

**Stone Ranch Elementary School
Single Plan for Student Achievement
2011-12**



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

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

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

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

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

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

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

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

- 1) PUSD Culture
- 2) Equitable Access to Rigorous and Engaging Learning Experiences
- 3) Capacity Building
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- 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

Stone Ranch is a culturally diverse learning community with families from a multitude of different countries. Classroom teachers are encouraged to allow students from all cultures to express their identities in a safe environment. There are many classroom activities that highlight the different cultures represented by our Stone Ranch families. For example in second grade our students study a unit on "Families Today and in the Past", which helps students acquire deeper insights into life in the past and the cultures from which the families came. As a culminating activity to this unit our Stone Ranch second graders participate in a mock "Ellis Island" as they take on the identity of an immigrant and the journey that immigrant encountered to come to the United States. The leaders at Stone Ranch will encourage a school-wide cultural proficiency through highlighting a different culture each month through the Blazer Bulletin and our Wednesday morning gatherings. Additionally a bulletin board highlighting different cultures will be created in our entry way. As a culmination of these highlights, in the spring our Stone Ranch Foundation and our Stone Ranch PTA will jointly host an International Faire at Stone Ranch. This International Faire features representatives from our school and community highlighting the many different cultures via dress, dance, music, food and sharing of cultural artifacts. To work toward ensuring a diverse and culturally proficient staff, staff members will participate in a "classroom walk" that will take them through classrooms where those teachers will give presentations on his/her own heritage.

At Stone Ranch collaboration has been embedded in the school culture through our grade level discussions and SST (Student Success Team) process along with collaboration time embedded in the weekly school schedule. Professional time is every Wednesday afternoon from 12:30 to 2:30 and in addition each grade level is given five additional hours for collaboration as the school leaders teach five Healthy Living lessons each year to all students. Collaboration time is efficient and focused on student success via the District's academic targets as each team submits an agenda for collaboration time. A streamlined "online" process for discussions of students allows each grade level to share concerns about students with team members as well as with the school leaders. If teachers need administrative support for students this is communicated via the online grade level discussion log. In addition to student discussions, teachers are encouraged to share with team members as well as those in other grade levels, best practices and/or effective practices learned via TLC classes or conferences they have attended.

During the Professional Growth day in September, each team met to review last year's school-wide and grade level goals and to write new SMART (Strategic, Measurable, Attainable, Results-Oriented, Time Sensitive) goals for 2011-2012 school year. As the grade level teams were developing their goals for this year they were encouraged by the administration to use language that could be translated to classroom goals as well as individual student goals. By doing so a collective ownership by all students to take charge of his/her own learning is encouraged. Students use personalized MAP (Measure of Academic Progress) learning ladders as a focus for determining their personal goals each trimester. After each consecutive MAP test, students revisit their own goals and write new goals for focusing their personal learning targets.

Equitable Access to Rigorous and Engaging Learning Experiences

Our initiatives include staff collaboration, curriculum alignment, student goal setting, and focused intervention programs. Each of these initiatives has at its core the success of our students. Children are the center of our school. We are about respecting and recognizing children, helping them learn, explore, discover. Our Vision is to provide educational opportunities which will create self-directed students capable of succeeding in a rigorous, standards-based curriculum. Both teacher-developed and commercial materials effectively engage our students. Our staff uses core curriculum resources, and creates standards based goals centered around students' individual and group needs. To ensure that our students are prepared for college and other post-secondary success, we provide personalized learning by inspiring students to be self-reliant problem-solvers who will achieve their fullest potential. Through goal setting and encouraging students to be actively involved in their education, we will build the foundation for them to be citizens who recognize that effort and persistence matter, and that their self-direction and initiative will make their learning relevant, valuable, and meaningful. All Trailblazers will be "college ready" and prepared for a range of

opportunities and choices made available to them as they pursue their interests and passions. To this extent, teachers will build on students' prior knowledge, life experience, and interest to achieve learning goals. This includes extensive training in Responsive Classroom and Time to Teach techniques that maximize instructional time, while building a sense of community. Because classroom disruptions are minimized through a common belief that our first priority is learning, students can remain focused on completing their goals in all academic areas. Instructional strategies will be adjusted to the needs of the students, with a focus on critical thinking skills. Stone Ranch continues its tradition of focusing on students' reading-writing connection to provide self-directed and reflective learning for students. Stone Ranch staff members have determined agreed-upon values regarding the exchange of ideas directed toward students' success. All staff members participate as partners in our collaborative, professional learning community. We conduct respectful dialogue which focuses on a culture of universal achievement and ownership of all students. Grade level meetings are centered on student success as our first priority. Relying on the expertise within our staff, and seeking outside assistance when necessary, we meet with a purpose and an agenda. Staff meeting topics are devised based on staff input and each meeting is determined by members of the staff. Examples include: increasing reading fluency (which studies have indicated is a fundamental predictor of student reading achievement), helping ELL students access curriculum within their classroom, meeting the needs of our GATE students through the use of differentiating curriculum and instruction within the classroom. Through our work in the Response to Intervention model, we continually strive to provide high quality initial instruction. Because our students represent unique and diverse cultural needs, we consider the learning goals and preferred participation styles of students that reflect individual strengths and cultural norms.

Our school provides an environment that fosters differentiation and meets the needs of all learners: English Language Learners (ELL), Gifted and Talented Education (GATE), and Special Education (Speech and Language, RSP). It includes proactive and early intervention support programs, such as Compass Learning, Six Minute Solution, Read Naturally, and PEPP (a two-year Kindergarten program), that help all of our children develop the language and foundational skills necessary to ensure academic success. We are proud of our ELL services and Special Education team that works collaboratively with the classroom teacher and administration. We offer intervention support through our ELL program with two highly-qualified ELL aides, and equally qualified classroom teacher acting as the coordinators. As each student has unique needs, our students' CELDT scores are accessed and individual student goals are written with specific targeted areas. These goals are then assessed throughout the school year. Student specific goals are at the forefront of closing the achievement gap for all subgroup, as each student is first and foremost an individual. We realize that the standards for English Language Arts include Listening, Speaking, Reading and Writing, and that developing this complete set of skills benefits all our students. Extending opportunities for our students to develop these language skills includes a focus on oral presentations, extensive writing instruction, and student selected reading (combined with structured, standards based curriculum.) Our professional development work supports teachers in their implementation of a product-process approach to writing. Students will write across the curriculum - in all subject areas - and recognize the reading-writing connection. They will be provided opportunities, in their class, cross-grade level and Ranch Houses to share their work and develop their public speaking skills.

Capacity Building

We are committed to the collection and analysis of data on student achievement, school-wide effectiveness, and attitudes and perceptions of students, staff, and parents. Our teachers come together annually to analyze CST data. Grade-level teams administer assessments every trimester to monitor student growth, benchmark with common scorings, and make program adjustments. Administrators meet formally with teachers annually to ensure that they are providing appropriate instructional and intervention support for all learners. In order to support these efforts, stakeholders will be key in providing their talent and expertise. The principal will provide time and resources for grade-level articulation and intervention support to ensure our students reach their full potential. Data will be collected to monitor the learning of all students, with special attention to those identified on the Kid Watch. These student needs will drive our professional development and focus of staff meetings and time will be provided for professional dialogue around 'best practice' in reading, writing, and math. Best practices will also include our teachers participating and sharing information learned at TLCs. This information will be shared to ensure that the rigor and relevance of our instruction is consistent throughout the school. We will also participate in grade-level and vertical collaboration to determine the key standards to students' success in their upcoming grades. Fostering positive relationships within the staff through staff meetings, TLCs, articulation, and shared best practices will continually evolve our school as a professional learning community. The relationships we develop with parents are also a cornerstone to the success of our school. The staff provides information to build relationships with parents and students through the Blazer Bulletin, PTA Parent Nights, ELL parent meetings, and parent-teacher conferences. Parent input is also an integral part of the Site Council. The two major organizations, the PTA and the Stone Ranch Foundation, continue to develop their relationship and define their fund-raising targets to ensure our students' needs are met. Students are at the center of our school, and our relationship with them drives all decisions made at Stone Ranch. Students in grades 2 through 5 participate in MAPS testing, and set goals based on targeted

needs. This year a focus will be on helping students write goals that utilize the same language as our schoolwide goals. They are taught how to set and monitor these goals to show them their role and responsibility in their education. Our very active Student Council meets with the principal and student council advisor to discuss school climate, including spirit days and charitable organizations they would like to support. For students experiencing academic or behavioral challenges, individual contracts will be designed with their input, including attendance contracts, "Trailblazer Treaties" for students experiencing peer difficulties, and contracts for goal setting.

Multiple Pathways

Personalized Learning is based on a solid foundation of the latest educational research findings as to how students learn most successfully. At Stone Ranch, we realize that this includes all stakeholders: parents, teachers, support staff, and students. Careful attention is paid to the differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, teacher and parent development programs, and choices in curriculum programs. Stone Ranch offers students the ability to set their own goals based on data utilizing MAP scores in grades two through five. Students in Kindergarten and First also are empowered to be part of their learning process with goal setting in a less formal structure. Parents help provide success for their students by attending our numerous parent nights and meetings that focus on how they can help meet the needs of their children.

We provide a multi-strand approach to classroom instruction with a wide variety of curriculum choices, attention to individual learning styles, technology learning access, and a variety of learning environments and opportunities both within and beyond the classroom so that learning programs may be tailored according to the individual needs and preferences of each student. There is a relationship between parents, students, teachers, the school, the greater community, and the state. We invite members of the community to participate in learning activities. One example would be our fifth graders participation in Junior Achievement's Biz Town and the inclusion of community members and Poway Unified School District Office in this project. Students participate in 25 lessons that focus on life skills such as What Is a Community?, What Is an Economy? What Is Free Enterprise? Students learn through a series of critical thinking exercises. They engage in a series of hands-on learning activities to prepare them for the JA BizTown simulation. Students learn that they, as well as the government, play an important role in governing our country. This dynamic program also helps teachers learn how to tailor learning according to their students' learning styles, needs, and aspirations. Hands-on and simulation of experiences include our Dino-Dig for 2nd grade, Floating Lab for 3rd grade, Pioneer Days for 4th grade, and Colonial Day with a visit to Riley's Farm in fifth grade.

