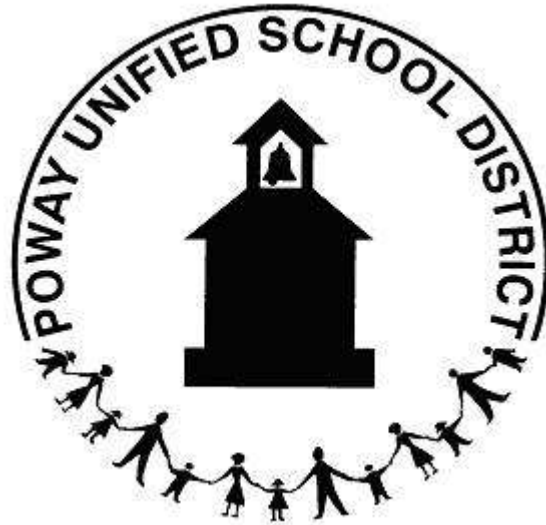


**Westwood Elementary School  
Single Plan for Student Achievement  
2011-12**



**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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At Westwood Elementary School we will do the following to support our culture of "college readiness" and post-secondary success for our students:

- We believe that all students can learn and should have the opportunity to succeed to their potential.
- Students will be engaged in the process of goal-setting so they become involved at the highest level.
- We will engage in professional learning experiences as a staff so that our teachers and staff will better understand the needs of a 21st century student.
- We will engage all learners, regardless of level, through differentiated learning experiences. We will expose our students (particularly those in upper grades) to academic vocabulary and continue to strive to challenge our "advanced" learners, providing them the information they need to continue to grow academically.

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

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At Westwood we will continue to do the following:

- Provide individualized, high-quality teaching, student goal-setting, assessment, and feedback to each unique learner on our campus.
- We will provide the social and emotional support necessary to ensure all learners feel safe and "ready to learn" each day.
- Continue to refine and monitor our student identification, monitoring, and support system to ensure all student subgroups are improving and that each student is able to reach their potential as a learner.
- Continue to work on cultural competency campus wide and program wide.

### **Capacity Building**

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At Westwood we will continue to do the following to build capacity in our learning community:

- Refine our instructional practices, assessment, and intervention approach so that each student is challenged at their individual level and so that those in need of support will be quickly identified and will receive the appropriate intervention and support.
- Align all of our resources to support identified areas of school wide focus and need.
- Involve our parent community in order to maximize student achievement.
- Align our work with PUSD goals of College Readiness and focus on Rigor, Relevance, and Relationship building.
- Communicate, throughout our school community, our school vision, goals, areas of focus, and initiative in order to maximize student achievement.
- Enlist the support of our PTA and Foundation, business partners, and school community to help maximize our efforts.

### **Multiple Pathways**

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At Westwood we will do the following to provide multiple pathways to learning:

- Participate in MAP testing three times per year in grades 2-5
- Look at data (at all grade levels) in order to make informed instructional decisions.
- Differentiate curriculum for learners that are below, at, and above grade-level standard so that all are engaged
- Provide students access to on-line, web-based applications and programs for additional support at each student's unique instructional level.
- Continue to participate in professional growth activities targeted in the areas of differentiation, on-line learning, EL support, and intervention strategies

## Organizational Support Systems

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At Westwood we will do the following to build organizational support:

- Continue to utilize the support of our PTA, Westwood Education Foundation, and volunteer program to support learning and student achievement.
- Continue to provide staff development in identified areas.
- Continue to creatively provide staff planning, goal setting, and collaboration time for teachers and staff
- Continue to refine our intervention program and begin to use an RTI approach for behavioral expectations and support.
- Continue to focus all of our resources in the areas identified for school wide focus.

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

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

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

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

SITE-SPECIFIC (OPTIONAL) ASSESSMENTS/REPORTS

STUDENT PERFORMANCE ASSESSMENTS	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
MAPs	Criterion-referenced Computer-Adaptive	Assess individual or group achievement of standards and show growth over multiple years	Advanced f1 <sup>st</sup> grade, most 3 <sup>rd</sup> And 4 <sup>th</sup> and 5 <sup>th</sup>	Faff, Winter and Spring or as needed up to 4 times per year	Measure and report student growth. Results provide Sub-scores that help the teacher analyze strengths and weaknesses within the areas of reading, math and language usage
Running Records (in LAG)	Individual performance assessment	Diagnostic	All students Grades K-2	Trimester or more frequently if indicated	A tool for scoring, coding and analyzing a child's precise Reading behaviors.
Individual I Reading Inventory (IRI) (see LAG)	Individual performance assessment	Diagnostic	Aft students reading at grade level 3	Trimester or more frequently if indicated	Used by teachers to diagnose student skills, plan subsequent instruction and placement/. Monitor progress.
Quality Writing (In LAG and 0:1) PUSD intranet	On-demand, first-draft writing, individual performance	Diagnostic and/or Achievement	All students, K-5	Fall, Winter, Spring Or as frequently as needed	Students write to a prompt. Teachers score using PUSD rubric. The results of this assessment may be used to evaluate student writing skills, diagnose- prescribe and measure growth over time.
Alphabet Knowledge (in LAG)	On-demand performance tasks	Diagnostic	Any pre or early reader	Fall, Winter, Spring Or as frequently as needed	To assess early reading skills, letter names, shapes, directionality
Phonics Skills (in LAG)	On-demand performance tasks	Diagnostic	Any pre 01 early reader	Fall, Winter, Spring Or as frequently as needed	To assess sound symbol relationships and the composition of written words
Phonetic Spelling Inventory (in LAG)	On-demand performance tasks	Diagnostic	All students Grades 1-5	Fall, Winter, Spring Or as frequently as needed	Designed to assess the word knowledge students bring to the tasks of reading and spelling. There are 4 inventories Level {-IV
STAR Math	Norm-referenced, computer administered test	Assessment of student compared to similar age group. Diagnostic when paired with Accelerated Math	All students Grades 2 - 5	Fall, Winter, Spring, or as frequently as needed	Measures student math performance level for placement in individualized Accelerated Math program. This provides another means of differentiated instruction for students.
STAR Reading	Norm-referenced, computer	Assessment of student compared to similar age group.	All students Grades 2 - 5	Fall/ Winter, Spring, or as frequently as needed	Measures student reading level to show growth and place at appropriate level for Accelerated Reader books. This provides another means of differentiated instruction for students.
LEXIA Reading	Criterion referenced	Assess individual reading readiness (pilot)	All students grades K-2, struggling readers grades 3-5	Fall, as needed throughout school year	Individualized assessment and practice in phonological awareness and phonics skills that support reading fluency. Used as a formative measure to monitor student growth .With three components, LEXIA addresses pre-reading skills, early reading skills, and has a remedial tool for struggling students ages 8 and beyond. This web-based application provides individualized instruction and provides "real-time" feedback to students, teachers, and parents.
Reading Plus	Norm referenced	Diagnostics and on-going individual silent reading fluency development	Readers grades K-5	Fall diagnostic/ on-going throughout the school year	Assessment and formative silent reading fluency tool. Addresses the needs of struggling readers, EL students, special needs students, and advanced readers. Uses individualized instruction and goal setting to support and motivate learners while providing "real-time" feedback to students, teachers, and parents. This is a web-based application available from home.

