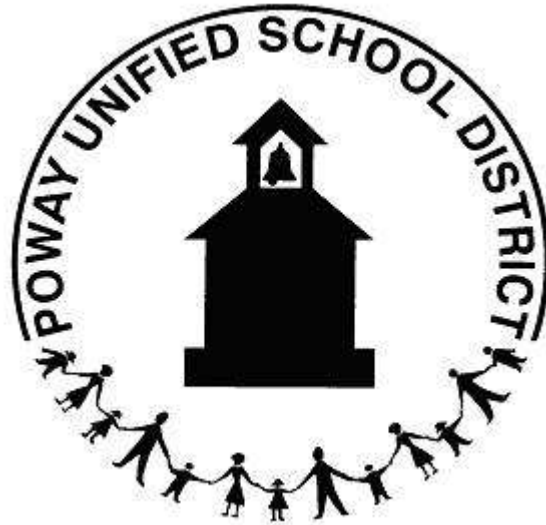


**Willow Grove Elementary School  
Single Plan for Student Achievement  
2011-12**



**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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- A. PUSD Strategic Vision
- B. Site Organizational Directions

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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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- Function as a Professional Learning Community
- Collaborate as grade levels and across grade levels to share best practices
- Focus on habits for future success through explicit development of skills such as critical thinking, self-monitoring, persistence and responsibility
- Maintain positive culture across campus
- Recognize and respect differences among our community
- Generate school wide and grade level goals that promote universal achievement
- Partner with parent community to support student achievement
- Maintain a culture of shared decision making with all staff members
- Identify colleagues as a reference for specific content areas-teacher resource list
- Ensure accountability across school for the success of each child

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

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- Participate in monthly professional learning to continue to build teacher expertise
- Develop individualized learning plans for students at risk through the Student Success Team
- Hold high academic and behavioral expectations for students (SST)
- Follow comprehensive grade level Instructional Plans to guide teaching and learning
- Utilize school wide assessment plan to monitor student progress and guide teaching practices
- Provide a strong foundation in literacy-reading, writing and math- as well as a strong knowledge base
- Continually seek out innovative technology to implement in the classroom
- Ensure all students establish and monitor academic goals
- Personalize education to develop student interests and skills for future success
- Plan classroom learning tasks connected to real world experiences
- Identify academic goals and targeted strategies for under-performing student groups
- Engage all students through the effective practices for 21st Century learning- Learning Point, Compass Learning, Raz Kids, Starfall, and other online resources
- Use innovative technology and implement it in the classroom (ex: Pilot 1:1 personal computers in classrooms, iPads, iPods, etc)
- Participate in ExploraVision (2nd Graders)- sponsored by Toshiba Corporation and national Science Foundation. Program invites students to submit designs for inventions that solve futuristic problems
- Nurture welcoming culture for families and students with special needs
- Promote student led learning
- Implement mainstreaming and reverse mainstreaming between general education and special education classrooms
- Differentiate instruction for Willow Grove GATE students
- Apply English Language Acquisition strategies to move ELL students through the CELDT levels
- Provide field trips to enhance grade level curriculum that develop relevancy between classroom learning and the real world

## Capacity Building

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- Maintain Willow Grove Collective Commitments Committees to build relationships based on our five roots. Participate in monthly professional learning focused on student engagement, technology, student goal setting and positive behavior support plan
- Collaborate monthly as grade levels to monitor grade level goals, analyze formative assessment and instructional practices
- Collaborate in grade level/special education teams to develop comprehensive instructional plans and monitor the plans at least three times per year
- Use Teaching Learning Cooperatives (TLC) and alternative review processes for book studies, refining our positive behavior plan and developing technology plan
- Lead district TLC in technology, GATE instruction and Daily 5
- Work with Willow Grove Educational Foundation and PTA to promote programs and resources to accelerate student achievement
- Collaborate with each other to implement innovative technology lessons with a variety of devices

## Multiple Pathways

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- Recognize and respect differences among our community
- Personalize education to develop student interests and skills for future success
- Use school wide assessment plans to monitor student progress and guide our teaching practices
- Use innovative technology and implement technology-based instructional practices in the classroom
- Promote student learning and be a "voice"/advocate for each child
- Differentiate instruction to provide universal access for each student

## Organizational Support Systems

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- Maintain community partnership with Dr. Moser Orthodontics
- Align school wide goals to District Focus/Goals and initiatives
- Maintain communication with parent community through weekly connect ed messages
- Maintain website and ensure content is up to date
- Collaborate with Willow Grove PTA and Foundation to promote and participate in programs that support students and their families
- Utilize district support for data management, personnel support, facility needs, and professional development opportunities

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

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

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

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

## SITE-SPECIFIC (OPTIONAL) ASSESSMENTS/REPORTS

STUDENT PERFORMANCE ASSESSMENTS	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
MAPs	Criterion-referenced Computer-Adaptive	Assess individual or group achievement of standards and show growth over multiple years	Grade 1-5	Fall, winter and Spring or as needed up to 3 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	Trimesterly or more frequently if indicated	A tool for scoring, coding and analyzing a child's precise reading behaviors.
Individual Reading Inventory (IRI) (see LAG)	Individual performance assessment	Diagnostic	All students reading at grade level 2 or higher	Trimesterly or more frequently if indicated	Used by teachers to diagnose student skills, plan subsequent instruction and placement. Monitor progress.
District Writing Prompts	On-demand, first-draft writing, individual performance	Diagnostic and/or Achievement of grade level writing standards	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 or early reader K and 1	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 -3	Fall, Winter, Spring Or as frequently as needed	Designed to assess the word knowledge students bring to the tasks of reading and spelling. There are 4 inventories Level I-IV
Fluency	Individual performance assessment	Diagnostic	Grades 2-5	Fall, Winter, Spring or as needed	This assesses oral reading fluency and provides the number of words per minute the student can read.
Retelling	On-demand performance tasks	Diagnostic	Grades K-1	Frequently as needed	This assessment affords the teacher an opportunity to check student's comprehension as well as the strategies they employ in comprehending print
CAP (Concepts About Print)	On-demand performance tasks	Diagnostic	Kindergarten	Monthly or as needed	This assessment provides information regarding students' book sense and beginning reading knowledge.
Phonemic Awareness	On-demand performance tasks	Diagnostic	Kindergarten	Monthly	This assesses knowledge of letter sounds, rhyming, syllables, initial and final sounds in words
Word Recognition	On-demand performance tasks	Diagnostic	Grade 1	Bi-Monthly	This assesses the knowledge that students have of high frequency words-Dolch words
QRI	On-demand performance tasks	Diagnostic	Grades 3-5	Fall, Winter, Spring	This assesses student's reading comprehension in association with the Lexile standards
Spelling – No Excuses Words	On-demand performance tasks	Diagnostic	Grades K-5	Frequently as needed	Students are responsible for spelling correctly 100 "No Excuses" words. These words comprise 50% of all words used in writing
Math Problem Solving	On-demand performance tasks	Diagnostic	Grades K-5	Frequently as needed	This assesses a student's reasoning skills and ability to use math strategies to solve real life problems

OTHER MEASURES	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Progress Reports	Individual report	To assess individual student performance using State standards	K-12		Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
API	Composite score	Used to determine overall program effectiveness	K-5	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
AYP	Composite score	Used to determine overall program effectiveness	K-5	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
Discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Principal/staff	Monthly/annually	Determine frequency of individual student incidences. Show patterns of disruptions. These records are compiled, disaggregated, analyzed annually, and used to determine program needs.
Attendance	Audit	Determine attendance patterns	Students	Monthly	Disaggregating of student attendance data is done annually and used for program evaluation.
Progress Reports	Individual performance assessment	To assess individual student performance using local standards	K-5	Trimester	Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.

**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>	Willow Grove Elementary School	<b>District Name</b>	Poway Unified
<b>Principal</b>	Kimberlie Rens	<b>Superintendent</b>	John P. Collins, Ed.D
<b>Street</b>	14727 Via Azul	<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>	858-674-6300	<b>Phone Number</b>	858-521-2800
<b>FAX Number</b>	858-759-8511	<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>	KRens@powayusd.com	<b>E-mail Address</b>	elehew@powayusd.com
<b>CDS Code</b>		<b>SARC Contact</b>	Eric Lehew

## II.B. DATA REPORTS

Willow Grove Elementary School

Demographic Summary  
for 2011-12 School Year

**Address:** 14727 Via Azul  
San Diego, CA 92127

**Principal:** Kimberlie Rens

**Year of Construction:** 2008

### 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
144	150	139	168	105	137	17

### Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
714	815	860

### Student Demographics:

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
18%	5%	9%	2%	60%	6%

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

Limited English	Free/Reduced Lunch
18%	12%

### Staff Demographics

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
6%	3%	0%	0%	91%	0%

**Percent Fully Credentialed: 100%**

**District Accountability Report  
Adequate Yearly Progress (AYP)  
Spring 2011  
Willow Grove 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>490</b>	<b>100</b>	<b>100</b>	<b>99</b>	<b>100</b>	<b>100</b>	<b>99</b>	<b>85</b>	<b>85</b>	<b>89</b>	<b>87</b>	<b>89</b>	<b>90</b>	<b>927</b>	<b>939</b>	<b>947</b>	<b>Y</b>	
African American	17	100	100	100	100	100	100			76			71			858		
American Indian		100			100													
Asian	99	100	100	99	100	100	99	86	90	95	93	96	97	953	965	976		
Filipino	33	100	100	100	100	100	100	80	82	85	88	85	88			910		
Hispanic	49	100	100	100	100	100	100	62	71	78	81	76	80			891		
Pacific Islander	7	100	100	100	100	100	100											
White	285	100	100	99	99	100	99	91	87	89	89	89	90	943	944	955		
English Learner	101	100	100	100	100	100	100	72	75	76	74	76	80		882	903		
Low Socio-Economic	67	100	100	99	100	100	99	71	62	76	64	71	70			870		
Special Ed	54	100	100	100	95	100	100	50	58	78	82	61	72			833		

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



**Willow Grove 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		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Tested	104	109	176	82	121	110	82	87	126	48	80	84
<b>Total % Proficient and Advanced</b>	<b>79</b>	<b>89</b>	<b>88</b>	<b>78</b>	<b>73</b>	<b>79</b>	<b>95</b>	<b>91</b>	<b>96</b>	<b>85</b>	<b>90</b>	<b>90</b>
% Advanced	39	60	62	38	40	46	71	71	77	60	60	65
% Proficient	39	29	26	40	32	33	24	20	19	25	30	25
% Basic	15	11	9	16	18	16	1	8	3	10	5	7
% Below Basic	4	0	3	6	6	5	2	0	1	2	3	1
% Far Below Basic	2	0	1	0	3	0	1	1	0	2	3	1

\* include all students

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



**Willow Grove 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		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Tested	102	109	176	82	121	110	82	87	126	48	80	84
<b>Total % Proficient and Advanced</b>	<b>80</b>	<b>89</b>	<b>86</b>	<b>90</b>	<b>88</b>	<b>91</b>	<b>90</b>	<b>91</b>	<b>96</b>	<b>81</b>	<b>85</b>	<b>87</b>
% Advanced	56	71	55	60	73	69	70	69	79	48	54	57
% Proficient	25	18	31	30	15	22	21	22	17	33	31	30
% Basic	14	7	6	9	9	8	6	8	3	13	14	10
% Below Basic	5	3	6	1	3	1	4	1	1	4	1	4
% Far Below Basic	1	1	2	0	0	0	0	0	0	2	0	0

\* include all students

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



**Willow Grove 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		
	2009	2010	2011
Number Tested	48	80	84
<b>Total % Proficient and Advanced</b>	<b>77</b>	<b>88</b>	<b>86</b>
% Advanced	38	56	55
% Proficient	40	31	31
% Basic	19	8	10
% Below Basic	2	3	4
% Far Below Basic	2	3	1

\* include all students

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

**Willow Grove Elementary**

**School Year: 2010-2011**

**Grade 2**

**MAP Term: Spring**

**Reading**

**Growth Targets**

**Willow Grove Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
68	42

**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	183	395	182	183	183	186		
Winter	195	543	193	193	195	197		
Spring	200	614	198	199	200	201		
<b>Growth</b>	<b>17</b>	<b>219</b>	<b>16</b>	<b>16</b>	<b>17</b>	<b>15</b>		

**Language Usage**

**Growth Targets**

**Willow Grove Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
78	47

**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	186	186	186	188			
Winter	197	196	196	197	199			
Spring	204	202	203	205	205			
<b>Growth</b>	<b>18</b>	<b>16</b>	<b>17</b>	<b>19</b>	<b>17</b>			

**Mathematics**

**Growth Targets**

**Willow Grove Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
73	43

**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	181	185	183	186	187	185	
Winter	193	191	195	193	196	193	194	
Spring	202	200	203	201	203	201	201	
<b>Growth</b>	<b>18</b>	<b>19</b>	<b>18</b>	<b>18</b>	<b>17</b>	<b>14</b>	<b>16</b>	

**Willow Grove Elementary**

**School Year: 2010-2011**

**Grade 3**

**MAP Term: Spring**

**Reading**

**Growth Targets**

**Willow Grove Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
69	45

**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	202	658	200	201	203	205		
Winter	207	738	206	207	208	209		
Spring	212	812	211	210	213	213		
<b>Growth</b>	<b>10</b>	<b>154</b>	<b>11</b>	<b>9</b>	<b>10</b>	<b>8</b>		

**Language Usage**

**Growth Targets**

**Willow Grove Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
65	45

**District**

% Meeting Typical Growth	% Meeting Optimal Growth
64	34

**Analyzing Grade Level Growth**

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

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	204	203	203	205	204			
Winter	210	209	209	210	211			
Spring	213	211	212	214	215			
<b>Growth</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>9</b>	<b>11</b>			

Mathematics

Growth Targets

**Willow Grove Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
76	46

**District**

% Meeting Typical Growth	% Meeting Optimal Growth
66	36

Analyzing Grade Level Growth

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

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	202	199	203	203	201	204	202	
Winter	209	208	210	207	212	210	209	
Spring	216	214	217	216	219	214	216	
<b>Growth</b>	<b>14</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>18</b>	<b>10</b>	<b>14</b>	

**Willow Grove Elementary**

**School Year: 2010-2011**

**Grade 4**

**MAP Term: Spring**

**Reading**

**Growth Targets**

**Willow Grove Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
77	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	209	770	208	209	210	211		
Winter	215	870	214	215	214	217		
Spring	219	946	218	219	219	222		
<b>Growth</b>	<b>10</b>	<b>176</b>	<b>10</b>	<b>10</b>	<b>9</b>	<b>11</b>		

**Language Usage**

**Growth Targets**

**Willow Grove Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
79	62

**District**

% Meeting Typical Growth	% Meeting Optimal Growth
65	50

**Analyzing Grade Level Growth**

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

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	212	211	211	212	213			
Winter	216	215	216	217	217			
Spring	220	220	219	222	220			
<b>Growth</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>10</b>	<b>7</b>			

Mathematics

Growth Targets

**Willow Grove Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
79	46

**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	214	210	217	213	215	212	214	
Winter	219	217	223	219	221	217	217	
Spring	226	224	229	226	228	226	224	
<b>Growth</b>	<b>12</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>13</b>	<b>14</b>	<b>10</b>	

**Willow Grove Elementary**

**School Year: 2010-2011**

**Grade 5**

**MAP Term: Spring**

**Reading**

**Growth Targets**

**Willow Grove Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
73	57

**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	898	214	216	216	218		
Winter	221	970	219	219	221	223		
Spring	223	1,022	222	223	223	226		
<b>Growth</b>	<b>7</b>	<b>124</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>8</b>		

**Language Usage**

**Growth Targets**

**Willow Grove Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
65	53

**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	218	218	218	219	217			
Winter	220	220	220	220	219			
Spring	223	223	223	223	221			
<b>Growth</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>4</b>			

