

**Sundance 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
- 4) Multiple Pathways
- 5) Organizational Support Systems

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

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

PUSD Culture

Our emphasis on college readiness has increased this year after two summer planning meetings with representatives from each grade level. Each classroom has adopted a university, we have a map of staff alma maters in our library with small pennants representing the staff member and location of his/her college/university, and each week a question about college is asked on Thursdays and discussed at Friday Flag. Each class has an opportunity to turn in an answer and be recognized at Friday Flag. Additionally the following points continue to be emphasized:

- Embracing a culture of universal achievement
- Promoting collaboration within grade level teams and vertical teaming by providing staff meeting time for articulation, planning, and data analysis
- Building community partnerships and strong collaboration with the PTA and Twin Trails Foundation
- Providing professional development in the area of technology, EL strategies, Compass Learning, and promoting high achievement for all student groups
- Engaging all students in goal setting through the MAP goal setting format
- Promoting Character Counts and our motto "Work hard. Be kind. Dream Big. No excuses"
- Promoting college readiness in the classroom, morning announcements, Friday Flag and by all Sundance staff
- Devoting professional time and staff meeting time to the implementation of all areas in the Literacy Plan
- Maintaining/advancing performance levels of those students already performing at an advanced level on the CST and MAP assessments

Equitable Access to Rigorous and Engaging Learning Experiences

- Analyzing subgroup data in an effort to raise awareness about subgroup performance and targeted needs
- Using subgroup data to drive intervention and use of resources
- Continuing work on RtI, with a focus on strengthening Tier I instruction and encouraging and supporting Tier 2 and 3 options
- Continuing to foster a culture of universal achievement and ownership
- Holding Kid Watch meetings trimesterly to focus on underperforming groups, and tracking individual student progress
- Devoting professional time and staff meeting time to the implementation of all areas in the Literacy Plan.
- Providing training and support to work with EL students
- Maintain/advance performance levels of those students already performing at an advanced level on the CST exams
- Providing parent education to support student growth, healthy choices, and responsible children

Capacity Building

- Increasing Rigor, Relevance, and Relationships through staff meetings, staff development, collaboration, and grade level team meetings
- Engaging students in goal setting at every grade level
- Enhancing parent education with more options throughout the year
- Devoting professional time and staff meeting time to the implementation of all areas in the Literacy Plan
- Providing training and support to work with EL students
- Implementing Compass Learning, including concurrent staff development on effective use of the program
- Promoting teacher leadership through shared responsibility for the staff meetings, and staff development

Multiple Pathways

Five of our twenty-two classes are designated for students with special needs. Addressing their unique needs has encouraged staff to address the unique needs of all students in the following ways:

- Maintaining a culture of universal achievement and ownership
- Writing individual student goal setting based on MAP assessment data
- Supporting and encouraging teachers to differentiate instruction to meet the needs of a variety of learning styles and levels
- Departmentalizing within the grade levels for math (grades 3-5) and phonics (grade2)
- Offering Tier 3 options in language arts and math with the support of the resource specialist teacher
- Developing collaborative approaches within grade level teams to maximize student achievement and resources

Organizational Support Systems

- Implementing effective classroom strategies and support for non-proficient and at-risk students
- Identifying children not proficient in any subject on the fall MAP and spring CST assessments, whose performance places them in jeopardy of not being proficient this year
- Tracking student progress each trimester; modifying interventions and supports as necessary to ensure growth
- Developing collaborative approaches within grade level teams
- Devoting professional time and staff meeting time to implement all areas of the Literacy Plan, developing and promoting collaborative teams
- Providing staff meeting time for training and information sharing regarding data analysis, intervention and enrichment
- Providing parent education to support student growth and development
- Engaging students in individual goal setting to increase engagement and advance academic success
- Providing training and support for Compass Learning and other technology to advance student learning
- Providing training and support for work with English Language Learners in the classroom

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; student goal setting	Grades 1-5	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, math and language usage; student goal setting
Running Records(in LAG)	Individual performance assessment	Diagnostic	All students Grades K-2	Ongoing	Score and analyze a child's individual reading behaviors.
Individual Reading Inventory (IRI)(see LAG)	Individual performance assessment	Diagnostic	Students reading at grade 2 or higher in grades K-5 as needed	Trimesterly or more frequently if indicated	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	Grades K-5	Fall, Winter, Spring Or as frequently as needed	Evaluate student writing skills; measure growth over time; student goal setting
Alphabet Knowledge(in LAG)	On-demand performance	Diagnostic	Any pre or early reader	Fall, Winter, Spring Or as frequently as needed	Assess early reading skills, letter names, shapes, directionality
Phonics Skills(in LAG)	On-demand performance	Diagnostic	Any pre or early reader	Fall, Winter, Spring Or as frequently as needed	Assess basic phonetic awareness
Phonetic Spelling Inventory(in LAG)	On-demand performance	Diagnostic	Grades 1-5	Fall, Winter, Spring Or as frequently as needed	Assess the word knowledge students utilize in reading and spelling.
Publisher assessments in Mathematics	on-demand performance	Diagnostic	Grades K-5	at the end of each chapter and teacher choice	Assess student understanding of concepts and skills taught during the chapter
Scholastic Reading Inventory (SRI)	Individual performance assessment	Diagnostic	Grades 2-5	monthly on average	Assess and monitor student growth, identify lexile levels
DIBELS	Individual performance assessment	Diagnostic	Grades 1-5	Trimesterly	Monitor rate of growth in reading fluency
Reading Counts	Individual performance assessment	Diagnostic	Grades 1-5	Ongoing	Monitor reading comprehension skill development; student goal setting

