

SNOWLINE JOINT UNIFIED SCHOOL DISTRICT

2009-10

Plan Year

– AYP –

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Wrightwood Elementary School

School Name

Dale Levine

Principal

Date of this revision: December 9, 2009

The District Governing Board approved this revision of the School Plan on January 26, 2010.

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

– Contents –

1. Categorical Funding Allocation	Page 3
2. School Site Council Membership	Page 4
3. Recommendations and Assurances	Page 5
4. School Demographics	Page 6
5. Description of Data Collection and Analysis	Page 7
6. AYP Performance Goals	Page 8
7. 2009-10 School Goals	Page 9
8. Grade/Course Plans to Meet Goals	Page
9. School Improvement Progress Report	Page
10. Title I Parent Compact	Page
11. Title I Site Parent Involvement Policy	Page
12. Title 1 Schoolwide Requirements	Page

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.	\$32,198

State Programs		Allocation
[]	Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Assist educationally disadvantaged students in regular program	\$
[]	Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop English fluency and academic proficiency of EL students	\$
[]	School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs	\$22,007
[]	Gifted and Talented Education <u>Purpose:</u> Assist eligible students in regular program and enrichment	\$
[]	Site Based Coordinated Plan (SBCP)	\$
[]	English Language Acquisition Program (ELAP)	\$
Total amount of state categorical funds allocated to this school:		\$

Federal Programs under No Child Left Behind (NCLB)		Allocation
[]	Title I, Part A: Schoolwide Program <u>Purpose:</u> Update entire educational program in eligible high poverty schools	\$
[]	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:		\$
Total amount of state and federal categorical funds allocated to this school		\$54,205

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
Dale Levine	[X]	[]	[]	[]	[]
Leslie Sikes	[]	[X]	[]	[]	[]
Lori Johnston	[]	[X]	[]	[]	[]
Corinne Foley	[]	[X]	[]	[]	[]
R'leo Schreiber	[]	[]	[X]	[]	[]
Teree LaVogue	[]	[]	[]	[X]	[]
Eileen Mastro	[]	[]	[]	[X]	[]
Bernie Moxley	[]	[]	[]	[X]	[]
Kris Keene	[]	[]	[]	[X]	[]
Barbara Felgar	[]	[]	[]	[X]	[]
Numbers of members of each category	1	3	1	5	

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.

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*check those that apply*):

English Learner Advisory Committee

Gifted and Talented Education Program Advisory Committee

Other (*list*):

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Education Agency Plan (LEAP).
5. This school plan 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.
6. This school plan was adopted by the school site council on:

Attested:

<u>Dale Levine</u> Typed name of school principal	_____ Signature of school principal	_____ Date
_____ Typed name of SSC chairperson	_____ Signature of SSC chairperson	_____ Date

SCHOOL PROFILE / DEMOGRAPHIC INDICATORS
Wrightwood 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	35	0	0	0	0	0	0	8	0
1	66	3	0	1	2	0	0	14	0
2	57	2	0	0	1	2	0	22	0
3	58	3	0	0	3	0	0	14	1
4	63	1	0	4	0	2	0	21	2
5	44	4	0	2	2	2	0	10	1
Totals:	323	13	0	7	8	6	0	89	4

Percentage of Enrollment by Ethnicity	
American Indian	0.31%
Asian	0.31%
Black	1.86%
Hispanic	8.36%
White	87.93%
Multiple/No Response	1.24%

Mobility for End-of-Year (June 2009)	
a. Total Year Losses:	32
b. Total Gains:	18
c. Total (a+b)	50
d. Mobility Rate: (c+total population)	.14

End-of-Year (June 2009) Data				
	SST Referrals	Suspensions	Expulsions	Retentions
K	2	0	0	0
1	7	0	0	1
2	5	0	0	0
3	12	0	0	0
4	2	0	0	0
5	4	1	0	0
Totals:	30	1	0	1

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.

Focus on Standards (FOS) Coaches meet regularly with district curriculum team members to analyze benchmark assessments, and based on those results, plan for needed intervention, and strategies to improve instruction. FOS Coaches, or district curriculum team members provide specific staff development as needed or requested to assist in the goals.

