

MT. DIABLO UNIFIED SCHOOL DISTRICT

Single Plan for Student Achievement

Woodside Elementary

School Name

07-61754-6004394

CDS Code

2011-2012

Contact Person: Michelle Batesole

Position: Principal

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The school certifies completion of updates to this plan.

Approved by MDUSD Program Administrator Susan Hukkanen on December 5, 2011.

Mount Diablo Unified School District

Single Plan for Student Achievement

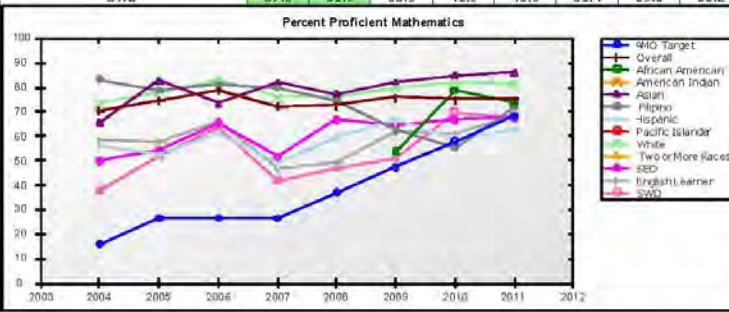
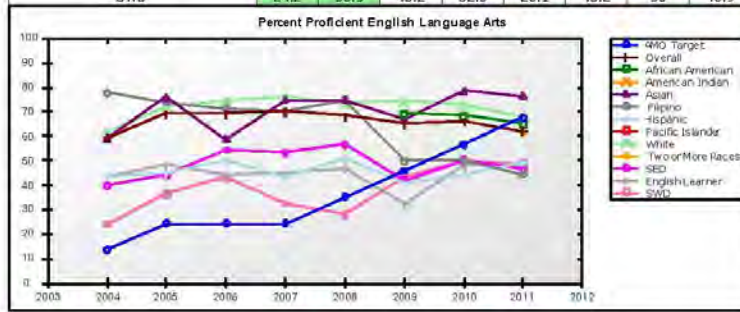
Woodside Elementary

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GRADE LEVEL/DEPARTMENT PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE		
<input checked="" type="checkbox"/> Grade Level/Subject/Department Planned Improvement		
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ACADEMIC PROGRAM SURVEY (APS)		
<input checked="" type="checkbox"/> Attachment		

2002 - 2011 Accountability Progress Report

2002 - 2011 Academic Performance Index (API)																					
2002 - 2011 API Results	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		
	2002 Growth API	2002 Growth Point	2003 Growth API	2003 Growth Point	2004 Growth API	2004 Growth Point	2005 Growth API	2005 Growth Point	2006 Growth API	2006 Growth Point	2007 Growth API	2007 Growth Point	2008 Growth API	2008 Growth Point	2009 Growth API	2009 Growth Point	2010 Growth API	2010 Growth Point	2011 Growth API	2011 Growth Point	
Overall	838	-1	842	28	835	-4	864	36	877	13	868	-9	867	4	864	0	869	6	846	-23	
African American																			841		
American Indian																				904	
Asian																				812	
Filipino																				812	
Hispanic											753		786	42	773	13	778	5	782	4	
Pacific Islander																				839	
White	846	-7	849	22	844	0	877	40	900	23	888	-10	889	6	893	8	899	7	877	-22	
Two or More Races																				839	
SED			755	20	734	-17	758	25	805	47	777	-34	805	35	770	-36	812	42	786	-26	
English Learner													770				787	25	786	-1	
SWD																			764		

2004 - 2011 Adequate Yearly Progress (AYP)																									
Met All AYP Criteria?	2004	2005	2006	2007	2008	2009	2010	2011	Met Graduation Rate?	2004	2005	2006	2007	2008	2009	2010	2011								
	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes		No															
Annual Measurable Objectives (AMOs)	Percent Proficient English Language Arts								Annual Measurable Objectives (AMOs)								Percent Proficient Mathematics								
	2004	2005	2006	2007	2008	2009	2010	2011	2004	2005	2006	2007	2008	2009	2010	2011	2004	2005	2006	2007	2008	2009	2010	2011	
AMO Target	13.6	24.4	24.4	24.4	35.2	46	56.8	67.6	AMO Target	16	26.5	26.5	26.5	37	47.5	58	68.5								
Overall	59.8	69.2	69.2	70.2	68.4	65.1	66.1	62.1	Overall	70.8	75	79.1	72.3	72.8	75.9	75.3	75.4								
African American						69.2	68.4	65	African American						53.8	78.9	73.7								
American Indian									American Indian																
Asian	59.3	75.9	58.8	75	75	66.7	78.7	76.7	Asian	65.6	82.8	73.5	82.1	77.5	82.2	85.1	86								
Filipino	77.7	73.7	71.4	70	75	50	50	44.4	Filipino	83.3	78.9	81	80	75	62.5	55.6	72.2								
Hispanic	43.7	45	50	43.1	50.9	40.7	44.1	49.5	Hispanic	56.2	52.5	61.4	49	59.6	66.7	58.8	63								
Pacific Islander									Pacific Islander																
White	61.8	72	74.7	76	73.5	74.3	72.8	68.1	White	73.5	78.3	83.2	76	75.9	79.9	82.2	81.6								
Two or More Races								62.5	Two or More Races								68.8								
SED	39.7	44.1	54.3	53.4	56.7	42.1	50.5	46.5	SED	50	54.4	65.7	51.7	66.7	64.3	66.7	67.5								
English Learner	43.7	48.1	44.6	44.9	47.2	32.2	48.1	48.4	English Learner	58.3	57.7	66.1	46.9	49.1	62.1	61	68.5								
SWD	24.2	36.5	43.2	32.6	28.1	43.2	50	48.9	SWD	37.8	51.9	63.9	41.9	46.9	51.4	69.8	68.2								



■ = Met target
 ■ = Did not meet target
 ■ = Pending
 ■ = Not Applicable

2004 - 2011 Accountability Progress Report

	AYP English Language Arts																API							
	Participation Rate								Proficient Rate															
	2004	2005	2006	2007	2008	2009	2010	2011	2004	2005	2006	2007	2008	2009	2010	2011	2004 Growth	2005 Growth	2006 Growth	2007 Growth	2008 Growth	2009 Growth	2010 Growth	2011 Growth
AMO Target	95	95	95	95	95	95	95	95	13.6	24.4	24.4	24.4	35.2	46	56.8	67.6								
Overall	99	100	100	100	99	99	99	98	59.8	69.2	69.2	70.2	68.4	65.1	66.1	62.1	835	864	877	868	867	864	869	846
African American	100	100	100	100	100	100	100	100																841
American Indian	100	100	100	100	100	100	100	100																
Asian	98	100	98	97	100	100	100	100	59.3	75.9	58.8	75	75	66.7	78.7	76.7								904
Filipino	100	100	100	100	95	100	100	100	77.7	73.7	71.4	70	75	50	50	44.4								812
Hispanic	100	100	100	100	100	99	100	100	43.7	45	50	43.1	50.9	40.7	44.1	49.5				753	786	773	778	782
Pacific Islander	100	100	100	100	100	100	100	100																
White	100	100	100	100	99	99	99	97	61.8	72	74.7	76	73.5	74.3	72.8	68.1	844	877	900	888	889	895	899	877
Two or More Races							100	95								62.5								839
SED	100	100	99	100	100	100	99	99	39.7	44.1	54.3	53.4	56.7	42.1	50.5	46.5	734	758	805	777	805	770	812	786
English Learner	99	100	99	98	99	99	99	99	43.7	48.1	44.6	44.9	47.2	32.2	48.1	48.4					770		787	786
SWD	100	100	100	98	97	98	96	91	24.2	36.5	43.2	32.6	28.1	43.2	50	48.9								764

	AYP Mathematics																Graduation Rate							
	Participation Rate								Proficient Rate															
	2004	2005	2006	2007	2008	2009	2010	2011	2004	2005	2006	2007	2008	2009	2010	2011	2004	2005	2006	2007	2008	2009	2010	2011
AMO Target	95	95	95	95	95	95	95	95	16	26.5	26.5	26.5	37	47.5	58	68.5								
Overall	99	100	99	100	99	99	99	98	70.8	75	79.1	72.3	72.8	75.9	75.3	75.4								
African American	100	100	100	100	100	100	100	95																
American Indian	100	100	100	100	100	100	100	100																
Asian	98	100	98	97	100	100	100	100	65.6	82.8	73.5	82.1	77.5	82.2	85.1	86								
Filipino	100	100	100	100	95	100	100	100	83.3	78.9	81	80	75	62.5	55.6	72.2								
Hispanic	100	100	100	100	100	97	100	99	56.2	52.5	61.4	49	59.6	66.7	58.8	63								
Pacific Islander	100	100	100	100	100	100	100	100																
White	100	100	99	100	99	99	98	97	73.5	78.3	83.2	76	75.9	79.9	82.2	81.6								
Two or More Races							100	95																68.8
SED	100	100	99	100	100	99	99	98	50	54.4	65.7	51.7	66.7	64.3	66.7	67.5								
English Learner	99	100	99	98	99	99	99	98	58.3	57.7	66.1	46.9	49.1	62.1	61	68.5								
SWD	100	100	98	98	97	98	94	89	37.8	51.9	63.9	41.9	46.9	51.4	69.8	68.2								

= Met target
 = Did not meet target
 = Pending
 = Not Applicable

MDUSD PERFORMANCE TARGETS

MDUSD Performance Targets 2010-2011

Adopted by MDUSD School Board September 28, 2010

All district students will master the California standards for their grade level by the end of each school year.

Elementary Schools - these measurements are school-wide and for all significant subgroups:

Target 1: Academic Performance Index (API) - All schools will meet their annual school and significant subgroup State API targets.

Target 2: K-3 Reading - Over the next two years, increase the percentage of K-3 students scoring at rubric 3 (at grade level) and 4 on the district Reading Assessment Program (RAP).

- Currently if less than 40% of students are reading at or above grade level, increase by 10%
- Currently if between 40-70% are reading at or above grade level, increase by 6%
- If over 70% are reading at or above grade level, increase by 4%

Target 3: K-5 Mathematics - Over the next two years, increase the percentage of students scoring at the proficient level on the district benchmark or approved common assessments.

- If currently below 40% are proficient, increase by 10%
- If currently between 40-70% are proficient, increase by 6%
- If over 70% are proficient, increase by 4%

Target 4: All Elementary Schools under 800 API - Implement district benchmark assessments in language arts and math, and develop intervention plans based on the quarterly common assessment results.

Middle Schools - these measurements are school-wide and for all significant subgroups:

Target 1: Academic Performance Index (API) - All schools will meet their annual school and significant subgroup State API targets.

Target 2: Mathematics – Over the next two years:

Increase the percentage of 8th graders ready to move on to Geometry in 9th grade.

This will be measured by the percent of 8th graders receiving a B or better in Algebra 1 and passing the district-wide Algebra 1 final with a 70% or better:

- If currently below 40% are ready, increase by 10%
- If currently between 40-70% are ready, increase by 6%
- If over 70% are ready, increase by 4%

Decrease by 10% the number of 8th graders who move on to high school needing to take pre-Algebra in their freshmen year.

Target 3: All Middle Schools under 800 API - Implement district benchmark assessments in each core subject area and develop intervention plans based on the common assessment results.

High Schools- these measurements are school-wide and for all significant subgroups:

Target 1: Academic Performance Index (API)- All schools will meet their annual school and significant subgroup State API targets.

Target 2: California High School Exit Exam (CAHSEE)- Over the next two years, all high schools will improve their school-wide and significant subgroup CAHSEE pass rates for 10th graders in ELA and math by 6%, or they will achieve a 90% pass rate.

Target 3: Graduation Rates- Based on the State graduation rate data, all high schools will increase their graduation rate over the next two years by:

- If currently below 80%, increase by 8%
- If above 80%, increase by 5%
- If above 90, increase by 2%

Target 4: All High Schools under 800 API - Implement district benchmark assessments in each core subject area and develop intervention plans based on the common assessment results.

Target 5: Other Critical Measures - All comprehensive high schools will increase the following measures by 8% over the next two years:

Increase the percentage of graduating seniors who complete the UC a-g requirements, 2x2 articulated course work with local community colleges, or a career pathway program.

Increase the percentage of students who take the PSAT and SAT.

Increase the percentage of graduates who take an AP class and achieved a 3 or better on the AP test; pass a UC-CSU approved Community College (CC) course; or pass a CC course that leads to a specific AA degree.

Increase the number of AP classes or sections, or career pathway classes.

All K-12 Schools:

Target 1: English Proficiency

All English learners will gain one level on the CELDT each year, but will be allowed two years to move through the Intermediate level.

All English learners will be reclassified as fluent English proficient within six years of enrolling in our district.

Target 2: Attendance

All schools will improve average daily attendance (ADA) by 1% or maintain attendance of at least 97%.

SCHOOL-WIDE
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Woodside Elementary

Year: 2011-2012

District Goal: All students will master the California standards for their grade level by attaining proficiency or better in reading and mathematics by the end of each year. All sites in MDUSD will reach an API score of between 800-1000 by 2013-2014.

Planned Improvement I

English/Language Arts [] Mathematics

Content Standard: Reading and Reading Comprehension

(e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)

Student groups participating in this goal: All Students EL Economically Disadvantaged [] GATE [] Special Ed.

[] Other Subgroup(s):

NCLB School's SMART Goal:

From 2011 to 2012, the percent of all students at or above proficient in Language Arts as measured by the CA Standards Test, will increase from 62% to 70%.

From 2011 to 2012, the percent of English Language Learners at or above proficient in Language Arts as measured by the CA Standards Test, will increase from 48.4% to 54%. This is equivalent to 93 students.

From 2011 to 2012, the percent of Hispanic Students at or above proficient in Language Arts as measured by the CA Standards Test, will increase from 49.5% to 53%. This is equivalent to 97 students.

From 2011 to 2012, the percent of Socio Economically Disadvantaged Students at or above proficient in Language Arts as measured by the CA Standards Test, will increase from 46.5% to 52%. This is equivalent to 132 students.