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.
Parent Survey	Questionnaire	Feedback from parents about overall school effectiveness	Parents	Spring	Analyze data to determine effectiveness of programs; make changes accordingly
Staff surveys	Questionnaire	feedback from staff on principal effectiveness	Staff	Annually	Analyze data to determine needs of staff and future planning and implementation
Discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Principal and staff	Monthly/annually	Determine frequency of individual student incidences. Show patterns of disruptions. These records are compiled, disaggregated, analyzed annually, and used to determine program needs.
Attendance	Audit	Determine attendance patterns	Students	Monthly	Disaggregating of student attendance data is done weekly, trimesterly, and annually and used for program evaluation.
Annual PTA survey	Questionnaire	Get feedback on PTA events	Parents	Annually	This survey helps us evaluate parent participation and attitudes regarding selected school events.
Staff Surveys	Questionnaire	Feedback from staff on principal leadership effectiveness	Teachers	Annually or as needed	This survey helps us evaluate school processes and principal effectiveness. Used to set personal or school-wide goals and targets.
Student Survey	Questionnaire	Feedback from primary consumers of school programs	Students	Annually or as needed	Provides feedback on school programs and practices that may affect student achievement

II.B. DATA REPORTS

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School and District Information

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

School Information		District Information	
School Name	Sundance Elementary School	District Name	Poway Unified
Principal	Wendy Smith-Rogers	Superintendent	John P. Collins, Ed.D
Street	8944 Twin Trails Dr.	Street	15250 Avenue of Science
City, State, Zip	San Diego, CA 92129	City, State, Zip	San Diego, CA 92128-3406
Phone Number	858-484-2950	Phone Number	858-521-2800
FAX Number	858-538-9452	FAX Number	858-485-1322
Web Site	www.powayusd.com	Web Site	www.powayusd.com
E-mail Address	wsrogers@powayusd.com	E-mail Address	elehew@powayusd.com
CDS Code	37682966099444	SARC Contact	Eric Lehew

II.B. DATA REPORTS

Sundance Elementary School

Demographic Summary
for 2011-12 School Year

Address: 8944 Twin Trails Dr.
San Diego, CA 92129

Principal: Wendy Smith-Rogers

Year of Construction: 1979

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
108	74	70	77	61	61	

Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
484	476	482

Student Demographics:

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
15%	9%	10%	6%	48%	13%

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

Limited English	Free/Reduced Lunch
18%	17%

Staff Demographics

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
11%	0%	0%	0%	84%	5%

Percent Fully Credentialed: 100%

**District Accountability Report
Adequate Yearly Progress (AYP)
Spring 2011
Sundance 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	280	99	100	99	99	100	99	83	83	86	81	78	85	921	913	933	Y	
African American	22	100	100	100	100	100	100	85	76	77	38	59	64			862		
American Indian	1	100	100	100	100	100	100											
Asian	46	97	100	98	97	100	98	88	91	94	86	91	91	947		971		
Filipino	38	100	100	100	100	100	100	78	85	100	80	80	92			968		
Hispanic	22	100	100	100	100	100	100	70	64	86	70	50	91			928		
Pacific Islander	4	100	100	100	100	100	100											
White	147	100	100	99	100	100	99	89	85	83	86	78	86	937	914	930		
English Learner	41	100	100	98	100	100	98	79	85	80	76	79	76			918		
Low Socio-Economic	43	100	100	98	100	100	98	72	75	72	51	62	70			854		
Special Ed	32	100	100	98	100	100	98	64	52	62	67	61	66			800		

*** Includes only students in significant subgroups



Sundance 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	77	68	69	81	76	77	68	68	87	80	77	64	69	89	81	73
Total % Proficient and Advanced	81	78	90	88	64	78	72	75	90	88	86	88	80	87	80	92
% Advanced	64	46	48	60	24	48	32	35	69	64	75	64	46	45	52	71
% Proficient	17	32	42	27	41	30	40	40	21	24	10	23	33	42	28	21
% Basic	16	18	9	10	32	13	26	19	10	11	9	9	14	13	16	3
% Below Basic	3	4	1	2	4	9	1	6	0	1	5	3	6	0	2	5
% Far Below Basic	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0

* include all students

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



Sundance 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	77	68	69	81	76	77	68	68	87	80	77	64	69	89	81	73
Total % Proficient and Advanced	87	76	86	95	88	87	82	87	85	83	83	80	75	80	60	77
% Advanced	60	50	67	63	63	70	57	57	54	55	48	53	33	43	30	47
% Proficient	27	26	19	32	25	17	25	29	31	28	35	27	42	37	31	30
% Basic	6	21	14	2	9	10	9	12	14	15	12	9	13	18	28	21
% Below Basic	5	3	0	1	3	3	7	1	1	3	3	8	12	2	11	3
% Far Below Basic	1	0	0	1	0	0	1	0	0	0	3	3	0	0	0	0

* include all students

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



Sundance 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	67	89	81	73
Total % Proficient and Advanced	81	89	69	85
% Advanced	19	43	31	49
% Proficient	61	46	38	36
% Basic	16	10	22	12
% Below Basic	1	1	4	3
% Far Below Basic	1	0	5	0

* include all students

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

Sundance Elementary
School Year: 2010-2011
Grade 1
MAP Term: Spring

Reading

Growth Targets

Sundance Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
84	56

District

% Meeting Typical Growth	% Meeting Optimal Growth
78	51

Analyzing Grade Level Growth

Primary Grades Reading (Combined Tests-all Goals) for Test Year 2010-2011

Term	RIT Score	Lexile Score	Phonological Awareness	Phonics	Concepts of Print	Vocabulary & Word Structure	Comprehension	Writing
Fall	168	189	169	170	168	168	167	169
Winter	177	313	181	182	174	177	173	178
Spring	188	397	190	190	182	186	186	189
Growth	20	208	21	20	14	18	19	20

Mathematics

Growth Targets

Sundance Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
74	21

District

% Meeting Typical Growth	% Meeting Optimal Growth
72	32

Analyzing Grade Level Growth

Primary Grades Math (Combined Tests-all Goals) for Test Year 2010-2011

Term	RIT Score	Problem Solving	Number Sense	Computation	Measurement & Geometry	Statistics & Probability	Algebra
Fall	170	168	168	173	170	172	169
Winter	177	177	175	180	175	175	179
Spring	188	187	188	188	185	187	191
Growth	18	19	20	15	15	15	22