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	2009 Goal	2009 Achievement	Goal Met	2010 AMO	School Goal
All Students	46%* / 44.5%**	78.2	Yes	56.8%* / 55.6%**	56.8%
African American	46%* / 44.5%**	--	--	56.8%* / 55.6%**	
American Indian	46%* / 44.5%**	--	--	56.8%* / 55.6%**	
Asian	46%* / 44.5%**	--	--	56.8%* / 55.6%**	
Hispanic	46%* / 44.5%**	72.2	--	56.8%* / 55.6%**	56.8%
White	46%* / 44.5%**	79.3	Yes	56.8%* / 55.6%**	56.8%
Socioeconomically Disadvantaged	46%* / 44.5%**	63.0	Yes	56.8%* / 55.6%**	56.8%
English Learners	46%* / 44.5%**	--	--	56.8%* / 55.6%**	
Students with Disabilities	46%* / 44.5%**	50.0	--	56.8%* / 55.6%**	56.8%

* = AYP Target for Elementary/Middle Schools: (2009=46%), (2010=56.8%)

** = AYP Target for High Schools: (2009=44.5%), (2010=55.6%)

Mathematics					
Student Population	2009 Goal	2009 Achievement	Goal Met	2010 AMO	School Goal
All Students	47.5%* / 43.5%**	76.1	Yes	58%* / 54.8%**	58%
African American	47.5%* / 43.5%**	--	--	58%* / 54.8%**	
American Indian	47.5%* / 43.5%**	--	--	58%* / 54.8%**	
Asian	47.5%* / 43.5%**	--	--	58%* / 54.8%**	
Hispanic	47.5%* / 43.5%**	66.7	--	58%* / 54.8%**	58%
White	47.5%* / 43.5%**	77.4	Yes	58%* / 54.8%**	58%
Socioeconomically Disadvantaged	47.5%* / 43.5%**	59.3	Yes	58%* / 54.8%**	58%
English Learners	47.5%* / 43.5%**	--	--	58%* / 54.8%**	
Students with Disabilities	47.5%* / 43.5%**	57.7	--	58%* / 54.8%**	58%

* = AYP Target for Elementary/Middle Schools: (2009=47.5%), (2010=58%)

** = AYP Target for High Schools: (2009=43.5%), (2010=54.8%)

**Wrightwood Elementary School
2009-10 School Area Goals**

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. A goal for Safe and Drug Free Schools was also written.

SCHOOL GOAL #1	
Based on analysis of program components from local and state data, demographics, and other pertinent information:	
Subject Area: <input type="checkbox"/> English/Language Arts <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Safe and Drug Free <input type="checkbox"/> Other:	
Goal: Students will learn in a safe, drug-free environment.	
Student subgroups and grade levels to participate in this goal: All Students	Anticipated annual performance growth for each subgroup, grade level: No incidents regarding drug usage, less safety concerns
Method of evaluating progress toward this goal: Elementary counselor referrals Safety issues Suspensions Evaluation of "Too Good for Drugs" program Evaluation of School Safety Plan Principals referrals	Subgroup data to be collected to measure academic gains:

Areas of Focus to Reach the Goal (Teaching and Learning, Staffing, Professional Development, etc.)	Proposed Expenditures	Estimated Cost	Funding Source	Centralized Service
• "Too Good for Drugs" curriculum presented to all students	Too Good for Drugs supplemental materials			<input checked="" type="checkbox"/>
• Observe Red Ribbon Week, with activities scheduled to reinforce the importance of living a drug-free life.	Too Good for Drugs instructor			<input checked="" type="checkbox"/>
• Schedule an assembly stressing the importance of being drug free.	Assembly to be announced		Parent Teacher Group Funds	<input type="checkbox"/>
• Implement Positive Behavior Interventions and Supports (PBIS)	Training for PBIS/ subs			<input checked="" type="checkbox"/>
				<input type="checkbox"/>

**Wrightwood Elementary School
2009-10 School Area Goals**

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. A goal for Safe and Drug Free Schools was also written.