This is equivalent to students.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	CST, CAPA, Curriculum and Associates Benchmark Assessment (C&A), OARS, Theme Skill Tests, ADEPT, RAP, Subgroup Reports, CELDT, API, AMO, and the AYP help us to identify and monitor long and short range academic progress. C&A report results are analyzed three times per year, and each grade level then chooses 3 focus standards per trimester (SMART Goals Created) for both ELA and Math. OARS report results are used to analyze student performance to guide Woodside teachers in assessment driven instruction in English/ Language Arts. RAP, End of	SLIBG	Growth targets being met on assessments such as C&A, Theme Skill Tests, RAP, ADEPT, CELDT, CST, and supplemental teacher assessments.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	Theme assessments, authentic teacher made assessments, DIBELS screening, ESGI, and the standards binder assessments identify areas of weakness for our students and assist us in monitoring short term academic progress in reading.		
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	<p>Reading</p> <p>All classrooms are focused on increasing reading and reading comprehension with a focus on our target groups, using the HM language arts materials and the MDUSD's supplemental core literature list. The long and short range assessments listed above are all used to ensure alignment between the teaching of language arts standards(essential standards) and our short and long term objectives. The Language ! program is used as a complete intervention program for 3rd and 4th graders who need intense level of support. Each grade level completes a year-long planning matrix in August to ensure that there is coherence throughout the classrooms. Individualized Education Plans (IEPS) are also used to plan and monitor student growth in academic and lifeskill areas.</p>	SLIGB/EIA	Growth targets being met in the area of reading across grade levels and particularly in the groups targeted; English Language Learners, Hispanic Students, and Socio Economically Disadvantage students.
c. Use of instructional strategies and materials to teach the content standards	<p>Houghton Mifflin materials and engagement strategies are being implemented in every classroom. Woodside will use "just right" reading groups in first, second and third grades, spelling pattern walls, Read Naturally, Reader's Theatre, GLAD strategies, Words Their Way activities, Step Up To Writing, extended core literature books, Focus Walls, Shefelbine materials, and the flexible grouping of students for ELD instruction to reach our reading targets. Houghton Mifflin's Universal Handbooks for English Language Learners and Classroom Management, Systematic ELD, Carousel and Susana Dutro's Grammar Matrix will also be used to support English Language Learners. Students receiving special education</p>	SLIBG/EIA	Lesson plans, curriculum planning matrix, implementation of strategies being used consistently across grade levels. Data gathered from Learning Walks.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	support, and students coming to school from socioeconomically disadvantaged situations. Teachers will be instituting additional classroom strategies as recommended by Kevin Feldman (such as leveled partners, Cloze Reading, and vocabulary charts) to purposefully increase the student engagement and the use of academic language in their classrooms.		
d. Professional development and professional collaboration to support the use of instructional strategies and materials	All teachers participate in Professional Learning Communities in which data is collected and analyzed, instructional practices are shared and curriculum is modified as needed. During these collaborative meetings teachers decide what PD would benefit them and work with the administration to meet their needs. Woodside staff also participate in peer observations and feedback, grade level planning release days, and conferences. Many teachers have received training in systematic ELD instruction, ADEPT training, and GLAD training. Knowledge gained from professional development and training is regularly shared at staff meetings and grade level meetings. Teachers visit grade level or cross grade level classrooms to increase their awareness of school-wide practices and expectations through the Learning Walk model. Professional learning communities will be used to monitor progress toward goals and enhance effective teaching techniques and strategies. The school psychologist and ELD support teacher are available on staff meeting days and provide training to staff.	SLIBG	Increased achievement on student assessment data. Professional Learning Community Agendas and minutes. The use of effective instructional strategies in classrooms.
e. Increased educational opportunity (within the instructional day)	Classroom assistants, Student Teachers, and high school interns are trained by Woodside staff to provide regular 1:1 tutoring, and small group instruction. Every grade level assesses their students and groups them for direct reading instruction. The students needing the most help are provided small group instruction in our Learning Center or Intervention class regardless of IEP status. Instruction using	SLIBG	Grade levels grouping students into flexible reading groups and English Learner groups. All classrooms providing intervention in conjunction with the Learning Center and intervention class.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	<p>Language! for 3rd and 4th grade students who are reading 2 or more years below grade level occurs 5 days a week for 90 minutes. Read Naturally and Earobics are being used to improve reading fluency, comprehension, and phonemic awareness. Student performance is reviewed every 6-8 weeks to identify those needing to be reassigned to a different reading group. Most classrooms create HM Universal Access groups to address specific needs during the language arts block. EL students are grouped for small group instruction (30 min daily), and receive additional support by the ELD support teacher. Mainstreaming of students with learning disabilities and students with severe handicaps occurs on a daily basis. A parent volunteer reading program is in place to support one on one reading practice with students 4 times per week.</p>		
f. Extended learning time (beyond the instructional day/year)	<p>Extended supplemental services includes an after school enrichment program, a Reading Boosters Club, and 5th grade Homework Club, staff will be hosting several parent nights this year to explore additional ways families can support their students at home. Parents will be able to check out resources from the Learning Center.</p>	<p>SLIBG</p> <p>Diablo Assistance Grant</p>	<p>Students participating in the after school enrichment program, Boosters Club and Homework Club. Parent participation in Parent Education Nights.</p>

SCHOOL-WIDE
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Woodside Elementary

Year: 2011-2012

District Goal: All students will master the California standards for their grade level by attaining proficiency or better in reading and mathematics by the end of each year. All sites in MDUSD will reach an API score of between 800-1000 by 2013-2014.

Planned Improvement II

English/Language Arts Mathematics

Content Standard: Number Sense

(e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)

Student groups participating in this goal: All Students EL Economically Disadvantaged GATE Special Ed.

Other Subgroup(s):

NCLB School's SMART Goal:

From 2011 to 2012, the percent of All Students at or above proficient in Mathematics as measured by the Math CA Standards Test, will increase from 74.9% to 79%.

From 2011 to 2012, the percent of English Language Learners at or above proficient in Mathematics as measured by the Math CA Standards test, will increase from 58.5% to 67%. This is equivalent to 94 students.

From 2011 to 2012, the percent of Socio Economically Disadvantaged Students at or above proficient in Mathematics as measured by the Math CA Standards test, will increase from 67.5% to 70%. This is equivalent to 134 students

From 2011 to 2012, the percent of Hispanic Students at or above proficient in Mathematics as measured by the Math CA Standards test, will increase from 63% to 68%. This is equivalent to 97 students.

This is equivalent to students.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	CST, CMA, CAPA, API, Curriculum and Associates Benchmark Assessment (C&A), OARS reports, AMO, and the AYP help us to identify and monitor long range academic progress. Pre-tests, End of Chapter assessments, authentic teacher made assessments, and standards binder assessments identified areas of weakness for our students and help us to monitor short term academic progress and create SMART goals in number sense.	SLIGB	Growth targets being met on assessments and SMART goals being met. Staff using OARS on a regular basis.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	All teachers are using Curriculum and Associates Benchmark testing to target specific content standards which are aligned to the MDUSD list of essential standards. The long and short range assessments listed above were all used to ensure alignment between the teaching of essential standards and our short and long term objectives. Each grade level completes a year-long planning matrix in August to ensure that there is coherence throughout the classrooms. Individualized Education Plans (IEP) are also used to plan and monitor student growth in academic and lifeskill areas.	SLIGB	Benchmark exams being used to monitor short term goals and objects and progress made toward focus standards.
c. Use of instructional strategies and materials to teach the content standards	The rigor of Houghton Mifflin math instruction in every classroom will increase through collaboration (Professional Learning Communities), content driven conversations with and among the grade levels. HM math materials and strategies are implemented in every classroom. All teachers use the teacher's editions, math textbooks, and many use the differentiated grouping strategies recommended in the program. 3rd-4th grade levels have created "just right" groups for math and students are provided extra support in our Learning Center and our intervention class. The HM website Eduplace and programs, such as Math in a Flash, are used in the computer lab to supplement math instruction. Most classrooms use supplemental math resources which include Board Math,	SLIBG	Lesson plans, curriculum planning matrix. Implementation of materials and programs (HM math, Board Math, small group, etc.) on a regular basis across all grade levels. Data collected from Learning Walks.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	Bellworks, mental math activities, Curriculum Compacting, Nimble with Numbers, manipulatives, and Hands on Equations. These resources provide enrichment opportunities for students needing more challenging work and intense remediation for those who need scaffolded support. The extent of implementation is documented by staff meeting minutes, grade level meeting minutes and agendas, Learning Walk data and "Quick Visit" data.		
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Woodside will use a variety of trainings and staff development opportunities to reach our math targets. Three trimester data analysis days to review data from Curriculum and Associates. All teachers participate in Professional Learning Communities in which data is collected and analyzed, instructional practices are shared and curriculum is modified as needed. Learning Walks and feedback, grade level planning meetings and conferences.	SLIBG	Professional Learning Community minutes and agendas showing progress toward goals. SMART goals and focus standards created during data analysis.
e. Increased educational opportunity (within the instructional day)	In every grade level, students are assessed using the End of Chapter tests and the tests in MDUSD's Standards-Based Binder and are grouped for specific math instruction. The students needing the most help are provided small group instruction in our Learning Center or intervention classroom regardless of IEP status. Many classrooms schedule skill ability math groups and use the Challenge activities for their advanced students and Reteach materials for students needing intervention. The mainstreaming of students with learning disabilities and students with severe handicaps occurs on a daily basis. Other supplemental services include ELD clustering and , math centers, and small group instruction.	SLIGB	Grade levels using flexible grouping for math instruction. Classrooms providing effective intervention strategies in conjunction with the learning center and intervention classroom. Enrichment opportunities for students meeting targets.
f. Extended learning time (beyond the instructional day/year)	Extended supplemental services will include: an after school enrichment program, individual/small group tutoring, and a 5th grade Homework Club.	SLIGB	Student participation in the enrichment program.

SCHOOL-WIDE
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (g - I)

School: Woodside Elementary

Year: 2011-2012

District Goal: All students will master the California standards for their grade level by attaining proficiency or better in reading and mathematics by the end of each year. All sites in MDUSD will reach an API score of between 800-1000 by 2013-2014.

Planned Improvement I

	Specific Actions/Strategies/ Steps	Who is Responsible	Target Dates	Budget Code(s)/ Funding Source	Evidence of Success
g. Environments conducive to learning	Based on an analysis of the Performance Indicators of the California Healthy Kids Survey (CHKS) for 2007, a consistent school-wide discipline system (based on the BEST program), a safe and clean campus, will be used to support an environment conducive to learning . Woodside has various student programs that encourage students to do their best and to respect others. Improvements to the MUR, the beautification of the campus, class meetings, the use of "Paw Pats," and a well-defined behavior plan are used to create a positive school climate. Student council representatives are chosen from each 3rd-5th grade classroom and meet bimonthly to discuss ways to improve school climate and safety. Awards assemblies are held each trimester to acknowledge students who are improving their behavior, academics and attendance. Climate committee meets monthly to review climate issues and make adjustments to program as needed. Campus safety and climate are supported by additional yard duty supervision, and the use of in-school suspensions for many students needing progressive consequences. SSTs & parent meetings, Behavior Support Plans, behavior contracts, and	Administration	September 11- June 12	SLIBG	Decrease in student referrals and suspensions and increased student performance related to an improved school climate.

	Specific Actions/Strategies/ Steps	Who is Responsible	Target Dates	Budget Code(s)/ Funding Source	Evidence of Success
	incentive programs are used to support those students needing behavioral support. Monthly assemblies are held to emphasize lifeskills and teach students about conflict resolution. Student lead Conflict Resolution program will be started.	Administration/Teacher		School Climate Grant/SLIGB	Reduction in student discipline. Less time devoted to resolving student conflict issues.
h. Involvement of parents and community	Our community supports Woodside in reaching its reading targets by volunteering in the classroom and in the school library, by providing 1:1 tutoring and small group instruction, helping with classroom stations/centers, by organizing fundraisers, by providing additional site supervision, a parent volunteer art program, a "Read at Home" program, Read A Thons, and by supporting the Art and Science Fairs. Several classrooms invite guest readers into their classrooms to read their favorite books and talk about their professions with the students. afterschool enrichment program.	Administration	September 11- June 12	SLIGB	Parents and volunteers participating in school activities and increased student performance due to exposure to supplemental activities.
i. Auxiliary services for students and parents, including transition from preschool, elementary and middle school	Woodside participates in Jr. Achievement programs. Students from Ygnacio Valley High School's Educational Academy and Olympic High School are trained as reading buddies and in 1:1 tutoring techniques. Each spring, kindergarten registration information is sent to local preschools and they are invited to attend our Kindergarten Orientation to discuss kindergarten readiness. DIBELS may be used as a way to strategically group kindergarten students each fall. Woodside's 5th grade staff meets annually with 6th grade staff from our feeder middle school to schedule incoming students in appropriate reading classes. Each spring, parents from our primary SDC class are invited	All staff Middle school staff Jr. Achieve. Coordinator HS Interns PFC	September 11- June 11	SLIBG	Increased parental and community involvement with school and feeder pattern. An increase in parent satisfaction due to clear communication across grade levels and receiving schools.