There are diverse programs and support services which have been developed to enhance student achievement and character development at Stone Ranch:

- Art Corps
- Character Counts
- Fifth Grade Band Program
- Science Fair K-5th grade
- Stone Ranch Foundation provides a Physical Education Program
- Stone Ranch Foundation provides 3 credentialed teachers for Impact support
- Stone Ranch PTA provides classroom aides
- Running Club
- Student Council
- Stone Ranch Rockers Choral Program
- Preschool
- SHOK/OASIS (Adult Volunteer programs)
- SST (Student Success Team)
- ELL and GATE programs
- Community Gathering

Organizational Support Systems

We continue our best practices by a commitment to professional development. We work collaboratively to develop our school wide goals. These goals drive our budgeting and instruction, as well as create a focus to develop our students' educational experience. Our daily classroom activities, Impact intervention programs, and small group classroom instruction will be directed toward these goals. We continue to fine tune our school wide grade level assessments through different sources (including MAP, CST, and standardized classroom assessments) and use this information to offer intervention programs to all students who are at risk.

Student Performance Data is used to determine how the school will move forward in creating goals and how funds will be spent to increase our student achievement. Data from multiple measures is collected in a variety of ways to monitor how all students are doing academically. Periodic student focus groups, annual staff reflections and periodic short surveys, and annual surveys provide opportunities to gather input and set direction. Individual and/or team goals are developed each fall after our annual analysis of multiple data. Weekly time is dedicated to grade-level planning and team collaboration to review and calibrate student work. Monthly meetings are held with grade levels and a member of Administration team to continue building our Professional Learning Community. The teachers are committed to submitting assessment scores three times a year: November, February, and June. Grade-level articulation occurs every fall and winter for the teachers to identify grade-level and individual student intervention plans. This year-long commitment to monitoring student growth helps ensure that all of our students are making progress and provides opportunities for modifications to long-range planning.

Assessment is guided by several principles at Stone Ranch Elementary School. First and foremost, we believe that assessment should be used to inform instruction for the purpose of improving student learning. It must measure student growth over time and provide a comprehensive picture of student achievement. We value the daily formal and informal assessment that occurs in our classrooms and is understood by both students and teachers, provides helpful and timely feedback, encourages goal-setting, and improves teaching and learning. We recognize that multiple measures are necessary to help us evaluate the effectiveness of our programs and practices to close the achievement gap. Our multiple measures play the most significant role in predicting student success, help us clarify what we want our students to know and be able to do when they leave us, and determine how we are going to respond when students are not achieving success.

II. ASSESSMENTS, EVALUATION, AND ANALYSIS OF STUDENT LEARNING

II.A. SITE ASSESSMENT PLAN

DISTRICTWIDE (REQUIRED) ASSESSMENTS/REPORTS

ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
CST / CMA / CAPA	Criterion-reference tests	Assess achievement of state standards	Grades2-11	Spring	Compares student achievement to state/district expectations. Identifies areas of strength and weakness. Useful for targeting instruction.
CELDT	Criterion-reference test	Measure level of achievement in English	All ELL students	Fall	Measure ELD levels, plan programs and measure annual growth. Used to redesignate students
API	Composite score	Used to determine overall program effectiveness	Schools, subgroups	Reported annually, in Spring	Used by state and District as an index of overall academic performance based upon the results of the STAR. Used to compare schools and student groups.
AYP	Composite score	Used to determine overall program effectiveness	Schools, subgroups	Reported, annually, in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
MAP	Criterion-reference	Assess individual or group progress, and show growth over multiple administrations	Grades 2-8	Up to 3 times per year, as needed	Measure and report student growth. Results provide 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
MAP	Criterion-referenced Computer-Adaptive	Assess individual or group achievement of standards and show growth over multiple years.	2nd, 3rd, 4th and 5th grade	Fall, Winter and Spring	Measure and report student growth. Results provide sub scores that help the teacher analyze strengths and weaknesses within the areas of reading, language arts, and math. MAP scores also correlate with CST, and help inform our work around meeting standards.
Running Records/DRA(in LAG)	Individual performance assessment	Diagnostic	All students K-2	Trimesterly or more frequently if indicated.	A tool for scoring, coding and analyzing a child's precise reading behaviors.
Individual Reading Inventory (IRI)(see LAG)	Individual performance assessment	Diagnostic	All students in 3rd, 4th and 5th	Trimesterly or more frequently if indicated.	Used by teachers to diagnose student skills, plan subsequent instruction and placement. Monitor progress.
Quality Writing(In LAG and on PUSD intranet)	On-demand, first-draft writing, individual performance.	Diagnostic and/or Achievement	All students,K-5	Fall, Winter, Spring Or as frequently as needed.	Students write to a prompt. Teachers score using PUSD rubric. The results of this assessment may be used to evaluate student writing skills, diagnose-prescribe and measure growth over time.
Alphabet Knowledge(in LAG)	On-demand performance tasks	Diagnostic	Any pre or early reader	Fall, Winter, Spring Or as frequently as needed	To assess early reading skills, letter names, shapes, directionality.
Phonics Skills(in LAG)DIBELS	On-demand performance tasks	Diagnostic	Any pre or early reader	Fall, Winter, Spring Or as frequently as needed	To assess sound symbol relationships and the composition of written words.
Pre-writing Assessment, Concepts of Print(in LAG)	On-demand performance	Diagnostic	Any pre or early reader	Fall, Winter	To assess pre reading skills and processes with learning to read.
Phonetic Spelling Inventory(in LAG)	On-demand performance tasks	Diagnostic	All students Grades 2-3	Fall, Winter, Spring Or as frequently as needed	Designed to assess the word knowledge students bring to the tasks of reading and spelling. There are 4 inventories Level I-IV.
California Expressions Math Assessments	On-demand	Diagnostic	K-5	Fall, Winter, Spring	Group and/or re-group students for instruction, acceleration, remediation. Provide information regarding attainment of standards for report cards.
San Diego Quick	On-demand	Diagnostic	1-5	Fall, Winter, Spring Or as frequently as needed	Designed to determine a student's reading level

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.
PTA	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	This survey helps us evaluate school processes and principal effectiveness. Used to set personal or school-wide goals and targets.
Student Surveys	Questionnaire	Feedback from primary consumers of school programs	Students	Annually	Provides feedback on school programs and practices that may affect student achievement
Parent Survey	Questionnaire	School climate	Parents	Annually	This survey helps us evaluate parent perception of our school climate

II.B. DATA REPORTS

II.B. DATA REPORTS

School and District Information

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

School Information		District Information	
School Name	Stone Ranch Elementary School	District Name	Poway Unified
Principal	Cindy Venolia	Superintendent	John P. Collins, Ed.D
Street	16150 4S Ranch Pkwy.	Street	15250 Avenue of Science
City, State, Zip	San Diego, CA 92127	City, State, Zip	San Diego, CA 92128-3406
Phone Number	858-487-8474	Phone Number	858-521-2800
FAX Number	858-487-6225	FAX Number	858-485-1322
Web Site	www.powayusd.com	Web Site	www.powayusd.com
E-mail Address	cvenolia@powayusd.com	E-mail Address	elehew@powayusd.com
CDS Code	37682960102822	SARC Contact	Eric Lehew

II.B. DATA REPORTS

Stone Ranch Elementary School

Demographic Summary
for 2011-12 School Year

Address: 16150 4S Ranch Pkwy.
San Diego, CA 92127

Principal: Cindy Venolia

Year of Construction: 2004

Current Enrollment:

Numbers reflect enrollment totals as of October 18, 2011.

Kg	1 st	2 nd	3 rd	4 th	5 th	Special Day Class
201	184	206	204	173	175	

Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
1063	1069	1143

Student Demographics:

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
26%	5%	5%	1%	51%	11%

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

Limited English	Free/Reduced Lunch
23%	6%

Staff Demographics

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
7%	0%	5%	0%	88%	0%

Percent Fully Credentialed: 100%

**District Accountability Report
Adequate Yearly Progress (AYP)
Spring 2011
Stone Ranch Elementary**

	Participation Rate (>=95%)							Performance (% Proficient +)						API (>=800 +1 Point)			AYP	PE
	No. Valid Scores	ELA			Math			ELA			Math							
		2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2011
Schoolwide	681	100	100	100	100	100	100	86	89	91	90	91	93	941	954	963	Y	
African American	5	100	100	100	100	100	100											
American Indian	2	100	100	100	100	100	100											
Asian	227	100	100	100	100	100	100	90	92	93	95	96	97	968	975	981		
Filipino	48	100	100	100	100	100	100	81	89	88	83	89	85			949		
Hispanic	39	100	100	100	100	100	100	88	81	80	80	88	90			938		
Pacific Islander	3			100			100											
White	357	100	100	100	100	100	100	84	88	91	89	89	92	934	949	958		
English Learner	184	100	100	100	100	100	100	75	86	88	86	89	95	914	947	960		
Low Socio-Economic	33	100	100	100	100	100	100	65	68	67	71	79	67			845		
Special Ed	47	98	100	100	98	100	100	46	59	66	51	67	72			806		

*** Includes only students in significant subgroups



Stone Ranch Elementary School
STAR Test by Proficiency Level for ELA
Spring 2010-2011

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

To open District table click on + sign	Grade 2				Grade 3				Grade 4				Grade 5			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Number Tested	157	179	156	189	176	160	176	161	148	181	162	176	147	155	186	171
Total % Proficient and Advanced	88	83	91	93	68	78	76	81	93	89	96	94	80	88	91	94
% Advanced	53	52	58	61	26	41	38	48	73	71	83	79	46	63	62	75
% Proficient	35	31	33	32	42	37	38	33	20	18	12	15	34	25	29	19
% Basic	9	13	7	4	23	16	18	16	5	8	4	4	17	10	7	3
% Below Basic	3	3	1	2	7	3	5	1	1	2	0	2	3	1	1	2
% Far Below Basic	1	1	1	1	1	3	1	1	1	1	0	0	0	1	1	1

* include all students

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



Stone Ranch Elementary School
STAR Test by Proficiency Level for Math
Spring 2010-2011

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

To open District table click on + sign	Grade 2				Grade 3				Grade 4				Grade 5			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Number Tested	158	179	156	189	174	160	176	161	148	181	162	176	147	155	186	171
Total % Proficient and Advanced	94	90	91	93	75	89	88	93	85	90	93	95	84	88	90	92
% Advanced	66	65	72	70	48	60	69	71	57	65	79	81	52	61	67	67
% Proficient	28	25	19	23	28	29	19	22	28	25	14	14	32	27	23	25
% Basic	4	7	6	5	20	7	9	6	11	6	5	5	11	6	6	6
% Below Basic	1	2	3	2	5	3	4	1	4	3	2	1	5	4	4	1
% Far Below Basic	1	1	1	0	1	1	0	0	0	1	0	0	0	1	1	1

* include all students

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



Stone Ranch Elementary School
STAR Test by Proficiency Level for Grade 5 Science
Spring 2010-2011