SCHOOL GOAL #2	
Based on analysis of program components from local and state data, demographics, and other pertinent information:	
Subject Area: <input checked="" type="checkbox"/> English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Safe and Drug Free <input type="checkbox"/> Other:	
Goal: Writing Strategies and Reading Comprehension	
Student subgroups and grade levels to participate in this goal: Kindergarten through 5th grade Students with Disabilities Economically Disadvantaged	Anticipated annual performance growth for each subgroup, grade level: Total Students: 70.6% Students w/Disabilities: 46% Economically Disadvantaged: 55.8%
Method of evaluating progress toward this goal: Teacher-made assessments Interim assessments Writing Prompts	Subgroup data to be collected to measure academic gains: Teacher-made assessments Accelerated Reader reports Interim assessments Writing Prompts

Areas of Focus to Reach the Goal (Teaching and Learning, Staffing, Professional Development, etc.)	Proposed Expenditures	Estimated Cost	Funding Source	Centralized Service
A Collaboration Wednesday session will include articulation and unwrapping of a standard. Collaboration and evaluation of writing prompts and samples (K-5th)	none	none	none	[] [] [] [] []
"Handwriting without Tears"	Consumable materials	\$1225	SIP	[] [] [] [] []
Response to Instruction (K-5th) and Response to Intervention (K-2nd)	District on-going RTI ² training	none	none	[X] [] [] [] []
Assistance for struggling readers	Instructional Associate	\$14,386	SIP	[] []
The RSP teacher will schedule a combination of inclusion and pullout programs to address the needs of the SWD population	None	none	none	[] [] []

**Wrightwood Elementary School
2009-10 School Area Goals**

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. A goal for Safe and Drug Free Schools was also written.

SCHOOL GOAL #3	
Based on analysis of program components from local and state data, demographics, and other pertinent information:	
Subject Area: [] English/Language Arts [X] Mathematics [] Safe and Drug Free [] Other:	
Goal: Improve in the areas of: 1. Number sense, fractions, and measurement 2. Decimals and fractions 3. Algebra and functions	
Student subgroups and grade levels to participate in this goal: Kindergarten --3rd grade (Goal #1) 4th grade (Goal #2) 5th grade (Goal #3) Students with Disabilities, Economically Disadvantaged	Anticipated annual performance growth for each subgroup, grade level: Total Students: 78% SWD: 64.3% Economically Disadvantaged: 59.6%
Method of evaluating progress toward this goal: Teacher-made assessments Interim assessments CST/math	Subgroup data to be collected to measure academic gains: Teacher-made assessments Interim assessments CST/math

Areas of Focus to Reach the Goal (Teaching and Learning, Staffing, Professional Development, etc.)	Proposed Expenditures	Estimated Cost	Funding Source	Centralized Service
A Collaboration Wednesday session will include articulation and unwrapping of a standard.	none	none	none	[]
Collaboration Wednesday sessions and grade level meetings to monitor and adjust math instruction.	none	none	none	[]
The RSP teacher will schedule a combination of inclusion and pullout programs to address the needs of the SWD population.	none	none	none	[]

**Wrightwood Elementary School
2009-10 School Area Goals**

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. A goal for Safe and Drug Free Schools was also written.

SCHOOL GOAL #4	
Based on analysis of program components from local and state data, demographics, and other pertinent information:	
Subject Area: <input type="checkbox"/> English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Safe and Drug Free <input checked="" type="checkbox"/> Other: Parent Involvement	
Goal: To increase parent awareness and involvement with the school.	
Student subgroups and grade levels to participate in this goal: All parents	Anticipated annual performance growth for each subgroup, grade level:
Method of evaluating progress toward this goal: Increase attendance at parent involvement programs	Subgroup data to be collected to measure academic gains:

Areas of Focus to Reach the Goal (Teaching and Learning, Staffing, Professional Development, etc.)	Proposed Expenditures	Estimated Cost	Funding Source	Centralized Service
To increase communication with parents: Parent handbook available on website 8/09 Monthly newsletters and calendars sent home and on website, including articles relating to parent involvement School Site Council meetings scheduled regularly "Breakfast with the Principal" programs scheduled throughout the year Important dates and events displayed on the marquee and on the school website Parent-teacher conferences scheduled twice a year Progress reports and report cards sent home PTG parent-sibling events scheduled throughout the year	none	none	none	[] [] [] [] []

**Wrightwood Elementary School
2009-10 School Area Goals**

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. A goal for Safe and Drug Free Schools was also written.

