

SNOWLINE JOINT UNIFIED SCHOOL DISTRICT

2010-11

Plan Year

– AYP –

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Vista Verde Elementary School

School Name

Maria Hughes

Principal

Date of this revision: 12/03/2010

The District Governing Board approved this revision of the School Plan on _____.

**Snowline Joint Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT**

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CATEGORICAL FUNDING ALLOCATION

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds were allocated to the school in accordance with district policy. The following school budget allocations are included:

Schoolwide Program School Based Coordinated Program

District Programs		Allocation
[X]	Discretionary Funding <u>Purpose:</u> Assist schools.	\$66,650

State Programs		Allocation
[]	Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Assist educationally disadvantaged students in regular program	
[X]	Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop English fluency and academic proficiency of EL students	\$101,196
[X]	School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs	\$1,342
[]	Gifted and Talented Education <u>Purpose:</u> Assist eligible students in regular program and enrichment	
[X]	Site Based Coordinated Plan (SBCP)	\$76,857
[X]	English Language Acquisition Program (ELAP)	\$13,872
Total amount of state categorical funds allocated to this school:		\$193,267.00

Federal Programs under No Child Left Behind (NCLB)		Allocation
[X]	Title I, Part A: Schoolwide Program <u>Purpose:</u> Update entire educational program in eligible high poverty schools	\$166,969
[]	Title I, Part A: Targeted Assistance	
[]	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that failed to meet NCLB AYP targets	
[]	Title III, Part A: Language Instruction, Limited-English Proficient Students <u>Purpose:</u> Supplement language instruction to assist LEP students to attain English proficiency and meet academic performance standards	
[]	Other Programs:	
Total amount of federal categorical funds allocated to the school:		\$166,969.00
Total amount of state and federal categorical funds allocated to this school		\$426,886.00

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school site through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Maria Hughes	[X]	[]	[]	[]	[]
John Moose	[]	[X]	[]	[]	[]
Kristen Maher	[]	[X]	[]	[]	[]
Bekkie Tarango	[]	[]	[X]	[]	[]
Laurie Cruz	[]	[]	[]	[X]	[]
Jakisha Smith	[]	[]	[]	[X]	[]
Numbers of members of each category	1	2	1	2	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

It is important to accurately determine the board's policy before proceeding with the school planning process.

SCHOOL PROFILE / DEMOGRAPHIC INDICATORS
Vista Verde Elementary School

Grade Levels	Total Enrollment	Enrollment for Students with Disabilities				Enrollment by Program			
		RSP	SDC	504	Speech	EL	EL/RFEP	F & R Lunch	GATE
K	122	1			1	25		52	
1	139	4		1	3	35		97	
2	127	6	1		4	30		102	
3	144	16	1		6	46		115	4
4	125	3	2	1	6	33	1	96	
5	157	14	5		6	35	10	117	12
Totals:	814	44.00	9.00	2.00	26.00	204.00	11.00	579.00	16.00

Percentage of Enrollment by Ethnicity		Mobility for End-of-Year (June 2010)	
American Indian	%	a. Total Year Losses:	351
Asian	0.2%	b. Total Gains:	376
Black	23%	c. Total (a+b)	727
Hispanic	55%	d. Mobility Rate: (c ÷ total population)	84%
White	17%		
Multiple/No Response	0.3%		

End-of-Year (June 2010) Data				
	SST Referrals	Suspensions	Expulsions	Retentions
K	3	0	0	1
1	19	19	0	4
2	16	10	0	2
3	20	20	0	3
4	17	11	1	2
5	15	20		2
Totals:	90.00	80.00	1.00	14.00

Snowline Process for Data Analysis and Student Needs Assessment

Every school in the Snowline District spends extensive time in the fall analyzing state data and site demographics prior to writing the school plan. First the staff meets to look at data schoolwide, and then meets by grade level or subject matter to further analyze student success, and apparent gaps in student achievement. At both sessions, all subgroups are considered and discussed.

Based on this analysis, schoolwide goals are written to address student achievement, safe and drug free schools, GATE and other site specific issues. (Beginning with page 9)

Each grade or content area then writes one to three succinct goals that they will focus on to achieve the schoolwide goals.

The final School Plan for Student Achievement (SPSA) includes both the schoolwide and the grade/content area goals.

The School Plan goals are reviewed often, in particular when grade level/content areas meet on collaborative Wednesdays to review student success, and continue to monitor students at-risk. They review each focus goal and discuss whether it is working or not, plan specific interventions, and design lessons to address the goal. At the end of the year, departments/grade levels meet with the principal to review the success of their specific focus goals to meet the schoolwide goals.

Teacher Learning Leaders and RTI² Coaches meet regularly to analyze data with Curriculum team members. During the 2010/11 school year, this group is working on rewriting the current pacing plans. Based on those pacing guides, the Curriculum Team, the TLLs and RTI² coaches will be developing or revising the current benchmark assessments. Benchmark Assessments will resume during the 2011/12 school year.

Students-at-risk, special education students, English Language Learner students, and students who are underperforming, are monitored often with formal and informal assessment to check for proficiency in specific standards. Interventions are then utilized to try to help the student achieve proficiency.

As a school, the staff fills out the School Improvement Progress Report beginning with the summative data from the state testing results. Three other times during the course of the year, usually around the time of interim assessments, the staff records what progress has been made towards the goal based on the most recent data.

AYP Performance Goals

Determine the school's improvement goals in the areas of English Language Arts and Mathematics as determined by state performance data.

English Language Arts					
Student Population	2010 Goal	2010 Achievement	Goal Met	2010 AMO	School Goal
All Students	56.8%* / 55.6%**	45.3	No	67.6%* / 66.7%**	67.6%
African American	56.8%* / 55.6%**	29.2	No	67.6%* / 66.7%**	67.6%
American Indian	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	
Asian	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	
Hispanic	56.8%* / 55.6%**	45.6	No	67.6%* / 66.7%**	67.6%
White	56.8%* / 55.6%**	58.5	Yes	67.6%* / 66.7%**	67.6%
Socioeconomically Disadvantaged	56.8%* / 55.6%**	41.9	No	67.6%* / 66.7%**	67.6%
English Learners	56.8%* / 55.6%**	45.1	Yes	67.6%* / 66.7%**	67.6%
Students with Disabilities	56.8%* / 55.6%**	47.4	--	67.6%* / 66.7%**	67.6%

* = AYP Target for Elementary/Middle Schools: (2010=56.8%), (2011=67.6%)

= AYP Target for High Schools: (2010=55.6%), (2011=66.7%)