<b>STUDENT PERFORMANCE ASSESSMENTS</b>	<b>TYPE (summative or formative)</b>	<b>PURPOSE</b>	<b>WHO</b>	<b>WHEN</b>	<b>USES</b>
6-Minute Solution	Norm-referenced	Diagnostics and on-going silent reading fluency development	Selected classes grades 2-5	Fall baseline / on-going	Weekly assessment and progress monitoring in silent reading fluency.
Read Naturally	Norm-referenced	Diagnostics and on-going silent reading fluency development	Selected students grades 2-5	Baseline levels are assessed /then on-going	Research-based, silent reading fluency program used to provide baseline data, assess, monitor, and improve reading for students below grade level.
Kindergarten Beginning of the year Skills Inventory	On-demand performance	Diagnostic and baseline assessment in reading, writing, and math	All entering kindergarten students	Start of school year skills inventory	Entering kindergarten students assessed 1 on 1, both before start of the school year and during 14 day transition to full day. This provides more balanced instructional settings and more adequate data for instructional groupings in classrooms.
Hampton-Brown Reading Basics for ELL students	On demand/ performance based	Baseline and diagnostic assessments in ELA	Grades 2-5	Beginning of the year and at the end of each unit	Used as a supplemental program for ELL students. Helps ensure accurate placement and provides additional data and supplements Avenues curriculum.

OTHER MEASURES	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Progress Reports	Individual report	To assess individual student performance using State standards	K-12		Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
API	Composite score	Used (0 determine overall program effectiveness	K-5	Annually in Fan	Used by state and District as an index of overall academic performance based upon the results of the STAR
AYP	Composite score	Used to determine overall program effectiveness	K-5	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
Discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Principal/staff	Monthly/annually	Determine frequency of individual student incidences. SIJOW patterns of disruptions. These records are compiled, disaggregated, analyzed annually, and used to de/ermine or OQram needs.
Attendance	Audit	Determine attendance patterns	Students	Monthly	Disaggregating of student attendance data is done annually and used for program evaluation.
Progress Reports	Individual performance assessment	To assess individual student performance using local standards	K-5	Trimester	Provide timely feedback to student/parent regarding progress on Academic standards Grades can be collected and evaluated for trends.
Read Well	Formative	Unit tests and placement diagnostics (ELA) for students in special education. Grades K-2	K-2	Monthly/ Unit tests	Provide timely feedback to the teacher, student, and parent regarding progress on academic standards. Used for progress monitoring. Scores are collected and evaluated for trends and to determine whether or not students are making adequate progress towards IEP goals.
Making Connections	Formative	Unit tests and placement diagnostics (ELA) for students in special education. Currently used with 5th grade students.	5th Grade	Monthly/ Unit tests	Provide timely feedback to the teacher, student, and parent regarding progress on academic standards. Used for progress monitoring. Scores are collected and evaluated for trends and to determine whether or not students are making adequate progress towards IEP goals.
Diagnostic Reading Inventory	Formative	Diagnostic tests in 5 areas (ie: decoding, comprehension, vocabulary). Used with special education students.	Grades 2-5	Monthly/ Unit tests	Provide timely feedback to the teacher, student, and parent regarding progress on academic standards. Used for progress monitoring. Scores are collected and evaluated for trends and to determine whether or not students are making adequate progress towards IEP goals.
Annual PT A survey	Questionnaire	Get feedback on PTA events	Parents	Annually	This survey helps us evaluate parent participation and attitudes regarding selected school events.
Staff Surveys	Questionnaire	Feedback from staff on principal leadership effectiveness	Teachers	Annually or as needed	This survey helps us evaluate school processes and principal effectiveness. Used to guide personal or school- wide goals and targets.
Student Survey	Questionnaire	Feedback from primary consumers of school Programs	Students	Annually or as needed	Provides feedback on school programs and practices that likely impact student achievement.

**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>	Westwood Elementary School	<b>District Name</b>	Poway Unified
<b>Principal</b>	Mike Mosgrove	<b>Superintendent</b>	John P. Collins, Ed.D
<b>Street</b>	17449 Matinal Rd.	<b>Street</b>	15250 Avenue of Science
<b>City, State, Zip</b>	San Diego, CA 92127-1205	<b>City, State, Zip</b>	San Diego, CA 92128-3406
<b>Phone Number</b>	858-487-2026	<b>Phone Number</b>	858-521-2800
<b>FAX Number</b>	858-673-9103	<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>	mmosgrove@powayusd.com	<b>E-mail Address</b>	elehew@powayusd.com
<b>CDS Code</b>	37682966070858	<b>SARC Contact</b>	Eric Lehew

## II.B. DATA REPORTS

Westwood Elementary School

Demographic Summary  
for 2011-12 School Year

**Address:** 17449 Matinal Rd.  
San Diego, CA 92127-1205

**Principal:** Mike Mosgrove

**Year of Construction:** 1971

### 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
147	137	124	114	140	139	9

### Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
739	740	810

### Student Demographics:

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
15%	4%	12%	3%	58%	8%

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

Limited English	Free/Reduced Lunch
17%	15%

### Staff Demographics

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
10%	0%	10%	0%	79%	0%

**Percent Fully Credentialed: 100%**

**District Accountability Report  
Adequate Yearly Progress (AYP)  
Spring 2011  
Westwood 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>474</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>79</b>	<b>80</b>	<b>78</b>	<b>86</b>	<b>85</b>	<b>84</b>	<b>916</b>	<b>914</b>	<b>909</b>	<b>Y</b>	
African American	21	100	100	100	100	100	100	79	71	71	85	81	76			897		
American Indian	4	100	100	100	100	100	100											
Asian	93	100	100	100	100	100	100	80	83	80	94	90	94		935	928		
Filipino	28	100	100	100	100	100	100	77	91	75	81	88	75			908		
Hispanic	50	100	100	100	100	100	100	74	80	62	83	80	74			868		
Pacific Islander	5	100	100	100	100	100	100											
White	273	100	100	100	100	100	100	79	77	82	84	85	83	913	912	910		
English Learner	91	99	100	100	99	100	100	64	70	68	80	77	88		875	893		
Low Socio-Economic	52	100	100	100	100	100	100	53	54	54	68	66	67			824		
Special Ed	53	100	100	100	100	100	100	49	70	68	67	73	74			829		

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



**Westwood 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	118	131	131	113	116	123	140	135	138	118	118	141	127	143	128	106
<b>Total % Proficient and Advanced</b>	<b>55</b>	<b>73</b>	<b>80</b>	<b>70</b>	<b>72</b>	<b>63</b>	<b>61</b>	<b>70</b>	<b>84</b>	<b>88</b>	<b>85</b>	<b>85</b>	<b>76</b>	<b>88</b>	<b>87</b>	<b>81</b>
% Advanced	28	40	42	29	32	31	26	32	57	69	60	64	42	52	55	54
% Proficient	27	32	38	41	41	32	35	39	27	19	25	21	34	36	31	27
% Basic	39	21	14	22	19	30	29	19	14	8	10	12	15	8	9	13
% Below Basic	3	5	3	5	3	6	6	10	1	2	2	2	7	1	3	5
% Far Below Basic	3	2	3	3	5	2	4	1	1	2	3	1	2	2	2	1

\* include all students

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



**Westwood 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	118	131	131	113	116	123	139	135	138	118	118	141	127	143	128	106
Total % Proficient and Advanced	75	84	89	76	83	84	83	86	84	88	81	87	81	84	84	81
% Advanced	40	46	57	39	62	61	60	60	49	64	53	63	46	52	52	45
% Proficient	35	38	32	37	21	23	24	26	36	25	28	23	35	31	31	36
% Basic	17	11	6	20	10	12	12	12	13	8	17	10	12	10	12	18
% Below Basic	8	5	4	3	4	4	5	2	3	3	1	4	6	5	3	1
% Far Below Basic	1	0	1	1	3	0	0	0	0	1	1	0	2	1	2	0

\* include all students

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



**Westwood 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	127	143	128	106
<b>Total % Proficient and Advanced</b>	<b>78</b>	<b>80</b>	<b>85</b>	<b>76</b>
% Advanced	25	38	43	32
% Proficient	53	42	42	44
% Basic	15	16	12	19
% Below Basic	2	3	1	3
% Far Below Basic	5	1	2	2