**Mathematics**

**Growth Targets**

**Willow Grove Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
75	49

**District**

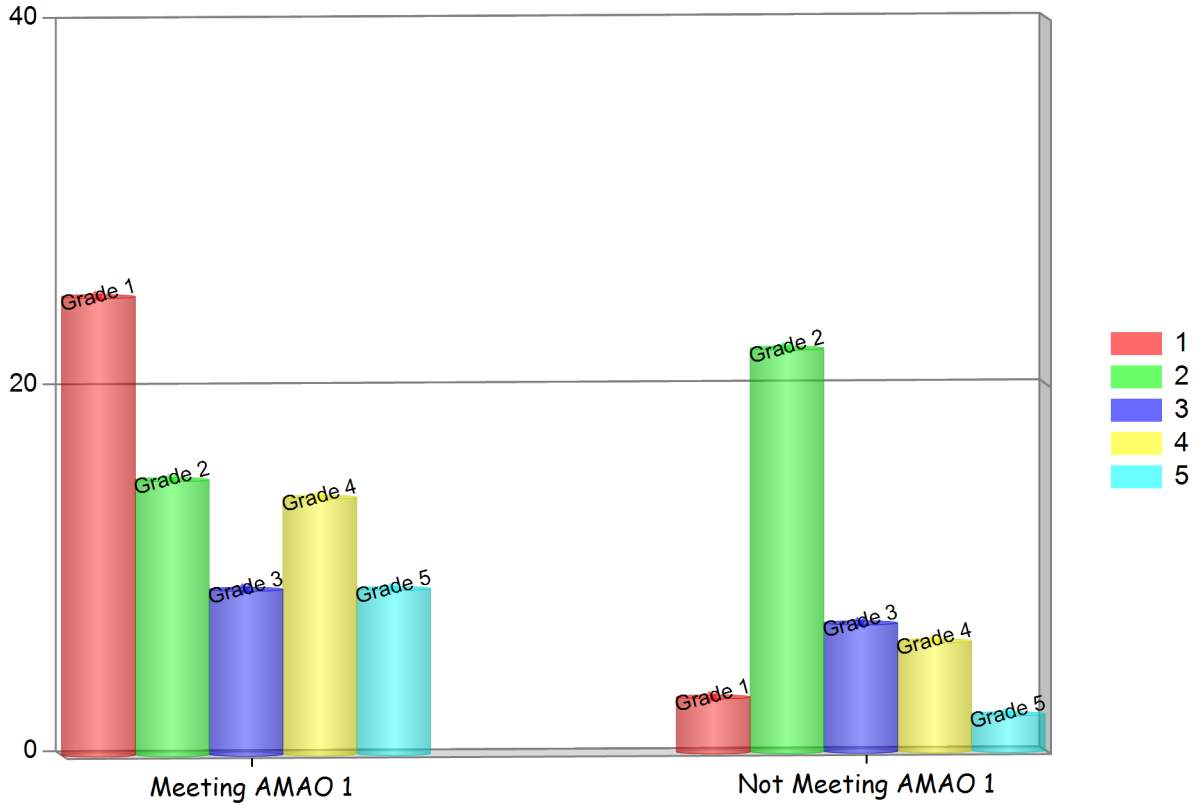
% Meeting Typical Growth	% Meeting Optimal Growth
73	50

**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	223	219	227	223	223	222	223	
Winter	227	226	229	227	227	226	227	
Spring	233	236	233	235	234	231	230	
<b>Growth</b>	<b>10</b>	<b>17</b>	<b>6</b>	<b>12</b>	<b>11</b>	<b>9</b>	<b>7</b>	

**Willow Grove 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	25	3
2	15	22
3	9	7
4	14	6
5	9	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	60.4	73.7	51.7	49.4	54.3	44.7	29.1	32.3	26.1
2010	5	64.1	62.5	65.8	52.0	57.5	47.1	29.0	32.2	25.9
2011	5	54.2	58.1	50	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>ENGLISH LANGUAGE ARTS AND MATH</b> By June of 2011, 100% of Willow Grove students in grades K-1 will be proficient readers as measured by their DRA reading assessment, and 100% of students in grades 2-5 performing below proficient will move up at least one performance band on the CST, and 100% of students in grades 2-5 performing at or above proficient will move up at least one or remain at the performance band level on the CST in ELA and Math.</p>	<p>[ ]</p>	<p>[X]</p>	<p><b>ENGLISH LANGUAGE ARTS AND MATH</b> Actual Result: By June of 2011, <u>88%</u> of Willow Grove students in grades K-1 were proficient readers as measured by their DRA reading assessment, and <u>90% (ELA) 97% (MATH)</u> of students in grades 2-5 performing below proficient moved up at least one performance band on the CST, and <u>86% (ELA) 89% (MATH)</u> of students in grades 2-5 performing at or above proficient moved up at least one or remain at the performance band level on the CST in ELA and Math.</p>	<ul style="list-style-type: none"> <li>• Goals are based on 100% students making growth rather than proficiency</li> <li>• Need to continue to ensure all students are making academic growth</li> <li>• Facilitated daily differentiated reading groups</li> <li>• Provided second "dose" of reading through the IMPACT teacher and Instructional Aides</li> <li>• Monitored individualized learning goals for each child and/or small group goals</li> <li>• High quality instruction in classrooms</li> <li>• Implementation of district core curriculum in ELA and math</li> <li>• Differentiated instruction in every classroom in grade pre K-5</li> <li>• Frequent monitoring of student progress using common core assessments</li> <li>• Collaborative planning that includes implementation of instructional tasks aligned to state standards</li> <li>• Administration protects collaborative time for teachers and learning time for students</li> </ul>
<p><b>English Learners (required)</b></p>	<p>By Fall 2011, 100% of ELL students will advance one performance level of the CELDT.</p>	<p>[ ]</p>	<p>[X]</p>	<p>Actual Result: By Fall 2011, <u>37%</u> of ELL students advanced one performance level of the CELDT.</p>	<ul style="list-style-type: none"> <li>• High percentage of students are at the intermediate level</li> <li>• Regular explicit vocabulary instruction</li> <li>• Implementation of Raz Kids software and access to Compass Learning</li> </ul>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<ul style="list-style-type: none"> <li>• Implementation of ELL "Club Grizzly"</li> <li>• Consistent collaboration time between ELL aide and coordinator to plan instruction</li> <li>• Consistent communication between aide, ELL Impact teacher and classroom teacher</li> <li>• Use of IMPACT teacher for Avenues instruction with training and support for implementation</li> <li>• ELL aide provide support for beginning and early intermediate</li> <li>• Limited resources</li> </ul>
	<p><b>ENGLISH LANGUAGE ARTS AND MATH</b> By June, 2011 100% of ELL students at Willow Grove will make expected growth in Reading and Math on the MAPS assessment.</p>	[ ]	[X]	<p><b>ENGLISH LANGUAGE ARTS AND MATH</b> Actual Result: By June, 2011 <u>65% (Reading)</u> <u>73% (Math)</u> of ELL students at Willow Grove made expected growth in Reading and Math on the MAPS assessment.</p>	<ul style="list-style-type: none"> <li>• Regular explicit vocabulary instruction</li> <li>• Implementation of Raz Kids software and access to Compass Learning</li> <li>• Implementation of ELL "Club Grizzly"</li> <li>• Consistent collaboration time between ELL aide and coordinator to plan instruction</li> <li>• Consistent communication between aide, ELL Impact teacher and classroom teacher</li> <li>• Use of IMPACT teacher for Avenues instruction with training and support for implementation</li> <li>• ELL aide provide support for beginning and early intermediate</li> <li>• Limited resources</li> </ul>
<p><b>Students with Disabilities (required)</b></p>	<p><b>ENGLISH LANGUAGE ARTS AND MATH</b> By June, 2011, 100% of students in grades 2-5 with disabilities at Willow Grove will meet or exceed their expected growth in reading and math on the MAPS assessment.</p>	[ ]	[X]	<p><b>ENGLISH LANGUAGE ARTS AND MATH</b> Actual Result: By June, 2011, <u>65% (Reading)</u> <u>63% (Math)</u> of students in grades</p>	<ul style="list-style-type: none"> <li>• Targeted instruction</li> <li>• Communication between Special Education Team and General Education teachers</li> <li>• Weekly collaboration time</li> </ul>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	By June, 2011, 100% of students enrolled in the critical skills day class will meet or exceed 80% of their academically, socially, daily living skills and behavior goals.			2-5 with disabilities at Willow Grove achieved or exceed their expected growth in reading and math on the MAPS assessment.  By June, 2011, <u>80%</u> of students enrolled in the critical skills day class achieved or exceed 80% of their academically, socially, daily living skills and behavior goals.	with SPED team <ul style="list-style-type: none"> <li>• Targeted instructional plan with specific strategies to meet goal</li> <li>• Establish mainstreaming and reverse mainstreaming opportunities across grades and content areas</li> <li>• Maintain ongoing communication with parents as integral members of IEP team</li> </ul>
	By June, 2011, 80% of students (preschool through fifth grade) enrolled at Willow Grove who qualifies for speech and other special education services will meet or exceed their Individual Educational Plan goals academically and behaviorally.	[X]	[]	By June, 2011, <u>80%</u> of students (preschool through fifth grade) enrolled at Willow Grove who qualifies for speech and other special education services achieved or exceed their Individual Educational Plan goals academically and behaviorally.	
<b>GATE (required)</b>	<b>ENGLISH LANGUAGE ARTS AND MATH</b> By June, 2011, 100% of Willow Grove students who are identified GATE will meet or exceed their expected growth in reading and math on the MAPS assessment.	[]	[X]	<b>ENGLISH LANGUAGE ARTS AND MATH</b> Actual Result: By June, 2011, <u>79% (Reading) 78% (Math)</u> of Willow Grove students who are identified GATE achieved or exceeded their expected growth in reading and math on the MAPS assessment.	<ul style="list-style-type: none"> <li>• Differentiate instruction in the classroom</li> <li>• Access to district TLC training for GATE teachers</li> <li>• Access to work contracts for advanced students</li> <li>• Access to computer software (Compass Learning) to enrich curriculum</li> </ul>
<b>Educationally Disadvantaged or Title I Students (required)</b>	<b>ENGLISH LANGUAGE ARTS AND MATH</b> By June, 2011, 80% of Educationally Disadvantaged students will score proficient or better on the CST in ELA and Math.	[]	[X]	<b>ENGLISH LANGUAGE ARTS AND MATH</b> Actual Result: By June, 2011, <u>76% (ELA) 70% (Math)</u> of Educationally Disadvantaged students scored proficient or better on the CST in ELA and Math.	<ul style="list-style-type: none"> <li>• Participate in field trips to connect real world and classroom experiences</li> <li>• Provide IMPACT support in grades 1-5 four times per week as needed</li> <li>• Provide instructional assistance in Kindergarten classroom</li> <li>• Teacher commitment to the success of every child</li> <li>• Differentiated instruction to meet the needs of all students</li> </ul>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
Additional goal(s) (optional)	<p><b>ENGLISH LANGUAGE ARTS AND MATH</b> By June, 2011 100% of Kindergarten students will read at or above a level 6 as evidenced by DRA Running Record scores. By June, 2011, 100% of Kindergarten students will be proficient (35/35) in each of the components of the state Kindergarten math standards as evidenced by the Kindergarten math assessment.</p>	[]	[X]	<p><b>ENGLISH LANGUAGE ARTS AND MATH</b> By June, 2011 <u>85%</u> of Kindergarten students read at or above a level 6 as evidenced by DRA Running Record scores.</p> <p>By June, 2011 <u>80%</u> of Kindergarten students were proficient (35/35) in each of the components of the state kindergarten math standards as evidenced by the kindergarten math assessment.</p>	<ul style="list-style-type: none"> <li>• Facilitated daily differentiated reading groups</li> <li>• Utilized an instructional aide for small group individualized instruction (including reading groups, letter sound help, etc.)</li> <li>• Monitored individualized learning goals for each child and/or small groups</li> <li>• Utilized in class support (aide, parents) to reduce class size and support instruction in the classroom</li> <li>• Used district core curriculum for ELA and math</li> <li>• Provided hands on math manipulatives to teach and reinforce math concepts</li> <li>• Implemented Kindergarten Instructional Plan</li> </ul>
	<p><b>ENGLISH LANGUAGE ARTS AND MATH</b> By June, 2011 100% of first grade students will achieve grade level exit standards as evidenced by a 95% or higher on level 18-20 DRA Running Records with comprehension and retelling with beginning, middle and end. By June, 2011, 100% of first grade students will be proficient in the number sense math strand as evidenced by 90% on the Trimester 3 Common Core Math Assessment.</p>	[]	[X]	<p><b>ENGLISH LANGUAGE ARTS AND MATH</b> By June, 2011, <u>90%</u> of first grade students achieved grade level exit standards as evidenced by a 95% or higher on level 18-20 DRA Running Records with comprehension and retelling with beginning, middle, and end.</p> <p>By June, 2011, <u>74%</u> of first grade students were be proficient in the Number Sense Math Strand as evidence by 90% on the Trimester 3 Common Core Math Assessment.</p>	<ul style="list-style-type: none"> <li>• Explored RazKids as an additional resource to build comprehension</li> <li>• Established benchmarks for running records and monitor student progress by administering the DRA running record per assessment plan</li> <li>• Placed students in small, flexible, leveled reading groups</li> <li>• Taught and modeled good reading strategies</li> <li>• Created mini lessons geared to specific reading skills</li> <li>• Taught and practiced phonemic awareness skills through whole group, small group, center activities, and individually</li> <li>• Used district core curriculum for ELA and math</li> <li>• Utilized IMPACT teacher to support students who are</li> </ul>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	<p><b>ENGLISH LANGUAGE ARTS AND MATH</b> By June, 2011, 100% of second grade students will meet or exceed their individual expected growth in both ELA and math on MAPSs testing as evidenced by MAP scores.</p>	[ ]	[X]	<p><b>ENGLISH LANGUAGE ARTS AND MATH</b> By June, 2011, <u>85%</u> of second grade students met or exceeded their individual expected growth on MAPs testing, as evidenced by MAPs scores.</p> <p>By June, 2011 <u>74%</u> of second grade students met or exceeded their individual expected growth on MAPS testing as evidenced by MAP scores.</p>	<p>below grade level in reading</p> <ul style="list-style-type: none"> <li>• Provided hand on math manipulatives to teach and reinforce math concepts</li> <li>• Implemented First Grade Instructional Plan</li> </ul> <ul style="list-style-type: none"> <li>• Continued to use MAP scores to drive instructional/goal planning</li> <li>• Created leveled reading groups</li> <li>• Established/created small flexible skill groups based on student needs such as decoding, fluency, comprehension, vocabulary, word sorts, phonemic awareness, and spelling</li> <li>• Implemented Writer's Workshop with embedded mini lessons to support skills, standards and arising needs</li> <li>• Provided explicit comprehension instruction following the HM scope and sequence while using various resources to enhance skills and strategies</li> <li>• Additional support though the IMPACT teacher for at risk readers</li> <li>• Student participation in daily reading groups</li> <li>• Supportive parents reading with individual and small groups of students (Morning Readers)</li> <li>• Daily whole class lessons</li> <li>• Utilization of technology- RazKids and Compass Learning</li> <li>• Administer daily math timings</li> <li>• Provide differentiated math instruction through pre-tests,</li> </ul>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<p>small group instruction, ability grouping and excel math</p> <ul style="list-style-type: none"> <li>Implemented Second Grade Instructional Plan</li> </ul>
	<p><b>ENGLISH LANGUAGE ARTS AND MATH</b></p> <p>By June, 2011, 90% of third grade students will meet their expected average growth in reading as evidenced by both reading and math MAP scores.</p>	[ ]	[X]	<p><b>ENGLISH LANGUAGE ARTS AND MATH</b></p> <p>By June, 2011, <u>72%</u> of third grade students met their expected average growth in reading as evidenced by reading MAPs (winter and spring data).</p> <p>By June, 2011 <u>79%</u> of third grade students met their expected average growth in math as evidenced by math MAPs (winter and spring data).</p>	<ul style="list-style-type: none"> <li>Explicit reading strategy instruction</li> <li>Student goal setting</li> <li>Used <u>Wordly Wise</u> to support vocabulary development</li> <li>Used RazKids and Compass Learning to provide extra support</li> <li>Looked at MAPS data to determine which group of students did/did not meet expected growth</li> <li>Used "learning ladder" to access academic vocabulary for certain RIT ranges</li> <li>Placed students in flexible, leveled reading groups</li> <li>Utilized HM and Math Expressions textbook for whole group and small group instruction</li> <li>Provided a second dose of reading for students who are below grade level</li> <li>Provided explicit ELA instruction four days/week</li> <li>Identified and monitored student goals</li> <li>Implemented Third Grade Instructional Plan</li> </ul>
	<p><b>ENGLISH LANGUAGE ARTS AND MATH</b></p> <p>By June, 2011, 100% of fourth grade students will make individual growth in the strand of word analysis and vocabulary, and 80% will achieve a target RIT score of 211 as evidenced by Spring reading MAP tests.</p> <p>By June, 2011, 100% of fourth grade students will make individual growth in Number Sense and Operations and 85% of fourth graders will achieve a target RIT score of 215 in the strand</p>	[ ]	[X]	<p><b>ENGLISH LANGUAGE ARTS AND MATH</b></p> <p>By June, 2011, <u>74%</u> of fourth grade students achieved individual growth in the strand of word analysis and vocabulary and <u>80%</u> achieved a target RIT score of 211 as evidenced by MAPs reading tests.</p>	<ul style="list-style-type: none"> <li>Differentiated instruction</li> <li>Focused on Word Analysis and Vocabulary Development</li> <li>Implemented student goal setting</li> <li>Continued to put emphasis in the work analysis and vocabulary strand</li> <li>Collaborated to share ideas,</li> </ul>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	of Number Sense and Operations as evidenced by Spring Math MAP scores.			By June 2011, <u>78%</u> of fourth grade students achieved growth in Number Sense and Operations and <u>85%</u> of fourth grade students achieved a target RIT score of 215 in the strand of Number Sense and Operations as evidenced by Spring Math MAPs.	<p>resources, best practices to continue to improve in the identified area</p> <ul style="list-style-type: none"> <li>• Implemented strategies that proficient readers use to learn vocabulary</li> <li>• Used explicit teaching strategies for vocabulary instruction</li> <li>• Communicated learning goals to students on a regular basis</li> <li>• Implemented Fourth Grade Instructional Plan</li> </ul>
	<p><b>ENGLISH LANGUAGE ARTS AND MATH</b>            By June, 2011, 100% of fifth grade students will show growth in the Word Analysis and Vocabulary strand and 80% of fifth grade students will score 218 or better on Word Analysis and Vocabulary strand as evidenced by Spring, 2011 MAP report.            By June, 2011 100% of fifth grade students will show individual growth in the Number Sense strand and 80% of fifth grade students will score a 224 or better on the Number Sense strand as evidenced by Spring 2011 MAP report.</p>	[ ]	[X]	<p><b>ENGLISH LANGUAGE ARTS AND MATH</b>            By June, 2011, <u>76%</u> of fifth grade students achieved individual growth in the Word Analysis and Vocabulary strand and <u>67%</u> of fifth grade students will score 218 or better on the Word Analysis and Vocabulary strand as evidenced by Spring, 2011 MAP report.</p> <p>By June, 2011, <u>91%</u> of fifth grade students achieved individual growth in the Number Sense strand and <u>79%</u> of fifth grade students scored a 224 or better on the Number Sense Operations strand as evidenced by Spring 2011 MAP report.</p>	<ul style="list-style-type: none"> <li>• Placed students in small group leveled readers based on RIT scores</li> <li>• Continued to use data to drive decision making for instructional practices</li> <li>• Utilized assessment for learning to drive instruction</li> <li>• Identified and gathered resources (human and curricular) to support progress of students performing below basic and far below basic</li> <li>• Implemented Fifth Grade Instructional Plan</li> </ul>

