

MT. DIABLO UNIFIED SCHOOL DISTRICT

Single Plan for Student Achievement

Ygnacio Valley Elementary School

School Name

07-61754-6004410

CDS Code

2011-2012

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The school certifies completion of updates to this plan.

Approved by MDUSD Program Administrator Susan Hukkanen on .

Mount Diablo Unified School District

Single Plan for Student Achievement

Ygnacio Valley Elementary School

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Mount Diablo Unified School District

Single Plan for Student Achievement TITLE I PROGRAM IMPROVEMENT (PI)

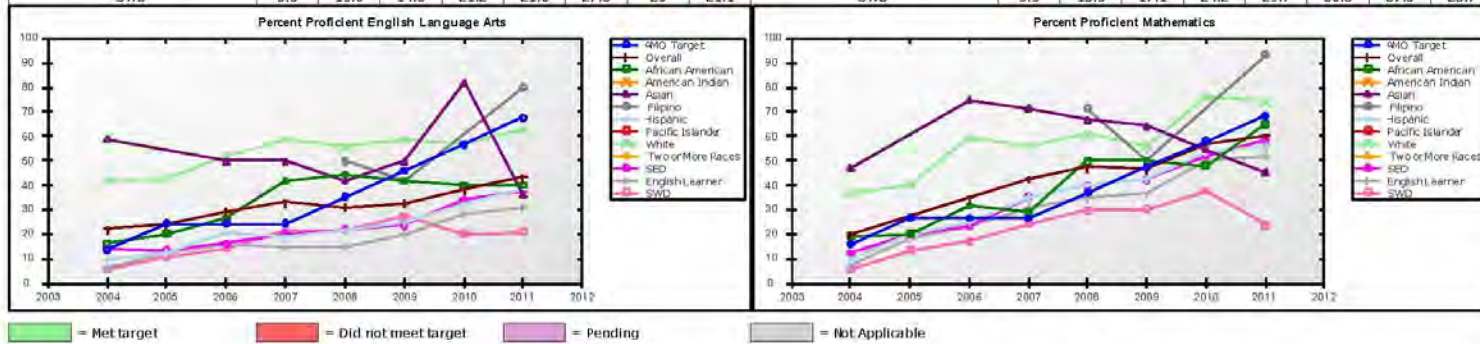
Ygnacio Valley Elementary School

Check Line When Included in Plan	Requirements Index	Page No.
SCIENTIFICALLY-BASED RESEARCH		
<input checked="" type="checkbox"/>	Strategies based on scientifically-based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for PI.	
SUCCESSFUL POLICIES AND PRACTICES		
<input checked="" type="checkbox"/>	Adoption of policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in the school become proficient.	
PROFESSIONAL DEVELOPMENT (PD)		
<input checked="" type="checkbox"/>	A minimum of 10% of Title I funds will be used each year that the school is in PI for the purpose of providing high quality professional development of teachers and principal.	
<input checked="" type="checkbox"/>	PD meets requirements of NCLB section 1119 (qualifications for teachers and paraprofessionals).	
<input checked="" type="checkbox"/>	PD affords increased opportunity for participation.	
<input checked="" type="checkbox"/>	PD directly addresses the academic achievement problem that caused the school to be identified for PI.	
<input checked="" type="checkbox"/>	How funds (10%) reserved for professional development will be used to remove the school from PI status.	
SPECIFIC ANNUAL MEASURABLE OBJECTIVES DESCRIPTION		
<input checked="" type="checkbox"/>	Developed for each of the student subgroups and in accordance with state's measure of AYP.	
PARENT NOTIFICATION		
<input checked="" type="checkbox"/>	Description of how the school will provide written notice about the identification of the school for PI in understandable language and format.	
SHARED RESPONSIBILITY FOR IMPROVEMENT		
<input checked="" type="checkbox"/>	Specify the responsibilities of the school, the LEA, the SEA, and a description of the technical assistance and fiscal responsibilities to be provided by the LEA.	
PARENT INVOLVEMENT		
<input checked="" type="checkbox"/>	Strategies to promote effective parental involvement.	
EXTENDED LEARNING		
<input checked="" type="checkbox"/>	As appropriate, activities before school, after school, during the summer, and during any extension of the school year.	
INCORPORATION OF A TEACHER MENTORING PROGRAM		
<input checked="" type="checkbox"/>	See NCLB Title IX Part A, §9101(42) for definition of "Teacher Mentoring Program".	