SH = Safe Harbor

Mathematics					
Student Population	2010 Goal	2010 Achievement	Goal Met	2010 AMO	School Goal
All Students	58%* / 54.8%**	47.4	No	68.5%* / 66.1%**	68.5%
African American	58%* / 54.8%**	34.4	Yes	68.5%* / 66.1%**	68.5%
American Indian	58%* / 54.8%**	--	--	68.5%* / 66.1%**	
Asian	58%* / 54.8%**	--	--	68.5%* / 66.1%**	
Hispanic	58%* / 54.8%**	46.6	No	68.5%* / 66.1%**	68.5%
White	58%* / 54.8%**	59.6	Yes	68.5%* / 66.1%**	68.5%
Socioeconomically Disadvantaged	58%* / 54.8%**	45.7	No	68.5%* / 66.1%**	68.5%
English Learners	58%* / 54.8%**	46.8	No	68.5%* / 66.1%**	68.5%
Students with Disabilities	58%* / 54.8%**	50.9	--	68.5%* / 66.1%**	68.5%

* = AYP Target for Elementary/Middle Schools: (2010=58%), (2011=68.5%)

= AYP Target for High Schools: (2010=54.8%), (2011=66.1%)

SH = Safe Harbor

**Vista Verde Elementary School
2010-11 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 1

Our schoolwide goal is to meet API and AYP growth targets for the 2010-2011 school year by focusing on vocabulary development school-wide. Our main goal is to increase comprehension and English language development for all students, while targeting YELLOW(Strategic) and RED(Intensive) DIBELS, Dynamic Indicators of Early Literacy Skills, assessed students in compliance with Universal Assessment for Rtl. During hour time periods per grade level, all resources are allocated to addressing the needs of students performing below grade level. Research-based interventions are provided based on individual need. Students performing at standard (proficiency) engage in enrichment activities to further higher level comprehension skills.			
What data led to this goal?	Based on 09/10 and 10/11 CST (grades 2-5) and DIBELS data, collaborative teams of teachers agreed upon our school-wide goal of vocabulary development. Specifically, DIBELS assessments include Retelling and Word Use Fluency (WUF), Phoneme Segmentation, and Initial Sound Fluency for identified grade levels.	What is this goal's relationship to LEA goals?	[X] Goal #1 - ELA [] Goal #1 - Math [X] Goal #2 - EL [] Goal #3 - Highly Qualified Teachers [] Goal #4 - Safe and Drug Free Schools [] Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	All students not performing at proficiency for each grade level K-5 English language learners and SED students	What group data are to be collected to measure program effectiveness?	CST results, DIBELS assessments, BPST scores, EL benchmark data, grade level created formative assessments, and district report card assessments.
What are the specific means of measuring and evaluating this goal?	Performance on 2010-2011 formative/summative assessments, weekly/biweekly/Universal DIBLES assessments, Santillana Benchmark data, and 10/11 CST.	What is the anticipated growth expected from this goal?	10% growth

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Utilize Interwrite Pads and Mobi Student Unison Responders in grades K-5 to increase student engagement while adjusting instruction to student needs. Initial training in December with full implementation by February 2011. Grade level teachers will collaborate within professional learning communities to create Prove/Disprove questions and formative assessments based on grade level academic goals which will be implemented with the Interwrite pads. Substitutes will be secured to release teachers.	Interwrite Pad Training- 12/8/10 Student Responder Training- 1/12/11 Full implementation- 2/11 January/February 2011	\$4,400- additional Interwrite Pads for Kindergarten and First grade classrooms \$8,000- Substitute costs for 2 days of release time per grade level	SBCP/Title I SBCP/Title I
Implementation of grade level strategic and intensive interventions grades K-5 based on collaboration results (see grade level plans.) Implementation of Rtl program at grades K-5 for targeted instruction that includes special education staff members (RSP, SDC, SLP) with Rtl and EL site-funded instructional associates.	8/12/10-6/3/11 Daily from 8/12/10-6/3/11 October 2010	Instructional Associates Framework books - \$800	SBCP/ELAP SBCP

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
A Reading/Language Arts Framework for California Public Schools, K-12 will be purchased for each teacher.			
REWARDS program will assist in reading fluency, spelling and comprehension. (Grades 4 and 5)	daily from 11/12/10-6/3/11	\$1350	SBCP
Expanded use in grades K-5 of the Santillana curriculum to develop increased vocabulary.	daily from 8/12/10-6/3/11	N/A	N/A
Attend Professional Learning Communities training with Guiding Coalition. Full implementation of collaboration strategies by May 2011 will increase teacher effectiveness and student engagement/learning.	8/12/10-6/3/11	\$1,500	District
Professional Staff Development for EL strategies by Linda McInerny, Snowline JUSD EL coordinator/teacher on assignment. GLAD strategies will be shared by teachers during staff meetings/collaboration meetings on a regular basis. Staff Development Coordinator, Pam Buchanan, will provide staff development for teachers to implement vocabulary/reading comprehension strategies, classroom management techniques, and Words Their Way spelling.	9/14/10, 10/19/10, 11/16/10, 12/7/10, 1/4/11, 2/1/11, 3/8/11, 4/12/11, 5/3/11 10/6/10, other dates TBA	\$0 \$0	District District
Offer Family Literacy Nights to help parents develop vocabulary, comprehension, and literacy with their students at home.	9/16/10,10/21/10,12/9/10,1/27/11,3/2/11	\$400 per event	PTSA
Vocabulary A-Z website will be used as a resource for grades K-5 to assist in guided reading groups, vocabulary development, and other reading skills as needed.	daily	\$1,000	SBCP
Parent Involvement components such as bi-monthly School Site Council meetings, ELAC/DLAC meetings and monthly Breakfast with the Principal meetings will assist in communicating our school goals to parent groups. In addition, Rtl level meetings will occur in January to specifically address parents of students performing at each level- Red, Yellow, Green. Resources will be shared to assist parents with facilitating learning at home with their student(s).	8/26/10,9/23/10,10/14/10,1/20/11,3/18/11,5/13/11	\$1,000	SBCP/TITLE I
Hire Spanish Translators for oral and written translations to increase parent involvement and communication-salaries split between EIA/LEP and SBCP	August 2010	Translator #1-\$11,053 Translator #2- \$5,471	EIA/LEP