### III. TEACHING AND LEARNING

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

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

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

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

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
Schoolwide for all students	By June of 2012, 100% of Willow Grove students in grades K-1 will be proficient readers as measured by their DRA reading assessment, and 100% of students in grades 2-5 performing below proficient will move up at least one performance band on the CST, and 100% of students in grades 2-5 performing at or above proficient will move up at least one or remain at the performance band level on the CST in ELA and Math.	<p><b>Professional Learning Community (PLC)</b></p> <ul style="list-style-type: none"> <li>* Continue to meet with an established schedule including whole staff, grade level, and vertical teams</li> <li>* Establish a learning focus for school year</li> <li>* Meet monthly with PLC Leadership Team to plan professional learning</li> <li>* Staff participation in Professional Learning</li> <li>* Implement grade level Instructional Plan</li> <li>* Support staff so that they can observe each other in the classroom (Instructional Learning Walk) and debrief what was observed during built-in grade level times</li> </ul> <p><b>College Readiness</b></p> <ul style="list-style-type: none"> <li>* Create college readiness bulletin board in office to promote college readiness "root"</li> <li>* Work with resources to support students in demographic groups who are underserved via Instructional Plan</li> <li>* Use standards-based curriculum and attend to gaps in student achievement towards meeting or exceeding those standards</li> <li>* Communicate with parents so they can support students with academics at home using online resources</li> </ul> <p><b>Rigor, Relevance, Relationships</b></p> <ul style="list-style-type: none"> <li>* Principal works with staff to identify students at risk and develop plans for students</li> <li>* Utilize PLC time for school wide professional learning on student engagement, student goal setting, technology</li> <li>* Grade levels develop goals and targeted strategies to achieve goals (Instructional Plan)</li> <li>* Use IMPACT teachers to support students in reading</li> </ul>	<p><b>Professional Learning Community (PLC)</b></p> <ul style="list-style-type: none"> <li>* PLC Leadership team creates and distributes annual survey in the spring</li> <li>* Evaluate and adjust as necessary the PL schedule for the following school year</li> <li>* PLC Leadership team meet and plan professional learning for the 2012-2013 school year</li> <li>* Review and celebrate staff accomplishment of grade level goals</li> </ul> <p><b>College Readiness</b></p> <ul style="list-style-type: none"> <li>* Evaluate effectiveness of efforts to boost college readiness awareness on site every spring</li> <li>* Review progress of students on individual learning plans</li> <li>* Evaluate progress of students who receive IMPACT instruction in fall, winter and spring</li> <li>* Evaluate use of online</li> </ul>	Human- Staff, district personnel Fiscal- Site budget Time

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p>* SST teams meet with parents and staff to develop action plans to support students academically, socially and behaviorally</p> <p><b>State of the Art Technology</b></p> <p>* Provide training on technology devices in the classroom (promethean board, docu-cameras, software programs, etc.)</p> <p>* Provide Compass Learning, RazKids, Learning Point</p> <p>* Teachers use technology tools for instructional purposes, including webinars, live author chats, interactive lessons and more</p> <p>* Staff continues to train on technology offerings, using staff feedback to determine needs</p> <p>* Provide a Compass Learning Parent night</p> <p><b>Cultural Proficiency</b></p> <p>* Host a cultural proficiency fall parade in October</p> <p>* Hold a Cultural Family Night</p> <p>* Embrace students, staff and families of Critical Skills classes</p> <p>* Provide mainstreaming opportunities for students in Critical Skill classes</p> <p>* Host culturally proficient parties in winter season</p>	<p>resources in fall, winter, spring</p> <p><b>Rigor, Relevance, Relationships</b></p> <p>* SST reviews process for referrals and summarizes successes and concerns from the past year</p> <p>* Review data from IMPACT every fall, winter and spring</p> <p>* Review data collected from Instructional Learning Walks/Classroom visits in winter and spring</p> <p>* Monitor and adjust grade level Instructional Plans three times per year</p> <p><b>State of the Art Technology</b></p> <p>* Determine additional site needs for technology equipment and/or software</p> <p>* Review use and effectiveness of Compass Learning to report back to the Foundation, and consider bringing on Compass Learning math for the following school year.</p> <p><b>Cultural Proficiency</b></p> <p>* Evaluate mainstreaming efforts to determine next best steps</p>	
<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, 2012, 100% of Educationally Disadvantaged students at Willow Grove will meet or exceed their expected growth target in reading and math on the MAPS assessment.	<ul style="list-style-type: none"> <li>• Provide explicit direct instruction in whole group and /or small group to students</li> <li>• Offer a parent education night for families of upper grade students to assist parents in developing good work habits, responsibility and school success</li> <li>• Ensure access to curricula for students with limited prior knowledge or life experiences</li> <li>• Work with community resources to ensure housing, scholarships and other needs for families are met</li> </ul>	Utilize MAP data three times per year to determine progress on meeting goal	Staff and parent EIA-SCE Budget

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>• Work with PTA and Foundation to ensure financial support for families in need</li> <li>• Work with Student Council to take on projects such as Toys for Tots, Adopt a Family and the SD Food Drive</li> <li>• Evacuate ways in which staff and the community have responded to support our families in need throughout the year</li> <li>• Close monitoring of student progress</li> </ul>		
<b>English Learners</b>	By Fall 2012, 100% of ELL students will advance at least one performance level on the CELDT.	<ul style="list-style-type: none"> <li>• Complete CELDT testing as needed</li> <li>• Increase resources for staff to use with ELL students</li> <li>• Host parent meetings to share information about ELL program and site plan</li> <li>• Include Avenues instruction using IMPACT teachers when appropriate</li> <li>• ELL coordinator to provide training/ and or communicate information on EL program to staff</li> <li>• Provide before school "Club Grizzly" to emphasize vocabulary development and comprehension</li> <li>• Review ELL student progress with principal and staff</li> <li>• ELL coordinator and principal to meet and discuss site needs and resources to support ELL students</li> </ul>	CELDT Data	EIA-LEP Budget IMPACT teacher ELL Coordinator
	By June, 2012, 100% of English Language Learner students at Willow Grove will meet or exceed their expected growth target in reading and math on the MAPS assessment.	<ul style="list-style-type: none"> <li>• Complete CELDT testing as needed</li> <li>• Increase resources for staff to use with ELL students</li> <li>• Host parent meetings to share information about ELL program and site plan</li> <li>• Include Avenues instruction using IMPACT teachers when appropriate</li> <li>• ELL coordinator to provide training/ and or communicate information on EL program to staff</li> <li>• Provide before school "Club Grizzly" to emphasize vocabulary development and comprehension</li> <li>• Review ELL student progress with principal and staff</li> <li>• ELL coordinator and principal to meet and discuss site needs and resources to support ELL students</li> </ul>	Utilize MAP data three times per year to determine progress on meeting goal	EIA-LEP Budget IMPACT teacher ELL Coordinator
<b>GATE</b>	By June, 2012, 100% of Willow Grove students who are identified GATE will meet or exceed their expected growth target in reading and math on the MAPS assessment.	<ul style="list-style-type: none"> <li>• GATE coordinators serve as resources for all staff working with GATE and high performing students</li> <li>• Facilitate testing process for potential GATE students according to District guidelines to identify students meeting qualification criteria</li> <li>• Use existing curricula resources to differentiate instruction for students meeting standards, such as contracts</li> <li>• Principal works with staff to provide resources for students exceeding standards</li> <li>• Explore a before school enrichment GATE group to focus on critical thinking, team work and collaboration</li> </ul>	Utilize MAP data three times per year to determine progress on meeting goal	GATE teachers Parent volunteers

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
<b>Students with Disabilities</b>	<p>By June, 2012, 100% of students in grades 1-5 with disabilities at Willow Grove will meet or exceed their expected growth target in reading and math on the MAPS assessment.</p> <p>By June, 2012, 80% of students with disabilities in K will meet their Willow Grove "Winter common core assessment benchmarks" in their subject area of disability and meet their Willow Grove "Spring common core assessment benchmarks" in their subject area of non-disability.</p> <p>By June, 2012, 100% of students enrolled in the critical skills day class will meet or exceed 80% of their academically, socially, daily living skills and behavior goals.</p>	<ul style="list-style-type: none"> <li>• SPED and Rtl teams train staff on Response to Intervention model at WGES including revised protocols and examples of tiered support</li> <li>• Staff works with families of students with IEP's to determine best strategies to support student success towards IEP goals</li> <li>• Principal meets weekly with special education team to plan for IEP meetings and monitor student progress</li> <li>• SPED team participates in collective commitment committees</li> <li>• SST team meets to review action plans for students needing to move into SPED interventions</li> <li>• Review progress of SWD goal frequently</li> </ul>	<p>Utilize MAP data three times per year to determine progress on meeting goal</p> <p>Willow Grove Common Core Assessment Benchmark Data</p> <p>Student progress towards IEP goals</p> <p>Parent Feedback</p> <p>Teacher Observation</p>	<p>SPED Team</p>

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

<b>Professional Learning and Collaboration to build staff capacity</b>	<b>Parent Engagement to support student learning</b>	<b>Student Engagement for partnership in learning</b>
<ul style="list-style-type: none"> <li>• Professional Learning time built into teacher work day to focus on instructional focus areas that are aligned to WGES 5 roots</li> <li>• Collective Commitments Committees focused on WGES 5 Roots</li> <li>• Options for TLC or Alternative Performance Review participation</li> <li>• Use of Learning Forward's Learning School Alliance protocols and resources in professional learning delivery to staff</li> <li>• Implement DuFour's PLC strategies</li> <li>• Staff professional learning calendar</li> <li>• Collaboration with parent volunteers</li> <li>• District technology systems and support personnel</li> <li>• Compass Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Education Nights</li> <li>• Collaboration with PTA (Family Nights)</li> <li>• Newsletters, conferences, weekly connect ed messages/email</li> <li>• Progress Reports Parent/Teacher conferences</li> <li>• Online resources (RazKids, Compass Learning)</li> <li>• MAP data reports</li> <li>• Math Expression on line resources</li> <li>• Use of parent volunteers in classroom</li> <li>• Representation of School Site Council</li> <li>• Foundation support for IMPACT teachers</li> <li>• PTA and Educational Foundation supports</li> </ul>	<ul style="list-style-type: none"> <li>• Character Counts!</li> <li>• Student Council</li> <li>• Safety Patrol</li> <li>• Goal setting using MAP data or other measures</li> <li>• Online resources such as RazKids, StaffFall and Compass Learning</li> <li>• Use of technology to support learning</li> <li>• Use of Character Counts! agenda in Grade 4-5</li> <li>• Assistance with goal setting for learning</li> <li>• Increased ownership for behavior and learning</li> <li>• Participation in Science Night, Science Day</li> <li>• Participation in IMPACT or Morning Reading program</li> <li>• Training on use of advanced technology such as promethean board</li> </ul>

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

#### **Preschool to Kindergarten Transition:**

- Hold a Kindergarten orientation and invite all families of incoming students. The Kindergarten team shares Kindergarten readiness skills, their academic program and showcase their classrooms.

#### **5th Grade to 6th Grade**

- Middle School students come to Willow Grove to share the "Middle School" experience with 5th grade students.
- Parents attend a Middle School parent orientation
- Conduct transition meetings for all 5th grade students with an IEP with middle school RSP teacher

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

Willow Grove continues to implement a positive behavior support plan in accordance with statutes of the State of California and the PUSD rules of discipline, which parents annually receive. The Three Grizzly Ground Rules and behavior expectations have been in place since 2010. Teachers review school-wide rules with students using teacher generated lessons with common language, expectations and modeling of appropriate behavior. The principal meets with all students in an assembly at the beginning of the school year to address the Grizzly Ground Rules and Grizzly Behavior expectations targeting zero tolerance for inappropriate and unsafe behavior.

Willow Grove is participating in the fourth year of Primary Interaction Program (PIP) Grant. PIP is a weekly opportunity to help some children kindergarten through third grade build resiliency and self-esteem through classroom lessons and/or small group experiences, or one-on-one activity room sessions. We have two student services specialist on campus 15 hours a week who provides assistance for students in grade K-3. The student services specialist provides developmental, preventative and responsive guidance and activities as needed. Willow Grove also has a counselor 1 day per week to support students who need emotional support.

A *Character Counts!* program has been established to remind students of desirable traits to use when making decisions for actions and words. Students are recognized with Willow Grove Character Cards for making positive choices and 5 students per class are rewarded for positive character with a *Character Count!* t-shirts per month.