SCHOOL GOAL #5	
Based on analysis of program components from local and state data, demographics, and other pertinent information:	
Subject Area: [] English/Language Arts [] Mathematics [] Safe and Drug Free [] Other:	
Goal:	
Student subgroups and grade levels to participate in this goal:	Anticipated annual performance growth for each subgroup, grade level:
Method of evaluating progress toward this goal:	Subgroup data to be collected to measure academic gains:

Areas of Focus to Reach the Goal (Teaching and Learning, Staffing, Professional Development, etc.)	Proposed Expenditures	Estimated Cost	Funding Source	Centralized Service
				[] [] [] [] []

**Wrightwood Elementary School
2009-10 Grade/Course Plan to Meet Goals**

Course/Grade: Kindergarten /	Team Participants: Laura McKay and Lori Johnston
School Goal: [X] English/Language Arts [] Mathematics [] Other:	
Area(s) of Focus: Writing and Reading Comprehension	

Actions What steps will you take to achieve the school goal?	Timeline	Method of Evaluation	Persons Responsible
<p>1.1 Organization and Focus Use letters and phonetically spelled words. Handwriting 2.without Tears strategies used in daily writing Continue modeling of writing Learning Headquarters graphic organizers will be use.</p> <p>2.2 Use pictures and context to make predictions about content. Houghton-Mifflin series will present this standard</p> <p>2.3 Connect to life experiences the information and events in texts.</p> <p>2.5 Ask and answer questions about essential elements of a text. Continue to use the Houghton-Mifflin series.</p>	On-going	<p>Formal Assessment using writing rubric</p> <p>Informal assessment through observation</p> <p>Formal and informal assessments Roll Call meetings</p>	K teachers

**Wrightwood Elementary School
2009-10 Grade/Course Plan to Meet Goals**

Course/Grade: Kindergarten /	Team Participants: Laura McKay and Lori Johnston
School Goal: [] English/Language Arts [X] Mathematics [] Other:	
Area(s) of Focus: Number Sense	

Actions What steps will you take to achieve the school goal?	Timeline	Method of Evaluation	Persons Responsible
<p>1.2 Count, recognize, and represent name and order objects up to 30. Use letters and phonetically spelled words.</p> <p>Daily routines including daily calendar, number line counting, and "Problem of the Day"</p> <p>Harcourt Brace math series and supplemental materials will be used.</p>	on-going	<p>Oral counting assessment Number recognition assessment Informal, group and individual responses</p>	K teachers

**Wrightwood Elementary School
2009-10 Grade/Course Plan to Meet Goals**

Course/Grade: 1st Grade /	Team Participants: Lori Johnston, Leslie Sikes, Cynthia Govin, Corinne Foley, and Nicole LaFever
School Goal: [X] English/Language Arts [] Mathematics [] Other:	
Area(s) of Focus: Writing Strategies and Reading Comprehension	

Actions What steps will you take to achieve the school goal?	Timeline	Method of Evaluation	Persons Responsible
1.2 Use descriptive words when writing Graphic organizers from Learning Headquarters will be used for teacher modeling and student use. During writer's workshop, students will have access to "picture idea cards" with descriptive words.		District writing rubric after each trimester.	1st grade teachers
1.3 Print legibly and space letters, words, and sentences Use Handwriting Without Tears strategies during daily writing. Use teacher modeling daily to demonstrate use of "spaceman", return sweep, capitalization, and punctuation.		Informal assessment through observation	
2.1 Identify text that uses sequence or other logical order	on-going	DIBELS oral reading fluency	1st grade and RSP teacher
2.2 Respond to who, what, where, and how questions Use story selections from Houghton Mifflin, Accelerated Reader books, and LHQ graphic organizers. Use research-based supplemental materials (PALS). Instruction includes picture walk, read, and retell.	3x per week	HM Theme Skills tests and AR quiz results Teacher observation and informal assessments	1st grade teachers and RTI instructional associates

**Wrightwood Elementary School
2009-10 Grade/Course Plan to Meet Goals**

Course/Grade: 1st Grade /	Team Participants: Lori Johnston, Leslie Sikes, Cynthia Govin, Corinne Foley, and Nicole La Fever
School Goal: [] English/Language Arts [X] Mathematics [] Other:	
Area(s) of Focus: Number Sense	

Actions What steps will you take to achieve the school goal?	Timeline	Method of Evaluation	Persons Responsible
N.S. 2.5 Show the meaning of addition and subtraction. Use story problems, real-life demonstrations, and manipulatives to show mathematical equations. Use core instruction and supplemental materials (Drops in the Bucket" and "Minute Math") to reinforce skills	on-going	Informal observations Chapter tests Weekly timed tests	1st grade teachers

