine each grade levels commitments to meeting the needs of our "at-promise" students. Plan for upcoming staff meeting. • 12/1 School Site Council Review of SPSA and Literacy Plan. • 12/6 Staff Meeting focused on District's Organizational Directions -PUSD Culture & Part 2 of Academic Vocabulary Development for EL's • 1/3 Winter Assessment Window Begins • 1/5 School Effectiveness Committee to meet and plan upcoming professional development for Third Trimester staff meetings. Also plan site visit to another school conducting Instructional Rounds. • 1/17 Staff Meeting- focus on Building Common Instructional Practice with our Writing. • 1/27 Professional Growth Day- Focus on Building Common Instructional Practice with our Math Program. • 1/30-2/3 Winter grade level articulation meetings- Revisit and update all Student Learning Plans and interventions. Review/ Analyze Winter Growth Reports. Evaluate progress towards grade level goals. • 2/8 Begin Session #2 of small group Tier 2 Interventions base on winter assessment data and students' needs. • 2/15 School Effectiveness Committee Informal Site Rounds classroom visits. • 2/28 Staff Meeting- Focus on Calibration of the grade level writing rubrics. • 3/13 Staff Meeting- Topic to be determined by School Effectiveness Committee 		

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<ul style="list-style-type: none"> 4/13 School Site Council Self-Study- Visit all classrooms to look for evidence of work in alignment of our School Wide & Grade Level Goals and our Mission, Vision & Core Values. 4/17 Staff Meeting- topic to be determined by School Effectiveness Committee 4/30 Spring Core Assessment Window Begins 5/21-5/24 Grade Level Articulation Meetings. Revise and update Student Learning Plans. Analyze Fall to Spring MAPs growth reports & Common Course Assessment Reports. June- Reports with end of the year Core Assessment data given to teachers ready for distribution for next year's classroom teacher and to be used for 2012- 2013 class placement. 		

In addition to your schoolwide goals; include goals for critical groups

Educationally Disadvantaged Youth or Title I	<p>By Spring of 2012, Park Village will increase the number of our Educationally Disadvantaged/ Low SES students achieving at the Proficient or Advanced levels on all sections of the CST by 5%, (ELA from 81% to 86%, Math 86% to 91%)</p>	<ul style="list-style-type: none"> 8/22 Staff in grades 1-5 review Spring Core Assessments- begin Tier 1 Interventions with all Kid Watch students. 8/29-9/30 Administer Fall Core Assessments to all students K-5 10/3-10/6 K- 5 Grade Level Articulation Meeting with Principal and Intervention Team to review Fall Core Assessment data and establish students in need of academic & social/ emotional support. Develop Student Learning Plans as needed. Review CST Data and review progress of the Educationally Disadvantaged sub-group. Develop grade level action plans to address these individual needs. Oct. Target groups of students that have limited home access to online Resources and invite them to participate 4 times a week in our before school programs: Homework Club and Reading/ Math Tech Clubs. During these session student will receive help with their daily in class homework and have access to Lexia Reading, Compass Learning ELA or Math and ALEKs Math programs. Determination of which programs to use will be made at Grade Level Articulation Meetings based on academic needs. Oct. Target groups of students that are in need of additional social/ emotional support based on each individuals family's needs. Students will 	<ul style="list-style-type: none"> <input type="checkbox"/> PVES Core Assessments and 2011 CST Scores <input type="checkbox"/> Percentage of students meeting expected growth on MAPs assessment <input type="checkbox"/> Percentage of students meeting benchmarks On-Demand Writing Assessments <input type="checkbox"/> Percentage of student meeting benchmarks on Running Records <input type="checkbox"/> Monitor each Individualized Student Learning Action Plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of new Common Course Data Input System <input type="checkbox"/> Assessment/ Data Reports found on Student Report Center. <ul style="list-style-type: none"> MAPs Growth Reports Reports Generated from the Common Course Data Input System
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Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p>be given the opportunity to participate in our PIP small groups or assigned a High School Mentor.</p> <ul style="list-style-type: none"> • 11/28 School Effectiveness Committee to review Literacy Plan and SPSA to ensure goals and measure are in place for all subgroups. • Dec 6 Staff Meeting- Begin to Frame Staff Discussion of "How are we meeting the educational needs of all student within our diverse society?" "Are we a Culturally Proficient Staff/ School?" • 1/3 Winter Assessment Window Begins • 1/30-2/3 Winter grade level articulation meetings- Revisit and update all Student Learning Plans and interventions. Review/ Analyze Winter Growth Reports. Evaluate progress towards grade level goals. • 4/13 School Site Council Self-Study- Visit all classrooms to look for evidence of work in alignment of our School Wide & Grade Level Goals and our Mission, Vision & Core Values. • 4/13 School Site Council Self-Study- Visit all classrooms to look for evidence of work in alignment of our School Wide & Grade Level Goals and our Mission, Vision & Core Values • 4/30 Spring Core Assessment Window Begins • 5/21-5/24 Grade Level Articulation Meetings. Revise and update Student Learning Plans. Analyze Fall to Spring MAPs growth reports & Common Course Assessment Reports. • June- Reports with end of the year Core Assessment data given to teachers ready for distribution for next year's classroom teacher and to be used for 2012- 2013 class placement. 		
English Learners	By Spring of 2012, Park Village will increase the number of ELL students achieving at the Proficient or Advanced levels on all sections of the CST by 2%, (ELA from 89% to 91%, Math 92% to 94%)	<ul style="list-style-type: none"> • Aug.29 Meet with ELL Team: Judy Caraang, Mari Morales, Lilia Fortin, Jan Brouwer, Ricardo Cecena to discuss areas of growth for our 2011-2012. • Aug - Sept Administer CELDT test to all ELL student in grades in 1-5 and begin initial testing for new student and kindergarten students. • Oct. 1 Based on language level ELL Instructional Aides to begin small group or in-class English language acquisition support. • 10/3-10/6 K- 5 Grade Level Articulation Meeting with Principal and Intervention Team to review 	<input type="checkbox"/> PVES Core Assessments and 2011 CST Scores <input type="checkbox"/> Percentage of students meeting expected growth on MAPs assessment <input type="checkbox"/> Percentage of students meeting benchmarks On-Demand Writing Assessments <input type="checkbox"/> Percentage of student	<input type="checkbox"/> Use of new Common Course Data Input System <input type="checkbox"/> Assessment/ Data Reports found on Student Report Center. <ul style="list-style-type: none"> • MAPs Growth Reports • Reports Generated from the Common Course Data Input System • CELDT Overall Proficiency Level Report • ELL Student Benchmark Report

