

**Turtleback 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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We are committed to outstanding teaching and learning to ensure that each of our students will ultimately earn at least a living wage in order to live a responsible life and be equipped to contribute productively to the community. Research clearly states that these goals are dependent upon meaningful post-secondary education or training.

We believe that there is a direct correlation between the work that we do with our students at the elementary level and their ultimate quality of life. Literacy and numeracy are the bedrock of our teaching and learning as highly skilled educators. Therefore, we are committed to fostering reading and math growth for every Turtleback student.

We are equally committed to nurturing the attitudes, habits of mind, ability to work collaboratively in groups, critical thinking skills, and other behaviors that are closely correlated with post-secondary education, employment, and lifelong successes.

We embrace our moral imperative to meet these commitments so our students will be totally prepared and will therefore have the option to choose to pursue a college education after their high school years.

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

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We are committed to providing rich and meaningful learning experiences for all students. Students are expected to learn grade level standards and are provided engaging hands-on activities to facilitate learning with excitement, depth and complexity. Our teachers embrace quality instruction. They regularly seek new techniques and strategies to improve their professional skills in order to meet the learning needs of various student populations (i.e. English Language Learners, special education students). Assessment data is used by staff on an on-going basis to inform instructional decisions and to provide clear learning targets both individually and collectively for students. Teachers are encouraged to use ever-changing technology tools to expand learning through a different lens. Technology is integral to providing meaningful, relevant, and student centered instruction.

### **Capacity Building**

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We believe that professional growth is key to providing a high quality instructional program. The staff regularly participates in district sponsored staff development opportunities. Site professional growth days and staff meetings are used to expand and improve instructional quality. Teachers collaborate on an ongoing basis to problem-solve and support each other. They are encouraged to share their knowledge and expertise as teacher leaders.

### **Multiple Pathways**

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Turtleback School is committed to exploring innovative programs and scheduling to support learning through different pathways. During the 2011-2012 school year an impact teacher will be hired to further support English Language Development instruction and to support all struggling learners in the upper grades. The Reading Recovery program continues to be used effectively to support struggling learners in the primary grades. Team teaching and flexible student groupings are also used to ensure that students are receiving the appropriate instruction for their individual functioning levels. Advanced learners at every grade level have access to more challenging and complex learning opportunities both in the classroom and through volunteer led activities.

## Organizational Support Systems

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We are dedicated and committed to:

- 1) Exploring and implementing our role as elementary educators in preparing all of our students to be on track to graduate college-ready from high school.
- 2) Aligning instruction, resources, professional development, and intervention strategies to ensure an increase in the percentage of Turtleback student meeting or exceeding their reading and math growth targets.
- 3) Developing, implementing and improving our Positive Behavior Support System for the purpose of fostering a safe, calm, and nurturing learning environment.
- 4) Strategically increasing each student's active participation and engagement towards improving their learning based on assessment feedback (as opposed to merely receiving assessment results).
- 5) Implementing and monitoring a comprehensive system of Academic & Social/Emotional Interventions.
- 6) Working with our community resources (PTA, Foundation, and Business Partners) to enhance learning for all students.

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

### II.A. SITE ASSESSMENT PLAN

#### DISTRICTWIDE (REQUIRED) ASSESSMENTS/REPORTS

ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
CST / CMA / CAPA	Criterion-reference tests	Assess achievement of state standards	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
<b>CST</b> <b>CMA</b> <b>CAPA</b>	Criterion referenced	To assess a student's achievement of state standards.	2nd - 5th graders	Spring	<ul style="list-style-type: none"> <li>• Compares student achievement to state/district expectations.</li> <li>• Identifies areas of strength and weakness.</li> <li>• Useful for targeting instruction.</li> </ul>
<b>CELDT</b>	Criterion referenced	To determine a student's level of achievement in English (beginner, early intermediate, intermediate, early advanced or advanced).	ALL ELL students	Early Fall	<ul style="list-style-type: none"> <li>• Measures ELD levels, plan programs and measures annual growth.</li> <li>• Used to redesignate students.</li> </ul>
<b>API</b>	Composite score (based on CST results)	To determine overall academic program effectiveness.	Schools, subgroups	Reported annually, in Spring	<ul style="list-style-type: none"> <li>• Used by the state and district as an index of overall academic performance based upon the results of STAR testing.</li> <li>• Used to compare schools or compare student groups.</li> </ul>
<b>AYP</b>	Composite score (based on CST results)	To determine overall academic program effectiveness.	Schools, subgroups	Reported annually, in Spring	<ul style="list-style-type: none"> <li>• Used by the state and district as an index of overall academic performance based upon the results of the STAR testing.</li> </ul>
<b>State Fitness Test</b>	Performance	To compare fitness levels of students in each of 6 areas (aerobic capacity, body composition, abdominal strength, trunk extension strength, upper body strength & flexibility)	5th graders	Spring	<ul style="list-style-type: none"> <li>• Used to identify program strengths and weaknesses.</li> </ul>

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.
Reading	1. Letter identification 2. Phonic skills 3. Phonemic awareness 4. Sight word recognition 5. Concepts about print 6. Running record (DRA) 7. Sentence diction	1. Recognition of capital & lowercase letters 2. Knowledge of letter sounds 3. Blending, segmenting, rhyming, etc.. 4. Understanding of how printed language and books work 5. DRA 6. Hear and write sounds & words	Kindergarten	Fall, Winter & Spring	1. Skill progress shared with parents at parent conferences. 2. Data used to determine instructional areas for re-teaching, reinforcement, and skill extensions. 3. Skill practice for students linked to Compass Learning at home and at school. 4. Skill progress used to determine flexible groupings of students based on skill proficiency.
Reading	1. Phonetic spelling inventory 2. Running Record 3. Scholastic reading inventory	1. ID developmental spelling level 2. DRA 3. Results in lexile level	1st	Fall, Winter & Spring	1. Skill progress shared with parents at parent conferences. 2. Data used to determine instructional areas for re-teaching, reinforcement, and skill extensions. 3. Skill practice for students linked to Compass Learning at home and at school. 4. Skill progress used to determine flexible groupings of students based on skill proficiency.
Reading	1. Phonetic spelling inventory 2. Individual reading inventory 3. Scholastic reading inventory 4. MAP reading assessment	1. ID developmental spelling level 2. Running record when needed 3. Results in lexil level 4. n/a	2nd	Fall, Winter & Spring	1. Skill progress shared with parents at parent conferences. 2. Data used to determine instructional areas for re-teaching, reinforcement, and skill extensions. 3. Skill practice for students linked to Compass Learning at home and at school. 4. Skill progress used to determine flexible groupings of students based on skill proficiency.
Reading	1. Phonetic spelling inventory 2. Individual reading inventory 3. Scholastic reading inventory 4. MAP reading assessment	1. ID developmental spelling level 2. n/a 3. Results in lexile level 4. n/a	3rd	Fall, Winter & Spring	1. Skill progress shared with parents at parent conferences. 2. Data used to determine instructional areas for re-teaching, reinforcement, and skill extensions. 3. Skill practice for students linked to Compass Learning at home and at school. 4. Skill progress used to determine flexible groupings of students based on skill proficiency.
Reading	1. Phonetic spelling inventory 2. Individual	1. ID developmental spelling level 2. n/a 3. Results in lexile level	4th	Fall, Winter & Spring	1. Skill progress shared with parents at parent conferences.

OTHER MEASURES	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
	reading inventory 3. Scholastic reading inventory 4. MAP reading assessment	4. n/a			<p>2. Data used to determine instructional areas for re-teaching, reinforcement, and skill extensions.</p> <p>3. Skill practice for students linked to Compass Learning at home and at school.</p> <p>4. Skill progress used to determine flexible groupings of students based on skill proficiency.</p>
Reading	1. Phonetic spelling inventory 2. Individual reading inventory 3. Scholastic reading inventory 4. MAP reading assessment	1. ID developmental spelling level 2. n/a 3. Results in lexile level 4. n/a	5th	Fall, Winter & Spring	<p>1. Skill progress shared with parents at parent conferences.</p> <p>2. Data used to determine instructional areas for re-teaching, reinforcement, and skill extensions.</p> <p>3. Skill practice for students linked to Compass Learning at home and at school.</p> <p>4. Skill progress used to determine flexible groupings of students based on skill proficiency.</p>
Writing	1. Fluent writing 2. Sentence dictation 3. On-demand writing	1. Of known letters, #s & words 2. Hear and write sounds & words 3. n/a	Kindergarten	Fall, Winter & Spring	<p>1. Skill progress shared with parents at parent conferences.</p> <p>2. Data used to determine instructional areas for re-teaching, reinforcement, and skill extensions.</p> <p>3. Skill practice for students linked to Compass Learning at home and at school.</p> <p>4. Skill progress used to determine flexible groupings of students based on skill proficiency.</p>
Writing	1. On-demand writing	1. N/A	1st	Fall, Winter & Spring	<p>1. Skill progress shared with parents at parent conferences.</p> <p>2. Data used to determine instructional areas for re-teaching, reinforcement, and skill extensions.</p> <p>3. Skill practice for students linked to Compass Learning at home and at school.</p> <p>4. Skill progress used to determine flexible groupings of students based on skill proficiency.</p>
Writing	1. On-demand writing 2. MAP language usage assessment	1. n/a 2. n/a	2nd	Fall, Winter & Spring	<p>1. Skill progress shared with parents at parent conferences.</p> <p>2. Data used to determine instructional areas for re-teaching, reinforcement, and skill extensions.</p> <p>3. Skill practice for students linked to Compass Learning at home and at school.</p> <p>4. Skill progress used to determine flexible groupings of students based on skill proficiency.</p>
Writing	1. On-demand writing 2. MAP language usage assessment	1. n/a 2. n/a	3rd	Fall, Winter & Spring	<p>1. Skill progress shared with parents at parent conferences.</p> <p>2. Data used to determine instructional areas for re-teaching, reinforcement, and skill extensions.</p>

