

**Tierra Bonita 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**

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The district vision of “College Readiness for all – Gateway to our Students’ Future” and our school’s aligned mission provide the foundation for the direction of our site efforts. At Tierra Bonita, we take seriously the vision of ensuring that our students leave elementary school with the necessary skills that will ensure their success in middle and high school and beyond. Through rigorous instruction, relevant content, powerful relationships and the investment of all stakeholders. Tierra Bonita students will develop attitudes, skills and knowledge essential to their future success in school and in a global society.

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

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Our school is focused on the future success of all students in school and society so that they may accomplish their most daring dreams. In partnership with our parent community, we look forward to meeting this challenge through implementation of the following:

A balanced instructional program which promotes literacy for all students

Utilization of a variety of assessment practices to determine instructional direction

Integration of Language Arts strands (Reading, Writing, Listening, Speaking) throughout all areas of the curriculum

Acquisition of a broad range of technological resources used to support student learning across the curriculum

### **Capacity Building**

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Staff development is essential in building the capacity of our organization to focus on rigor, relevance and relationships to promote continuous growth, staff decision-making, effective use of resources, a safe, orderly and attractive environment, and a mutual respect for colleagues, their diversity and contributions. Through a caring and competent staff comes a desire of our students to seek learning, build mutual respect and personal worth. We will provide an integrated, comprehensive curriculum for K-5 students utilizing a wide variety of learning strategies. The future success of each student will be based upon their acquired knowledge of cooperation, communication, critical thinking and problem solving in order to provide a challenging educational experience for all students.

### **Multiple Pathways**

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Meeting students at their point of need is essential to ensure student success. At TBES we pride ourselves on the ability to differentiate instruction to meet the variety of learning styles and needs of our students. We continue to place our energy and efforts on differentiation and personalization of learning by ensuring every student has the opportunity to learn at the highest level. We will ensure that each student, to the best of his or her ability, will master the knowledge and develop the skills and attitudes essential for success in school and in a diverse society. Tierra Bonita is introducing current technology to individualize learning, improve efficiency of teacher instructional time and to increase student ownership and participation in the learning process.

## Organizational Support Systems

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***We are committed to promoting student learning through partnerships that:***

- Involves parents in their child's education
- Fosters shared responsibility among students, parents, staff and community
- Links families with school and community resources
- Encourages broad-based representation in the decision-making process

***We are committed to selecting, developing and supporting the best possible staff that:***

- Understands and contributes to the learning process
- Cares about students
- Performs at a high level
- Respects and supports others
- Acts in an ethical manner
- Seeks improvement through continuous learning
- Communicates appropriately and effectively
- Values the uniqueness of each individual.

***We are committed to providing and maintaining a safe, orderly, and attractive environment that promotes productivity and stimulates learning.***

***We are committed to aggressively seeking and to creatively and effectively managing our resources. These include students, community, finances, technology, time, facilities and other physical resources.***

Learning doesn't happen in isolation, but as a result of all stakeholders working together holding one vision – the education of all our students.

## **II. ASSESSMENTS, EVALUATION, AND ANALYSIS OF STUDENT LEARNING**

### **II.A. SITE ASSESSMENT PLAN**

#### **DISTRICTWIDE (REQUIRED) ASSESSMENTS/REPORTS**

<b>ASSESSMENTS</b>	<b>TYPE</b>	<b>PURPOSE</b>	<b>WHO</b>	<b>WHEN</b>	<b>USES</b>
<b>CST / CMA / CAPA</b>	<b>Criterion-reference tests</b>	<b>Assess achievement of state standards</b>	<b>Grades2-11</b>	<b>Spring</b>	<b>Compares student achievement to state/district expectations. Identifies areas of strength and weakness. Useful for targeting instruction.</b>
<b>CELDT</b>	<b>Criterion-reference test</b>	<b>Measure level of achievement in English</b>	<b>All ELL students</b>	<b>Fall</b>	<b>Measure ELD levels, plan programs and measure annual growth. Used to redesignate students</b>
<b>API</b>	<b>Composite score</b>	<b>Used to determine overall program effectiveness</b>	<b>Schools, subgroups</b>	<b>Reported annually, in Spring</b>	<b>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.</b>
<b>AYP</b>	<b>Composite score</b>	<b>Used to determine overall program effectiveness</b>	<b>Schools, subgroups</b>	<b>Reported, annually, in Fall</b>	<b>Used by state and District as an index of overall academic performance based upon the results of the STAR</b>
<b>MAP</b>	<b>Criterion-reference</b>	<b>Assess individual or group progress, and show growth over multiple administrations</b>	<b>Grades 2-8</b>	<b>Up to 3 times per year, as needed</b>	<b>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</b>
<b>CAHSEE</b>	<b>Criterion-reference</b>	<b>Required to receive HS diploma</b>	<b>Grades 10-12, until passed</b>	<b>Fall, Spring</b>	<b>Used to ensure that all high school graduates meet a minimum level of proficiency in ELA and Math</b>
<b>State Fitness Testing</b>	<b>Performance</b>	<b>Compare fitness levels of students</b>	<b>All students, Grade 5, 7, 9</b>	<b>Spring</b>	<b>Useful to identify program strengths and weaknesses</b>

## SITE-SPECIFIC (OPTIONAL) ASSESSMENTS/REPORTS

STUDENT PERFORMANCE ASSESSMENTS	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
MAP Testing	Criterion-referenced/computer adaptive	Assess individual or group achievement of standards and show growth over multiple years	All students in grades K-5	Fall, Winter, and Spring	Measure and report student growth. Results provide sub scores that help teachers analyze strengths and weaknesses within the areas of reading, mathematics, and language usage.
Running Records	Individual performance/assessment	Diagnostic	All students in grades K-3	Trimesterly or more frequently if indicated	A tool for scoring, coding and analyzing a child's precise reading behaviors.
Individual Reading Inventory (IRI)	Individual performance assessment	Diagnostic	All students reading at grade level 3 or higher	Trimesterly or more frequently if indicated	Used by teachers to diagnose student skills, plan subsequent instruction and placement, and to monitor student progress.
District Writing Prompts	On-demand, first-draft writing. Individual performance indicator.	Diagnostic and/or achievement	All grade levels	At least two times/year or more frequently as needed.	Students write to a prompt. Teachers score using PUSD rubric. Used to evaluate student writing skills, diagnose and prescribe and measure growth over time.
Alphabet Knowledge	on-demand performance tasks	Diagnostic	Any pre- or early reader	At least two times/year or more frequently as needed	To assess early reading skills, letter names, shapes, and directionality.
Phonics Skills	On-demand performance tasks	Diagnostic	Any pre- or early reader	At least two times/year or more frequently as needed	To assess sound/symbol relationships and the composition of written words
Phonetic Spelling Inventory	On-demand performance tasks	Diagnostic	All students grades 1-5	Fall, winter, and spring or more frequently as necessary	Designed to assess the word knowledge students bring to the tasks of reading and spelling. There are 4 inventories, Levels I-IV.
Accelerated Reader	Individual Performance assessment	Diagnostic	Available to all students, grades 1-5	Ongoing - based on the completion of books	Used to assess reading comprehension
Reading Fluency	On-demand performance task	Diagnostic	All students K-3 and 4-5 as needed	Monthly	Assesses fluency rate, accuracy and prosody in reading
Retelling	On-demand performance task	Diagnostic	Grades K-2	Bi-Monthly	This assessment affords the teacher an opportunity to check student's comprehension as well as the strategies they employ in comprehending print
Concepts About Print	On-demand performance task	Diagnostic	Kindergarten	Monthly	This information provides information regarding students' book sense and beginning reading knowledge.
Phonemic Awareness	On-demand performance task	Diagnostic	Kindergarten	Monthly	This assesses knowledge of letter sounds, rhyming, syllables, initial and final sounds in words.
Word Recognition	On-demand performance task	Diagnostic	Grades K-1	Bi-Monthly	This assesses the knowledge that students have of high frequency words
Lexile SRI	On-demand performance task Computer	Diagnostic	Grades 1-5	Bi-Monthly	This assesses student's reading comprehension in association with the Lexile standards
Math Problem Solving	On-demand performance task	Diagnostic	Grades K-5	Weekly	This assesses a students' reasoning skills and ability to use math strategies to solve real life problems.