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	593	16	620	24	582	-29	619	30	649	30	695	39	714	23	697	-16	753	56	768	15
African American																				772
American Indian																				792
Asian																				917
Filipino																				917
Hispanic	-484	14	528	36	-490	-32	549	46	588	39	645	46	679	37	665	-13	733	63	741	8
Pacific Islander																				
White	730	24	748	31	731	-3	737	12	767	30	800	34	795	3						848
Two or More Races																				
SED	512	19	533	14	518	-8	559	34	582	23	644	56	675	35	657	-18	733	76	749	16
English Learner									582	48	622	42	653	34	634	-19	711	77	718	7
SWD																				573

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			
	No.	No.	No.	No.	No.	No.	Yes	No.		No.	No.	No.	No.	No.	No.	No.	No.	No.		
Annual Measurable Objectives (AMOs)	Percent Proficient English Language Arts								Annual Measurable Objectives (AMOs)				Percent Proficient Mathematics							
AMO Target	2004	2005	2006	2007	2008	2009	2010	2011	AMO Target	2004	2005	2006	2007	2008	2009	2010	2011			
Overall	22.2	24.3	29.4	33	31.2	32.9	38.1	43.3	Overall	19.7	27.4	34.7	42.7	47.3	46.5	57.1	60.4			
African American	16.1	20	26.3	41.7	44.4	41.7	40	40	African American	19.3	20	31.6	29.2	50	50	48	65			
American Indian									American Indian											
Asian	58.8		50	50	41.7	50	81.8	36.4	Asian	47		75	71.4	66.7	64.3	54.5	45.5			
Filipino					50	41.7		80	Filipino					71.4	50		93.3			
Hispanic	9.5	12.6	20.9	18.8	21.5	24.9	32.3	38.1	Hispanic	9.5	19.7	24.9	35.4	40	42.6	53.9	56.3			
Pacific Islander									Pacific Islander											
White	42.1	42.9	52.2	58.9	55.9	58.7	57.1	62.9	White	36.8	40.5	59.4	56.2	61	56.5	76.2	74.3			
Two or More Races									Two or More Races											
SED	14.1	13.3	16.1	20.1	21.8	23.7	33.9	37.9	SED	12.3	19.7	23.4	35.2	39.7	42.3	52.1	58.2			
English Learner	6.5	12.3	16	14.9	15.2	20.1	28.5	31	English Learner	7.6	18.4	23.2	31	34.8	36.7	50	52.2			
SWD	5.5	10.8	14.3	21.2	21.6	27.3	20	21.1	SWD	5.5	13.5	17.1	24.2	29.7	30.3	37.5	23.7			



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	100	99	99	100	22.2	24.3	29.4	33	31.2	32.9	38.1	43.3	582	619	649	695	714	697	753	768
African American	100	100	100	100	100	100	97	100	16.1	20	26.3	41.7	44.4	41.7	40	40								772
American Indian	100	100	100	100	100	100	100	100																
Asian	100	100	100	100	100	100	100	100	58.8		50	50	41.7	50	81.8	36.4								792
Filipino	100	100	100	100	100	100	100	100						50	41.7	80								917
Hispanic	99	100	100	100	100	98	100	100	9.5	12.6	20.9	18.8	21.5	24.9	32.3	38.1	490	549	588	645	679	665	733	741
Pacific Islander	100	100	100	100	100	100	100	100																
White	100	100	100	100	100	100	100	100	42.1	42.9	52.2	58.9	55.9	58.7	57.1	62.9	731	737	767	800	795			848
Two or More Races							0	100																
SED	99	100	100	100	100	100	100	100	14.1	13.3	16.1	20.1	21.8	23.7	33.9	37.9	518	559	582	644	675	657	733	749
English Learner	99	100	100	100	100	99	100	100	6.5	12.3	16	14.9	15.2	20.1	28.5	31			582	622	653	634	711	718
SWD	100	100	100	100	100	100	98	98	5.5	10.8	14.3	21.2	21.6	27.3	20	21.1								573