	Specific Actions/Strategies/ Steps	Who is Responsible	Target Dates	Budget Code(s)/ Funding Source	Evidence of Success
	<p>to observe in the classroom their student will be assigned to in the fall. Second grade SDC students have the opportunity to visit the 3rd-5th grade SDC classroom on campus to assist with student transition. Students in our severely handicapped class are taken to visit their various middle schools sites and have transition IEPs. Middle school staff is also invited to October and May PFC meetings to present information on the middle school's programs. The principals from the Ygnacio Valley High School feeder pattern will also be meeting monthly to strengthen the articulation between the schools.</p>				
<p>j. Means of on-going monitoring of the program, instructional strategies, and/or materials implementation</p>	<p>RAP assessments are given 3X a year (or more often for students who are performing below grade level) to monitor program effectiveness and student progress. OARS reports for English language learners, students with disabilities, and our socioeconomically disadvantaged students will continue to be analyzed and the results interpreted to guide us in assessment driven instruction. The office collects site based reading and writing data each trimester which is analyzed in grade levels at staff development meetings to determine how our subgroups are performing. Teachers will also use the CELDT and ADEPT results in reading to determine the ELLs progress towards becoming English proficient. Student achievement data (such as CST, RAP, CAPA, etc.) is continually shared at SSC meetings, staff meetings. The monitoring of our instructional program also includes classroom observations, peer & district reviews, IEP Progress reports, implementation surveys, scheduled and unscheduled "Quick Visits," grade level meeting minutes,</p>	<p>All</p>	<p>September 11- June 11</p>	<p>SLIGB</p>	<p>Increase in student performance. Specifically with our targeted groups of EL, SED and Hispanic.</p>

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Woodside Elementary

Year: 2011-2012

1. Planned Improvement for: Kindergarten / English Language Arts
 Grade Level / Subject Area

[X] English/Language Arts [] Mathematics
 Content Standard: Reading
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)
 Student groups participating in this goal: [X] All Students [X] EL [X] Economically Disadvantaged [] GATE [] Special Ed.
 [] Other Subgroup(s):
Current Reality: Currently, Kindergarten students know 42% of letters and 36% of letter sounds based on the Dibbles test.
Grade Level or Subject/Department SMART Goal: All Kindergarten students will know with 100% accuracy letter recognition and sounds for (S,M,R,T,B,H,N) by the end of the

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	Reading Assessment Program (RAP), Dibels. HM adopted reading program assessments and OARS.	SLIBG	Targets met on RAP and Dibels scores for all students.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Goals support school wide goals, which focus on reading for all students with a focus on English Language Learners, Hispanic, and Socio-Economically Disadvantaged students.	SLIBG	Growth targets being met on assessments. Data Charts by charts created by grade level to track progress of target subgroups
c. Use of instructional strategies and materials to teach the content standards	Houghton Mifflin Reading Program, Speech Aerobics Program, Small Group, Instructional Assistants, Kevin Feldman Strategies, and Centers.	SLIBG	Lesson plans, implementation of HM program, Speech Aerobics, Kevin Feldman Strategies and Centers on a regular and consistent basis.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Use of Professional Learning Communities and weekly grade level meetings to review progress toward goals, share instructional strategies, and adjust/modify curriculum as needed. Data Analysis and grade level planning release days.	SLIBG	PLC and grade level agendas and minutes. Grade level common assessments and yearlong planning matrix. Focus standards and SMART goals created from data release days.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
e. Increased educational opportunity (within the instructional day)	High School Interns to work one-on-one with students, small groups and center work, support from a classroom assistant to work with individual students. 1/2 hour of support from Instructional Assistant 4 days a week. Weekly library time.	SLIBG	Lesson plans. Small group and one-on-one instruction. Universal Access being used in the classroom.
f. Extended learning time (beyond the instructional day/year)	After school enrichment program for Art and Music. Homework that supports goals.	SLIBG	Students participate in after school enrichment. Students complete and return Homework.

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Woodside Elementary

Year: 2011-2012

2. Planned Improvement for: Kindergarten / Mathematics
 Grade Level / Subject Area

English/Language Arts Mathematics
 Content Standard: Algebraic Functions
(e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)
 Student groups participating in this goal: All Students EL Economically Disadvantaged GATE Special Ed.
 Other Subgroup(s):
Current Reality: Currently, Kindergarten students are scoring 10 % proficient or above based on the District Progress Assessment in Math.
Grade Level or Subject/Department SMART Goal: All Kindergarten students will be able to sort and pattern with 85% accuracy based on the HM District Progress Assessment

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	Houghton Mifflin Mathematics program assessments, Grade Level Common Assessments from Assessment Binder for the report card, District Progress Assessment. OARS reports and tests.	SLIBG	Growth targets being met on assessments, SMART goals, and report cards.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Goals support school wide goals focusing on subgroup performance of Hispanic, EL, and SED.		Growth Targets being on HM assessments, SMART goals and Report Cards. Monitored by charts created by grade level to track progress of target subgroups.
c. Use of instructional strategies and materials to teach the content standards	Full implementation of HM math program, Board Math, increased use of manipulatives supporting HM program, small group, and centers to support math. New strategies learned from Tools for Teaching, by Fred Jones.		Full use of HM math program with frequent and consistent use of manipulatives. Students participating in Board Math, small group and center work.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Use of Professional Learning Communities and weekly grade level meetings to review progress toward goals, share instructional strategies, and adjust/modify curriculum. Three trimester data analysis and grade level planning days.		Professional Learning Community and grade level agendas and minutes. Focus standards and SMART goals created during data analysis.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
e. Increased educational opportunity (within the instructional day)	Increased use of manipulatives in conjunction with new math program. Small group and individual student support from high school interns and classroom assistants 1/2 hour a day, four times per week.		Students using manipulatives regularly and working in small groups and individually with support.
f. Extended learning time (beyond the instructional day/year)	Afterschool enrichment program for art and music. Homework that supports goals.		Kindergarten students participating in afterschool enrichment. Students completing and returning homework.

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Woodside Elementary

Year: 2011-2012

3. Planned Improvement for: 1st Grade / English Language Arts
 Grade Level / Subject Area

[X] English/Language Arts [] Mathematics
 Content Standard: Reading Comprehension
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)
 Student groups participating in this goal: [X] All Students [X] EL [X] Economically Disadvantaged [] GATE [] Special Ed.
 [] Other Subgroup(s):
Current Reality: First grade students currently scored 27% proficient or above in Reading Comprehension based on Curriculum and Associates Benchmark 1.
Grade Level or Subject/Department SMART Goal: For the 2011-2012 school year the percent correct on the C & A Benchmark assessment will increase from 27% to 45% in

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	HM Theme Skill Test, HM practice book pages, supplemental reading comprehension passages, OARS, retelling's, report card grades, Curriculum Associates benchmark assessment.	SLIBG	Growth targets being met on HM assessments, C&A, and supplemental reading comprehension assessments. Results of data being used to drive instruction.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Goals support school wide goal of Language Arts with focus on English Language Learners, Hispanic, and Socio-Economically Disadvantaged students.	SLIBG	Growth Targets being met on assessments, focus standards, and SMART goals.
c. Use of instructional strategies and materials to teach the content standards	HM reading program. Highlight technique, overhead for group (pretest, teach test), language response frames for ELD, general classroom and phonics groups, and supplemental passages, Carousel and systematic ELD. Flexible grouping, small group and individual support. Online leveled reading program "Lexia".	SLIBG	Lesson Plans. Observations of students participating in strategies and teachers using strategies frequently and consistently. Students participating in flexible phonics, Learning Center and ELD groups.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Use of Professional Learning Communities and weekly grade level meetings to review progress toward goals, share instructional strategies, and adjust/modify curriculum as needed. Three trimester data analysis and planning days. Peer observations through Learning Walks.	SLIBG	Professional Learning Community and grade level agendas and minutes. Focus standards, data, and SMART goals created during data analysis days. New strategies being implemented in classrooms. Data improvement from goals set during Learning Walks.
e. Increased educational opportunity (within the instructional day)	Leveled and flexible grouping for phonics and ELD. Small group and individual support from high school interns and classroom assistants. Learning center support. Parent volunteer reading program.	SLIBG	Students participating regularly and consistently in leveled groups and in small groups, volunteer reading program and Learning Center.
f. Extended learning time (beyond the instructional day/year)	After School Enrichment Program and Homework to support goals. Reading Boosters Club for "basic" performers.	SLIBG	Students participating in after school enrichment, Reading Boosters and students completing and returning homework.

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Woodside Elementary

Year: 2011-2012

4. Planned Improvement for: 1st grade / Mathematics
 Grade Level / Subject Area

English/Language Arts Mathematics

Content Standard: Number Sense
(e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)

Student groups participating in this goal: All Students EL Economically Disadvantaged GATE Special Ed.
 Other Subgroup(s):

Current Reality: First grade students are currently scoring 04% proficient or above on Number Sense based on C&A Benchmark assessment in Mathematics.

Grade Level or Subject/Department SMART Goal: The percent correct on Number Sense in math as measured by the C&A Benchmark assessment will increase from 04% to

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	Timed tests, HM math chapter and unit tests, OARS, Teacher Created Assessments, Curriculum and Associates Benchmark assessment..	SLIBG	Growth targets being met on assessments, data from assessments being used to drive instruction.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Goals support school wide goal of Mathematics with focus on English Language Learners, Hispanic, and Socio-Economically Disadvantaged students.	SLIBG	Growth target being met on HM assessments, CST, Curriculum and Associates assessment, and Timed Tests, focus standards and SMART goals.
c. Use of instructional strategies and materials to teach the content standards	Use of manipulatives, HM math program, flashcards, math games, home/school work, and small or individual student work, Board Math, weekly math centers.	SLIBG	Observation of students using flashcards, playing math games, using manipulatives, participating in Board Math and working in small groups on a consistent and regular basis.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Use of Professional Learning Communities to review progress toward goals, share instructional strategies, and adjust/modify curriculum as needed. Weekly grade level meetings and three trimester data analysis and grade level planning days. Learning Walks.	SLIBG	Professional Learning Community and grade level agendas and minutes. Focus standards, data, and SMART goals created during data analysis. New strategies being implemented in classrooms. Data collected from Learning Walks.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
e. Increased educational opportunity (within the instructional day)	Small group and individual support from high school interns and classroom assistants. Flexible, leveled reading groups with support of Learning Center and intervention class.	SLIBG	Students regularly and consistently participating in flexible groupings, small groups and individual support.
f. Extended learning time (beyond the instructional day/year)	Homework practice logs and information/instructions on how to play games and use flashcards. After school enrichment program.	SLIBG	Completed and returned practice logs and homework. Students participating in after school enrichment program.

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Woodside Elementary

Year: 2011-2012

5. Planned Improvement for: 2nd Grade / English Language Arts
 Grade Level / Subject Area

[X] English/Language Arts [] Mathematics
 Content Standard: Reading Comprehension
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)
 Student groups participating in this goal: [X] All Students [X] EL [X] Economically Disadvantaged [] GATE [] Special Ed.
 [] Other Subgroup(s):
Current Reality: Currently, second grade students scored 47% proficient on the Fall RAP assessment.
Grade Level or Subject/Department SMART Goal: For the 2011-2012 school year, based on RAP students that score a rubric 3 level (20 and up) increase from 47% to 53% in

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	Weekly selection tests, CST, Curriculum and Associates Benchmark Exam, OARS, District Writing Prompts Test, HM Theme Skilled Tests.	SLIBG	Growth targets being met on all assessments. Data from assessments being used to drive instruction.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Goals support school wide goal of Language Arts with focus on English Language Learners, Hispanic, and Socio-Economically Disadvantaged students.	SLIBG	Progress toward meeting school wide goals, focus standards, and grade level SMART goals.
c. Use of instructional strategies and materials to teach the content standards	HM Adopted reading program, daily writing practice, daily oral language, Carousel, Systematic ELD, Step up to Writing, friendly letter writing. Lexia online reading program.	SLIBG	Lesson plans and yearly planning matrix. Students actively participating in writing activities and programs on a daily basis.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Use of Professional Learning Communities to review progress toward goals, share instructional strategies, and adjust/modify curriculum as needed. weekly grade level meetings. Three trimester data analysis and grade level days. Learning Walks.	SLIBG	Professional Learning Community and grade level agendas and minutes. Focus standards and SMART goals created during data analysis. New strategies being implemented in classrooms. Data collected from Learning Walks.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
e. Increased educational opportunity (within the instructional day)	Wednesday stations (Friendly letters), small group instruction, one on one support, instructional assistants in classroom to help support students. Flexible groupings and Learning Center. Parent volunteer reading program.	SLIBG	Students participating in stations, small group and one on one instruction, flexible leveled groups and extra support provided by Instructional Assistant.
f. Extended learning time (beyond the instructional day/year)	After school enrichment program held three times per school year. Homework that supports goals. Reading Boosters club for "basic" readers.	SLIBG	Students participating in the after school enrichment program. Students completing and returning homework.

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Woodside Elementary

Year: 2011-2012

6. Planned Improvement for: 2nd Grade / Mathematics
 Grade Level / Subject Area

English/Language Arts Mathematics
 Content Standard: Number Sense
(e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)
 Student groups participating in this goal: All Students EL Economically Disadvantaged GATE Special Ed.
 Other Subgroup(s):
Current Reality: Currently second grade students scored 11% proficient or above on number sense based on the Curriculum and Associates Benchmark exam.
Grade Level or Subject/Department SMART Goal: For the 2011-2012 school year second grade students will increase from 11%-30% proficient in November, from 30%-45%

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	Curriculum and Associates Benchmark exam, CST, timed test, HM chapter tests, OARS.	SLIBG	Growth targets being met on all assessments for all sub groups. Data from assessments being used to drive instruction.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Goals support school wide goal of mathematics with focus on English Language Learners, Hispanic, and Socio-Economically Disadvantaged students.	SLIBG	Progress toward meeting school wide goals and grade level SMART goals and focus standards.
c. Use of instructional strategies and materials to teach the content standards	HM math adopted program, math manipulatives, Board Math, math stations, Marci Cook, small group, and one on one instruction.	SLIBG	Lesson plans and yearly planning matrix. Regular implementation of Board Math, math stations, small group and one on one instruction.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Use of Professional Learning Communities to review progress toward goals, share instructional strategies, and adjust/modify curriculum as needed. weekly grade level meetings, Three trimester data analysis and planning days. Learning Walks.	SLIBG	Professional Learning Community and grade level agendas and minutes. Focus standards and SMART goals generated from data analysis days. Data collected from Learning Walks.
e. Increased educational opportunity (within the instructional day)	Math centers, computer, Board Math, UA time for math, Learning Center, small group, leveled flexible grouping and one on one support.	SLIBG	Students regularly and consistently participating in centers, Board Math, leveled flexible groups, small group, one on one, and UA time.
f. Extended learning time (beyond the instructional day/year)	After school enrichment program offered each trimester. Homework that supports goals.	SLIBG	Students participating in after school enrichment programs and completing and returning homework.