**Vista Verde Elementary School
2010-11 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 2

Our schoolwide mathematics goal is to meet API and AYP growth targets for the 2010-2011 school year by focusing on number sense. Specifically, our goal is to increase math facts fluency for all students, while targeting students working below proficiency. Students performing at standard (proficiency) engage in enrichment activities to further understanding of mathematic concepts.			
What data led to this goal?	Based on 10/11 CST (grades 2-5), collaborative teams of teachers agreed upon our school-wide goal of math facts fluency .	What is this goal's relationship to LEA goals?	[] Goal #1 - ELA [X] Goal #1 - Math [] Goal #2 - EL [] Goal #3 - Highly Qualified Teachers [] Goal #4 - Safe and Drug Free Schools [] Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	All students not performing at proficiency for each grade level K-5 English language learners and SED students groups: SED and EL learners	What group data are to be collected to measure program effectiveness?	Benchmark STAR math assessments, CST scores
What are the specific means of measuring and evaluating this goal?	Performance on 2010/2011 report card assessments, grade level formative assessments, and 2011 CST.	What is the anticipated growth expected from this goal?	Our goal is for each student performing below proficiency to increase their score by 10%.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Targeted, direct, fortified instruction will be delivered in differentiated groups.	8/12/10-6/3/11	\$0	NA
Professional Staff Development training using Chris Biffle Math Facts strategies for all grade levels.	Winter 2011	\$1,000	SBCP
Daily Spiral Review, Drops in the Bucket activities, and Minute Math will be utilized to aid in learning the anticipated goal.	Ongoing throughout the school year	\$0	NA
Utilize Interwrite Pad, unison responders, and document cameras and projectors to ensure 100% student engagement in daily spiral and direct instruction activities	Ongoing throughout the school year	\$0	NA
Student Study Teams will be conducted to communicate with parents of students who are performing below or far below basic. Substitute teachers are required to relieve teachers from their classrooms for these meetings.	As needed	\$2800	SBCP
Parent Involvement components such as bi-monthly School Site Council meetings, ELAC/DLAC meetings and monthly Breakfast with the Principal meetings will assist in communicating our school goals to parent groups.	Monthly	\$1000	TITLE 1/SBCP

**Vista Verde Elementary School
2010-11 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 3

To provide a safe school environment that encourages students to make healthy choices daily.			
What data led to this goal?	SWIS data from 09/10 school year	What is this goal's relationship to LEA goals?	<input type="checkbox"/> Goal #1 - ELA <input type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input checked="" type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	All students grades K-5, and specifically students who operate within TIERS 2 and 3	What group data are to be collected to measure program effectiveness?	Monthly, end of trimester, and end of year SWIS data
What are the specific means of measuring and evaluating this goal?	Student survey at the end of the school year, SWIS data analysis	What is the anticipated growth expected from this goal?	Fewer than 5% of students receiving more than 5 referrals

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Continue full implementation of Positive Behavior Intervention Support (PBIS) school-wide through daily recognition of expected behavior.	Ongoing throughout the school year based on mastery of the standard.	\$2500	Title I
Implementation of the Second Step Conflict Resolution program in grades 2-5. Library books centered around Second Step character themes will be purchased for use by students.	11/29/10-6/3/11- daily during Rtl rotations	\$1,720	SBCP
Red Ribbon Week focus and instruction on making drug-free choices now and in the future.	Month of October	Pencils Classroom rewards - \$1000 Silicone bracelets/awards - \$700	TUPE PTSA SBCP
Pancakes with the Principal events for students with zero major referrals and/or 1 minor referral for the trimester.	3 events at end of trimester	Student rewards - \$500	TITLE I
Clean Hands Campaign will help students understand how germs are spread and how to avoid becoming ill.	Ongoing	hand sanitizer, additional soap/paper towel supplies, cleaning supplies for door knobs, computer keyboards, etc - \$2000	Discretionary
Monthly Character Education assemblies with the Principal to address character traits with students grades K-5.	Monthly	NA	NA

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Host Parent Connect Night to train parents in consistent discipline, dealing with anger, preventing backtalking, and middle school preparedness strategies.	January 13,2011	\$400	???
Breakfast with the Principal meetings with parents will emphasize positive behavior strategies designed for use at home.	Monthly	\$100	???

**Vista Verde Elementary School
2010-11 School Goals
Snowline Joint Unified School District**

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School Goal # 4

<p>Kindergarten students' vocabulary development needs will be addressed as teachers work collaboratively to design effective lessons and interventions. Math mastery for each student will focus around number sense through counting, recognizing, ordering, and making sets to 30.</p> <p>STANDARDS: 1. Comprehension:K.R.2.4- Retell familiar stories K.R.2.5- Ask and answer about essential elements of a text 2. Vocabulary: K.L.1.2- Share information and ideas, speaking audibly in complete sentences 3. Math: Number Sense K.1.2- Count, represent, name and order objects to 30</p>			
What data led to this goal?	<p>DIBELS, trimester Snowline JUSD district assessments, and teacher observation</p> <p>Snowline JUSD Math assessments, Chapter tests data, teacher observation</p>	What is this goal's relationship to LEA goals?	<p><input checked="" type="checkbox"/> Goal #1 - ELA <input checked="" type="checkbox"/> Goal #1 - Math <input checked="" type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP</p>
Target student groups and/or grade levels:	<p>All kindergarten students with a specific emphasis with SED and English Language Learners for ELA mastery.</p> <p>All kindergarten students with a specific emphasis with SED and EL students for MATH mastery.</p>	What group data are to be collected to measure program effectiveness?	DIBELS and trimester Snowline JUSD district ELA and MATH assessments
What are the specific means of measuring and evaluating this goal?	DIBELS, trimester Snowline JUSD district assessments, grade level formative/summative assessments, Houghton Mifflin/Harcourt Brace assessments	What is the anticipated growth expected from this goal?	10% growth for all students towards proficiency in ELA and MATH

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>ELA Goal: To teach Standard K.L.1.2, teachers will: facilitate the use of complete sentences by modeling complete sentences, having students respond with complete answers when answering questions, use Interwrite pads, use Prove/Disprove teaching strategy, create class vocabulary books to describe, define, and write vocabulary words and then put those words in a complete sentence, utilize A-Z resources and textbook workbook pages.</p>	Ongoing throughout the school year based on mastery of the standard.	\$0	NA
<p>MATH Goal: To teach Standard K.1.2, teachers will use Interwrite pads, Independent Learning Centers, Interactive flash cards, repetition, manipulatives, Prove/Disprove, math stories, and personal short range goals. goal is to ensure students learn how numbers work through counting, recognizing, ordering, and making sets</p>	Ongoing throughout the school year based on mastery of the standard.	\$0	NA

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>to 30.</p> <p>Collectively, teachers work to backwards map each standard into 3-5 actions for student mastery.</p> <p>Interventions and research based strategies will be utilized to achieve this goal. In addition, Instructional Associates, Rtl DIBELS resource books, Rtl Coach and progress monitoring will assist with student instructional needs.</p>			

**Vista Verde Elementary School
2010-11 School Goals
Snowline Joint Unified School District**

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School Goal # 5

<p>First grade students' language development needs will be addressed as teachers work collaboratively to design effective lessons and interventions. Specifically, comprehension and vocabulary development will be the main ELA focus toward mastery. Number sense will be the main focus for MATH mastery.</p> <p>STANDARDS:</p> <p>1. Comprehension: 1R.2.7: Retell the central ideas of simple expository or narrative passages</p> <p>2. Vocabulary: 1.17: Classify grade appropriate categories of words</p> <p>3. Math: 1N.2.1- Memorize addition facts (sums to 20) and corresponding subtraction facts</p>			
What data led to this goal?	2009/10 2nd grade CST scores to backwards map prerequisite skills	What is this goal's relationship to LEA goals?	<input checked="" type="checkbox"/> Goal #1 - ELA <input checked="" type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	All students, with a specific emphasis on students performing below proficiency, SED and EL students.	What group data are to be collected to measure program effectiveness?	DIBELS, trimester Snowline JUSD district ELA and MATH assessments, 10/11 CST data
What are the specific means of measuring and evaluating this goal?	<p>Bi-weekly/monthly progress monitoring for students performing at the Intensive/Strategic levels along with informal formative assessments, running records, comprehension checks.</p> <p>Houghton Mifflin/Harcourt Brace assessments and grade level generated formative assessments will be utilized to guide instruction for student mastery.</p>	What is the anticipated growth expected from this goal?	10% growth for all students towards proficiency in ELA and MATH