	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	100	100	100	99	99	100	19.7	27.4	34.7	42.7	47.3	46.5	57.1	60.4								
African American	100	100	100	100	100	100	97	100	19.3	20	31.6	29.2	50	50	48	65								
American Indian	100	100	100	100	100	100	100	100																
Asian	100	100	100	100	100	100	100	100	47		75	71.4	66.7	64.3	54.5	45.5								
Filipino	100	100	100	100	100	100	100	100					71.4	50		93.3								
Hispanic	99	100	100	100	100	98	100	100	9.5	19.7	24.9	35.4	40	42.6	53.9	56.3								
Pacific Islander	100	100	100	100	100	100	100	100																
White	100	100	100	100	100	100	100	100	36.8	40.5	59.4	56.2	61	56.5	76.2	74.3								
Two or More Races							0	100																
SED	99	100	100	100	100	100	100	100	12.3	19.7	23.4	35.2	39.7	42.3	52.1	58.2								
English Learner	99	100	100	100	100	99	100	100	7.6	18.4	23.2	31	34.8	36.7	50	52.2								
SWD	100	100	100	100	100	100	98	98	5.5	13.5	17.1	24.2	29.7	30.3	37.5	23.7								

= 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: Ygnacio Valley Elementary School

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: Written Conventions and Writing Strategies

(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 English Language Arts as measured by the California Standards Test, will increase from 43.3% to 48.3%.

This is equivalent to 159 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)	1. Administer the following assessments when required and appropriate: CST, RAP, MDUSD Writing Prompts and HMR Theme Skills Assessments	Title I	Test Results/Data OARS Reports CST Data
	2. Articulate at grade level and across grade levels to review data, identify student needs, differentiate instruction for students based upon identified needs, monitor instruction and adjust pacing and lesson plans as needed.	Title I	Grade Level SMART Goals Grade Level Summits Products from Grade Level PLCs
	3. Utilize OARS to analyze student achievement data to drive instruction and monitor student progress.	Title I	OARS Reports
	4. Curriculum and Associates to monitor student progress and guide instruction towards end of year grade level standards.	QEIA	Curriculum and Associates Data SMART goals based on Data

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
<p>b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards</p>	<p>Writing Conventions and Writing Strategies K – WS-1.1,1.2,1.3,1.4 WC1.1, 1.2 1 – W.S 1.1,1.2,1.3, 2.1,2.2,WC 1.1,1.2, 1.3,1.4,1.5, 1.6, 1.7, 1.8 2 – W.S 1.1,1.2,1.3, 1.4, 2.1,2.2,WC 1.1,1.2, 1.3,1.4,1.5, 1.6, 1.7, 1.8 3 – W.S 1.1,1.2,1.3, 2.1,2.2, 2.3,WC 1.1,1.2, 1.3,1.4,1.5, 1.6, 1.7, 1.8,1.9 4 – W.S 1.1-1.10 2.1-2.4 WC 1.1-1.7, 2.1-2.4 5 – W.S 1.1-1.6 2.1-2.4 WC 1.1-1.5,</p>	<p>Title I</p>	<p>Stretch goals and SMART goals Standards highlighted in classrooms</p>
<p>c. Use of instructional strategies and materials to teach the content standards</p>	<p>1. Use grade level standards to drive the instructional program. 1.1. Focus on essential standards and student mastery of the essential standards in the classroom and at Grade Level meetings. 1.2. Identify the essential Standards that are the most critical and appear most often in the CST. 1.3. Develop long range annual stretch goals and adhere to pacing guides. Lesson plans should reflect the standards being taught. 1.4. Post and refer to Standards for ELA kid friendly rubrics in each classroom. 1.5. Provide students and parents with the “Kid Friendly” version of the Standards to better involve them in the learning process. 1.6. Use Curriculum and Associates Data results to record and track progress for each student. 1.7. Provide the supplemental materials necessary to teach the grade level standards.</p>	<p>Title I</p>	<p>Essential standards Stretch goals and SMART goals Assessment data</p>