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p>Fall Core Assessment data and establish students in need of academic & social/emotional support. Review CST Data and review progress of the English Learner sub-group. Develop grade level action plans to address these individual needs. Analyze student data and select EL students that would be best served with Student Learning Plans. Classroom teacher and Intervention Team to create 8 week action plans.</p> <ul style="list-style-type: none"> • 10/ 2 EL Parent Meeting #1 - Provide Overview of EL Program. • Jan.20 "Morning Coffee EL Parent Meeting #2 Topics to cover: <ul style="list-style-type: none"> ○ Interpreting CELDT Results ○ Reading Comprehension and writing strategies to use at home, Lexia & Compass Learning ○ Share ideas for ways parents can become involved at PVES. • 1/30-2/3 Winter grade level articulation meetings- Monitor growth of ELL students and revise Student Learning Plans for those not meeting benchmarks on EL ELA standards. • Feb. 1 Articulation with EL Team on progress of EL students and groups working with Instructional Assistants. • 2/8 Begin the next 8 week intervention plan for those EL students below benchmarks in Reading, Writing & Math. Analysis of MAPs Growth Report and monitoring of student goals will be reviewed with each student. • April TBD- EL Parent Meeting #3 Topic to focus on Math support and math vocabulary for EL students. • Using Core Assessment data the EL Team and entire PVE Staff will reflect on the effectiveness of our program for our EL students. Staff to develop next steps for the 2012-2013. 	<p>meeting benchmarks on Running Records</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitor each Individualized Student Learning Action Plan <input type="checkbox"/> Monitor CELDT Level progression 	<ul style="list-style-type: none"> • Common Language Functions for English Language Learners Report
GATE	By Spring of 2012, Park Village will increase the number of GATE student in grade 3-5 achieving at the Advanced level on all sections of the CST by 2%, (ELA from 96% to 98%, Math from 96% to 98%)	<ul style="list-style-type: none"> • Aug-Sept- Fall Core Assessments given to all GATE students • 10/3-10/6- K- 5 Grade Level Articulation Meeting with Principal and Intervention Team to review Fall Core Assessment data and establish students in need of support and/ or differentiation. Grade level teams (3-5) to discuss how they will use flexible grouping to 	<ul style="list-style-type: none"> <input type="checkbox"/> PVES Core Assessments and 2011 CST Scores <input type="checkbox"/> Percentage of students meeting expected growth on MAPs assessment <input type="checkbox"/> Percentage of 	<ul style="list-style-type: none"> • Use of new Common Course Data Input System • Assessment/ Data Reports found on Student Report Center. <ul style="list-style-type: none"> ○ MAPs Growth Reports ○ Reports Generated

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p>meet the needs of GATE student with reading, spelling, writing and math.</p> <ul style="list-style-type: none"> • Oct.- For every GATE student that is underperforming, classroom teacher to develop a Student Learning Action Plan ensuring students meet "expected" MAPs growth targets in all areas. • Oct. 7- Challenge Enrichment Program to begin for grades 3, 4, & 5. Program is coordinated by parent volunteers one day wee. before school • Oct.- Select high performing Math student is Grade 3,4, & 5 to participate in Math Tech Club in the mornings. Students work with parent volunteers and IMPACT teacher in the computer lab using online learning tool that is differentiated at their level based on math assessment data. • Nov.- Select high achieving Math students in grades 3-5 to participate in Math Olympiad Team. • Jan. -Begin forming Science Field Day Teams-encourage GATE students to participate. • Jan.-Feb. Mid-Year Core Assessments given • 1/30-2/3- Winter grade level articulation meetings- Revisit and update all Student Learning Plans and interventions. Review/ Analyze Winter Growth Reports for GATE students. • March- Glider Port Field Trip for 4-5 GATE students • May- Student Participate in Science Field Day event • May- Give end of the year Core Assessments. • June- Review growth of GATE student using date collected for Core Assessments • Reflect as a staff on instructional practices, curriculum and strategies that made a difference with the academic achievement of our GATE students. 	<p>meeting benchmarks On-Demand Writing Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Percentage of student meeting benchmarks on Running Records <input type="checkbox"/> Monitor each Individualized Student Learning Action Plan 	<p>from the Common Course Data Input System</p>
Students with Disabilities	<p>By Spring of 2012, Park Village will increase the number of students with disabilities achieving at the Proficient or Advanced levels on all sections of the CST by 5%. (ELA 67% to 72%, Math 70% to 75%)</p>	<ul style="list-style-type: none"> • Aug- Sept Administer Fall Core Assessments. Scores reported to Classroom Teacher, Resource Teacher, & Principal. • Aug. 31- Articulation with RSP Team. RSP student data reviewed and greatest area of need noted. Goals for Resource Program Developed and shared with the Principal. 	<ul style="list-style-type: none"> <input type="checkbox"/> PVES Core Assessments and 2011 CST Scores <input type="checkbox"/> Percentage of students meeting expected growth on MAPs assessment <input type="checkbox"/> Percentage of 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of new Common Course Data Input System <input type="checkbox"/> Assessment/ Data Reports found on Student Report Center. <ul style="list-style-type: none"> • MAPs Growth Reports • Reports Generated from the Common Course Data Input