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>To teach Standard 1.R.2.7, teachers will use repetition, story puzzles, (ie Harry and the Whatiz) with whole group.</p> <p>The Interwrite Pad will increase student engagement and comprehension of concept.</p> <p>Rtl differentiated instruction rotations, with the assistance of RTI and EL Title I Instructional Associates, will address individual needs.</p> <p>Collaborative Roll Call meetings will provide time for teachers to evaluate student progress and guide intervention/grade level instruction.</p>	Ongoing throughout the school year based on mastery of the standard.	\$0 \$2,000	\$0 Title I
To ensure student mastery, teachers will focus on Vocabulary Standard 1.17 by using vocabulary books and vocabulary Jeopardy.	Ongoing throughout the school year based on mastery of the standard.	\$0	\$0

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>RtI differentiated instruction rotations, with the assistance of RTI and EL Title I Instructional Associates, will address individual needs.</p> <p>The Interwrite Pad will increase student engagement and comprehension of concept.</p> <p>Quick checks, vocabulary sorts and dismissal questions will serve as informal assessments.</p>			
<p>To ensure student mastery, teachers will focus on Math Standard 1.N.2.1 to prepare a strong number sense foundation.</p> <p>Math fact bingo, flash cards, repetition, and manipulatives will be utilized to ensure student mastery.</p> <p>The Interwrite Pad will increase student engagement and comprehension of concept.</p> <p>Quick checks and math facts sheets will provide formative assessment data.</p>	<p>Ongoing throughout the school year based on mastery of the standard.</p>	<p>\$0</p>	<p>\$0</p>

**Vista Verde Elementary School
2010-11 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 6

<p>Second grade students' language development needs will be addressed as teachers work collaboratively to design effective lessons and interventions. Specifically, comprehension and vocabulary development will be the main ELA focus toward mastery. Number sense will be the main focus for MATH mastery.</p> <p>STANDARDS:</p> <p>1. Comprehension: R.2.6: Recognize cause and effect relationships in a text 2. Vocabulary: 1.17 Understand and explain common antonyms and synonyms 3. Math: N.1.1 Identify place value of numbers to 1,000</p>			
What data led to this goal?	2009/10 CST scores, DIBELS Universal Assessments, beginning of year teacher assessments	What is this goal's relationship to LEA goals?	<input checked="" type="checkbox"/> Goal #1 - ELA <input checked="" type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	All students, with a specific emphasis on students performing below proficiency, SED and EL students.	What group data are to be collected to measure program effectiveness?	DIBELS, grade level created formative/summative assessments, trimester Snowline JUSD district ELA and MATH assessments, and 2010/11 CST scores
What are the specific means of measuring and evaluating this goal?	Bi-weekly/monthly progress monitoring for students performing at the Intensive/Strategic levels along with informal formative assessments, running records, and comprehension checks. Houghton Mifflin/Harcourt Brace assessments and grade level generated formative assessments will be utilized to guide ELA/MATH instruction for student mastery.	What is the anticipated growth expected from this goal?	10% growth for all students towards proficiency in ELA and MATH

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>To teach Standard 2.6, teachers will teach cause and effect using concrete examples. Students will generate alternative endings when given a change in any given story.</p> <p>Quick checks, Prove/Disprove strategies, formative assessments, oral responses, informal observations and hands on activities will ensure student mastery.</p> <p>RtI differentiated instruction rotations, with the assistance of RTI and EL Title I Instructional Associates, will address individual needs weekly.</p> <p>Collaborative Roll Call meetings will provide time for teachers to evaluate student progress and guide intervention/grade level instruction.</p>	Ongoing throughout the school year based on mastery of the standard.	\$0	\$0

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>To teach Standard R.1.7, teachers will instruct students to identify antonyms and synonyms directly through the use of vocabulary maps, writing activities using a thesaurus, and five senses graphic organizer.</p> <p>Quick checks, Prove/Disprove strategies, formative assessments, oral responses, and informal observations will ensure student mastery.</p> <p>Rtl differentiated instruction rotations, with the assistance of RTI and EL Title I Instructional Associates, will address individual needs weekly.</p> <p>Collaborative Roll Call meetings will provide time for teachers to evaluate student progress and guide intervention/grade level instruction.</p>	Ongoing throughout the school year based on mastery of the standard.	\$0	\$0
<p>To teach Standard N1.1, teachers will instruct students to identify the place of numbers to 1,000 by playing place value games, use the Interwrite pad for student engagement, and assess using formative assessments.</p> <p>Quick checks, Prove/Disprove, oral responses, and informal assessments will guide intervention/grade level instruction.</p> <p>The Interwrite Pad will increase student engagement and comprehension of concept.</p>	Ongoing throughout the school year based on mastery of the standard.	\$0	\$0

**Vista Verde Elementary School
2010-11 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 7

<p>Third grade students' vocabulary development needs will be addressed as teachers work collaboratively to design effective lessons and interventions. Specifically, comprehension and vocabulary development will be the main ELA focus toward mastery. Number sense will be the main focus for MATH mastery.</p> <p>STANDARDS:</p> <p>1. Comprehension:3 RW.2.3: Identify answers in an informational text</p> <p>2. Vocabulary: 3RW1.4: Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meaning of words</p> <p>3. Grammar: 3WC1.4: Identify and use subjects and verbs correctly in speaking and writing simple sentences.</p> <p>4. Math: N 2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division.</p>			
What data led to this goal?	2009/10 CST scores, DIBELS Universal Assessments, beginning of year teacher assessments	What is this goal's relationship to LEA goals?	<input checked="" type="checkbox"/> Goal #1 - ELA <input checked="" type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	All students, with a specific emphasis on students performing below proficiency, SED and EL students.	What group data are to be collected to measure program effectiveness?	DIBELS, grade level created formative/summative assessments, trimester Snowline JUSD district ELA and MATH assessments, and 2010/11 CST scores
What are the specific means of measuring and evaluating this goal?	Bi-weekly/monthly progress monitoring for students performing at the Intensive/Strategic levels along with informal formative assessments, running records, and comprehension checks. Houghton Mifflin/Harcourt Brace assessments and grade level generated formative assessments will be utilized to guide ELA/MATH instruction for student mastery.	What is the anticipated growth expected from this goal?	10% growth for all students towards proficiency in ELA and MATH