We employ five trained noon duty supervisors to assure student safety at lunch and recess. Willow Grove staff is vigilant and adamant in preserving a safe, respectful campus climate. Teachers provide supervision before and after school. Low level aggressive behavior is acknowledged, sanctions are respectfully administered and student behavior is redirected and monitored in a positive direction.

#### **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
Character Counts!	Pre K-5th	Daily
Primary Interaction Program	K-3rd	150 minutes
Second Step	Pre-K-5th	120 minutes
Steps to Respect	3rd-5th	120 minutes
Guidance Counselor	K-5	upon referral

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

STATE/FEDERAL PROGRAMS	SITE ALLOCATION (IF APPLICABLE)
Title I	0
Title I Parent Involvement	0
ELAP: English Language Acquisition Program (Grades 4-8 only)	0
EIA-EL: Economic Impact Aid - English Learners	31,315
EIA-SCE: Economic Impact Aid - State Compensatory Education	15,523

**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	Melissa Gioia	Original signature page on file at the district office.	
Special Education	Anita Bhakta		
Title I (if applicable)			
Library	Valerie Gall		

### SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[X]	[ ]	[ ]	[ ]	[ ]	Ongoing	Kimberlie Rens		
[ ]	[X]	[ ]	[ ]	[ ]	June 2014	Courtney Georggin	Original signature page on file at the district office.	
[ ]	[ ]	[X]	[ ]	[ ]	June 2014	Marcy Golden		
[ ]	[X]	[ ]	[ ]	[ ]	June 2012	Stacy Jones		
[ ]	[X]	[ ]	[ ]	[ ]	June 2012	Lauren O'Rielly		
[ ]	[ ]	[ ]	[X]	[ ]	June 2013	Robin Caringella		
[ ]	[ ]	[ ]	[X]	[ ]	June 2012	Debra Cooper-DAC Rep		
[ ]	[ ]	[ ]	[X]	[ ]	June 2013	Susan Jose		
[ ]	[ ]	[ ]	[X]	[ ]	June 2013	Libbie Nienstedt		
[ ]	[ ]	[ ]	[X]	[ ]	June 2013	Corinna Kitchen		
<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 01/13/12.**

*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: Willow Grove Elementary School  
 PROGRAM: Economic Impact Aid - English Learners  
 RESOURCE NUMBER: 7091

**Budget Summary for  
Willow Grove Elementary School**

2011 ENTITLEMENT:	<u>\$22,320</u>	\$PER STUDENT: _____
PLUS CARRYOVER:	<u>\$8,995</u>	# OF STUDENTS: _____
TOTAL SITE BUDGET:	<u>31,315</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	9000.00					9,000
1100-014: TEACHER HOURLY	2000.00					2,000
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
1100-019: IMPACT Teacher	10,000.00					10,000
	<b>21,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21,000</b>
<b>2000 CLASSIFIED SALARIES</b>						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	500.00					500
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	50.00					50
3212-000: PERS – CLASSIFIED	50					50

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	50					50
3322-000: MEDICARE - CLASSIFIED	50					50
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED	50					50
3402-000: HEALTH-CLASSIFIED	50					50
3501-000: UNEMPLOYMENT INS - CERTIFICATED	50					50
3502-000: UNEMPLOYMENT INS – CLASSIFIED	50					50
3601-000: WORKERS COMP INS – CERTIFICATED	50					50
3602-000: WORKERS COMP INS - CLASSIFIED	50					50
3802-000: PERS Recapture - CLASSIFIED						0
<b>4000 BOOKS AND SUPPLIES</b>						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS	1000.00					1,000
4300-010: SUPPLIES	6815.00					6,815
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	<b>7,815</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7,815</b>
<b>5000 CONTRACTED SERVICES</b>						
5200-010: CONFERENCE EXPENSE	1,500.00					1,500
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
	1,500	0	0	0	0	1,500
<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>31,315</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>31,315</b>

**V.D. BUDGET DEVELOPMENT FORM**

SITE: Willow Grove Elementary School  
 PROGRAM: Economic Impact Aid - State Compensatory Education  
 RESOURCE NUMBER: 7090

**Budget Summary for  
 Willow Grove Elementary School**

2011 ENTITLEMENT:	<u>\$8,340</u>	\$PER STUDENT: _____
PLUS CARRYOVER:	<u>\$7,183</u>	# OF STUDENTS: _____
TOTAL SITE BUDGET:	<u>15,523</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	1,000.00					1,000
1100-014: TEACHER HOURLY						0
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
1100-019:IMPACT Teacher	9,000.00					9,000
	<b>10,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10,000</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	50					50
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	50					50
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	50					50
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED	50					50
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	2,323.00					2,323
4300-010: SUPPLIES	3,000.00					3,000
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	<b>5,323</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5,323</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						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>15,523</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15,523</b>

**VI. ADDENDUM (Optional)**



# INSTRUCTIONAL PLAN

2011-2012

# Roots of Willow Grove

## *Inspiring and Ensuring Learning for Each Student*

Willow Grove's commitment to creating an exceptional learning environment is grounded in the belief that in order to increase student performance we must address 3 key elements.

1. Content Standards
2. Teacher Knowledge and Skills in delivering the content
3. Student Engagement

When all 3 elements are in place and instructional tasks are rigorous and relevant, student achievement will improve.

Willow Grove is proud to be a school built on 5 Roots that are aligned with the PUSD Strategic Vision and goals. They are:

- ❖ *Rigor, Relevance and Relationships (The Three R's)*-High Academic Standards for all, connections between learning and the global world, and solid relationships among students, staff, families and the business community
- ❖ *Cultural Proficiency*- Knowing our own values, traditions, backgrounds and recognizing and respecting the cultures of others
- ❖ *College Readiness*- Preparing students so they may choose from a variety of post- secondary options
- ❖ *Professional Learning Community*- Our teachers are committed to collaborating together for the success of each child. Staff members don't work in isolation, but are members of highly effective teams.
- ❖ *State of the Art Technology*- Assisting students as they "learn to learn" with access to technology tools such as smart boards, docu-cameras, and more.

This document represents the collaborative work of every certificated teacher on site, and serves as our guiding document for our work in 2010-2011. Every grade level/team established goals, identified targeted strategic action steps, and outlined their grade level instructional plan for each Response to Instruction and Intervention (RtI<sup>2</sup>) tier.

# KINDERGARTEN

## REFLECTION 2010-2011

### 2010-2011 Grade Level Goal:

100% of all Kindergartners will read at a Running Record level 6 by the end of the trimester 3.

85% of all Kindergarten students will score 6 or above on grade level writing assessments by the end of trimester 3.

How did the grade level do on achieving the goal? (What was the finding?) As a grade level, we met this goal.

Data Source: Running records

Possible Reasons/Contributing Factors for achieving/not achieving goal? Daily reading groups, impact, learning goals

Collective Next Steps: Utilizing an aide in our classroom, possibly grouping kids within the grade level,

Our ELA SMART goal for this year:

By June, 2012 100% of Kindergarten students will read at or above a level 6 with a target of 8 as evidenced by DRA Running Record scores.

End of Professional Learning cycle #1 ELA Goal:

By February, 2012 100% of Kindergarten students will read at or above a level 3 as evidenced by DRA Running Record scores.

What data led the team to this goal? Last year's running record scores and current assessments led to this goal.

Our Math SMART goal for this year:

By June, 2012 100% of Kindergarten students will master all 33/33 components of the state kindergarten math standards as evidenced by the kindergarten math assessment.

End of Professional Learning cycle #1 Math Goal:

By February, 2012 100% of Kindergarten students will master 20/20 components of the state kindergarten math standards as evidenced by the kindergarten math assessment.

## Specific Actionable Strategies to Achieve Grade Level Goals

### English Language Arts

#### FALL:

- Place students in small, flexible, leveled reading groups
- Utilize materials (whiteboards, magnetic letters, puzzles, flashcards, etc.) to increase phonics and phonemic awareness
- Teach and model “good” reading strategies (meaning, picture, context cues and fluency)
- Create and monitor individual learning goals with the students based on formal and informal assessments
- Administer running records to determine student reading level
- Utilize technology (including Starfall, Raz-kids, Promethean board, etc.) to support reading skills
- Teach and practice phonemic awareness (high-frequency words, chunks, digraphs, rhyming and syllables, word families ,etc.)
- Provide nightly reading books and materials to reinforce reading skills at home
- Utilize instructional aides and parents to reinforce reading skills and strategies
- Communicate with parents regarding their child’s strengths and areas of growth

#### WINTER:

- Place students in small, flexible, leveled reading groups
- Utilize materials (whiteboards, magnetic letters, puzzles, flashcards, etc.) to increase phonics and phonemic awareness
- Teach and model “good” reading strategies (meaning, picture, context cues and fluency)
- Create and monitor individual learning goals with the students based on formal and informal assessments
- Administer running records to determine student reading level
- Utilize technology (including Starfall, Raz-kids, Promethean board, etc.) to support reading skills
- Teach and practice phonemic awareness (high-frequency words, chunks, digraphs, etc.)
- Provide nightly reading books and materials to reinforce reading skills at home
- Utilize instructional aides and parents to reinforce reading skills and strategies
- Communicate with parents regarding their child’s strengths and areas of growth

#### SPRING:

- Place students in small, flexible, leveled reading groups
- Utilize materials (whiteboards, magnetic letters, puzzles, flashcards, etc.) to increase phonics and phonemic awareness
- Teach and model “good” reading strategies (meaning, picture, context cues and fluency)

- Create and monitor individual learning goals with the students based on formal and informal assessments
- Administer running records to determine student reading level
- Utilize technology (including Starfall, Raz-kids, Promethean board, etc.) to support reading skills
- Teach and practice phonemic awareness (high-frequency words, chunks, digraphs, etc.)
- Provide nightly reading books and materials to reinforce reading skills at home
- Utilize instructional aides and parents to reinforce reading skills and strategies
- Communicate with parents regarding their child's strengths and areas of growth

## MATH

### FALL:

- Students who are above grade-level will be provided First Grade Mountain Math
- Utilize adopted Math Expressions curriculum in whole-class instruction
- Implement individualized and small-group learning goals based on kindergarten math assessment
- Provide math homework to reinforce math skills at home
- Provide hands-on manipulatives to reinforce math concepts
- Create supplemental materials to fill in areas where the math program is lacking to meet state standards
- Provide and model math games to reinforce skills
- Utilize parent volunteers for small math group instruction
- Utilize technology (computers, Promethean Board, docucam) to reinforce math concepts
- Administer curriculum based math assessment to monitor student math progress
- Engage students in daily morning math routine that includes calendar, place value, counting, time, graphing, patterning, etc.

### WINTER:

- Students who are above grade-level will be provided First Grade Mountain Math
- Utilize adopted Math Expressions curriculum in whole-class instruction
- Implement individualized and small-group learning goals based on kindergarten math assessment
- Provide math homework to reinforce math skills at home
- Provide hands-on manipulatives to reinforce math concepts
- Create supplemental materials to fill in areas where the math program is lacking to meet state standards
- Provide and model math games to reinforce skills
- Administer curriculum based math assessment to monitor student math progress
- Utilize parent volunteers for small math group instruction
- Utilize technology (computers, Promethean Board, docucam) to reinforce math concepts

- Engage students in daily morning math routine that includes calendar, place value, counting, time, graphing, patterning, etc.

## SPRING:

- Students who are above grade-level will be provided First Grade Mountain Math
- Utilize adopted Math Expressions Curriculum in whole-class instruction
- Implement individualized and small-group learning goals based on kindergarten math assessment
- Provide math homework to reinforce math skills at home
- Provide hands-on manipulatives to reinforce math concepts
- Create supplemental materials to fill in areas where the math program is lacking to meet state standards
- Provide and model math games to reinforce skills
- Utilize parent volunteers for small math group instruction
- Utilize technology (computers, Promethean Board, docu-cam) to reinforce math concepts
- Administer curriculum based math assessment to monitor student math progress
- Engage students in daily morning math routine that includes calendar, place value, counting, time, graphing, patterning, etc.

Our Response to Instruction and Intervention (RtI<sup>2</sup>) plan:

### Tier I- All students

#### Common Instructional Materials:

**ELA:** Rigby readers, Lucy Calkins Writer's Workshop, Learning Headquarters, Snap word lists, Individual learning goals, teacher created games for center time such as Oops (letter recognition and phonics), letter blackout and parking lot games.

**Math:** Math Expressions, Teacher created materials and activities to supplement such as 3-D shape activities, number sense games and Bingo; teacher created games for center time such as : Hide -a-chip game (number recognition), Roll and tally, etc.

**Common Instructional Delivery Methods:** Small group, whole group, individualized learning goals, technology-based learning through Docu-cam, promethean board, internet, etc.

#### Student Engagement Methods

- Razz Kids
- Student Goals
- Computer games/activities: like Starfall
- Promethean Board interactive activities

- Docu-cam
- Small group instruction for reading and writing conferencing
- Class games
- Activities that require movement

### Tier II- students not meeting standards/ 1 year or so below grade level

**Assessments used to determine placement into Tier II:** Running records, phonemic awareness, phonics, Letter I/d, on-demand writing, math assessment

**Instructional Materials:** In addition to the Tier 1 materials listed above, flash cards, learning games (bingo, matching, OOP's game, hide a chip), white boards (sight words, chunk practice, letter practice), magnetic letters (word work), technology (docu-cam, promethean board, computer lab), individualized learning goal, visuals, listening centers.

#### **Instructional Delivery**

- **With Classroom Teacher:** One on one, small group support (leveled reading groups, writing conferencing), leveled reading groups including rereading familiar books, using magnetic letters/white boards to practice letter sounds and sight words, teaching reading strategies, working on comprehension and fluency.
- repeat directions, proximity, re-teach as needed, learning goals, modeling expectations (ie: letter formation, coloring in lines), visuals (utilizing charts and tools in the classroom, showing versus telling, step-step visuals of jobs),
- **With Instructional Aides:** Small group instruction including white board practice of sight words, chunks, digraphs, word families, Letter I/D; leveled reading groups including rereading familiar books, using magnetic letters/white boards to practice letter sounds and sight words, teaching reading strategies, working on comprehension and fluency.
- **With Other:** Parent volunteers( similar strategies to aide), upper grade buddy support (reading aloud, writing letters), parents at home- following through with learning goal(s), Kid Watch

### Tier III- students 2 or more grade levels below

**Assessments used to determine placement into Tier III:** Everything listed in Tier 1 and 2. In addition, including CAP(concepts about print), SST meeting if appropriate

**Instructional Materials:** All materials listed in Tier 1 and 2. In addition, consulting with resource and preschool teachers for materials such as: fidgets, wide pencils, pencil grips, modified paper, color coded book marks, and tracking devices.

### **Instructional Delivery**

- **With Classroom Teacher:** All above strategies in Tier 1 and 2 but increasing the intensity, frequency and duration. More one-one time and small group
- **With Impact Teacher/Instructional Aides :** All strategies in Tier 1 and 2 but increasing the intensity, frequency and duration.
- **With Other:** In addition to Tier 1 and 2 above, conference with parent as to how to implement tools and/or activities at home (ie: giving parents useful materials to work with child at home in specific area of need), consult with resource team and SST team, Kid Watch

**Response to Instruction and Intervention (RtI<sup>2</sup>)** (materials, instructional delivery/strategies) for **EL** students:

- **With Classroom Teacher:** In addition to above, adding more visuals, listening centers, peer buddies, flash cards, and components from Avenues (picture cards, vocabulary, etc.), Raz Kids computer program
- **With Impact Teacher/Instructional Aides:** Same as above. In addition, small group Avenues instruction.
- **With Other:** Consulting with Mary Parks, Melissa Gioia, Shirley Day, working with older, peer buddy (using visuals, flashcards, etc.)

**Response to Instruction and Intervention (RtI<sup>2</sup>)** (materials, instructional delivery/strategies) for **Students with Disabilities:**

- **With Classroom Teacher:** Same as above. In addition: proximity or class placement in room, fidgets, bean bag weight, rubber band on chair, sit-fit disk, make specific accommodations based on need (take breaks, standing when needed, etc.), modify assignments, communication board, repeat instructions, check for understanding, and behavior/sticker charts.