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Woodside Elementary

Year: 2011-2012

7. Planned Improvement for: 3rd Grade / English Language Arts
 Grade Level / Subject Area

[X] English/Language Arts [] Mathematics
 Content Standard: Literary Response and Analysis
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)
 Student groups participating in this goal: [X] All Students [X] EL [X] Economically Disadvantaged [] GATE [] Special Ed.
 [] Other Subgroup(s):
Current Reality: Currently third graders scored 11% proficient or above on Literary Response and Analysis based on the Curriculum and Associates Benchmark assessment and 76.8% proficient on CST.
Grade Level or Subject/Department SMART Goal: For the 2011-2012 year third grade students will increase reading comprehension scores from 11% - 45% correct in

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	HM Theme tests, common grade level weekly selection tests, CST test, OARS, RAP, Curriculum and Associates Benchmark exam.	SLIBG	Growth targets being met on all assessments. Data from assessments being used to drive instruction.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Goals support school wide goal of Language Arts with focus on English Language Learners, Hispanic, and Socio-Economically Disadvantaged students.	SLIBG	Growth targets being met on school wide goals, focus standards, and grade level SMART goals.
c. Use of instructional strategies and materials to teach the content standards	HM adopted materials for reading, social studies and science. Carousel, Systematic ELD, Board Language, Scholastic news, Kevin Feldman and engagement strategies. Lexia online reading program.	SLIBG	Lesson plans, yearly planning matrix. Implementation of strategies on a daily basis.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Use of Professional Learning Communities to review progress toward goals, share instructional strategies, and adjust/modify curriculum as needed. weekly grade level meetings. Three trimester data analysis and planning days. Learning Walks.	SLIBG	Professional Learning Community and grade level agendas and minutes. Focus standards and SMART goals generated from data analysis days. Data collected from Learning Walks.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
e. Increased educational opportunity (within the instructional day)	Small group and individual work supported by classroom assistants and high school interns. Learning center support. Parent volunteer reading program. Learning academies.		Students working in small groups and receiving individual support on a regular and consistent basis.
f. Extended learning time (beyond the instructional day/year)	After school enrichment program offered each trimester. Reading Boosters club for "basic" performers. Homework that supports goals.		Students participating in after school enrichment programs and completing and returning homework.

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Woodside Elementary

Year: 2011-2012

8. Planned Improvement for: 3rd Grade / Math
 Grade Level / Subject Area

<input type="checkbox"/> English/Language Arts <input checked="" type="checkbox"/> Mathematics Content Standard: Number Sense <i>(e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)</i>	
Student groups participating in this goal: <input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> EL <input checked="" type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> GATE <input type="checkbox"/> Special Ed. <input type="checkbox"/> Other Subgroup(s):	
Current Reality: Currently, 6% of third grade students scored proficient or above in number sense based on the Curriculum and Associates Benchmark Exam and 81% proficient or above on the CST.	
Grade Level or Subject/Department SMART Goal: For the 2011-2012 year third grade students will increase the percent correct from 6% to 45% by November, from 45% to	

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	CST, HM adopted math assessments (pre, post, chapter tests), OARS and Curriculum and Associates Benchmark exam.	SLIBG	Growth targets being met on all assessments. Data from assessments being used to drive instruction.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Goals support school wide goal in math with focus on English Language Learners, Hispanic, and Socio-Economically Disadvantaged students.	SLIBG	Growth targets being met on school wide goals, focus standards, and grade level SMART goals.
c. Use of instructional strategies and materials to teach the content standards	HM adopted math program, math manipulatives, Board Math, small group, math centers, math academies, and one on one instruction.	SLIBG	Lesson Plans. Yearly planning matrix. Implementation of math program, Board Math, small group and one on one instruction on a daily basis.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Use of Professional Learning Communities to review progress toward goals, share instructional strategies, and adjust/modify curriculum as needed. Weekly grade level meetings. Three trimester data analysis and grade level planning days. Learning Walks.	SLIBG	Professional Learning Community and grade level agendas and minutes. Focus standards and SMART goals created during data analysis days. Data collected from Learning Walks.
e. Increased educational opportunity (within the instructional day)	Small group and individual work supported by classroom assistants and high school interns. Learning center support.	SLIBG	Students working in small groups and receiving individual support on a regular and consistent basis.
f. Extended learning time (beyond the instructional day/year)	After school enrichment program offered each trimester. Homework that supports goals.	SLIBG	Students participating in after school enrichment programs and completing and returning homework.

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Woodside Elementary

Year: 2011-2012

9. Planned Improvement for: 4th Grade / English Language Arts
 Grade Level / Subject Area

[X] English/Language Arts [] Mathematics
 Content Standard: Reading Comprehension
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)
 Student groups participating in this goal: [X] All Students [X] EL [X] Economically Disadvantaged [] GATE [] Special Ed.
 [] Other Subgroup(s):
Current Reality: Currently fourth grade students are scoring 2% proficient or above on Reading Comprehension based on the Curriculum and Associates benchmark exam and 65% proficient or above on the CST.
Grade Level or Subject/Department SMART Goal: For the 2011-2012 school year fourth grade students will increase their percent correct from 2% to 45% in November, from

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	CST, Curriculum and Associates Benchmark Exam, and tailored OARS Assessments.	SLIBG	Growth targets being met. Results of data being used to drive instruction.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Goals support school wide goal of Language Arts with focus on English Language Learners, Hispanic, and Socio-Economically Disadvantaged students.	SLIBG	Growths target being met on school wide goals, focus standards, and grade level SMART goals.
c. Use of instructional strategies and materials to teach the content standards	HM adopted reading program, supplemental literature, Kevin Feldman, Carousel, Systematic ELD, UA time and engagement strategies. Lexia online reading program.	SLIBG	Lesson plans, and yearly planning matrix. Implementation of programs and observation of engagement strategies being used.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Use of Professional Learning Communities and weekly grade level meetings to review progress toward goals, share instructional strategies, and adjust/modify curriculum as needed. Three trimester data analysis and planning days. Learning Walks.	SLIBG	Professional Learning Community and grade level agendas and minutes. Focus standards and SMART goal created during data analysis. Data collected from Learning Walks.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
e. Increased educational opportunity (within the instructional day)	Students will participate in small group, one on one instruction, UA, and Learning Center as needed. Language ! provided to students 2 or more years below grade level standards in reading. Volunteer reading program.		Lesson plans and students participating in small group, one on one, UA time and Learning Center.
f. Extended learning time (beyond the instructional day/year)	After school enrichment program offered each trimester. Homework that supports goals. Reading Boosters club for "basic" performers.		Students participating in after school enrichment programs and completing and returning homework.

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Woodside Elementary

Year: 2011-2012

10. Planned Improvement for: 4th Grade / Mathematics
 Grade Level / Subject Area

English/Language Arts Mathematics

Content Standard: Number Sense
(e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)

Student groups participating in this goal: All Students EL Economically Disadvantaged GATE Special Ed.
 Other Subgroup(s):

Current Reality: Currently, fourth grade students scored 9% proficient or above on the number sense portion of the Curriculum and Associates Benchmark test, and 83% proficient or above on the CST.

Grade Level or Subject/Department SMART Goal: For the 2010-2011 school year fourth grades students will increase the percent correct from 9%-45% by November, 45% to

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	HM math adopted chapter and unit assessments, OARS, CST, and Curriculum and Associates Benchmark Exam.	SLIBG	Targets being met on all assessments. Data from assessments being used to drive instruction.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Goals support school wide goal of Mathematics with focus on English Language Learners, Hispanic, and Socio-Economically Disadvantaged students.	SLIBG	Growth targets being met on all assessments, focus standards, and SMART goals for all sub groups.
c. Use of instructional strategies and materials to teach the content standards	HM adopted math program, small group, Board Math, one on one, and Learning Center. Engagement strategies.	SLIBG	Lesson plans and yearlong planning matrix being implemented. Board Math, small group and one on one support being implemented on a daily basis.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Use of Professional Learning Communities and weekly grade level meetings to review progress toward goals, share instructional strategies, and adjust/modify curriculum as needed. Three trimester data analysis and planning days. Learning Walks.	SLIBG	Professional Learning Community and grade level agendas and minutes. Focus standards and SMART goals created during data analysis. New strategies being implemented in classrooms. Data collected from Learning Walks.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
e. Increased educational opportunity (within the instructional day)	HM stations, Board Math, small group, one on one, and Learning Center support.		Lesson plans and yearly planning matrix. Students participating in math stations and Board Math on a regular and consistent basis.
f. Extended learning time (beyond the instructional day/year)	After school enrichment program offered each trimester. Homework that supports goals.		Students participating in after school enrichment programs and completing and returning homework

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Woodside Elementary

Year: 2011-2012

11. Planned Improvement for: 5th Grade / English Language Arts
 Grade Level / Subject Area

[X] English/Language Arts [] Mathematics
 Content Standard: Reading Comprehension
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)
 Student groups participating in this goal: [X] All Students [X] EL [X] Economically Disadvantaged [] GATE [] Special Ed.
 [] Other Subgroup(s):
Current Reality: Currently, fifth graders scored 14% proficient or above in Reading Comprehension based on the Curriculum and Associates Benchmark Exam and 72% proficient or above on the CST.
Grade Level or Subject/Department SMART Goal: For the 2011-2012 school year the % correct on the Reading Comprehension portion of the Curriculum and Associates

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	CST test, HM adopted reading program assessments, OARS, Curriculum and Associates, RAP.	SLIBG	Growth targets being met on assessments, assessment data used to drive instruction.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Goals support school wide goal of Language Arts with focus on English Language Learners, Hispanic, and Socio-Economically Disadvantaged students.	SLIBG	Growth targets being met on school wide assessments, focus standards and grade level assessments and SMART goals.
c. Use of instructional strategies and materials to teach the content standards	HM adopted reading program, supplemental reading material, Carousel, Systematic ELD, small group, Learning Center and one on one support. Lexia on line reading program.	SLIBG	Lesson plans and yearlong planning matrix. Implementation of reading program and materials and small group/individual work on a regular basis.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Use of Professional Learning Communities and bi-monthly grade level meetings to review progress toward goals, share instructional strategies, and adjust/modify curriculum as needed. Three trimester data analysis and planning days. Learning Walks.	SLIBG	Professional Learning Community and grade level agendas and minutes. Focus standards and SMART goals created during data analysis. Data collected from Learning Walks.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
e. Increased educational opportunity (within the instructional day)	Universal Access time, learning center, small group and one on one reading time. Parent volunteer reading program. EO/EL flexible groups.	SLIBG	Implementation of Universal Access time, small group, and one on one reading time on a daily basis.
f. Extended learning time (beyond the instructional day/year)	After school enrichment program offered each trimester. Homework that supports goals. Reading Boosters club for "basic" performers.	SLIBG	Students participating in after school enrichment programs and completing and returning homework

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Woodside Elementary

Year: 2011-2012

12. Planned Improvement for: 5th Grade / Mathematics
 Grade Level / Subject Area

English/Language Arts Mathematics

Content Standard: Number Sense
(e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)

Student groups participating in this goal: All Students EL Economically Disadvantaged GATE Special Ed.
 Other Subgroup(s):

Current Reality: Currently, fifth grade students scored 16% proficient or above on the number sense portion of the Curriculum and Associates benchmark assessment and 82% proficient or above on the CST.

Grade Level or Subject/Department SMART Goal: For the 2011-2012 school year, fifth grade students will increase in number sense of the Curriculum and Associates

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	HM pre, post, chapter and unit tests, CST, OARS, and Curriculum and Associates test.	SLIBG	Growth targets being met on assessments and data being used to drive instruction.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Goals support school wide goal of Mathematics with focus on English Language Learners, Hispanic, and Socio-Economically Disadvantaged students.	SLIBG	Growth targets being met on all assessments for all subgroups on school wide goals, focus standards, and grade level SMART goals.
c. Use of instructional strategies and materials to teach the content standards	HM mathematics program including station and small group work. Board Math. Pre-testing and support from learning center for struggling students.	SLIBG	Lesson plans and yearlong planning matrix being implemented. Small group and Board Math implemented on a daily basis.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Use of Professional Learning Communities and weekly grade level meetings to review progress toward goals, share instructional strategies, and adjust/modify curriculum as needed. Three trimester data analysis and planning days. Learning Walks.	SLIBG	Professional Learning Community and grade level agendas and minutes. Focus standards and SMART goals created during data analysis. Data collected from Learning Walks.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
e. Increased educational opportunity (within the instructional day)	Use of manipulatives to support concepts, Board Math and frontloading vocabulary during ELD instruction. Flexible groups and Learning Center support.	SLIBG	Students working with manipulatives on a regular and consistent basis. Students learning vocabulary during ELD instruction. Daily use of Board Math.
f. Extended learning time (beyond the instructional day/year)	After school enrichment program offered each trimester. Homework that supports goals.	SLIBG	Students participating in after school enrichment programs and completing and returning homework

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Woodside Elementary

Year: 2011-2012

13. Planned Improvement for: Kindergarten / Math
 Grade Level / Subject Area

English/Language Arts Mathematics

Content Standard: Number Sense
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)

Student groups participating in this goal: All Students EL Economically Disadvantaged GATE Special Ed.
 Other Subgroup(s):

Current Reality: Teachers are creating an assessment profile for mathematics to track progress of all K students. Currently 100% of K students are below standards according to first DPA.

Grade Level or Subject/Department SMART Goal: For the 2011-2012 school year the percent of Kindergarten students scoring proficient or above will increase from 0%-50%

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	Houghton Mifflin Mathematics program assessments, Grade Level common assessments from assessment binder, District Progress Benchmark Assessment. OARS reports/assessments.	SLIBG	Targets being met on all assessments for all subgroups. Results of data being used to drive instruction.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Goals support School Wide goal of students meeting proficiency in number sense on CST.	SLIBG	Targets being met on CST and other assessments.
c. Use of instructional strategies and materials to teach the content standards	Full implementation of HM math program, Board math, increased use of manipulatives, small group instruction, and math centers.	SLIBG	Observation of increased manipulative use, small group and centers on a daily basis. Board math being implemented on a daily basis.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Use of Professional Learning Communities to review progress toward goals, share instructional strategies, and adjust/modify curriculum. weekly grade level meetings and trimester data analysis days. Learning Walks.	SLIBG	PLC, and grade level meeting minutes and agendas. Data and focus standards, SMART goals generated from data analysis days.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
e. Increased educational opportunity (within the instructional day)	Small group, and individual support on a daily basis. Centers used weekly. Instructional Assistants used to provide one on one support 1/2 hour per day, four times per week.	SLIBG	Observation of small group, centers and one on one instruction on a daily and weekly basis.
f. Extended learning time (beyond the instructional day/year)	After school enrichment program provided three times per year. Homework that supports goals and curriculum. Possible after school intervention based on budget.	SLIBG	Kindergarten students participating in after school enrichment program. Students completing and returning homework.