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>To teach Standard 3RW1.4, teachers will instruct students to use knowledge of antonyms, synonyms, homophones, and homographs directly through the use of vocabulary maps, Daily Language Review book, along with district adopted textbook materials. Quick checks, Prove/Disprove strategies, formative assessments, oral responses, and informal observations will ensure student mastery.</p> <p>Rtl differentiated instruction rotations, with the assistance of RTI and EL Title I Instructional Associates, will address individual needs weekly.</p> <p>Collaborative Roll Call meetings will provide time for teachers to evaluate student progress and guide intervention/grade level instruction.</p>	Ongoing throughout the year	\$2150	TITLE I

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>To teach Standard 3RW2.3, teachers will instruct students to identify answers in an informational text directly within Rtl rotations weekly.</p> <p>The Interwrite pad and unison responders will be utilized to increase student engagement, evaluate individual student progress toward standard, and guide instruction.</p>	Ongoing throughout the school year based on mastery of the standard.	\$0	\$0
<p>To teach Standard WC1.4, teachers will instruct students to identify and use subjects and verbs correctly in speaking and writing simple sentences by engaging students in vocabulary conversations, using the Daily Language Review book, and writing frequently.</p> <p>Quick checks, Prove/Disprove strategies, formative assessments, oral responses, and informal observations will ensure student mastery.</p> <p>Rtl differentiated instruction rotations will address individual needs weekly.</p> <p>Collaborative Roll Call meetings will provide time for teachers to evaluate student progress and guide intervention/grade level instruction.</p>	Ongoing throughout the school year based on mastery of the standard.	\$0	\$0
<p>To teach Standard N2.0, teachers will build on prerequisite skills by spiraling, revisiting, and reteaching math concepts using Drop in the Bucket activities.</p> <p>Grade level team will create formative assessments based on CST released questions to guide instruction.</p> <p>The Interwrite pad and unison responders will be utilized to increase student engagement, evaluate individual student progress toward standard, and guide instruction.</p>	Ongoing throughout the school year based on mastery of the standard.	\$0	\$0

**Vista Verde Elementary School
2010-11 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 8

<p>Fourth grade students' vocabulary development and comprehension needs will be addressed as teachers work collaboratively to design effective lessons and interventions. Math mastery for each student will focus around number sense through increase accuracy and automaticity with math facts and solving problems using math operations.</p> <p>STANDARDS:</p> <p>1. Comprehension: 4R.2.1- Identify structural story patterns such as compare and contrast, cause and effect, and sequence to develop comprehension skills</p> <p>2. Vocabulary: 4R.1.2- Apply knowledge of word origins, synonyms, antonyms, and idioms</p> <p>3. Math: 4N.3.0- Solve problems involving addition, subtraction, multiplication, and division</p>			
What data led to this goal?	2009/10 CST scores, DIBELS Universal Assessments, beginning of year teacher assessments	What is this goal's relationship to LEA goals?	<input checked="" type="checkbox"/> Goal #1 - ELA <input checked="" type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	All students, with a specific emphasis on students performing below proficiency, SED and EL students.	What group data are to be collected to measure program effectiveness?	DIBELS, grade level created formative/summative assessments, trimester Snowline JUSD district ELA and MATH assessments, AR monitoring, and 2010/11 CST scores
What are the specific means of measuring and evaluating this goal?	Bi-weekly/monthly progress monitoring for students performing at the Intensive/Strategic levels along with informal formative assessments, running records, and comprehension checks. In addition, writing samples and oral reading attempts will guide instruction. Increased math facts fluency times, Houghton Mifflin/Harcourt Brace assessments, and grade level generated formative assessments will be utilized to guide ELA/MATH instruction for student mastery.	What is the anticipated growth expected from this goal?	10% growth for all students towards proficiency in ELA and MATH

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>To teach Standard 4 R.1.2, teachers will instruct students to apply knowledge of word origins, synonyms, antonyms, and idioms using vocabulary maps daily.</p> <p>Rtl differentiated instruction rotations will address individual needs weekly.</p> <p>Collaborative Roll Call meetings will provide time for teachers to evaluate student progress and guide intervention/grade level instruction</p>	Ongoing throughout the school year based on mastery of the standard.	\$0	NA
<p>To teach Standard 4R.2.1, teachers will instruct students to identify structural story patterns such as compare and contrast, cause and effect, and sequence to develop comprehension skills.</p>	Ongoing throughout the school year based on mastery of the standard.	\$0	NA

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Venn diagram graphic organizers along with T graphs for cause and effect and sentence strips for sequence will be utilized.			
To teach Standard 4N.3.0, teachers will instruct students to solve problems involving addition, subtraction, multiplication, and division by using manipulatives, math fact drills, and problem solving strategies used and learned from the district-adopted textbook.	Ongoing throughout the school year based on mastery of the standard.	\$0	NA

**Vista Verde Elementary School
2010-11 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 9

Fifth grade students'comprehension and vocabulary development needs will be addressed as teachers work collaboratively to design effective lessons and interventions. Math mastery for each student will focus around place value as a basis for fractions, decimals, and percents. STANDARDS: 1. Comprehension: 5R.2.3- Discern main ideas and concepts presented in texts, identify and assess evidence that supports those ideas. 2. Vocabulary: 5R.1.3-Understand and explain frequently used synonyms, antonyms, and homographs. 3. Math: 5NS.1.1- Estimate, round and manipulate very large (e.g. millions) and very small (e.g., thousandths) numbers.			
What data led to this goal?	2009/10 CST scores, DIBELS Universal Assessments, beginning of year teacher assessment	What is this goal's relationship to LEA goals?	<input checked="" type="checkbox"/> Goal #1 - ELA <input checked="" type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	All students, with a specific emphasis on students performing below proficiency, SED and EL students.	What group data are to be collected to measure program effectiveness?	DIBELS, grade level created formative/summative assessments, trimester Snowline JUSD district ELA and MATH assessments, and 2010/11 CST scores
What are the specific means of measuring and evaluating this goal?	Bi-weekly/monthly progress monitoring for students performing at the Intensive/Strategic levels along with informal formative assessments, running records, and comprehension checks. Houghton Mifflin/Harcourt Brace assessments and grade level generated formative assessments will be utilized to guide ELA/MATH instruction for student mastery.	What is the anticipated growth expected from this goal?	10% growth for all students towards proficiency in ELA and MATH

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
To teach Standard 5R.2.3, teachers will instruct students to discern main ideas, identify and assess evidence that support those ideas by using the THIEVES (Title, Headings, Every first sentence, Visuals, End of Chapter questions, and Summary) method. Quick checks, Prove/Disprove strategies, formative assessments, oral responses, and informal observations will ensure student mastery. Rtl differentiated instruction rotations will address individual needs weekly. READS Naturally, LANGUAGE!, and Rewards strategies will assist students with individual comprehension/fluency needs. Collaborative Roll Call meetings will provide time for teachers to evaluate student progress and guide intervention/grade level instruction.	Ongoing throughout the school year Ongoing throughout the school year weekly	\$0 \$2350	NA SBCP