**Wrightwood Elementary School
2009-10 Grade/Course Plan to Meet Goals**

Course/Grade: 2nd Grade /	Team Participants: Leslie Sikes, Carole Ontiveros, Kathleen Holman, and Arlene Corte
School Goal: [X] English/Language Arts [] Mathematics [] Other:	
Area(s) of Focus: Writing and Reading Comprehension	

Actions What steps will you take to achieve the school goal?	Timeline	Method of Evaluation	Persons Responsible
<p>1.4 Revise drafts to improve sequence and descriptive detail. Use Houghton Mifflin text writing strategies, Learning Headquarters, and other research-based writing activities that emphasize editing.</p> <p>Implement revising/editing procedures for ALL writing assignments by using the editing checklist and proof reading to a peer.</p> <p>Continue teaching students to add detail using writing techniques (i.e. rolling dice for who, what, where, when, and why).</p> <p>Meet with grade level to look over writing samples and evaluate</p>	on-going	Finished final drafts	2nd grade teachers
<p>Reading Comprehension Standard:</p> <p>Continue core instruction using Houghton Mifflin, Accelerated Reader, and research-based supplemental activities.</p> <p>Assess students using DIBELS, HM assessments, and interim assessments.</p> <p>Participate in formal roll call meetings to determine types and amount of instruction.</p>	On-going	Test results AR records/reports Roll Call Interim assessments in Oct., Dec., and Feb.	2nd grade teachers, RSP teacher and RTI Instructional Associates

**Wrightwood Elementary School
2009-10 Grade/Course Plan to Meet Goals**

Course/Grade: 2nd grade /	Team Participants: Leslie Sikes, Carole Ontiveros, Kathleen Holman
School Goal: [] English/Language Arts [X] Mathematics [] Other:	
Area(s) of Focus: Measurement and Geometry	

Actions What steps will you take to achieve the school goal?	Timeline	Method of Evaluation	Persons Responsible
1.4 Tell time to the nearest quarter hour and know relationships of time. 2.1 Describe and classify plane and solid geometric shapes according to the number and shape of faces, edges, and vertices. Continue core instruction using Harcourt Brace math series and research-based supplemental programs ("Drops in the Bucket", Everyday Math and Mountain Math) Evaluate on-going assessments (Chapter tests, interim assessments, and Bellwork) Reteach, when necessary	On-going	Chapter tests and interim assessments	2nd grade teachers

**Wrightwood Elementary School
2009-10 Grade/Course Plan to Meet Goals**

Course/Grade: 3rd Grade /	Team Participants: Debbie Taylor, Morgan McKenzie, and Dawn Coberly
School Goal: [X] English/Language Arts [] Mathematics [] Other:	
Area(s) of Focus: Writing and Reading Comprehension	

Actions What steps will you take to achieve the school goal?	Timeline	Method of Evaluation	Persons Responsible
<p>1.3 Identify subject/verb agreement; use pronouns, adjectives, compound words and articles.</p> <p>Students will proofread writing to a peer or the wall.</p> <p>Continue instruction from the Houghton Mifflin text.</p> <p>2.6 Extract information from the text, including problems and solutions.</p> <p>Read story selections from the Houghton Mifflin text.</p> <p>Discuss characters, problems and solutions, and the theme</p> <p>Write paragraph using the summary form.</p> <p>Continue Accelerated Reader practice.</p>	On-going	District writing assessment in November and February Weekly writing of summary Student writing of summary of story Accelerated Reader scores	3rd grade teachers

**Wrightwood Elementary School
2009-10 Grade/Course Plan to Meet Goals**

Course/Grade: 3rd Grade /	Team Participants: Debbie Taylor, Morgan McKenzie, and Dawn Coberly
School Goal: [] English/Language Arts [X] Mathematics [] Other:	
Area(s) of Focus: Math Facts, and Measurement & Geometry	

Actions What steps will you take to achieve the school goal?	Timeline	Method of Evaluation	Persons Responsible
1.1 -- 1.4 Measurement and Geometry standards 2.1 -- 2.4 Measurement and Geometry standards Include measurement and geometry problems in daily Bellwork. Provide extra support for students through the SAI program. 2.2 Memorize the multiplication table for numbers between 1 and 10 2.3 Multiply multi-digit numbers by one-digit numbers Use multiplication games to teach concept of multiplication Include multiplication problems in daily Bellwork Administer Harcourt Brace textbook tests and evaluate results Provide extra support for students through the SAI program	On-going	Weekly timed tests Chapter tests, when appropriate.	3rd Grade teachers