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<ul style="list-style-type: none"> • Sept. 5th- Resource services begin within the classroom setting and in the Resource Lab. • Sept 5 - 9- RSP Team to meet with each individual classroom teacher and review IEP goals for their RSP students. • Oct. - Begin Resource Specialist Open House every Wednesday for Gen. Ed. teachers of RSP students or those on our Kid Watch List. • Nov. 14-18- Communicate progress with parents at conferences. RSP Teacher to attend all conferences. • Winter Core Assessments given in Jan- Feb. • 1/30-2/3 Winter grade level articulation meetings- Review/ Analyze Winter Growth Reports. Evaluate progress towards grade level and IEP goals. • Work with RSP Team to develop the next trimester IEP goals and benchmarks. • Make adjustments to services given to students based on assessment data. Provided more support in class when needed. • March- Communicate progress with parents at the end of the reporting period. • May- Give end of the year Core Assessments • June- Review growth of RSP students with classroom teacher and RSP Team. • June- Make class placements for next year in cluster to maximize in class support when needed. • June- Reflect on instructional practices, curriculum, strategies and interventions that worked best for RSP students. 	<p>students meeting benchmarks On-Demand Writing Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Percentage of students meeting benchmarks on Running Records <input type="checkbox"/> Monitor each Individualized Student Learning Action Plan 	<p>System</p>

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
<ul style="list-style-type: none"> • Provide time for articulation within each team as well as across grade level to discuss student needs and curriculum in the areas of reading, writing and math. • Facilitate the formation of a Teacher Learning Cooperative for staff continuing the implementation of the Daily 5 Literacy framework. • School Effectiveness Committee will continue to collect data from teams on individual students and discuss the work with teachers. Results of the work will be shared with the parent community through conferences, School Site Council, PTA, Newsletters, email, & Family Nights, • School Effectiveness Committee will plan topics for staff development during staff meetings in the areas of literacy, math, assessment, instructional strategies for English Learners, Cultural Proficiency and classroom technology tools. • New forms of communication and connection for teacher to student and teacher to parents will be developed through a Teacher Learning Cooperative on the implementation of the newest version of Learning Point. • On-going scheduled opportunities for articulation within each team and across grade levels to discuss assessment and curriculum for our English Learners. • On-going scheduled opportunities for articulation with each team as well as across grade levels to discuss assessment and curriculum needs for our GATE students. • Time will be built in during staff meetings for development in the area of assessment and instructional strategies to meet the needs of ALL students including GATE and "Advanced" Learners. • Articulation between classroom teacher and Resource Specialist Team to discuss assessment and curriculum for Park Village RSP students. • School Effectiveness Committee will continue to collect data from classroom and RSP teachers on individual students to help lead us in best instructional practices to meet the needs of our RSP students. Results of this work will be shared with parents through conferences, and IEP meetings. • Time will be built in during staff meetings and articulation meetings sharing best instructional practices and strategies to employ with our students with disabilities. 	<ul style="list-style-type: none"> • Park Village school in partnership with Park Village PTA will provide 4 Parent Education Nights & cover such topics as Parenting, Health & Wellness, Literacy and Technology. • Volunteer opportunities for parents to support school through PTA, Educational Foundation and academic mentoring through Penguin PALs (Parents Assisting Learning) program, Coaching Science Field Day, Mentoring/ Leading Challenge Enrichment Club and Coaching Lego League Robotics. • Opportunities for parent of English Learner students to participate in parent meetings and informative family evenings will be provided 3 times a year. <ul style="list-style-type: none"> ○ On-going communication of their child's English Language acquisition will be provided by the Park Village Staff. ○ Encouragement to participate in volunteer opportunities offered at Park Village will be shared at every EL Parent Meeting. ○ EL parents will be surveyed throughout the school year for topics/ strategies they would like to see covered at meetings. • Provide opportunities for parents of GATE students to participate in parent nights and informative family evenings throughout the school year. • On-going Communication of their child's progress will be provided by the Park Village staff via parent/ teacher conferences, report status of student goal setting, newsletters, and website. • Encouragement to participate in volunteer opportunities offered at Park Village will be shared with GATE parents via email, fliers newsletter or conference. • Parents of GATE identified students will be surveyed on the effectiveness of our GATE program. • During Parent/ Teacher Conferences: <ul style="list-style-type: none"> ○ Park Village Core Assessments and end of the year benchmarks will be shared. ○ Student goal setting will be shared ○ Standards Based Progress Report reviewed ○ RSP Teacher to attend and discuss IEP Goals and progress to date. • Provide Parent Education Night for parents of RSP student covering the topic of "PV Special Education Program Goals and Services." 	<ul style="list-style-type: none"> • Provide enrichment opportunities for students such as: <ul style="list-style-type: none"> ○ Peer mentoring ○ Leadership- Student Council Officers & Representatives, Penguin Patrol ○ Student Teams/ Clubs- Lego League Team, Broadcast & Journalism Team, Science Field Day Teams, Math Olympiad, Morning Tech Clubs and Challenge Club. ○ Monthly grade level specific Science Nights for students and parents. • Student involvement in class & individual goal setting in the Fall, Winter and Spring. • Monthly Participation in whole school Character Counts Friday Flag Ceremonies <ul style="list-style-type: none"> ○ Highlight students "catchin' waves" to school success monthly and share their stories. • Student survey given to provide input on the effectiveness of our PVES programs.

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

At Park Village we provide transitional opportunities for our students entering Kindergarten and those promoting on to middle school.