OTHER MEASURES	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
					<p>3. Skill practice for students linked to Compass Learning at home and at school.</p> <p>4. Skill progress used to determine flexible groupings of students based on skill proficiency.</p>
Writing	<p>1. On-demand writing</p> <p>2. MAP language usage assessment</p>	<p>1. n/a</p> <p>2. n/a</p>	4th	Fall, Winter & Spring	<p>1. Skill progress shared with parents at parent conferences.</p> <p>2. Data used to determine instructional areas for re-teaching, reinforcement, and skill extensions.</p> <p>3. Skill practice for students linked to Compass Learning at home and at school.</p> <p>4. Skill progress used to determine flexible groupings of students based on skill proficiency.</p>
Writing	<p>1. On-demand writing</p> <p>2. MAP language usage assessment</p>	<p>1. n/a</p> <p>2. n/a</p>	5th	Fall, Winter & Spring	<p>1. Skill progress shared with parents at parent conferences.</p> <p>2. Data used to determine instructional areas for re-teaching, reinforcement, and skill extensions.</p> <p>3. Skill practice for students linked to Compass Learning at home and at school.</p> <p>4. Skill progress used to determine flexible groupings of students based on skill proficiency.</p>
Math	<p>1. Number sense</p> <p>2. Algebra &amp; functions</p> <p>3. Measurement &amp; geometry</p> <p>4. Statistics &amp; data analysis</p> <p>5. Mathematical reasoning</p>	<p>1. Count, order #s, add and subtract</p> <p>2. Identification and sort objects based on their attributes</p> <p>3. Identification of shapes and their features, measure length and weight, days of week, time</p> <p>4. Graphing &amp; patterns</p> <p>5. Estimating, number sentences, problem solving using manipulatives and drawings</p>	Kindergarten	Fall, Winter & Spring	<p>1. Skill progress shared with parents at parent conferences.</p> <p>2. Data used to determine instructional areas for re-teaching, reinforcement, and skill extensions.</p> <p>3. Skill practice for students linked to Compass Learning at home and at school.</p> <p>4. Skill progress used to determine flexible groupings of students based on skill proficiency.</p>
Math	<p>1. Math fact assessment</p>	<p>1. n/a</p>	1st	Fall, Winter & Spring	<p>1. Skill progress shared with parents at parent conferences.</p> <p>2. Data used to determine instructional areas for re-teaching, reinforcement, and skill extensions.</p> <p>3. Skill practice for students linked to Compass Learning at home and at school.</p> <p>4. Skill progress used to determine flexible groupings of students based on skill proficiency.</p>
Math	<p>MAP mathematics assessment</p>	<p>1. N/A</p>	2nd	Fall, Winter & Spring	<p>1. Skill progress shared with parents at parent conferences.</p> <p>2. Data used to determine instructional areas for re-teaching, reinforcement, and skill extensions.</p> <p>3. Skill practice for students linked to Compass Learning at home and at school.</p> <p>4. Skill progress used to determine flexible groupings of</p>

OTHER MEASURES	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
					<b>students based on skill proficiency.</b>
Math	MAP mathematics assessment	1. n/a	3rd	Fall, Winter & Spring	<ol style="list-style-type: none"> <li>1. Skill progress shared with parents at parent conferences.</li> <li>2. Data used to determine instructional areas for re-teaching, reinforcement, and skill extensions.</li> <li>3. Skill practice for students linked to Compass Learning at home and at school.</li> <li>4. Skill progress used to determine flexible groupings of students based on skill proficiency.</li> </ol>
Math	MAP mathematics assessment	1. n/a	4th	Fall, Winter & Spring	<ol style="list-style-type: none"> <li>1. Skill progress shared with parents at parent conferences.</li> <li>2. Data used to determine instructional areas for re-teaching, reinforcement, and skill extensions.</li> <li>3. Skill practice for students linked to Compass Learning at home and at school.</li> <li>4. Skill progress used to determine flexible groupings of students based on skill proficiency.</li> </ol>
Math	MAP mathematics assessment	1. n/a	5th	Fall, Winter & Spring	<ol style="list-style-type: none"> <li>1. Skill progress shared with parents at parent conferences.</li> <li>2. Data used to determine instructional areas for re-teaching, reinforcement, and skill extensions.</li> <li>3. Skill practice for students linked to Compass Learning at home and at school.</li> <li>4. Skill progress used to determine flexible groupings of students based on skill proficiency.</li> </ol>
Student Watch Lists (academic, social/emotional & attendance)	Ranked by Response to Intervention tier level	Identify level of problem severity and document interventions	At risk students	On-going	Principal and relevant staff teams analyze student watch lists regularly to determine when interventions should be decreased, increased or maintained.
Leadership Effectiveness Survey	Questionnaire	Determine principal's effectiveness based on Marzano's responsibilities which correlate with student academic achievement	All teachers	Winter	<ul style="list-style-type: none"> <li>- Principal shares results with staff and requests feedback in areas in requiring improvements.</li> <li>-Principal uses analysis of results to determine professional development areas of focus.</li> </ul>

**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>	Turtleback Elementary School	<b>District Name</b>	Poway Unified
<b>Principal</b>	Celeste Campbell, Ed.D.	<b>Superintendent</b>	John P. Collins, Ed.D
<b>Street</b>	15855 Turtleback Rd.	<b>Street</b>	15250 Avenue of Science
<b>City, State, Zip</b>	San Diego, CA 92127	<b>City, State, Zip</b>	San Diego, CA 92128-3406
<b>Phone Number</b>	858-673-5514	<b>Phone Number</b>	858-521-2800
<b>FAX Number</b>	858-673-8884	<b>FAX Number</b>	858-485-1322
<b>Web Site</b>	www.powayusd.com	<b>Web Site</b>	www.powayusd.com
<b>E-mail Address</b>	ccampbell@powayusd.com	<b>E-mail Address</b>	elehew@powayusd.com
<b>CDS Code</b>	37682966109326	<b>SARC Contact</b>	Eric Lehew

## II.B. DATA REPORTS

Turtleback Elementary School

Demographic Summary  
for 2011-12 School Year

**Address:** 15855 Turtleback Rd.  
San Diego, CA 92127

**Principal:** Celeste Campbell, Ed.D.

**Year of Construction:** 1990

### 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
105	80	84	93	80	100	9

### Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
527	540	551

### Student Demographics:

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
14%	7%	13%	4%	54%	8%

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

Limited English	Free/Reduced Lunch
15%	13%

### Staff Demographics

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
0%	0%	0%	0%	100%	0%

**Percent Fully Credentialed: 100%**

**District Accountability Report  
Adequate Yearly Progress (AYP)  
Spring 2011  
Turtleback 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>336</b>	<b>99</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>99</b>	<b>85</b>	<b>80</b>	<b>82</b>	<b>84</b>	<b>86</b>	<b>84</b>	<b>919</b>	<b>914</b>	<b>916</b>	<b>Y</b>	
African American	16	100	92	100	100	100	100	62	64	75	56	73	75			873		
American Indian																		
Asian	66	99	100	100	99	100	100	97	88	83	95	93	91	982	958	944		
Filipino	21	100	100	100	100	100	92	91	87	76	91	93	90			897		
Hispanic	38	100	100	100	100	100	100	74	75	76	71	78	66			862		
Pacific Islander	4	100	100	100	100	100	100											
White	191	99	100	100	100	100	100	85	79	83	86	86	84	919	914	922		
English Learner	52	100	100	100	100	100	100	74	77	73	91	84	81			890		
Low Socio-Economic	42	100	97	100	100	100	100	67	48	69	76	59	69			834		
Special Ed	34	97	97	100	100	100	100	37	53	71	50	75	62			800		

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



**Turtleback 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	91	89	71	93	79	85	93	84	87	67	86	92	89	94	75	84
<b>Total % Proficient and Advanced</b>	<b>71</b>	<b>82</b>	<b>72</b>	<b>78</b>	<b>68</b>	<b>81</b>	<b>81</b>	<b>64</b>	<b>87</b>	<b>88</b>	<b>87</b>	<b>90</b>	<b>82</b>	<b>84</b>	<b>77</b>	<b>93</b>
% Advanced	32	39	30	46	22	39	45	26	67	51	64	67	45	61	43	63
% Proficient	40	43	42	32	47	42	35	38	21	37	23	23	37	23	35	30
% Basic	19	13	21	14	22	14	17	25	7	12	7	10	12	11	16	4
% Below Basic	7	1	3	5	10	5	2	10	5	0	2	0	3	4	5	2
% Far Below Basic	3	3	4	2	0	0	0	1	1	0	3	0	2	1	1	1

\* include all students

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



**Turtleback 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	91	89	71	88	79	85	92	84	87	67	85	92	89	94	77	84
<b>Total % Proficient and Advanced</b>	<b>74</b>	<b>82</b>	<b>76</b>	<b>83</b>	<b>86</b>	<b>89</b>	<b>96</b>	<b>87</b>	<b>86</b>	<b>87</b>	<b>86</b>	<b>84</b>	<b>80</b>	<b>77</b>	<b>81</b>	<b>82</b>
% Advanced	38	45	41	43	46	71	75	56	59	51	61	54	38	41	42	57
% Proficient	35	37	35	40	41	19	21	31	28	36	25	29	42	35	39	25
% Basic	18	13	14	11	9	6	4	10	7	12	11	12	12	16	14	14
% Below Basic	7	3	8	3	5	5	0	4	7	1	4	3	7	3	5	4
% Far Below Basic	2	1	1	2	0	0	0	0	0	0	0	1	1	4	0	0

\* include all students

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



**Turtleback 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	89	94	77	84
<b>Total % Proficient and Advanced</b>	<b>81</b>	<b>77</b>	<b>83</b>	<b>85</b>
% Advanced	29	32	42	48
% Proficient	52	45	42	37
% Basic	15	16	14	14
% Below Basic	3	3	0	0
% Far Below Basic	1	4	3	1

\* include all students

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

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

**Reading**

**Growth Targets**

**Turtleback Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
56	24

**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	186	425	184	185	186	190		
Winter	190	484	189	188	189	193		
Spring	197	573	196	196	197	198		
<b>Growth</b>	<b>11</b>	<b>148</b>	<b>12</b>	<b>11</b>	<b>11</b>	<b>8</b>		