\* include all students

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

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

**Reading**

**Growth Targets**

**Westwood Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
50	18

**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	180	350	180	178	181	183		
Winter	190	438	189	190	190	192		
Spring	195	502	195	194	193	196		
<b>Growth</b>	<b>15</b>	<b>152</b>	<b>15</b>	<b>16</b>	<b>12</b>	<b>13</b>		

**Language Usage**

**Growth Targets**

**Westwood Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
52	23

**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	183	182	183	184	184			
Winter	193	192	193	193	195			
Spring	196	195	197	197	197			
<b>Growth</b>	<b>13</b>	<b>13</b>	<b>14</b>	<b>13</b>	<b>13</b>			

**Mathematics**

**Growth Targets**

**Westwood Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
59	21

**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	182	179	183	180	184	185	183	
Winter	190	187	190	189	191	191	191	
Spring	197	195	198	197	198	197	196	
<b>Growth</b>	<b>15</b>	<b>16</b>	<b>15</b>	<b>17</b>	<b>14</b>	<b>12</b>	<b>13</b>	

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

**Reading**

**Growth Targets**

**Westwood Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
59	36

**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	199	596	197	198	198	200		
Winter	203	666	203	203	203	205		
Spring	207	729	205	207	207	208		
<b>Growth</b>	<b>8</b>	<b>133</b>	<b>8</b>	<b>9</b>	<b>9</b>	<b>8</b>		

**Language Usage**

**Growth Targets**

**Westwood Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
66	31

**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	201	200	200	202	202			
Winter	207	206	207	208	208			
Spring	209	208	210	211	209			
<b>Growth</b>	<b>8</b>	<b>8</b>	<b>10</b>	<b>9</b>	<b>7</b>			

Mathematics

Growth Targets

**Westwood Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
63	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	199	197	200	199	201	200	200	
Winter	205	203	206	205	209	203	205	
Spring	212	209	215	211	214	209	213	
<b>Growth</b>	<b>13</b>	<b>12</b>	<b>15</b>	<b>12</b>	<b>13</b>	<b>9</b>	<b>13</b>	

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

**Reading**

**Growth Targets**

**Westwood Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
75	60

**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	205	687	205	204	206	205		
Winter	210	774	209	208	210	211		
Spring	214	867	213	214	214	216		
<b>Growth</b>	<b>9</b>	<b>180</b>	<b>8</b>	<b>10</b>	<b>8</b>	<b>11</b>		

**Language Usage**

**Growth Targets**

**Westwood Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
72	61

**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	207	206	206	208	208			
Winter	213	211	213	214	212			
Spring	215	215	215	217	214			
<b>Growth</b>	<b>8</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>6</b>			

Mathematics

Growth Targets

Westwood Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
77	54

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	211	208	214	209	213	209	210	
Winter	217	215	220	216	220	216	217	
Spring	223	222	225	223	226	225	221	
<b>Growth</b>	<b>12</b>	<b>14</b>	<b>11</b>	<b>14</b>	<b>13</b>	<b>16</b>	<b>11</b>	

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

**Reading**

**Growth Targets**

**Westwood Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
58	42

**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	213	846	213	211	213	213		
Winter	215	872	213	216	215	216		
Spring	218	935	217	218	218	219		
<b>Growth</b>	<b>5</b>	<b>89</b>	<b>4</b>	<b>7</b>	<b>5</b>	<b>6</b>		

**Language Usage**

**Growth Targets**

**Westwood Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
63	38

**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	213	212	214	214	213			
Winter	216	216	216	217	215			
Spring	217	217	217	219	216			
<b>Growth</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>3</b>			

Mathematics

Growth Targets

**Westwood Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
69	49

**District**

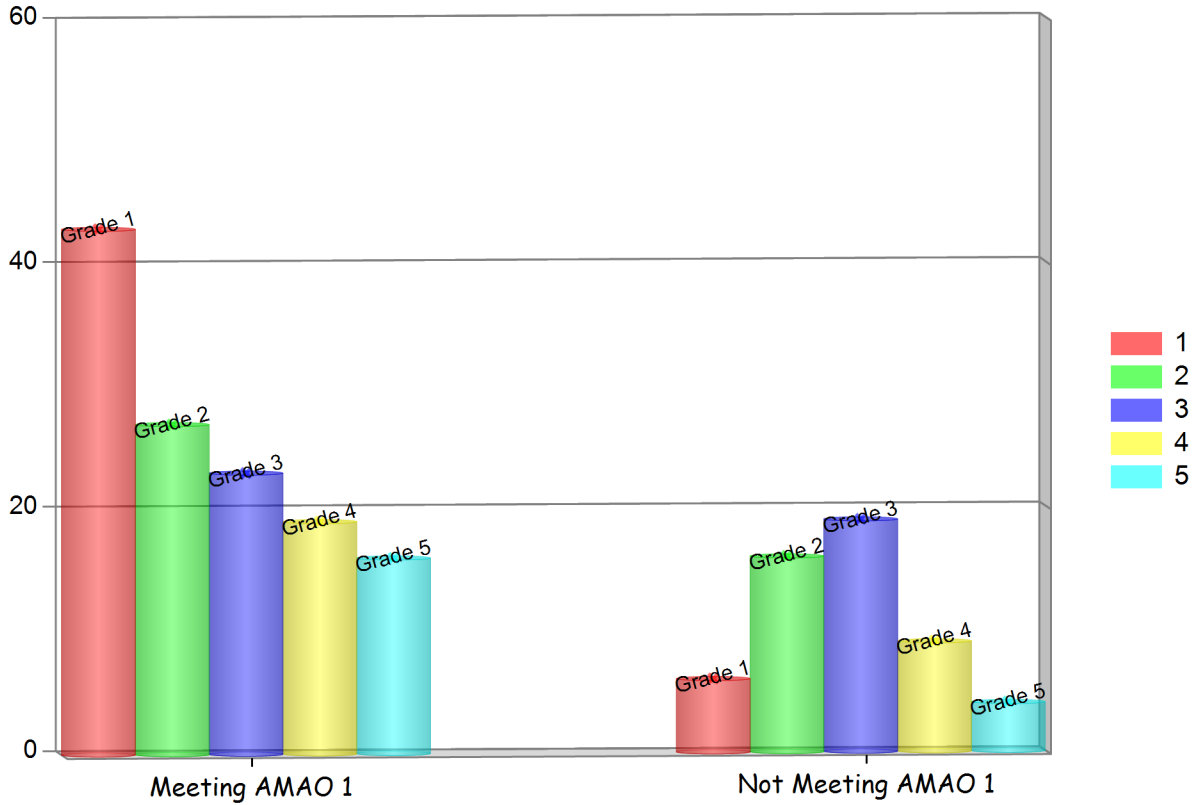
% Meeting Typical Growth	% Meeting Optimal Growth
73	50

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	222	220	224	221	221	222	221	
Winter	228	226	230	230	227	229	228	
Spring	233	233	233	235	233	231	229	
<b>Growth</b>	<b>11</b>	<b>13</b>	<b>9</b>	<b>14</b>	<b>12</b>	<b>9</b>	<b>8</b>	

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



<b>Grade</b>	<b>Meeting AMAO 1</b>	<b>Not Meeting AMAO 1</b>
1	43	6
2	27	16
3	23	19
4	19	9
5	16	4

## II.B. DATA REPORTS

### California Physical Fitness Test

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

Year	Grade Level	School			District			State		
		Total	Female	Male	Total	Female	Male	Total	Female	Male
2009	5	61.3	64.2	58.7	49.4	54.3	44.7	29.1	32.3	26.1
2010	5	53.9	57.9	50.7	52.0	57.5	47.1	29.0	32.2	25.9
2011	5	61.9	59.1	63.9	42.7	45.0	40.5	25.2	26.2	24.3