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	<p>2. Implement and maintain Houghton-Mifflin Writing, Step Up To Writing researched based and Board adopted program schoolwide.</p> <p>2.1. Schedule 1 hour for K, 2½ hours for grades 1-3, and 2 hours for grades 4-5 uninterrupted block of time for ELA .</p> <p>2.2. Follow district pacing.</p> <p>2.3. Utilize tools, such as high frequency words, dictionaries, Graphic organizers, Guiding Reading, Story mapping, etc. to assist student learning.</p> <p>2.4. Provide the supplemental materials and equipment necessary to teach HMR.</p>	Title I	<p>Lesson plans</p> <p>Weekly schedules</p> <p>Observations and walk throughs</p> <p>Teacher evaluation process</p>
	<p>3. Use Kevin Feldman Student Structured Engagement and vocabulary strategies, and GLAD and SDAIE techniques to increase student learning and time on task.</p> <p>4. Incorporate Social Studies and Science as nonfiction literature in Writing program.</p>	Title I	<p>Lesson plans</p> <p>Observations and walkthroughs</p> <p>Teacher evaluation process</p> <p>Lesson plans</p> <p>Observations and walkthroughs</p>
	<p>5. Board Language to reinforce writing conventions, grammar and strategies.</p>	Title I	<p>Curriculum and Associates Data</p> <p>Other Assessment Data</p> <p>Observations and walk throughs</p>
	<p>6. Use Step up to Writing across grade levels to enhance H.M. writing program and increase student progress in writing.</p>	Title I	<p>Lesson Plans</p> <p>Observations and walk throughs</p> <p>MDUSD writing prompt scores</p> <p>Informal teacher writing assessments</p>

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	<p>2. Offer CARES After School Program (ASP) to all students.</p> <p>2.1. ASP staff provide daily assistance and homework support to participating students. Small group intervention support is also provided to high need students.</p> <p>2.2. ASP students participate in standard-based curriculum to support understanding and comprehension</p> <p>2.3. ASP students participate in a variety of instructional technology (geosafaris, leap pads, turbo twists) that assist with academic development and comprehension of standards.</p> <p>2.4. ASP students participate in daily enrichment activities which include arts education, nutrition and fitness activities.</p> <p>2.5. ASP students expand their literacy in computer technology by participating in computer classes which include but are not limited to; word processing, internet instruction, academic software; Reader Rabbit...).</p> <p>2.6. ASP students participate in Newspapers In Education (NIE) to reinforce and support Language Arts standards as well as enhance family literacy.</p> <p>2.7. Aspire Intervention</p> <p>3 Buena Vista Tutoring offers 16 hours of 1 to 1 tutoring for students identified by teacher based upon student assessment data.</p> <p>4. Early Back is offered for students identified as performing below grade level when funding is available.</p> <p>6. Afterschool Intervention Program is offered 3 times per week to students who need additional support in Language Arts</p>	<p>Title I</p> <p>Title I</p>	<p>Intervention students lists Intervention SMART goals Pre and post tests and on-going assessment data</p>

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	<p>After School Intervention</p> <p>Early Back</p> <p>Small group instruction with intervention teachers.</p>		<p>flexible grouping/ time pre/post test data curriculum and associates data</p> <p>pre/post test data Curriculum and Associates Data</p> <p>RAP scores Curriculum and Associates Data Analyze student test data from Scholastic Assessment Management System (SAM),</p>
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>1. Articulate at grade level and across grade levels by developing as a PLC.</p> <p>1.1. Grade levels develop SMART goals using essential standards for writing.</p> <p>1.2. Determine which HM Reading and Math strategies and lessons will address the essential standards best.</p> <p>1.3. Analyze data, student work samples and assessments</p> <p>1.4. Target students with a scores of far below basic, below and basic scores to determine proven effective activities and strategies to help improve in target areas.</p> <p>2. Provide technical assistance and training in the following ways:</p> <p>2.1. Curriculum and Associates Training to improve data management and assessment</p> <p>2.2. HMR training and support</p> <p>2.3. Single Plan writing workshops</p> <p>2.4. Budget Workshops</p> <p>2.5. Read 180.</p> <p>3. Teachers will be mentored by the following:</p> <p>3.1. BTSA coach support</p> <p>3.2. Grade level teams</p> <p>3.3. Support staff</p> <p>3.4. Collaborate to determine the most effective means of providing intervention.</p>	<p>Title I</p> <p>Title I</p> <p>District Sponsored Training</p>	<p>PLC Products Essential Standards Stretch goals and SMART goals Lesson plans Observations and walkthroughs Teacher evaluation process</p> <p>Registration information</p>