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

To open District table click on + sign	Grade 5			
	2008	2009	2010	2011
Number Tested	146	154	186	171
Total % Proficient and Advanced	78	86	91	92
% Advanced	29	59	57	67
% Proficient	49	27	34	25
% Basic	20	10	6	4
% Below Basic	1	3	2	3
% Far Below Basic	1	1	1	1

* include all students

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

Stone Ranch Elementary

School Year: 2010-2011

Grade 2

MAP Term: Spring

Reading

Growth Targets

Stone Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
77	50

District

% Meeting Typical Growth	% Meeting Optimal Growth
65	36

Analyzing Grade Level Growth

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

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	188	442	186	187	189	191		
Winter	198	569	197	198	198	199		
Spring	204	675	202	204	205	205		
Growth	16	233	16	17	16	14		

Language Usage

Growth Targets

Stone Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
79	48

District

% Meeting Typical Growth	% Meeting Optimal Growth
69	39

Analyzing Grade Level Growth

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

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	191	191	192	191	191			
Winter	200	200	200	200	201			
Spring	206	205	205	207	206			
Growth	15	14	13	16	15			

Mathematics

Growth Targets

Stone Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
72	37

District

% Meeting Typical Growth	% Meeting Optimal Growth
69	34

Analyzing Grade Level Growth

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

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algebr	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	190	187	189	189	191	191	191	
Winter	198	194	198	199	201	199	199	
Spring	205	202	206	206	207	206	205	
Growth	15	15	17	17	16	15	14	

Stone Ranch Elementary

School Year: 2010-2011

Grade 3

MAP Term: Spring

Reading

Growth Targets

Stone Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
54	32

District

% Meeting Typical Growth	% Meeting Optimal Growth
60	36

Analyzing Grade Level Growth

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

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	203	667	202	203	204	205		
Winter	207	732	207	206	208	208		
Spring	210	776	209	209	210	211		
Growth	7	109	7	6	6	6		

Language Usage

Growth Targets

Stone Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
66	36

District

% Meeting Typical Growth	% Meeting Optimal Growth
64	34

Analyzing Grade Level Growth

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

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	204	204	204	205	204			
Winter	210	210	209	211	211			
Spring	213	212	213	214	213			
Growth	9	8	9	9	9			

Mathematics

Growth Targets

Stone Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
60	37

District

% Meeting Typical Growth	% Meeting Optimal Growth
66	36

Analyzing Grade Level Growth

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

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	203	200	203	201	205	203	202	
Winter	209	204	209	207	214	208	209	
Spring	215	213	217	214	219	212	215	
Growth	12	13	14	13	14	9	13	

Stone Ranch Elementary

School Year: 2010-2011

Grade 4

MAP Term: Spring

Reading

Growth Targets

Stone Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
81	72

District

% Meeting Typical Growth	% Meeting Optimal Growth
66	50

Analyzing Grade Level Growth

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

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	209	763	208	208	208	210		
Winter	215	873	214	215	215	217		
Spring	220	957	218	220	219	222		
Growth	11	194	10	12	11	12		

Language Usage

Growth Targets

Stone Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
83	70

District

% Meeting Typical Growth	% Meeting Optimal Growth
65	50

Analyzing Grade Level Growth

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

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	211	210	210	211	211			
Winter	216	216	217	217	216			
Spring	220	220	220	219	220			
Growth	9	10	10	8	9			

Mathematics

Growth Targets

Stone Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
79	55

District

% Meeting Typical Growth	% Meeting Optimal Growth
66	41

Analyzing Grade Level Growth

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

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	212	211	215	213	214	211	212	
Winter	221	218	224	221	223	219	219	
Spring	228	227	229	229	231	227	225	
Growth	16	16	14	16	17	16	13	

Stone Ranch Elementary

School Year: 2010-2011

Grade 5

MAP Term: Spring

Reading

Growth Targets

Stone Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
62	47

District

% Meeting Typical Growth	% Meeting Optimal Growth
64	49

Analyzing Grade Level Growth

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

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	220	972	217	220	220	223		
Winter	224	1,025	222	224	222	227		
Spring	225	1,053	224	225	223	227		
Growth	5	81	7	5	3	4		

Language Usage

Growth Targets

Stone Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
71	57

District

% Meeting Typical Growth	% Meeting Optimal Growth
65	48

Analyzing Grade Level Growth

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

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	219	220	220	219	219			
Winter	222	222	223	222	221			
Spring	225	225	225	225	223			
Growth	6	5	5	6	4			

Mathematics

Growth Targets

Stone Ranch Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
77	54

District

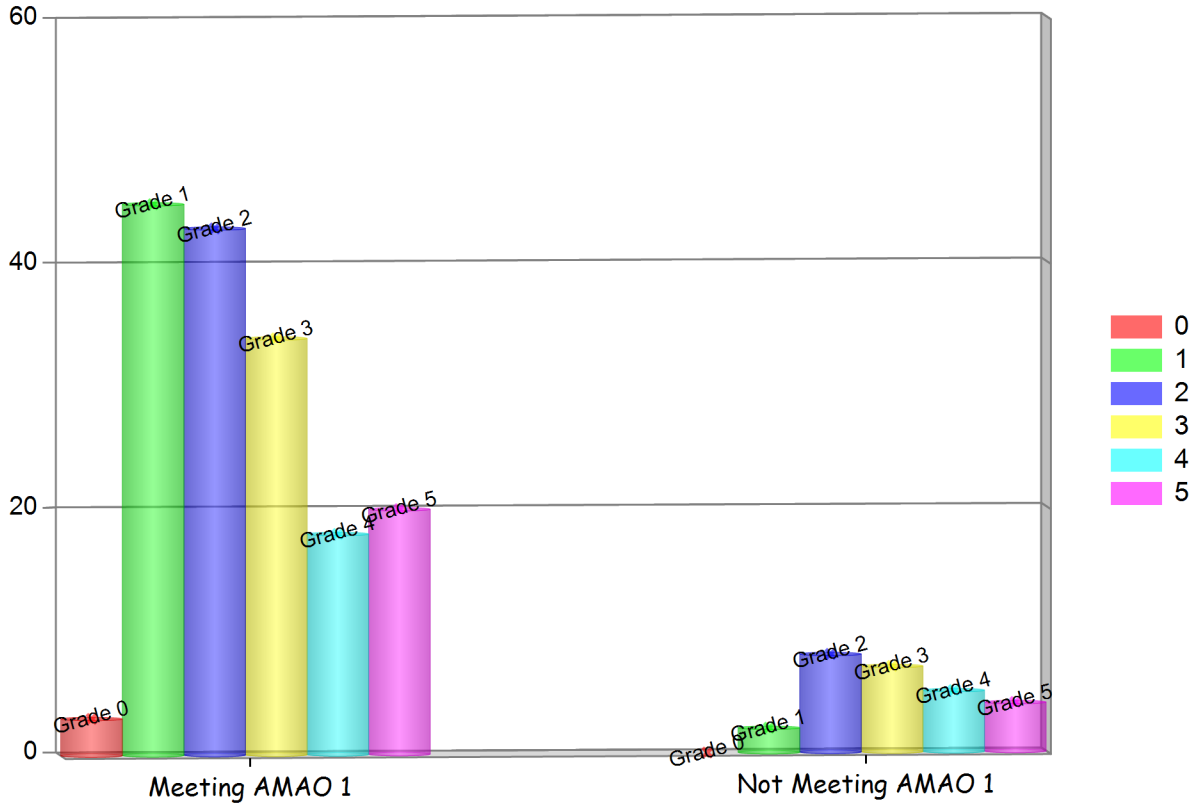
% Meeting Typical Growth	% Meeting Optimal Growth
73	50

Analyzing Grade Level Growth

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

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	228	225	230	229	228	227	227	
Winter	232	230	234	234	232	232	230	
Spring	239	240	238	243	236	240	236	
Growth	11	15	8	14	8	13	9	

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



Grade	Meeting AMAO 1	Not Meeting AMAO 1
0	3	0
1	45	2
2	43	8
3	34	7
4	18	5
5	20	4

II.B. DATA REPORTS

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Year	Grade Level	School			District			State		
		Total	Female	Male	Total	Female	Male	Total	Female	Male
2009	5	65.4	73.7	57.5	49.4	54.3	44.7	29.1	32.3	26.1
2010	5	18.8	20.9	17	52.0	57.5	47.1	29.0	32.2	25.9
2011	5	58.8	57	60.7	42.7	45.0	40.5	25.2	26.2	24.3

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

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

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
Overall School-Wide SMART Goal	<u>SCHOOL-WIDE LANGUAGE ARTS SMART GOAL 2010-2011:</u> All students Proficient or Advanced on the 2009-2010 CSTs will remain or improve current proficiency level in the 2010-2011 school year as evidenced by Spring 2011 CSTs. All students below Proficient will increase one proficiency level.	[]	[X]	Our school-wide Language Arts SMART goal was not met in 2010-2011 school year. Overall, 71% remained proficient or advanced or moved up at least one proficiency level in the ELA portion of the CST. In 4th grade ELA, 98% of our students met our SMART goal.	Our school-wide Language Arts SMART goal was a very ambitious goal. Our aim was to target the individual students who were below Proficient and move them up at least one proficiency level. Although we did move a large percent of our students, we were not able to move them all. Last year our Impact intervention program was started later in the school year and could have been a contributing factor for some of those students not reaching this goal. Additionally, some of those students below Proficient who were a part of our Compass Learning intervention program did not attend on a regular basis.
	Kindergarten: 91% of students will be at or above DRA level 6 by end of year;	[X]	[]	Kindergarten: Met their goal. 91% of the Kindergarten students were at or above DRA level 6 by the end of the 2010-2011 school year.	Kindergarten: The use of leveled reading groups (differentiated instruction), a literacy aide, learning lab (impact time) and snap words (using parent involvement) were all factors that helped our kindergarten students meet their goal. Weekly grade level meetings with set agendas. Continuing to use the SST process to provide Tier I intervention. Staff meetings that provided targeted discussions centered on student achievement.
	First Grade: 95% of students who entered first grade proficient DRA 6 will be at or above DRA level 18 by end of year; 95% of students who entered first grade below proficient DRA 4 or below will be at or above DRA level 12 by the end of the year;	[]	[]	First Grade: Met part I of their goal, 100% of the students who entered 1st Grade proficient (DRA 6) were at or above DRA 18 by the end of the 2010-2011 school year. Part II of the first grade goal was not met, 89% of the students who entered 1st grade below proficient (DRA 4) were at or above DRA 12 by the end of the year.	First Grade: The use of guided reading, DRA, and grade level discussions helped first grade reach their goal. In addition, starting impact earlier in the year made a huge difference. Weekly grade level meetings with set agendas. Continuing to use the SST process to provide Tier I intervention and staff meetings that provided targeted discussions centered on student achievement.
	Second Grade: 80% of students will meet expected MAP growth target in Reading Comprehension	[X]	[]	Second Grade: Met their goal. 93% of the students met expected MAP Reading Comprehension growth target in Literal and Interpretive Comprehension.	Second Grade: The use of academic vocabulary and the STARS reading program helped achieve the goal. More students using Compass Learning and weekly grade level meetings with set agendas. Continuing to use the SST process to provide Tier I intervention and staff meetings that provided