**Language Usage**

**Growth Targets**

**Turtleback Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
55	33

**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	186	185	187	185	187			
Winter	194	193	194	195	195			
Spring	200	198	199	201	200			
<b>Growth</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>16</b>	<b>13</b>			

**Mathematics**

**Growth Targets**

**Turtleback Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
69	34

**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	184	183	186	183	185	184	185	
Winter	192	192	194	193	192	192	194	
Spring	200	199	202	200	201	202	199	
<b>Growth</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>17</b>	<b>16</b>	<b>18</b>	<b>14</b>	

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

**Reading**

**Growth Targets**

**Turtleback Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
56	28

**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	197	555	196	196	196	198		
Winter	201	627	200	200	203	203		
Spring	205	696	204	205	204	206		
<b>Growth</b>	<b>8</b>	<b>141</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>8</b>		

**Language Usage**

**Growth Targets**

**Turtleback Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
65	38

**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	199	200	199			
Winter	206	205	205	207	206			
Spring	208	207	206	211	209			
<b>Growth</b>	<b>9</b>	<b>9</b>	<b>7</b>	<b>11</b>	<b>10</b>			

Mathematics

Growth Targets

**Turtleback Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
74	38

**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	197	194	197	199	197	198	197	
Winter	203	200	204	202	207	202	203	
Spring	211	208	212	209	213	210	211	
<b>Growth</b>	<b>14</b>	<b>14</b>	<b>15</b>	<b>10</b>	<b>16</b>	<b>12</b>	<b>14</b>	

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

**Reading**

**Growth Targets**

**Turtleback Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
64	49

**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	208	745	207	208	209	209		
Winter	213	828	211	212	214	213		
Spring	216	886	215	216	216	216		
<b>Growth</b>	<b>8</b>	<b>141</b>	<b>8</b>	<b>8</b>	<b>7</b>	<b>7</b>		

**Language Usage**

**Growth Targets**

**Turtleback Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
59	40

**District**

% Meeting Typical Growth	% Meeting Optimal Growth
65	50

**Analyzing Grade Level Growth**

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

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	211	211	209	212	212			
Winter	214	214	213	215	215			
Spring	217	215	216	219	217			
<b>Growth</b>	<b>6</b>	<b>4</b>	<b>7</b>	<b>7</b>	<b>5</b>			

Mathematics

Growth Targets

**Turtleback Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
66	35

**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	215	211	216	216	217	213	216	
Winter	219	216	221	221	221	219	218	
Spring	226	223	227	227	226	227	225	
<b>Growth</b>	<b>11</b>	<b>12</b>	<b>11</b>	<b>11</b>	<b>9</b>	<b>14</b>	<b>9</b>	

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

**Reading**

**Growth Targets**

**Turtleback Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
64	46

**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	216	906	216	216	215	217		
Winter	219	966	218	219	218	222		
Spring	222	1,009	222	220	222	224		
<b>Growth</b>	<b>6</b>	<b>103</b>	<b>6</b>	<b>4</b>	<b>7</b>	<b>7</b>		

**Language Usage**

**Growth Targets**

**Turtleback Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
64	43

**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	217	217	216	219	217			
Winter	220	219	219	222	220			
Spring	223	223	223	223	222			
<b>Growth</b>	<b>6</b>	<b>6</b>	<b>7</b>	<b>4</b>	<b>5</b>			

**Mathematics**

**Growth Targets**

**Turtleback Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
78	63

**District**

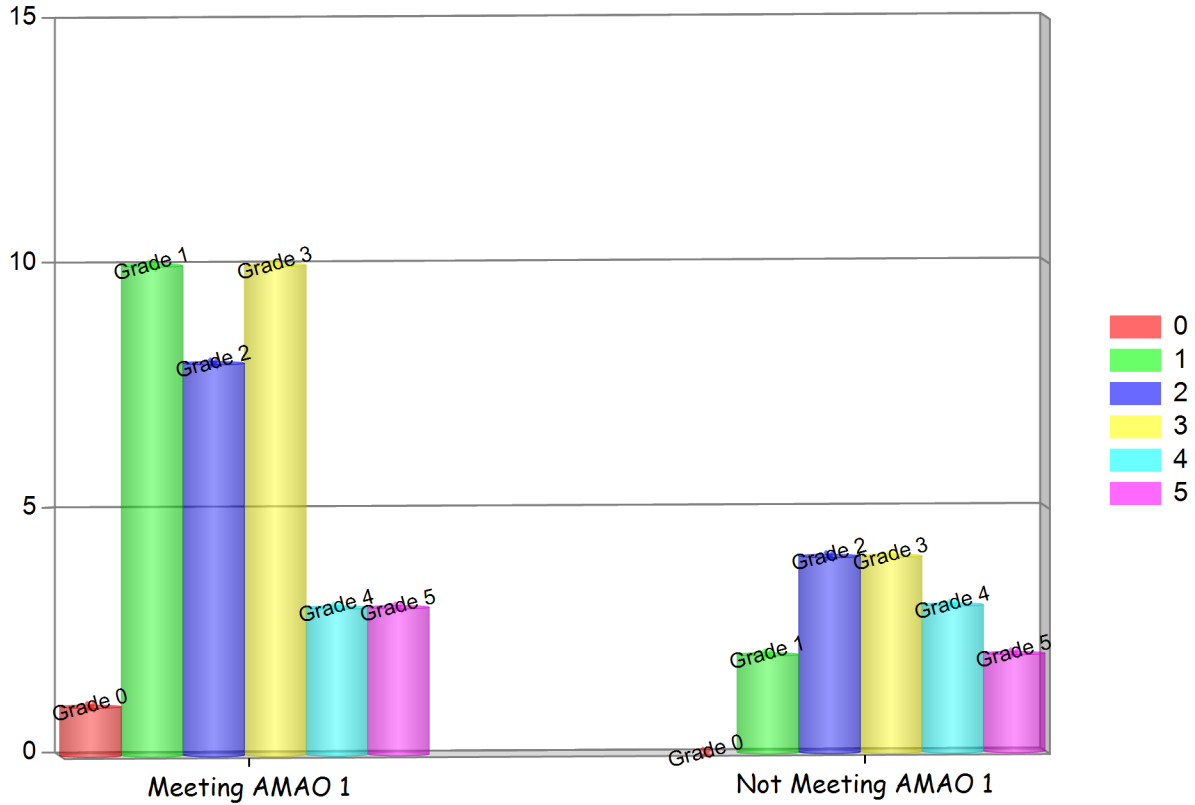
% Meeting Typical Growth	% Meeting Optimal Growth
73	50

**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	223	220	227	223	223	223	221	
Winter	230	228	231	232	230	230	227	
Spring	237	237	238	237	235	239	233	
<b>Growth</b>	<b>14</b>	<b>17</b>	<b>11</b>	<b>14</b>	<b>12</b>	<b>16</b>	<b>12</b>	

**Turtleback 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>
0	1	0
1	10	2
2	8	4
3	10	4
4	3	3
5	3	2

## II.B. DATA REPORTS

### California Physical Fitness Test

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

Year	Grade Level	School			District			State		
		Total	Female	Male	Total	Female	Male	Total	Female	Male
2009	5	51.1	54.9	46.5	49.4	54.3	44.7	29.1	32.3	26.1
2010	5	56.4	59.5	52.8	52.0	57.5	47.1	29.0	32.2	25.9
2011	5	38.1	55.9	26	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><b>Overall School-Wide SMART Goal</b></p>	<p><b>SCHOOL-WIDE READING PROFICIENCY GOAL:</b>                      By June of 2011, 88% of Turtleback students will achieve at the proficient or advanced level on the English Language Arts portion of the California Standards Test. This figure is based on our goal of 100% of our students reaching reading proficiency by 2014. To reach this lofty goal, an additional 4% of our students must move into the proficient or advanced reading levels each year.</p>	<p>[ ]</p>	<p>[X]</p>	<p>Inconsistencies in the percentage of students schoolwide who achieved at the proficient or advanced level on the English Language Arts portion of the CST over the past three years continues, although a slight gain was realized.</p> <p>Spring 2009 = 85%                      Spring 2010 = 80%                      Spring 2011 = 82%</p> <p>Our students with disabilities showed strong gains, as well as our educationally disadvantaged students'. However, we experienced a decline in scores of Asian students (-5%) and Filipino students (-11%).</p> <p>Overall Actual = 82% (still a 2% increase from 80%)</p>	<p>We concluded that the way we have been setting up our 2nd-5th grade MAP goals may have led to a false sense of success. These goals focus on the mean score, but we now realize that a few high or low scoring students could skew that data point. We decided to add a goal for each grade level that looks at increasing the percentage of students meeting or exceeding a growth goal. This forces us to focus on each child's growth and not just the movement of the mean score.</p>
<p><b>English Learners (required)</b></p>	<p><b>ENGLISH LANGUAGE LEARNERS' READING PROFICIENCY GOAL:</b>                      By June of 2011, 77% of Turtleback's English language learners will achieve at the proficient or advanced level on the English Language Arts portion of the California Standards Test. In order to narrow the achievement gap we have set an 8% increase for our English Language learners as compared to the 4% expected of the general population.</p>	<p>[ ]</p>	<p>[X]</p>	<p>This goal was not achieved. Inconsistencies with the instructional delivery for English Learners resulted in a slight decline in scores.</p> <p>Overall Actual = 73% (decrease from 77%)</p>	<p>Our dedicated ELL Instructional Assistant works collaboratively with our staff. Students academic progress and English Language Development are closely monitored in the classroom and in ELD groups.</p> <p>We will provide focused ELD instructional support to our English Language Learners. We will also monitor and adjust interventions accordingly for our ELL students who aren't progressing adequately. Interventions typically involve more targeted instruction administered by our ELL instructional assistant and classroom teachers, and Impact Teacher.</p>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
<b>Students with Disabilities (required)</b>	<b>STUDENTS WITH DISABILITIES READING PROFICIENCY GOAL:</b> By June of 2011, 54% of Turtleback's students with disabilities will achieve at the proficient or advanced level on the English Language Arts portion of the California Standards Test. In order to narrow the achievement gap we have set a 16% increase for our students with disabilities as compared to the 4% expected of the general population.	[X]	[]	We are pleased with our progress toward closing the achievement gap with this student group. The percentage of our students receiving special education services who achieved proficiency or higher in reading continues to soar. We believe this was due to an effective resource program of service providers.  Overall Actual = 71% (Up from 53%)	We will build on the the solid instructional foundation which was established last year by the special education team and general education teachers.
<b>GATE (required)</b>	<b>GIFTED AND TALENTED STUDENTS' READING PROFICIENCY GOAL:</b> By June of 2011, 100% of Turtleback's Gifted and Talented students will continue to achieve at the proficient or advanced level on the English Language Arts portion of the California Standards Test.	[]	[X]	We continued to implement an exciting supplemental enrichment program (thanks to the financial support of our PTA) for our GATE students and other students wishing to take on an added challenge. Specifically, we continued our Future Problem Solvers our Math Olympiad program under the guidance of our dedicated and highly knowledgeable parent volunteers.  GATE students continue to excel, although a slight drop in performance was noted in 2011.  Overall Actual = 96% in ELA (from 100%)	We will continue to explore strategies to increase the repertoire of enrichment learning activities for our GATE students during the regular instructional day.
<b>Educationally Disadvantaged or Title I Students (required)</b>	<b>EDUCATIONALLY DISADVANTAGED STUDENTS' READING PROFICIENCY GOAL:</b> By June of 2011, 77% of Turtleback's educationally disadvantaged students will achieve at the proficient or advanced level on the English Language Arts portion of the California Standards Test. In order to narrow the achievement gap, we have set an 8% increase for our educationally disadvantaged students as compared to the 4% expected of the general population.	[X]	[]	We are pleased with the gains of this student group, but realize there is still more work to be done so that all students are proficient.  Overall Actual: 69% (from 48%)	Due to the overall economic climate in the state and in our local area, we experienced a significant increase in the number of students moving in and out of our area during the school year. We will continue to support all of our students relentlessly, but the impact on student emotional wellbeing and academic performance cannot be underestimated.  We will continue to monitor the