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Woodside Elementary

Year: 2011-2012

14. Planned Improvement for: First Grade / ELA
 Grade Level / Subject Area

[X] English/Language Arts [] Mathematics
 Content Standard: Writing Strategies
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)
 Student groups participating in this goal: [X] All Students [X] EL [X] Economically Disadvantaged [] GATE [] Special Ed.
 [] Other Subgroup(s):
Current Reality: First grade students are currently scoring 17% proficient or above based on the writing strategies portion of the C & A benchmark exam.
Grade Level or Subject/Department SMART Goal: The percent of all students scoring proficient or above on Writing strategies as measured by the LA portion of the C & A

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	C & A Benchmark assessment, HM Theme and supplemental tests, District Writing Prompts, and Step up to Writing activities. OARS reports.l	SLIBG	Growth targets being met on assessments for all subgroups. Results from data being used to drive instruction.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Goals support school wide goals in Language Arts with a focus on EL's, Hispanic and SED sub groups.	SLIBG	Growth targets being met all assessments for all sub groups.
c. Use of instructional strategies and materials to teach the content standards	Highlight technique, Step up to Writing stars and bars, small group, centers, and individual support.	SLIBG	Observation of strategies being used, small group and individual instruction used consistently.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Professional Learning Communities to review progress toward goals, share instructional strategies, and adjust/modify curriculum as needed. Weekly grade level meetings, three trimester data analysis days. Learning walks.	SLIBG	Agendas and minutes from PLC and grade level meetings. Data, focus standards and SMART goals created on data analysis days. Data from Learning Walks
e. Increased educational opportunity (within the instructional day)	Leveled flexible grouping. Small group and individual support including the use on instructional assistants and high school interns.	SLIBG	Students participating regularly and consistently in flexible leveled groups and in small groups.
f. Extended learning time (beyond the instructional day/year)	After school enrichment program. Homework to support goals.	SLIBG	Students participating in enrichment program and completing/returning homework.

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Woodside Elementary

Year: 2011-2012

15. Planned Improvement for: Second Grade / ELA
 Grade Level / Subject Area

[X] English/Language Arts [] Mathematics
 Content Standard: Writing Strategies
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)
 Student groups participating in this goal: [X] All Students [X] EL [X] Economically Disadvantaged [] GATE [] Special Ed.
 [] Other Subgroup(s):
Current Reality: Currently, 2nd grade students scored 6% proficient on the writing strategies on the Curriculum and Associates benchmark exam and 56% proficient on the CST.
Grade Level or Subject/Department SMART Goal: For the 2011-2012 school year students scoring proficient on writing strategies from the C&A will increase from 6%-35% in

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	HM adopted reading program assessments, OARS, Curriculum and Associates Benchmark assessment, and RAP assessment.	SLIBG	Growth targets being met on assessments and grade level expectations being met on classwork. Results from data being used to drive instruction.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Goals support school wide goals in Language Arts with a focus on EL's, Hispanic and SED sub groups.	SLIBG	Growth targets being met on assessments for all subgroups.
c. Use of instructional strategies and materials to teach the content standards	HM adopted reading program, supplemental reading materials, Carousel, Systematic ELD, small group, and one on one instructions, Step up to Writing.	SLIBG	Implementation of reading program, small group and one on one instruction, and students moving flexibly in the reading groups.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Professional Learning Communities to review progress toward goals, share instructional strategies, and adjust/modify curriculum as needed. weekly grade level meetings, three trimester data analysis days. Learning walks.	SLIBG	Minutes and agendas from PLC and grade level meetings. Focus standards and SMART goals created at data analysis days. Data collected from Learning Walks.
e. Increased educational opportunity (within the instructional day)	UA times, small group and one on one work using instructional assistants in the classroom. Flexible reading groups and Learning Center.	SLIBG	Lesson plans and implementation of UA groups, small group, one on one, and flexible reading groups.
f. Extended learning time (beyond the instructional day/year)	After school enrichment program. Homework that supports growth toward goals.	SLIBG	Students participating in the enrichment program. Students completing and returning homework.

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Woodside Elementary

Year: 2011-2012

16. Planned Improvement for: Third Grade / ELA
 Grade Level / Subject Area

[X] English/Language Arts [] Mathematics
 Content Standard: Writing Strategies
(e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)
 Student groups participating in this goal: [X] All Students [X] EL [X] Economically Disadvantaged [] GATE [] Special Ed.
 [] Other Subgroup(s):
Current Reality: Currently 24% of third grade students scored proficient or above on C&A test, and 62% proficient or above on CST.
Grade Level or Subject/Department SMART Goal: For the 2011-2012 year third grade students will increase their scores in writing strategies from 24% to 45% proficient or

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	CST, Curriculum and Associates Benchmark exam, District Writing prompts and Step up to Writing assessments, OARS.	SLIBG	Growth targets being met on all assessment. Results from data being used to drive instruction.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Goals support school wide goals in Language Arts with a focus on EL's, Hispanic and SED subgroups	SLIBG	Growth targets being met on assessments, focus standards and SMART goals for all sub groups.
c. Use of instructional strategies and materials to teach the content standards	HM adopted reading program, Step up to Writing, Daily Oral Language, Language ! materials, small group, flexible academies, and one on one instruction.	SLIBG	Lesson plans. Implementation of programs, small group, and one on one instruction on a daily basis.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Professional Learning Communities to review progress toward goals, share instructional strategies, and adjust/modify curriculum as needed. weekly grade level meetings, three trimester data analysis and planning days. Learning Walks.	SLIBG	Minutes and agendas from PLC and grade level meetings. Focus standards and SMART goals created at data analysis days. Data collected from Learning Walks.
e. Increased educational opportunity (within the instructional day)	UA, small group and one on one instruction with support from classroom instructional assistant. Learning center support. EO/ELD academies.	SLIBG	Lesson plans. Implementation of programs, small group and one on one instruction on a daily basis. Students using the Learning Center.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
f. Extended learning time (beyond the instructional day/year)	After school enrichment program. Homework that supports focus standards.	SLIBG	Students participating in after school enrichment program. Students completing and returning homework.

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Woodside Elementary

Year: 2011-2012

18. Planned Improvement for: 5th grade / ELA
 Grade Level / Subject Area

[X] English/Language Arts [] Mathematics
 Content Standard: Writing Conventions
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)
 Student groups participating in this goal: [X] All Students [X] EL [X] Economically Disadvantaged [] GATE [] Special Ed.
 [] Other Subgroup(s):
Current Reality: Currently, 28% of fifth grade students scored proficient or above on the Writing Conventions portion of the Curriculum and Associates tests and 80% proficient or above on the CST.
Grade Level or Subject/Department SMART Goal: For the 2011-2012 school year fifth grade students will increase from 28% to 45 % proficient or above in November, 45%-

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	HM adopted reading program assessments, RAP, CST, District Writing Prompts, Curriculum and Associates Benchmark. OARS, Writing Prompts.	SLIBG	Growth targets being met on assessments. Data from assessments being used to drive instruction.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Goals support school wide goals in Language Arts with a focus on EL's, Hispanic and SED subgroups.	SLIBG	Growth targets being met on all assessments, focus standards and SMART goals for all subgroups.
c. Use of instructional strategies and materials to teach the content standards	HM adopted reading program, Step up to Writing, ELD time, small group, one on one, and Learning Center support.	SLIBG	Lesson plans, yearlong planning matrix, implementation of Step up to Writing, small group, and one on one work.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Professional Learning Communities to review progress toward goals, share instructional strategies, and adjust/modify curriculum as needed. Bi-monthly grade level meetings, three trimester data analysis and planning days. Learning Walks.	SLIBG	Agendas and minutes for PLC, and grade level meetings. Focus standards and SMART goals created during data analysis. Data collected from Learning Walks.
e. Increased educational opportunity (within the instructional day)	Small group, centers, ELD time, writing projects. Learning Center.	SLIBG	Lesson plans and implementation of small groups, and one on one support on a daily basis.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
f. Extended learning time (beyond the instructional day/year)	After school enrichment program. Homework that supports standards.	SLIBG	Participation in enrichment program. Students completing and returning homework.

SUPPLEMENTAL SUPPORT ACTIVITIES

School: Woodside Elementary

Year: 2011-2012

The content of the SUPPLEMENTAL SUPPORT ACTIVITIES (SSA) is based on identified needs in other areas of school improvement. Related expenditures are allowable if they achieve the purposes of the funding source and only supplement the program.

Describe the content area, description, and purpose of the supplemental support activity.

Goals	Specific Actions/Strategies/ Steps	Who is Responsible	Budget Code(s)/ Funding Source	Evidence of Success
SSA.1: Technology Goals				
After analyzing the Ed Tech Profile Survey (CTAP) data, the following goals have been identified and will be implemented this school year:				
	<ul style="list-style-type: none"> All teachers will increase the use of technology they use in the classroom when planning classroom presentations. 	All staff	SLIBG	Teachers will be observed using technology (document cameras, projectors, lap tops, etc.) to plan and present curriculum on a frequent basis.
	<ul style="list-style-type: none"> Upper grade teachers will provide their students opportunities to research curriculum based topics using age appropriate internet search engines and create individual projects and reports based on the information they have learned. 	All staff	SLIBG	Students will demonstrate technology based research skills and will complete projects based on the research.
	<ul style="list-style-type: none"> Computer Lab assistant will be available to support students use of the computer lab 	All staff	PFC (Position Control)	100% of Report Cards will be completed online.
	<ul style="list-style-type: none"> Projectors and document cameras will be purchased to support teachers and staff who would like to use multimedia in their presentations. 	Administration and Parent/Faculty Club	SLIGB	Teachers will be observed using technology (document cameras, projectors, lap tops, etc) to plan and present curriculum on a frequent basis.
	<ul style="list-style-type: none"> Computer lab will be updated by slowly replacing outdated computers and adding more computers to accommodate larger class sizes. 	Administration and Parent/Faculty Club	SLIGB/PFC	New equipment will be purchased and installed in the computer lab using a priority list of machines that need replacing.
SSA.2: Career Integrated Academics (CIA) Goals				
	<ul style="list-style-type: none"> Activities that support career awareness, exploration, preparedness 			

Goals	Specific Actions/Strategies/ Steps	Who is Responsible	Budget Code(s)/ Funding Source	Evidence of Success
<ul style="list-style-type: none"> • Curricula and instructional strategies – include information about the world of work • Collaboration with other organizations to expand students' awareness 	<ul style="list-style-type: none"> • Classroom teachers will incorporate activities in their classrooms that support career awareness, exploration and preparedness. Board adopted HM LA program and social studies curriculum will be used to promote students' awareness of jobs in the community and careers in community service and local government. Through programs like Jr. Achievement, and our Food Service Program, students will learn more about the world of work. Other career integrated activities may include community trips, parent presentations, or opportunities for project based learning. All grade levels will utilize our parent community to make students aware of various professions and their link to academics by inviting parents to be guest speakers in the classroom 	All staff	SLIBG	Junior Achievement will be held at Woodside during the 2010-2011 school year.
SSA.3: GATE Goals/Strategies				
Differentiation of curriculum and instruction to meet the special needs of students whose performance and/or capacity for performance significantly exceeds age or grade-level expectations.				
<ul style="list-style-type: none"> • Appropriate pacing and challenge of curriculum • Enrichment beyond the core curriculum • Exploration of a particular area of interest • Opportunity for creativity • Development of skills in critical thinking, problem solving, divergent thinking, and independent learning 	<ul style="list-style-type: none"> • Classroom teachers will provide opportunities for their students to develop skills in critical thinking, problem solving, divergent thinking, and independent 	All staff	SLIBG	GATE students will work together to collaborate and complete projects.

Goals	Specific Actions/Strategies/ Steps	Who is Responsible	Budget Code(s)/ Funding Source	Evidence of Success
	learning. <ul style="list-style-type: none"> Challenge activities from the HM Language Arts and Math programs will be used to meet the needs of GATE students. Opportunities will be provided for GATE students to work in groups on differentiated core content assignments, interest based projects, and activities such as Curriculum Compacting and Extension Activity Contracts. After school enrichment classes will be offered to provide additional challenge activities. 	All staff Teachers/Administration	SLIBG/GATE SLIGB/GATE	Lesson plans and meeting agendas showing differentiated activities, tasks, and projects being given to GATE students. Schedule of classes
SSA.4: School Library Materials (If applicable)	<ul style="list-style-type: none"> Funds will be used on additional library books and materials. Approximately \$1.00 per student will be allocated to purchase resources and books for Woodside's library. 	Library staff	SLIBG	New books purchased and organized into the library.
SSA.5: English/Language Arts (optional)	<ul style="list-style-type: none"> Students in K-3 will be clustered into specialized reading and EL groups. Classroom assistants will be available to work in conjunction with teacher to provide effective small group instruction. Teachers will participate in Board Language Training A Reading Boosters Club will be offered after school to support "basic" performers Additional teaching staff will be used daily to provide intervention in small groups. Lexia on line reading program will be purchased to support reading and reading intervention. 	All Staff Teachers All Staff All Staff Administration	PFC (Position Control)/SLIGB SLIGB SLIGB SEC SEC	Instructional Assistants working with teachers and students during flexible/leveled reading groups 4 times per week. Teachers will complete training and use Board Language in classrooms. Students participating in Boosters club will increase reading by one performance level. Students will receive small group instruction in ELA daily. Students will utilize Lexia learning and increase reading levels.
SSA.6: Mathematics (optional)	<ul style="list-style-type: none"> Several teachers for each grade level will be trained in Board Math. Funds will be used to support the purchase of White Boards and installment. 		SLIBG	All of second grade will be using Board Math daily.