Sundance Elementary
School Year: 2010-2011
Grade 2
MAP Term: Spring

Reading

Growth Targets

Sundance Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
76	45

District

% Meeting Typical Growth	% Meeting Optimal Growth
65	36

Analyzing Grade Level Growth

Primary Grades Reading (Combined Tests-all Goals) for Test Year 2010-2011

Term	RIT Score	Lexile Score	Phonological Awareness	Phonics	Concepts of Print	Vocabulary & Word Structure	Comprehension	Writing
Spring	165		153	161	165	177	165	169

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	182	345	181	180	182	185		
Winter	195	514	192	195	196	197		
Spring	201	612	201	200	200	202		
Growth	19	267	20	20	18	17		

Language Usage

Growth Targets

Sundance Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
83	51

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	Mechanics	Grammar Usage			
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			& Genre					
Fall	187	186	186	187	188			
Winter	198	195	197	199	199			
Spring	204	202	203	206	206			
Growth	17	16	17	19	18			

Mathematics

Growth Targets

Sundance Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
87	57

District

% Meeting Typical Growth	% Meeting Optimal Growth
69	34

Analyzing Grade Level Growth

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

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	180	177	179	179	185	182	179	
Winter	193	190	193	192	196	194	192	
Spring	203	202	203	201	205	203	202	
Growth	23	25	24	22	20	21	23	

Sundance Elementary
School Year: 2010-2011
Grade 3
MAP Term: Spring

Reading

Growth Targets

Sundance Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
51	26

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	201	622	199	200	203	202		
Winter	205	685	205	203	206	205		
Spring	208	746	208	209	207	208		
Growth	7	124	9	9	4	6		

Language Usage

Growth Targets

Sundance Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
52	27

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	205	204	205	205	205			
Winter	209	208	207	210	210			
Spring	212	210	211	213	212			
Growth	7	6	6	8	7			

Mathematics

Growth Targets

Sundance Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
69	26

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	202	201	202	202	204	200	201	
Winter	208	206	207	206	214	205	208	
Spring	214	211	214	213	219	211	214	
Growth	12	10	12	11	15	11	13	

Sundance Elementary
School Year: 2010-2011
Grade 4
MAP Term: Spring

Reading

Growth Targets

Sundance Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
62	53

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	767	208	210	209	211		
Winter	211	815	210	210	212	214		
Spring	216	895	217	217	215	217		
Growth	7	128	9	7	6	6		

Language Usage

Growth Targets

Sundance Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
62	43

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	212	212	211	213	211			
Winter	215	213	215	217	216			
Spring	217	216	216	219	218			
Growth	5	4	5	6	7			

Mathematics

Growth Targets

Sundance Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
63	39

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	208	214	212	216	210	212	
Winter	214	212	217	213	216	211	215	
Spring	221	221	224	220	223	218	220	
Growth	9	13	10	8	7	8	8	

Sundance Elementary
School Year: 2010-2011
Grade 5
MAP Term: Spring

Reading

Growth Targets

Sundance Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
61	36

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	219	941	219	218	218	220		
Winter	220	969	221	220	220	221		
Spring	223	1,024	224	223	223	224		
Growth	4	83	5	5	5	4		

Language Usage

Growth Targets

Sundance Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
72	54

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	217	219	220	218			
Winter	222	221	222	223	222			
Spring	224	223	224	226	223			
Growth	5	6	5	6	5			

Mathematics

Growth Targets

Sundance Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
70	56

District

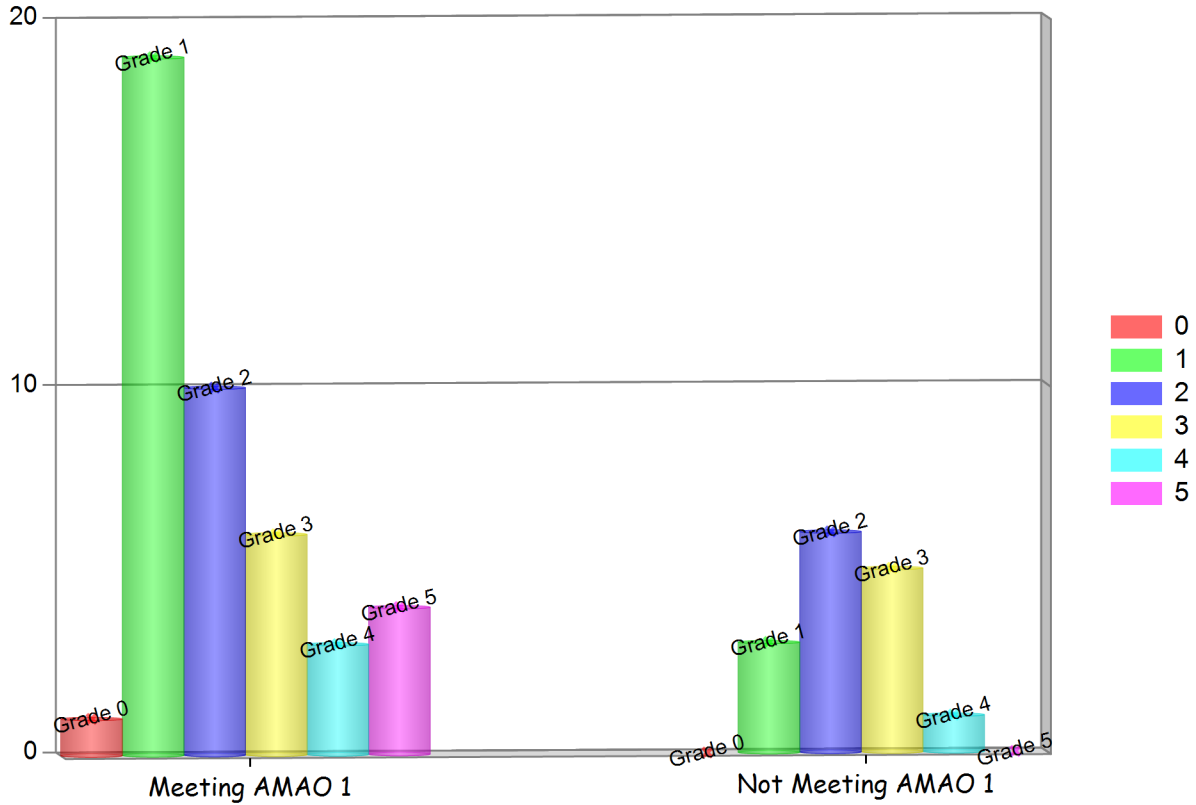
% Meeting Typical Growth	% Meeting Optimal Growth
73	50