For our preschool students and families we provide an annual "Kinderfaire" during the month of May. This is a day that is reserved for students and parents to come and meet the school staff and visit our campus. Students and parents start the day at a meeting held in the multi-purpose room. A power point presentation focusing on the following three topics is presented; our school's focus areas, ways parents can help support their child in school and programs that make our school special. Afterwards, students and parents take a tour of the campus and have an opportunity to meet all of our kindergarten teachers and ESS staff. The primary purpose for this day is to help both students and parents feel more comfortable about the upcoming transition to Kindergarten prior to the summer break. Our annual "Kinderfaire" helps lower the anxiety of starting a new school for many of our students and first time parents entering Kindergarten.

In the spring we have an annual fifth grade student field trip that we coordinate with Mesa Verde Middle School. All of our fifth grade students visit our feeder middle school, Mesa Verde and meet with staff as they take them on a tour of their campus. We also coordinate two transition meeting with MVMS staff in the spring. One meeting is held with the MVMS counselors and fifth grade teachers, the other is held with MVMS and PVES Special Education Teams, parent and teachers. At both meetings, the focus is on ensuring a smooth transition for all of our students. These meetings provide an opportunity for our staff to relay important information on ways to best support our students with 504 Accommodation Plans, IEP's or any other special needs. The fifth grade students also maintain a "penpal" relationship with a sixth grade student at MVMS. This helps build a stronger connection for our students to MVMS and also helps build a relationship between 5th and 6th grade teachers. They consistently correspond between each other throughout the year and also schedule field trips for the students to meet each other in the spring.

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

Park Village is committed to providing a safe and orderly environment for both the students and staff. We believe that good discipline begins with respect: respect for authority, respect for others, respect for rules, and respect for self. This has led to a campus that is virtually free of violence and serious behavior problems. Our goal is to maintain a sound learning environment through proactive measures. Our school has a positive environment which involves the entire community. A variety of programs outlined below guide students to make good choices about their behavior. A district-wide Discipline Code serves as a contract among parents, children and the school. It deals primarily with severe transgressions. Park Village has standards that reflect high expectations for students. We have redone our student handbook to reflect the "6 Pillars of Character" as outlined in the "CHARACTER COUNTS!" program. We have a zero tolerance policy towards violence and hateful language. Students are automatically sent to the office and parents are notified. We communicate student behavior standards through the Park Village Student Handbook, principal messages in PTA publications, at Back-To-School Night in the fall, and through one-on-one contact with parents. Expectations and consequences for student conduct are explained to students and parents the first week of school and are clearly posted in each classroom. Park Village children exhibit a great deal of self-control and are kind and caring towards each other and staff. Student's excellent citizenship is rewarded daily with positive reinforcement such as Character Catches, Good Worker Book, monthly Friday Flag Good Character Celebrations and positive phone calls home. Park Village students are encouraged daily to "Catch Waves" to school success by following three "Big Waves"... **Be Kind, Have a Positive Attitude, and Work Hard.** In addition, students take pride in their school and are part of establishing and maintaining a positive climate on campus. The Student Council reviews rules for the playground and initiates discussion with the principal, teachers, and students if a change needs to be made. To insure a safe, orderly, attractive environment and to insure that Park Village is free from drugs, alcohol, tobacco, crime and violence, all students participate in the Poway Unified School District Alcohol, Tobacco and Drug Prevention Curriculum (Too Good For Drugs). This research based program focuses on conflict resolution skills, dealing positively with peer pressure, and building self-esteem. Students are taught the facts on addictive substances and the effect they have on the body. All 4th graders receive intense tobacco prevention training as part of their Physical Education curriculum. To declare our commitment to a drug-free lifestyle, all Park Village community members support healthy lifestyles during Red Ribbon Week/Character Counts! Week in October. Good nutrition and physical fitness is emphasized in classroom curricular units and through the healthy lunch program and running club offered to students. We participate in a district-sponsored Healthy Schools Survey each year to measure effectiveness of programs. Effective safety and disaster plans are comprehensive and detailed. Plans are revised and updated each year by the Disaster Preparedness Committee. All staff and members of the community work together to promote the safety of each student by adhering to these plans which are communicated to parents in the Park Village Student Handbook and through our parent newsletters. We work closely with the San Diego Traffic Department to monitor our heavy traffic on a regular basis, and they join us in presenting assemblies on pedestrian and bike safety to promote student safety. Park Village connects families with community resources. The District Student Support Services Department maintains a current directory of community health, mental health, and social services available to families at affordable and often sliding-scale prices that we utilize when working with families. The Wellness Department also offers year-round parent education courses on a range of topics at no cost, which many Park Village parents attend. A full-time health clerk dispenses medication and assists students with health needs. The district nurse attends all Individualized Assessment Team (IAT) and School Success Team (SST) meetings where there are students with physical or medical disabilities in need of interventions. She is available for health screenings and family assistance as well. To assist with the social and emotional wellness of students, Park Village has access the services of district counselors and the Caring Connections Wellness Center. Counseling and support services are provided to students as needed, based upon teacher, principal and parent referrals. Additionally, we have two Student Services Specialists who each work 15 hours a week. They instruct entire classes and small groups using our Second Step & Violence Prevention and FOCUS Curriculum. The Specialists also provide social skills intervention for students that need that support. Our Specialists work with identified students on the playground, one on one sessions and also in small groups focusing on social and conflict resolution skills.