Goals	Specific Actions/Strategies/ Steps	Who is Responsible	Budget Code(s)/ Funding Source	Evidence of Success
	<ul style="list-style-type: none"> Additional teaching staff will be used daily to provide intervention in small groups. 	All Staff	SEC	Students will receive small group instruction in ELA daily.
SSA.7: Science (optional)				
SSA.8: History/Social Science (optional)				
SSA.9: English Language Development				
	<ul style="list-style-type: none"> ELD teacher specialist will be provided one additional 1/2 day to provide support to students and teachers. 	Administration	EIA	Specialist will provide direct services to students and training and support to teacher.
	<ul style="list-style-type: none"> Specialized ELD materials will be purchased to support ELL students. 	Administration/EL specialist	EIA	EL students will use materials daily.
SSA.10: School Climate				
	<ul style="list-style-type: none"> A psychologist intern will be hired to provide counseling and social group support to students. 	Administration/JFK	SLIBG	Identified students will receive counseling and social group service once per week.
	<ul style="list-style-type: none"> Parent education opportunities will be provided to families. 	All staff	SLIBG	Families will attend education nights and support improved school climate.

BUDGET ALLOCATIONS

School: Woodside Elementary

Year: 2011-2012

Budget Development Summary 2011-2012

Woodside Elementary 196	EIA/LEP Site Allocation 3825	EIA/SCE Site Allocation 3823	SLIBG 0918	TOTAL
Total Site Allocation	47,062.00	20,376.00	40,992.39	108,430.39
Undistributed balance	0.00	0.00	0.00	0.00

Object Code	Description	Proposed Budget	Proposed Budget	Proposed Budget	Proposed Budget
XXXX	Salaries and Benefits from Position Control	8,072.00	0.00	0.00	8,072.00
1150	Teacher Substitutes	3,000.00	0.00	8,000.00	11,000.00
1160	Teachers - Extra Pay	0.00	16,500.00	3,000.00	19,500.00
1190	Teachers - Hourly	0.00	0.00	0.00	0.00
1900	Other Certificated Salaries	2,000.00	0.00	0.00	2,000.00
2100	Instructional Assistants (not position control)	0.00	0.00	1,000.00	1,000.00
2200	Classified Support (not position control)	0.00	0.00	5,000.00	5,000.00
2300	Classified Supvrs./Administration (not position control)	0.00	0.00	0.00	0.00
2400	Clerical/Technical (not position control)	0.00	0.00	0.00	0.00
2900	Other Classified - (not position control)	3,000.00	0.00	0.00	3,000.00
4110	Textbooks	0.00	0.00	0.00	0.00
4210	Other Books - Instructional	0.00	0.00	0.00	0.00
4300	Materials and Supplies	0.00	0.00	2,500.00	2,500.00
4315	Holding Account (no expenditures)	29,190.00	1,876.00	17,892.39	48,958.39
4400	Furniture & Equipment \$500-\$9,999	0.00	0.00	0.00	0.00
5100	Subagreements for Services	0.00	0.00	0.00	0.00
5210	Conferences (Requiring Hotel or Registration Fee)	0.00	2,000.00	0.00	2,000.00
5230	Business Mileage/Other Expenses (No Reg Fee)	0.00	0.00	0.00	0.00
5300	Dues and Memberships (District Wide)	0.00	0.00	0.00	0.00
5600	Buildings Rent/Lease	0.00	0.00	0.00	0.00
5711	Library Media Services	0.00	0.00	0.00	0.00
5712	District Print Shop Services	0.00	0.00	0.00	0.00
5713	District Transportation Services	0.00	0.00	0.00	0.00
5719	Other Interprogram Transfers	0.00	0.00	0.00	0.00
5800	Instructional Service Contracts (<\$25,000/contract)	0.00	0.00	3,100.00	3,100.00
5885	Software Licenses/Agreements	1,800.00	0.00	500.00	2,300.00
5890	Other Operating Exp	0.00	0.00	0.00	0.00
5891	Food/Meals for Employees (Non-Conf)	0.00	0.00	0.00	0.00
5895	Field Trip Admissions	0.00	0.00	0.00	0.00
5965	Postage	0.00	0.00	0.00	0.00
5971	Telephone - AT&T	0.00	0.00	0.00	0.00
5973	Telephone - Other	0.00	0.00	0.00	0.00
5974	Cellular Phones	0.00	0.00	0.00	0.00
7310	Indirect Costs	0.00	0.00	0.00	0.00
aaaa	.	0.00	0.00	0.00	0.00
bbbb	.	0.00	0.00	0.00	0.00
TOTAL SITE BUDGET		47,062.00	20,376.00	40,992.39	108,430.39

Description of the Specific Services to be Provided

1. Assist schools with program plan development, implementation, and evaluation.
2. Provide information to principals and project coordinators on guidelines, reviews, procedures, laws, regulations, compliance requirements, and program operation.
3. Provide professional development.
4. Provide information about professional development opportunities such as those provided by county offices of education and research-based conferences.
5. Provide for parent education and involvement.
6. Respond to individual site needs (i.e. Site Council presentations or training, staff development workshops).
7. Maintain master file of records and correspondence regarding the Consolidated Application.
8. Assist with and maintain purchasing verifications and records.
9. Provide budget assistance for schools.
10. Assist with school plan revisions and amendments.
11. Provide evaluation assistance to projects, assist with data collection and analysis, and conduct district evaluation.
12. Complete and submit district applications and reports.
13. Coordinate compliance monitoring and reviews (e.g. Federal Compliance Monitoring, Alternative Governance Teams).
14. Maintain liaison with California Department of Education, County Office of Education, IHEs and other organizations.
15. Coordinate revision, amendments and correspondence with the California Department of Education.
16. Facilitate reviews and updates to various district plans (e.g. LEA Plan, Title III Corrective Action Plan, English Learner Master Plan)
17. Acquire materials for district-wide use.
18. Align district core curriculum with State and National frameworks, State Standards and Common Core, and coordinate writing of Courses of Study.
19. Assist schools with implementation and monitoring of students' progress in meeting grade level standards and benchmarks.
20. Coordinate district advisory committees (e.g. DELAC).
21. Coordinate and monitor district wide assessment and supplemental services for English learner students.
22. Supervision and evaluation of Evaluate ELD/Bilingual personnel, Instructional Media Assistants, Librarians, and elementary Music and Physical Education staff.
23. Provide specific reports and data related to assessments.
24. Coordinate centralized textbook support.
25. Provide technical assistance to schools to support student achievement.

(This is a partial list of services provided by the Student Achievement and School Support staff.)

**MT. DIABLO UNIFIED SCHOOL DISTRICT
ENGLISH LEARNER PROGRAM**

**Centralized Supplementary Direct Services To Schools
Provided By State EIA/LEP Funding**

1. Certificated and classified staff provide the following services:
 - a. Identify, assess, and report all students who have a primary language other than English.
 - o Administer the CELDT
 - o Administer the district's primary-language assessment
 - o Collate home language survey and assessment information, document on the student information form, file in student cumulative record file, send copies of all documents to Dent Center
 - o Enter student information in the district's student data-management system
 - o Collate into one report the following information on all the school's LEP and FEP students: language classification, language proficiency level, grade level, teachers, core content class placements (secondary)
 - o Complete the school's annual language census report for the California Department of Education
 - o Monitor LEP and FEP student cumulative records to assure that all documentation is complete
 - b. Notify the parents/guardians of English learners of the language assessment results, instructional placement, rights to request a parental exception waiver, and information on whom to contact at the school with questions.
 - o Written notifications are sent to the parent at the time of initial assessment
 - o Written notifications are sent to the parent at the time of annual assessment
 - o Parents are invited to attend an informational meeting where instructional options and the parental exception waiver procedures are explained and made available.
 - c. Continuously monitor English learners' language and academic development.
 - o Annually review each student's performance on STAR, CAHSEE , CELDT , RAP, district writing assessment, and class grade reports
 - o Determine if each student has made adequate progress
 - o Update each student's ELD History Form and file in the student's cumulative record, and distribute copies of the history form to the appropriate classroom teachers
 - o Collate and report data on student classroom academic performance quarterly (secondary) or at completion of each semester (elementary): Share information with principal and teachers and the Asst. Director, C & I
 - d. Implement a catch-up plan for English learners who are not making adequate language and academic development
 - o After completion of the annual review of student performance, identify students who are in need of immediate intervention
 - o For students needing intervention, assist administration and teachers in completing an individual intervention plan which specifies the specifics of the intervention, provide a copy to intervention teachers, and file a copy in the student's cumulative record file
 - o Assist school teaching staff in delivery of intervention instruction as per students' individual intervention plans
 - o Annually update the individual intervention form, distribute appropriately, and file in cumulative record
 - e. Conduct annual reclassification review
 - o Annually review each English learner's performance on STAR, CAHSEE, and CELDT to determine if he or she is ready for reclassification
 - o For students ready for reclassification: document reclassification recommendation on the appropriate form and send to C & I; send a letter to the parents informing them of their opportunity for input, attaching a copy of the documentation form
 - o Place all documentation in the student's cumulative record
 - o Inform teachers of reclassified students

- f. Monitor the continuous language and academic development of R-FEP students.
 - o Annually review each R-FEP student's performance on STAR, CAHSEE, CELDT, course grades
 - o Identify R-FEP students who are falling below the reclassification criteria for possible intervention
 - o Document this review on district forms and place copies in the students' cumulative record
 - o Send letter to parents informing them of the interventions; place a copy of the letter in the cumulative record
 - g. Monitor student placement in appropriate classes, as per district Committee Accountability plan
 - o Assure that students have been placed in ELD and SDAIE classes according to the master schedule and district EL Program guidelines
 - o Prepare semester placement reports to school and district administration
 - h. Provide primary-language support to English learners with limited English proficiency
 - o Provide preview and review of core-curriculum content in students' primary language
 - o Provide extended learning time for students in the primary language
 - o Assist the school in providing counseling and dissemination of information to students and parents
 - i. Provide support to classroom teachers of English language development
 - j. Purchase supplementary instructional materials for English learners
 - k. Provide professional development to teachers of English learners
 - o English language development
 - o Specially designed academic instruction in English. For example:
 - o Guided Language Acquisition Design (GLAD)
 - o Sheltered Instruction Observation Protocol (SIOP)
2. Texts and materials are purchased to supplement district adoptions.
 3. Teachers and administrators are provided professional development in instructional strategies, parental involvement, program implementation
 4. Translators assist schools in translating documents and interpreting at meetings and conferences
 5. Parents are provided with training in how to partner with teachers to increase the academic achievement of their students
 6. The school's English learner advisory committee receives training and support in carrying out its responsibilities

This is a partial list of centralized services provided by the Student Achievement and School Support Division.

**MT. DIABLO UNIFIED SCHOOL DISTRICT
Site to Centralized EIA/LEP Budget**

School: Woodside Elementary

Year: 2011-2012

School: Woodside Elementary

EIA - All =		\$52,968					
Ent. 3825	70%	\$39,717					
Ent. 3823	30%	\$13,251					
			EIA/LEP		EIA SCE		
Expenditures:			3825		3823		
Con App -Set Asides 15%		15%	Taken prior to allocation		Taken prior to allocation		
Centralized Prof. Dev. 2%		2%	\$794		\$0		
CELDT - \$35 x EL student =	\$35	113	\$3,955		\$0		
TOTAL			\$34,968		\$13,251		
Personnel Costs (.30 FTE)			\$24,416		\$0		
Total			\$10,552		\$13,251		
Augmented from Centralized funds			\$0		\$0		
Carry Over			\$36,388		\$7,125		
Available			\$46,940		\$20,376		

SCHOOL SITE COUNCIL (SSC) MEMBERSHIP

School: Woodside Elementary

Year: 2011-2012

(1) Principal	(3) Teachers	(1) Other school staff
(5) Parents and other community members		

Schoolsite Council
Elementary

() Principal	() Teachers	() Other school staff
() Parents and other community		() Students

Schoolsite Council
Secondary

() Principal	() Teachers
() Parents and other community members	() Students

Schoolsite Advisory Council
Alternative Education

Schoolsite Advisory Council or Schoolsite Council Members	Member of Council	Parent of student in the school	Parent of EL student	Not employed by school	Principal	Classroom teacher	Other school staff	Community Representative	Student (secondary) Member of SSC	Other
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Michelle Batesole	[X]	[]	[]	[]	[X]	[]	[]	[]	[]	[]
Julia Michel	[X]	[X]	[X]	[X]	[]	[]	[]	[]	[]	[]
Maria Crosson	[X]	[X]	[]	[X]	[]	[]	[]	[]	[]	[]
Joan Martin	[X]	[]	[]	[]	[]	[X]	[]	[]	[]	[]
Joe Martin	[X]	[]	[]	[]	[]	[X]	[]	[]	[]	[]
Christine Chase	[X]	[X]	[]	[X]	[]	[]	[]	[]	[]	[]
Michele Taylor	[X]	[]	[]	[]	[]	[]	[X]	[]	[]	[]
Erin Roder	[]	[X]	[]	[X]	[]	[]	[]	[]	[]	[]
Carolyn MacMillan	[X]	[]	[]	[]	[]	[X]	[]	[]	[]	[]
Tiffany Habbemyer	[X]	[X]	[]	[X]	[]	[]	[]	[]	[]	[]
Numbers of members	10	5	1	5	1	3	2			

ENGLISH LEARNER ADVISORY COMMITTEE

School: Woodside Elementary

Year: 2011-2012

If the ELAC has delegated its responsibilities to the Schoolsite Council, specify the date: October 2011

If your site has less than 21 English Language Learners, insert "NA" for not applicable:

If the ELAC is continuing to meet as a separate advisory group, please complete the form below.

ELAC Membership:

- a. Principal/ Principal's Administrative designee:
 - 1. Michelle Batesole
- b. Five parents, elected by parents of English Learners:
 - 1. SSC Members
- c. Two Staff members, elected by staff:
 - 1. Nina Pate

SCHOOL SITE COUNCILS/COMMITTEES ASSURANCES & RECOMMENDATIONS

School: Woodside Elementary

Year: 2011-2012

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WOODSIDE SCHOOL

PAGE 04/04

Woodside
School

SCHOOLSITE COUNCILS/COMMITTEES ASSURANCES & RECOMMENDATIONS

The Schoolsite councils/committees' authorized representatives' signatures assure adherence to the following legal assurances:

1. The councils/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The councils/committees have reviewed their responsibilities under the district governing board, federal or state law or regulations.
3. The councils/committees have reviewed the content requirements for school plans or programs included in this Single Plan for Student Achievement, and believe all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. The councils/committees have had adequate opportunity to consider the available information concerning the special needs of English Learner students, including instruction in a language that such students understand; economically disadvantaged students; students with exceptional needs, gifted and talented students, and students at risk.
5. The councils/committees have a list of members of each school-level council or committee available at the school.