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	2-5	Posted annually in the fall	Used by state and district as an index of overall academic performance based upon the results of the CST (STAR)
AYP	Composite score	Used to determine overall program effectiveness	2-5	Posted annually - in the fall	Used by state and district as an index of overall academic performance based upon the results of the CST (STAR)
Discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Principal/staff	As needed/annually	Determine frequency of individual student incidences and show patterns of disruptions.
Attendance	Audit	Determine attendance patterns	Principal/staff	Monitored on an ongoing basis	Disaggregating of student attendance data is done annually and used for program evaluation.
Progress Reports	Individual performance assessment	To assess individual student performance using standards	All students grades K-5	Trimester	Provide timely feedback to students/parents regarding progress on academic standards. Grades can be collected and evaluated to determine trends.
Midyear Administrative survey	Questionnaire	Feedback on principal effectiveness	Staff	Annually	This survey helps to evaluate the principal and provide midyear feedback in setting personal goals.
Parent surveys	Questionnaire	Feedback on school-wide effectiveness	Parents/guardians	Annually	Evaluates school-wide program effectiveness and parent satisfaction
Staff surveys	Questionnaire	Feedback from staff on school-wide effectiveness	Teachers	Annually	This survey helps to evaluate school processes and principal effectiveness. Used to set personal or school-wide goals and targets.
PTA Survey	Questionnaire	Get feedback on PTA programs and events	Parents/guardians	Annually	Evaluates parent participation and attitudes regarding selected school events.
Leadership Transition	Questionnaire	Identify faculty and staff concerns, and values for the purpose of creating a positive leadership transition.	Whole Staff	Annually	Evaluates staff perception, and goals relating to student achievement.
Team Leader/Leadership Team Meeting	Shared Decision Making Process	To create an environment of shared decision making in response to communication and decision making goals.	Whole Staff	Monthly	Evaluate goals identified by the leadership transition survey.

**II.B. DATA REPORTS**

## II.B. DATA REPORTS

### School and District Information

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

School Information		District Information	
<b>School Name</b>	Tierra Bonita Elementary School	<b>District Name</b>	Poway Unified
<b>Principal</b>	Joseph Erpelding	<b>Superintendent</b>	John P. Collins, Ed.D
<b>Street</b>	14678 Tierra Bonita Rd.	<b>Street</b>	15250 Avenue of Science
<b>City, State, Zip</b>	Poway, CA 92064-3090	<b>City, State, Zip</b>	San Diego, CA 92128-3406
<b>Phone Number</b>	858-748-8540	<b>Phone Number</b>	858-521-2800
<b>FAX Number</b>	858-748-8864	<b>FAX Number</b>	858-485-1322
<b>Web Site</b>	www.tbes.org	<b>Web Site</b>	www.powayusd.com
<b>E-mail Address</b>	jerpelding@powayusd.com	<b>E-mail Address</b>	elehew@powayusd.com
<b>CDS Code</b>	37682966095053	<b>SARC Contact</b>	Eric Lehew

## II.B. DATA REPORTS

Tierra Bonita Elementary School

Demographic Summary  
for 2011-12 School Year

**Address:** 14678 Tierra Bonita Rd.  
Poway, CA 92064-3090

**Principal:** Joseph Erpelding

**Year of Construction:** 1976

### Current Enrollment:

Numbers reflect enrollment totals as of October 18, 2011.

Kg	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Special Day Class
69	64	53	82	82	86	30

### Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
503	474	466

### Student Demographics:

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
5%	1%	10%	2%	79%	4%

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

Limited English	Free/Reduced Lunch
9%	9%

### Staff Demographics

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
0%	0%	0%	0%	94%	6%

**Percent Fully Credentialed: 100%**

**District Accountability Report  
Adequate Yearly Progress (AYP)  
Spring 2011  
Tierra Bonita 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
<b>Schoolwide</b>	<b>346</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>77</b>	<b>80</b>	<b>79</b>	<b>78</b>	<b>82</b>	<b>84</b>	<b>883</b>	<b>907</b>	<b>910</b>	<b>Y</b>	
African American	6	100	100	100	100	100	100											
<b>American Indian</b>	<b>1</b>	<b>100</b>		<b>100</b>	<b>100</b>		<b>100</b>											
Asian	24	100	100	100	100	100	100	95	90	83	95	100	96			941		
Filipino	7	100	100	100	100	100	100											
Hispanic	29	100	100	100	100	100	100	68	72	76	73	69	83			898		
Pacific Islander	2		100	100		100	100											
White	277	100	100	100	100	100	100	76	79	80	78	82	84	882	908	914		
English Learner	32	100	100	100	100	100	100	65	67	72	68	73	88			887		
Low Socio-Economic	30	100	100	100	100	100	100	50	49	63	52	54	67			845		
Special Ed	64	100	100	100	100	100	100	51	56	59	54	64	67	726	778	816		

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



**Tierra Bonita 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	94	73	86	81	102	101	82	87	97	110	98	96	95	103	104	94
Total % Proficient and Advanced	76	79	84	83	66	64	67	72	74	85	82	80	83	77	83	82
% Advanced	50	37	45	41	26	36	28	37	47	57	59	58	46	50	60	55
% Proficient	26	42	38	42	39	29	39	36	27	28	22	22	37	27	23	27
% Basic	18	12	15	16	22	24	27	25	21	6	12	17	11	17	10	13
% Below Basic	4	5	0	1	10	7	4	2	5	6	6	2	5	6	7	5
% Far Below Basic	2	3	1	0	3	5	2	0	0	2	0	1	1	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