**Wrightwood Elementary School
2009-10 Grade/Course Plan to Meet Goals**

Course/Grade: 4th Grade /	Team Participants: Nora Khachatoorian and Jada Speers
School Goal: [X] English/Language Arts [] Mathematics [] Other:	
Area(s) of Focus: Writing Strategies	

Actions What steps will you take to achieve the school goal?	Timeline	Method of Evaluation	Persons Responsible
<p>1.2 Create multiple-paragraph compositions with (a) an introductory paragraph, (b) a central idea and a topic sentence, (c) supporting paragraphs, and (d) a conclusion that summarizes the points.</p> <p>During trimester 1, the genre will be Response to Literature. The first four weeks focuses on writing paragraphs.</p> <p>Teachers and students will collaboratively complete essays before students write independently.</p> <p>Trimester 2 will focus on summary writing.</p> <p>Trimester 3 will focus on narrative writing.</p>	On-going	Evaluation of independent writing tasks.	4th grade teachers

**Wrightwood Elementary School
2009-10 Grade/Course Plan to Meet Goals**

Course/Grade: 4th Grade /	Team Participants: Nora Khachatoorian and Jada Speers
School Goal: [] English/Language Arts [X] Mathematics [] Other:	
Area(s) of Focus: Decimals and Fractions	

Actions What steps will you take to achieve the school goal?	Timeline	Method of Evaluation	Persons Responsible
1.5 Explain different meanings of fractions (part of set); know equivalents of fractions 1.6 Write tenths and hundredths in decimals and fractions, know equivalents for halves and fourths 1.7 Write the fraction represented by drawing of parts of a fraction 1.9 Identify on a number line in the relative position of a positive fraction and mixed number Fractions will be reviewed in daily Bellwork. Homework will reinforce fraction lessons taught. Introduce fractions early in the year, using the third and fourth grade math lessons and assessments.	On-going	Weekly assessments	4th grade teachers

**Wrightwood Elementary School
2009-10 Grade/Course Plan to Meet Goals**

Course/Grade: 5th Grade /	Team Participants: Jada Speers and Amanda Krisely
School Goal: [X] English/Language Arts [] Mathematics [] Other:	
Area(s) of Focus: Writing Strategies	

Actions What steps will you take to achieve the school goal?	Timeline	Method of Evaluation	Persons Responsible
<p>1.2 Create multiple-paragraph expository compositions with (a) a topic or events in sequence, (b) details and transitions, and (c) a conclusion that summarizes.</p> <p>Trimester 1 will focus on response to literature. The first four weeks focuses on writing paragraphs.</p> <p>Teachers and students will collaboratively complete essays before students write independently.</p> <p>Trimester 2 will focus on summary writing.</p> <p>Trimester 3 will focus on persuasive writing.</p> <p>Collaboration will include specific methods of teaching transitions, etc.</p>	On-going	Collaborative evaluation of selected essays on a monthly basis, sharing	5th grade teachers

**Wrightwood Elementary School
2009-10 Grade/Course Plan to Meet Goals**

Course/Grade: 5th Grade /	Team Participants: Jada Speers and Amanda Krisely
School Goal: [] English/Language Arts [X] Mathematics [] Other:	
Area(s) of Focus: Operations with fractions and decimals	

Actions What steps will you take to achieve the school goal?	Timeline	Method of Evaluation	Persons Responsible
1.2 Interpret percents as part of a hundred; find decimal and percent equivalents for common fractions; and compute a given percent of a number. 2.1 Add, subtract, multiply, and divide decimals. 2.2 Solve simple problems...involving addition and subtraction of fractions and mixed numbers..simplest form. A review of standards that have been taught will be incorporated into daily Bellwork and homework. Mini-lessons from results will provide remediation on a daily basis. Instructional Associate and SAI inclusion & pullout programs	On-going	Weekly formative assessments	5th Grade teachers