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					progress and interventions of our "at risk" students. We will continue to invest resources into supporting the social and emotional wellbeing of our students.
<b>Additional goal(s) (optional)</b>	<p><b>Kindergarten reading growth goal:</b></p> <p>We will focus on improving our students' ability to implement strategies. Our students' baseline mean running record level (based on the Developmental reading Assessment) was 3 and we will support our students to achieve approximately 4 levels of growth over the course of the school year, resulting in a mean running record level of 7.</p>	[X]	[]	<p>This year, these teams continued with their Running Record goal. Kindergarten also added a sight words goal and both grade levels developed math goals and accompanying action plans for the coming year.</p> <p>Actual = 11</p> <p>NOTE: PUSD target is 8</p>	Turtleback's PEPP, kindergarten, and 1st grade teacher teams are experienced, talented, and extremely dedicated. They know their students' strengths and areas needing special attention and have the tools in their tool belts to provide classroom level small group, and individual intervention on a "just in time" basis. Additionally, each of these teams had a thorough and thoughtful action plan for achieving their goals.
	<p><b>1st grade reading growth goal:</b></p> <p>We will focus on improving our students' reading comprehension. Our students' baseline fall mean running record level (based on the Developmental Reading Assessment) was 13 and we will support our students to achieve approximately 8 levels of growth over the course of the school year, resulting in a mean running record level of 21.</p>	[X]	[]	<p>This year, teams continued with their Running Record goal. Kindergarten also added a sight words goal and both grade levels developed math goals and accompanying action plans for the coming year.</p> <p>Actual = 24</p> <p>NOTE: PUSD target is 20</p>	Turtleback's PEPP, kindergarten, and 1st grade teacher teams are experienced, talented, and extremely dedicated. They know their students' strengths and areas needing special attention and have the tools in their tool belts to provide classroom level small group, and individual intervention on a "just in time" basis. Additionally, each of these teams had a thorough and thoughtful action plan for achieving their goals.
	<p><b>2nd grade reading growth goal:</b></p> <p>We will focus on improving instruction, and hence learning, in the literal comprehension reading strand (based on MAP assessment results). Our students' mean baseline RIT score in this strand was 179. We will support our students to achieve a grade level growth target of 192 in literal comprehension.</p>	[X]	[]	<p>This year, each grade level team added a second reading goal focused on an increase in the percentage of students exceeding their growth target.</p> <p>Each grade level also set two mathematics goals for the first time this year, with supporting action plans. The goals are similar in design to the reading goals.</p>	Each grade level conducted data analysis of their students' substrand performance on both the English Language Arts portion of the CST and the MAP Reading assessment. They selected the substrand their students were struggling with the most and developed a detailed, trimester-by-trimester action plan for improving student learning in that area specifically. Every grade level met or surpassed

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	<p><b>3rd grade reading growth goal:</b></p> <p>We will focus on improving instruction, and hence learning, in the literal comprehension reading strand (based on CST &amp; MAP assessment results). Our students' mean baseline RIT score in this strand was 194. We will support our students to achieve a grade level growth target of 201 in literal comprehension.</p>	[X]	[]	<p>Actual = 193</p> <p>This year, each grade level team added a second reading goal focused on an increase in the percentage of students exceeding their growth target.</p> <p>Each grade level also set two mathematics goals for the first time this year, with supporting action plans. The goals are similar in design to the reading goals.</p> <p>Actual = 208</p>	<p>their growth target goal.</p> <p>Each grade level conducted data analysis of their students' substrand performance on both the English Language Arts portion of the CST and the MAP Reading assessment. They selected the substrand their students were struggling with the most and developed a detailed, trimester-by-trimester action plan for improving student learning in that area specifically. Every grade level met or surpassed their growth target goal.</p>
	<p><b>4th grade reading growth goal:</b></p> <p>We will focus on improving instruction, and hence learning, in our students' weakest reading strand: literal comprehension (based on CST &amp; MAP assessment results). Our students' mean baseline RIT score in this strand was 206. We will support our students to achieve a grade level growth target of 212 in interpretive comprehension.</p>	[X]	[]	<p>This year, each grade level team added a second reading goal focused on an increase in the percentage of students exceeding their growth target.</p> <p>Each grade level also set two mathematics goals for the first time this year, with supporting action plans. The goals are similar in design to the reading goals.</p> <p>Actual = 214 NOTE: Optimal growth target of 215 was almost reached as well</p>	<p>Each grade level conducted data analysis of their students' substrand performance on both the English Language Arts portion of the CST and the MAP Reading assessment. They selected the substrand their students were struggling with the most and developed a detailed, trimester-by-trimester action plan for improving student learning in that area specifically. Every grade level met or surpassed their growth target goal.</p>
	<p><b>5th grade reading growth goal:</b></p> <p>We will focus on improving instruction, and hence learning, in our students' weakest reading strand: literal comprehension (based on CST &amp; MAP assessment results). Our students' mean baseline RIT score in this strand was 211. We will support our students to achieve a grade level growth target of 216 in literal comprehension.</p>	[X]	[]	<p>This year, each grade level team added a second reading goal focused on an increase in the percentage of students exceeding their growth target.</p> <p>Each grade level also set two mathematics goals for the first time this year, with supporting action plans. The goals are similar in design to the reading goals.</p> <p>Actual = 219 NOTE: Optimal growth target is 219 and was met!</p>	<p>Each grade level conducted data analysis of their students' substrand performance on both the English Language Arts portion of the CST and the MAP Reading assessment. They selected the substrand their students were struggling with the most and developed a detailed, trimester-by-trimester action plan for improving student learning in that area specifically. Every grade level met or surpassed their growth target goal.</p>

### III. TEACHING AND LEARNING

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

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

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

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

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
<b>Schoolwide for all students</b>	<p><b>SCHOOL-WIDE READING PROFICIENCY GOAL:</b> By June of 2012, 86% (+4%) of Turtleback students will achieve at the proficient or advanced level on the English Language Arts portion of the California Standards Test.</p> <p><b>SCHOOL-WIDE MATH PROFICIENCY GOAL:</b> By June of 2012, 89% (+5%) of Turtleback students will achieve at the proficient or advanced level on the Mathematics portion of the California Standards Test.</p>	<p>Turtleback's Commitments and Organizational Directions demonstrate our dedication to preparing all of our students to be on track and to graduate college ready and to increasing the percentage of students meeting or exceeding their reading and math growth targets. Therefore, Turtleback's school-wide and grade level goals focus on fostering optimal reading and math growth for every student.</p> <p>We will reach our schoolwide goals by;</p> <ul style="list-style-type: none"> <li>• Hiring an impact Teacher to work with students in small groups</li> <li>• Utilizing our Student Support Specialist to support students behaviorally and emotionally to foster academic success</li> <li>• Providing direct instructional support to various student populations (i.e. English Learners, GATE, etc...)</li> <li>• Utilizing OASIS tutors to support literacy and skill progress for identified students</li> <li>• Use of push-in services by the Resource Specialist in classrooms</li> </ul>	CST MAPs API AYP	Impact Teacher Student Services Specialist Community/Parent Volunteers Library Media Technician ELL Instructional Assistant Resources Specialist
<b><u>In addition to your schoolwide goals; include goals for critical groups</u></b>				
<b>Educationally Disadvantaged Youth or Title I</b>	By June of 2012, we will have at least 72% (+3%) of these students achieving at the proficient or advanced level on the English Language Arts portion of the California Standards Test.	<p>We believe that closely monitoring and supporting each student whose performance is below proficient will result in an increase in the performance of our educationally disadvantaged students.</p> <p>An Impact Teacher will be hired to specifically address the needs of students who are below proficient. Classroom teachers will team teach whenever possible to allow for flexible groupings of students based on skill levels.</p>	CST MAPs Running Records Classroom Math Assessments	Impact Teacher Resource Specialist