- **With Impact Teacher/Instructional Aides:** Above. In addition: one on one aide support,
- **With Other:** Consult with resource team, SST

**Our professional learning:**

- Rigor Relevance and Relationships
  - Student Engagement
  - Student Goal Setting
- Willow Grove Positive Behavior Support Plan
- State of the Art Technology
  - Promethean Board
  - Compass Learning
  - MAPs/RazKids

## FIRST GRADE

### REFLECTION 2010-2011

#### First Grade ELA SMART goal for 2010-2011:

By June, 2011, 100% of first grade students will achieve grade level exit standards as evidenced by a 95% or higher on level 18-20 DRA Running Records with comprehension and retelling with beginning, middle, and end.

#### Mid-Year (Professional Learning Cycle #1) ELA Goal:

By February, 2011 100% of first grade students will score a 95% or better on level 12-14 as evidenced by DRA Running Records with comprehension and retelling with beginning, middle and end.

#### First Grade Math SMART goal for 2010-2011:

By June, 2011, 100% of first grade students will be proficient in the Number Sense Math Strand as evidence by 90% on the Trimester 3 Common Core Math Assessment.

#### Mid-Year (Professional Learning Cycle #1) Math Goal:

By February, 2011 100% of first grade students will be proficient in the Number Sense Math Strand as evidence by the 90% on the Trimester 2 Common Core Math Assessment.

How did the grade level do on achieving the goal? (What was the finding?)

We were unable to adequately assess whether this goal was met or not.

#### Data Source:

#### Possible Reasons/Contributing Factors for achieving/not achieving goal?

The assessments used did not align with trimester standards.

#### Collective Next Steps:

We will be using MAP's testing to evaluate student progress.

#### Our ELA SMART goal for this year:

By June, 2012, 100% of first grade students will achieve grade level exit standards as evidenced

by a 95% or higher on level 18-20 DRA Running Records with comprehension and retelling with beginning, middle, and end.

ELA Goal:

**Mid-Year (Professional Learning Cycle #1)**

By February, 2012, 100% of first grade students will score a 95% or better on level 12-14 as evidenced by DRA Running Records with comprehension and retelling with beginning, middle and end.

**What data led the team to this goal?**

Targeting the current district grade level exiting running record benchmarks of levels 18-20 (target level 20) students will be better prepared for reading success in second grade.

**Our Math SMART goal for this year:**

By June, 2012, 100% of first grade students will meet or exceed his/her individual expected growth on MAP's testing as evidence by MAP's scores.

**Mid-Year (Professional Learning Cycle #1)**

By February, 2012, 100% of first grade students will meet their individual midyear growth target (half of their yearly expected growth) as evidenced by MAP's scores

**Specific Actionable Strategies to Achieve Grade Level Goals**

**English Language Arts**

**FALL:**

- Administer running records to determine student reading level
- Place students in small, flexible, leveled reading groups
- Teach and model good reading strategies
- Create mini-lesson geared to specific reading skills
- Teach and practice phonemic awareness skills through whole group, small group, center activities, and individually
- Utilize parent volunteers to reinforce reading strategies (morning read, centers)
- Utilize technology (including Starfall, Raz-kids, Promethean Board, Compass Learning)
- Implement Houghton Mifflin Language Arts materials and program
- Use Houghton Mifflin scope and sequence to help plan instruction
- Provide nightly reading books to reinforce reading skills at home

- Reread familiar books to build fluency
- Utilize impact teacher to target students who are below grade level in reading
- Begin to establish and coach individual, whole, and small group learning goals
- Utilize Compass Learning during computer lab and use at home

## WINTER:

- Administer running records to determine student reading level
- Place students in small, flexible, leveled reading groups
- Teach and model good reading strategies
- Create mini-lesson geared to specific reading skills
- Teach and practice phonemic awareness skills through whole group, small group, center activities, and individually
- Utilize parent volunteers to reinforce reading strategies (morning read, centers)
- Utilize technology (including Starfall, Raz-kids, Promethean Board, Compass Learning)
- Implement Houghton Mifflin Language Arts materials and program
- Use Houghton Mifflin scope and sequence to help plan instruction
- Provide nightly reading books to reinforce reading skills at home
- Reread familiar books to build fluency
- Utilize impact teacher to target students who are below grade level in reading
- Establish and coach individual, whole, and small group learning goals
- Transition students to set, monitor and achieve goals
- Utilize Compass Learning during computer lab and use at home

## SPRING:

- Administer running records to determine student reading level
- Place students in small, flexible, leveled reading groups
- Teach and model good reading strategies
- Create mini-lesson geared to specific reading skills
- Teach and practice phonemic awareness skills through whole group, small group, center activities, and individually
- Utilize parent volunteers to reinforce reading strategies (morning read, centers)
- Utilize technology (including Starfall, Raz-kids, Promethean Board, Compass Learning)
- Implement Houghton Mifflin Language Arts materials and program
- Use Houghton Mifflin scope and sequence to help plan instruction
- Provide nightly reading books to reinforce reading skills at home
- Reread familiar books to build fluency
- Utilize impact teacher to target students who are below grade level in reading

- Review and celebrate student success on goals and establish goal for spring
- Utilize Compass Learning during computer lab and use at home

## MATH

### FALL:

- Utilize Math Expressions Curriculum
- Create supplemental materials to fill in areas where the math program is lacking and to reinforce skills taught
- Provide hands-on math manipulatives to teach and reinforce math concepts
- Utilize technology to reinforce math concepts (computers, promethean board, document camera)
- Engage students in daily calendar math routines
- Facilitate student lead math routines (hundreds chart, number counting, flash counting, place value, tallies, money chart)
- Communicate with parents through math letters to introduce and explain math concepts taught
- Utilize parent volunteers to reinforce math skills
- Utilize Compass Learning during computer lab and use at home

### WINTER:

- Utilize Math Expressions Curriculum
- Create supplemental materials to fill in areas where the math program is lacking and to reinforce skills taught
- Provide hands-on math manipulatives to teach and reinforce math concepts
- Utilize technology to reinforce math concepts (computers, promethean board, document camera)
- Engage students in daily calendar math routines
- Facilitate student lead math routines (hundreds chart, number counting, flash counting, place value, tallies, money chart)
- Communicate with parents through math letters to introduce and explain math concepts taught
- Begin Mountain Math
- Utilize parent volunteers to reinforce math skills
- Utilize Compass Learning during computer lab and use at home
- 

### SPRING:

- Utilize Math Expressions Curriculum
- Create supplemental materials to fill in areas where the math program is lacking and to reinforce skills taught

- Provide hands-on math manipulatives to teach and reinforce math concepts
- Utilize technology to reinforce math concepts (computers, promethean board, document camera)
- Engage students in daily calendar math routines
- Facilitate student lead math routines (hundreds chart, number counting, flash counting, place value, tallies, money chart)
- Communicate with parents through math letters to introduce and explain math concepts taught
- Utilize Compass Learning during computer lab and use at home
- Use Mountain Math

Our Response to Instruction and Intervention (RtI<sup>2</sup>) plan:

Tier I- All students

Common Instructional Materials:

ELA:

- Houghton Mifflin Curriculum
- Write Source
- Leveled Readers
- Lucy Calkins
- Learning Games
- White Boards, Promethean Board
- Word Sorts
- Making Words
- Word Families
- Magnetic Letters
- Starfall
- RazKids
- Compass Learning

Math:

- Math Expressions Curriculum
- Mountain Math
- Whiteboards/Promethean Board
- Hands-on manipulatives
- Computers
- Flash Cards
- Games
- Compass Learning

Common Instructional Delivery Methods:

Teachers will:

- Provide whole and small group direct instruction
- Differentiate for individual instruction
- Provide ELL students with Avenues curriculum

### Student Engagement Methods

- Utilize technology to increase reading and math skills (Compass Learning and Promethean Board)
- Use hands-on manipulatives
- Participate in learning centers focused on specific goals
- Create and articulate learning goals
  1. Whole Group Goal
  2. Small Group Goal
  3. Individual Goal
- Read leveled reading books at home to an adult
- Engage in Think/Pair/Share strategies
- Display their work
- Celebrate successes

### Tier II- students not meeting standards/ 1 year or so below grade level

#### Assessments used to determine placement into Tier II:

1<sup>st</sup> grade Common Core assessments

#### Instructional Materials:

##### ELA:

Houghton Mifflin, Write Source, Leveled Readers, Lucy Calkins, Learning Games, White Boards, Word Sorts, Making Words, Word Families, Magnetic Letters, Raz-kids, Starfall, Promethean Board

##### Math:

Math Expressions, Mountain Math, White Boards, Manipulatives, Computers, Promethean Board, Flash Cards, Games

#### Instructional Delivery

- **With Classroom Teacher**

One on one, small group support, leveled reading groups including reading familiar books, magnetic letters, white boards, teaching reading strategies, comprehension strategies and fluency, repeating directions, proximity, re-teaching as needed, learning goals, modeling expectations (academic and behavior), visual cues

- **With Impact Teacher/ Instructional Aides**

Small group instruction including leveled reading groups, reading familiar books, magnetic letters, white boards, teaching reading strategies, comprehension strategies and fluency, repeating directions, proximity, re-teaching as needed, learning goals, modeling expectations (academic and behavior), visual cues

- **With Other:**

Parent volunteers, peer/older buddies

### Tier III- students 2 or more grade levels below

#### **Assessments used to determine placement into Tier III:**

K and 1<sup>st</sup> grade common core assessments, SST forms

#### **Instructional Materials:**

All materials listed in Tier 1 and 2. In addition consulting with resource and preschool teachers for materials such as fidgets, wide pencils, pencil grips, modified paper, color coded book marks and tracking devices.

#### **Instructional Delivery**

Whole and small group, individual instruction

- **With Classroom Teacher**

All above strategies in Tier 1 and 2 as well as increasing the intensity, frequency and duration. More one to one time and small group.

- **With Impact Teacher/Instructional Aides**

All above strategies in Tier 1 and 2 as well as increasing the intensity, frequency and duration. More one to one time and small group.

- **With Other:**

In addition to Tier 1 and 2, conference with parents as to how to implement tools and or activities at home (giving parents useful materials to work with child at home in specific areas of need). In addition, collaborate with Resource Team, previous teachers and SST Team.

#### **Response to Instruction and Intervention (RtI<sup>2</sup>) (materials, instructional delivery/strategies) for EL students:**

##### **Materials:**

Houghton Mifflin, Write Source, Leveled Readers, Lucy Calkins, Learning Games, White Boards, Word Sorts, Making Words, Word Families, Magnetic Letters, Raz-kids, Starfall, Promethean Board, and Avenues

##### **Instructional Delivery:**

Whole and small group and individual instruction

##### **Strategies:**

1. Language Development
2. Visual, physical and auditory cues

- **With Classroom Teacher**

In addition to Tier 1-3 strategies, adding more visuals, use of multiple modalities, listening centers, peer buddies, flash cards, components from Avenues and Raz-kids

- **With Impact Teacher/Instructional Aides**

In addition to Tier 1-3 strategies, small group Avenues instruction

- **With Other:**

Consulting with Mary Parks, Melissa Gioia, Shirley Day, site Avenues teacher and older peer buddies

**Response to Instruction and Intervention (RtI<sup>2</sup>)** (materials, instructional delivery/strategies) for **Students with Disabilities:**

**Materials:**

Houghton Mifflin, Write Source, Leveled Readers, Lucy Calkins, Learning Games, White Boards, Word Sorts, Making Words, Word Families, Magnetic Letters, Raz-kids, Starfall, Promethean Board

**Instructional Delivery:**

Whole and small group instruction, individual instruction

**Strategies:**

1. Smaller blocks of time
2. Sensory breaks
3. Sensory tools
4. Visual, physical and auditory cues

- **With Classroom Teacher**

In addition to Tier 1-3 strategies, proximity or class placement in room, fidgets, bean bag weights, rubber band on chair, a sit fit disk, make specific accommodations based on need, modify assignments, communication board, repeat instructions, check for understanding and a behavior/sticker chart

- **With Impact Teacher/Instructional Aides**

Tier 1-3 strategies

- **With Other:**

Consult with resource Team, previous teachers, parents, SST

**Our professional learning:**

- Rigor Relevance and Relationships
- Student Engagement

Student Goal Setting

- Willow Grove Positive Behavior Support Plan
- State of the Art Technology
  - Promethean Board
  - Compass Learning
  - MAPs

## SECOND GRADE

### REFLECTION 2010-2011

#### Second Grade ELA SMART goal for this year:

By June, 2011, 100% of second grade students will meet or exceed his/her individual expected growth on MAPs testing, as evidenced by MAPs scores.

#### Mid-Year (Professional Learning Cycle #1) ELA Goal:

By February, 2011, 100% of second grade students will meet their individual mid-year growth target (half of their yearly expected growth) as evidenced by MAPs.

**What data led the team to this goal?** MAPs testing, common core assessments, Houghton Mifflin Language Arts program.

#### Second Grade Math SMART goal for this year:

By June, 2011, 100% of second grade students will meet or exceed his/her individual expected growth on MAPs testing as evidenced by MAPs scores.

#### Mid-Year (Professional Learning Cycle #1) Math Goal:

By February, 2011, 100% of second grade students will meet their individual midyear growth target (half of their yearly expected growth) as evidenced by MAPs.

#### How did the grade level do on achieving the goal? (What was the finding?)

85% of students met or exceed his/her individual expected growth on MAPs reading testing and 75% students met or exceed his/her individual expected growth on MAPs math, as evidenced by MAPs scores.

#### Possible Reasons/Contributing Factors for achieving/not achieving goal?

Implemented the scope and sequence for phonics skills to hit. Used Fountas and Pinnel program

Impact

Use of center time aligned skills being taught

Morning readers

Comprehension activities give passage; highlight key points, students discuss

Wordly wise

Compass Learning

Consistent reading groups

Nightly reading requirements

Choral reading

Reading response journal

### Our ELA SMART goal for this year:

By June, 2012, 100% of second grade students will meet or exceed their expected growth on MAPs testing as evidenced by MAPs scores.

### End of Professional Learning cycle #1 ELA Goal:

By February, 2012, 100% % of second grade students will meet or achieve at least half of their yearly expected growth on MAPS testing as evidenced by MAPs scores.

What data led the team to this goal? MAPs Scores

### Our MATH SMART goal for this year:

By June, 2012, 100% of second grade students will meet or exceed their individual expected growth on MAPs testing as evidenced by MAPs scores.

### End of Professional Learning cycle #1 Math Goal:

By February, 2012, 100% of second grade students will meet or achieve half of their expected yearly growth in MAPs testing as evidenced by MAPs scores.