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	<p>4. Teachers and support staff will have access to the following trainings: Read 180, HMR Training, Feldman strategies, GLAD training, and selected conferences.</p> <p>5. ASP staff participate in quarterly staff trainings on standards-based curriculum, strategies linking activities to standards, classroom management techniques, recreation, arts and nutrition education/curriculum. Each ASP staff meets 6 hours per month for ongoing staff meetings and site specific training.</p>	Title I	Registration information
e. Increased educational opportunity (within the instructional day)	<p>1. Supplant HMR with Read 180 for qualifying 4th and 5th grade students</p> <p>2.0. Reading intervention pull out with intervention teachers</p> <p>3. Weekly Academies for Language Arts and Math.</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>Lesson plans Observations and walkthroughs</p> <p>Lesson plans Observations and walkthroughs Teacher evaluation process Intervention student lists</p> <p>Lesson plans Observations and walkthroughs Teacher evaluation process Intervention student lists</p>
f. Extended learning time (beyond the instructional day/year)	1. Assign homework that reinforces the standards currently taught in the classroom and targets the skills needed by the students.	Title I	Homework assignments and projects

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	<p>2. Offer CARES After School Program (ASP) to all students.</p> <p>2.1. ASP staff provide daily assistance and homework support to participating students. Small group intervention support is also provided to high need students.</p> <p>2.2. ASP students participate in standard-based curriculum to support understanding and comprehension</p> <p>2.3. ASP students participate in a variety of instructional technology (geosafaris, leap pads, turbo twists) that assist with academic development and comprehension of standards.</p> <p>2.4. ASP students participate in daily enrichment activities which include arts education, nutrition and fitness activities.</p> <p>2.5. ASP students participate in Newspapers In Education (NIE) to reinforce and support Language Arts standards as well as enhance family literacy.</p> <p>3. Early Back is offered for students identified as performing below grade level when funding is available.</p> <p>5. Afterschool Intervention Program is offered 3 times per week to students who need additional support in Language Arts or Math.</p>	<p>Title I</p>	<p>Lesson plans Observations and walkthroughs</p> <p>Intervention student lists Intervention SMART goals Pre and post tests and on-going assessment data</p>

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

School: Ygnacio Valley Elementary School

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 III

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 Math as measured by the California Standards Test, will increase from 60.4% to 65.4%.

This is equivalent to 205 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)	1. Administer the following assessments when required and appropriate: Pre/Posttests, Grade Level common assessments and the Curriculum Associates Benchmark Assessments.	Title I	Houghton Mifflin Math Assessments Grade Level Common Assessments Curriculum Associates Benchmark Assessments
	2. Articulate at grade level and across grade levels to review data, identify student needs, differentiate instruction for students based upon identified needs, monitor instruction and utilize pacing guides and lesson plans as needed.	Title I	Grade Level SMART goal Products from grade level PLCs
	3. Utilize Curriculum Associates Benchmark Assessments reports to analyze student achievement data, drive instruction and monitor student progress.	Title I	Curriculum Associates Benchmark Assessments reports