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

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

Program	Grade Level(s)	Minutes
Too Good for Drugs	K-9th	300 minutes
Primary Interaction Program	K-3rd	150 minutes
PIP Playground Support	K-3rd	120 minutes
Character Counts	K-12th	150 minutes
FOCUS	K-3	150 minutes
Second Step	Pre-K-8th	75 minutes
Steps to Respect	3rd-6th	75 minutes

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)	536
EIA-EL: Economic Impact Aid - English Learners	27,610
EIA-SCE: Economic Impact Aid - State Compensatory Education	13,014

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	Mari Morales & Judy Caraang	Original signature page on file at the district office.	
Special Education	Chelsea Briones		
Title I (if applicable)			
Library	Pat Carlisle		

SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[]	[X]	[]	[]	[]	June 2013	Janet Shalinsky		
[]	[X]	[]	[]	[]	June 2012	Felice Simmonds	Original signature page on file at the district office.	
[]	[X]	[]	[]	[]	June 2013	Mari Morales		
[]	[]	[X]	[]	[]	June 2013	Marie Adams		
[]	[]	[]	[X]	[]	June 2012	Robert Mendoza		
[]	[]	[]	[X]	[]	June 2013	Julia Kitts		
[]	[]	[]	[X]	[]	June 2013	Doris Donadio		
[]	[]	[]	[X]	[]	June 2013	Julie Petry		
[]	[]	[]	[X]	[]	June 2013	Kendal Texteira		
[X]	[]	[]	[]	[]	June 2013	Ricardo Cecena		
1	3	1	5		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 12/01/11.

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: Park Village Elementary School
 PROGRAM: English Language Acquisition Program (Grades 4-8 only)
 RESOURCE NUMBER: 6286
 2011 ENTITLEMENT: _____
 PLUS CARRYOVER: \$536
 TOTAL SITE BUDGET: 536

**Budget Summary for
Park Village Elementary School**

\$PER STUDENT:	<u>\$2.06</u>
# OF STUDENTS:	<u>260</u>
TOTAL ENTITLEMENT:	<u>535.60</u>
BUDGETED EXPENDITURES	

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY						0
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY						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			\$536			536
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
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:	536	0	0	0	0	536

V.D. BUDGET DEVELOPMENT FORM

SITE: Park Village Elementary School
 PROGRAM: Economic Impact Aid - English Learners
 RESOURCE NUMBER: 7091

**Budget Summary for
 Park Village Elementary School**

2011 ENTITLEMENT:	<u>\$23,250</u>	\$PER STUDENT:	<u>\$212.38</u>
PLUS CARRYOVER:	<u>\$4,360</u>	# OF STUDENTS:	<u>130</u>
TOTAL SITE BUDGET:	<u>27,610</u>	TOTAL ENTITLEMENT:	<u>27,609.40</u>
BUDGETED EXPENDITURES			

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	2,000					2,000
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY	18,000					18,000
	20,000	0	0	0	0	20,000
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	2,000					2,000
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	2,000	0	0	0	0	2,000
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	3,000					3,000
4300-010: SUPPLIES	2,610					2,610
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	5,610	0	0	0	0	5,610
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

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
5800-086: OTHER SERVICES						0
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
TOTAL SITE BUDGET:	27,610	0	0	0	0	27,610

V.D. BUDGET DEVELOPMENT FORM

SITE: Park Village Elementary School
 PROGRAM: Economic Impact Aid - State Compensatory Education
 RESOURCE NUMBER: 7090

**Budget Summary for
 Park Village Elementary School**

2011 ENTITLEMENT:	<u>\$6,660</u>	\$PER STUDENT:	<u>125.00</u>
PLUS CARRYOVER:	<u>\$6,354</u>	# OF STUDENTS:	<u>105</u>
TOTAL SITE BUDGET:	<u>13,014</u>	TOTAL ENTITLEMENT:	<u>13,125</u>
BUDGETED EXPENDITURES			

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY						0
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY	8,000					8,000
	8,000	0	0	0	0	8,000
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	3000					3,000
4300-010: SUPPLIES	2,014					2,014
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	5,014	0	0	0	0	5,014
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
TOTAL SITE BUDGET:	13,014	0	0	0	0	13,014

VI. ADDENDUM (Optional)

Park Village Elementary School
 SMART Goals 2011 - 2012
 Fifth Grade

SMART Goal: English Language Arts
 By June 2012 92% of all Park Village students will be proficient or above in the English Language Arts sections of the CST.

Grade level Goal(s):

- Sustain the number of students at and above the proficient levels of the CST ELA.

Measures	Target	Strategy	Activity	Evidence
<ul style="list-style-type: none"> • MAPS • CST • Classroom Assessments 	<ul style="list-style-type: none"> • Maintain 93% proficient level in LA - reading • 90% of students meeting Expected Growth Targets in MAPs 	<ul style="list-style-type: none"> • Group students according to reading comp. & fluency level • Whole group instruction • Small group instruction when needed. 	<ul style="list-style-type: none"> • Penguin Pals • SRA activities • Novel Studies • Battle of the books • Houghton Mifflin Reading Program • Provide access to Compass Learning on line learning program • One-on-one instruction • Parent comp. group • Group projects • Coordinate activities to advanced level students. • Provide access to Compass Learning online learning program. • Develop and implement a distance Learning Plan for 5th graders 	<ul style="list-style-type: none"> • Reading response • Reading summary • Work samples • Penguin Pals assessments • CST scores • MAPS scores- focus on maximum students meeting growth targets. • Class work • Student Product • Test scores on end of chapters/ units

Park Village Elementary School
SMART Goals 2011 - 2012
 Fifth Grade

SMART Goal:

By Spring of 2012, we will increase the number of Park Village students in grades 2-5 performing in the Advanced level of the **Math** subtest of the California Standards Test by 2%, from 63% to 65%. (We will also measure numbers of students maintaining in the Advanced level and number of students moving up CST proficiency bands.)

Grade level Goal(s):

- Sustain the number of students at and above the proficient levels on the CST
- Improve number of students at advanced level of CST Math by 2%.