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
<b>English Learners</b>	By June of 2012, 78% (+5%) of Turtleback's English language learners will achieve at the proficient or advanced level on the English Language Arts portion of the California Standards Test, thus continuing our trend of closing the achievement gap.	English Language Learners who are not advancing quickly enough through the English Learner Development levels (Beginning to Early Intermediate to Intermediate, etc...) and/or are not attaining the expected level of proficiency on the California Standards Test based on their English Learner Development level, will continue to be monitored and their supports systems adjusted using the same system described for our students with disabilities.	CST MAPs CELDT	EL Instructional Assistant Impact Teacher Community/Parent Volunteers Classroom Teachers
<b>GATE</b>	By June of 2012, 100% (+4%) of Turtleback's Gifted and Talented students will achieve at the proficient or advanced level on the English Language Arts portion of the California Standards Test.	GATE-identified students and other who wish to take on an extra challenge will participate in Future Problem Solvers, Math Olympiad, class-based supplemental instruction, and a range of other expanding enrichment offerings, such as our new parent-child book club. We are developing a site GATE resources website to further prepare parents to help their students achieve at their highest potential. We are also establishing a GATE book club to provide students with critical readings to enhance their cognitive skills.	CST MAPs	Community/Parent Volunteers Classroom Teachers
<b>Students with Disabilities</b>	By June of 2012, 75% (+4%) of Turtleback's students with disabilities will achieve at the proficient or advanced level on the English Language Arts portion of the California Standards Test.	The principal and a range of intervention teams, i.e. our Special Education team (weekly) and Student Assistance Team (monthly), closely monitor students receiving targeted interventions and/or instruction.	CST CMA CAPA MAPs Running Records	Classroom Teachers Special Ed., Staff Principal District Personnel
<b>Other Goals</b>	<p><b>Kindergarten-READING</b> Grade level growth goals: &gt; 80% of this year's kindergarteners will read at a DRA Running Record level of 6 or higher (baseline median RR level = 2.18) &gt; 96% of this year's kindergartners will demonstrate mastery of 26/30 kindergarten sight words.</p> <p><b>MATH</b> Grade level growth goal: &gt; 95% of our students will meet (3) or exceed (4) standards in number sense based on the District Math Rubric.</p>	<p><b>FALL</b> <i>Instruction &amp; assessment to support reading goals:</i></p> <ul style="list-style-type: none"> <li>- Begin annual Morning Read program</li> <li>- Use portfolio reading boxes</li> <li>- Host parent education night on reading to equip parents to better assist their beginning readers</li> <li>- Focus on developing the following skills and concepts (based on PUSD standards) in our readers: self-monitoring, reading for meaning, retelling, etc...</li> <li>- Later in the first trimester, determine baseline DRA running Record levels and then group students accordingly for guided reading groups</li> <li>- Small groups reading instruction</li> <li>- Sight word homework to coincide with specific sight word instruction</li> <li>- Pocket chart reading</li> <li>- Shared reading</li> <li>- Read aloud</li> <li>- One More Story website</li> <li>- Letter and sound work</li> <li>- One on one support as needed</li> <li>- Readable books with pattern text for school and home practice which introduces and teachers new sight words and supports the practice of known sight words</li> </ul>	<p><b>READING</b> - Morning Read logs - Portfolio reading boxes</p> <p><b>MATH</b> -Math assessment results</p>	

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p><i>Instruction &amp; assessment to support math goals:</i></p> <ul style="list-style-type: none"> <li>-Houghton Mifflin math program</li> <li>-Small group math instruction to target specific math skills through centers</li> <li>-Math book tests</li> <li>-Observations during work time</li> <li>-Homework sent home to reinforce skills</li> </ul> <p style="text-align: center;"><b>WINTER</b></p> <p><i>Instruction &amp; assessment to support reading goals:</i></p> <ul style="list-style-type: none"> <li>- Morning Read Program</li> <li>- Use portfolio reading boxes</li> <li>- Focus on developing the following skills and concepts (based on PUSD standards) in our readers: self-monitoring , reading for meaning, retelling, etc...</li> <li>- Late in the 2nd trimester, determine DRA Running Record levels and group/re-group students accordingly for guided reading groups</li> <li>- Small group reading instruction</li> <li>- Sight word homework to coincide with specific sight word instruction</li> <li>- Pocket chart reading</li> <li>- Shared reading</li> <li>- Read aloud</li> <li>- One More Story website</li> <li>- Letter and sound work</li> <li>- One on one support as needed</li> <li>- Readable books with pattern text for school and home practice which introduces and teaches new sight words and supports the practice of known sight words</li> <li>- Begin to practice retelling of stories students read</li> <li>- Begin to emphasize reading for meaning</li> </ul> <p><i>Instruction &amp; assessment to support math goals:</i></p> <ul style="list-style-type: none"> <li>-Houghton Mifflin math program</li> <li>-Small group math instruction to target specific math skills</li> <li>-Assess using the Poway Math Rubric</li> <li>-Math book tests</li> <li>-Observations during work time</li> <li>-Homework sent home to reinforce skills</li> </ul>		

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p style="text-align: center;"><b>SPRING</b></p> <p><i>Instruction &amp; assessment to support reading goals:</i></p> <ul style="list-style-type: none"> <li>- Morning Read program</li> <li>- Use portfolio reading boxes</li> <li>- Focus on developing the following skills and concepts (based on PUSD standards) in our readers: self-monitoring, reading for meaning, retelling, etc...</li> <li>- Determine DRA Running Record levels and group/re-group students accordingly for guided reading groups</li> <li>- Small group reading instruction</li> <li>- Pocket chart reading</li> <li>- Shared reading</li> <li>- Read aloud</li> <li>- One More Story website</li> <li>- One on one support as needed</li> <li>- Readable books with pattern text for school and home practice which introduces and teaches new sight words and supports the practice of known sight words</li> <li>- Emphasize students retelling stories</li> <li>- Read for meaning</li> </ul> <p><i>Instruction &amp; assessment to support math goals:</i></p> <ul style="list-style-type: none"> <li>-Houghton Mifflin math program</li> <li>-Small group math instruction to target specific math skills in centers</li> <li>-Assess using the Poway Math Rubric</li> <li>-Math book tests</li> <li>-Observations during work time</li> <li>-Homework sent home to reinforce skills</li> </ul>		
	<p><b>First Grade-READING</b> Grade level growth goal: &gt; 95% of this year's first graders will read at a DRA Running Record level of 20 or higher (baseline median RR level = 12.42)</p> <p><b>MATH</b> Grade level growth goal: &gt; 95% of our students will demonstrate mastery of their addition and subtraction facts (1-20) based on an end-of-the-year assessment.</p>	<p style="text-align: center;"><b>FALL</b></p> <p><i>Instruction &amp; assessment to support reading goals:</i></p> <ul style="list-style-type: none"> <li>- Determine baseline DRA Running Record levels and group students accordingly for guided reading groups</li> <li>- Instruct using appropriate guided reading materials</li> <li>- Continue reading strategy instruction</li> <li>- Encourage home/school dialogue about student reading through comments/responses recorded in guided reading logs</li> <li>- Focus on developing the following skills and concepts in our readers (based on PUSD content standards): answering who, what, when, where &amp; how questions; using context to resolve ambiguities about word and sentence meanings; confirming predictions about what will happen next by identifying key words; &amp; relating prior knowledge to textual information</li> <li>- Use comprehension questions on Running Record forms</li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>- Running Record scores</li> <li>- Home/school guided reading logs</li> <li>- Kids who love reading!</li> </ul> <p><b>MATH</b></p> <ul style="list-style-type: none"> <li>-<i>Math Fact Assessment</i> (created this year)</li> <li>-Proficiency of math facts</li> </ul>	

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p><i>Instruction &amp; assessment to support math goals:</i></p> <ul style="list-style-type: none"> <li>-Determine baseline math level using the CA math Inventory Assessment</li> <li>-Write numbers 1-100</li> <li>-Instruct using Math Expressions curriculum (class work and homework)</li> <li>-White board practice</li> <li>-Supplement with math packets</li> <li>-Small group reinforcement w/teacher or parent</li> <li>-Use Trimester I assessment to evaluate proficiency</li> <li>-Use Unit tests to check for understanding</li> </ul> <p style="text-align: center;"><b>WINTER</b></p> <p><i>Instruction &amp; assessment to support reading goals:</i></p> <ul style="list-style-type: none"> <li>- Re-assess DRA Running Record levels and re-group accordingly</li> <li>- Instruct using appropriate comprehension strategies</li> <li>- Continue using home/school guided reading logs</li> <li>- Continue using comprehension questions on Running Records forms</li> </ul> <p><i>Instruction &amp; assessment to support math goals:</i></p> <ul style="list-style-type: none"> <li>-Begin Lightning Rod math for fact mastery</li> <li>-Continue writing numbers 1-100</li> <li>-Continue using Math Expressions curriculum</li> <li>-Continue white board practice</li> <li>-Continue supplementing with math packets</li> <li>-Continue small group reinforcement w/teacher or parent</li> <li>-Use Trimester 2 Assessment</li> <li>-Continue using Unit tests to check for understanding</li> </ul> <p style="text-align: center;"><b>SPRING</b></p> <p><i>Instruction &amp; assessment to support reading goals:</i></p> <ul style="list-style-type: none"> <li>- Continue using home/school guided reading logs</li> <li>- Continue using comprehension questions on Running Record forms</li> <li>- Continue using reading passages with comprehension questions</li> <li>- Re-assess Running Record levels and analyze student growth</li> <li>- Evaluate effectiveness of strategies and plan refinements</li> </ul> <p><i>Instruction &amp; assessment to support math goals:</i></p> <ul style="list-style-type: none"> <li>-Continue Lightning Rod math for fact mastery</li> <li>-Continue writing numbers 1-100</li> </ul>		