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	225	224	227	227	224	222	225	
Winter	230	233	232	229	227	229	230	
Spring	236	241	237	235	235	237	232	
Growth	11	17	10	8	11	15	7	

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



Grade	Meeting AMAO 1	Not Meeting AMAO 1
0	1	0
1	19	3
2	10	6
3	6	5
4	3	1
5	4	0

II.B. DATA REPORTS

California Physical Fitness Test

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

Year	Grade Level	School			District			State		
		Total	Female	Male	Total	Female	Male	Total	Female	Male
2009	5	52.3	59.1	45.5	49.4	54.3	44.7	29.1	32.3	26.1
2010	5	70.5	71.1	70	52.0	57.5	47.1	29.0	32.2	25.9
2011	5	62.5	69.2	58.7	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																																										
<p>Overall School-Wide SMART Goal</p>	<p><u>School-wide Smart Goal in Mathematics</u> Students in grades 3-5 will maintain or increase percentage of proficiency levels in the Spring 2011 CST math assessment.</p> <p><u>School-wide Smart Goal by Grade Level</u></p> <p>By Spring 2011, the following grade-level goals will be met: Currently 50% of fifth graders are proficient or advanced in math on the fall MAP assessment. 75% of 5th graders will be proficient or advanced in math on the spring MAP assessment. Currently 50% of fifth graders are proficient or advanced in reading on the fall MAP assessment. 80% of 5th graders will be proficient or advanced in reading on the spring MAP assessment.</p> <p>Currently 38% of fourth graders are proficient or advanced in math on the fall MAP assessment. 67% of 4th graders will be proficient or advanced in math on the spring MAP assessment. Currently 48% of fourth graders are proficient or advanced in reading on the fall MAP assessment. 67% of 4th graders will be proficient or advanced in reading on the spring MAP assessment.</p> <p>Currently 50% of third graders are proficient or advanced in math on the fall MAP assessment. 80% of 3rd graders will be proficient or advanced in math on the spring MAP assessment. Currently 50% of third graders are proficient or advanced in reading on the fall MAP assessment. 80% of 3rd graders will be proficient or advanced in reading on the spring MAP</p>	<p>[X]</p>	<p>[X]</p>	<p>The CST scores are as follows:</p> <table border="1" data-bbox="1253 324 1621 470"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>grade 2</td> <td>86</td> <td>95</td> </tr> <tr> <td>grade 3</td> <td>82</td> <td>87</td> </tr> <tr> <td>grade 4</td> <td>83</td> <td>80</td> </tr> <tr> <td>grade 5</td> <td>60</td> <td>77</td> </tr> </tbody> </table> <p>The goal was written to show growth in the cohort scores rather than grade-level growth. Although most grades showed good growth in math compared to the 2010 scores, only grade 3 added value to the cohort.</p> <p>The fifth, fourth, second, part of first and kindergarten goals were met, as noted on the following chart:</p> <table border="1" data-bbox="1253 844 1621 1104"> <thead> <tr> <th colspan="3">MAP results</th> </tr> <tr> <th></th> <th colspan="2">Reading Math</th> </tr> </thead> <tbody> <tr> <td>grade 5</td> <td>83</td> <td>79</td> </tr> <tr> <td>grade 4</td> <td>73</td> <td>73</td> </tr> <tr> <td>grade 3</td> <td>74</td> <td>72</td> </tr> <tr> <td>grade 2</td> <td>83</td> <td>83</td> </tr> <tr> <td>grade 1</td> <td>83</td> <td>65</td> </tr> <tr> <td></td> <th colspan="2">Level 4+ Ch. 6 test</th> </tr> <tr> <td>K</td> <td>82</td> <td>80</td> </tr> </tbody> </table>		2010	2011	grade 2	86	95	grade 3	82	87	grade 4	83	80	grade 5	60	77	MAP results				Reading Math		grade 5	83	79	grade 4	73	73	grade 3	74	72	grade 2	83	83	grade 1	83	65		Level 4+ Ch. 6 test		K	82	80	<p>The staff is finding gaps in the Math Expressions curriculum and must supplement with other materials to solidify the concepts. The grade-level teaming and sharing of students has actually supported student growth on an individual basis.</p> <p>Grade-level goals overall were met or exceeded. Teaming efforts have increased, close analysis of student growth on MAP assessment throughout the year, and ongoing dedication to aligning the curriculum with the standards has supported the growth.</p> <p>In grade three, the goals were not met, but they were lofty at 80% for each subject.</p> <p>In first grade, the growth in student achievement was tremendous, but the goal was not met.</p>
	2010	2011																																													
grade 2	86	95																																													
grade 3	82	87																																													
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Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	<p>assessment.</p> <p>Currently 12% of second graders are proficient or advanced in math on the fall MAP assessment. 55% of 2nd graders will be proficient or advanced in math on the spring MAP assessment.</p> <p>Currently 30% of second graders are proficient or advanced in reading on the fall MAP assessment. 70% of 2nd graders will be proficient or advanced in reading on the spring MAP assessment.</p> <p>Currently 18% of first graders are proficient or advanced in math on the fall MAP assessment. 80% of 1st graders will be proficient or advanced in math on the spring MAP assessment.</p> <p>Currently 29% of first graders are proficient or advanced in reading on the fall MAP assessment. 80% of 1st graders will be proficient or advanced in reading on the spring MAP assessment.</p> <p>Currently 34% of the kindergarten students recognize all of the upper and lower case letters and 11% recognize all of the 26 letter sounds. 80% of K students will read at level 4 or higher.</p> <p>Currently 62% of kindergarten students can count to 31 and 68% recognize numbers 1-10. 80% of K students will pass the Chapter 6 math unit test.</p>				
English Learners (required)	<p>EL Goal: 85% of EL students will achieve proficiency or higher on the ELA and 80% of the students in Math portions of the CST in the Spring, 2011.</p>	[]	[X]	80% proficiency on ELA portion 76% proficiency on Math portion	One noteworthy reason in the decrease in EL scores is the lack of out-of-class support the students had through January since we didn't have an EL aide until then. Avenues was in place, however, for the higher functioning students.
Students with Disabilities (required)	<p>Student with Disabilities Goal: 60% of Special Education Students (RSP and Speech) will achieve proficiency or higher on the ELA and 65% on Math portions of the CST in the</p>	[X]	[]	62% proficiency on ELA portion 66% proficiency on Math portion	The special education team mainstreams students when appropriate, based on IEP team decisions, and align general