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

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

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
<b>Overall School-Wide SMART Goal</b>	By spring 2011, we will increase the number of students scoring at the "proficient" and "advanced" levels on the CST-ELA portion (schoolwide) by 5% from 78.5% to 83.5%.Particular focus will be on 2nd and 3rd grades in order to support continued improvement efforts. The targets will be: 2nd grade increase from 80% to 85% proficient, 3rd grade 62% to 72% proficient, 4th grade 85% to 90% proficient, and 5th grade from 87% to 92% proficient. Additionally, we will decrease the number of students scoring "below basic" and "far below basic" by 25% and increase the number of students scoring at the "advanced" level by 5%.	[ ]	[X]	We partially met this goal. We did not quite make our goal to raise our total number of students "proficient" on the ELA portion of the CST by 5% to 83.5%. We stayed relatively "flat" at 78% "proficient" and "advanced." We did realize increases in the number of students scoring in the "advanced" band both at 3rd and 4th grade. Additionally, we reduced the number of students scoring in the "far Below basic" band by half from 12 to 6 students schoolwide.	One of the potential contributing factors would be our fluctuating population. This would include those students not enrolled in our program for more than one year of instruction and also approximately 25-30 variance in grade level enrollment from year to year. We will also need to look at articulation between kindergarten through third grade teachers to make sure there are no "gaps" in ELA instruction.
<b>English Learners (required)</b>	By spring 2011, 85% of our EL students will advance a minimum of one proficiency level as measured by the CELDT assessment. 70% of students at the "beginning" level will advance one or more CELDT level, 70% of students designated "early intermediate" will advance one or more levels on the CELDT test, and 50% of students designate "early advanced" and "advanced" will be reclassified (330+ CST/ELA and "advanced" on all sub scores on the CELDT).	[X]	[ ]	84% of students who attended Westwood for a full year of instruction made 1 level of growth on the CELDT, remained "early-advanced" or "advanced", or remained "intermediate" for a second year. Some students who remained "early-advanced" or "advanced" could not be reclassified yet pending receipt of Fall CST scores (330 in ELA).80% of these students could be reclassified. Our goal of 70% of students moving one CELDT level from the "beginning" level was met, as 78% of our students advanced one level. Our goal of 70% of students increasing one CELDT level from the "early-intermediate" level was met, as 92% of our students advanced one level. This data is important, as some students at the "advanced" level were ready for reclassification and did meet CST criteria, but could not advance an additional CELDT level. Therefore, they are not represented, in the AMAO #1 report in a way which truly reflects their growth.	

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
<b>Students with Disabilities (required)</b>	By spring 2011, we will increase the total number of Special Education students in the "proficient" band in ELA by 5% (62% to 67%)	[ ]	[X]	Our goal was to have 67% of our Students with Disabilities population be at the "proficient" level as measured by the CST-ELA test. We missed this target by 1% with 66% of our students scoring at the "proficient" or "advanced" level on the ELA portion of the CST.	The Westwood Students with Disabilities population experienced a minimal decline in percentage of students who were "proficient" and "advanced" on the CST-ELA portion. While students in grade four measured the greatest decline, students in grades 2, 3, and 5 demonstrated growth ranging from 6% in grade 2 up to 25% in grade 5. The overall performance percentages are likely effected by the change in caseloads and particular needs of our population. Additionally, we experienced a substantial impact with two of our three resource staff out on medical leave during the spring. We are working to rebuild our team with weekly team support meetings to discuss students and to improve communication around student goals and progress.
<b>GATE (required)</b>	By spring 2011, 100% of GATE identified students will score in the "advanced" band as measured by the CST-ELA assessment.	[ ]	[X]	Of the 55 total GATE identified students at Westwood, 46 scored "advanced" on the CST-ELA portion. There were 3 of 4 "advanced" at the 2nd grade level, 12 of 15 "advanced" at the 3rd grade level, 14 of 17 "advanced" at the 4th grade level, and 17 of 19 "advanced" at the 5th grade level. There were a total of 9 GATE identified student not in the "advanced" band.	Of the 9 students (out of 55 total) that did not score "advanced" on the ELA portion of the CST, 6 were second language learners. After looking at CELDT levels and other data sources such as MAP and classroom assessments, we believe the lack of English language acquisition to be the main contributing factor. Only three non-EL students were not in the "advanced" band and all were in the "proficient" band.
<b>Educationally Disadvantaged or Title I Students (required)</b>	By spring 2011, we will increase the number of Low SES students scoring in the "proficient" or "advanced" bands by 8% from 52% to 60% "proficient" or "advanced."	[ ]	[X]	We did not meet our goal of an 8% increase in the number of low SES students scoring the "proficient" and "advanced" bands on the ELA portion of the CST. We did see an 11% gain in 2nd grade from 53% to 64%, a slight gain in 3rd grade from 33% to 36%, a 12% decline in 4th grade from 71% to 59%, and no change at 5th grade (50% 2 years in a row).	We believe that the transient nature of our low SES population is a contributing factor when looking at the number of students that are not in our school for multiple years of instruction. Early identification and classroom/ grade-level interventions will be used. We will also need to work to involve

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<p>parents in their child's learning and progress monitoring. Percentages also vary year to year as the number of students in each grade level fluctuates. An example would be the decline in percentage proficient at the 4th grade level. (with 14 students enrolled in 2010, 71% were "proficient" and "advanced" while in 2011, 22 students were enrolled and the percentage of those "proficient" and "advanced" declined to 59%.</p>

### III. TEACHING AND LEARNING

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

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

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

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

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
<b>Schoolwide for all students</b>	By spring 2012, we will increase the number of students scoring at the "proficient" and "advanced" levels on the CST-ELA portion (schoolwide) by 5% from 78% to 83%. Particular focus will be on 2nd and 3rd grades in order to support continued improvement efforts. The targets will be: 2nd grade increase from 70% to 75% proficient, 3rd grade 70% to 75% proficient, 4th grade 85% to 90% proficient, and 5th grade from 81% to 86% proficient. Additionally, we will decrease the number of students scoring "below basic" and "far below basic" by 25% and increase the number of students scoring at the "advanced" level by 5% school wide.	See attached grade-level Literacy Plans.	See attached grade-level Literacy Plans.	See attached grade-level Literacy Plans.
<b><u>In addition to your schoolwide goals: include goals for critical groups</u></b>				
<b>Educationally Disadvantaged Youth or Title I</b>	By spring 2012, we will increase the number of Low SES students scoring in the "proficient" or "advanced" bands on the CST-ELA portion by 6% from 54% to 60% "proficient" or "advanced."	See attached grade-level Literacy Plans.	Principal and Student Assistance Team will monitor the progress of Low SES students to assure they are assigned interventions as appropriate and that they are monitored throughout the school year.	Lexia Learning Reading Plus Small Group Instruction 6-Minute Solution Read Naturally MAP goal-setting worksheets Impact Teachers