**Tierra Bonita 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	95	73	86	81	100	101	82	87	98	110	98	96	96	103	104	94
<b>Total % Proficient and Advanced</b>	<b>82</b>	<b>79</b>	<b>85</b>	<b>91</b>	<b>69</b>	<b>82</b>	<b>88</b>	<b>86</b>	<b>69</b>	<b>81</b>	<b>80</b>	<b>80</b>	<b>73</b>	<b>70</b>	<b>76</b>	<b>81</b>
% Advanced	45	49	49	57	42	52	71	54	34	46	50	60	40	29	38	50
% Proficient	37	30	36	35	27	30	17	32	36	35	30	20	33	41	38	31
% Basic	12	15	10	9	22	15	7	10	19	11	13	9	17	13	14	13
% Below Basic	4	5	5	0	7	3	5	3	11	7	7	10	7	15	7	4
% Far Below Basic	2	0	0	0	2	0	0	0	0	1	0	0	3	3	3	2

\* include all students

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



**Tierra Bonita 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**

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To open District table click on + sign	Grade 5			
	2008	2009	2010	2011
Number Tested	94	103	104	94
<b>Total % Proficient and Advanced</b>	<b>78</b>	<b>67</b>	<b>83</b>	<b>71</b>
% Advanced	27	27	47	31
% Proficient	51	40	36	40
% Basic	17	26	12	22
% Below Basic	4	6	6	6
% Far Below Basic	1	1	0	0

\* include all students

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

**Tierra Bonita Elementary**

**School Year: 2010-2011**

**Grade 2**

**MAP Term: Spring**

**Reading**

**Growth Targets**

**Tierra Bonita Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
60	33

**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	181	354	181	179	180	183		
Winter	193	509	193	190	194	194		
Spring	196	555	196	195	197	196		
<b>Growth</b>	<b>15</b>	<b>201</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>13</b>		

**Language Usage**

**Growth Targets**

**Tierra Bonita Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
65	38

**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	185	184	182	185	187			
Winter	195	194	196	195	196			
Spring	200	199	198	202	203			
<b>Growth</b>	<b>15</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>16</b>			

**Mathematics**

**Growth Targets**

**Tierra Bonita Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
53	22

**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	185	183	183	184	186	187	184	
Winter	193	190	191	195	194	193	192	
Spring	197	194	195	199	200	198	197	
<b>Growth</b>	<b>12</b>	<b>11</b>	<b>12</b>	<b>15</b>	<b>14</b>	<b>11</b>	<b>13</b>	

**Tierra Bonita Elementary**

**School Year: 2010-2011**

**Grade 3**

**MAP Term: Spring**

**Reading**

**Growth Targets**

**Tierra Bonita Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
70	43

**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	195	573	195	194	195	196		
Winter	203	677	203	202	203	205		
Spring	208	744	205	207	209	210		
<b>Growth</b>	<b>13</b>	<b>171</b>	<b>10</b>	<b>13</b>	<b>14</b>	<b>14</b>		

**Language Usage**

**Growth Targets**

**Tierra Bonita Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
72	40

**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	199	198	198	200	199			
Winter	205	204	206	206	206			
Spring	210	209	209	210	211			
<b>Growth</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>10</b>	<b>12</b>			

**Mathematics**

**Growth Targets**

**Tierra Bonita Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
67	36

**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	199	197	200	199	200	200	198	
Winter	204	202	206	204	203	204	204	
Spring	211	209	214	211	214	208	210	
<b>Growth</b>	<b>12</b>	<b>12</b>	<b>14</b>	<b>12</b>	<b>14</b>	<b>8</b>	<b>12</b>	

**Tierra Bonita Elementary**

**School Year: 2010-2011**

**Grade 4**

**MAP Term: Spring**

**Reading**

**Growth Targets**

**Tierra Bonita Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
63	45

**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	203	706	203	202	205	204		
Winter	208	785	209	207	208	209		
Spring	210	844	210	210	210	211		
<b>Growth</b>	<b>7</b>	<b>138</b>	<b>7</b>	<b>8</b>	<b>5</b>	<b>7</b>		

**Language Usage**

**Growth Targets**

**Tierra Bonita Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
64	47

**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	206	206	204	206	207			
Winter	210	210	209	209	211			
Spring	214	213	214	214	214			
<b>Growth</b>	<b>8</b>	<b>7</b>	<b>10</b>	<b>8</b>	<b>7</b>			

**Mathematics**

**Growth Targets**

**Tierra Bonita Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
68	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	209	206	212	209	212	208	208	
Winter	215	213	220	213	218	212	213	
Spring	220	219	222	220	223	219	218	
<b>Growth</b>	<b>11</b>	<b>13</b>	<b>10</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>10</b>	

**Tierra Bonita Elementary**

**School Year: 2010-2011**

**Grade 5**

**MAP Term: Spring**

**Reading**

**Growth Targets**

**Tierra Bonita Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
73	56

**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	210	836	210	208	211	212		
Winter	215	905	215	214	214	217		
Spring	218	940	218	217	217	218		
<b>Growth</b>	<b>8</b>	<b>104</b>	<b>8</b>	<b>9</b>	<b>6</b>	<b>6</b>		

**Language Usage**

**Growth Targets**

**Tierra Bonita Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
74	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	211	210	210	212	211			
Winter	214	214	213	215	213			
Spring	217	216	217	218	217			
<b>Growth</b>	<b>6</b>	<b>6</b>	<b>7</b>	<b>6</b>	<b>6</b>			

Mathematics

Growth Targets

**Tierra Bonita Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
79	58

**District**

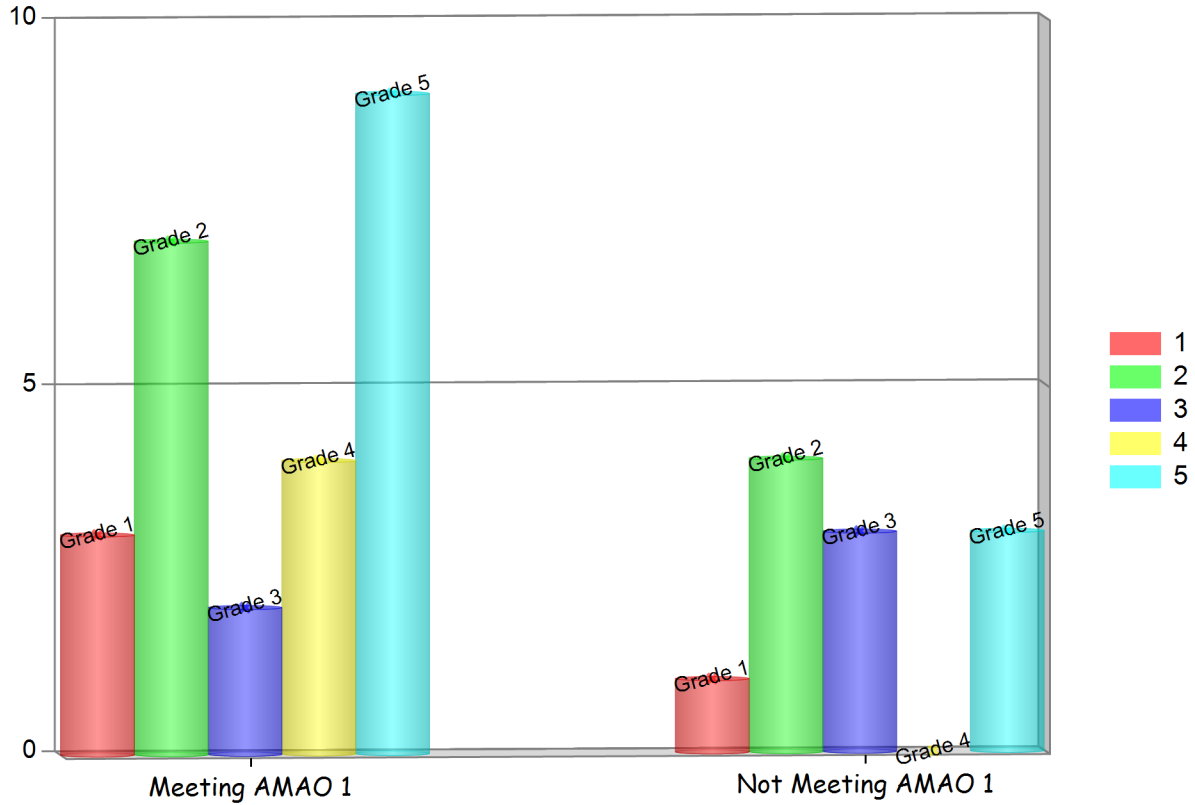
% Meeting Typical Growth	% Meeting Optimal Growth
73	50