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					targeted discussions centered on student achievement.
	Third Grade: Grade level average MAP scores in Word Analysis and Vocabulary will increase from 199 to 207	[X]	[]	Third Grade: Met their goal. Grade level average MAP scores in Word Analysis and Vocabulary increased from 199 to 209.	Third Grade: The use of Wordly Wise, more direct spelling instruction, Making Words and Word Ladders were contributing factors in helping reach the goal. Weekly grade level meetings with set agendas. Continuing to use the SST process to provide Tier I intervention and staff meetings that provided targeted discussions centered on student achievement.
	Fourth Grade: Students will achieve 5% growth in writing strategies on the CST moving from 65% proficient or above to 70%.	[X]	[]	Fourth Grade: Met their goal. Students achieved 27% growth in writing strategies on CST.	Fourth Grade: Participating in CAFE TLC, individual writing conferences, mini lessons on editing, sentence fluency and looking at previous years assessments were all factors that helped reach the goal. Using HM and Write Source were also helpful. Weekly grade level meetings with set agendas. Continuing to use the SST process to provide Tier I intervention and staff meetings that provided targeted discussions centered on student achievement.
	Fifth Grade: Grade level average MAP scores in Reading Comprehension will increase from an average of 220 to 225.	[X]	[]	Fifth Grade: Met their goal. Grade level average MAP scores in Reading Comprehension increased from an average of 220 to 225.	Fifth Grade: Use of Houghton-Mifflin Practice Book, Write Source Skills Book, Daily Language Review and Mountain Language all helped reach the goal. Weekly grade level meetings with set agendas. Continuing to use the SST process to provide Tier I intervention and staff meetings that provided targeted discussions centered on student achievement.
	<u>SCHOOL-WIDE MATHEMATICS SMART GOAL 2010-2011:</u> By Spring 2011 the number of all students achieving at the Proficient or Advanced levels on the Mathematics sections of the California Standards Test - Addition, Subtraction, Multiplication, Division will increase 3% from 81% to 83%.	[X]	[]	Our school-wide Mathematics SMART goal was met in 2010-2011 school year. By Spring 2011, the number of all students achieving at the Proficient or Advanced levels on the Mathematics sections of the California Standards Test, Addition, Subtraction, Multiplication, Division increased in grade 2 to 93%, in grade 4 to 94% and in grade 5 to 94%. Grade three remained at 81% Proficient or Advanced.	School-Wide Mathematics SMART Goal: The use of targeted instruction for at risk students (including those below as well as above or far above grade level) through Impact groups, Compass Learning, Math Facts in a Flash and Accelerated Math were all contributing factors in helping increase math proficiency for all students.
English Learners (required)	ELL Goal: By Spring 2011, the number of ELL students achieving at the Proficient or Advanced levels on the English Language Arts sections of the	[]	[X]	ELL Goal: By Spring 2011, the number of ELL students achieving at the Proficient or Advanced levels on the English	Although we were unable to successfully move all of our ELL students up to the level of their grade level peers we did make significant improvements in this area. In addition to our regular ELL program, we also

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	California Standards Test will increase to that of their grade level peers.			Language Arts sections of the California Standards Test increased 2% from 86% to 88%. Grade level peers school-wide increased 2% from 89% to 91%.	had separate small Impact groups specifically designed for ELL students. Our ELL program aides did an excellent job of ensuring that our ELL students were working on lessons that were directly correlated to those regular classroom lessons. So our ELL students were getting similar instruction during their ELL pullout time as were their peers in the regular classroom setting. Our ELL Impact aides used the Avenues curriculum which also helped our ELL students improve their CST scores overall.
Students with Disabilities (required)	Student with Disabilities Goal: By Spring 2011, the number of Special Education students achieving at the Proficient or Advanced levels on the English Language Arts sections of the California Standards Test will increase from 59% to 70%.	[]	[X]	By Spring 2011, the number of Special Education students achieving at the Proficient or Advanced levels on the English Language Arts sections of the California Standards Test increased from 59% to 66%.	Although we were not able to achieve our very ambitious goal for our special needs students, we did make great gains in this area. Our special needs students moved up 7% from our previous years CST scores. This is quite a leap in achievement and we will continue to use proven best practices to meet the needs of these special students.
GATE (required)	GATE Goals: By Spring 2011, as measured by the California Standards Test, 100% of GATE students will achieve at the advanced level in English Language Arts and Math.	[]	[X]	By Spring 2011, as measured by the California Standards Test, 72% of 3rd grade, 96% of 4th grade and 92% of 5th grade GATE students achieved at the advanced level in English Language Arts. In Math, 95% of 3rd graders, 97% of 4th graders and 98% of 5th graders achieved at the advanced level on the 2010-2011 CSTs.	Our goal for our GATE students was also a very ambitious goal. Although we did not reach our stated goal, our GATE students did perform at a very high level. Our targeted Impact groups for high level math may have been a contributing factor. Additionally our use of Accelerated math which allows all students the ability to increase his/her math levels at their own pace could also have contributed to our GATE students high level of success.
Educationally Disadvantaged or Title I Students (required)	By Spring 2011, the number of Educationally Disadvantaged students achieving at the Proficient or Advanced levels on the English Language Arts sections of the California Standards Test will increase to that of their grade level peers.	[]	[X]	By Spring 2011, the number of Educationally Disadvantaged students achieving at the Proficient or Advanced levels on the English Language Arts sections of the California Standards Test decreased by 1% from 68% to 67%. Their grade level peers increased from 89% Proficient or Advanced to 91% on the 2010-2011 CSTs.	This is a very difficult group of students to address as we do not know exactly who these students are so we utilize targeted intervention directed towards those students who are underachieving on the CSTs. This year we started our Impact groups by the 3rd week of school in hopes that these educationally disadvantaged students needs will be addressed all year long. Additionally our SST process and our grade level discussions help parents and teachers provide the necessary interventions for all of these students to be successful.

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

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

<p align="center">Professional Learning and Collaboration to build staff capacity</p>	<p align="center">Parent Engagement to support student learning</p>	<p align="center">Student Engagement for partnership in learning</p>
<p>WHOLE SCHOOL: Principal will provide time and resources for grade-level articulation and intervention support</p> <p>Principal and teachers will collect data and monitor the learning of all students, with special attention to those identified on the Kid Watch</p> <p>Professional development focus of staff meetings – time for professional dialogue around ‘best practice’ in reading and writing and the new Common Core Standards.</p> <p>TLCs related to reading and writing including District Writing TLC.</p> <p>Grade-level and vertical collaboration</p> <p>Staff will provide information for staff newsletter, Blazer Bulletin, Friday Round Ups ,and other formal and informal communications</p> <p>Continue to meet with colleagues to discuss effectiveness of instruction.</p> <p>Continued implementation of whole school assessments</p> <p>Teams to develop additional assessment tools as needed to drive student achievement (formative and summative assessments)</p>	<p>WHOLE SCHOOL: Working with PTA, Parent Nights will provide topics of interest and successful parenting advice. Working with ESS, free childcare will be provided.</p> <p>Parent conferences will be held and articles provided to parents regarding successful, collaborative discussions at conference time</p> <p>Parents will be surveyed to discern topics of interest for future Parent Nights</p> <p>Parents will be integral part of the Site Council and will provide input on a monthly basis</p> <p>Parent volunteers will begin Everyone A Reader program supporting our first grade students</p> <p>Parents will arrange outside groups to participate in Wednesday Flag ceremony</p> <p>Parent-Student-Teacher Conferences Weekly Newsletters Homework with Parent Letters explaining concepts Parent Volunteers Parent Training as needed provided by PTA with free daycare provided by ESS Before/During/After school: academic celebrations Membership in Site Council Activities sponsored by: Mom's In Touch, PTA, Foundation, GATE Clubs E-mail conferences On-demand conferences Academic Celebrations</p>	<p>WHOLE SCHOOL: At all grade levels, students are the focus of our school community.</p> <p>Parent-Student -Teacher Conferences Library Helpers, Chorus, Band After school GATE activities 2nd Annual Science Fair Week Math Field Day Buddy classes allow older students to model positive behavior to younger students Student Celebrations of Learning in Classes Student goal setting Academic and Behavior Contracts</p> <p>Students will be part of goal setting in all grades. Students will be instructed on how to set and monitor goals.</p> <p>Student Council will be involved in creating student surveys at end of year</p> <p>Student Council will meet on a monthly basis with Principal to discuss school programs</p> <p>Individual contracts will be designed for students with their input, including attendance contracts, "Trailblazer Treaties" for students experiencing difficulties during recess, and contracts for goal setting</p> <p>Oak Valley Tutors will build partnerships with our students to mentor (building relationships that may focus on academic or behavioral areas of need)</p> <p>Cross age/peer "buddies" to engage younger students in reading, writing, and relationship building</p>
<p>ELL (INCLUDE WHOLE SCHOOL CAPACITY BUILDERS ABOVE AND INCLUDE): Principal will provide time and resources for articulation between classroom teachers and ELL coordinator and Impact teacher</p> <p>Principal will provide intervention support, as well as allow time for evaluation of materials</p>	<p>ELL (INCLUDE WHOLE SCHOOL CAPACITY BUILDERS ABOVE AND INCLUDE): Parent ELL Night</p> <p>Parents of students at risk, either behaviorally or academically, will be invited to attend Parent Nights sponsored by PTA</p> <p>Translators will be offered to parents during IEP, IAT, or</p>	<p>ELL (INCLUDE WHOLE SCHOOL CAPACITY BUILDERS ABOVE AND INCLUDE): ELL times will be scheduled so that students can still be an integral part of their classroom community.</p> <p>Teachers will provide material during class time that is at the level of the ELL students and provide individual instruction.</p>