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
			Goals will be determined using MAP and other data. Students will receive support in reading both during the school day and after school.	
<b>English Learners</b>	By fall, 2012, 85% of our EL students receiving a full year's instruction, will advance a minimum of one proficiency level as measured by the CELDT assessment, or remain at the "Early Advanced" or "Advanced" level. 50% of students designated as "Early Advanced" or "Advanced" will be reclassified (330 or higher on the CST/ELA, and all CELDT sub scores "Early Advanced" or "Advanced").	EL coordinator, EL aide, IMPACT teachers, and principal will meet monthly to monitor student progress and to assign appropriate interventions. IMPACT teachers will coordinate lessons with classroom teachers to ensure learning goals are being met. EL staff will provide necessary training and access to materials in order to support student achievement. EL students will receive 30 minutes per day of Avenues curriculum.	Data reports from MAP, Imagine Learning software, and classroom teachers (regular education classroom and IMPACT classroom) will be used to monitor student growth.	EL Avenues instruction 30 minutes per day Imagine Learning software 100 minutes per week Lexia Learning Reading Plus MAP assessments used to determine appropriate goals
<b>GATE</b>	By spring 2012, 100% of GATE identified students will score in the "advanced" band as measured by the CST-ELA assessment.	GATE coordinator will communicate with staff, provide in services, and provide support materials and strategies in order to support GATE students in reaching their highest potential as learners. GATE students will participate in assemblies designed to support their unique social and emotional needs as gifted learners.	MAP data, Lexia Learning, Reading Plus, and other classroom assessments will be used to determine individualized goals for GATE students.	Students will use Lexia Learning, Reading Plus, and other software designed to support growth at each student's unique learning level.
<b>Students with Disabilities</b>	By spring 2012, we will increase the total number of Special Education students in the "proficient" band in ELA by 5% (68% to 73%)	Special Education team will meet weekly to monitor student progress and to ensure appropriate strategies and interventions are in place. Special Education staff will provide necessary training and access to material and resources necessary to support teaching efforts in the classroom. Provide research-based resources (6-minute solution, Read Naturally, Read Well, Making Connections, Diagnostic Reading Inventories) to help students meet IEP goals. Monitor progress using MAPs growth targets as well as formal and informal classroom assessments.	MAP data, Lexia Learning, Reading Plus, Read Well, Read Naturally, Making Connections, and other classroom assessments will be used to provide input in	Read Naturally Read Well 6-Minute Solution Making Connections Lexia Reading Plus Diagnostic Reading

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
			the development of individualized goals for Special Education students.	Inventories Others as deemed appropriate

CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP		
Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
Staff will engage in staff development activities to continue the development of RTI support for all students. Focus this year will be the completion of the "academic" side of the intervention pyramid and the development of the "behavioral" side.	Teachers and principal will communicate, the intervention strategies being used, with parents via school-wide newsletters, classroom newsletters, emails, and web pages, and parent training for LEXIA Reading and Reading Plus.	Students will be trained on how to use MAPs data and will participate in the goal-setting process with their teachers. They will articulate to their parents their progress towards goals. These will begin with baseline numbers from fall testing and will be reviewed individually in winter and spring. Where applicable, students will review progress and set reading goals using Lexia and Reading Plus.
Staff will review and refine the student identification process for those in need of intervention. SST and IAT process will be reviewed and refined by teachers and the special education team.	Parents will receive copies of MAPs goal-setting forms ( or teacher-developed progress monitoring templates) from their respective teachers. Teachers will also provide data from Lexia and Reading Plus where appropriate. These multiple measures and goals will be reviewed by trimester with parents for shared involvement in support of students.	Students will be trained to use LEXIA Reading and Reading Plus (training will depend on reading readiness and grade levels). Students will use these programs a minimum of two times per week and will keep track of their progress. Teachers and students will monitor progress together and make adjustments according to each individual's progress.
Staff will participate in a series of collaboration days by grade level teams (coordinated with the principal) in order to review student achievement data, assess progress, and provide appropriate interventions.	Parents will receive updates and information on how they can use on-line resources with their children via the Roadrunner Review (school newsletter), school website, and school "electronic" newsletter. School Site Council, PTA, and Westwood Elementary Foundation will work with teachers to support academic goals and school-wide initiatives.	
Teachers will participate in LEXIA Reading, Reading Plus, Read Naturally, and 6-Minute Solution trainings in order to improve the delivery of interventions we are using this year.		

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

Students in WWES preschool will attend certain school functions, like Friday Flag each week, to become more comfortable with the larger school setting and population. Preschool leads will be included in staff meetings and other functions impacting the entire site. 5th grade buddy classes will be paired with preschool students and the principal will visit preschool on occasion to familiarize students with the K-5 program. Kindergarten teacher will articulate with the preschool lead instructor to help better prepare students for the kindergarten transition. A yearly parent orientation is held, prior to the start of the school year, for kindergarten families and those families new to Westwood. To support 5th grade transition to middle school teachers will routinely review academic expectations and homework procedures, the use of daily planners supporting organization and time management, discipline expectations, and regular discussions about transition to middle school. Counselors and student leaders from the middle school will meet (in assembly format) with all 5th grade students to discuss transition, academic and enrichment programs, and to answer questions. The BHMS band and orchestra will perform for Westwood students to provide an overview of the program and to encourage participation. EL and special needs students will be addressed through transitional articulation meetings with the middle school.

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

Westwood's school-wide behavior plan was developed by a committee of teachers in order to align our school wide approach and commitment to teaching students to live by the values of Character Counts. The six pillars of character form the foundation of all behavioral expectations and modifications within our caring community. These pillars include: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Classroom behavior plans mirror the school-wide plan both in language and expectations. Westwood's rules, rewards, and consequences were explained to students through classroom presentations. These expectations are shared with parents through a variety of ways including "First Day" packets, Back-to-School Night, School Newsletters, School Website, and Connect Ed messages. Although staff emphasizes the intrinsic value of making good choices, students can be recognized for demonstrating strong character through Character Counts awards, signing a pillar, or through monthly Good Citizen awards. Improper behaviors are corrected initially through coaching, then through Character Violations, and finally through a conference with an administrator and parent. Additional behavioral consequences may include community service around campus, recess and lunch modifications, detention, in-school suspensions, out-of-school suspensions, and referral to PUSD services if necessary. Positive interactions and mutual respect between students and adults are fostered on a daily basis. Westwood has many programs and processes in place which encourage relationship building. Our community reading/writing volunteer tutors provide inter-generational relationships that enhance our child-centered focus. Between the grades, our "Buddy Program" promotes student relationships by teaming individual younger students with older students. Many of our staff members and parents are active mentors and meet with their students on a weekly basis. The Principal delivers High Five awards to students in their classrooms to show appreciation for their academic and behavioral efforts. Reading Plus achievement awards are presented, by the principal, throughout the year. Students receiving Character Counts awards are honored at Friday Flag ceremonies following the principal's weekly character development message. Student awareness of making the right choices and peer modeling is enhanced through PTA funded assemblies. Students may participate in leadership opportunities such as Student Leaders, Character Crew ,Games Leaders, Welcome Ambassadors, Student Council, and cross-age buddies. These opportunities provide a means for students to take greater ownership and pride in their school, contributing to a stronger climate of respect and learning. PIP aides teach classroom lessons and work with small groups. Additionally, they facilitate appropriate peer interactions on the playground at recess and lunch. These activities are part of the FOCUS grant. We have hired a part time counselor to teach Second Step curriculum in our classrooms. PTA sponsors anti-bullying programs to help maintain a positive and respectful campus climate. Highlights include school-wide assemblies, grade-level and classroom programs, small group instruction with select student groups, and individual counseling as needed. These groups are organized and facilitated the principal and by a school counselor funded one day per week.

#### **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-5th	300 minutes
Primary Interaction Program	K-3rd	150 minutes
PIP Playground Support	K-3rd	120 minutes
		Lessons provided by part-time counselor in grades K-5 120 minutes
Character Counts	K-5th	One session per month.
Second Step	Pre-K-5th	One session per month.
Steps to Respect	3rd-5th	One session per month.