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	216	214	220	215	216	216	216	
Winter	222	222	227	221	222	220	221	
Spring	228	228	231	228	227	228	225	
<b>Growth</b>	<b>12</b>	<b>14</b>	<b>11</b>	<b>13</b>	<b>11</b>	<b>12</b>	<b>9</b>	

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



<b>Grade</b>	<b>Meeting AMAO 1</b>	<b>Not Meeting AMAO 1</b>
1	3	1
2	7	4
3	2	3
4	4	0
5	9	3

## 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	41.3	41.7	41.1	49.4	54.3	44.7	29.1	32.3	26.1
2010	5	56.9	72.1	45.8	52.0	57.5	47.1	29.0	32.2	25.9
2011	5	26.9	23.3	30	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
<b>Overall School-Wide SMART Goal</b>	By June of 2011, 85% of Tierra Bonita students will be proficient or advanced on the English Language Arts and Math section of the CST.	[ ]	[X]	79% of our students were Prof/Adv in ELA with 84% Prof/Adv in Math.	While we have yet to make our school-wide goal of reaching 85% proficiency in Language Arts and Mathematics on the CST, we have seen positive growth from our baseline when this goal was implemented two years ago. In 2007, our CST proficiency in ELA was 75%. Our upward trend is showing potential towards meeting our goal.
<b>English Learners (required)</b>	By June of 2011, Tierra Bonita ELL students will grow 3% more than all other subgroup on the English Language Arts and Math section of the CST.	[X]	[ ]	Our ELL students saw a 5% gain in ELA as compared to our school-wide drop of 1% as well as achieving a 15% gain in math as compared to our school-wide growth of 2%.	We saw an acceleration of results for our ELL students because of our efforts with small group instruction and integration of technology products to help better differentiate learning.
<b>Students with Disabilities (required)</b>	By June of 2011, 85% of Tierra Bonita students with disabilities will achieve their expected growth target in the Reading section of MAPs.	[X]	[ ]	50% of 5th graders, 44% of 4th graders, 50% of 3rd graders and 50% of 2nd graders achieved expected growth in MAP.	While half of the students didn't meet their expected growth target, the average growth from fall to spring for our students with disabilities was 14 RIT points.  One lesson learned with computer adaptive test and SPED is that this technology facilitates easy skipping of test questions and random guessing. Results increased when appropriate modifications to the testing environment were made (example - small and individual group testing).

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
<b>GATE (required)</b>	By June of 2011, 70% of Tierra Bonita GATE students will achieve their optimal growth target in MAPs.	[ ]	[X]	Optimal Growth Target in Reading (GATE): 56% in 5th, 67% in 4th, 56% in 3rd grade.  Optimal Growth Target in Math (GATE): 89% in 5th, 42% in 4th, 44% in 3rd grade.	In analyzing our GATE students in fifth grade, it was noticed that these students had specific targeted pullout instruction and technology differentiation. In reading students had access to higher level thinking activities with Jr. Great Books. In mathematics they were targeted with a computer adaptive program called ALEKS.
<b>Additional goal(s) (optional)</b>	By June of 2010, Tierra Bonita parents will have volunteered 8,950 hours for an average of 25 hours per family.	[X]	[ ]	Over 9,000 volunteer hours logged.	The proactive push by both SSC and PTA along with a computer monitoring system that tracks volunteer hours and an emphasis on the importance of volunteerism supported our success.

### **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

<b>Target Group</b>	<b>2011-12 SMART Goals</b>	<b>Actions/Strategies to Achieve Goals</b>	<b>Data to Monitor and Evaluate Progress</b>	<b>Resources</b>
<b>Schoolwide for all students</b>	By June of 2012, 85% of Tierra Bonita students will be proficient or advanced on the English Language Arts and Math section of the CST.			
<b><u>In addition to your schoolwide goals; include goals for critical groups</u></b>				
<b>English Learners</b>	By June of 2012, Tierra Bonita ELL students will move up one CELDT level.			
<b>GATE</b>	By June of 2012, 70% of Tierra Bonita GATE students will achieve their optimal growth target in MAPs.			
<b>Students with Disabilities</b>	By June of 2012, 80% of Tierra Bonita students with disabilities will achieve their expected growth target in the Reading section of MAPs.			

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

<b>Professional Learning and Collaboration to build staff capacity</b>	<b>Parent Engagement to support student learning</b>	<b>Student Engagement for partnership in learning</b>
Principal will designate time, funds and resources for grade level data analysis and intervention planning.	State of the school address to focus on learning goals and attendance.	Student goal setting with examples posted on our Web Site, goal setting ceremonies and goal progress tracking.
Principal will monitor student progress and collect data to be shared with grade level teams.	Parent education night on the new math program, how to interpret data and what does a RIT score mean.	Goal setting celebration assemblies, technology for learning, developing individualized learning paths
Plan technology in-services time and the implementation of interactive technology for student learning.	Hold coffee talks with the principal.	After school enrichment activities, student share learning projects at school-wide assemblies, goal setting and activity extensions.
Principal will allocate time, funds and resources for intervention support for ELL students.	Hold two parent education nights for our parents of ELL students with focus learning on interpreting the assessments and sharing literacy strategies.	Scientific method embedded in every hands-on lesson.
Principal will create collaborative opportunities for ELL coordinator and ELL aide to review student achievement data and plan/create instructional strategies that support the development of academic language.	State of the School Address two times per year, college awareness program, parent/teacher conferences, Dads organization for student enrichment.	Students achieving 75% of grade-level expectation in our computer adaptive program (ALEKS).
Progress towards literacy goals will be communicated at team, staff meetings, PTA, TBEF meetings, SSC and through the newsletter. Staff development will be fostered by the principal and teacher leaders. Professional articles will be identified and reproduced for staff to review at faculty meetings. Principal shall attend PTA, TBEF meetings and will hold a monthly coffee to inform stakeholders about our goals. Literacy strategies will be shared with parents.	GATE parent meetings and regular email updates by GATE coordinator.	
Principal will allocate time, funds, and resources for articulation between RSP, SDC, speech and general education teachers.	Back-To-School Nights and Open House.	
Principal will facilitate science lab integration through release time of teachers, coordination of parent volunteers for science lab lessons and summer work by teachers and parents to connect our science and art curriculum.	Parents supporting science curriculum.	
	Parents supporting Arts Attack to educate the whole child.	
	Parent support of small group instruction to include: Junior Great Books and Math Extension.	
4/5 Community	4/5 Community	4/5 Community