<p>Principal/Assistant Principal will collect data and monitor the learning of all ELL students</p> <p>Professional development focus of staff meetings – time for professional dialogue around 'best practice' in ELL - to include visiting other sites to assess the viability of their ELL program</p> <p>ELL related articles in the Staff newsletter, Blazer Bulletin</p> <p>ELL parent informational meetings with such topics as how to support your child's learning</p> <p>Shirley Day's expertise will help to ensure quality in our program</p>	<p>SST process to ensure proper communication</p>	<p>Avenues curriculum will be taught to students in their general education classrooms so that there is a limit to pull-out time</p> <p>Multiple opportunities to speak in class will be provided to allow students to build oral skills</p>
<p>STUDENTS WITH SPECIAL NEEDS: (INCLUDE WHOLE SCHOOL CAPACITY BUILDERS ABOVE AND INCLUDE): Principal will provide time and resources for articulation between classroom teachers and RSP teacher</p> <p>Principal/Assistant Principal will collect data and monitor the learning of all Special Education students</p> <p>Professional development focus of staff meetings – time for professional dialogue around identifying and supporting students, Response to Intervention, and 'best practice' in differentiating to meet the needs of Special Ed students</p>	<p>STUDENTS WITH SPECIAL NEEDS: (INCLUDE WHOLE SCHOOL CAPACITY BUILDERS ABOVE AND INCLUDE): Parents are an integral to the IEP team. They will be contacted on a daily, weekly, or monthly basis to be updated on student's needs and progress (depending on student).</p> <p>Parent will be given materials and resources, as well as contact information to help them at home (Regional Center contact, District Parent Facilitator, Caring Connections).</p> <p>Parents will be encouraged to attend Parenting Nights sponsored by the PTA to further their skills.</p> <p>Parents will receive detailed reports from RSP with trimester report cards to provide progress levels toward goals.</p>	<p>STUDENTS WITH SPECIAL NEEDS:(INCLUDE WHOLE SCHOOL CAPACITY BUILDERS ABOVE AND INCLUDE): Students will be scheduled in RSP to coincide with their daily classroom schedule.</p> <p>Students high interest activities (i.e., art, band, PE) will remain in their schedule as often as possible to continue their being part of the school community.</p> <p>Students will be partnered with age and ability level partners in RSP to encourage peer relationships.</p> <p>Students in RSP will have aides in classroom that are trained to assist in a way such that student's integrity and self-esteem is maintained.</p>
<p>GATE: (INCLUDE WHOLE SCHOOL CAPACITY BUILDERS ABOVE AND INCLUDE): Principal will provide facilities for before and after school GATE clubs.</p> <p>Data will be collected and monitored by GATE coordinator and Assistant Principal to determine student progress.</p> <p>Principal will provide time and resources for GATE training for classroom teachers.</p> <p>Teachers will differentiate curriculum and share best practices.</p>	<p>GATE: (INCLUDE WHOLE SCHOOL CAPACITY BUILDERS ABOVE AND INCLUDE): Parents will be involved in the following: GATE newsletter (writing and editing) Science Fair Week Book Clubs (after school) Parent input will be solicited at end of the year via a survey to celebrate successes and identify areas of needs.</p>	<p>GATE: (INCLUDE WHOLE SCHOOL CAPACITY BUILDERS ABOVE AND INCLUDE): Students will have access to: Book Clubs Trail Blazer TV Science Fair Week Student input will be solicited at end of the year via a survey to celebrate successes and identify areas of needs. Math Field Day After school activities</p>

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

PreKindergarten-Kindergarten

In the spring preceding the school year, members of the administrative support team contacts local preschools inviting them to attend a parent night at Stone Ranch. Members of the administrative and Kindergarten team present an evening parent meeting to those interested in attending. This presentation provides incoming Kindergarten parents with information in the following areas:

1. School Mission and Vision
2. Kindergarten expectations and the difference between PEPP and Kindergarten
3. Daily schedule
4. Transition to full day plan and schedule
5. Curricula used
6. Student handbook
7. Volunteer opportunities
8. Membership in PTA and Foundation
9. Support offered to ELL students
10. Support offered to at risk students

In addition, our ESS Supervisor attends this important meeting and provides information on before and after school care. Parents are able to ask questions and receive brochures with fee schedules and available ESS dates. Members of our PTA and Foundation are also there to introduce themselves as well provide membership information.

As with all PUSD schools, Stone Ranch has a transitional period for Kindergarten. Our youngest Trailblazers begin the school year by attending school from 8:00 to noon. These days allow our Kindergarten boys and girls the opportunity to adjust to their new learning environment. Teachers utilize the afternoons to meet with students and assess their academic, social, and developmental needs. This critical information is then used to develop instructional grouping, curriculum development and identify students that may need additional support. When these assessments are complete, the Kindergarten teachers collaborate to share ideas and best practices to give these student the best possible start to their educational journey. After 40 days, these students then transition to full day.

Fifth Grade to Sixth Grade

Stone Ranch staff understands the complexity of a student moving to middle school. We make every effort to provide a smooth transition by working with our middle school partner, Oak Valley. The following are some of the steps taken as our students transition from Trailblazers to Falcons:

1. Oak Valley tutors come to Stone Ranch on a weekly basis and work with our students. Beginning in Kindergarten, our students see that middle school is a fun place to be and that they will be welcomed back as guests to Stone Ranch. While this may seem trivial, we find that our Oak Valley tutors provide positive peer models for students who will one day attend this school.
2. In the Spring, students from Oak Valley come to Stone Ranch and talk to the fifth grade students in an assembly format, answering their questions and providing information about Oak Valley.
3. In the Spring, there is a Parent Night in which counselors, administrative staff, and teacher leaders from Oak Valley provide information to fifth grade parents. It also allows parents to meet members of the Oak Valley team in the comfortable setting of the school they are familiar with. The day following this parent night each fifth grade student takes home a "choice card" indicating the student's interest in elective choices as well as giving the parents the opportunity to decide on the type of sixth grade class they would like their child placed in, traditional or looping.
4. The fifth grade teachers complete an extensive questionnaire for each of their students. This provides the Oak Valley team with important information that they use to hand place each of our fifth graders in classrooms that will allow them to be successful in middle school.
5. Our students with special needs have the chance to visit Oak Valley with their parents. This special day for students and parents allows these boys and girls to meet the members of the Special Education team at Oak Valley. Because these students have unique needs, it is important to provide them with an extra amount of care during this transition. Members of the Special Education Team (Resource Provider, Speech and Language Pathologist, and School Psychologist) accompany these parents and students.

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

Behavior Expectations: Our school has embraced the Character Counts! program which we support with daily announcements, weekly community gatherings, student-generated writing, newsletter articles, and posters.

Based on the Six Pillars of Character Counts!: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship
All students, staff, and families of the Stone Ranch Community:

- Are Trustworthy
- Treat People with Respect
- Are Responsible
- Are Fair
- Are Caring
- Are Good Citizens

We focus our behavior expectations on the Character Counts! pillars; we are constantly affirming the types of behaviors we expect to see and remind the staff of our role in helping children take responsibility for their choices and learn from their mistakes. We encourage students to be positive peer models, and acknowledge students displaying the Character Traits by giving them Character Catches, verbal praise, and acknowledging their good deeds at our Wednesday Gatherings. All students receive a Trailblazer Handbook at the beginning of the school year, behavior assemblies are held two times a year (August and January), and the power point presentations used at these assemblies may be sent home for parents to review with their children (as needed).

Teachers and administrators review Behavior Expectations at the beginning of the school year and again periodically as needed through assemblies or classroom visits. In addition, teachers model for the children appropriate use of playground equipment, ways of taking turns, and respectful ways to interact with peers and adults.

Our discipline referral forms ensure that the student, parent, and appropriate school personnel are informed of the behavior infraction and the follow-up consequence. Consequences for inappropriate behavior are progressive, moving from an informal chat with the student to suspension from school. Some of the consequences a student might earn for a poor choice may include a reflective writing assignment, conference with principal/administrative designee, principal-parent conference, recess/lunch detention, conflict mediation, letter of apology, or restitution. Students are expected to complete a statement indicating the mistake they made, what they could have done differently, and their commitment to making better behavior choices in the future. This approach is intended to minimize the number of repeat offenders. Additionally, in September 2011 our PTA sponsored 4 assemblies, 3 for students and one for staff call "Bucketfillers for Life". These assemblies focused on "filling" each other's buckets with praise, kind words and deeds rather than "bucket dipping". As a support for these ideas, our administrators use the book How Full is Your Bucket as a means to reinforce this concept with students who are sent to the office for inappropriate behaviors in the classroom or on the playground.

Should a student continue to break school rules or should the student's infraction be serious, an immediate parent-principal conference is held, and the search for underlying causes of behavior may lead to a referral to the District's Caring Connections. The Caring Connections Center (CCC) is a "family resource center" and part of Student Support Services for the Poway Unified School District. The focus of service is for students in grades K-12 who may be experiencing any of the following: difficult situations at home or in school, depression, continued academic failure, involvement in violence-related offenses, alcohol or other drug related behavior. Families may be referred by school personnel, or may choose to self-refer for assistance. Once referred to the Caring Connections Center, families participate in a "Family Conference" to discuss school perceptions, goals, family concerns, "stressors", medical issues, and family background. At the conference, families learn to identify and prioritize their concerns, create an Action Plan, and connect with appropriate school and community resources. The goal of the family conference is to build on family strengths while encouraging self-advocacy and awareness of community services that support student well-being.

Administration (Principal or Assistant Principal) meets regularly with the yard supervisors and visits the playground on a daily basis. This visibility is a key component to dialogue with students to build rapport and continue the sense of community and an environment in which all students feel they are cared for, and adults on campus can be relied on for support or to help students determine the best way to resolve conflict through peaceful ways.

Support for our school-wide plan includes full implementation of the Too Good for Drugs curriculum for all grade levels. This program helps ensure that students have the foundational skills to over-come peer pressure as well as ensure they feel connected and we're all sharing a common language. Additionally, the focus of these lessons will include specific strategies for students to address bullying and how to safely report bullying to the adults on campus. For grade levels Kindergarten through Third, we are a recipient of the PIP/Focus Grant which will provide whole class lessons on positive self-esteem and problem solving skills. Additional support for our students will be provided with playground support by this grant. PIP is a weekly opportunity to help children kindergarten through third grade build resiliency and self-esteem through classroom lessons and/or small group experiences, or one-on-one activity room sessions. The staff at each school recommends students whom they feel might benefit from the program. Teachers provide input through a brief screening of all students in first through third grades in the first semester. Kindergarten children are screened in the second semester. A parent or school administrator may also refer students. The final selection steps involve a phone call to parents, followed by a written permission form being sent home. Parents must give written approval before a child can participate in the program.

The PIP program is called **FOCUS** - Focus on Children Understanding Self-Esteem – and consists of three components: small groups, playground, and classroom presentations (five 30-minute lessons for all K-3 classrooms). The well-researched Esteem Builders curriculum will be used for small groups and classroom lessons. With parent permission, small group instruction is available for students. Groups are composed of 2-4 students who meet together 30 minutes each week for 12 weeks with a Student Services Assistant. This program is supervised by an elementary counselor.