Measures	Target	Strategy	Activity	Evidence
<ul style="list-style-type: none"> • MAPS • CST • Classroom Assessments 	<ul style="list-style-type: none"> • 2% improvement in number of students performing at the advanced level in math from previous year's CST. • Maintain 92% of students scoring proficient or above on the math CST. • 90% of students meeting Expected MAPs growth targets in Math 	<ul style="list-style-type: none"> • Whole group instruction • Small group instruction when needed. • Implement Math grouping 2 times Weekly to target math needs to specific group • Implement additional Math group for High Achieving Students. 	<ul style="list-style-type: none"> • Provide access to new Math Compass Learning on line learning program • One-on-one instruction • Group projects • Coordinate activities to advanced level students for each math unit. • Provide access to ALEKs math online learning program. 	<ul style="list-style-type: none"> • Work samples • CST scores • MAPS scores- focus on maximum students meeting growth targets. • Class work • Student Product • Test scores on end of chapters/ units

Park Village Elementary School
 SMART Goals 2011 - 2012
 Fourth Grade

SMART Goal:
 By Spring 2012, 92% of all Park Village students will be proficient or above in the English Language Arts sections of the CST. *(We will also measure the number of students maintaining in the Advanced level and number of students moving up CST Proficiency Bands)*

Grade Level Goal(s): 90% of all 4th graders will score proficient or better in Reading Comprehension on the 2012 CST. Focus on Literary Response and Analysis for Reading Comprehension, (increase scores from 84% to 86% proficient in total ELA based on 3rd grade cohort 2011 CST scores)

Measures	Target	Strategy	Activity	Evidence
<ul style="list-style-type: none"> • Increase reading comprehension with leveled books • Increase independent reading level • Increase external comprehension for all students to proficient or above. • Increase MAPS score with higher readers as evidence on MAPS score. • Increase fluency rate through fluency readings 	<ul style="list-style-type: none"> • Gold Medal for all students in Reading Olympics • Increase level individually by 1 grade level • Increase literal comprehension • Higher level inferential abilities for high readers • 160 wpm Fluency 	<ul style="list-style-type: none"> • Record pages' • Stay in seat level reading • Mini lessons on re-reading and contextual clues. • Group discussions • Relevant work sheets • Devote computer lab and homework to the implementation of Compass Learning Language Arts 	<ul style="list-style-type: none"> • Reading Olympics • Daily silent reading • Whole Group discussions • Kristy Scentezi activities • Higher level book discussion group • Daily 5 / silent Reading strategies 	<ul style="list-style-type: none"> • Medal tally • Reading level increased by one year • MAPS & CST scores raised • MAPS increase on interpretive scale • 65% of 4th grade students meeting their expected growth target. • 100% of 4th grade students completing Compass Learning Assignments in their goal area.

Park Village Elementary School
SMART Goals 2011 - 2012
 Fourth Grade

SMART Goal:

By Spring of 2012, we will increase the number of Park Village students in grades 2-5 performing in the Advanced level of the **Math** subtest of the California Standards Test by 2%, from 63% to 65%. (*We will also measure numbers of students maintaining in the Advanced level and number of students moving up CST proficiency bands.*)

Grade Level Goal(s): Continue to move each student a minimum of one grade level in math. Maintain 90% of 4th grade students scoring proficient or above on the CST.

Measures	Target	Strategy	Activity	Evidence
<ul style="list-style-type: none"> • MAPS • CST • HM Math Tests • ALEKs on line assessments 	<ul style="list-style-type: none"> • Increase each individually by one grade level, ensuring growth for ALL students in math. 	<ul style="list-style-type: none"> • Weekly ALEKs lab time. • Consistent Collaboration with Grade Level team on Formative assessments and instruction with HM math. (Thursdays bi- monthly) • Schedule time for ALEKs in upstairs lab • Assign ALEKs for math homework on a weekly basis • Use Compass Learning Math component as a supplement. • Provide special grouping for Advanced learners: • Parent Led groups • Math Excel • Math Tech Club 	<ul style="list-style-type: none"> • Student goals setting • ALEKs online learning. • Compass Learning • HM Math Expressions • Supplementary math activities • Math Games • Timed tests • Math websites 	<ul style="list-style-type: none"> • HM Math Chapter and Unit Tests • MAPs scores- 65% of student meeting expected growth targets. • CST Scores • Classroom quizzes test Scores • Homework • Math Basic Facts Tests. • 100% of Students completing online ALEKs math course in their goal area.

Park Village Elementary School
 SMART Goals 2011-2012
 Third Grade

SMART Goal:

By Spring 2012, 92% of all Park Village students will be proficient or above in the English Language Arts sections of the CST. *(We will also measure the number of students maintaining in the Advanced level and number of students moving up CST Proficiency Bands)*

Grade Level Goal(s): By June 2012, third grade will increase the percentage of students performing at or above the Proficient level on the Reading Comprehension section of the CST by 2%.

Measures	Target	Strategy	Activity	Evidence
MAPS HM Summative Tests Theme Tests SRI Tests	Average 7 point growth per student on MAPs from Fall to Spring. By June 2012, 3 rd grade will increase the percentage of students who are proficient or above in Reading Comprehension section by 2% on CST, (85% to 87%)	HM Reading Student Goal Setting Comprehension Practice/Homework Compass Learning Making Meaning Daily Language Review (DLR) Spelling Groups	HM Practice Book Direct Instruction Six-Traits of Writing (Word Choice) DLR Spelling Groups Weekly Vocabulary Words	HM Pages Comprehension Pages MAPS Scores CST Scores Classroom Test Scores Homework Completion of their Compass Learning ELA Assignments in their goal area.

Park Village Elementary School
SMART Goals 2011 - 2012
 Third Grade

SMART Goal:

By Spring of 2012, we will increase the number of Park Village students in grades 2-5 performing in the Advanced level of the **Math** subtest of the California Standards Test by 2%, from 63% to 65%. (*We will also measure numbers of students maintaining in the Advanced level and number of students moving up CST proficiency bands.*)

Grade Level Goal(s): By June 2012, grade 3 will increase the number of students performing at or above the Proficient level of the Algebra & Functions section of the CST by 3%.