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

<b>STATE/FEDERAL PROGRAMS</b>	<b>SITE ALLOCATION (IF APPLICABLE)</b>
Title I	0
Title I Parent Involvement	0
ELAP: English Language Acquisition Program (Grades 4-8 only)	4,110
EIA-EL: Economic Impact Aid - English Learners	31,448
EIA-SCE: Economic Impact Aid - State Compensatory Education	13,422

**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	Meszaros Kacanski	Original signature page on file at the district office.	
Special Education	Melissa Montanez		
Title I (if applicable)	N/A		
Library	Shelley Fleming		

### SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[X]	[]	[]	[]	[]	N/A	Michael Mosgrove		
[]	[X]	[]	[]	[]	6-30-2012	Kristin Thomas		
[]	[X]	[]	[]	[]	6-30-2012	Kira Thoene		
[]	[X]	[]	[]	[]	6-30-2012	Lauren Chopak		
[]	[]	[X]	[]	[]	6-30-2012	Sharon Dennig		
[]	[]	[]	[X]	[]	6-30-2012	Dani Grady		
[]	[]	[]	[X]	[]	6-30-2012	Beth Seisel		
[]	[]	[]	[X]	[]	6-30-2012	Ada Siddall		
[]	[]	[]	[X]	[]	6-30-2012	Habiba Mabene		
[]	[]	[]	[X]	[]	6-30-2012	Pam Yount		
<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 1-13-12.**

*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: Westwood Elementary School  
 PROGRAM: English Language Acquisition Program (Grades 4-8 only)  
 RESOURCE NUMBER: 6286  
 2011 ENTITLEMENT: \_\_\_\_\_  
 PLUS CARRYOVER: \$4,110  
 TOTAL SITE BUDGET: 4,110

**Budget Summary for  
Westwood Elementary School**

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

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
<b>1000 CERTIFICATED SALARIES</b>						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY						0
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
<b>2000 CLASSIFIED SALARIES</b>						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY						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						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES						0
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE	4,110					4,110
4300-099: RESERVE						0
	<b>4,110</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4,110</b>
<b>5000 CONTRACTED SERVICES</b>						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0
<b>6000 CAPITAL OUTLAY</b>						

<b>OBJECT</b>	<b>FUNCTION 1000 INSTRUCTIONAL</b>	<b>FUNCTION 2700 SCHOOL ADMIN</b>	<b>FUNCTION 3110 COUNSELING</b>	<b>FUNCTION</b>	<b>FUNCTION</b>	<b>GRAND TOTAL</b>
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
<b>TOTAL SITE BUDGET:</b>	<b>4,110</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4,110</b>

**V.D. BUDGET DEVELOPMENT FORM**

SITE: Westwood Elementary School

PROGRAM: Economic Impact Aid - English Learners

RESOURCE NUMBER: 7091

**Budget Summary for  
Westwood Elementary School**

2011 ENTITLEMENT:	<u>\$19,375</u>	\$PER STUDENT:	<u>                    </u>
PLUS CARRYOVER:	<u>\$12,073</u>	# OF STUDENTS:	<u>                    </u>
TOTAL SITE BUDGET:	<u>31,448</u>	TOTAL ENTITLEMENT:	<u>0</u>
		<b>BUDGETED EXPENDITURES</b>	

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
<b>1000 CERTIFICATED SALARIES</b>						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	20,000					20,000
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	<b>20,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20,000</b>
<b>2000 CLASSIFIED SALARIES</b>						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	3,000					3,000
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	<b>3,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3,000</b>
<b>3000 EMPLOYEE BENEFITS</b>						
3111-000: STRS – CERTIFICATED	600					600
3212-000: PERS – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3222-000: PERS Pickup – CLASSIFIED						0
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED	400					400
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	400					400
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED	400					400
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
	<b>1,800</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,800</b>
<b>4000 BOOKS AND SUPPLIES</b>						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS	688					688
4300-010: SUPPLIES	6,000					6,000
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	<b>6,688</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6,688</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						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>31,488</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>31,488</b>

**V.D. BUDGET DEVELOPMENT FORM**

SITE: Westwood Elementary School

PROGRAM: Economic Impact Aid - State Compensatory Education

RESOURCE NUMBER: 7090

**Budget Summary for  
Westwood Elementary School**

2011 ENTITLEMENT: \$9,200

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

PLUS CARRYOVER: \$4,222

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

TOTAL SITE BUDGET: 13,422

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						0
1100-014: TEACHER HOURLY	9,000					9,000
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	<b>9,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9,000</b>
<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

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
<b>4000 BOOKS AND SUPPLIES</b>						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES	1,922					1,922
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE	2,500					2,500
4300-099: RESERVE						0
	<b>4,422</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4,422</b>
<b>5000 CONTRACTED SERVICES</b>						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
<b>6000 CAPITAL OUTLAY</b>						
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
<b>TOTAL SITE BUDGET:</b>	<b>13,422</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13,422</b>

**VI. ADDENDUM (Optional)**

# Literacy Plan 2011-2012 Kindergarten Reading

**Grade level reading growth goal:**

**We will focus on improving student’s reading skills. We will support students to achieve a mean running record level of 6.**

<b>Action Plan for Meeting Grade Level Growth Goal</b>		
<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>Mean RR = Level A</b>	<b>Mean RR = Level 3-4</b>	<b>GOAL: Mean RR = Level 6-8 “independent” level with 95-100% accuracy</b>
<p style="text-align: center;"><b>Administer Running Records Daily 5</b></p> <p style="text-align: center;"><b>HM Alphabet sorting mats HM Reading Practice Books Begin Guided Reading groups Use Chalkboard Phonics LEXIA Reading assessment LEXIA reading 1x/week 45 min. Computer Lab Activities (Starfall) Accelerated Reader Conference with parents (review student progress) Avenues Program (ELL Students)?</b></p>	<p style="text-align: center;"><b>Administer Running Records Daily 5</b></p> <p style="text-align: center;"><b>HM Phonics sorting mats HM Reading Practice Books Continue Guided Reading groups Use Chalkboard Phonics LEXIA reading 1x/week 45 min. Computer Lab Activities-Starfall, Lexia and Reading Plus Accelerated Reader Conference with parents (review student progress) as needed Avenues Program (ELL Students)</b></p>	<p style="text-align: center;"><b>Administer Running Records Daily 5</b></p> <p style="text-align: center;"><b>HM Phonics sorting mats HM Reading Practice Books Continue Guided Reading groups Use Chalkboard Phonics LEXIA reading 1x/week 45 min. Computer Lab Activities-Starfall, Lexia and Reading Plus Accelerated Reader Conference with parents review student progress) as needed Avenues Program (ELL Students)</b></p>

# Literacy Plan

## 2011-2012 ~ Fall

### First Grade

**Grade level reading growth goal:**

**We will focus on improving student’s reading comprehension. Student’s fall mean running record level was 12. We will support students to achieve 12 additional levels of growth over the course of the school year, resulting in a mean running record level of 24.**

<b>Action Plan for Meeting Grade Level Growth Goal</b>		
<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>Fall Measures: Mean RR = 12</b>	<b>Winter Measures: Mean RR = 18</b>	<b>GOAL: Mean RR = 24 ACTUAL: Mean RR =</b>
<ul style="list-style-type: none"> <li>• Assess beginning running record levels</li> <li>• Group students accordingly</li> <li>• Share students with team teacher to provide more efficient reading groups</li> <li>• Focus on developing the following skills and concepts: answering who, what, when, where, and how questions; what will happen next; making connections by relating prior knowledge to textual information</li> <li>• Introduce comprehension writing journals to more advanced students and instruct on comprehension strategies</li> <li>• Lexia and Reading Plus reading programs: assess students’ needs to create individual literacy goals</li> <li>• Accelerated Reader</li> <li>• HM Reading Practice Books</li> <li>• HM Spelling and Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Re-assess running record levels and re-group accordingly</li> <li>• Group students accordingly</li> <li>• Share students with team teacher to provide more efficient reading groups</li> <li>• Introduce comprehension writing journals to the rest of the students and instruct on comprehension strategies</li> <li>• Monitor student’s usage of Lexia and Reading Plus programs: use at least twice a week (computer lab, classroom or home)</li> <li>• Accelerated Reader</li> <li>• HM Reading Practice Books</li> <li>• HM Spelling and Vocabulary</li> <li>• Making Words</li> </ul>	<ul style="list-style-type: none"> <li>• Re-assess running record levels and analyze student growth</li> <li>• Group students accordingly</li> <li>• Share students with team teacher to provide more efficient reading groups</li> <li>• Continue comprehension journals</li> <li>• Continue using Lexia and Reading Plus programs; assess individual progress by using the data supplied by Lexia</li> <li>• Accelerated Reader</li> <li>•</li> <li>• HM Reading Practice Books</li> <li>• HM Spelling and Vocabulary</li> <li>• Making Words</li> </ul>