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

Students who attend preschool on our campus are assessed and the preschool works closely with the Kindergarten staff to ensure the best possible class placement for the following year. Each May, during kindergarten enrollment, every incoming Kindergarten student is provided an opportunity to be assessed by one of our Kinder teachers to better gauge their incoming skills and to utilize the data to develop appropriate class placements for all students. This assessment also helps to ease the transition for our youngest learners into a comprehensive elementary school. Summer "Kinder Play Dates" are held on campus to build the bridge between home and school.

5th grade students take a tour of Twin Peaks Middle School in May along with attending an assembly put on by the Twin Peaks counselors and 8th grade leaders who share a "Day-In-The-Life."

A transition meeting is held with our Resource Teacher and RSP personnel from Twin Peaks.

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

### Tierra Bonita School-wide Positive Discipline Plan

School-wide Behavior Expectations - The PUSD Core Value of a "Safe and Orderly Environment" is addressed by providing each student with clear expectations, consequences and rewards for appropriate behavior. Character Counts pillars are aligned with behavior expectations and students, staff and parents focus on positive values and behaviors for all stakeholders. A site Character Counts Committee, support from PTA (and a PTA Board position), and a Character Counts Ambassador position on our Student Council actively support Character Counts tenets.

Tierra Bonita has a long-established set of standards for behavior called the "Super Six". These six rules are taught to all students and are posted in each classroom and throughout the campus. The principal and teachers refer to these rules when there are behavior infractions. Clear behavior expectations are presented to both parents and students in their first day packets and the student handbook.

Courtesy, Respect, and Common Sense are the basis for the rules regarding student behavior at Tierra Bonita. In order to ensure a safe learning environment for all, students are expected to follow these 6 basic rules at all times:

Walk and work quietly.

Keep hands, feet, and objects to yourself.

Follow directions the first time.

Respect others regardless of race, creed, or color.

Use appropriate language.

Be in your designated area at the appropriate time.

#### Super 6 Reminder

Students receive a "Super 6 Reminder" for infractions

Infractions sent to office

Principal talks with student

Parents called

Student completes a Super 6 Reflection sheet

Student returned to class/follow-up with teacher

#### Cheetah Leader

Mystery staff member finds a student showing one of the six pillars of Character Counts (one student per day)

Student comes to office in the morning and says the morning announcements and leads the school in the Pledge of Allegiance

Student's picture is taken and placed on the principal's office wall and joins the exclusive "Wall of Fame."

Classroom Interventions - All teachers utilize both classroom and individualized positive behavior systems. These are based on current behavioral research and involve the teacher, student, and often follow through at home by the parent. When these classroom interventions are not sufficient, the student receives a written office referral which is then addressed by the principal.

Office Interventions - Office interventions begin with a written referral from a teacher or support staff member and include individual counseling and mediation by the principal. This intervention is followed by a consequence for the student and parent notification of the infraction.

Student Study Team - When behavior concerns are not sufficiently addressed through classroom or office interventions, a referral to the Student Study Team (SST) is initiated. The classroom teacher meets with fellow members of their grade level team prior to the SST to discuss and implement interventions. The SST then reviews all interventions and assessments and brainstorms classroom interventions for the teacher to try. Referrals can be made to the Student Services Program.

Programs and Assemblies - 1) "Too Good for Drugs" is provided for students in grades 1-5. PTA pays for assemblies with positive messages ("Character Rocks", "Stomp", Morris Brothers, and Red Ribbon Week activities).

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

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

<b>Program</b>	<b>Grade Level(s)</b>	<b>Minutes</b>
Too Good for Drugs	K-5	120
Character Counts	K-5	120

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

<b>STATE/FEDERAL PROGRAMS</b>	<b>SITE ALLOCATION (IF APPLICABLE)</b>
Title I	0
Title I Parent Involvement	0
ELAP: English Language Acquisition Program (Grades 4-8 only)	0
EIA-EL: Economic Impact Aid - English Learners	8,039
EIA-SCE: Economic Impact Aid - State Compensatory Education	4,923

**V.B. FUNDING AND GOVERNANCE - CENTRALIZED SERVICES**

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

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

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

**V.C. FUNDING AND GOVERNANCE - ASSURANCES AND SIGNATURES**

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy, school site bylaws, and state law.  
California Education Code specifies the composition of the School Site Council as follows:
  - At the elementary level: parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents.
  - At the secondary level: parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of students, and parents /other community members, selected by parents and students.
  - At both the elementary and secondary levels classroom teachers comprise the majority of persons represented under subdivision (a)
  - At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the SSC.
  - The means of selecting SSC members are not specified in law, except that members must be chosen by peers.
  - No additional membership qualifications may be required. Beyond the composition requirements stated above, no seat on the SSC may be reserved for any group or individual.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those Board Policies related to material changes in the school plan requiring board approval.
3. The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
4. This SPSA is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The SSC has participated in the development, implementation, and monitoring cycle of the SPSA by taking the following actions:
  - a. Measured the effectiveness of the improvement strategies at the school
  - b. Sought input from school advisory committees
  - c. Reaffirmed or revised school and subgroup goals
  - d. Revised improvement strategies and expenditures
  - e. Recommended the approved SPSA to the governing board
  - f. Monitored implementation of the SP
6. **The SSC has sought and considered all recommendations from the following groups:**

Advisory Committee	Chairperson / Representative Name	Signature	Date
English Learner	Gael Gilson	Original signature page on file at the district office.	
Special Education	Anne Van Bebber		
Title I (if applicable)			
Library	Barbara Hamilton		

### SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[X]	[ ]	[ ]	[ ]	[ ]	None	Joseph Erpelding		
[ ]	[ ]	[ ]	[X]	[ ]	June 2012	Liz Bodily-Williams	Original signature page on file at the district office.	
[ ]	[X]	[ ]	[ ]	[ ]	June 2012	Pamela Keyser		
[ ]	[X]	[ ]	[ ]	[ ]	June 2012	Carol Parkes		
[ ]	[ ]	[ ]	[X]	[ ]	June 2012	Scott Taylor		
[ ]	[ ]	[ ]	[X]	[ ]	June 2012	Laura Brown		
[ ]	[ ]	[ ]	[X]	[ ]	June 2012	John Carnaroli		
[ ]	[X]	[ ]	[ ]	[ ]	June 2012	Kate Simpson		
[ ]	[ ]	[ ]	[X]	[ ]	June 2012	Deanna Bernsen		
[ ]	[ ]	[X]	[ ]	[ ]	June 2012	Cheri Kellhofer		
<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>TOTALS (total of columns 1-3 must be equal to the total of columns 4 and 5)</b>			