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	<p>Spring, 2011.</p> <p>Every student in the special education programs on campus (ASD, CS, RSP Speech) will meet 80% or more of their IEP goals by each annual review.</p>				<p>education curriculum to the students' IEP goals. Additionally, they are utilizing the district special education curriculum for the appropriate students.</p>
GATE (required)	<p>100% of GATE students will score in the Advanced range on the ELA and Math portions of the CST in the Spring 2010 administration.</p>	[X]	[]	<p>100% advanced in ELA 100% advanced in Math</p>	<p>Reading is an individual sport, so to speak, and teachers are monitoring individual student growth through the Houghton Mifflin curriculum, SRI reading, MAP scores, and the selection of books that are at the proper lexile level.</p> <p>In Math, the high-achieving and GATE students are challenged with a more rigorous curriculum that moves them into more analytical thinking.</p>
Educationally Disadvantaged or Title I Students (required)	<p>75% of Educationally Disadvantaged Students will achieve proficiency or higher on the ELA and Math portions of the CST in the Spring, 2011.</p>	[]	[X]	<p>72% proficiency in ELA 70% proficiency in Math</p>	<p>The subgroup missed the mark by a few points in ELA, and in Math the students made great growth, but not enough to meet with goal. The impact teachers did not address math last year. This group scored the lowest in ELA, so the teams are looking more closely at who constitutes the group to address their needs. An after-school Homework Club was initiated this year to help with these students.</p>

III. TEACHING AND LEARNING

A. 2011-2012 SITE-BASED LITERACY/ACTION PLAN

Plans that follow are aligned with the data analysis in the previous section, district vision, and SMART goals and site initiatives/organizational directions listed in Part I. In addition, tasks show:

- Alignment of instruction, strategies, materials, and assessment for learning – to content standards
- Research-based instructional strategies
- Responsiveness to needs of struggling, as well as high-performing, students
- Avoidance of isolation or segregation of student subgroups

[X] Check if Literacy Plan is attached as a separate document

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
Schoolwide for all students	<p><u>School-wide Smart Goal in Mathematics</u> Students in grades 3-5 will maintain or increase percentage of proficiency levels in the Spring 2011 CST math assessment.</p> <p><u>School-wide Smart Goal by Grade Level</u></p> <p>By Spring 2011, the following grade-level goals will be met: Currently 50% of fifth graders are proficient or advanced in math on the fall MAP assessment. 75% of 5th graders will be proficient or advanced in math on the spring MAP assessment. Currently 50% of fifth graders are proficient or advanced in reading on the fall MAP assessment. 80% of 5th graders will be proficient or advanced in reading on the spring MAP assessment.</p> <p>Currently 38% of fourth graders are proficient or advanced in math on the fall MAP assessment. 67% of 4th graders will be proficient or advanced in math on the spring MAP assessment. Currently 48% of fourth graders are proficient or advanced in reading on the fall MAP assessment. 67% of 4th graders will be proficient or advanced in reading on the spring MAP assessment.</p> <p>Currently 50% of third graders are proficient or advanced in math on the fall MAP assessment. 80% of 3rd graders will be proficient or advanced in math on the spring MAP</p>			

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	<p>assessment. Currently 50% of third graders are proficient or advanced in reading on the fall MAP assessment. 80% of 3rd graders will be proficient or advanced in reading on the spring MAP assessment.</p> <p>Currently 12% of second graders are proficient or advanced in math on the fall MAP assessment. 55% of 2nd graders will be proficient or advanced in math on the spring MAP assessment. Currently 30% of second graders are proficient or advanced in reading on the fall MAP assessment. 70% of 2nd graders will be proficient or advanced in reading on the spring MAP assessment.</p> <p>Currently 18% of first graders are proficient or advanced in math on the fall MAP assessment. 80% of 1st graders will be proficient or advanced in math on the spring MAP assessment. Currently 29% of first graders are proficient or advanced in reading on the fall MAP assessment. 80% of 1st graders will be proficient or advanced in reading on the spring MAP assessment.</p> <p>Currently 34% of the kindergarten students recognize all of the upper and lower case letters and 11% recognize all of the 26 letter sounds. 80% of K students will read at level 4 or higher. Currently 62% of kindergarten students can count to 31 and 68% recognize numbers 1-10. 80% of K students will pass the Chapter 6 math unit test.</p>			
<u>In addition to your schoolwide goals; include goals for critical groups</u>				
Educationally Disadvantaged Youth or Title I	75% of Educationally Disadvantaged Students will achieve proficiency or higher on the ELA and Math portions of the CST in the Spring, 2011.			
English Learners	EL Goal: 85% of EL students will achieve proficiency or higher on the ELA and 80% of the students in Math portions of the CST in the Spring, 2011.			
GATE	100% of GATE students will score in the Advanced range on the ELA and Math portions of the CST in the Spring 2010 administration.			
Students with Disabilities	<p>Student with Disabilities Goal: 60% of Special Education Students (RSP and Speech) will achieve proficiency or higher on the ELA and 65% on Math portions of the CST in the Spring, 2011.</p> <p>Every student in the special education programs on campus (ASD, CS, RSP Speech) will meet 80% or more of their IEP goals by each annual review.</p>			

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

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

School-wide behavior expectations are posted in every classroom. They align with the six pillars of character and our motto of "Work hard. Be kind. Dream big. No excuses."