**Wrightwood Elementary School
2009-10 School Improvement Progress Report 1**

School: Wrightwood Elementary School

Subject Area: ELA

Grade: K

	Summative Data State Results	Data Point #1 Interim and Other Assessments	Data Point #2 Interim and Other Assessments	Data Point #3 Interim and Other Assessments
Data Statements	Economically Disadvantaged students scored 62.3% on Word Analysis and Vocabulary on the second grade test.			
School Improvement Goals	Our goal is to increase to 65% proficient on Work Analysis and vocabulary on the second grade test.			
Action Plan	Houghton-Mifflin series, Handwriting without Tears, and district RTI handbook.			
Evidence	Teacher Observation			

**Wrightwood Elementary School
2009-10 School Improvement Progress Report 2**

School: Wrightwood Elementary School

Subject Area: Math

Grade: Kindergarten

	Summative Data State Results	Data Point #1 Interim and Other Assessments	Data Point #2 Interim and Other Assessments	Data Point #3 Interim and Other Assessments
Data Statements	In the number strand which has the most questions on the CST, students scored 83.1% on the 2nd grade test.			
School Improvement Goals	Our goal is to increase to 80% on the multiplication, division and fraction section of the CST test.			
Action Plan	Oral math activities with a daily "Problem of the Day", consistent terminology from the 2nd grade list, skip counting for multiplication & sorting activities for division.			
Evidence	Teacher Observation			

**Wrightwood Elementary School
2009-10 School Improvement Progress Report 3**

School: Wrightwood Elementary School

Subject Area: ELA

Grade: 1st

	Summative Data State Results	Data Point #1 Interim and Other Assessments	Data Point #2 Interim and Other Assessments	Data Point #3 Interim and Other Assessments
Data Statements	Economically Disadvantaged students scored 62.3% on Word Analysis and Vocabulary on the second grade test.			
School Improvement Goals	Our goal is to increase to 65% proficient on Word Analysis and vocabulary on the 2nd grade test.			
Action Plan	Accelerated Reader LHQ graphic organizers District RTI handbook Use research-based supplemental materials (PALS).			
Evidence	Teacher Observation Theme Skills Tests Dibels results			

**Wrightwood Elementary School
2009-10 School Improvement Progress Report 4**

School: Wrightwood Elementary School

Subject Area: Math

Grade: 1st Grade

	Summative Data State Results	Data Point #1 Interim and Other Assessments	Data Point #2 Interim and Other Assessments	Data Point #3 Interim and Other Assessments
Data Statements	In the number strand, which has the most questions on the CST, students scored 83.1% on the 2nd grade test.			
School Improvement Goals	Our goal is to increase to 80% on the multiplication, division, and fraction section of the CST test.			
Action Plan	Use story problems, real-life demonstrations, and manipulatives to show mathematical equations. Use research-based supplemental programs, "Drops in the Bucket" and Mountain math.			
Evidence	Chapter tests, interim assessments, and informal observations			

**Wrightwood Elementary School
2009-10 School Improvement Progress Report 5**

School: Wrightwood Elementary School

Subject Area: ELA

Grade: 2nd

	Summative Data State Results	Data Point #1 Interim and Other Assessments	Data Point #2 Interim and Other Assessments	Data Point #3 Interim and Other Assessments
Data Statements	Economically Disadvantage students scored 62.3% on Word Analysis and Vocabulary on the 2nd grade test.			
School Improvement Goals	Our goal is to increase to 65% proficient on Word Analysis and vocabulary on the 2nd grade test.			
Action Plan	Accelerated Reader, and research-based supplemental activities. Formal roll call meetings will determine types and amount of instruction.			
Evidence	End of story tests, theme tests, Daily Language Review, Dibels data and interim assessments.			

**Wrightwood Elementary School
2009-10 School Improvement Progress Report 6**

School: Wrightwood Elementary School

Subject Area: Math

Grade: 2nd

	Summative Data State Results	Data Point #1 Interim and Other Assessments	Data Point #2 Interim and Other Assessments	Data Point #3 Interim and Other Assessments
Data Statements	Measurement and Geometry results indicated a decrease from 79.4% to 72.9% on the 2nd grade CST.			
School Improvement Goals	Our goal is to increase to 79% on the Measurement and Geometry section of the CST.			
Action Plan	Use research-based supplemental programs, "Drops in the Bucket", Everyday Math, and Mountain Math.			
Evidence	Chapter tests, interim assessments, and Bellwork			