**This SPSA was approved and adopted by the School Site Council on December 7, 2011.**

*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: Tierra Bonita Elementary School

PROGRAM: Economic Impact Aid - English Learners

RESOURCE NUMBER: 7091

2011 ENTITLEMENT: \$6,355

PLUS CARRYOVER: \$1,684

TOTAL SITE BUDGET: 8,039

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

**Budget Summary for  
Tierra Bonita Elementary School**

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
<b>1000 CERTIFICATED SALARIES</b>						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY						0
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
<b>2000 CLASSIFIED SALARIES</b>						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	\$7,039					7,039
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	<b>7,039</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7,039</b>
<b>3000 EMPLOYEE BENEFITS</b>						
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
<b>4000 BOOKS AND SUPPLIES</b>						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES	\$1,000					1,000
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	<b>1,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,000</b>
<b>5000 CONTRACTED SERVICES</b>						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
<b>6000 CAPITAL OUTLAY</b>						
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
<b>TOTAL SITE BUDGET:</b>	<b>8,039</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8,039</b>

**V.D. BUDGET DEVELOPMENT FORM**

SITE: Tierra Bonita Elementary School  
 PROGRAM: Economic Impact Aid - State Compensatory Education  
 RESOURCE NUMBER: 7090

**Budget Summary for  
 Tierra Bonita Elementary School**

2011 ENTITLEMENT:	<u>\$4,060</u>	\$PER STUDENT:	<u>                    </u>
PLUS CARRYOVER:	<u>\$863</u>	# OF STUDENTS:	<u>                    </u>
TOTAL SITE BUDGET:	<u>4,923</u>	TOTAL ENTITLEMENT:	<u>0</u>
		<b>BUDGETED EXPENDITURES</b>	

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
<b>1000 CERTIFICATED SALARIES</b>						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY						0
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
<b>2000 CLASSIFIED SALARIES</b>						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	4923					4,923
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	<b>4,923</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4,923</b>
<b>3000 EMPLOYEE BENEFITS</b>						
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
<b>4000 BOOKS AND SUPPLIES</b>						
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
<b>5000 CONTRACTED SERVICES</b>						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0
<b>6000 CAPITAL OUTLAY</b>						

<b>OBJECT</b>	<b>FUNCTION 1000 INSTRUCTIONAL</b>	<b>FUNCTION 2700 SCHOOL ADMIN</b>	<b>FUNCTION 3110 COUNSELING</b>	<b>FUNCTION</b>	<b>FUNCTION</b>	<b>GRAND TOTAL</b>
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
<b>TOTAL SITE BUDGET:</b>	<b>4,923</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4,923</b>

**VI. ADDENDUM (Optional)**

# Literacy Plan

2011-12 ~ November Update

## Kindergarten



*Grade level reading growth goal:* By June, 2012, 85% of students will be able to decode, recognize letters and sound associations as well as achieve a Running Record 6 or above.

Action Plan for Meeting Grade Level Growth Goal		
Fall	Winter	Spring
<ul style="list-style-type: none"> <li>• Begin guided reading groups (or read individually with students)</li> <li>• Letter / sound assessment</li> <li>• Have students make and read seasonal sight word books</li> <li>• Introduce and practice weekly letter / sound books and songs</li> <li>• Modeled writing / News</li> <li>• Shared reading</li> <li>• Begin 100 word lists (reading high frequency words)</li> <li>• Begin "Morning Read" with parents reading with students</li> <li>• Phonics instruction / activities</li> <li>• Directed writing with directed draw</li> <li>• Implement Learning Headquarters</li> <li>• Implement So Simple Sight Words</li> <li>• Assess reading through Running Records</li> <li>• Implement Compass Learning in literacy centers</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate phonic instruction / activities</li> <li>• Continue "Morning Read"</li> <li>• Continue reading groups / individual reading with students at their level</li> <li>• Assess reading with Running Records</li> <li>• Continue with 100 sight word lists as needed for students who are still working on them</li> <li>• Shared reading</li> <li>• Grade-level anchor paper selection</li> <li>• Implement Making Meaning Program to build literal and inferential comprehension</li> <li>• TeacherMates</li> </ul>	<ul style="list-style-type: none"> <li>• Writing collaboration</li> <li>• Guided writing / News</li> <li>• "Morning Read"</li> <li>• Guided reading groups / individual reading with students at their reading level</li> <li>• Assess reading</li> <li>• Grade-level anchor paper selection</li> <li>• Evaluate effectiveness of strategies and plan refinements</li> <li>• Review grade level goal area and determine highest need.</li> </ul> <p><u>Products</u></p> <ul style="list-style-type: none"> <li>✓ Morning read program log books</li> <li>✓ Materials shared at parent education nights</li> <li>✓ Guided reading logs</li> <li>✓ Expanded emergent reader library</li> <li>✓ Parent survey results</li> <li>✓ So Simple Sight Words</li> <li>✓ Making Meaning for Comprehension</li> <li>✓ Learning Headquarters Writing Curriculum</li> </ul>



## **Kindergarten Instructional Focus 2011-2012**



Our instructional focus is based on grade-level data reflection, instructional strategies and student monitoring of results. This work comes out of the team-level planning meetings and a collective passion to improve student performance.

### **Kindergarten**

***What instructional area is in need of attention based on your reflection of last year's results and the needs of your current students?***

While reviewing our second through fifth grade CST data, it was observed that reading comprehension was a school-wide area in need of instructional focus that could further be supported at the early primary level.

***What instructional change/focus is your team going to make?***

The Kindergarten team is going to begin incorporating a new program called Making Meaning into its oral reading program. The focus will be to strengthen our student's retelling, visualizing, inference making and summarizing skills. There will also be an increase in the frequency of writing to support story telling.

***How will your team monitor student progress to ensure your new instructional adaptations are making a difference?***

We will administer running records, keep anecdotal notes (pair/share, class discussions), monitor progress through Morning Read and teacher observation. We will monitor progress on Compass Learning and differentiate as needed.



# Literacy Plan

2011-12 ~ November Update

## First Grade

Grade level reading growth goal: By June, 2012, based on a teacher's administered running record, 85% of 1<sup>st</sup> graders will pass a minimum of level 18. We will support each student to grow approximately 14 reading levels over the course of the school year. We will focus on improving our students' comprehension. Based on the district writing rubric, 90% of students will achieve a score of 3 or higher.