Students are acknowledged for making good choices daily by earning Catches of the Day and are recognized at the weekly Friday Flag assemblies for earning a Catch. Students are asked to share how they earned a Catch of the Day at Friday Flag. Additionally, staff members can send students to the office to sign the Principal's Pride poster. Each month they are honored at the Friday Flag assembly as well.

Students are taught the "I message" and use it or other problem-solving strategies to minimize conflict on the playground.

At the beginning of the school year and after winter break the principal meets with all students to reinforce the behavior expectations. At the weekly Friday Flag assemblies there are regular times to reinforce behaviors such as using the "I message," good assembly behavior, the golden rule, etc.

The "First 25," which are behavior guidelines for all students the first five weeks of school, were presented in morning messages. Afterward, Project Wisdom, a program of daily inspirational messages, is read to the school every morning, always ending with, "Work hard. Be kind. Dream big. No excuses." The messages are multicultural in nature and tap into character traits that we want students to remember each day.

A student handbook has been created and distributed so that parents and students are aware of school and district guidelines on behavior expectations.

PIP meets the needs of students that have issues that affect their ability to perform academically. These students meet with our PIP aides once a week for 30 minutes, for a duration of 12 weeks. These students are also shadowed on the playground. PIP also provides instruction in the classroom to provide, model, and discuss tools to use while working with others.

This year we have welcomed a school counselor one day a week to support students who are at risk socially and/or emotionally. She is working with students on a variety of topics, including bullying. Additionally, she is presenting bullying information to parents at two night meetings. We have titled the program, "Bullying 101."

Our week of Red Ribbon activities include a daily pledge as well as daily activities for the students to remind them to stay drug free.

Too Good for Drugs is presented monthly to all grades by the principal so the teachers at each grade level have time to meet and plan together, observe other classes, and discuss student progress and assessment data.

A book club has begun for parents on the book, "Parenting with Love and Logic," which corresponds with the teacher TLC from last year on "Teaching with Love and Logic."

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

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

Program	Grade Level(s)	Minutes
Too Good for Drugs	K-9th	300 minutes
Red Ribbon Week	K-5	October 17-21
Primary Interaction Program	K-3	30 min/week
PIP Playground Support	K-3	Ongoing
Friday Flag assemblies	K-5	Weekly
Character Counts	K-12th	Ongoing

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	12,458
EIA-SCE: Economic Impact Aid - State Compensatory Education	10,040

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	Jennifer Dodero	Original signature page on file at the district office.	
Special Education	Emily McMullan		
Title I (if applicable)			
Library	Kelley Bleyle		

SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[]	[]	[]	[X]	[]	6/2012	Heidi Bridges		
[]	[]	[]	[X]	[]	6/2012	Pamela Contreras	Original signature page on file at the district office.	
[]	[]	[]	[X]	[]	6/2012	Cathy Krager		
[]	[]	[]	[X]	[]	6/2012	Susan May		
[]	[]	[]	[X]	[]	6/2013	Shilpa Mody		
[]	[]	[X]	[]	[]	6/2012	Susie Buell		
[]	[X]	[]	[]	[]	6/2013	Karin Cameron		
[]	[X]	[]	[]	[]	6/2012	Jennifer Dodero		
[]	[X]	[]	[]	[]	6/2013	Laura Bruvold		
[X]	[]	[]	[]	[]		Wendy Smith-Rogers		
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 January 10, 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: Sundance Elementary School

PROGRAM: Economic Impact Aid - English Learners

RESOURCE NUMBER: 7091

2011 ENTITLEMENT: \$10,695

PLUS CARRYOVER: \$1,763

TOTAL SITE BUDGET: 12,458

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

**Budget Summary for
Sundance Elementary School**

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR	56					56
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	12,402					12,402
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	12,458	0	0	0	0	12,458
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:	12,458	0	0	0	0	12,458

V.D. BUDGET DEVELOPMENT FORM

SITE: Sundance Elementary School

PROGRAM: Economic Impact Aid - State Compensatory Education

RESOURCE NUMBER: 7090

**Budget Summary for
Sundance Elementary School**

2011 ENTITLEMENT: \$5,000

\$PER STUDENT: _____

PLUS CARRYOVER: \$5,040

OF STUDENTS: _____

TOTAL SITE BUDGET: 10,040

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	3,000					3,000
1100-014: TEACHER HOURLY	4,040					4,040
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	7,040	0	0	0	0	7,040
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	3,000					3,000
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	3,000	0	0	0	0	3,000
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0

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

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
TOTAL SITE BUDGET:	10,040	0	0	0	0	10,040

VI. ADDENDUM (Optional)

Sundance Elementary School Literacy Plan for Student Achievement 2011-2012

School-wide goal:

Students in grades 3-5 will maintain or increase the percentage of proficiency levels on the Spring 2012 CST Math assessment compared to the 2011 results. See grade-level goals for work plans.

EL Goals:

85% of EL students will achieve proficiency or higher in the ELA portion of the CST assessment.

80% of the EL students will achieve proficiency or higher on the Math portion of the CAT assessment.

***Actions/Strategies:** Avenues instruction, small group and individual support by EL instructor, Vocabulary instruction all day every day.*

***Data to monitor goal:** MAP assessment trimesterly*

***Resources:** Staff development by Shirley Day, Avenues curriculum, Impact teacher and EL aide support to supplement core instruction*

Students with Disabilities Goals:

65% of the students will achieve proficiency or higher on the ELA portion of the CST.

68% of the students will achieve proficiency or higher on the Math portion of the CST.

***Actions/Strategies:** Direct instruction by special education teachers in core curriculum or district-adopted curriculum, adherence to IEP goals and objectives, close collaboration with general education teachers and parents*

***Data to monitor goal:** MAP assessment trimesterly*

***Resources:** ongoing staff development through special education; ongoing staff training in working with students with special needs, special education-adopted curriculum*

GATE Goals:

100% of GATE students will score in the Advanced range on the ELA and Math portions of the CST.