<ul style="list-style-type: none"><li>• <b>Making Words</b></li></ul>		
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**Literacy Plan  
2011-2012 ~ Fall  
Second Grade**

**Grade level reading growth goal: Students will increase their MAP score (grade-level average) by 10 points from fall to spring testing. The number of students “proficient” and “advanced” as measured by the CST-ELA portion will increase by 10% from 70%-80%.**

<b>Action Plan for Meeting Grade Level Growth Goal</b>		
<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>Mean RIT=179</b>	<b>Mean RIT</b>	
<p>Students will take the Fall 2011 MAPS tests to establish a baseline for their academic progress in PUSD and participate in the following differentiated tasks at their instructional level</p> <ul style="list-style-type: none"> <li>• Houghton Mifflin</li> <li>• Daily Five language activities</li> <li>• 6 Minute solution (4x/wk)</li> <li>• Reading Plus (3x/wk)</li> <li>• Daily Language Review</li> <li>• Daily 6 Trait Review</li> <li>• Write Source</li> <li>• District Writing prompts</li> <li>• District writing rubric</li> </ul>	<p>Students will increase their Winter MAPS score by at least 5 points as compared to their Fall 2011 MAPS score</p> <ul style="list-style-type: none"> <li>• Houghton Mifflin</li> <li>• Daily Five language activities</li> <li>• 6 Minute solution (4x/wk)</li> <li>• Reading Plus (3x/wk)</li> <li>• Daily Language Review</li> <li>• Daily 6 Trait Review</li> <li>• Write Source</li> <li>• District Writing prompts</li> <li>• District writing rubric</li> </ul>	<p>Students will increase their Spring MAPS score by at least 10 points as compared to their Fall 2011 MAPS score</p> <ul style="list-style-type: none"> <li>• Houghton Mifflin</li> <li>• Daily Five language activities</li> <li>• 6 Minute solution (4x/wk)</li> <li>• Reading Plus (3x/wk)</li> <li>• Daily Language Review</li> <li>• Daily 6 Trait Review</li> <li>• Write Source</li> <li>• District Writing prompts</li> <li>• District writing rubric</li> </ul>

# Literacy Plan

## 2011-2012 ~ Fall

### 2/3 Multiage

**Grade level reading growth goal:**

**High students will remain high and show continued growth.**

**Working to keep advanced students advanced and moving proficient students to advanced.**

Action Plan for Meeting Grade Level Growth Goal		
Fall	Winter	Spring
Mean RIT = Reading 186 LU 189	Mean RIT =	<b>GOAL: Mean RIT Reading 203, LU 206</b>
<p>Students will use the Fall 2011 MAPs scores to establish a baseline for their academic progress and participate in the following differentiated tasks at their instructional level:</p> <ul style="list-style-type: none"> <li>• Reading Plus (3x a week)</li> <li>• Literature Circles</li> <li>• HM Reading Program and use of Practice Book for discrete skill instruction, as well as use of Theme and Summative tests</li> <li>• Core Literature Study</li> <li>• Guided Reading</li> <li>• Independent Reading</li> <li>• 6 Minute Solutions</li> <li>• Write Source</li> <li>• District Writing Prompts</li> </ul>	<p>The expectation is to see a minimum 3 to 5 point gain on each student's Winter MAPs score compared to his/her fall score</p> <ul style="list-style-type: none"> <li>• Reading Plus (3x a week)</li> <li>• Literature Circles</li> <li>• HM Reading Program and use of Practice Book for discrete skill instruction, as well as use of Theme and Summative tests</li> <li>• Core Literature Study</li> <li>• Guided Reading</li> <li>• Independent Reading</li> <li>• Student goal planning for MAPs</li> <li>• 6 Minute Solutions</li> <li>• Write Source</li> <li>• District Writing Prompts</li> <li>• Evaluate plan once winter scores are available</li> </ul>	<p>The expectation is to see a minimum 5 to 10 point gain on each student's Spring MAPs score compared to his/her fall score.</p> <ul style="list-style-type: none"> <li>• Reading Plus (3x a week)</li> <li>• Literature Circles</li> <li>• HM Reading Program and use of Practice Book for discrete skill instruction, as well as use of Theme and Summative tests</li> <li>• Core Literature Study</li> <li>• Guided Reading</li> <li>• Independent Reading</li> <li>• Student goal planning for MAPs</li> <li>• 6 Minute Solutions</li> <li>• Write Source</li> <li>• District Writing Prompts</li> <li>• Evaluate plan once spring scores are available</li> </ul>

# Literacy Plan

## 2011-2012 ~ Fall

### Third Grade

**Grade level reading growth goal:**

**High students will remain high and show continued growth.**

**Working to keep advanced students advanced and moving proficient students to advanced.**

Action Plan for Meeting Grade Level Growth Goal		
Fall	Winter	Spring
<p><b>Mean RIT = Reading 196 LU 199</b> <b>(PUSD Reading 199 LU 203)</b></p>	<p><b>Mean RIT =</b></p>	<p><b>GOAL: Mean RIT Reading 212, LU 211</b></p>
<p><b>Students will use the Fall 2011 MAPS scores to establish a baseline for their academic progress and participate in the following differentiated tasks at their instructional level:</b></p> <ul style="list-style-type: none"> <li>• Reading Plus (3x a week)</li> <li>• Literature Circles</li> <li>• HM Reading Program and use of Practice Book for discrete skill instruction, as well as use of Theme and Summative tests</li> <li>• Core Literature Study</li> <li>• Guided Reading</li> <li>• Independent Reading</li> <li>• 6 Minute Solutions</li> <li>• Write Source</li> <li>• District Writing Prompts</li> </ul>	<p><b>The expectation is to see a minimum 3 to 5 point gain on each student's Winter MAPS score compared to his/her fall score</b></p> <ul style="list-style-type: none"> <li>• Reading Plus (3x a week)</li> <li>• Literature Circles</li> <li>• HM Reading Program and use of Practice Book for discrete skill instruction, as well as use of Theme and Summative tests</li> <li>• Core Literature Study</li> <li>• Spelling Mastery</li> <li>• Guided Reading</li> <li>• Independent Reading</li> <li>• Student goal planning for MAPs</li> <li>• 6 Minute Solutions</li> <li>• Write Source</li> <li>• District Writing Prompts</li> <li>• Evaluate plan once winter scores are available</li> </ul>	<p><b>The expectation is to see a minimum 5 to 10 point gain on each student's Spring MAPS score compared to his/her fall score.</b></p> <ul style="list-style-type: none"> <li>• Reading Plus (3x a week)</li> <li>• Literature Circles</li> <li>• HM Reading Program and use of Practice Book for discrete skill instruction, as well as use of Theme and Summative tests</li> <li>• Core Literature Study</li> <li>• Guided Reading</li> <li>• Independent Reading</li> <li>• Student goal planning for MAPs</li> <li>• 6 Minute Solutions</li> <li>• Write Source</li> <li>• District Writing Prompts</li> <li>• Evaluate plan once spring scores are available</li> </ul>