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<ul style="list-style-type: none"> <li>-Continue using Math Expressions curriculum</li> <li>-Continue white board practice</li> <li>-Continue supplementing with math packets</li> <li>-Continue small group reinforcement w/teacher or parent</li> <li>-Use Trimester 3 Assessment</li> <li>-Continue using Unit tests to check for understanding</li> <li>-Administer <i>Math Fact</i> Assessment</li> </ul>		
	<p><b>Second Grade-READING</b> Grade level growth goals: &gt; 78% of this year's second graders will meet or exceed their expected MAP reading growth goal (as compared to 70% of last year's 2nd graders). &gt; Our students' mean RIT in literal comprehension will increase from 185 (fall baseline) to 196, based on the NWEA expected growth target.</p> <p><b>MATH</b> Grade level growth goals: &gt; 78% of this year's second graders will meet or exceed their expected MAP math growth goal (as compared to 58% of last year's 2nd graders). &gt; Our students' mean RIT in number sense and operations will increase from 183 (fall baseline) to 196, based on the NWEA expected growth target.</p>	<p style="text-align: center;"><b>FALL</b> <i>Instruction &amp; assessment to support reading goals:</i></p> <ul style="list-style-type: none"> <li>-Administer fall MAP assessment and determine grade level focus area</li> <li>-Familiarize ourselves with the 171-180 and 181-190 RIT range to anticipate skills and concepts students need to master to achieve growth targets</li> <li>- Continue to gather additional instructional resources to teach main idea, compare-contrast, cause-effect, summarize, drawing conclusion, classify think skills, fact opinion, and new vocabulary</li> <li>- Continue to build resource binder of high quality comprehension resources by adding literal comprehension resources</li> <li>-Begin a reading group binder to support teaching literal comprehension</li> <li>- Administer a monthly or bi-monthly computerize Scholastic Reading Inventory/or Compass Learning with a minimum of 30 minutes a week</li> <li>-Familiarize ourselves with new vocabulary for literal comprehension for RIT range 171-180 and 181-190</li> <li>-Houghton Mifflin theme reading comprehension skills test</li> <li>-Reading Counts! Individualized depending on completion of books</li> </ul> <p style="text-align: center;"><i>Instruction &amp; assessment to support math goals:</i></p> <ul style="list-style-type: none"> <li>-Administer fall MAP assessment and determine grade level focus area</li> <li>-Familiarize ourselves with the 181-190 and 191-200 RIT range to anticipate skills and concepts students need to master to achieve optimal growth target</li> <li>-Identify and create list of specific learning in number sense and operations within the RIT range of 181-190 and 191-200</li> <li>-Familiarize ourselves with new vocabulary for number sense and operations for RIT range 181-190 and 191-200</li> </ul> <p style="text-align: center;"><b>WINTER</b> <i>Instruction &amp; assessment to support reading goals:</i></p> <ul style="list-style-type: none"> <li>-Administer winter MAP assessment and analyze progress in grade</li> </ul>	<p>READING -Grade level and a classroom focus areas/goals -Each classroom will have a chart posted with our goal -Resource binder -Reading group binder (focus on literal comprehension)</p> <p>MATH -Grade level focus areas/goals -Improved MAPs results</p>	

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p>level focus area</p> <ul style="list-style-type: none"> <li>-Group/re-group students with consideration of RIT ranges and experiment with differentiated lessons targeted on teaching literal comprehension skills and concepts</li> <li>-Continue to gather additional instructional resources for binder</li> <li>-Continue to administer the computerized Scholastic Reading Inventory and evaluate student growth</li> <li>-Continue to model and provide guided practice for targeted skills and concepts</li> <li>-Continue to familiarize ourselves with the 171-180 and 181-190 RIT range to anticipate skills and concepts students need to master to achieve growth targets</li> <li>-Houghton Mifflin theme reading comprehension skills test</li> <li>-Reading Counts! Individualized depending on completion of books</li> </ul> <p><i>Instruction &amp; assessment to support math goals:</i></p> <ul style="list-style-type: none"> <li>-Administer winter MAP assessment and analyze progress in grade level focus area</li> <li>-Focus instruction on specific learning needs of students</li> <li>-Identify gaps in curriculum as indicated by MAP results</li> <li>-Collect supplemental instructional materials to bridge the gaps in student learning</li> <li>-Continue to model and provide guided practice for targeted skills and concepts</li> <li>-Continue to familiarize ourselves with the 181-190 and 191-200 RIT range to anticipate skills and concepts students need to master to achieve growth targets</li> </ul> <p style="text-align: center;"><b>SPRING</b></p> <p><i>Instruction &amp; assessment to support reading goals:</i></p> <ul style="list-style-type: none"> <li>-Administer spring MAP assessment and analyze progress in grade level focus area</li> <li>-Continue to focus instruction on skills and concepts suggested by 181-190 and 191-200 range for literal comprehension</li> <li>-Evaluate effectiveness of using Scholastic Reading Inventory results to improve our students' literal comprehension</li> <li>-Evaluate effectiveness of strategies and plan refinements</li> <li>-Houghton Mifflin theme reading comprehension skills test</li> <li>-Reading Counts! Individualized depending on completion of books</li> </ul> <p><i>Instruction &amp; assessment to support math goals:</i></p> <ul style="list-style-type: none"> <li>-Administer spring MAP assessment and analyze progress in grade level focus area</li> <li>-Continue to focus instruction on skills and concepts suggested by</li> </ul>		

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	<p><b>Third Grade-READING</b> Grade level growth goals: &gt; 75% of this year's third graders will meet or exceed their expected MAP reading growth goal (as compared to 62% of last year's 3rd graders). &gt;Our students' mean RIT in word analysis and vocabulary development will increase from 197 (fall baseline) to 204, based on the NWEA expected growth target.</p> <p><b>MATH</b> Grade level growth goals: &gt; 80% of this year's third graders will meet or exceed their expected MAP math growth goal (as compared to 67% of last year's 3rd graders). &gt; Our students' mean RIT in number sense and operations will increase from 199 (fall baseline) to 206, based on the NWEA expected growth target.</p>	<p>181-190 and 191-200 RIT range for number sense and operations -Evaluate effectiveness of strategies and plan refinements -Further assess growth and mastery based on the number sense and operations strand of the trimester exam</p> <p><b>FALL</b> <i>Instruction &amp; assessment to support reading goals:</i></p> <ul style="list-style-type: none"> <li>-Administer fall MAP assessment and determine grade level and class focus areas</li> <li>-Create and post in each 3rd grade classroom a chart listing the focus skills and concepts that support word analysis and vocabulary development</li> <li>-Refer to the focus skills and concepts during related instruction</li> <li>-Familiarize ourselves with the RIT bands related to our students' word analysis and vocabulary development level and incorporate the relevant skills, concepts, and vocabulary into our instruction</li> <li>-Gather instructional resources that support our instruction-provide guided practice</li> <li>-Students will use Compass Learning for individualized instruction and practice of the MAP skills</li> </ul> <p><i>Instruction &amp; assessment to support math goals:</i></p> <ul style="list-style-type: none"> <li>-Administer fall MAP assessment and determine grade level and class focus areas</li> <li>-Create and post in each 3rd grade classroom a chart listing the focus skills and concepts that support number sense and operations</li> <li>-Refer to the focus skills and concepts during related instruction</li> <li>-Familiarize ourselves with the RIT bands related to our students' number sense and operations level and incorporate the relevant skills, concepts, and vocabulary into our instruction</li> <li>-Gather instructional resources that support our instruction-provide guided practice</li> <li>-Students will use Compass Learning for individualized instruction and practice of the MAP skills</li> </ul> <p><b>WINTER</b> <i>Instruction &amp; assessment to support reading goals:</i></p> <ul style="list-style-type: none"> <li>-Administer winter MAP assessment and analyze progress in grade level and class focus areas</li> <li>-Continue to gather additional instructional resources</li> <li>-Continue to model and provide guided practice for targeted skills and concepts</li> <li>-Students will use Compass Learning for individualized instruction and practice of the MAP skills</li> </ul>	<p>-Grade level and classroom focus areas/goals -Classroom chart with RIT Ranges and focus areas -Highlight areas on chart as taught -New instructional resources</p> <p>and also for MATH -Collection of instructional resources related to the effective teaching of number sense and operations</p>	

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p><i>Instruction &amp; assessment to support math goals:</i></p> <ul style="list-style-type: none"> <li>-Administer winter MAP assessment and analyze progress in grade level and class focus areas</li> <li>-Continue to gather additional instructional resources</li> <li>-Continue to model and provide guided practice for targeted skills and concepts</li> <li>-Students will use Compass Learning for individualized instruction and practice of the MAP skills</li> </ul> <p style="text-align: center;"><b>SPRING</b></p> <p><i>Instruction &amp; assessment to support reading goals:</i></p> <ul style="list-style-type: none"> <li>-Administer spring MAP assessment and analyze progress in grade level and class focus areas</li> <li>-Continue to focus instruction on skills and concepts suggested by students' RIT bands</li> <li>-Evaluate effectiveness of strategies and plan refinements</li> <li>-Students will use Compass Learning for individualized instruction and practice of the MAP skills</li> </ul> <p><i>Instruction &amp; assessment to support math goals:</i></p> <ul style="list-style-type: none"> <li>-Administer spring MAP assessment and analyze progress in grade level and class focus areas</li> <li>-Continue to focus instruction on skills and concepts suggested by students' RIT bands</li> <li>-Evaluate effectiveness of strategies and plan refinements</li> <li>-Students will use Compass Learning for individualized instruction and practice of the MAP skills</li> </ul>		
	<p><b>Fourth Grade-READING</b> Grade level growth goals: &gt; 71% of this year's fourth graders will meet or exceed their expected MAP reading growth goal (as compared to 61% of last year's 4th graders). &gt;Our students' mean RIT in word analysis and vocabulary development will increase from 206 (fall baseline) to 212, based on the NWEA expected growth target.</p> <p><b>MATH</b> Grade level growth goals: &gt; 71% of this year's fourth graders will meet or exceed their expected MAP math growth goal (as compared to 61% of last year's 4th graders). &gt; Our students' mean RIT in number sense and</p>	<p style="text-align: center;"><b>FALL</b></p> <p><i>Instruction &amp; assessment to support reading goals:</i></p> <ul style="list-style-type: none"> <li>-Administer fall MAP and Scholastic Reading Inventory assessments to determine grade level focus areas</li> <li>-Guide students in the development of focus areas based on MAP results</li> <li>-Familiarize ourselves with the RIT bands related to our students' word analysis and vocabulary level and strategically incorporate the relevant skills, concepts, vocabulary into our instruction</li> <li>-Familiarize students with the skills concepts, and vocabulary related to our grade level focus area</li> <li>-Use MAP data to develop instruction based on students needs and instruct students with appropriate materials</li> <li>-Provide word student time each week</li> <li>-Use Wordly Wise to build word analysis and vocabulary skills</li> </ul>	<p>READING -Grade level and individual focus areas/goals -MAP growth</p> <p>also for MATH -Trimester Assessment Scores</p>	