This Single Plan for Student Achievement 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. *The signatures below verify that the chairpersons, teachers, and local officials, on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.*

The Schoolsite Council adopted the Single Plan for Student Achievement on		<u>11/14/11</u> Council Approval Date
<u>Michelle Batesole</u> Typed name of chairperson	<u>Michelle Batesole</u> Signature	<u>11/14/11</u> Date
If Applicable English Learner Advisory Committee reviewed the SPSSA on		Committee Approval Date
Typed name of chairperson	Signature	Date
If Applicable SCHOOL ADVISORY COMMITTEE:		Committee Approval Date
Typed name of chairperson	Committee Name Signature	Date
If Applicable SCHOOL ADVISORY COMMITTEE:		Committee Approval Date
Typed name of chairperson	Committee Name Signature	Date
<u>Michelle Batesole</u> Typed name of Principal	<u>Michelle Batesole</u> Signature	<u>11/14/11</u> Date

10/26/2011

**Woodside Elementary
Mount Diablo Unified School District
Academic Program Survey - Elementary School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>1. Instructional Program</p>	<p>1.1 The school/district provides the current* State Board of Education (SBE)-adopted, standards-based, basic core instructional programs and materials in Reading/ Language Arts (RLA)/English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student.</p> <p>* Pending State Board of Education (SBE) action and as a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective</p>	<p>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the SBE-adopted basic core instructional program materials in RLA/ELD. These materials are implemented daily as designed to support the needs of all students.</p> <ul style="list-style-type: none"> • At all levels, teachers use the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support kindergarten through grade three (K-3), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom. 	<p>Objective 1.1 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: All classrooms are using the adopted materials in conjunction with ancillary materials through all grade levels. Universal access is implemented in a majority of classrooms. New ELD sentence frame program acquired for all classes.</p> <p>Action: Ensure UA time is being utilized in all classrooms and that this time is being used to meet diverse student needs. Administration will collect daily schedules and conduct walk-throughs during listed UA times. Investigate the possibility of increasing Instructional Assistant time to reduce the student/adult ratio during UA time.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>1. Instructional Program</p>	<p>1.2 The school/district provides either the 2008 SBE adopted, standards-based, basic core instructional programs and materials in ELD or materials from the 2002 SBE standards-based, basic core adoption and/or SBE-approved supplementary materials list. These programs are implemented as designed and documented to be in daily use with materials for every identified EL student.</p> <p>* Pending State Board of Education (SBE) action and as a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective</p>	<p>Full implementation means that ELs are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE-adoption, materials from the previous SBE 2002 adoption and/or SBE-approved English learners' Supplementary Materials lists. These materials are implemented daily as designed to support the assessed English proficiency needs of students.</p> <ul style="list-style-type: none"> • Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. • At all grade levels, teachers use the ELD components as described in the full implementation statement with students identified for ELD on an English proficiency assessment. • For districts using the 2008 SBE-adopted RLA/ELD: <ul style="list-style-type: none"> • At all grade levels, teachers use the ELD components of the 2008 SBE-adopted RLA/ELD program (Programs 2 and 3). • For districts/sites adopting only Program 1, teachers use the ELD materials from the 2002 SBE basic core adoption or from earlier SBE-approved supplemental materials lists (AB 1802 materials, or other adopted supplementary materials). • For districts using the 2002 SBE-adopted RLA/ELD teachers use the ELD materials from the 2002 SBE basic core adoption or from earlier SBE-approved supplemental materials lists. 	<p>Objective 1.2 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: EL students are appropriately placed in EL groups and receive 30 minutes of specialized instruction daily. Instruction is provided through the use of Carousel and Systematic ELD, the district approved materials to provide EL instruction. All teachers are certified to teach English Learner students. CELDT is given in the fall and spring. ADEPT is used twice per year to monitor EL progress. Sentence frames for EL time are used and Curriculum and Associates is used to guide instruction. ELD specialist was available for all staff meeting to provide support and guidance.</p> <p>Action: Woodside will have universal ELD times (one time for upper grades and one time for lower grades) school wide to support consistency. Learning walks will be used to monitor the program.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>1. Instructional Program</p>	<p>1.3 The school/district provides the current* SBE-adopted RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student.</p> <p>* Pending State Board of Education (SBE) action and as a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective.</p>	<p>Full implementation means that all students identified as needing intensive intervention in grade four through eight, including ELs and SWDs, who are two or more years below grade level are provided the SBE-adopted intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed.</p> <ul style="list-style-type: none"> • Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction. • The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support. • Districts are either using the SBE-adopted intensive intervention program from the SBE-adopted 2002/2005 lists or Programs 4 or 5 from the 2008 list. 	<p>Objective 1.3 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: Students in grades 3 and 4 that are two or more grade levels below are provided intervention using the Language ! program.</p> <p>Action: Consider providing Language ! to 5th grade students. Also, consider expanding current intervention program provided 4 times per week to 5 times per week.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>1. Instructional Program</p>	<p>1.4 The school/district provides the current* SBE-adopted, standards-based, basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student.</p> <p>* Pending State Board of Education (SBE) action and as a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective.</p>	<p>Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided the SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students.</p> <ul style="list-style-type: none"> • At all levels, teachers use the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom. 	<p>Objective 1.4 Status of Implementation: 4. Fully (100%)</p> <p>Comments/Actions: All teachers are using adopted material in math; including ancillary materials to provide differentiated instruction. Struggling students are provided extra support using adopted material in the Learning Center, and ancillary materials are used during UA times in the classroom to support and expand concepts. SWD use board adopted materials to meet goals in math as designated on their IEP. Board Math is used in majority of classrooms. Action: Have all teachers trained in Board Math and using Board Math consistently.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>1. Instructional Program</p>	<p>1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student.</p> <p>Districts using the 2001 and 2005 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.</p>	<p>Full implementation means that all students identified as needing intensive intervention in grades four through seven, including ELs and SWDs, who are two or more years below level in mathematics, are provided the SBE-adopted intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed.</p> <ul style="list-style-type: none"> • For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. • The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program. 	<p>Objective 1.5 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: Students needing intensive intervention in math receive help through the Learning Center and through flexible math groups. Pre and Post unit tests are given to students to determine math groups and students needing intervention. The site does not have a SBE adopted program for intervention. Many grade levels used flexible groups (Learning Academies) to support differentiated math instruction. Action: Research and possibly adopt a SBE math intervention program. Provide after school intervention for math if budget allows. Continue to expand on Learning Academies as a means of differentiating math instruction.</p>

**Woodside Elementary
Mount Diablo Unified School District
Academic Program Survey - Elementary School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>2. Instructional Time</p>	<p>2.1 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted, standards-based, basic core programs for RLA/ELD. This time is given priority and protected from interruptions:</p> <ul style="list-style-type: none"> • Kindergarten: 60 minutes • Grades one through three: 2.5 hours • Grades four through six: 2.0 hours 	<p>Full implementation means that the school's schedule allocates for all RLA/ELD classrooms the appropriate daily instructional time in the SBE-adopted RLA/ELD basic core materials.** This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs.</p> <ul style="list-style-type: none"> • This time is given priority and protected from interruptions. <p>** Note for the 2008 SBE-adopted RLA/ELD, this means Programs 1, 2, or 3.</p>	<p>Objective 2.1 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: All classes plan for the required amount of RLA/ELD time. This time is protected from interruptions, however these times are not school wide and are not always protected from preps.</p> <p>Action: Grade levels will work together to block this time and ensure that other activities do not take away from this time.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>2. Instructional Time</p>	<p>2.2 The school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in RLA, using the current SBE-adopted, standards-based, basic core program and ancillary materials.</p> <ul style="list-style-type: none"> • Kindergarten through grade six: 30 minutes 	<p>Full implementation of strategic support means that the school schedule allocates sufficient additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> • This time is given priority and protected from interruptions • Students identified in need of strategic support are defined as students demonstrating proficiency in reading/English language-arts standards no more than two years below grade level. • All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support (kindergarten through grade three), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program and designed to provide extra support for struggling readers and ELs. • This instructional time does not replace the additional 30-60 minutes of ELD to build students' language proficiency. • The SBE adopted, standards-based, basic core materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers. 	<p>Objective 2.2 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: Most classroom use Universal Access time to differentiate instruction in RLA for their students. This time is used to support students not meeting grade level expectations, and to enrich students meeting those expectations. The Learning Center is used in conjunction with these time to support struggling students.</p> <p>Action: Administration to support teachers with training and implementation of UA times. Administration to complete quick visits and walk throughs to help evaluate the effectiveness of the UA time.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>2. Instructional Time</p>	<p>2.3 The school/district complies with and monitors the daily implementation of additional instructional time within the school day for English Language Development (ELD) instruction for identified ELs using either the 2008 SBE-adopted basic core instructional program and materials in ELD or materials from the 2002 SBE standards-based adoption and/or SBE-approved supplementary materials lists. This time is given priority and protected from interruptions.</p> <ul style="list-style-type: none"> • Kindergarten through grade six: 30-60 minutes 	<p>Full implementation means that that the school's schedule allocates 30-60 minutes of daily ELD instructional time for all identified ELs in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE-adoption, materials from the previous SBE 2002 adoption and/or SBE-approved English Learners' Supplementary Materials lists. These ELD instructional minutes are in addition to instructional time in the basic core program, are given priority, and protected from interruptions.</p> <ul style="list-style-type: none"> • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures. • Districts that have adopted from the 2008 SBE-adopted materials list should be using the ELD materials in Programs 2 or 3 or if using Program 1 ELs should be provided daily ELD instruction at the appropriate language proficiency levels from the previous SBE 2002 adoption and/or SBE-approved supplementary materials lists. • Districts not adopting from the 2008 list should provide daily ELD instruction at the appropriate language proficiency levels using materials from the previous SBE 2002 adoption and/or SBE-approved supplementary materials lists. • ELs who are also identified as SWDs must receive 30-60 minutes of daily ELD instruction. 	<p>Objective 2.3 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: All grade levels designate a 30 minute block of ELD time. ELD support teacher supplements this time with twice weekly groups, one for newcomers and one for intermediate EL students. Carousel and Systematic ELD are used to teach standards during this time. ELD specialist time was increased to be available for staff meetings and staff development. Action: Utilize Learning Walks to be conducted every 6 weeks to monitor ELD strategies being used. Increase ELD specialist time to provide staff support and service students.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>2. Instructional Time</p>	<p>2.4 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.</p> <ul style="list-style-type: none"> • Grades four through six: 2.5-3.0 hours 	<p>Full implementation means that the school schedule allocates the appropriate uninterrupted instructional time for all students identified as needing intensive intervention, including ELs and SWDs. The SBE-adopted RLA/ELD intensive intervention reading program materials are utilized daily to support the needs of all intensive intervention students to provide sufficient instruction and practice to meet their instructional needs.</p> <ul style="list-style-type: none"> • This time is given priority and protected from interruption. • Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. • The school schedule allocates appropriate instructional time for implementation of the intensive intervention programs (2008 SBE-adopted Programs 4 and 5 or 2002/2005 SBE-adopted intensive intervention programs) as stated in the framework and designed by publishers. • The school schedule reflects that English Learners in an intensive reading intervention program designated for English Learners also receive embedded ELD instruction as per program design. Program 5 (Intensive Reading Intervention for ELs) or the intensive reading intervention materials designated for English Learners from the previous 2002/2005 SBE-adopted materials lists meet the recommended 30-60 minutes of ELD daily instruction. 	<p>Objective 2.4 Status of Implementation: 4. Fully (100%)</p> <p>Comments/Actions: Language ! is provided to all students two or more grade levels below expectations for 3rd and 4th grades.</p> <p>Action: Investigate intensive programs for early grades.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>2. Instructional Time</p>	<p>2.5 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted, standards-based, basic core programs for mathematics. This time is given priority and is protected from interruptions.</p> <ul style="list-style-type: none"> • Kindergarten: 30 minutes • Grades one through six: 60 minutes 	<p>Full implementation means that the school schedule allocates for all mathematics classrooms the appropriate daily instructional time in the SBE-adopted mathematics basic core materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs.</p> <ul style="list-style-type: none"> • This time is given priority and is protected from interruptions. 	<p>Objective 2.5 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: All classes plan for the required amount of math time. This time is protected from interruptions, however the time is not school wide is not always protected from prep times.</p> <p>Action: Grade levels will work together to block this time and ensure that other activities do not take away from this time.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
2. Instructional Time	2.6 The school/district complies with and monitors daily implementation of additional instructional time within the school day for kindergarten through grade eight students identified for strategic intervention support in mathematics, using the current SBE-adopted, standards-based, basic core and ancillary program mathematics materials. <ul style="list-style-type: none"> Kindergarten through grade six: 15-30 minutes 	Full implementation means that the school schedule allocates sufficient additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> For kindergarten through grade eight, the SBE-adopted basic core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers. 	<p>Objective 2.6 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: Most classrooms use Universal Access time to differentiate instruction in math for their students. This time is used to support students not meeting grade level expectations, and to enrich students meeting those expectations. The Learning Center is used in conjunction with these time to support struggling students. However, with larger class sizes UA time for both math and language arts is difficult to schedule.</p> <p>Action: Administration to support teachers with training and implementation of UA times. Administration to complete quick visits and walk throughs to help evaluate the effectiveness of the UA time.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
2. Instructional Time	2.7 The school/district complies with and monitors implementation of instructional time for the current SBE-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards. <ul style="list-style-type: none"> Grades four through six: 15-30 minutes. 	Full implementation means that the school's schedule allocates sufficient instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/ school uses assessments and placement criteria to determine the instructional needs of intensive intervention students. <ul style="list-style-type: none"> For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards. <p>For districts using the 2007 SBE-adoption:</p> <ul style="list-style-type: none"> The SBE-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed. 	<p>Objective 2.7 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: UA times for math and the Learning Center are used to support students struggling in math. Currently, our school does not have a district approved math intervention program.</p> <p>Action: Investigate a district approved math intervention program.</p>

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/ assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the SBE-adopted RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means that the annual district instructional/assessment pacing guides are in dally use to fully implement the SBE-adopted RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school). <ul style="list-style-type: none"> • Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	<p>Objective 3.1 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: The district provides pacing guides for Language Arts, Math and assessments. The site follows the district pacing guides in conjunction with needed changes based on assessment results. Action: Grade levels and cross grade levels will collaborate at least three times per year on pacing guides adherence.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the SBE-adopted mathematics program in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means that there is an annual district pacing guide that is constructed to be used daily in all classrooms to fully implement the SBE-adopted mathematics program by grade-level (and by tracks if on a year-round school). <ul style="list-style-type: none"> • Use of the pacing guide ensures that all students receive a common sequence of grade level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	Objective 3.2 Status of Implementation: 3. Substantially (At Least 75%) Comments/Actions: The district provides a pacing guide for RAP, STAR, CELDT, and Writing assessments. The district does not provide a pacing guide for benchmark assessments with the exception of Curriculum and Associates. Action: Continue the use of Curriculum and Associates benchmark assessments in conjunction with learning and using new assessment system (OARS).