***Actions/Strategies:** Individualized plans for students based on MAP assessment, grade-level teaming to support math instruction and student growth, after-school science club*

***Data to monitor goal:** MAP assessment trimesterly*

***Resources:** parent volunteers for science club, Compass Learning*

Educationally Disadvantaged Student Goals:

75% of the students will achieve proficiency or higher on the ELA portion of the CST.

75% of the students will achieve proficiency or higher on the Math portion of the CST.

Actions/Strategies: *Avenues instruction at primary grades, small group and individual support by impact teachers, after-school homework club*

Data to monitor goal: *MAP assessment trimesterly*

Resources: *Small-group instruction and support by two impact teachers, Compass Learning*

Capacity Builders to Support Attainment of Goals, Focused on Rigor, Relevance and Relationships

Professional Learning and Collaboration to Build Student Capacity

Grade-level meetings with principal a minimum of five times during the school year to address individual student progress, curriculum alignment, and technology

Guest speakers at staff meetings to share updates on EL Learners, and technology

Vertical team meetings a minimum of two times per year to discuss nuances of transitions from one grade to the next, and standards where there are gaps in student achievement

Parent Engagement to Support Student Learning

More information included in weekly Connect-Ed messages

Book study for parents on "Parenting With Love and Logic"

Parent nights scheduled: MAP assessment, Compass Learning, Science Night, International Night, Art Night, Bullying 101

Close articulation with PTA, Foundation, and School Site Council

Student Engagement for Partnerships in Learning

Goal setting with all students; progress monitoring

Student council involvement in weekly Friday Flag assemblies

Grade-level assemblies for Too Good for Drugs and Bullying

Compass Learning

SRI/Reading Counts

MAP assessment and progress monitoring

KINDERGARTEN

Our **goals** for this year:

- **Goal #1 –Reading** By June 2012, 85% of our students will be able to demonstrate development of phonemic awareness and sight word recognition appropriate to Kindergarten standards.
- **Goal #2 – Writing** By June 2012, 85% of our students will be able to phonetically write words with beginning, medial and ending sounds appropriate to Kindergarten standards.

Our **grade level targets** for Spring, 2012 are:

ASSESSMENT	Target	All
Letter Recognition	50/54 letters	90%
Sound/Symbol Association	21/26 sounds	85%
Running Records	level 4	85%
HM/District Sight Words	19/20 words	85%
Dictated Sentence	17/20 phonemes	85%

How will we **assess** the students in these areas?

- Letter Recognition – 54 letters (a, g included)
- Sound/Symbol Association – recognition of letters and sounds they produce
- D.R.A Running Records
- HM/District Sight Words – PUSD No Excuses Words
- Dictated Sentence – beginning/medial/ending sounds (PUSD Assessment)

Our **core instructional agreements**:

- Leveled reading instruction – based on individual student RR assessments
- HM Themes – adjusted scope/sequence of when they are taught (whole group); but the same themes are taught across the grade level
- Shared reading – HM Big Books; Folk Tales; Fairy Tales
- Core Literature books – comprehension instruction (based on HM skills/strategies)
- Phonemic Awareness instruction – daily activities from HM; Marilyn Adams resource
- Phonics instruction – daily activities from HM and language journals
- Poetry notebooks – practice in ELA - songs, poems, sight words
- Goal setting for each child
- Opportunities for oral language development
- Handwriting - HM curriculum; fine motor development activities
- Writer's Workshop - directed writing lessons from Lucy Calkins & Write Source materials
- Compass Learning

Our **core instructional agreements** for students not meeting standards:

- IMPACT support
- HM Phonics Centers
- HM Student Workbooks
- Avenues Class Chants and lessons
- Small group instructional time with teacher (some one-on-one support)
- More checking for understanding – follow-up questions to determine comprehension of text read by child and/or read to child
- Teacher collaboration to generate ideas/supports for our “bubbles”
- Frequent, specific communication to parents as it relates to how to support students at home
- SST process to generate ideas to meet students diverse needs
- Work collaboratively with SPED staff as appropriate to help students meet IEP goals

Our **professional learning**:

- Peer Visits - observation of colleagues (inside/outside of our school)
- Continue professional/personal support of team members
- Training on ELD strategies
- TLC's -Learning Point, Teach Like a Champion and Teaching with Love and Logic

FIRST GRADE

Our **goals** for this year:

- **Goal #1 –Reading** By June 2012, 80 % of our students will be advance or proficient, based on MAP assessment and grade level standards
- **Goal #2 – Math** By June 2012, 75 % of our students will be advanced or proficient, based on MAP assessment and grade level standards

Our **grade level targets** for Spring, 2012 are:

ASSESSMENT	Target
Running Record	20
MAP: Reading / Math	175/182
Math Expressions	Unit test 18/20
1 st Grade Cumulative	15/20
Writing Assessments, 3x year	3 or above

How will we **assess** the students in these areas?

- Sight words
- Emergent level sentence dictation
- Spelling Inventory
- No Excuse words
- MAP assessment three times per year
- Dibels

Our **core instructional agreements**:

- Leveled reading instruction – based on individual student RR assessments
- HM Themes – adjusted scope/sequence of when they are taught (whole group); but the same themes are taught across the grade level
- Core Literature books – comprehension instruction (based on HM skills/strategies)
- Word Journal – practice in ELA - songs, poems, sight words, letters/sounds, writing
- Goal setting for each child
- Fine motor development activities
- Writer’s Workshop - directed writing lessons from Lucy Calkins & Write Source materials
- Open Court Sequential Phonics instruction

Our **core instructional agreements** for students not meeting standards:

- IMPACT support

- Oasis Tutors
- HM Student Workbooks
- Avenues Class Chants and lessons
- Small group instructional time with teacher (some one-on-one support)
- More checking for understanding – follow-up questions to determine comprehension of text read by child and/or read to child
- Teacher collaboration to generate ideas/supports for our struggling readers
- Frequent, specific communication to parents as it relates to how to support students at home
- SST process to generate ideas to meet students diverse needs
- Work collaboratively with SPED staff as appropriate to help students meet IEP goals

Our professional learning:

- Peer Visits - observation of colleagues (inside/outside of our school)
- Continue professional/personal support of team members
- Training on ELD strategies
- TLC's – Compass Learning; Learning Point, Discovery Education

SECOND GRADE

Our **goals** for this year:

- **Goal #1 –Math** By June 2012, 85% of our students will be proficient or advanced in math on the MAP assessment
- **Goal #2 –Reading** By June 2012, 85 % of our students will be proficient or advanced in reading on the MAP assessment.