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	<p>operations will increase from 211 (fall baseline) to 220, based on the NWEA expected growth target.</p>	<p>-Provide time to work on Compass Learning in this area            -Investigate and gather additional resources to enhance word analysis and vocabulary development</p> <p><i>Instruction &amp; assessment to support math goals:</i></p> <p>-Administer fall MAP, math unit basements, and trimester assessments to determine grade level areas            -Guide students in the development of grade level focus areas based on MAP results            -Familiarize ourselves with the RIT bands related to our students' number sense and operations level and strategically incorporate the relevant skills, concepts, vocabulary related to our grade level focus area            -USE MAP, math unit, and trimester assessment/data to develop flexible math groups based on student needs and instruct students with appropriate materials            -Investigate additional resources to enhance number sense and operations skills            -Math Olympiad small groups            -Math Expressions Unit tests, Avg. 80% or higher</p> <p><b>WINTER</b></p> <p><i>Instruction &amp; assessment to support reading goals:</i></p> <p>-Administer winter MAP and SRI assessments            -Analyze results from MAP and SRI, to assess progress in our focus area            -Guide students in the development of goals/reflections in grade level focus areas            -Modify work for students as needed            -Acquire additional word analysis and vocabulary materials            -Check into Wordly Wise for students below grade level            -Check into other possible programs for lower students</p> <p><i>Instruction &amp; assessment to support math goals:</i></p> <p>-Administer winter MAP and math assessments            -Analyze results from MAP, math assessment, and trimester assessments to assess progress in our focus areas            -Guide students in the development of goals in grade level focus area            -Re-group students as needed            -Investigate additional number sense and operations materials            -Math Olympiad small groups            -Math Expressions Unit tests, Avg. 80% or higher</p>		

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p style="text-align: center;"><b>SPRING</b></p> <p><i>Instruction &amp; assessment to support reading goals:</i></p> <ul style="list-style-type: none"> <li>-Administer spring MAP, SRI, and Wordly Wise unit assessments</li> <li>-Analyze progress in grade level focus areas</li> <li>-Evaluate effectiveness of strategies and plan refinements</li> </ul> <p><i>Instruction &amp; assessment to support math goals:</i></p> <ul style="list-style-type: none"> <li>-Administer Spring MAP and math assessments</li> <li>-Analyze progress in grade level focus areas</li> <li>-Evaluate effectiveness of strategies and plan refinements</li> <li>-Math Olympiad small groups</li> <li>-Math Expressions Unit tests, Avg. 80% or higher</li> </ul>		
	<p><b>Fifth Grade-READING</b> Grade level growth goal: &gt; 68% of this year's fifth graders will meet or exceed their expected MAP reading growth goal (as compared to 58% of last year's 5th graders). &gt; Our students' mean RIT in literal comprehension will increase from 216 (fall baseline) to 220, based on the NWEA expected growth target.</p> <p><b>MATH</b> Grade level growth goals: &gt; 82% of this year's fifth graders will meet or exceed their expected MAP math growth goal (as compared to 78% of last years 5th graders). &gt; Our students' mean RIT in problem solving will increase from 221 (fall baseline) to 228, based on the NWEA expected growth target.</p>	<p style="text-align: center;"><b>FALL</b></p> <p><i>Instruction &amp; assessment to support reading goals:</i></p> <ul style="list-style-type: none"> <li>-Administer fall MAP assessment and determine grade level and class focus areas</li> <li>-Consult with the 5th grade curriculum map to analyze literal comprehension skills and concept (identify main idea, using text features to comprehend text, summarizing)</li> <li>-Focus on literal comprehension and summarization when assigning book reports or book club projects</li> <li>-Familiarize ourselves with the RIT bands related to our students' literal comprehension level as it aligns to our current curriculum (synthesize/paraphrase directions; determine sequence of events and paraphrase; how to use; index, bibliography, dictionary, glossary; understand and paraphrase detail; identify cause and effect in longer passages).</li> </ul> <p><i>Instruction &amp; assessment to support math goals:</i></p> <ul style="list-style-type: none"> <li>-Administer fall MAP assessment and determine grade level and class focus areas</li> <li>-Familiarize ourselves with the RIT bands related to our students' problem solving level as it aligns to our current curriculum (identify the question; restate the problem; determine the necessary/unnecessary information in problems; apply a variety of problem solving strategies; check to see if the answer is reasonable).</li> <li>-Provide opportunities for students to practice problem solving on a regular basis</li> </ul>	<p>-Grade level, class and individual focus areas/goals -Creation of goal setting page</p>	

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p style="text-align: center;"><b>WINTER</b></p> <p><i>Instruction &amp; assessment to support reading goals:</i></p> <ul style="list-style-type: none"> <li>-Administer winter MAP assessment and analyze progress in grade level focus area</li> <li>-Facilitate the identification of individual focus areas with our classes to foster student ownership of their growth</li> <li>-Model and provide guided practice for our targeted literal comprehension skills and concepts</li> </ul> <p><i>Instruction &amp; assessment to support math goals:</i></p> <ul style="list-style-type: none"> <li>-Administer winter MAP assessment and analyze progress in grade level focus area</li> <li>-Facilitate the identification of individual focus areas with our classes to foster student ownership of their growth</li> <li>-Model and provide guided practice for our targeted problem solving skills and concepts</li> </ul> <p style="text-align: center;"><b>SPRING</b></p> <p><i>Instruction &amp; assessment to support reading goals:</i></p> <ul style="list-style-type: none"> <li>-Administer spring MAP assessment and analyze progress in grade level, class and individual focus areas</li> <li>-Facilitate individual/class analysis of reading skill development based on RIT growth</li> </ul> <p><i>Instruction &amp; assessment to support math goals:</i></p> <ul style="list-style-type: none"> <li>-Administer spring MAP assessment and analyze progress in grade level, class and individual focus areas</li> <li>-Facilitate individual/class analysis of problem solving skill development based on RIT growth</li> <li>-Evaluate effectiveness of strategies and plan refinements</li> </ul>		

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

<p align="center"><b>Professional Learning and Collaboration to build staff capacity</b></p>	<p align="center"><b>Parent Engagement to support student learning</b></p>	<p align="center"><b>Student Engagement for partnership in learning</b></p>
<p><b>KINDEGARTEN</b></p> <ul style="list-style-type: none"> <li>- Team collaboration</li> </ul>	<ul style="list-style-type: none"> <li>- Parent education night on reading (Fall)</li> <li>- Strategies shared during parent/teacher conferences and throughout the year</li> <li>-Targeted homework assignments</li> </ul>	<ul style="list-style-type: none"> <li>- Making Meaning strategies</li> <li>- Partner share</li> <li>- Buddy games</li> </ul>
<p><b>First Grade</b></p> <ul style="list-style-type: none"> <li>- Team collaboration and meetings</li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>- Leveled reading homework (home/school guided reading logs)</li> <li>- Compass Learning/RAZ-Kids</li> <li>- Strategies shared during parent/teacher conferences and throughout the year</li> </ul> <p><b>MATH</b></p> <ul style="list-style-type: none"> <li>-Compass Learning</li> <li>-Lightning Rod math</li> <li>-Homework</li> <li>-Strategies shared during parent/teacher conferences and throughout the year</li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>- Reading response journals</li> <li>- Re-telling</li> <li>- Making Meaning strategies</li> </ul> <p><b>MATH</b></p> <ul style="list-style-type: none"> <li>-Lightening Rod Math progression</li> <li>-Individual Math packets</li> <li>-Number Scrolls</li> <li>-Assessments</li> </ul>
<p><b>Second Grade</b></p> <ul style="list-style-type: none"> <li>-Team collaboration</li> <li>-Team use of resource binder</li> <li>-Gather and utilize supplemental resources through team collaboration</li> </ul>	<ul style="list-style-type: none"> <li>-Strategies shared during parent/teacher conferences and throughout the year</li> <li>-Compass Learning</li> <li>-Encourage Compass Learning math at home</li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>-Create a class goal based on literal comprehension within the RIT range of 175-192</li> </ul> <p><b>MATH</b></p> <ul style="list-style-type: none"> <li>-Create and reference class math goal</li> <li>-Compass Learning</li> </ul>
<p><b>Third Grade</b></p> <ul style="list-style-type: none"> <li>-Team collaboration</li> </ul>	<ul style="list-style-type: none"> <li>-Strategies shared during parent/teacher conferences and throughout the year</li> <li>-Parent newsletters</li> <li>-Compass Learning</li> <li>-Reading Counts! reports</li> </ul>	<ul style="list-style-type: none"> <li>-Students record scores and analyze results based on strengths and weakness</li> <li>-Students identify skills learned in designated RIT Range</li> <li>-Compass Learning</li> </ul>
<p><b>Fourth Grade</b></p> <ul style="list-style-type: none"> <li>-Grade level collaboration for trimester assessment creation</li> <li>-Exploring possibilities for re-grouping</li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>-Strategies shared during parent/teacher conferences and throughout the year</li> <li>-MAPs scores reported at trimesters with Progress Reports</li> <li>-Compass Learning</li> </ul> <p><b>MATH</b></p> <ul style="list-style-type: none"> <li>-MAPs scores and Trimester Reviews reported with Progress Reports</li> <li>-Strategies shared during parent/teacher conferences and throughout the year</li> <li>-Compass Learning</li> </ul>	<ul style="list-style-type: none"> <li>-Students goal setting</li> <li>-Student reflection on MAPs scores</li> <li>-Compass Learning</li> <li>-Student goal setting/reflection on MAPs and Trimester assessments</li> </ul>
<p><b>Fifth Grade</b></p> <ul style="list-style-type: none"> <li>-Team planning and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>-Parent signature on individual goal setting page</li> <li>-Strategies shared during parent/teacher conferences and throughout the year</li> <li>-Compass Learning</li> </ul>	<ul style="list-style-type: none"> <li>-Individual and class goal setting</li> <li>-Compass Learning</li> </ul>

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

Families who are new to Turtleback are invited to a "Welcome To Turtleback" coffee at the beginning of the school year. The PTA also sponsors a movie night for families so they can become acquainted with each other.