## Specific Actionable Strategies to Achieve Grade Level Goals

### English Language Arts

#### FALL:

- Administer MAPs and grade level common core assessments
- Train and utilize parent volunteers to support students at all levels

- Create leveled reading groups
- Establish/create small flexible skill groups based on student needs such as decoding, fluency, comprehension, vocabulary, word sorts, phonemic awareness and spelling
- Create individual learning goals based on MAPs with students
- Utilize materials such as white boards, learning games, word sorts and reader's theaters to enhance and support fluency, phonemic awareness and reading strategies
- Utilize technology (promethean board, RazKids, Compass Learning, Discovery Learning, Learning Point)
- Communicate with parents to encourage at home technology (Compass Learning)
- Provide reading books and materials to reinforce reading skills at home
- Implement Writer's Workshop with embedded mini lessons to support skills, standards, and arising needs
- Provide explicit comprehension instruction following the HM scope and sequence while using various resources to enhance skills and strategies
- Implement RIT Day for enrichment and/or reinforcement of targeted concept(s)

#### WINTER:

- Administer MAP and grade level common core assessments
- Utilize leveled reading groups
- Utilize small flexible skill groups
- Update and celebrate individual learning goals with students for MAPs
- Utilize materials such as white boards, learning games, word sorts and reader's theaters to enhance and support fluency, phonemic awareness and reading strategies
- Utilize technology, communicate use with parents
- Provide reading books to reinforce reading at home
- Provide and facilitate Compass Learning parent night
- Practice and perform readers theaters and musical performance to enhance and support fluency
- Implement Writer's Workshop with embedded mini lessons to support skills, standards, and arising needs
- Practice daily quick reads to improve fluency and comprehension
- Utilize parent volunteers to support all levels
- Implement RIT Day for enrichment and/or reinforcement of targeted concept(s)

#### SPRING:

- Administer MAP and grade level common core assessments
- Utilize leveled reading groups
- Administer MAP and grade level common core assessments

- Utilize small flexible skill groups
- Update individual learning goals with students for MAP's
- Utilize materials such as white boards, learning games, word sorts and reader's theaters to enhance and support fluency, phonemic awareness and reading strategies
- Utilize technology, communicate use with parents
- Provide reading books to reinforce reading at home
- Practice and perform readers theaters and musical performance to enhance and support fluency
- Implement Writer's Workshop with embedded mini lessons to support skills, standards, and arising needs
- Reflect and analyze grade level goals
- Utilize parent volunteers to support all levels
- Implement RIT Day for enrichment and/or reinforcement of targeted concept(s)

## MATH

### FALL:

- Administer MAP and grade level common core assessments
- Implement and follow the scope and sequence *Math Expressions*
- Encourage math talks using student leaders to build academic vocabulary to help articulate their thoughts and strategies
- Administer daily math timings
- Provide weekly challenge math homework
- Provide differentiated math instruction through pre-tests, small group instruction, ability grouping, Utilize math component of Compass Learning to support various levels of ability
- Provide learning games and math centers to reinforce skills
- Provide parent letters in 2 languages informing parents about the math programs and skills and concepts being taught in the classroom
- Engage students in weekly routine of data collection through Estimation Station
- Reinforce math concepts through hands on manipulatives
- Reflect and analyze grade level goals
- Implement RIT Day for enrichment and/or reinforcement of targeted concept(s)

### WINTER:

- Administer MAP and grade level common core assessments
- Implement and follow the scope and sequence *Math Expressions*
- Encourage math talks using student leaders to build academic vocabulary to help articulate their thoughts and strategies
- Administer daily math timings

- Provide weekly challenge math homework
- Provide differentiated math instruction through pre-tests, small group instruction, ability grouping
- Utilize math component of Compass Learning to support various levels of ability
- Provide learning games and math centers to reinforce skills
- Provide parent letters in 2 languages informing parents about the math programs and skills and concepts being taught in the classroom
- Engage students in weekly routine of data collection through Estimation Station
- Reinforce math concepts through hands on manipulatives
- Reflect and analyze grade level goals
- Implement RIT Day for enrichment and/or reinforcement of targeted concept(s)

### SPRING:

- Administer MAP and grade level common core assessments
- Implement and follow the scope and sequence *Math Expressions*
- Encourage math talks using student leaders to build academic vocabulary to help articulate their thoughts and strategies
- Administer daily math timings
- Provide weekly challenge math homework
- Provide differentiated math instruction through pre-tests, small group instruction, ability grouping
- Utilize math component of Compass Learning to support various levels of ability
- Provide learning games and math centers to reinforce skills
- Provide parent letters in 2 languages informing parents about the math programs and skills and concepts being taught in the classroom
- Engage students in weekly routine of data collection through Estimation Station
- Reinforce math concepts through hands on manipulatives
- Reflect and analyze grade level goals
- Implement RIT Day for enrichment and/or reinforcement of targeted concept(s)

### Second Grade Response to Instruction and Intervention (RtI<sup>2</sup>) Plan

The grade level plan is focused and aligned to the *Instructional Core: Content, Teacher Knowledge and Skills and Student Engagement*

#### Tier I- All students

#### Content: Common Standards-Based Instructional Materials:

**ELA:** Houghton-Mifflin Language Arts program, Fountas and Pinell Phonics Program, guided reading books, Write Source, Mountain Language, Learning games, Scholastic News, National Geographic, Quick Word

**Math:** Houghton-Mifflin *Math Expressions*, Teacher created resources for math challenge activities, Minute Math to practice math facts, Mountain Math

### Teacher Knowledge and Skills: Common Instructional Delivery Methods

Teachers will (as directed by teacher manuals for each program):

- Deliver whole group and differentiated small group instruction
- Utilize pair/ share strategy
- Assess students daily “in the moment” using white boards
- Incorporate promethean board during instruction
- Give purpose to lessons by explaining real world applications
- Group students into RIT range scores and provide differentiated instruction.

### Student Engagement Methods

Students will:

- Use Compass Learning and RazKids at their level
- Create and monitor student goals
- Participate in math and literacy centers focused on specific skills
- Conference with classroom teacher or other adult for reading and writing
- Utilize the Promethean Board and Docu-cam
- Connect learning to real world
- Participate in RIT day
- Engage in peer collaboration/learning

### Tier II- students not meeting standards/ 1 year or so below grade level

**Assessments used to determine placement into Tier II:**

Running Record, teacher observation, MAPs and common core assessments

### Teacher Knowledge and Skills: Common Instructional Delivery Methods

#### ▪ With Classroom Teacher

Small and whole group instruction, think/pair/ share strategy, daily in the moment assessments using white boards and written student work samples, incorporate promethean board, give purpose to lessons by explaining real world application, repeat directions, re-teach as needed, learning goals, modeling expectations, visuals (utilizing charts and tools in the classroom, showing versus telling, step-by

step visuals of jobs), modifying work load, utilize technology (RazKids, Compass Learning), providing more time to complete tasks.

- **With Impact Teacher**

Small Group instruction focused on very specific needs

- **With Other:**

Room parent volunteers (Morning Readers, Math groups, No Excuse Words, Reading Groups), Buddy Support through cross grade levels, parent support at home using resources and technology that will help with specific needs

### Student Engagement Methods

Refer to Tier I

**Assessments used to determine placement into Tier III:** Everything listed in Tier 1 and 2. In addition, organize a SST meeting if appropriate

### Content: Common Standards- Based Instructional Materials:

All materials listed in Tier 1 and 2. In addition, consulting with resource and lower grade teachers for materials such as: fidgets, wide pencils, pencil grips, modified paper, color coded book marks, and tracking devices.

### Teacher Knowledge and Skills: Common Instructional Delivery Methods

- **With Classroom Teacher:** All above strategies in Tier 1 and 2 but increasing the intensity, frequency and duration. More one-one time and small group
- **With Impact Teacher:** All strategies in Tier 1 and 2 but increasing the intensity, frequency and duration.
- **With Other:** In addition to Tier 1 and 2 above, conference with parent as to how to implement tools and/or activities at home (ie: giving parents useful materials to work with child at home in specific area of need), collaborate with resource team, previous teachers, and SST team

### Student Engagement Methods

Refer to Tier I

**Response to Instruction and Intervention (RtI<sup>2</sup>)** (materials, instructional delivery/strategies) for EL students:

**Materials:**

Houghton Mifflin, Write Source, Leveled Readers, Avenues

Math Expressions, Mountain Math

**Instructional Delivery:**

Whole and small group, individual instruction. IMPACT teacher for CEDLT level 1 and 2

**Strategies:**

1. Language development
2. Visual, physical and auditory cues

- **With Classroom Teacher:** In addition to Tier 1-3 strategies, adding more visuals, use of multiple modalities (kinesthetic, auditory), listening centers, peer buddies, flash cards, and components from Avenues (picture cards, vocabulary, etc.), Raz-Kids computer program if available
- **With Impact Teacher/Instructional Aides:** In addition to Tier 1-3 strategies, small group Avenues instruction, Club Grizzly

**With Other:** Consulting with Mary Parks, Melissa Gioia, Shirley Day (district and site EL coordinator), Avenues IMPACT teacher, and working with older, peer buddy (using visuals, flashcards, etc.), Parent Education night

**Response to Instruction and Intervention (RtI<sup>2</sup>) (materials, instructional delivery/strategies) for Students with Disabilities:**

**Materials:**

Houghton Mifflin, Write Source, Leveled Readers, Math Expressions, California math, Read Well, Read Naturally, 4 square writing

**Instructional Delivery:**

Whole and small group, individual instruction

**Strategies:**

1. Smaller blocks of time
2. Sensory breaks
3. Sensory tools
4. Visual, physical and auditory cues

- **With Classroom Teacher:** Same as above. In addition to Tier 1-3 strategies: proximity or class placement in room, fidgets, bean bag weight, rubber band on chair, sit-fit disk, make specific accommodations based on need (take breaks, standing when needed, etc.), modify assignments, communication board, repeat instructions, check for understanding, and behavior/sticker charts.
- **With Impact Teacher/Instructional Aides:** In addition to Tier 1-3 strategies

**With Other:** Consult with resource team, previous teachers, parents, SST

**Our professional learning:**

- Rigor Relevance and Relationships  
Student Engagement

Student Goal Setting

- Willow Grove Positive Behavior Support Plan
- State of the Art Technology
  - Promethean Board
  - Compass Learning/Razz Kids

## THIRD GRADE

### Reflections

2010-2011

#### Third Grade ELA SMART goal for this year:

By June, 2011, 90% of third grade students will meet their expected average growth in reading as evidenced by reading MAPs (winter and spring data).

#### Mid-Year (Professional Learning Cycle #1) ELA Goal:

By February, 2011, 50 % of third grade students will meet their expected average growth in reading as evidenced by winter MAPs data .

#### What data led the team to this goal?

2009-2010 second grade students scored 89% proficient or advanced in ELA on the CST

#### Third Grade Math SMART goal for this year:

By June, 2011 90% of third grade students will meet their expected average growth in math as evidenced by math MAPs (winter and spring data).

#### Mid-Year (Professional Learning Cycle #1) Math Goal:

By February, 2011 50% of third grade students will meet their expected average growth in math as evidenced by math MAPs (winter and spring data).

#### How did the grade level do on achieving the goal? (What was the finding?)

In the spring, 69% of third graders made their expected growth on MAPs ELA and 76% made their expected growth in math on MAPs.

#### Possible Reasons/Contributing Factors for achieving/not achieving goal?

##### ELA

Focused explicit instruction

For ELA the team committed to implementing 3 themes of HM

Implemented the reading core assessments

Collaborated as a team around instruction

Agreed to small group guided reading

Team implemented goal setting

Utilized RazKids and Compass Learning

## Math

Compass Learning

Differentiation of Instruction (Challenge Work)

Team implemented student goal setting

Math Expressions

Unit Tests

Math Fact Instruction

Supplemental Materials

### Third Grade ELA SMART goal for this year:

By June, 2012, 87% of third grade students will meet their expected average growth in reading as evidenced by reading MAPs (winter and spring data).

### Mid-Year (Professional Learning Cycle #1) ELA Goal:

By February, 2012, 50% of third grade students will meet their expected average growth in reading as evidenced by winter MAPs data .

### What data led the team to this goal?

85% of second grade students in 2010-2011 met or exceeded their expected average growth in reading as evidenced by reading MAPs.

### Third Grade Math SMART goal for this year:

By June, 2012 85% of third grade students will meet their expected average growth in math as evidenced by math MAPs (winter and spring data).

### Mid-Year (Professional Learning Cycle #1) Math Goal:

By February, 2012 50% of third grade students will meet their expected average growth in math as evidenced by math MAPs (winter and spring data).

### What data led the team to this goal?

74% of second grade students in 2010-2011 met or exceeded their expected average growth in math as evidenced by math MAPs.

Specific Actionable Strategies to Achieve Grade Level Goals

## English Language Arts

### FALL:

- Place students in flexible, leveled guided reading groups
- Utilize HM textbook for whole group and small group reading, reading strategies, and grammar skills (theme 1 and reading groups)
- Use picture books to explicitly teach reading strategies
- Explicit ELA instruction 3 hours/day 4x a week
- Utilize Wordly Wise to develop vocabulary
- Identify student reading goals
- Provide a second dose of reading for below grade level students
- Utilize technology to support reading (Raz-Kids, Compass Learning)
- Shared reading to model reading strategies and fluency
- Practice and apply reading strategies

### WINTER:

- Place students in flexible, leveled guided reading groups
- Utilize HM textbook for whole group and small group reading, reading strategies, and grammar skills (Theme 2)
- Use picture books to explicitly teach reading strategies
- Explicit ELA instruction 3 hours/day 4x a week
- Utilize Wordly Wise to develop vocabulary
- Follow up and re-establish student reading goals
- Providing second dose of reading for below grade level students
- Utilize technology to support reading (Raz-Kids, Compass Learning)
- Shared reading to model reading strategies and fluency
- Practice and apply reading comprehension strategies

### SPRING:

- Place students in flexible, leveled guided reading groups
- Utilize HM textbook for whole group and small group reading, reading strategies, and grammar skills (Themes 3)
- Use picture books to explicitly teach reading strategies
- Explicit ELA instruction 3 hours/day 4x a week
- Utilize Wordly Wise to develop vocabulary

- Review student reading goals
- Providing second dose of reading for below grade level students
- Utilize technology to support reading (Raz-Kids, Compass Learning)
- Shared reading to model reading strategies and fluency
- Practice and apply reading comprehension strategies

## MATH

### FALL:

- Utilize adopted *Math Expression Curriculum* in whole-class instruction
- Utilize supplemental materials to fill in areas where the math program is lacking
- Use technology to support math concepts (i.e. Compass Learning, Timez-Attack, websites)
- Provide math homework to reinforce math concepts
- Provide differentiated math instruction (i.e. challenge packets, skill-based centers, small group instruction)
- Assess student performance for each unit

### WINTER:

- Utilize adopted *Math Expression Curriculum* in whole-class instruction
- Utilize supplemental materials to fill in areas where the math program is lacking
- Use technology to support math concepts (i.e. Compass Learning, Timez-Attack, websites)
- Provide math homework to reinforce math concepts
- Provide differentiated math instruction (i.e. challenge packets, skill-based centers, small group instruction)
- Assess student performance for each unit
- Establish student goals in math.

### SPRING:

- Utilize adopted *Math Expression Curriculum* in whole-class instruction
- Utilize supplemental materials to fill in areas where the math program is lacking
- Use technology to support math concepts (i.e. Compass Learning, Timez-Attack, websites)
- Provide math homework to reinforce math concepts
- Provide differentiated math instruction (i.e. challenge packets, skill-based centers, small group instruction)
- Assess student performance for each unit

## Third Grade Response to Instruction and Intervention (RtI<sup>2</sup>) Plan

The grade level plan is focused and aligned to the *Instructional Core: Content, Teacher Knowledge and Skills and Student Engagement*

### Tier I- All students

#### Content: Common Standards- Based Instructional Materials :

ELA: Reading groups (with leveled reading material), HM theme stories, HM readers library, HM practice book, Write Source, Daily Language Review, and Wordly Wise

Math: *Math Expressions*, Math Homework & Remembering

#### Teacher Knowledge and Skills: Common Instructional Delivery Methods

Teachers will:

- Deliver explicit whole class instruction, small group, partner and individual practice

#### Student Engagement Methods

Students will:

- Create, articulate, practice, and achieve student goals
- Work in small group instruction
- Use the Promethean Board to support and enhance their learning
- Support their learning by using technology (i.e. compass learning, computer lab)

### Tier II- students not meeting standards/ 1 year or so below grade level

**Assessments used to determine placement into Tier II:**

Reading: (refer to common core assessments), informal observations, and work samples

Math: Quizzes and unit tests and work samples

#### Content: Common Standards- Based Instructional Materials :

Reading:

- Use leveled reading materials to support strategies and skills
- Utilize technology (i.e. Compass Learning) to reinforce skills
- Utilize short reading comprehension passages to support strategies and skills

Math:

- Skill appropriate materials

Teacher Knowledge and Skills: Common Instructional Delivery Methods

- **With Classroom Teacher:** Small, flexible groups to reinforce specific skills
- **With Impact Teacher:** Small group instruction to provide a second dose or reading fluency and comprehension practice
- **With Other (parent):** Small, flexible groups to reinforce specific skills

Student Engagement Methods

Refer to Tier I

Tier III- students 2 or more grade levels below

Assessments used to determine placement into Tier III:

Content: Common Standards-Based Instructional Materials

Reading: Leveled readers, Compass Learning / Raz Kids if available, Reading comprehension passages

Math: Compass Learning and skill appropriate material

Teacher Knowledge and Skills: Common Instructional Delivery Methods

- **With Classroom Teacher:** All above strategies in Tier 1 and 2 but increasing the intensity, frequency and duration. More one-one time and small group
- **With Impact Teacher:** All strategies in Tier 1 and 2 but increasing the intensity, frequency and duration.
- **With Other:** In addition to Tier 1 and 2 above, conference with parent as to how to implement tools and/or activities at home (ie: giving parents useful materials to work with child at home in specific area of need), collaborate with resource team, previous teachers, and SST team

Student Engagement Methods

Refer to Tier I

**Response to Instruction and Intervention (RtI<sup>2</sup>)** (materials, instructional delivery/strategies) for **EL** students:

**Instructional Delivery:**

Whole and small group, individual instruction

**Strategies:**

1. Language development
  2. Visual, physical and auditory cues
  3. Explicit instruction / Scaffolding
  4. Use of different learning modalities
  5. Modeling / Independent practice
  6. Vocabulary development
  7. Small group
- **With Classroom Teacher:** In addition to Tier 1-3 strategies, adding more visuals, use of multiple modalities (kinesthetic, auditory), listening centers, peer buddies, flash cards, and components from Avenues (picture cards, vocabulary, etc.), Raz-Kids computer program if available
  - **With Impact Teacher / Instructional Aides:** In addition to Tier 1-3 strategies, small group Avenues instruction.
  - **With Other:** Consulting with Mary Parks, Melissa Gioa, Shirley Day (district and site EL coordinator), Avenues teacher, and working with older, peer buddy (using visuals, flashcards, etc.)