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>4. School Administrator Instructional Leadership Trainings</p>	<p>4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the SBE-adopted RLA/ELD basic core and intervention program materials in use at the school through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the RLA/ELD instructional materials and the Essential Program Components (EPCs).</p> <p>This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted RLA/ELD or intensive reading intervention program.</p>	<p>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the SBE-adopted RLA/ELD basic core or intervention program materials and 40-hours of structured practicum. The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:</p> <ul style="list-style-type: none"> • The RLA/ELD basic core or intensive reading intervention materials. • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum Framework language and the academic content standards addressed in the materials; and • The use of the instructional/assessment pacing guide. <p>The remaining eight hours focus on the following:</p> <ul style="list-style-type: none"> • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; • The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs. • Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE approved Administrator Training Program (ATP) Provider and complete the SBE approved : <ul style="list-style-type: none"> o Module 1 - Leadership and Support of Student Instructional Programs 40 hours training/40 hours structured practicum; o Module 2 - Leadership and Management for Instructional Improvement: 20 hours training/20 hours structured practicum o Module 3 - Instructional Technology to Improve Pupil Performance: 20 hours training/20 hours structured practicum • Administrators will also have to complete an online survey as well as these 160-hours of combined training and practicum. 	<p>Objective 4.1 Status of Implementation: 4. Fully (100%)</p> <p>Comments/Actions: The principal has completed all modules of AB 430.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>4. School Administrator Instructional Leadership Trainings</p>	<p>4.2 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the SBE-adopted mathematics basic core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the instructional materials and the EPCs.</p> <p>This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted mathematics program.</p> <p>*Note: In cases where an administrative training for the implementation of the mathematics adopted materials cannot be located, the district may elect to send the principal and vice-principal(s) with their teachers to the mathematics instructional materials 40-hour materials professional development.</p>	<p>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the most recent SBE-adopted mathematics basic core and intervention program materials and 40-hours of structured practicum.</p> <p>The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:</p> <ul style="list-style-type: none"> • The current SBE adopted mathematics materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum Framework language and the academic content standards addressed in the materials; and • The use of the instructional/assessment pacing guide. <p>The remaining eight-hours focus on the following:</p> <ul style="list-style-type: none"> • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; • The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs. 	<p>Objective 4.2 Status of Implementation: 4. Fully (100%)</p> <p>Comments/Actions: The principal has completed all modules of AB 430 training.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>4. School Administrator Instructional Leadership Trainings</p>	<p>4.3 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.</p>	<p>Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.</p> <p>Targeted professional development and support may include:</p> <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include: <ul style="list-style-type: none"> o Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide. o The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead grade/subject area teachers in the analysis and use data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices. • Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback. • Participation in Modules 2 and 3 of the Administrator Training Program. • Participation in a 40-hour English learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI2) including support on providing tiered intervention; and implementation and monitoring of standards-based IEP. • Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials. • Supporting and training general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives. 	<p>Objective 4.3 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: The district monitors training requirements for the administration. The district provides professional development in a variety of areas. Most training opportunities are optional and are not made mandatory for all administrators. Action: Administrator will participate in district provided professional development.</p>

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Academic Program Survey - Elementary School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	<p>Objective 5.1 Status of Implementation: 4. Fully (100%)</p> <p>Comments/Actions: The school has 100% appropriately credentialed staff.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>5. Credentialed Teachers and Professional Development Opportunity</p>	<p>5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the SBE-adopted RLA/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.</p> <p>This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.</p>	<p>Full implementation means that all teachers of RLA/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted RLA/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include:</p> <ul style="list-style-type: none"> • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI2 including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	<p>Objective 5.2 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: Most staff have participated in the 40 hours of professional development related to the adopted ELA program. New teachers however, have not had that training. Teachers meet monthly to discuss student achievement and plan instruction. Action: Use a school wide benchmark assessment program for RLA. Ensure that all teachers participate in the Systematic ELD training. Provide refresher training for the use of Universal Access.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>5. Credentialed Teachers and Professional Development Opportunity</p>	<p>5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the SBE-adopted mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.</p> <p>This requirement is fulfilled when the teacher completes 40-hours of instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.</p>	<p>Full implementation means that all teachers of mathematics have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted mathematics program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some practicum activities might include:</p> <ul style="list-style-type: none"> • Use of the SBE adopted four through seven intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI2 including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	<p>Objective 5.3 Status of Implementation: 2. Partially (At Least 50%)</p> <p>Comments/Actions: Most teachers have participated in the 40 hour training related to mathematics. New teachers however, have not had that training. Follow up training was not provided by the district. Teachers meet monthly to discuss student achievement and plan instruction. Action: Use a school wide benchmark assessment program for math. Investigate providing practicum training on site.</p>

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>6. Ongoing Instructional Assistance and Support for Teachers</p>	<p>6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and intensive intervention. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.</p>	<p>Full implementation means that the school/district provides to all RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject-matter expertise. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's SBE-adopted RLA/ELD and intensive intervention instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement. 	<p>Objective 6.1 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: The district provides one ELD specialist who works on site one day per week. During this time this specialist works on assessment and required paperwork, therefore only a small portion of her time is devoted to staff development and support. The Resource Specialist has been trained in Language !, but has done this on her own accord. The district does hold sporadic training opportunities for the Resource Specialist.</p> <p>Action: Provide support from ELD specialist on a daily basis to be used for staff training and support and to service students.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>6. Ongoing Instructional Assistance and Support for Teachers</p>	<p>6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.</p>	<p>Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current SBE-adopted instructional programs in mathematics to improve student achievement.</p> <ul style="list-style-type: none"> • The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement. 	<p>Objective 6.2 Status of Implementation: 1. Minimally (Less Than 50%)</p> <p>Comments/Actions: The district currently provides no mathematics support or coaches to our site. Action: Continue to use grade level collaboration and staff development meetings as an opportunity for training in math.</p>

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Academic Program Survey - Elementary School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>7. Student Achievement Monitoring System</p>	<p>7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted RLA/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.</p>	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis.</p> <ul style="list-style-type: none"> • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	<p>Objective 7.1 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: The district provides Edusoft online assessment system for the Reading Assessment Program, Theme Tests, Writing Prompts and summative tests. The data can be disaggregated by subgroups, intervention groups, classes, etc. The district does not provide a required formative assessment to be used every six to eight weeks. Curriculum and Associates benchmark assessment was used every 6 weeks to monitor student progress and plan instruction. Training and time were provided to analyze results of assessment.</p> <p>Action: Continue use of Curriculum and Associates and have all staff participate training and use of new assessment system (OARS).</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>7. Student Achievement Monitoring System</p>	<p>7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted basic core mathematics and intensive intervention programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.</p>	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis.</p> <ul style="list-style-type: none"> • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	<p>Objective 7.2 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: The district provides Edusoft online assessment system for Chapter and Summative tests in the adopted math program. The data can be disaggregated by subgroups, intervention groups, classes, etc. The district does not provide a required formative assessment to be used every six to eight weeks</p> <p>Action: Continue use of Curriculum and Associates and have all staff participate training and use of new assessment system (OARS).</p>

**Woodside Elementary
Mount Diablo Unified School District
Academic Program Survey - Elementary School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal</p>	<p>8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the SBE-adopted RLA/ELD programs.</p>	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> o Entry-level placement and/or diagnostic; o Progress monitoring, including frequent formative and curriculum-embedded; and o Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. 	<p>Objective 8.1 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: The teachers are provided at least one hour of grade level collaboration per month. The site provides teachers additional opportunities for grade level collaboration through the use of principal led assemblies and non-meeting early release Wednesdays. Grade levels use this time to review student data, create and monitor flexible learning groups, and to lesson plan.</p> <p>Action: Provide teachers with three full release days during the school year to work on collaboration.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal</p>	<p>8.2 The school/district facilitates and supports one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the adopted mathematics programs, including Algebra I and Algebra Readiness.</p>	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> o Entry-level placement and/or diagnostic; o Progress monitoring, including frequent formative and curriculum-embedded assessments; and o Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. 	<p>Objective 8.2 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: The teachers are provided at least one hour of grade level collaboration per month. The site provides teachers additional opportunities for grade level collaboration through the use of principal led assemblies and non-meeting early release Wednesdays. Grade levels use this time to review student data, create and monitor flexible learning groups, and to lesson plan.</p> <p>Action: Provide teachers with three full release days during the school year to work on collaboration.</p>

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Academic Program Survey - Elementary School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
9. Fiscal Support	9.1 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA, and ELD, are aligned and prioritized in the SPSA. <ul style="list-style-type: none"> • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	<p>Objective 9.1 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: The school site SPSA supports implementation of the EPC in RLA and ELD. The staff is unaware if these goals are in alignment with the LEA plan. The district provides some support in the implementation of the SPSA, but more could be used.</p> <p>Action: Share LEA plan with staff and seek alignment of goals.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
9. Fiscal Support	9.2 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA. <ul style="list-style-type: none"> • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	<p>Objective 9.2 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: The school site SPSA supports implementation of the EPC in math. The staff is unaware if these goals are in alignment with the LEA plan. The district provides some support in the implementation of the SPSA, but more could be used.</p> <p>Action: Share LEA plan with staff and seek alignment of goals</p>

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
10. Environments Conducive to Learning	10.1 Provide training, resources, and technical assistance in the establishment of a school/community environment that is physically and emotionally safe, disciplined, drug-free, and one that will help all children meet challenging academic standards.	<p>Full implementation means:</p> <ul style="list-style-type: none"> • The site uses data regarding positive school climate (attendance and discipline) to inform site process and programs for students. • The site also uses demographic data when planning interventions and programs. • Monitoring the impact of programs/procedures designed to improve school climate and support student achievement • The Site Safety Plan is coordinated with the Single Plan for Student Achievement. <p>Positive behavior is reinforced for every student during the instructional day and professional development has been offered to teachers, grade level teams and/or departments to support positive behavior. (e.g. BEST, Soul Shoppe, Fred Jones, etc.)</p> <p>Full implementation means:</p> <ul style="list-style-type: none"> • The site uses a monitoring system that informs teachers and principals on students' progress and effectiveness of positive behavioral supports (e.g. California Healthy Kids Survey, referral/suspension data analyzed, Student Success Teams data, CARE Team meetings held, etc.) • The school has Behavior Support Plans (BSP) in place for those students identified as having behaviors impeding their learning. 	<p>Objective 10.1 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: The site uses discipline data to make decisions on how to support students in need and to implement procedures and policies. Positive behavior is reinforced through a school wide reward system (Paw Pats). The site has a CARE team that meets bi-weekly to review discipline data and create plans to support struggling students. Action: Create School Climate Committee will meet 4 times per year to review data and create strategic plans. The principal will distribute a monthly newsletter based on climate issues and discipline data. The site will conduct a climate survey for staff and families.</p>

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>11. Parent/Community Involvement</p>	<p>11.1 The Governing Board of the district believes that a child's education is a responsibility shared by the family and school. The Board recognizes the necessity and value of family-school partnerships to support student growth and academic achievement and further seeks to facilitate this partnership through a parent involvement component in all school site plans. Recognizing that parent/guardian involvement takes many forms, the Board, administration and staff are committed to supporting district-wide parent participation via the six types of parent/guardian involvement described in <i>The California Strategic Plan for Parent Involvement</i>.</p>	<p>Full Implementation means:</p> <ul style="list-style-type: none"> • Providing educational opportunities to help parents develop parenting skills and to foster conditions at home that support learning. • Providing parents with training in effective strategies for assisting their children to learn at home. • Providing parents/guardians with knowledge of and access to school and community support services for children and families. • Training teachers and administrators to communicate effectively about school programs and student achievement with all parents/guardians, respecting the diversity and differing needs of families. • Involving parents/guardians, after appropriate training, in classroom support roles at schools. • Supporting parents/guardians as participating decision-makers and encouraging their leadership in governing, advising and advocacy roles. <p>Full implementation for Title I schools includes:</p> <ul style="list-style-type: none"> • Convening an annual meeting to inform parents of Title I students of the Title I requirements as well as their rights to be involved in the Title I program. • Offering a flexible number of meetings. • Involving parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy. • Providing parents of Title I students with timely information about Title I programs. • Providing parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. • Providing parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. • Signing a School-Parent Compact: The school-parent compact must specifically state how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and describe how the school and parents will develop a partnership to help children reach proficiency on the California content standards. 	<p>Objective 11.1 Status of Implementation: 2. Partially (At Least 50%)</p> <p>Comments/Actions: Parents and community are involved at the site and spend time volunteering in classrooms to assist with stations, art, and special activities. Parent education was provided for bullying, homework, parent/child relationship, and middle school preparedness. Action: Host a minimum of three parent education nights at the site from adult education. Have two family nights (LA and math).</p>