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/Healthy Lifestyles	K-5th	300 minutes
Primary Interaction Program	K-3rd	150 minutes
PIP Playground Support	K-3rd	120 minutes
Character Counts	K-12th	2,000 minutes
Second Step	Pre-K-8th	
Steps to Respect	3rd-6th	

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

STATE/FEDERAL PROGRAMS	SITE ALLOCATION (IF APPLICABLE)
Title I	0
Title I Parent Involvement	0
ELAP: English Language Acquisition Program (Grades 4-8 only)	0
EIA-EL: Economic Impact Aid - English Learners	60,668
EIA-SCE: Economic Impact Aid - State Compensatory Education	10,760

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	Margarita Dallenbach	Original signature page on file at the district office.	
Special Education	Nancy Gross		
Title I (if applicable)			
Library	Christa McIntosh		

SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[X]	[]	[]	[]	[]	10/2012	Cynthia Venolia		
[]	[X]	[]	[]	[]	10/2012	Carol Doremus	Original signature page on file at the district office.	
[]	[X]	[]	[]	[]	10/2012	Patrick Keough		
[]	[X]	[]	[]	[]	10/2013	Lauren Tuey		
[]	[]	[X]	[]	[]	10/2012	Christa McIntosh		
[]	[]	[]	[X]	[]	10/2012	Elizabeth Parmley		
[]	[]	[]	[X]	[]	10/2012	Jennifer Conlon		
[]	[]	[]	[X]	[]	10/2012	Rajagopal Chandramohan		
[]	[]	[]	[X]	[]	10/2012	Jessica Alegre		
[]	[]	[]	[X]	[]	10/2013	Joy Petescia		
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 1/09/2012.

The signature of the Principal verifies that:

- Information regarding school-based programs has been provided to site advisory committees or representatives.
- All interested persons had the opportunity to meet to establish the SSC.
- The SSC had the opportunity to decide whether the school would participate in a SBCP.
- Funds have been coordinated, and supplement, but do not supplant, existing state and local fiscal efforts.

The signature of each members of the SSC verifies that:

- He/She has reviewed and affirmed the above listed assurances.

The signature of each Advisory Committee Chairperson/Representative indicates that:

- The represented group has been sought out, and has had the opportunity to provide input for the SBCP and related expenditures.

V.D. BUDGET DEVELOPMENT FORM

SITE: Stone Ranch Elementary School

PROGRAM: Economic Impact Aid - English Learners

RESOURCE NUMBER: 7091

**Budget Summary for
Stone Ranch Elementary School**

2011 ENTITLEMENT: \$39,370

\$PER STUDENT: _____

PLUS CARRYOVER: \$21,298

OF STUDENTS: _____

TOTAL SITE BUDGET: 60,668

TOTAL ENTITLEMENT: 0

**BUDGETED
EXPENDITURES**

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB	2,000					2,000
1100-014: TEACHER HOURLY	23,360					23,360
1900-010: OTHER CERTIFICATED REGULAR	17,708					17,708
1900-014: OTHER CERTIFICATED HOURLY						0
	43,068	0	0	0	0	43,068
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR	10,210					10,210
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
	10,210	0	0	0	0	10,210
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3222-000: PERS Pickup – CLASSIFIED						0
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES	5,190					5,190
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	5,190	0	0	0	0	5,190
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE	2,000					2,000
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	200					200

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
5800-086: OTHER SERVICES						0
	2,200	0	0	0	0	2,200
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:	60,668	0	0	0	0	60,668

V.D. BUDGET DEVELOPMENT FORM

SITE: Stone Ranch Elementary School
 PROGRAM: Economic Impact Aid - State Compensatory Education
 RESOURCE NUMBER: 7090
 2011 ENTITLEMENT: \$10,760
 PLUS CARRYOVER: \$0
 TOTAL SITE BUDGET: 10,760

**Budget Summary for
Stone Ranch Elementary School**

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

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	10,760					10,760
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	10,760	0	0	0	0	10,760
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY						0
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0

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

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
TOTAL SITE BUDGET:	10,760	0	0	0	0	10,760

VI. ADDENDUM (Optional)



Stone Ranch School-Wide SMART Goal for -ELA

All students Proficient or Advanced on the 2010-2011 CSTs will remain or improve current proficiency level in the 2011-2012 school year as evidenced by Spring 2012 CSTs.

Action Plan for Meeting Classroom Growth Goal		
Target Group	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress
School-wide for all students.	<ol style="list-style-type: none"> 1. Weekly grade level meetings with set agendas. 2. Utilize the SST process to provide Tier I intervention. 3. Staff meetings that provide targeted discussions centered on student achievement. 4. Utilize best practices as well as increased targeted intervention for at risk students including challenge activities for students with potential to reach advanced or maintain advanced on CSTs. 5. Utilize built in collaboration time. 6. Utilize common assessment strategies in all grade levels. 7. Principal's Challenge on Compass Learning to encourage independent learning. 8. Differentiation for all students; using Learning Ladders from MAP students and teachers will set individual goals and teachers can then target those individual goals. 	<ol style="list-style-type: none"> 1. Classroom and school-wide assessments. 2. Report Cards. 3. Progress notes. 4. Authentic work samples. 5. Articulation conferences with Principal/Assistant Principal. 6. Grades 2-5. 7. MAP tests (3 times per year). 8. CSTs once yearly.



Stone Ranch School-Wide SMART Goal for -Math

By Spring 2012 the number of all students achieving at the Proficient or Advanced levels on the Mathematics sections of the California Standards Test - Addition, Subtraction, Multiplication, Division will increase 2% from 90% to 92%. This will be an average of all four grade level scores, 2nd, 3rd, 4th and 5th grade Math CSTs.

Action Plan for Meeting Classroom Growth Goal		
Target Group	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress
School-wide for all students.	<ol style="list-style-type: none"> 1. Weekly grade level meetings with set agendas. 2. Utilize the SST process to provide Tier I intervention. 3. Staff meetings that provide targeted discussions centered on student achievement. 4. Utilize best practices as well as increased targeted intervention for at risk students including challenge activities for students with potential to reach advanced or maintain advanced on CSTs. 5. Utilize built in collaboration time. 6. Utilize common assessment strategies in all grade levels. 7. Principal's Challenge on Compass Learning to encourage independent learning. 8. Accelerated Math (Math Facts in a Flash and Renaissance Math). 9. Differentiation for all students; using Learning Ladders from MAP students and teachers will set individual goals and teachers can then target those individual goals. 	<ol style="list-style-type: none"> 1. Classroom and school-wide assessments. 2. Report Cards. 3. Progress notes. 4. Authentic work samples. 5. Articulation conferences with Principal/Assistant Principal Grades 2-5. 6. MAP tests (3 times per year). 7. CSTs once yearly.



Stone Ranch School-Goal for Educationally Disadvantaged Youth

By Spring 2012, the number of Educationally Disadvantaged students achieving at the Proficient or Advanced levels on the English Language Arts sections of the California Standards Test will increase by 5% from 67% to 72%.

Action Plan for Meeting Classroom Growth Goal		
Target Group	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress
Educationally Disadvantaged Youth	<ol style="list-style-type: none"> 1. Utilizing data from last year we will determine all those students who are performing below proficiency levels and ensure they are receiving small group targeted intervention throughout the school year beginning in September 2011. This may include Impact for reading and/or math and Compass Learning. 2. Educationally Disadvantaged Students will be first priority to receive access computer based learning programs before, during and after school. 3. Our grade level discussions and SST process will identify students who may still need additional accommodations within the classroom setting to be successful. 4. Classroom teachers will continue to differentiate instruction to the needs of individual children and will utilize ELL Coordinators, at the site and district level, for additional strategies. 5. Reading and Writing Impact program is provided after school. 	<ol style="list-style-type: none"> 1. Assessments from Impact teachers. 2. MAP scores (3 times per year). 3. CST scores. 4. Classroom assessments.



Stone Ranch School-Goal for English Learners

By Spring 2012, the number of ELL students achieving at the Proficient or Advanced levels on the English Language Arts sections of the California Standards Test will increase 2% from 88% to 90%.

Action Plan for Meeting Classroom Growth Goal		
Target Group	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress
English Learners	<ol style="list-style-type: none"> 1. ELL aides will provide push-in classroom support. 2. ELL aides will receive needs assessments after MAPS testing. 3. Additional Impact support targeted at all ELL students who were not proficient on the CSTs. 4. Impact groups will begin in September 2011. 5. Initial placement will include identification and placement of all ELL students with CLAD-Trained teachers. 6. Release time for teachers will allow them to meet with ELL aides to discuss students fall CELDT scores and areas of need. 7. Review CST scores for students and target instructional practices to support those at need. 8. Incorporate ELL strategies in Staff Meetings and Staff Newsletters. 9. Meet with ELL Coordinators to determine program needs for classroom teachers. 10. Train and support ELL Instructional Aides with CELDT Testing. 11. Provide clerical support so tests may be scored in a timely fashion allowing ELL aides to begin groups sooner. 12. Facilitate conversations that compare and contrast the general education and ELL progress reports. 13. Set-up meetings with the ELL coordinator and teachers of students to discuss strategies Incorporate questions specific to ELL in the grade-level articulation meetings. 14. Provide staff opportunities to review articles and other appropriate information regarding best practices with ELL students. 	<ol style="list-style-type: none"> 1. CELDT scores. 2. CST scores. 3. MAP scores (3 times per year). 4. Feedback from classroom teachers on classroom assessments.

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">15. Identify support materials needed for ELL.16. Monitor EL learner growth by looking at 2nd trimester progress reports.17. Set-up meetings with the ELL coordinator and administration to discuss strategies and review resources.18. Plan a training for teachers with ELL students to explain the different English language development levels and share strategies to support them. | |
|--|--|--|



Stone Ranch School-Goal for GATE

By Spring 2012, as measured by the California Standards Test, 100% of GATE students will achieve at the proficient or advanced level in English Language Arts and Math.