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
<p>To teach Standard 5R.1.3, teachers will instruct students to understand and explain frequently used synonyms, and homographs by utilizing vocabulary maps, Powerpoints, and Quick Checks.</p> <p>Rtl differentiated instruction rotations will address individual needs weekly. READS Naturally, LANGUAGE!, and Rewards strategies will assist students with individual comprehension/fluency needs.</p> <p>Collaborative Roll Call meetings will provide time for teachers to evaluate student progress and guide intervention/grade level instruction.</p>	<p>Ongoing throughout the school year</p> <p>weekly</p> <p>weekly</p>	<p>\$0</p>	<p>NA</p>
<p>To teach Standard 5N.1.1, teachers will instruct students to estimate , round, and manipulate very large (millions) and very small (thousandths) numbers by using pre-made practice template sheets that allow multiple variations of place value practice.</p> <p>Kinesthetic games that demonstrate place value and use of summative place value assessment will be used to guide instruction.</p> <p>The Interwrite Pad will be incorporated into math lessons and activities to guide instruction.</p>	<p>Ongoing throughout the school year</p> <p>weekly</p> <p>daily</p>	<p>\$0</p>	<p>NA</p>

**Vista Verde Elementary School
2010-11 School Improvement Plan Progress Monitoring
Snowline Joint Unified School District**

School Goal # 1: Our schoolwide goal is to meet API and AYP growth targets for the 2010-2011 school year by focusing on vocabulary development school-wide. Our main goal is to increase comprehension and English language development for all students, while targeting YELLOW(Strategic) and RED(Intensive) DIBELS, Dynamic Indicators of Early Literacy Skills, assessed students in compliance with Universal Assessment for RtI. During hour time periods per grade level, all resources are allocated to addressing the needs of students performing below grade level. Research-based interventions are provided based on individual need. Students performing at standard (proficiency) engage in enrichment activities to further higher level comprehension skills.

Progress Report Date: August-September 2010	Universal RtI Assessment, weekly, biweekly, monthly Progress Monitoring assessment for Red and Yellow student groups, frequent formative assessments for all students
Progress Report Date: January 2011	Universal RtI Assessment, weekly, biweekly, monthly Progress Monitoring assessment for Red and Yellow student groups, frequent formative assessments for all students, Santillana Universal Benchmark assessment for EL students
End-of-Year Evaluation Date: May-June 2011	Universal RtI Assessment, weekly, biweekly, monthly Progress Monitoring assessment for Red and Yellow student groups, frequent formative assessments for all students

School Goal # 2: Our schoolwide mathematics goal is to meet API and AYP growth targets for the 2010-2011 school year by focusing on number sense. Specifically, our goal is to increase math facts fluency for all students, while targeting students working below proficiency. Students performing at standard (proficiency) engage in enrichment activities to further understanding of mathematic concepts.

Progress Report Date: October-November 2010	Snowline JUSD grade level report card assessments, frequent formative assessments for all students
Progress Report Date: February 2011	Snowline JUSD grade level report card assessments, frequent formative assessments for all students
End-of-Year Evaluation Date: May-June 2011	Snowline JUSD grade level report card assessments, frequent formative assessments for all students

School Goal # 3: To provide a safe school environment that encourages students to make healthy choices daily.

Progress Report Date: January 2011	Student survey
Progress Report Date:	
End-of-Year Evaluation Date: June 2011	Student survey

School Goal # 4: Kindergarten students' vocabulary development needs will be addressed as teachers work collaboratively to design effective lessons and interventions. Math mastery for each student will focus around number sense through counting, recognizing, ordering, and making sets to 30.

STANDARDS:

1. Comprehension: K.R.2.4- Retell familiar stories
K.R.2.5- Ask and answer about essential elements of a text
2. Vocabulary: K.L.1.2- Share information and ideas, speaking audibly in complete sentences
3. Math: Number Sense K.1.2- Count, represent, name and order objects to 30

Progress Report Date: August-September 2010	Universal Rtl Assessment, weekly, biweekly, monthly Progress Monitoring assessment for Red and Yellow student groups, frequent formative assessments for all students Frequent formative assessments for all students
Progress Report Date: January 2011	Universal Rtl Assessment, weekly, biweekly, monthly Progress Monitoring assessment for Red and Yellow student groups, frequent formative assessments for all students Snowline JUSD grade level report card assessments, frequent formative assessments for all students
End-of-Year Evaluation Date: May-June 2011	Universal Rtl Assessment, weekly, biweekly, monthly Progress Monitoring assessment for Red and Yellow student groups, frequent formative assessments for all students Snowline JUSD grade level report card assessments, frequent formative assessments for all students

School Goal # 5: First grade students' language development needs will be addressed as teachers work collaboratively to design effective lessons and interventions. Specifically, comprehension and vocabulary development will be the main ELA focus toward mastery. Number sense will be the main focus for MATH mastery.

STANDARDS:

1. Comprehension: 1R.2.7: Retell the central ideas of simple expository or narrative passages
2. Vocabulary: 1.17: Classify grade appropriate categories of words
3. Math: 1N.2.1- Memorize addition facts (sums to 20) and corresponding subtraction facts

Progress Report Date: August-September 2010	Universal Rtl Assessment, weekly, biweekly, monthly Progress Monitoring assessment for Red and Yellow student groups, frequent formative assessments for all students Frequent formative assessments for all students
Progress Report Date: January 2011	Universal Rtl Assessment, weekly, biweekly, monthly Progress Monitoring assessment for Red and Yellow student groups, frequent formative assessments for all students Snowline JUSD grade level report card assessments, frequent formative assessments for all students
End-of-Year Evaluation Date: May-June 2011	Universal Rtl Assessment, weekly, biweekly, monthly Progress Monitoring assessment for Red and Yellow student groups, frequent formative assessments for all students Snowline JUSD grade level report card assessments, frequent formative assessments for all students

School Goal # 6: Second grade students' language development needs will be addressed as teachers work collaboratively to design effective lessons and interventions. Specifically, comprehension and vocabulary development will be the main ELA focus toward mastery. Number sense will be the main focus for MATH mastery.