Parents of incoming Kindergarten students are invited to attend the Kindergarten Orientation Meeting where parents are able to learn about the Kindergarten program and teacher expectations. An overview of the PEPP Kindergarten program is included at this orientation so that parents are able to make an informed choice regarding the placement of their child.

A "Boo-Hoo" coffee social is held on the first day of school for kindergarten parents to meet and greet each other and share stories on their little ones first day of school.

The fifth-sixth grade transition program starts in the early spring of each school year. First, the principal of the middle school meets with the Turtleback fifth grade teachers and principal. Fifth grade parents are then invited to an orientation meeting at the middle school.

Later in the spring, fifth grade students go on a field trip to visit the middle school to become familiar with the campus and learn school rules and expectations. We are fortunate to also have the middle school band to visit Turtleback and perform for the fifth grade classes. This activity is helpful in recruiting students for the outstanding music program at the middle school.

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

Turtleback's third organizational direction is to "develop, implement, and improve our Positive Behavior Support System for the purpose of fostering a safe, calm, and nurturing learning environment." The principles of Teaching with Love and Logic (Fay, Jim & Funk, David) and the Responsive Classroom (Northeast Foundation for Children, Inc.) are woven throughout all of our social, emotional and behavioral supports for children.

Specific components of Turtleback's Positive Behavior Support System:

- We begin the year by explicitly teaching and modeling our behavioral expectations using teacher-developed lessons during the first 20 days of school (with refreshers throughout the year).
- This year we continued using a research-based Bullying Prevention Program which includes staff, parent and student aspects. We have seen a dramatic drop in bullying behavior, referrals, and suspensions. Most importantly, our students are "choosing to be caring," which is our school motto.
- Despite the reduction of financial resources to support our Social and Emotional Pyramid of Interventions, we have successfully garnered the support of our Foundation to fund our Student Services Specialist for one day per week. Our invaluable SSS has shifted services to focus on push-in classroom lessons and pull-out skill and support groups for our most increasingly vulnerable students.
- Our safe, fair, and fun playground begins with an effectively organized playground, appropriate equipment, and clearly taught and enforced rules for various games and activities.
- A concerted emphasis has been made to hire and train playground supervisors who love children, possess strong problem solving and communication skills, and have an ability to work well on a collaborative team.
- We implement a variety of activities to help students understand the dangers of substances abuse. Each day during Red Ribbon Week a schoolwide activity is conducted to teach the importance of being drug, tobacco, and alcohol free.

We are very proud of our accomplishments to maintain a safe and healthy campus and realize that this is an ongoing school effort.

#### **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-9th	300 minutes
Primary Interaction Program	K-3rd	150 minutes
Character Counts	K-12th	1000 minutes
Steps to Respect	3rd-6th	

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

STATE/FEDERAL PROGRAMS	SITE ALLOCATION (IF APPLICABLE)
Title I	0
Title I Parent Involvement	0
ELAP: English Language Acquisition Program (Grades 4-8 only)	2,166
EIA-EL: Economic Impact Aid - English Learners	23,762
EIA-SCE: Economic Impact Aid - State Compensatory Education	11,122

**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	Tammy Brokaw	Original signature page on file at the district office.	
Special Education	Heather de Anda		
Title I (if applicable)	N/A		
Library	Bobbye Lussier		

### SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[X]	[]	[]	[]	[]	NA	Janet Bernard		
[]	[]	[]	[X]	[]	Spring 2012	Kristen Crane	Original signature page on file at the district office.	
[]	[X]	[]	[]	[]	Spring 2012	Marie Duffy		
[]	[]	[]	[X]	[]	Spring 2012	Kim Jones		
[]	[]	[X]	[]	[]	Spring 2012	Bobbye Lussier		
[]	[X]	[]	[]	[]	Spring 2012	Cindy Reid		
[]	[]	[]	[X]	[]	Spring 2014	Brenda Ryan		
[]	[]	[]	[X]	[]	Spring 2014	Jennie Harris		
[]	[X]	[]	[]	[]	Spring 2012	Meredeth Virgilio		
[]	[]	[]	[X]	[]	Spring 2014	Kelli Ritchie-Schraeder		
<b>1</b>	<b>3</b>	<b>1</b>	<b>5</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 01/04/12.**

*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: Turtleback Elementary School  
 PROGRAM: English Language Acquisition Program (Grades 4-8 only)  
 RESOURCE NUMBER: 6286  
 2011 ENTITLEMENT: \_\_\_\_\_  
 PLUS CARRYOVER: \$2,166  
 TOTAL SITE BUDGET: 2,166

**Budget Summary for  
Turtleback Elementary School**

\$PER STUDENT:	_____
# OF STUDENTS:	<u>10</u>
TOTAL ENTITLEMENT:	<u>10</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						0
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
<b>3000 EMPLOYEE BENEFITS</b>						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0
3312-000: FICA – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
<b>4000 BOOKS AND SUPPLIES</b>						
4100-010: TEXTBOOKS	500.00					500
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES	900.00					900
4300-011: SUBSCRIPTIONS	500.00					500
4300-018: SOFTWARE	150.00					150
4300-099: RESERVE						0
	<b>2,050</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,050</b>
<b>5000 CONTRACTED SERVICES</b>						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE	50.00					50
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS	66.00					66
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0
<b>6000 CAPITAL OUTLAY</b>						

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
<b>TOTAL SITE BUDGET:</b>	<b>2,166</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,166</b>

**V.D. BUDGET DEVELOPMENT FORM**

SITE: Turtleback Elementary School

PROGRAM: Economic Impact Aid - English Learners

RESOURCE NUMBER: 7091

**Budget Summary for  
Turtleback Elementary School**

2011 ENTITLEMENT:	<u>\$12,400</u>	\$PER STUDENT:	<u>                    </u>
PLUS CARRYOVER:	<u>\$11,362</u>	# OF STUDENTS:	<u>83</u>
TOTAL SITE BUDGET:	<u>23,762</u>	TOTAL ENTITLEMENT:	<u>83</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
Impact Teacher		14000.00				14,000
	<b>0</b>	<b>14,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14,000</b>
<b>2000 CLASSIFIED SALARIES</b>						
2100-010: INSTRUCTIONAL AIDE REGULAR	1000.00					1,000
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	3400.00					3,400
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	<b>4,400</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4,400</b>
<b>3000 EMPLOYEE BENEFITS</b>						
3111-000: STRS – CERTIFICATED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3212-000: PERS – CLASSIFIED	15.00					15
3222-000: PERS Pickup – CLASSIFIED	10.00					10
3312-000: FICA – CLASSIFIED	9.00					9
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED	5.00					5
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED	20.00					20
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED	30.00					30
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED	5.00					5
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED	6.00					6
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	1400.00					1,400
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	<b>1,400</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,400</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

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0
<b>6000 CAPITAL OUTLAY</b>						
6400-030: COMP HARDWARE UNDER \$500	3862.00					3,862
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
	<b>3,862</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3,862</b>
<b>TOTAL SITE BUDGET:</b>	<b>9,762</b>	<b>14,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23,762</b>

**V.D. BUDGET DEVELOPMENT FORM**

SITE: Turtleback Elementary School

PROGRAM: Economic Impact Aid - State Compensatory Education

RESOURCE NUMBER: 7090

**Budget Summary for  
Turtleback Elementary School**

2011 ENTITLEMENT: \$6,040

\$PER STUDENT: \_\_\_\_\_

PLUS CARRYOVER: \$5,082

# OF STUDENTS: \_\_\_\_\_

TOTAL SITE BUDGET: 11,122

TOTAL ENTITLEMENT: 0

**BUDGETED  
EXPENDITURES**

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	3500.00					3,500
1100-014: TEACHER HOURLY						0
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	<b>3,500</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3,500</b>
<b>2000 CLASSIFIED SALARIES</b>						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	2000.00					2,000
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	<b>2,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,000</b>
<b>3000 EMPLOYEE BENEFITS</b>						
3111-000: STRS – CERTIFICATED	25.00					25
3212-000: PERS – CLASSIFIED	15.00					15

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3222-000: PERS Pickup – CLASSIFIED	11.00					11
3312-000: FICA – CLASSIFIED	5.00					5
3321-000: MEDICARE – CERTIFICATED	10.00					10
3322-000: MEDICARE - CLASSIFIED	5.00					5
3331-000: PARS - CERTIFICATED	30.00					30
3332-000: PARS – CLASSIFIED	20.00					20
3401-000: HEALTH-CERTIFICATED	20.00					20
3402-000: HEALTH-CLASSIFIED	15.00					15
3501-000: UNEMPLOYMENT INS - CERTIFICATED	10.00					10
3502-000: UNEMPLOYMENT INS – CLASSIFIED	5.00					5
3601-000: WORKERS COMP INS – CERTIFICATED	12.00					12
3602-000: WORKERS COMP INS - CLASSIFIED	7.00					7
3802-000: PERS Recapture - CLASSIFIED						0
<b>4000 BOOKS AND SUPPLIES</b>						
4100-010: TEXTBOOKS	100.00					100
4200-010: OTHER BOOKS	800.00					800
4300-010: SUPPLIES	1132.00					1,132
4300-011: SUBSCRIPTIONS	1000.00					1,000
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	<b>3,032</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3,032</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

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
5800-086: OTHER SERVICES						0
<b>6000 CAPITAL OUTLAY</b>						
6400-030: COMP HARDWARE UNDER \$500	400.00					400
6400-031: COMP HARDWARE \$500 AND OVER	2000.00					2,000
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
	<b>2,400</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,400</b>
<b>TOTAL SITE BUDGET:</b>	<b>11,122</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11,122</b>

**VI. ADDENDUM (Optional)**