Measures	Target	Strategy	Activity	Evidence
<ul style="list-style-type: none"> • MAPS • CST • Math Expressions Tests • Math Basic Facts Tests 	<ul style="list-style-type: none"> • Average 7 point growth per student on MAPs Math assessments from Fall to Spring. • By end of year, 85% of students will score at or above Proficient on the Algebra & Functions section of the CST. 	<ul style="list-style-type: none"> • Student goal setting • Compass Learning • Use of Math Expressions Curriculum • Supplementary Math activities • Math games • Timed Tests • Use of ALEKs Math on line tool for advanced learners • Use of Math websites 	<ul style="list-style-type: none"> • Student goals setting • Compass Learning • Math Expressions • Supplementary math activities • Math Games • Timed tests • Math websites • Use of program Math 4 Today 	<ul style="list-style-type: none"> • Math Expressions Tests • MAPs scores • CST Scores • Classroom Test Scores • Homework • Math Basic Facts Tests. • 100% of 3rd Grade students completing their Compass Learning Math assignments in their goal area.

Park Village Elementary School
 SMART Goals 2011-2012
 Second Grade

SMART Goal:
 By Spring 2012, 92% of all Park Village students will be proficient or above in the English Language Arts sections of the CST. *(We will also measure the number of students maintaining in the Advanced level and number of students moving up CST Proficiency Bands)*

Grade Level Goal(s): By June 2012, second grade will increase the percentage of students performing at or above the Proficient level on the Reading Comprehension section of the CST by 2%.

Measures	Target	Strategy	Activity	Evidence
MAPS HM Summative Tests Reading Counts SRI Tests Lexia Test Practice CST Questions MAPs	Average 7 point growth per student on MAPs from Fall to Spring. By June 2012, 2 rd grade will increase the percentage of students who are proficient or above in Reading Comprehension section by 2% on CST	Reading Counts Mt. Language DLR HM Lessons Poetry Music/Songs Phonics Groups	Whole Class mini lessons Small group instruction Mt. Language Activities Lexia Reading Counts DLR Penguin PALS Implement Compass Learning online English Language Arts tool. Implement Daily 5 Literacy Framework in 2 nd grade classes.	MAPS Scores- maximize percentage of students making typical growth. Reading Counts Scores (Increased average lexile for all of 2 nd grade.) CST Scores CORE Assessments Teacher Observation Completion of their Compass Learning ELA Assignments in their goal area.

Park Village Elementary School
SMART Goals 2011- 2012
 Second Grade

SMART Goal:

By Spring of 2012, we will increase the number of Park Village students in grades 2-5 performing in the Advanced level of the **Math** subtest of the California Standards Test by 2%, from 63% to 65%. (*We will also measure numbers of students maintaining in the Advanced level and number of students moving up CST proficiency bands.*)

Grade Level Goal(s): By June 2012, second grade will increase number of students performing at or above the proficient CST Level by 1% on the Place Value, addition, and subtraction section.

Measures	Target	Strategy	Activity	Evidence
<ul style="list-style-type: none"> • MAPS • CST • Math Expressions Tests • Math Basic Facts Tests 	<ul style="list-style-type: none"> • Average 7 point growth per student on MAPs Math assessments from Fall to Spring. • By end of year, have 80% of students will score proficient or above on Math CST (place value, addition, subtraction) 	<ul style="list-style-type: none"> • Student goal setting • Compass Learning • Use of Math Expressions Curriculum • Supplementary Math activities • Math games • Timed Tests\ • Use of Math websites 	<ul style="list-style-type: none"> • Student goals setting • Compass Learning • Math Expressions • Supplementary math activities • Math Games • Timed tests • Math websites 	<ul style="list-style-type: none"> • Math Expressions Tests • MAPs scores • CST Scores • Classroom Test Scores • Homework • Math Basic Facts Tests. • 100 % of 2nd grade students completing their Math Compass Learning assignments in their goal area.

Park Village Elementary School
SMART Goals 2011 - 2012
 First Grade

SMART Goal:
 By Spring 2012, 92% of all Park Village students will be proficient or above in the English Language Arts sections of the CST. *(We will also measure the number of students maintaining in the Advanced level and number of students moving up CST Proficiency Bands)*

Grade level Goal: Focus on Reading and Writing

Measures	Target	Strategy	Activity	Evidence
<ul style="list-style-type: none"> • Rigby Reading Running Record Assessment • MAPs • On Demand Writing 	<p>RUNNING RECORD</p> <ul style="list-style-type: none"> • By November, 2011 89% Running Record level 6 independent 8 instructional • By February, 2012 89% Running Record level 12 independent 14 instructional • By May, 2012 90% Running Record level 16 independent 18 instructional • Decoding 89% High Frequency Words Word Families Short/long vowel sounds • 60% of student will meet typical growth • May, 2012 85% 6/8 rubric 	<ul style="list-style-type: none"> • Small group • Leveled Readers • Making Meaning • Shared Reading • Parent Ed. • Articulation • Differentiated Instruction • Reading Counts • Implementation of the Daily 5 literacy framework • Pilot MAPs assessment K-1 • Aligning with district MAPs and set class & student goals. • Align with 1st grade standards and calibrate with district anchor papers. • Individual Small/partner groups • Whole Group instructions • Writers Workshop • Align with 1st grade standards and calibrate with district anchor papers. 	<ul style="list-style-type: none"> • Small group Guided reading • Whole Group Instruction • Newsletters • Conferences • Rubrics • Comprehension List • K-3 dialogue • Impact Groups (reading/writing/math) • Lexia online Phonics program. • Apply specific lessons to increase growth. • Journaling • On Demand Writing • Mtn. language • Personal Narrative genre assessed in fall & Spring. Expository writing will be assessed in the winter. 	<ul style="list-style-type: none"> • Running Records assessments • Anecdotal Reading Groups • Lexia Teacher Generated Reports/ graphs • Show growth from Fall to Spring • Monthly Journaling • On demand writing 3 times a year • Participation in district wide On Demand Writing/ Rubric.