**Response to Instruction and Intervention (RtI<sup>2</sup>)** (materials, instructional delivery/strategies) for **Students with Disabilities:**

**Instructional Delivery:**

Small group and individual instruction

**Strategies:**

1. Explicit instruction / Scaffolding
2. Use of different learning modalities
3. Modeling / Independent practice
4. Vocabulary development
5. Small group

- **With Classroom Teacher:** Same as above. In addition to Tier 1-3 strategies: proximity or class placement in room, fidgets, bean bag weight, rubber band on chair, sit-fit disk, make specific accommodations based on need (take breaks, standing when needed, etc.), modify assignments, communication board, repeat instructions, check for understanding, and behavior/sticker charts.
- **With Impact Teacher/Instructional Aides:** In addition to Tier 1-3 strategies
- **With Other:** Consult with resource team, previous teachers, parents, SST

**Our professional learning:**

- Rigor Relevance and Relationships
  - Student Engagement
  - Student Goal Setting
- Willow Grove Positive Behavior Support Plan
- State of the Art Technology
  - Promethean Board
  - Compass Learning/Razz Kids

## FOURTH GRADE

### REFLECTION 2010-2011

#### Fourth Grade ELA SMART goal for 2010-2011:

By June, 2011, 100% of fourth grade students will make individual growth in the strand of word analysis and vocabulary and 80% will achieve a target RIT score of 211 as evidenced by MAP's reading tests.

#### Mid-Year (Professional Learning Cycle #1) ELA Goal:

By February, 2011, 100% of fourth grade students will have shown individual growth in the strand of word analysis and vocabulary and 60% will achieve a target RIT score of 211 as evidenced by the Winter MAP's Reading assessment.

#### What data led the team to this goal?

MAP's Fall Scores in Reading, specifically the strand of word analysis and vocabulary showed up as an area of need for our students with a baseline of 33% proficient. We also know that based on research, vocabulary development increases overall reading comprehension.

#### Fourth Grade Math SMART goal for 2010-2011:

By June 2011, 100% of fourth grade students will make individual growth in Number Sense and Operations and 85% of fourth grade students will achieve a target RIT score of 215 in the strand of Number Sense and Operations as evidenced by Spring Math MAP's.

#### Mid-Year (Professional Learning Cycle #1) Math Goal:

By February 2011, 100% of fourth grade students will make individual growth in Number Sense and Operations and 65% of fourth grade students will achieve a target RIT score of 215 in the area of Number Sense and Operations as evidenced by Winter Math MAP's.

#### How did the grade level do on achieving the goal? (What was the finding?)

By June, 2011, 74% of fourth grade students will make individual growth in the strand of word analysis and vocabulary and 80% will achieve a target RIT score of 211 as evidenced by MAP's reading tests.

By June 2011, 78% of fourth grade students will make individual growth in Number Sense and Operations and 85% of fourth grade students will achieve a target RIT score of 215 in the strand of Number Sense and Operations as evidenced by Spring Math MAP's.

Data Source: MAPS data

Possible Reasons/Contributing Factors for achieving/not achieving goal?

### ELA

RIT days

Focused instruction

Class and individual goal setting

### MATH

Focused instruction

Class and individual goal setting

Pre-testing

Math Contracts

Collective Next Steps

### ELA:

- Implementing a RIT day again next year.
- Looking at our reading program and analyzing teaching practices
- Setting an additional goal that uses more classroom assessment rather than MAPs
- Have a conversation around theme skills test and when they are administered

### MATH

- Pre-test and math contracts
- Problem Solving RIT groups

**Our ELA SMART goal for this year:**

By June 2012, 100% of fourth grade students will make growth in Literal Comprehension, and reach a score of 215 as evidenced by Spring 2012 MAPs data.

### Mid-Year ELA Goal:

By February, 2012 68% of fourth grade students will reach a score of 215 as evidenced by Winter MAPs data.

What data led the team to this goal?

Looking at 4<sup>th</sup> grade fall reading MAPs scores and end of the year benchmarks. Currently 35% of the students scored 215 or higher on Literal Comprehension.

**Our Math SMART goal for this year:**

By June 2012 100 % of fourth grade students will make growth in Number Sense and reach a score of 223 as evidenced by Spring 2012 MAPs data.

**Mid-Year Math Goal:**

By February, 2012 61 % of fourth grade students will reach a score of 223 as evidenced by winter MAPs data.

What data led the team to this goal?

Looking at 4<sup>th</sup> grade fall reading MAPs scores and end of the year benchmarks. Currently 22% of the students scored 223 or higher in Number Sense and Operations.

### Specific Actionable Strategies to Achieve Grade Level Goals English Language Arts

**FALL:**

- 1) Introduce students to the grade level literal comprehension goal and educate them on the process.  
What does it mean? How will we measure our growth towards our goal? What does this look like?  
What strategies or activities will support our learning?
- 2) Communicate learning goals on regular basis
- 3) Deliver explicit instruction targeted to trimester benchmarks
- 4) Use explicit teaching strategies cross-curricular literal comprehension
  - Teach strategies for reading questions using common language across grade levels
  - Model how to identify key words
  - Teach strategies for identifying explicit/implicit questions
  - Teach strategies for locating information through the use of text features in both fiction and non-fiction text
  - Guide and practice highlighting or underlining information needed to answer questions
- 5) Implement strategies that proficient readers use to learn literal comprehension
  - Model how to read a question to determine whether it is asking for information based on the text, or student prediction, inference, and judgment
  - Model pre-reading strategies for non-fiction and fiction text

- Model how to identify information using text features in non-fiction and fiction text.
  - Students will independently implement literal comprehension strategies while reading, using appropriate teacher created resources
- 6) Teachers will create and share student resources and that will improve literal comprehension
  - 7) Teachers will engage in cross-grade level articulation around common vocabulary

## WINTER:

- 1) Analyze, reflect, celebrate progress toward goal
- 2) Communicate learning goals on regular basis
- 3) Students identify their most successful strategy and identify goal strategy
- 4) Use explicit teaching strategies cross-curricular literal comprehension
  - Teach strategies for reading questions using common language across grade levels
  - Model how to identify key words
  - Teach strategies for identifying explicit/implicit questions
  - Teach strategies for locating information through the use of text features in both fiction and non-fiction text
  - Guide and practice highlighting or underlining information needed to answer questions
- 5) Implement strategies that proficient readers use to learn literal comprehension
  - Model how to read a question to determine whether it is asking for information based on the text, or student prediction, inference, and judgment
  - Model pre-reading strategies for non-fiction and fiction text
  - Model how to identify information using text features in non-fiction and fiction text.
  - Students will independently implement literal comprehension strategies while reading, using appropriate teacher created resources
- 6) Teachers will create and share student resources and that will improve literal comprehension
- 7) Teachers will engage in cross-grade level articulation around common vocabulary
  
- 8) Reinforce strategies that proficient readers use to learn vocabulary.
- 9) Identify next steps for spring

## SPRING:

- 1) Analyze, reflect, celebrate progress toward goal
- 2) Use explicit teaching strategies for literal comprehension instruction
- 3) Reinforce strategies that proficient readers use in literal comprehension.
- 4) Students identify strategies they use for literal comprehension

## MATH

### FALL:

- 1) Introduce students to the grade level number sense goal and educate them on the process. What does it mean? How will we measure our growth towards our goal? What does this look like? What strategies or activities will support our learning?
- 2) Administer a unit pre-test to determine a student's prior knowledge.
- 3) Use pre-test data and unit quick quizzes to inform instructional practice and scaffolding techniques.
- 4) Implement flexible grouping based on student needs.
- 5) Utilize re-teaching and extension materials to supplement and supplant *Math Expressions*.

### WINTER:

- 1) Analyze, reflect, celebrate progress toward goal
- 2) Administer a unit pre-test to determine a student's prior knowledge.
- 3) Use pre-test data and unit quick quizzes to inform instructional practice and scaffolding techniques.
- 4) Implement flexible grouping based on student needs.
- 5) Utilize re-teaching and extension materials to supplement and supplant *Math Expressions*.
- 6) Identify next steps for spring

### SPRING:

- 1) Analyze, reflect, celebrate progress toward goal
- 2) Administer a unit pre-test to determine a student's prior knowledge.
- 3) Use pre-test data and quick quizzes to inform instructional practice and scaffolding techniques.
- 4) Implement flexible grouping based on student needs.
- 5.) Utilize re-teaching and extension materials to supplement and supplant *Math Expressions*.

Our Response to Instruction and Intervention (RtI<sup>2</sup>) plan:

#### Tier I- All students

#### Common Instructional Materials:

ELA: HM teaching materials, Compass Learning, Core Literature, read aloud, genre related professional resources agreed upon by team.

Math: Math Expressions, Compass Learning, CA Math, Math Manipulatives

Common Instructional Delivery Methods: Direct Instruction, Flexible Groups, individual instruction, Promethean board flip charts, Guided Discovery, independent contracts

### Student Engagement Methods

- Compass Learning
- Student Goal Setting
- Peer discussion/sharing strategies
- Student centered technology
- Differentiation
- White Boards
- Promethean Board tools/flipcharts
- Total Physical response

### Tier II- students not meeting standards/ 1 year or so below grade level

**Assessments used to determine placement into Tier II:** MAP, CST, HM Theme tests, District Writing prompts, Math Expression unit test, Reading Fluency, QRI, teacher observation,

**Instructional Materials:** STAR, QuickReads, Compass Learning, RAZ Kids, Fluency Practice packet, Avenues, HM re-teaching materials, CA Math re-teaching materials, math manipulatives

### **Instructional Delivery**

- **With Classroom Teacher-** modifying practice and homework, flexible groups, behavior modifications, repetition of skills and concepts, preteaching, engagement strategies
- **With Impact Teacher/Instructional Aides-**small group size, variety of engagement strategies, appropriate pacing
- **With Other:** Morning readers with parent volunteers, peer buddies, parent support, communication with specialists.

### Tier III- students 2 or more grade levels below

**Assessments used to determine placement into Tier III:** MAP, CST, HM Theme tests, District Writing prompts, Math Expression unit test, Reading Fluency, QRI, teacher observation

**Instructional Materials:** STAR, QuickReads, Compass Learning, RAZ Kids, Fluency Practice packet, Avenues, HM reteaching materials, CA Math reteaching materials, math manipulatives

### **Instructional Delivery**

- **With Classroom Teacher-** articulation with primary teachers, modified practice and homework, flexible groups, behavior modifications, repetition of skills and concepts, pre-teaching, engagement strategies, one-on-one support
- **With Impact Teacher/Instructional Aides-** small group size, variety of engagement strategies, appropriate pacing, build prior knowledge, scaffolding
- **With Others:** Morning readers with parent volunteers, peer buddies, parent support, and communication with specialists.

**Response to Instruction and Intervention (RtI<sup>2</sup>)** (materials, instructional delivery/strategies) for **EL students:**

**With Classroom Teacher-** STAR, QuickReads, Compass Learning, RAZ Kids, Fluency Practice packet, Avenues, HM reteaching materials, CA Math reteaching materials, math manipulatives, **flexible groups, repetition of skills and concepts, preteaching, engagement strategies, one-on-one support, vocabulary strategies**

**With EL Impact Teacher-** Avenues, HM reteaching materials, **small group size, variety of engagement strategies, appropriate pacing, build prior knowledge, scaffolding**

- **With Other:** EL aide, parent volunteers, peer support

**Response to Instruction and Intervention (RtI<sup>2</sup>)** (materials, instructional delivery/strategies) for **Students with Disabilities:**

- **With Classroom Teacher-** articulation with primary teachers, modified practice and homework, flexible groups, behavior modifications, repetition of skills and concepts, pre-teaching, engagement strategies, one-on-one support
- **With Impact Teacher/Instructional Aides-** small group size, variety of engagement strategies, appropriate pacing, build prior knowledge, scaffolding
- **With Other:** Morning readers with parent volunteers, peer buddies, parent support, and communication with specialists.

**Our professional learning:**

- Rigor Relevance and Relationships  
Student Engagement

Student Goal Setting

- Willow Grove Positive Behavior Support Plan
- State of the Art Technology
  - Promethean Board
  - Compass Learning/Razz Kids

## FIFTH GRADE

### REFLECTION 2010-2011

#### **Fifth Grade ELA SMART goal for 2010-2011:**

By June, 2011, 100% of fifth grade students will show individual growth in the Word Analysis and Vocabulary strand and 80% of fifth grade students will score 218 or better on the Word Analysis and Vocabulary strand as evidenced by Spring, 2011 MAP report.

#### **Mid-Year (Professional Learning Cycle #1) ELA Goal:**

By February 2011, 100% of fifth grade students will show individual growth in the Word Analysis and Vocabulary strand and 60% of fifth grade students will score 218 or better on the Word Analysis and Vocabulary strand as evidenced by Spring 2011 MAP report.

#### **What data led the team to this goal?**

We used the data from our Grade Level Breakdown to determine that this was our lowest strand. Although comprehension areas were also close in score, we feel that our work with vocabulary with impact all three areas. Using our Fall 2010 scores as a baseline, 40% of our students have already met the goal.

#### **Fifth Grade Math SMART goal for this year:**

By June, 2011, 100% of fifth grade students will show individual growth in the Number Sense strand and 80% of fifth grade students will score a 224 or better on the Number Sense Operations strand as evidenced by Spring 2011 MAP report.

#### **Mid-Year (Professional Learning cycle #1) Math Goal:**

By February, 2011, 100% of fifth grade students will show individual growth in the Number Sense strand and 64% of fifth grade students will score a 224 or better on the Number Sense Operations strand as evidenced by Spring 2011 MAP report.

How did the grade level do on achieving the goal? (What was the finding?)

By June, 2011, 76% of fifth grade students will show individual growth in the Word Analysis and

Vocabulary strand and 67% of fifth grade students will score 218 or better on the Word Analysis and Vocabulary strand as evidenced by Spring, 2011 MAP report.

By June, 2011, 91% of fifth grade students will show individual growth in the Number Sense strand and 79% of fifth grade students will score a 224 or better on the Number Sense Operations strand as evidenced by Spring 2011 MAP report.

Data Source:  
MAP scores

Possible Reasons/Contributing Factors for achieving/not achieving goal?