STANDARDS:

1. Comprehension: R.2.6: Recognize cause and effect relationships in a text
2. Vocabulary: 1.17 Understand and explain common antonyms and synonyms
3. Math: N.1.1 Identify place value of numbers to 1,000

Progress Report Date: August-September 2010	Universal Rtl Assessment, weekly, biweekly, monthly Progress Monitoring assessment for Red and Yellow student groups, frequent formative assessments for all students Frequent formative assessments for all students
Progress Report Date: January 2011	Universal Rtl Assessment, weekly, biweekly, monthly Progress Monitoring assessment for Red and Yellow student groups, frequent formative assessments for all students Snowline JUSD grade level report card assessments, frequent formative assessments for all students
End-of-Year Evaluation Date: May-June 2011	Universal Rtl Assessment, weekly, biweekly, monthly Progress Monitoring assessment for Red and Yellow student groups, frequent formative assessments for all students Snowline JUSD grade level report card assessments, frequent formative assessments for all students

School Goal # 7: Third grade students' vocabulary development needs will be addressed as teachers work collaboratively to design effective lessons and interventions. Specifically, comprehension and vocabulary development will be the main ELA focus toward mastery. Number sense will be the main focus for MATH mastery.

STANDARDS:

1. Comprehension: 3 RW.2.3: Identify answers in an informational text
2. Vocabulary: 3RW1.4: Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meaning of words
3. Grammar: 3WC1.4: Identify and use subjects and verbs correctly in speaking and writing simple sentences.
4. Math: N 2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division.

Progress Report Date: August-September 2010	Universal Rtl Assessment, weekly, biweekly, monthly Progress Monitoring assessment for Red and Yellow student groups, frequent formative assessments for all students Frequent formative assessments for all students
Progress Report Date: January 2011	Universal Rtl Assessment, weekly, biweekly, monthly Progress Monitoring assessment for Red and Yellow student groups, frequent formative assessments for all students Snowline JUSD grade level report card assessments, frequent formative assessments for all students
End-of-Year Evaluation Date: May-June 2011	Universal Rtl Assessment, weekly, biweekly, monthly Progress Monitoring assessment for Red and Yellow student groups, frequent formative assessments for all students Snowline JUSD grade level report card assessments, frequent formative assessments for all students

School Goal # 8: Fourth grade students' vocabulary development and comprehensions needs will be addressed as teachers work collaboratively to design effective lessons and interventions. Math mastery for each student will focus around number sense through increase accuracy and automaticity with math facts and solving problems using math operations.

STANDARDS:

1. Comprehension: 4R.2.1- Identify structural story patterns such as compare and contrast, cause and effect, and sequence to develop comprehension skills
2. Vocabulary: 4R.1.2- Apply knowledge of word origins, synonyms, antonyms, and idioms
3. Math: 4N.3.0- Solve problems involving addition, subtraction, multiplication, and division

Progress Report Date: August-September 2010	Universal Rtl Assessment, weekly, biweekly, monthly Progress Monitoring assessment for Red and Yellow student groups, frequent formative assessments for all students Frequent formative assessments for all students
Progress Report Date: January 2011	Universal Rtl Assessment, weekly, biweekly, monthly Progress Monitoring assessment for Red and Yellow student groups, frequent formative assessments for all students Snowline JUSD grade level report card assessments, frequent formative assessments for all students
End-of-Year Evaluation Date: May-June 2011	Universal Rtl Assessment, weekly, biweekly, monthly Progress Monitoring assessment for Red and Yellow student groups, frequent formative assessments for all students Snowline JUSD grade level report card assessments, frequent formative assessments for all students

School Goal # 9: Fifth grade students' comprehension and vocabulary development needs will be addressed as teachers work collaboratively to design effective lessons and interventions. Math mastery for each student will focus around place value as a basis for fractions, decimals, and percents.

STANDARDS:

1. Comprehension: 5R.2.3- Discern main ideas and concepts presented in texts, identify and assess evidence that supports those ideas.
2. Vocabulary: 5R.1.3- Understand and explain frequently used synonyms, antonyms, and homographs.
3. Math: 5NS.1.1- Estimate, round and manipulate very large (e.g. millions) and very small (e.g., thousandths) numbers.

Progress Report Date: August-September 2010	Universal Rtl Assessment, weekly, biweekly, monthly Progress Monitoring assessment for Red and Yellow student groups, frequent formative assessments for all students Frequent formative assessments for all students
Progress Report Date: January 2011	Universal Rtl Assessment, weekly, biweekly, monthly Progress Monitoring assessment for Red and Yellow student groups, frequent formative assessments for all students Snowline JUSD grade level report card assessments, frequent formative assessments for all students
End-of-Year Evaluation Date: May-June 2011	Universal Rtl Assessment, weekly, biweekly, monthly Progress Monitoring assessment for Red and Yellow student groups, frequent formative assessments for all students Snowline JUSD grade level report card assessments, frequent formative assessments for all students

**Vista Verde Elementary School
2010-11 Title I Parent Compact**

Vista Verde Elementary School Compact for Learning

Student Responsibilities for 2010-2011

I will:

- Work hard to learn all the reading, writing, mathematics, and other subject area standards for my grade.
- Ask my family to read with or to me, or listen to me read, every night.
- Pay attention to my family, teacher, and ask questions when I need help.
- Come to school on time ready to learn, having had a healthy breakfast.
- Complete homework assignments on time and to the best of my ability.
- Follow the 3-B's of school-wide behavior to the best of my ability.
- Believe that I can and will learn.

Teacher Responsibilities for 2010-2011

I will:

- Educate families and students about standards and provide copies to them.
- Communicate frequently with parents.
- Coordinate with other programs to make sure nightly classroom or homework assignments do not exceed district time limits.
- Provide strategies to parents to assist the active involvement of families.
- Communicate and collaborate with colleagues to ensure that a consistent, seamless education for students exists.
- Participate in the professional development activities that our school has agreed upon.
- Set high standards in reading, language arts, mathematics, and other areas by providing high quality curriculum and instruction.
- Believe that all students can and will learn.

Student Signature

Parent/Guardian Signature

Family Responsibilities for 2010-2011

We will:

- Make sure that our child attends school regularly, eats a healthy breakfast, is on time, and is prepared to learn.
- Actively support our child's education.
- Will engage in meaningful conversations about school day events using complete sentences.
- Check homework every night to make sure it is complete and help our child remember to put it in her/his backpack before leaving for school.
- Learn the grade level standards so we know what our child must be able to do.
- Attend family involvement activities, including conferences or meetings with school staff.
- Read to or with our child, or listen to our child read, everyday, discuss the book with her/him, and help get the class or school library books returned when finished with them.
- Model and practice 3 B's behavior at home and at school.
- Believe that our child can and will learn.

Principal Responsibilities for 2010-2011

I will:

- Communicate with parents and community members in a monthly community newsletter, calendar, and family meetings regarding school-wide literacy programs and issues, testing, progress, and challenges surrounding learning. Hold at risk meetings for Kindergarten – 2nd grade and 3rd – 5th grades.
- Provide instructional leadership to teachers, families, and community partners in the implementation of grade level standards.
- Set high standards in reading, language arts, mathematics, and other areas by providing high quality curriculum and instruction.
- Establish training workshops for families to work with children on home activities.
- Welcome and involve all families, especially those who have not been involved with the school.
- Believe that all students can and will learn.