**Wrightwood Elementary School
2009-10 School Improvement Progress Report 7**

School: Wrightwood Elementary School

Subject Area: ELA

Grade: 3rd

	Summative Data State Results	Data Point #1 Interim and Other Assessments	Data Point #2 Interim and Other Assessments	Data Point #3 Interim and Other Assessments
Data Statements	All students scored 74.3% on Reading Comprehension, with economically disadvantaged at 65.3% on the 3rd grade test.			
School Improvement Goals	Our goal is to increase to 74#% for the Economically Disadvantaged on the 3rd grade CST.			
Action Plan	Read story selections from the Houghton Mifflin text. Discuss characters, problems and solutions, and the theme. Continue Accelerated Reader practice.			
Evidence	End of story tests, theme tests, Bellwork, and interim assessments.			

**Wrightwood Elementary School
2009-10 School Improvement Progress Report 8**

School: Wrightwood Elementary School

Subject Area: Math

Grade: 3rd grade

	Summative Data State Results	Data Point #1 Interim and Other Assessments	Data Point #2 Interim and Other Assessments	Data Point #3 Interim and Other Assessments
Data Statements	CST results indicated a decrease from 79.1% to 69.6% for the Economically Disadvantaged and from 82.4 to 80.4 for all students in Measurement and Geometry.			
School Improvement Goals	Our goal is to increase to 79.1% for the Economically Disadvantaged and 82.4 for all students.			
Action Plan	Measurement units will be taught prior to Spring Recess. Daily "Bellwork" will include measurement activities.			
Evidence	Chapter tests, interim assessments, Bellwork results.			

**Wrightwood Elementary School
2009-10 School Improvement Progress Report 9**

School: Wrightwood Elementary School

Subject Area: ELA/Math

Grade: 4th

	Summative Data State Results	Data Point #1 Interim and Other Assessments	Data Point #2 Interim and Other Assessments	Data Point #3 Interim and Other Assessments
Data Statements	<p>ELA: Although there was a positive growth in writing strategies cluster, students only scored 69%.</p> <p>MATH: 93.8 scored proficient on CST assessments in "Decimals, Fractions and Negative numbers"</p>			
School Improvement Goals	<p>ELA: The percent of items correct will improve to 74%.</p> <p>MATH: Our goal is to maintain those results on the "Decimals, Fractions, and Negative Numbers" section of the CST, with an emphasis on Fractions.</p>			
Action Plan	<p>ELA: The first 4 weeks focuses on writing paragraphs. Teachers and students will collaboratively complete essays before students write independently. The teacher, I.A., and SAI teacher will be involved in the plan.</p> <p>MATH: Introduce fractions early in the year, using the 3rd and 4th grade math lessons and assessments. Fractions will be reviewed regularly during Bellworks and in homework assignments.</p>			
Evidence	<p>ELA: Evaluation of independent writing tasks.</p> <p>MATH: 3rd and 4th grade chapter and unit tests.</p>			

**Wrightwood Elementary School
2009-10 School Improvement Progress Report 10**

School: Wrightwood Elementary School

Subject Area: ELA/MATH

Grade: 5th grade

	Summative Data State Results	Data Point #1 Interim and Other Assessments	Data Point #2 Interim and Other Assessments	Data Point #3 Interim and Other Assessments
Data Statements	<p>ELA: Students decreased by 3.4% on Word Analysis and Vocabulary on the CST.</p> <p>MATH: Data indicated a decrease from 73.8 to 71.7% for all students and from 59.9 to 52.5 for Economically Disadvantaged in "Algebra and Functions".</p>			
School Improvement Goals	<p>ELA: Our goal is to increase to 79% proficient on Word Analysis and Vocabulary on the CST.</p> <p>MATH: Our goal is to increase to 73.8% proficiency for all students and 59.9% for Economically Disadvantaged in "Algebra and Functions".</p>			
Action Plan	<p>ELA: Schedule grade level meetings regularly. download latest released test questions and analyze them.</p> <p>MATH: "Algebra and Functions" problems in Bellwork and homework. Mini Lessons from results on a daily basis. I.A. & SAI inclusion & pullout programs.</p>			
Evidence	<p>ELA: End of story tests, theme tests, and interim assessments.</p> <p>MATH: Interim assessment results Common formative assessments Bellwork</p>			