### ELA

- RIT days
- Focused instruction
- Class and individual goal setting

### MATH

- Focused instruction
- Class and individual goal setting
- Pre-testing
- Math Contracts

### Collective Next Steps

#### ELA:

- Implementing a RIT day again next year.
- Looking at our reading program and analyzing teaching practices
- Setting an additional goal that uses more classroom assessment rather than MAPs
- Have a conversation around theme skills test and when they are administered

### MATH

- Pre-test and math contracts
- Problem Solving RIT groups

### Our ELA SMART goal for this year:

By June, 2012 100% of fifth grade students will make individual growth in the sub-strand of Literal Comprehension as evidenced by Spring MAP's Reading Assessment.

By June, 2012 75% of fifth grade students will achieve a score of 221 in the sub-strand of Literal Comprehension as evidenced by Spring MAP's Reading Assessment.

**End of Professional Learning cycle #1 ELA Goal:**

By February, 2012 100% of fifth grade students will make individual growth in the sub-strand of Literal Comprehension as evidenced by Winter MAP's Reading Assessment.

By February, 2012 55% of fifth grade students will achieve a score of 221 in the sub-strand of Literal Comprehension as evidenced by Winter MAP's Reading Assessment.

**What data led the team to this goal?**

When analyzing our Fall Reading MAP's data this sub-strand was the lowest area across the grade level. Our target percentage of 75% stems from the fact that our baseline was only 36%.

**Our Math SMART goal for this year:**

By June, 2012 100% of fifth grade students will make individual growth in the sub-strand of Number Sense and Operations as evidenced by Spring MAP's.

By June, 2012 70% of fifth grade students will achieve a score of 234 in the sub-strand of Number Sense and Operations as evidenced by Spring MAP's.

**End of Professional Learning cycle #1 Math Goal:**

By February, 2012 100% of fifth grade students will make individual growth in the sub-strand of Number Sense and Operations, as evidenced by Winter MAP's.

By February, 2012 50% of fifth grade students will achieve a score of 234 in the sub-strand of Number Sense and Operations, as evidenced by Winter MAP's.

**What data led the team to this goal?** When analyzing our Fall Math MAP's data this sub-strand was the lowest area across the grade level. Our target percentage of 70% stems from the fact that our baseline was only 20%.

**Specific Actionable Strategies to Achieve Grade Level Goals**  
**English Language Arts**

**FALL:**

- 1) Introduce students to the grade level literal comprehension goal and educate them on the process. What does it mean? How will we measure our growth towards our goal? What does this look like? What strategies or activities will support our learning?
- 2) Communicate learning goals on regular basis
- 3) Deliver explicit instruction targeted to trimester benchmarks
- 4) Use explicit teaching strategies cross-curricular literal comprehension
  - Teach strategies for reading questions using common language across grade levels
  - Model how to identify key words
  - Teach strategies for identifying explicit/implicit questions
  - Teach strategies for locating information through the use of text features in both fiction and non-fiction text
  - Guide and practice highlighting or underlining information needed to answer questions
- 5.) Implement strategies that proficient readers use to learn literal comprehension
  - Model how to read a question to determine whether it is asking for information based on the text, or student prediction, inference, and judgment
  - Model pre-reading strategies for non-fiction and fiction text
  - Model how to identify information using text features in non-fiction and fiction text.
  - Students will independently implement literal comprehension strategies while reading, using appropriate teacher created resources
- 6.) Teachers will create and share student resources and that will improve literal comprehension
- 7.) Teachers will engage in cross-grade level articulation around common vocabulary

**WINTER:**

- 1.) Analyze, reflect, celebrate progress toward goal
- 2.) Communicate learning goals on regular basis

- 3.) Students identify their most successful strategy and identify goal strategy
- 4.) Use explicit teaching strategies cross-curricular literal comprehension
  - Teach strategies for reading questions using common language across grade levels
  - Model how to identify key words
  - Teach strategies for identifying explicit/implicit questions
  - Teach strategies for locating information through the use of text features in both fiction and non-fiction text
  - Guide and practice highlighting or underlining information needed to answer questions
- 5.) Implement strategies that proficient readers use to learn literal comprehension
  - Model how to read a question to determine whether it is asking for information based on the text, or student prediction, inference, and judgment
  - Model pre-reading strategies for non-fiction and fiction text
  - Model how to identify information using text features in non-fiction and fiction text.
  - Students will independently implement literal comprehension strategies while reading, using appropriate teacher created resources
- 6.) Teachers will create and share student resources and that will improve literal comprehension
- 7.) Teachers will engage in cross-grade level articulation around common vocabulary
- 8.) Reinforce strategies that proficient readers use to learn vocabulary.
- 9.) Identify next steps for spring

## SPRING:

- 1.) Analyze, reflect, celebrate progress toward goal
- 2.) Use explicit teaching strategies for literal comprehension instruction
- 3.) Reinforce strategies that proficient readers use in literal comprehension.
- 4.) Students identify strategies they use for literal comprehension

## MATH

### FALL:

- 1.) Introduce students to the grade level number sense goal and educate them on the process. What does it mean? How will we measure our growth towards our goal? What does this look like? What strategies or activities will support our learning?
- 2.) Administer a unit pre-test to determine a student's prior knowledge.

- 3.) Use pre-test data and unit quick quizzes to inform instructional practice and scaffolding techniques.
- 4.) Implement flexible grouping based on student needs.
- 5.) Utilize re-teaching and extension materials to supplement and supplant *Math Expressions*.

## WINTER:

- 1.) Analyze, reflect, celebrate progress toward goal
- 2.) Administer a unit pre-test to determine a student's prior knowledge.
- 3.) Use pre-test data and unit quick quizzes to inform instructional practice and scaffolding techniques.
- 4.) Implement flexible grouping based on student needs.
- 5.) Utilize re-teaching and extension materials to supplement and supplant *Math Expressions*.
- 6.) Identify next steps for spring

## SPRING:

- 1.) Analyze, reflect, celebrate progress toward goal
- 2.) Administer a unit pre-test to determine a student's prior knowledge.
- 3.) Use pre-test data and quick quizzes to inform instructional practice and scaffolding techniques.
- 4.) Implement flexible grouping based on student needs.
- 5.) Utilize re-teaching and extension materials to supplement and supplant *Math Expressions*.

Our Response to Instruction and Intervention (RtI<sup>2</sup>) plan:

### Tier I- All students

#### Common Instructional Materials:

ELA: Houghton Mifflin basal reading series; Making Meaning program; PUSD Core Literature, Project Read materials; Write Source student text; Avenues for ELLs; Total Physical Response (TPR).

Math: Math Expressions and California Math

Common Instructional Delivery Methods: Direct Instruction, collaborative learning, partners, one on one instruction, and use of manipulatives

### Student Engagement Methods

- Compass Learning
- Student Goals
- Differentiated instruction and curriculum

### Tier II- students not meeting standards/ 1 year or so below grade level

**Assessments used to determine placement into Tier II:** MAPs testing results, teacher observation, and classroom performance on formal and informal assessments

**Instructional Materials:** Houghton Mifflin leveled readers, Six Minute Solution for fluency, Houghton Mifflin Reteaching workbooks, and ELL support handbook

#### **Instructional Delivery**

- **With Classroom Teacher:** Small group instruction and individual instruction, peer partners, lessons in study and organizational skills, and the use of TPR (Total Physical Response)
- **With Impact Teacher/Instructional Aides:** Small group instruction and individual instruction, and the use of TPR (Total Physical Response)
- **With Other:** Parent Volunteer Support, peer partners

### Tier III- students 2 or more grade levels below

**Assessments used to determine placement into Tier III:** MAPs testing results, teacher observation, and classroom performance on formal and informal assessments, SST

**Instructional Materials:** Houghton Mifflin leveled readers, Six Minute Solution for fluency, Houghton Mifflin Reteaching workbooks, and ELL support handbook, and any additional materials/interventions suggested by the SST team.

#### **Instructional Delivery**

- **With Classroom Teacher:** Small group instruction and individual instruction, peer

partners, lessons in study and organizational skills, and the use of TPR (Total Physical Response)

- **With Impact Teacher/Instructional Aides:** Small group instruction and individual instruction, and the use of TPR (Total Physical Response)
- **With Other:** Parent Volunteer Support, peer partners, other school site support staff

**Response to Instruction and Intervention (RtI<sup>2</sup>)** (materials, instructional delivery/strategies) for **EL** students:

- **With Classroom Teacher:** Small group instruction and individual instruction, peer partners, lessons in study and organizational skills, scaffolding, and the use of TPR (Total Physical Response)
- **With Impact Teacher/Instructional Aides:** Small group instruction and individual instruction, and the use of TPR (Total Physical Response)
- **With Other:** Parent Volunteer Support, peer partners, other school site support staff (EL aide)

**Response to Instruction and Intervention (RtI<sup>2</sup>)** (materials, instructional delivery/strategies) for **Students with Disabilities:**

- **With Classroom Teacher:** Small group instruction and individual instruction, peer partners, lessons in study and organizational skills, scaffolding, modified assignments tailored to meet student IEP goals, and the use of TPR (Total Physical Response)
- **With Impact Teacher/Instructional Aides:** Small group instruction and individual instruction, and the use of TPR (Total Physical Response)
- **With Other:** Parent Volunteer Support, peer partners, other school site support staff (school psychologist, speech pathologist, A.P.E., O.T.)

**Our professional learning:**

- Rigor Relevance and Relationships

Student Engagement

Student Goal Setting

- Willow Grove Positive Behavior Support Plan
- State of the Art Technology
  - Promethean Board
  - Compass Learning/Razz Kids

## STUDENTS WITH DISABILITIES

### REFLECTION 2010-2011

2010-2011 Grade Level Goal:

By June, 2011, 80% of student with disabilities at Willow Grove will meet or exceed their expected growth in Reading and Math on the MAPS assessment.

By June, 2011, 80% of students (preschool through fifth grade, critical skills) enrolled at Willow Grove who qualify for speech and other special education services will meet or exceed their Individualized Educational Plan goals academically and behaviorally.

How did the grade level do on achieving the goal? (What was the finding?)

**GOAL #1:**

**GOAL #2:**

**RSP:** Total students 18

3/18- achieved

3/18- close

4/18- not close

8/18- not close, have a concern (met less than 60% of their goals)

**Speech:** Total students 22

15/22- achieved

5/22- close

2/22- not close

**OT:** Total RSP students 11

8/11- achieved

2/11- close

1/11- not close

**Total CS** students 9

4/9- achieved

5/9- close

Data Source:

IEP progress reports for annual review

MAP Scores

Annual IEP meetings

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Possible Reasons/Contributing Factors for achieving the goal?

Consistency amongst staff in routine and instructional strategies, individualized work, access to 1:1 attention. Communication with parents for follow through at home, training of aides to improve and maintain skill.

Possible Reasons/Contributing Factors for **not** achieving goal?

Lack of staff, lack of money for supplies, consumables.

Collective Next Steps:

Commitment of collaboration, sharing of ideas and supplies

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SWD SMART goal for this year (2011-2012):

By June, 2012, 80% of student with disabilities in grades 1 – 5 at Willow Grove will meet or exceed their expected growth in Reading and Math on the MAPS assessment.

By June, 2012, 80% of students with disabilities in K will meet their Willow Grove "Winter common core assessment benchmarks" in their subject area of disability and meet their Willow Grove "Spring common core assessment benchmarks" in their subject area of non-disability.

By June, 2012, 80% of students (critical skills) enrolled at Willow Grove who qualify for speech and other special education services will meet or exceed their Individualized Educational Plan goals in all goal areas.

By June, 2011, 100% of students enrolled in the critical skills day class will meet or exceed 80% of their academically socially, daily living skills and behavior goals.

Specific Actionable Strategies to achieve Goal  
English Language Arts/Math

Fall

- Maintain communication with classroom teacher and support providers/team members
- Utilize Compass Learning in RSP to reinforce MAPS growth
- Touch base with library technician to obtain teacher editions for different content areas.
- Fully implement curricular programs to align with students' academic IEP goals
- Collaborate with other district providers for programs and strategies
- Service providers/case managers collaborate together to ensure consistency and alignment of services and teaching strategies to meet IEP needs
- Provide structured routines and behavior management strategies in Special Education setting
- Develop and implement behavior management strategies in collaboration with the general education teacher, as appropriate
- Ensure that students receive and benefit from every minute of service time (reduce transitions and provide well-planned/prepared lessons)
- Coordinate service delivery to eliminate loss of learning time
- Create a nurturing environment and develop positive, caring relationships with students
- Ensure students can articulate their goals and why they are working on them
- Monitor progress on 1<sup>st</sup>, 2<sup>nd</sup> and annual benchmarks for student growth in their goals.
- Create instructional materials aligned to student goals, to ensure that the goals are met.
- Maintain a structured environment; utilize a variety of strategies and materials, communication with aides on goals, implementation, and progress.
- Attend trainings

Winter

- Maintain communication with classroom teacher and support providers/team members
- Utilize Compass Learning in RSP to reinforce MAPS growth
- Touch base with library technician to obtain teacher editions for different content areas.
- Fully implement curricular programs to align with students' academic IEP goals
- Collaborate with other district providers for programs and strategies
- Service providers/case managers collaborate together to ensure consistency and alignment of services and teaching strategies to meet IEP needs
- Provide structured routines and behavior management strategies in Special Education setting
- Develop and implement behavior management strategies in collaboration with the general education teacher, as appropriate

- Ensure that students receive and benefit from every minute of service time (reduce transitions and provide well-planned/prepared lessons)
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- Create instructional materials aligned to student goals, to ensure that the goals are met.
- Maintain a structured environment; utilize a variety of strategies and materials, communication with aides on goals, implementation, and progress.
- Attend trainings

### Spring

- Maintain communication with classroom teacher and support providers/team members
- Utilize Compass Learning in RSP to reinforce MAPS growth
- Touch base with library technician to obtain teacher editions for different content areas.
- Fully implement curricular programs to align with students' academic IEP goals
- Collaborate with other district providers for programs and strategies
- Service providers/case managers collaborate together to ensure consistency and alignment of services and teaching strategies to meet IEP needs
- Provide structured routines and behavior management strategies in Special Education setting
- Develop and implement behavior management strategies in collaboration with the general education teacher, as appropriate
- Ensure that students receive and benefit from every minute of service time (reduce transitions and provide well-planned/prepared lessons)
- Coordinate service delivery to eliminate loss of learning time
- Create a nurturing environment and develop positive, caring relationships with students
- Ensure students can articulate their goals and why they are working on them
- Monitor progress on 1<sup>st</sup>, 2<sup>nd</sup> and annual benchmarks for student growth in their goals
- Create instructional materials aligned to student goals, to ensure that the goals are met.
- Maintain a structured environment; utilize a variety of strategies and materials, communication with aides on goals, implementation, and progress.
- Attend trainings

**Response to Instruction and Intervention (RtI<sup>2</sup>)** (materials, instructional delivery/strategies) for Students with Disabilities:

**Content: Common Standards-Based Instructional Materials** (per student IEP goals):

- Read Well, Read Naturally, Math Expressions, California Math, Touch Math , Language!, Four Square Writing Program, CA Science, Compass Learning, General Education materials

### Teacher Knowledge and Skills: Common Instructional Delivery Methods

- With Case manager/service providers/instructional aides (per student IEP goals)  
Direct, explicit instruction; small group/one-on-one; chunk instructional material; repeat directions; scaffolding; consistent repetition of materials and strategies using different modalities; Handwriting Without Tears for fine motor; social-emotional strategies such as Circle of Friends, sensory diets, Alert program, social stories, differentiation, adapting all lessons, token economy systems, maximizing opportunities for students to produce targeted speech sounds

### Student Engagement Methods

Students will: use incentive systems; show understanding of accessing Compass Learning; show accountability for student goals; demonstrate understanding of behavioral rules and academic and behavioral expectations; follow routines, demonstrate learning through multiple modalities, self-monitor their learning, explain task and purpose, connecting to student's life goals and ambitions, lead routines, demonstrate organization of materials (owning the process, and being able to orient a new member of the group), generalize learning outside the small group setting, peer modeling

### Our professional learning:

- Rigor Relevance and Relationships
  - Student Engagement
  - Student Goal Setting
- Willow Grove Positive Behavior Support Plan
- State of the Art Technology
  - Promethean Board
  - Compass Learning/Raz Kids