Action Plan for Meeting Classroom Growth Goal		
Target Group	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress
GATE Identified Students	<ol style="list-style-type: none"> 1. Analyze data collected from beginning of the year survey (teacher, student and parent), develop GATE plan, including after school enrichment. 2. Analyze MAPs and CST data for GATE students to determine at risk students. 3. Teachers meet with Principal/Assistant Principal to determine specific needs of students not scoring Advanced on CSTs. 4. Differentiate students' learning in class through individual work contracts, book groups, literacy circles, and extended activities in all curricular areas. 5. Continue to provide instruction on critical and complex thinking skills to ensure students meet their optimal growth targets. 6. Monitor response to clubs and after school programs. 7. Review GATE at-risk students during Kid Watch articulation meetings. 8. Teachers meet with Principal/Assistant Principal to review GATE students' MAPs scores and create individual Student Learning Plans for students to meet growth targets. 	<ol style="list-style-type: none"> 1. Kidwatch forms completed at articulation meetings. 2. MAPs scores (3 times per year). 3. Individual classroom assessments. 4. CST scores. 5. End of year survey to parents, students and staff.



Stone Ranch School-Goal for Students with Disabilities

By Spring 2012, the number of Special Education students achieving at the Proficient or Advanced levels on the English Language Arts sections of the California Standards Test will increase from 66% to 70%.

Action Plan for Meeting Classroom Growth Goal		
Target Group	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress
<p>Students with Disabilities</p>	<ol style="list-style-type: none"> 1. Place all Special Needs students with appropriate teachers in RSP clusters. 2. Review materials on site and identify and order additional support materials to ensure students meet goals. 3. Case Manager to meet with General Ed teacher to review IEP and Goals and Objectives for students at start of school year. 4. Review CST scores to determine students eligible for CMA. 5. Analyze MAPs scores in Fall, Winter, and before CSTs to review progress in classroom, and applicability of students' IEP goals, to identify areas for improvement and successes, and to determine further needs. 6. Incorporate differentiation strategies in Staff Meetings and Staff Newsletter. 8. Monitor Special Needs students' growth by looking at 1st trimester progress reports. 9. Facilitate conversations with the RSP and General Ed teachers to address the needs of their special students to determine if the current support plans are on target for the students to meet their IEP goals by utilizing mid year MAPs scores or multiple measures to address areas of growth/decline. 10. Set-up meetings with the Case Manager and teachers of students who are not making progress to discuss strategies. 11. Review student goals and objectives as they relate to achievement of standards and individual needs. 12. Ensure that proper student placement is 	<ol style="list-style-type: none"> 1. Kidwatch forms completed at articulation meetings. 2. MAPs scores (3 times per year). 3. Individual classroom assessments. 4. CST scores. 5. Attainment of IEP Goals. 6. End of year survey to parents, students and staff.

	<p>made for upcoming school year by meeting with RSP Case Manager, Classroom Teacher and Parents.</p>	
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Grade Level Goal for Kindergarten-ELA

91% of students who entered Kindergarten proficient (letter and sound knowledge) will be at or above a DRA 6 by the end of the year. 91% of students who entered Kindergarten below proficient will be at or above a DRA 4 by the end of the year.

Action Plan for Meeting Classroom Growth Goal		
First Trimester	Second Trimester	Third Trimester
	Build upon Trimester 1 Standards and add the following:	Build upon Trimester 1 and Trimester 2 Standards and add the following:
<ul style="list-style-type: none"> • Partner reading. • Silent reading or not so silent reading. • Shared reading. • Guided reading groups. • Morning message. • Literacy centers. • Writers' workshop. • Pattern books. • Class made books. • Parent support. • Grouping kids across the grade level. • Instructional assistant support in the classroom. • Site word books. • Computer lab reading web sites. • Books going home regularly. • ELL Impact Support. • Big Buddies/Cross age peers and tutors. • Word Wall. 	<ul style="list-style-type: none"> • Word Play. • Book bags. • Learning to chose just right books. • Focus on meaning making and comprehension. • Provide additional support to students not at grade level. 	<ul style="list-style-type: none"> • Increased focus on reading comprehension. • Multiple opportunities to read to peers. • Begin reading independently.

- Phonics instruction.
- Phonemic awareness.
- Impact support.
- Utilizing the Rigby teachers guide.
- Articulation with vertical and horizontal teaching teams.
- Sight Word Chants.
- Utilize on-line letter and handwriting videos.
- Lakeshore worksheets.



Grade Level Goal for First Grade-ELA

Of the children who are assessed in September to be a DRA 6 or above, 95% will be at a DRA 20 (grade level) by final report cards. Children who are assessed at a 4 or below will be at a DRA level 12 by the end of the year.

Action Plan for Meeting Classroom Growth Goal		
First Trimester	Second Trimester	Third Trimester
	Build upon Trimester 1 Standards and add the following:	Build upon Trimester 1 and Trimester 2 Standards and add the following:
<ul style="list-style-type: none"> • Use Spelling Inventory to assess students' spelling stage. • Word Journeys. • Making words. • Differentiated spelling groups. • Earobics. • Word Walls. • Guided Reading Groups. • Conferencing. • Modeled Writing. • Shared Writing. • Morning Message. • Daily Language Review. • Pushing Sounds. • Cut up sentences. • Chunking/Stretching Sounds. • Lucy Calkins' "making your writing readable". • Use HM practice books. • Guided reading journals will be used daily. • Student Writing/Cross Curriculum daily writing. 	<ul style="list-style-type: none"> • Daily oral language. • Reading Groups/Guided Reading. • Writing Journal. • Writers Workshop. • Handwriting DVD/daily practice. • Morning Message. • Author Study. • Mini Lesson. • Daily Five. • Café. • Compass Learning. • Reading Goals. • Write Source. 	<ul style="list-style-type: none"> • Writing Assessment/prompts. • The following assessments: <ul style="list-style-type: none"> • DRA • SD Quick • No Excuse Words • Plaid Phonics Assessments • HM Assessment • Compass Learning. • Spelling Tests. • Homework. • Daily Observation. • Conferencing. • Writing Journals. • Reading Response Journals.

- Homework will reinforce concepts in class.
- Articulation with vertical and horizontal teaching teams.
- Plaid Phonics.
- Daily Five.
- Café.
- Anchor Charts.
- Debbie Miller Handwriting.
- Write Source mini lessons.
- Clapping Syllables.
- Poetry /Rhyming activities.
- Hearing/recording syllables.



Grade Level Goal for Second Grade-ELA

Our second grade goal is based on input from: MAPs scores. We will focus on improving students’ reading skills and strategies. We expect 80% of our students to meet their individual targeted growth score by the end of the third trimester.

Action Plan for Meeting Classroom Growth Goal		
First Trimester	Second Trimester	Third Trimester
	Build upon Trimester 1 Standards and add the following:	Build upon Trimester 1 and Trimester 2 Standards and add the following:
<ul style="list-style-type: none"> • Retell facts and details from the text to clarify and organize ideas. • Follow two step written instructions. • Identify story elements: character, setting, problem, solution. • Build fluency techniques-expression, pacing, and accuracy. • Skimming and scanning skills. • Recognize and use spelling patterns when reading. • Identify and correctly use regular plurals (-s). • Read aloud grade-level text fluently and accurately with intonation and expression. 	<ul style="list-style-type: none"> • Use titles, table of contents, and chapter headings to locate information in non-fiction text. • State purpose in reading (e.g. for information or entertainment). • Ask questions about non-fiction text (eg. why, what, what if, how). • Interpret information from diagrams, charts, and graphs. • Compare and contrast plots, settings, and characters. • Build fluency techniques-expression, pacing, and accuracy. • Skimming and scanning skills. • Recognize and use spelling patterns when reading. • Decode regular multi-syllable words. • Identify and correctly use regular plurals (-es, -ies). 	<ul style="list-style-type: none"> • Recognize cause and effect relationships in a text. • Use knowledge of the author’s purpose to understand informational texts. • Create new endings to stories and identify the impact of the new ending. • Compare and contrast different cultural versions of the same story. • Build fluency techniques-expression, pacing, and accuracy. • Skimming and scanning skills. • Recognize and use spelling patterns when reading. • Apply syllabication rules when reading. • Identify and correctly use irregular plurals. • Understand and explain common antonyms and

The standards above will be met using...

- **Houghton Mifflin Reading**
- **Daily Five techniques and practices**
- **STARS**
- **Quick Reads/6-Minute Solutions**
- **Readers Theatre**
- **Compass Learning**
- **IMPACT support**
- **OASIS tutoring**

- Understand and explain common antonyms and synonyms.
- Know meaning of simple suffixes.
- Identify words with more than one meaning.
- Read aloud grade-level text fluently and accurately with intonation and expression.

The standards above will be met using...

- **Build upon Trimester 1 Standards**
- **Mini Lessons**
- **New vocabulary- Nonfiction texts and fiction texts**
- **Guided Lessons using nonfiction and fiction texts**
- **MAPs goal setting**
- **Compass Learning**

synonyms.

- Use knowledge of individual words in unknown compound words to predict their meaning.
- Know meaning of simple prefixes.
- Read aloud grade-level text fluently and accurately with intonation and expression.

The standards above will be met using...

1. **Build upon Trimester 1 and 2 Standards**
2. **Begin to use CARS**
3. **MAPs goal setting**
4. **Compass Learning**



Grade Level Goal for Third Grade-ELA

By Spring 2012, the grade level average MAP scores in Word Analysis and Vocabulary will increase from 202 to 208

Action Plan for Meeting Classroom Growth Goal		
First Trimester	Second Trimester	Third Trimester
	Build upon Trimester 1 Standards and add the following:	Build upon Trimester 1 and Trimester 2 Standards and add the following:
<ul style="list-style-type: none"> Mountain Language. Vocabulary Study. Parts of Speech/Syllables/Prefixes/Synonyms/Antonyms. Class Instruction. Houghton Mifflin. Write Source. 6 Minute Solution. Wordly Wise. 	<ul style="list-style-type: none"> Mountain Language. Wordly Wise. Houghton Mifflin. Write Source. Vocabulary Study. Workbook Pages. Reader's Theatre. Study of complex Word Families. Utilizing more Academic Language. DLR. Authentic Language. 	<ul style="list-style-type: none"> Mountain Language. Trimester Houghton Mifflin Assessment. CARS. MAP Test. Wordly Wise Tests. Spelling/Vocabulary Tests.



Grade Level Goal for Fourth Grade-ELA

Students will achieve 5% growth in writing conventions as measured by CST scores, moving from 80% proficient/advanced to 85% proficient/advanced.

Action Plan for Meeting Classroom Growth Goal		
First Trimester	Second Trimester	Third Trimester
	Build upon Trimester 1 Standards and add the following:	Build upon Trimester 1 and Trimester 2 Standards and add the following:
<ul style="list-style-type: none"> Review previous year's assessment. Beginning MAPs scores data. Informal assessments (DLR, Grammar Min.). Review writing (writer's notebooks, Friday letters, written summaries). 	<ul style="list-style-type: none"> Increased focus on writing conventions. Mini-Lesson. Writing Rubrics. Direct instruction in convention use. Morning message. Shared writing. Compass Learning. 	<ul style="list-style-type: none"> MAPs. CST. Assessment Rubrics. Trimester writing samples.