Our **grade level targets** for Spring, 2012 are:

ASSESSMENT	Target
MAP – Math	85%
MAP=Reading	85%

How will we **assess** the students in these areas?

MAP assessment

HM unit tests

SRI

Compass Learning

Reading Counts

Our **core instructional agreements**:

Math

- Goal setting for each student
- Math Expressions curriculum
- Spiraled review weekly
- Computation timed tests
- Supplement some lessons with California Math
- Compass Learning: whole class instruction and student assignments
- Brain Pop

Our **core instructional agreements** for students not meeting standards:

Reading

- Goal setting for each student
- Houghton Mifflin curriculum
- Guided Reading groups
- Phonics instruction based on Spelling Inventory Assessment
- Reading Counts
- Compass Learning; whole class instruction and student assignments

- Daily Language Review
- Mountain Language

Our professional learning:

- Continue professional/personal support of team members
- Training on ELD strategies – 9/26/11
- TLC's – Compass Learning

THIRD GRADE

Our goals for this year:

- **Goal #1 – Reading** By June 2012, 70% of our students will be proficient or advanced; currently 32% are proficient or advanced.
- **Goal #2 -Math** By June 2012, 70% of our students will be proficient or advanced; currently 32% are proficient or advanced.

Our grade level targets for Spring, 2012 are:

ASSESSMENT	Target
Reading	205
Math	206
Language	207

How will we assess the students in these areas?

- SRI monthly
- Reading Counts
- Reading Olympics
- MAP
- HM theme tests in reading

- HM unit tests in math
- Compass Learning

Our core instructional agreements:

- Leveled reading instruction – based on individual student IRI assessments
- HM Themes – adjusted scope/sequence of when they are taught (whole group); but the same themes are taught across the grade level
- Core Literature books – comprehension instruction (based on HM skills/strategies)
- Goal setting for each child
- Handwriting - HM curriculum
- Writer's Workshop - directed writing lessons

Our core instructional agreements for students not meeting standards:

- IMPACT support
- HM Student Workbooks
- Avenues instruction
- Small group instructional time with teacher (one-on-one support)
- More checking for understanding – follow-up questions to determine comprehension of text read by child and/or read to child
- Teacher collaboration to generate ideas/supports
- Frequent, specific communication to parents as it relates to how to support students at home
- SST process to generate ideas to meet students diverse needs
- Work collaboratively with SPED staff as appropriate to help students meet IEP goals

Our professional learning:

- Continue professional/personal support of team members
- Training on ELD strategies
- TLC's – Compass Learning

FOURTH GRADE

Our **goals** for this year:

- **Goal #1 – Math** By June 2012, 67% of our students will be proficient or greater. Reflects moving 18 students from basic and below to proficient.
- **Goal #2 – Reading** By June 2012, 70% of our students will reach proficient or greater. Reflects moving 18 students from basic and below to proficient.

Our **grade level targets** for Spring, 2012 are:

ASSESSMENT	Target
MAP Reading	211
MAP Math	215

How will we **assess** the students in these areas?

- Unit pretests / post tests
- Daily check for understanding demonstrated on class work / homework
- Reading Counts tests
- Unit Comprehension – Houghton Mifflin
- SRI, IRI
- Compass Learning

- MAP assessment

Our core instructional agreements:

- Leveled reading instruction – based on individual student IRI assessments
- HM Themes – adjusted scope/sequence of when they are taught (whole group); but the same themes are taught across the grade level
- Core Literature books – comprehension instruction (based on HM skills/strategies)
- Goal setting for each child
- Handwriting - HM curriculum; cursive practice
- Writer’s Workshop - directed writing lessons from Lucy Calkins & Write Source materials

Our core instructional agreements for students not meeting standards:

- IMPACT support
- HM Student Workbooks
- Small group or individual instructional time with teacher
- More checking for understanding – follow-up questions to determine comprehension of text read by child and/or read to child
- Teacher collaboration to generate ideas/supports
- Frequent, specific communication to parents as it relates to how to support students at home
- SST process to generate ideas to meet students diverse needs
- Work collaboratively with SPED staff as appropriate to help students meet IEP goals

Our professional learning:

- Peer Visits - observation of colleagues
- Continue professional/personal support of team members
- Training on ELD strategies
- TLC’s – Compass Learning

FIFTH GRADE

Our **goals** for this year:

- **Goal #1 –Math** By June 2012, 75% of our students will be advanced or proficient on the MAP assessment.
- **Goal #2 –Reading** By June 2012, 80 % of our students will be advanced or proficient on the MAP assessment.

Our **grade level targets** for Spring, 2012 are:

ASSESSMENT	Target
MAP Reading	216
MAP Math	224

How will we **assess** the students in these areas?

- MAP
- HM Theme skills test
- Reading Counts / Scholastic Reading Inventory
- Compass Learning
- Brain Pop quizzes
- Discovery Education quizzes

Our core instructional agreements:

- HM Themes – adjusted scope/sequence of when they are taught (whole group); but the same themes are taught across the grade level
- Core Literature books – comprehension instruction (based on HM skills/strategies)
- Goal setting for each child
- Writer’s Workshop - directed writing lessons Write Source materials

Our core instructional agreements for students not meeting standards:

- IMPACT support
- HM Student Workbooks
- Small group instructional time with teacher
- More checking for understanding – follow-up questions to determine comprehension of text read by child and/or read to child
- Teacher collaboration to generate ideas/supports
- Frequent, specific communication to parents as it relates to how to support students at home
- SST process to generate ideas to meet students diverse needs
- Work collaboratively with SPED staff as appropriate to help students meet IEP goals

Our professional learning:

- Peer Visits - observation of colleagues
- Continue professional/personal support of team members
- Training on ELD strategies
- TLC’s – Compass Learning