### Action Plan for Meeting Grade Level Growth Goal

Fall	Winter	Spring
<ul style="list-style-type: none"> <li>• Guided Reading using the Houghton Mifflin phonics libraries and additional leveled books with individual and small groups</li> <li>• Review grade level goal area and determine highest need</li> <li>• Houghton Mifflin Anthology stories followed by lessons on word analysis, fluency, systematic vocabulary development, comprehension and literacy response and analysis, using HM Practice Book</li> <li>• Comprehension questioning strategies to improve critical thinking skills</li> <li>• Implement Making Meaning</li> <li>• 15 minutes of independent reading per day</li> <li>• Accelerated Reading &amp; Partner reading</li> <li>• Implement HM theme skills tests</li> <li>• DOL – Daily Oral Language – daily</li> <li>• Implement differentiated computer resources</li> <li>• Individual Learning Plan for each student</li> <li>• Implement Intervention teacher</li> <li>• Implement Houghton Mifflin Practice Books</li> <li>• Implement SRA Program</li> <li>• Lessons in writing to include nouns, verbs, complete sentences with correct punctuation.</li> <li>• Stories to have beginning, middle and end.</li> <li>• Administer On Demand Writing</li> <li>• Implement Compass Learning</li> <li>• Focus on conventions</li> <li>• Implement monthly on-demand writing</li> </ul>	<ul style="list-style-type: none"> <li>• Review Fall instruction/goals</li> <li>• Learning Headquarters Standards-Based Writing</li> <li>• Review Individual Learning Plan for each student</li> <li>• Review assessments</li> <li>• Collaborate on Winter writing prompt</li> <li>• Grade-level anchor paper selection</li> <li>• Continue progressing students in HM phonics readers/leveled readers</li> <li>• Continue to analyze writing journal for guiding instruction</li> <li>• Introduce long vowel sounds and sight words from HM spelling book.</li> <li>• Lesson in writing to include adjectives and voice</li> <li>• Continue to monitor for complete sentences with correct punctuation with stories having a beginning, middle and an end</li> <li>• Develop goals based on STAR and MAP results</li> <li>• Add skill target areas in Compass Learning based on assessment results</li> </ul>	<ul style="list-style-type: none"> <li>• Writing collaboration</li> <li>• Re-assess running record levels and analyze student growth</li> </ul> <p><u>Products</u></p> <ul style="list-style-type: none"> <li>✓ Grade level, class and individual focus areas</li> <li>✓ Student learning goals</li> <li>✓ Implement On Demand writing once a month for teacher analysis</li> <li>✓ Journal writing once a week</li> <li>✓ Guided writing daily</li> <li>✓ Practice basic writing skills daily for writing complete sentences, using proper capitalization and ending punctuation and spell short vowel sounds and sight words correctly</li> </ul> <p>Making Meaning for each 1<sup>st</sup> grade teacher to support our focus on comprehension.</p>



## **First Grade Instructional Focus 2011-2012**



Our instructional focus is based on grade-level data reflection, instructional strategies and student monitoring of results. This work comes out of the team-level planning meetings and a collective passion to improve student performance.

### **First Grade**

***What instructional area is in need of attention based on your reflection of last year's results and the needs of your current students?***

On the 2<sup>nd</sup> grade MAPs test results, we noticed that student scores were below proficiency for writing strategies and the skills needed for reading comprehension.

***What instructional change/focus is your team going to make?***

The first grade team will implement Making Meaning into our reading program to address student's retelling, visualizing, inference making and summarizing skills. The SRA reading kits will also be used to further focus on individualized reading comprehension skills. The team will also have the first grade students edit more authentic journal writing.

***How will your team monitor student progress to ensure your new instructional adaptations are making a difference?***

We will administer the Houghton Mifflin Language Arts unit tests to monitor reading comprehension, use teacher observation notes for Making Meaning progress, administer one SRA story once per month and test whole group for reading comprehension.

# Literacy Plan

2011-12 ~ November Update



## Second Grade

Grade level reading growth goal: By June, 2012, 85% of second grade students will achieve the level of proficient or advanced on the CST in ELA.

Action Plan for Meeting Grade Level Growth Goal		
Fall	Winter	Spring
<ul style="list-style-type: none"> <li>• Guided Reading groups</li> <li>• Teacher/student conferences/IRI/Running Records</li> <li>• Word Sorts/Phonemic awareness activities</li> <li>• Mt. Language/Daily Oral Language</li> <li>• Comprehension skills practice</li> <li>• Buddy reading</li> <li>• Building Fluency Program</li> <li>• Quick write/partner edit</li> <li>• Initiate Learning Headquarters</li> <li>• Writing prompts</li> <li>• Writing Portfolio</li> <li>• Powerful Sentences</li> <li>• Intervention teacher implemented</li> <li>• Grade level articulation</li> <li>• Discover Education videos</li> <li>• Instruction in synonyms, antonyms and homonyms</li> <li>• Identification of words with multiple meanings</li> <li>• Develop Individualized Learning Plans</li> <li>• Introduce Compass Learning</li> <li>• SRA Reading and BrainPop</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Headquarters prompts</li> <li>• Introduce reference materials</li> <li>• Review Winter writing prompts</li> <li>• Assess antonyms, synonyms, homonyms</li> <li>• Extend the writing process through Learning Headquarters</li> <li>• Guided reading groups evaluated</li> <li>• Intervention teacher implemented</li> <li>• Grade-level anchor paper selection</li> <li>• HM word study skills</li> <li>• SRA</li> <li>• Review CST released test questions</li> <li>• Continue high frequency spelling/phonetic spelling patterns</li> <li>• BrainPop instructional vignettes</li> <li>• Utilize technology to differentiate student learning (Promethean/Smart Boards) and laptops/iPad</li> <li>• Align phonics instruction</li> <li>• Extend with Compass Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Writing collaboration</li> <li>• Administer spring MAP assessment and analyze progress in grade level and class focus areas</li> <li>• Evaluate effectiveness of strategies and plan refinements</li> <li>• Review grade level goal area and determine highest need.</li> <li>• Grade-level anchor paper selection</li> </ul> <p><u>Products</u></p> <ul style="list-style-type: none"> <li>✓ Grade level, class and individual focus areas</li> <li>✓ Student learning goals</li> </ul> <p><u>Means of Assessment</u></p> <ul style="list-style-type: none"> <li>✓ Running records/IRI</li> <li>✓ MAP, STAR, AR, SRA, Fluency Progress Chart</li> <li>✓ Learning Headquarters writing rubrics</li> <li>✓ Teacher generated CST formatted tests and resources</li> </ul>



## Second Grade Instructional Focus 2011-2012



Our instructional focus is based on grade-level data reflection, instructional strategies and student monitoring of results. This work comes out of the team-level planning meetings and a collective passion to improve student performance.

### Second Grade

***What instructional area is in need of attention based on your reflection of last year's results and the needs of your current students?***

On the 2<sup>nd</sup> grade CST results, it was noticed that there is a need for instructional focus in two areas: Writing Strategies & Written Conventions. MAPs test results revealed a need for instructional attention to be given to the following areas: Word Analysis & Vocabulary and Interpretive Comprehension.

***What instructional change/focus is your team going to make?***

The second grade team will utilize the SRA reading kits with parent helpers, align phonics resources with Houghton Mifflin Language Arts, organize and develop Promethean interactive white board flipcharts, use Compass Learning for individualized skill development, incorporate Strategies At Work for predicting and questioning, review CST released test questions and use research materials routinely (atlases, thesauruses, dictionaries). Students will monitor their own growth. We will include Building Fluency.