Park Village Elementary School
SMART Goals 2011 - 2012
 First Grade

SMART Goal:

By Spring of 2012, we will increase the number of Park Village students in grades 2-5 performing in the Advanced level of the **Math** subtest of the California Standards Test by 2%, from 63% to 65%. (We will also measure numbers of students maintaining in the Advanced level and number of students moving up CST proficiency bands.)

Grade Level Goal(s): Math Focus: By June 2012, 50% of students will make typical growth on MAPs math assessment.

Measures	Target	Strategy	Activity	Evidence
<ul style="list-style-type: none"> • HM Math Expression Unit tests • Teacher made formative assessments • PUSD Trimester assessments. • MAPS 	<ul style="list-style-type: none"> • 85% of students passing with a 75% or higher on HM Expressions Unit Tests • By June 2012 100% of students making growth in MAPs Math • Maintain and increase level of advanced learners. By June 2012 33% of student will be scoring above standards on CORE Assessments and MAPs. 	<ul style="list-style-type: none"> • Flexible grouping • Skill groups • Leveled activities • Parent volunteer led math games • Use of Eduplace.com • Use of Supplemental materials for advanced and at-risk learners. 	<ul style="list-style-type: none"> • Whole group lessons • Small group differentiated instruction • Parent assistance in the classroom during Independent work time. ‘ • Use of manipulatives • Continual Collaboration with grade level staff and support staff. • Utilize Math Test extensions with advanced and at-risk learners. 	<ul style="list-style-type: none"> • Fall, Spring, & Winter MAPs scores • Math Expressions Unit Test scores. • Teacher anecdotal notes/records • Daily student work samples • Other weekly quizzes and math tests.

Park Village Elementary School
SMART Goals 2011 - 2012
 Kindergarten Grade

SMART Goal:
 By Spring 2012, 92% of all Park Village students will be proficient or above in the English Language Arts sections of the CST. *(We will also measure the number of students maintaining in the Advanced level and number of students moving up CST Proficiency Bands)*

Grade Level Goal(s): Developing reading comprehension skills and decoding and word recognition strategies appropriate to grade level standards.

Measures	Target	Strategy	Activity	Evidence
<ul style="list-style-type: none"> • Rigby Reading Assessment • Letter knowledge Assessment • Phonics Skills Assessment • Park Village KDG Spelling list 	<p><u>RUNNING RECORD</u></p> <ul style="list-style-type: none"> • By March, 2012 90% of students will pass a level 2 • By June, 2012 90% of students will score between a 5-8 <p><u>LETTER KNOWLEDGE</u></p> <ul style="list-style-type: none"> • By March, 2012 90% of students will score 45 on the letter knowledge assessment • By June, 2012 90% of students will score 54 on letter knowledge. <p><u>PHONICS SKILLS</u></p> <ul style="list-style-type: none"> • BY March, 2012 90%of students will score a 15 on the Phonics Skills Assessment • By June, 2012 90% of students will score a 26 on the Phonics Skills Assessment • By March, 2012 90% of students will score a 10 on the Park Village KDG Spelling list • By June, 2012 90% of the students will score a 18 on the Park Village KDG spelling list. 	<ul style="list-style-type: none"> • Small Group Instruction • Leveled Readers • Word Families • Lexia • The Daily 5 Literacy Framework • Big Books • Making Meaning • White Board Phonics • Parent Education • Modeled Phonics • Modeled Writing • Decoding Strategies • High Frequency Words • No Excuse Spelling Words • Letter Names and sounds • Name Game • Retelling strategies for comp • Shared Reading • Word Wall • Songs & Poems • Language for learning SRA Direct Instr. 	<ul style="list-style-type: none"> • Guided reading • Participate in Small Groups • Partner Reading • Shared Reading • Participate in choosing activities and center work • Class Books • High Frequency Readers • Letter Books • Participate in whole group instruction • Newsletters • Conferences • Journals • Morning Read with parents • Cross-age tutoring • Dry erase handwriting boards (introducing lower case letter first this year) 	<ul style="list-style-type: none"> • Teacher Observation • Informal Assessment • Anecdotal Notes • Complete Running Record Scores • Reading Logs • Test Scores

Park Village Elementary School
SMART Goals 2011 - 2012
 Kindergarten Grade

SMART Goal:

By Spring of 2012, we will increase the number of Park Village students in grades 2-5 performing in the Advanced level of the **Math** subtest of the California Standards Test by 2%, from 63% to 65%. *(We will also measure numbers of students maintaining in the Advanced level and number of students moving up CST proficiency bands.)*

Grade Level Goal(s): Focus on developing number sense and problem solving skills appropriate to grade level standards.

Measures	Target	Strategy	Activity	Evidence
<ul style="list-style-type: none"> • Unit Tests • PV Math Core Assessments • Trimester Benchmark Rubric 	<ul style="list-style-type: none"> • By June 2012 100% of students will score a 3 or better on the standards based Progress Report Rubrics. 	<ul style="list-style-type: none"> • Small group instruction when needed for differentiation. • Completion of Math Expression activities from each lesson. • Completion of the homework pages in the workbooks • Use of manipulatives to help teach abstract math concepts. • Use of math related Trade books and literature • Story problems and implementation of “Math Talk.” • K/1 classes will pilot MAPs math assessment. Future use will be evaluated May 2012. 	<ul style="list-style-type: none"> • Whole group instruction • Cross-age tutoring 	<ul style="list-style-type: none"> • Teacher observation • Informal assessment • Anecdotal Notes • Work completed in class • Test scores • PVES CORE Assessment scores. • Trimester Benchmark Rubric scores.