# Literacy Plan

2011-2012 ~ Fall

## Fourth Grade

*Grade level reading growth goal:*

**We will focus on improving students' reading comprehension – both literal and inferential. We will support students in achieving a mean Reading MAPS RIT score of 214 by spring.**

<b>Action Plan for Meeting Grade Level Growth Goal</b>		
<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>Mean RIT = Reading 206 LU 208</b>	<b>Mean RIT = Mean growth of five points</b>	<b>GOAL: Mean RIT Reading 214, LU 215</b> <b>ACTUAL: Mean RIT =</b>
<b>Assess beginning IRI/Running Record levels</b>	<b>Re-assess IRI/Running Record levels</b>	<b>Re-assess IRI/Running Record levels</b>
<b>Encourage students to set appropriate reading goals</b>	<b>Encourage students to set appropriate reading goals</b>	<b>Encourage students to set appropriate reading goals</b>
<b>Group students accordingly for guided reading and Literature Circles</b>	<b>Group students accordingly for guided reading and Literature Circles</b>	<b>Group students accordingly for guided reading and Literature Circles</b>
<b>Use of HM Practice Book and low- leveled readers</b>	<b>Use of HM Practice Book and low- leveled readers</b>	<b>Use of HM Practice Book and low- leveled readers</b>
<b>Provide fluency support with materials such as Six Minute Solution</b>	<b>Provide fluency support with materials such as Six Minute Solution</b>	<b>Provide fluency support with materials such as Six Minute Solution</b>

<p><b>Utilize the Reading Plus and Lexia Programs with students both at home and at school</b></p> <p><b>Require 100 minutes of reading or more each week as homework and provide DEAR time in class</b></p> <p><b>Support comprehension through the use of graphic organizers</b></p> <p><b>Support students' growth in both literal and interpretive comprehension by teaching focused comprehension skills lessons in the following areas: previewing/predicting, re-reading, checking for understanding, asking questions, identifying the main idea/supporting details, determining plots, sequencing, identifying theme/author's message, identifying problem/solution, analyzing character actions</b></p> <p><b>Core Literature Study</b></p>	<p><b>Utilize the Reading Plus and Lexia Programs with students both at home and at school</b></p> <p><b>Require 100 minutes of reading or more each week as homework and provide DEAR time in class</b></p> <p><b>Support comprehension through the use of graphic organizers</b></p> <p><b>Support students' growth in both literal and interpretive comprehension by teaching focused comprehension skills lessons in the following areas: previewing/predicting, re-reading, checking for understanding, asking questions, identifying the main idea/supporting details, determining plots, sequencing, identifying theme/author's message, identifying problem/solution, analyzing character actions</b></p> <p><b>Core Literature Study</b></p>	<p><b>Utilize the Reading Plus and Lexia Programs with students both at home and at school</b></p> <p><b>Require 100 minutes of reading or more each week as homework and provide DEAR time in class</b></p> <p><b>Support comprehension through the use of graphic organizers</b></p> <p><b>Support students' growth in both literal and interpretive comprehension by teaching focused comprehension skills lessons in the following areas: previewing/predicting, re-reading, checking for understanding, asking questions, identifying the main idea/supporting details, determining plots, sequencing, identifying theme/author's message, identifying problem/solution, analyzing character actions</b></p> <p><b>Core Literature Study</b></p>
<p><b>Math Literacy End of Year Goal 222</b></p>	<p><b>Math Literacy End of Year Goal 222</b></p>	<p><b>Math Literacy End of Year Goal 222</b></p>
<p><b>Practice math facts through games and drill</b> <b>Use of Math Expression and CA</b></p>	<p><b>Practice math facts through games and drill</b> <b>Use of Math Expression and CA</b></p>	<p><b>Practice math facts through games and drill</b> <b>Use of Math Expression and CA</b></p>

<p><b>Math programs</b></p> <p><b>Math Talk and reflections</b></p> <p><b>Differentiated Math Writing Prompts</b></p> <p><b>Small group instruction</b></p> <p><b>Challenge Masters</b></p> <p><b>Performance Based Assessments</b></p>	<p><b>Math programs</b></p> <p><b>Math Talk and reflections</b></p> <p><b>Differentiated Math Writing Prompts</b></p> <p><b>Small group instruction</b></p> <p><b>Challenge Masters</b></p> <p><b>Performance Based Assessments</b></p>	<p><b>Math programs</b></p> <p><b>Math Talk and reflections</b></p> <p><b>Differentiated Math Writing Prompts</b></p> <p><b>Small group instruction</b></p> <p><b>Challenge Masters</b></p> <p><b>Performance Based Assessments</b></p>
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# Literacy Plan 2011-2012 - Fall Fifth Grade

**Grade level reading growth goal:**

**High students will remain high and show continued growth.**

**Working to keep advanced students advanced and moving proficient students to advanced.**

Action Plan for Meeting Grade Level Growth Goal		
Fall	Winter	Spring
<b>Mean RIT = Reading 212 LU 214</b>  <b>Math RIT = 220</b>	<b>Mean RIT = Math =</b>	<b>GOAL: Mean RIT Reading 220,LU 221, Math 234</b>
<p><b>Students shall engage in tasks such as:</b></p> <ul style="list-style-type: none"> <li>• Reading Plus (3x a week)</li> <li>• Literature Circles</li> <li>• HM Reading Program and use of Practice Book for discrete skill instruction, as well as use of Theme and Summative tests</li> <li>• Core Literature Study</li> <li>• Guided Reading</li> <li>• Independent Reading</li> <li>• Student goal planning for MAPs</li> <li>• Read alouds</li> </ul> <p><b>Math – Students shall engage in tasks such as:</b></p> <ul style="list-style-type: none"> <li>• Explicit vocabulary instruction</li> <li>• Math talks</li> <li>• Activities to strengthen basic math proficiency (i.e. multiplication and division facts)</li> </ul>	<p>The expectation is to see a minimum 3 to 5 point gain on each student’s Winter MAPS score compared to his/her fall score</p> <ul style="list-style-type: none"> <li>• Reading Plus (3x a week)</li> <li>• Literature Circles</li> <li>• HM Reading Program and use of Practice Book for discrete skill instruction, as well as use of Theme and Summative tests</li> <li>• Core Literature Study</li> <li>• Guided Reading</li> <li>• Independent Reading</li> <li>• Student goal planning for MAPs</li> <li>• Read alouds</li> <li>• Evaluate plan once winter scores are available</li> </ul> <p><b>Math – Students shall engage in tasks such as:</b></p> <ul style="list-style-type: none"> <li>• Explicit vocabulary instruction</li> <li>• Math talks</li> <li>• Activities to strengthen basic math proficiency (i.e. multiplication and division facts)</li> </ul>	<p>The expectation is to see a minimum 5 to 10 point gain on each student’s Spring MAPS score compared to his/her fall score.</p> <ul style="list-style-type: none"> <li>• Reading Plus (3x a week)</li> <li>• Literature Circles</li> <li>• HM Reading Program and use of Practice Book for discrete skill instruction, as well as use of Theme and Summative tests</li> <li>• Core Literature Study</li> <li>• Guided Reading</li> <li>• Independent Reading</li> <li>• Student goal planning for MAPs</li> <li>• Read alouds</li> <li>• Evaluate plan once spring scores are available</li> </ul> <p><b>Math – Students shall engage in tasks such as:</b></p> <ul style="list-style-type: none"> <li>• Explicit vocabulary instruction</li> <li>• Math talks</li> <li>• Activities to strengthen basic math proficiency (i.e. multiplication and division facts)</li> </ul>