Grade Level Goal for Fifth Grade-ELA

Improve MAPs scores in Mechanics and Grammar Usage by 5 points in each sub-category from Spring 2011 to Spring 2012.

Action Plan for Meeting Classroom Growth Goal		
First Trimester	Second Trimester	Third Trimester
	Build upon Trimester 1 Standards and add the following:	Build upon Trimester 1 and Trimester 2 Standards and add the following:
<ul style="list-style-type: none"> • Administer fall MAP assessment and determine grade level and class focus areas. • Use MAP learning ladder and/or Des Cartes to guide instruction. • Have students reflect on MAP questions and use goal setting to guide students' focus in language arts. • Use Compass Learning and Impact support for at risk students. • Articulation with vertical and horizontal teaching teams. • Instruction in editing. • Teach more grammar lessons. • Emphasize patterns and roots in spelling instruction. • Use Mountain Language/Daily Language Review. • HM practice book, with an emphasis on spelling and grammar. • Instruction in use of dictionaries. 	<ul style="list-style-type: none"> • Administer Winter MAP assessment and analyze grade level progress, class and individual focus areas. • Discuss the identification of individual focus areas/goal setting with our classes to foster student ownership for growth. • Continue to use MAP learning ladder and/or Des Cartes to guide instruction, change focus for individual students as necessary. • Conference with students during independent writing. • Revisit students' personal goals and rewrite or refocus in order to make the remainder of the year more meaningful and learning more directed. • Frequent one-on-one writing conferences. 	<ul style="list-style-type: none"> • Continue action plan from winter and reassess after May MAPs testing. • Administer Spring MAP assessment and analyze progress in grade level and class focus areas. • Facilitate individual students analysis of their writing skill development based on RIT growth.

<ul style="list-style-type: none">• Instruction in use of grammar check and spell check when publishing on a computer.		
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Grade Level Goal for Kindergarten-Math

By the end of the third trimester, 90% of students will achieve 15/15 on the grade level math assessment.

Action Plan for Meeting Classroom Growth Goal		
First Trimester	Second Trimester	Third Trimester
	Build upon Trimester 1 Standards and add the following:	Build upon Trimester 1 and Trimester 2 Standards and add the following:
<ul style="list-style-type: none"> • Whole group. • Calendar. • Small group. • Manipulatives. • Math chanting. • Math centers. • Math games. • Math Expressions workbook. • Table top math work. • Compass Learning. • World book for kids. 	<ul style="list-style-type: none"> • Continue previous trimester tasks. 	<ul style="list-style-type: none"> • Continue previous trimester tasks: Include: <ul style="list-style-type: none"> • Anecdotal notes • Formal math assessment



Grade Level Goal for First Grade-Math

Our goal is that at each trimester 100% of our students will meet 85% proficiency on each of the trimester assessments.

Action Plan for Meeting Classroom Growth Goal		
First Trimester	Second Trimester	Third Trimester
	Build upon Trimester 1 Standards and add the following:	Build upon Trimester 1 and Trimester 2 Standards and add the following:
<ul style="list-style-type: none"> • Math Trimester Assessment. • Unit Test. • Challenge Math. • Daily Math Practice. • Daily Word Problems. • Problem Solving Journal. • Anchor Charts. • Math Activity Sheets. • Writing Prompt. • Math Journal. • White Boards. • Calendar. • Math centers/manipulatives. • Flashcards/Lightning Rods. • Compass Learning. • Daily Math routines. • Quick Practice/Student Leaders. • Math Homework/Remembering. • Math Talk. • Graphing. 	<ul style="list-style-type: none"> • Small Group Activities. • Whole Group Instruction. • Parent Helpers. • Oak Valley Tutors. • Partner/Peer Work. • Challenge Groups. • Individual Instruction. • Math Games. • Compass Learning. • White Board Practice. 	<ul style="list-style-type: none"> • Unit Tests. • Quick Quizzes. • Daily Progress. • Observation. • Homework. • Trimester Tests. • Compass Learning. • Math Fact Evaluation. • Daily Class Work. • Oral Participation.



Grade Level Goal for Second Grade-Math

Our second grade goal is based on input from: MAPs scores. We will focus on improving students' math skills and strategies. We expect 80% of our students to meet their individual targeted growth score by the end of the third trimester.

Action Plan for Meeting Classroom Growth Goal		
First Trimester	Second Trimester	Third Trimester
	Build upon Trimester 1 Standards and add the following:	Build upon Trimester 1 and Trimester 2 Standards and add the following:
<ul style="list-style-type: none"> Count, read, and write whole numbers to 20. Identify place value for each digit (ones, tens). Order and compare whole numbers to 1,000 by using the symbols greater than, less than, and equals. Understand and use opposite number sentences to solve problems and check work. Show different ways that numbers relate. Relate story problems to addition and subtraction number sentences. Use simple charts, picture graphs, and number sentences to solve addition and subtraction number sentences. Describe and easily classify two-dimensional shapes according to the number of corner points and sides. Measure the length of objects in centimeters. Use manipulative or pictures to model problems. <p><i>The standards above will be met using...</i></p>	<ul style="list-style-type: none"> Count, read, and write whole numbers to 100, identifying the place value for each digit. Solve money problems using coins and bills. Relate story problems to addition and subtraction number sentences. Tell time to the nearest quarter hour and know relationships of time. Determine duration of intervals of time in hours. Put shapes together to form other shapes. Record and represent data in more than one way. Recognize, describe, and extend patterns. Solve problems involving simple number patterns. Determine strategies used to solve a problem. Use tools to model problems. <p><i>The standards above will be met using...</i></p>	<ul style="list-style-type: none"> Count, read, and write whole numbers to 1,000 identifying the place value for each digit. Use words, models, and expanded forms to represent numbers. Understand and use opposite number sentences to solve problems and check work. Solve 2-digit addition/subtraction problems in your head. Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division. Add and subtract two numbers up to three digits long. Multiply by using repeated addition, arrays and counting by multiples. Memorize multiplication tables of 2's, 5's, and 10's. Recognize and compare fractions from $\frac{1}{2}$ to $\frac{1}{12}$. Recognize fractions of a whole and parts of a group. Know when all fractional parts are included, such as four-fourths, the result is equal to one and a whole group/object.

- **Math Expressions**
- **Math Facts in a Flash**
- **Compass Learning**
- **IMPACT support**
- **Mountain Math**
- **Small focus skill groups**
- **Math Remedial/Challenge Groups**

- **Build upon Trimester 1 Standard**
- **Math Expressions**
- **Math Facts in a Flash**
- **Compass Learning**
- **IMPACT support**
- **Mountain Math**
- **Small focus skill groups**
- **Math Remedial/Challenge Groups**
- **Mini Lessons**
- **New vocabulary**
- **MAPs goal setting**

- Solve problems using coins and bills, using the decimal notation and the dollar and cent symbols for money.
- Order and compare whole numbers to 1,000 by using the symbols greater than, less than, and equals.
- Relate story problems to addition and subtraction number sentences.
- Measure length of objects using nonstandard and standard units to the nearest inch and/or centimeter.
- Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.
- Identify features of data sets.
- Use tools to model problems.
- Explain, support, and recheck work when solving problems.

The standards above will be met using...

- **Build upon Trimester 1 and 2 Standards**
- **Math Expressions**
- **Math Facts in a Flash**
- **Compass Learning**
- **IMPACT support**
- **Mountain Math**
- **Small focus skill groups**
- **Math Remedial/Challenge Groups**
- **Mini Lessons**
- **New vocabulary**
- **MAPs goal setting**



Grade Level Goal for Third Grade-Math

By Spring 2012, the grade level average MAP scores in Number Sense and Operations will increase from 202 to 210.

Action Plan for Meeting Classroom Growth Goal		
First Trimester	Second Trimester	Third Trimester
	Build upon Trimester 1 Standards and add the following:	Build upon Trimester 1 and Trimester 2 Standards and add the following:
<ul style="list-style-type: none"> • Identify Areas of Need. • Pre-Assessments. • Home Communication. • Teacher Observations. • Formal Assessments. • Informal Assessments. • Teacher Collaboration. 	<ul style="list-style-type: none"> • Math Expressions. • Mountain Math. • Math Facts in a Flash. • Lightning Rods. 	<ul style="list-style-type: none"> • Trimester Assessment. • Unit Tests. • Weekly Assessments. • MAP Testing.



Grade Level Goal for Fourth Grade-Math

Students will achieve 4% growth on Algebra and Functions strand of CST math test, moving from 86% proficient/advanced to 90% proficient/advanced.

Action Plan for Meeting Classroom Growth Goal		
First Trimester	Second Trimester	Third Trimester
	Build upon Trimester 1 Standards and add the following:	Build upon Trimester 1 and Trimester 2 Standards and add the following:
<ul style="list-style-type: none"> • Review previous years math CST scores. • Review previous years MAP scores. • Trimester math assessment . 	<ul style="list-style-type: none"> • Compass Learning. • Accelerated Math. • Math Expressions. • California Math. • Minute Math. 	<ul style="list-style-type: none"> • Unit Tests. • Quick Quizzes. • Homework. • Minute Math. • Compass Learning. • MAPs scores.



Grade Level Goal for Fifth Grade-Math

Improve MAPs scores in Measurement and Geometry by 5 points in each sub-category from Spring 2011 to Spring 2012.

Action Plan for Meeting Classroom Growth Goal		
First Trimester	Second Trimester	Third Trimester
	Build upon Trimester 1 Standards and add the following:	Build upon Trimester 1 and Trimester 2 Standards and add the following:
<ul style="list-style-type: none"> • Administer fall MAP assessment and determine grade level and class focus areas. • Use MAP learning ladder and/or Des Cartes to guide instruction. • Have students reflect on MAP questions and use goal setting to guide students' focus in math. • Use Compass Learning and Impact support for at-risk students . • Articulation with vertical and horizontal teaching teams. • Small group work in math. • Differentiation in problem solving, Renaissance math. • Use of geometric manipulatives. • One on one conferencing. 	<ul style="list-style-type: none"> • Administer Winter MAPs and analyze grade level progress, class and individual focus areas. • Discuss the identification of individual focus areas/goal setting with our classes to foster students ownership for growth. • Continue to use MAP learning ladder and/or Des Cartes to guide instruction. • Continue one-to-one conferences. • Revisit student's personal goals and rewrite or refocus in order to make the remainder of the year more meaningful and learning more directed. 	<ul style="list-style-type: none"> • Continue action plan and reassess after Spring MAPs testing. • Facilitate individual students analysis of their math development.