Teacher Signature

Principal Signature

**Vista Verde Elementary School
2010-11 Title I Site Parent Involvement Policy**

Vista Verde Elementary School

After School Education and Safety Program (ASES)

- Our school has received an ongoing grant to provide after school extended learning opportunities for students performing below grade level.
- Our ASES coordinator, Michele Hamrick, has reevaluated 09/10 data regarding the ASES effectiveness. Several important adjustments were made at the beginning of the 10/11 school year to the benefit of our 90 students who attend regularly.
- Homework and tutoring are the main focus of the three-hour daily program. Each of the six Instructional Associates are assigned to a grade level group of students in which relationships are formed and academic progress is made. RtI DIBELS information and teaching techniques are routinely shared with ASES Instructional Associates by grade level representatives to seamlessly guide intervention efforts.
- From the Student Study Team (SST) process, students performing below grade level are placed on the wait list for the ASES program.
- Attendance and early checkouts are closely monitored to raise accountability awareness for parents whose children participate in the program. When a participant's attendance drops below 85% or if the child behaves in an unsafe, inappropriate manner, the student is removed from the program to allow for the next student on the wait list to attend.
- FLASH Cash, a "monetary" system, was created to reward students for completed homework, positive behavior, and random acts of selflessness and kindness.
- Cross-curricular CLUBS were created this school year as culminating activities for Friday afternoons. Students may select one of six clubs, which include cooking, newspaper publishing, dance, computers, building, photography, crafts, etc.

Vista Verde Elementary School

Academic Vocabulary and Spelling Focus

- Our Rtl Coach, Georgia Moore, has researched best practices regarding academic vocabulary and spelling instruction for Socio-Economically disadvantaged students as well as English language learners.
- Research from Robert Marzano and Isabella Beck supports fortifying core language arts development through solid academic vocabulary instruction and focused spelling instruction using Words Their Way.
- Title I funds will be utilized to release teachers for grade level collaboration. Topics will include vocabulary instruction strategies, systematic spelling instruction, creating formative assessments based on standards, forming Prove and Disprove questions, and fortifying core instruction overall.
- Teacher mentoring is provided at the district and site level. (See Staff Development Addendum.)

Vista Verde Elementary School

Staff Development Plan

- Given the fact 10% of Title I will be allocated to staff development due to our Program Improvement status, our RtI team has identified necessary areas for continued staff improvement.
- District level staff development is provided by highly qualified individuals. Pam Buchanan, Staff Development Coordinator, Linda McInerny, District EL Coordinator, and Kathy Abbott provide various staff development modules.
- Site level staff development opportunities are provided by our RtI coach, Georgia Moore and Amy Janssen, EL Coach.
- Staff development focus for 10/11:
 - a. Comprehension strategies for Pre-K to grade 5 provided by Pam Buchanan on STPT Collaboration Wednesdays.
 - b. EL/GLAD strategies and EL guidelines on retention, interventions, learning styles, etc are provided by Linda McInerny during monthly staff meetings.
 - c. Words Their Way spelling instruction provided Georgia Moore and Pam Buchanan Spring 2011 for full implementation during the 11/12 school year.
 - d. Vocabulary development strategies and mapping provided by Georgia Moore. All Instructional Associates have been trained in the use of the school-wide vocabulary map system.
 - e. Technology training on Interwrite Pads and MOBI unison responders from Digital Edge. Streamlined lessons with Prove/Disprove questions provide minute by minute formative assessment results to guide instruction immediately.
 - f. Classroom management module from Pam Buchanan.
 - g. Professional Learning Community Guiding Coalition attends bi-monthly meetings in Rancho Cucamonga, California to learn the art of collaboration within the RtI framework. Full implementation of PLC meeting style by 11/12 school year.
 - h. Release time for grade level teachers to discuss best practices, vertical alignment within grade level, and horizontal alignment with one grade level below, and one grade level above to focus on student mastery.

Vista Verde Elementary School

Responsibility Plan

- As the Principal, my responsibility is to frequently analyze student progress using DIBELS, support teachers in student content mastery, and create a school plan that will guide our academic year. In addition to the managerial tasks, as the instructional leader of the school, my goal is to analyze student data, update the school plan, and dissect the Academic Programs Survey to analyze our current instructional and staff development needs.

District Level assistance

- Provide training for principal and staff in administering the Academic Program Survey (APS).
- Ensure appropriate staff development for principals and staff such as, but not limited to: Professional Learning Communities (PLC), EL standards and strategies, and RTI².
- Provide data analysis assistance, both in providing the data and in helping to analyze it.
- Provide help with writing the school plan, including the requirements of Program Improvement (PI).
- Provide assistance in analyzing and revising the school budget to fund activities most likely to increase student achievement.
- Provide assistance in choosing effective instructional methods and strategies.
- District level Curriculum and Instruction Support Services personnel include the following highly qualified professionals: Pam Buchanan, Staff Development Coordinator, Linda McInerney, EL Coordinator, Kathy Abbott, Projects Coordinator, Dave Winward, Technology Coordinator, among others, who support our district schools in various ways. (See Staff Development Addendum for more information.)

Vista Verde Elementary School Rtl Rotation System

- Within Rtl team meetings, which consists of the Principal, Rtl Coach, Special Education representative, EL Coach, counselor, and grade level representation, important Vista Verde systems, policies, schedules, and practices were evaluated for effectiveness at the end of the 09/10 school year.
- Prior to the start of the 10/11 school year, the bell schedule was revised to accommodate daily Rtl intervention rotations.
- Within this system, all human resources were clustered into one grade level for an hour each Monday through Thursday.
- Weekly professional learning community collaboration opportunities were embedded into the schedule to allow time for grade levels to make student centered decision based on data.
- By the third week of school, all 800 students were assessed using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in the newly created Assessment and Rtl Resource Room.
- Using DIBELS assessment data, teachers collaboratively decide on which interventions should be provided to ensure each student masters grade level power standards.
- Red, or intensive, interventions provide research-based remediation skills for students working two or more grade levels below current standard. Students performing in this level are assessed weekly to closely monitor progress toward standard. Continual weekly analysis of this data guides grade level discussions in regards to the appropriateness and effectiveness of current interventions.
- Yellow, or strategic, interventions provide research-based strategies for student working one grade level below current standard. Students performing in this level are assessed every 2-3 weeks to closely monitor progress toward standard. Continual weekly analysis of this data guides grade level discussions in regards to the appropriateness and effectiveness of current interventions.
- Green, or strategic, interventions provide students who are performing at or above proficiency with higher level comprehension and in-depth critical thinking skills. Literature circles, character study activities, and passion projects give proficient students ample practice in applying grade level standards.

- Parents are informed of their child's progress during progress report and report card reporting periods and conferences, as well as during information sessions with the Principal which will occur in January 2011. Family-friendly activities will be shared to enhance the home-school connection and standard mastery for individual students.