***How will your team monitor student progress to ensure your new instructional adaptations are making a difference?***

We will select at-risk students for: development of goals and progress monitoring through Individualized Learning Plans (ILP) and MAPs Learning Ladders. All student progress will be monitored through MAPs, Individualized Reading Inventories, Houghton Mifflin assessment tools, Compass Learning goals, teacher created assessments and Learning Headquarters writing prompts. Also, graphing results of SRAs and Fluency Progress Charts.

# Literacy Plan

2011-12 ~ November Update

## Third Grade



Grade level reading growth goal: By June, 2012, 85% of third grade students will achieve the level of proficient or advanced on the CST in ELA.

Action Plan for Meeting Grade Level Growth Goal		
Fall	Winter	Spring
<ul style="list-style-type: none"> <li>• Houghton Mifflin skills and reading practice</li> <li>• Utilize &amp; share United Streaming/BrainPop video segments in language arts</li> <li>• Use Fall MAP assessment, look at target areas for class/students and discuss goal setting for class and/or individual students</li> <li>• Utilize STAR tests for reading</li> <li>• AR reading for comprehension and vocabulary building</li> <li>• Anchor paper selection for writing</li> <li>• Implement Learning Headquarters standard-based writing program</li> <li>• WriteSource/Academic Language/Vocabulary Strategies and Making Meaning for comprehension aligned with HM</li> <li>• Utilize Compass Learning for differentiated RIT level support</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Headquarters Standards-Based Writing</li> <li>• Administer winter MAP assessment and analyze progress in grade level and class focus areas</li> <li>• Grade-level anchor paper selection</li> <li>• Compass Learning differentiation</li> <li>• Utilize student MAP goal setting and showcase student accomplishments</li> </ul> <p>Instructional Practices:</p> <ul style="list-style-type: none"> <li>▪ Implement focused technology supports (Spelling City)</li> </ul> <p>Supplementary Resources:</p> <ul style="list-style-type: none"> <li>▪ Learning Headquarters</li> <li>▪ Accelerated Reader tests</li> <li>▪ Write Source</li> </ul>	<ul style="list-style-type: none"> <li>• Writing collaboration</li> <li>• Administer spring MAP assessment and analyze progress in grade level and class focus areas</li> <li>• Review grade level goal area and determine highest need.</li> <li>• Evaluate effectiveness of strategies and plan refinements</li> <li>• Grade-level anchor paper selection</li> <li>• Compass Learning</li> </ul> <p><u>Products</u></p> <ul style="list-style-type: none"> <li>✓ Grade level and class focus areas</li> </ul> <p><b>GATE:</b> By June, 2012, 100% of GATE identified students will meet his/her “Optimal” MAP growth goal in reading, math and language.</p>



## **Third Grade Instructional Focus 2011-2012**



Our instructional focus is based on grade-level data reflection, instructional strategies and student monitoring of results. This work comes out of the team-level planning meetings and a collective passion to improve student performance.

### **Third Grade**

***What instructional area is in need of attention based on your reflection of last year's results and the needs of your current students?***

In reviewing the CST results, it was noticed that Written Conventions (for both last year and our current students) was in need of instructional support.

***What instructional change/focus is your team going to make?***

We will take a multimodal approach in addressing student needs as follows:

- Use of "clickers" (Interactive Response) to make all students accountable for answering
- Use of SRA kits
- Goal setting with students
- Compass Learning
- Daily Language Review
- Write 4 Today
- Write Source and Workbook

***How will your team monitor student progress to ensure your new instructional adaptations are making a difference?***

We will utilize short assessments for written conventions, evaluate Trimester Writing prompts as a grade-level, practice CST released test items, and gain skill on activities that promote editing and proof reading.

# Literacy Plan

2011-12 ~ November Update



## Fourth/Fifth Grade

Grade level reading growth goal: By June, 2012, fourth/fifth graders will raise their CST scores in the ELA Reading Comprehension area to 85%.

Action Plan for Meeting Grade Level Growth Goal		
Fall	Winter	Spring
<ul style="list-style-type: none"> <li>• Administer fall MAP assessment and determine grade level and class focus areas</li> <li>• Analyze appropriate data and develop goals</li> <li>• Team meetings to plan rotations</li> <li>• AR &amp; Wordly Wise Vocabulary</li> <li>• Fall MAPS assessment</li> <li>• AR “Star” reading placement test</li> <li>• Student Goal Setting</li> <li>• SRA level placement</li> <li>• Gather/share test-taking strategies materials amongst grade level</li> <li>• Implement Learning Headquarters/Buckle Down/Mountain Language/Write Source grammar pages, daily oral language</li> <li>• Use kid-friendly rubrics</li> <li>• Compass Learning homework</li> <li>• Journal scientific method</li> </ul>	<ul style="list-style-type: none"> <li>• Administer winter MAP assessment and refine class and individual focus as needed</li> <li>• Have students revisit and refine their goals</li> <li>• Administer AR Star winter assessment to update reading ranges for independent reading</li> <li>• Student Report Center teacher site</li> <li>• Utilize student MAP goal setting and showcase student accomplishments</li> <li>• Focused DOL</li> <li>• Write Source for language activities</li> <li>• Assess Compass Learning student progress</li> <li>• Learning Headquarters writing</li> <li>• Writing in curricular areas</li> </ul>	<ul style="list-style-type: none"> <li>• Administer spring MAP assessment and analyze progress in grade level and class focus areas</li> <li>• Administer AR Star winter assessment to update reading ranges for independent reading</li> <li>• Facilitate individual students analysis of their reading skill</li> <li>• Evaluate effectiveness of strategies and plan refinements</li> <li>• Administer “Buckle Down” Unit tests</li> <li>• Grade-level anchor paper selection</li> <li>• Assess Compass Learning</li> <li>• Learning Headquarters writing</li> </ul> <p><u>Products</u></p> <ul style="list-style-type: none"> <li>✓ Grade level, class and individual focus areas</li> <li>✓ Student learning goals</li> </ul> <p><b>GATE:</b> By June, 2012, 100% of GATE identified students will meet his/her “Optimal” MAP growth goal in reading, math and language.</p>



## **Fourth/Fifth Grade Instructional Focus 2011-2012**



Our instructional focus is based on grade-level data reflection, instructional strategies and student monitoring of results. This work comes out of the team-level planning meetings and a collective passion to improve student performance.

### **4/5 Community**

***What instructional area is in need of attention based on your reflection of last year's results and the needs of your current students?***

In Language Arts, we found two areas of instructional need: Writing Strategies and need to work to improve advanced scores.

***What instructional change/focus is your team going to make?***

The 4/5 team will take a closer look at the materials that we have been using to address writing strategies and grammar conventions, such as Buckle Down, Write Source, Houghton Mifflin, Mountain Language, Daily Language Activities and Learning Headquarters and work together to begin matching up skills taught with the district's trimester standards.

***How will your team monitor student progress to ensure your new instructional adaptations are making a difference?***

Students will be assessed through Daily Language assignments, Buckle Down Unit Tests, Houghton Mifflin Quarterly Assessments, and in their application in writing assignments from Learning Headquarters and classroom writing projects as well as assign strategies in Compass Learning.