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Number Sense K – 1.0, 2.0 1 – 1.0, 2.0 2 – 1.0, 2.0, 3.0, 5.0 3 – 1.0, 2.0, 3.0 4 – 1.0, 2.0, 3.0 5 – 1.0, 2.0	Title I	Stretch goals and SMART goals Standards highlighted in classrooms
c. Use of instructional strategies and materials to teach the content standards	1. Use grade level standards to drive the instructional program. 1.1. Focus on essential standards and student mastery of the Standards in the classroom and at Grade Level meetings. 1.2. Identify the essential Standards that are the most important and appear most often in the CST, with emphasis on number sense. 1.3. Develop long range annual stretch goals and adhere to pacing guides. Lesson Plans should reflect the number sense standards being taught. 1.4. Post Standards for Number Sense/Math in each classroom. 1.5. Provide students and parents with the “Student Friendly” version of the Standards to better involve them in the learning process. 1.6. Use student data to record and track progress for each student. 1.7. Provide the supplemental materials necessary to teach the math grade level standards. 1.8. Develop and use daily warm-ups and discussion across grade levels. Implementing Board Math in classrooms. 1.9. Implement Rocket Math-Otter Creek Institute’s math fact program in grades 1-5.	Title I	Essential Standards Stretch goals and SMART goals Curriculum and Associates Scores CST Scores

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	<p>4. Teachers will be mentored by the following: 4.1. BTSA coach support 4.2. PAR coach support 4.3. New teacher mentor on site 4.4. Grade level teams 4.5. Support staff</p> <p>5. Teachers and support staff will have access to the following trainings: Feldman strategies, SB472, ACCLAIM Institutes, GLAD training, Title I Math Leadership training and selected conferences.</p> <p>6. ASP staff participate in quarterly staff trainings on standards-based curriculum, strategies linking activities to standards, classroom management techniques, recreation, arts and nutrition education/curriculum. Each ASP staff meets 6 hours per month for ongoing staff meetings and site specific training.</p> <p>7. All teachers to be trained in and implement Board Math.</p>	<p>District Sponsored Training</p> <p>District Sponsored Training</p> <p>Title I</p>	 <p>Registration information Observations and walkthroughs</p> <p>Registration information Observations and walkthroughs</p>
e. Increased educational opportunity (within the instructional day)	<p>1. Implement a Learning Center model for those students who are not able to master the Standards in the regular classroom. Placement will be determined by individual IEPs, student data and/or the Student Study Team.</p> <p>2. Utilize Academy Time within the HMM program to differentiate instruction to meet all students' needs</p> <p>3. Board Math used in classrooms</p> <p>4. Use technology to assist student learning.</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>Learning Center roster</p> <p>Lesson plans Observations and walkthroughs Teacher evaluation process</p> <p>Lesson plans Observations and walkthroughs</p> <p>Lesson plans Observations and walkthroughs</p>

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
<p>f. Extended learning time (beyond the instructional day/year)</p>	<p>1. Assign homework that reinforces the standards currently taught in the classroom and targets the skills needed by the FBB, BB, Basic and Proficient students.</p> <p>2. Offer CARES After School Program (ASP) to all students.</p> <p>2.1. ASP staff provide daily assistance and homework support to participating students. Small group intervention support is also provided to high need students.</p> <p>2.2. ASP students participate in standard-based curriculum to support understanding and comprehension</p> <p>2.3. ASP students participate in a variety of instructional technology (geosafaris, leap pads, turbo twists) that assist with academic development and comprehension of standards.</p> <p>2.4. ASP students participate in daily enrichment activities which include arts education, nutrition and fitness activities.</p> <p>2.5. ASP students expand their literacy in computer technology by participating in computer classes which include but are not limited to; word processing, internet instruction, academic software; Reader Rabbit...).</p> <p>2.6. ASP students participate in Newspapers In Education (NIE) to reinforce and support Language Arts standards as well as enhance family literacy.</p> <p>2.7. Math Intervention is offered afterschool for students identified below grade level.</p> <p>3. Early-Back is offered for students identified as performing below grade level when funds are available.</p>	<p>Title I</p>	<p>Homework assignments</p> <p>Student intervention lists</p> <p>Pre/Post Assessment Short Evaluation Form for each student</p>

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

School: Ygnacio Valley Elementary School

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 IV

English/Language Arts Mathematics

Content Standard: English Language Development

(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 EL students at or above proficient in Reclassified as Fluent English Proficient as measured by the CELDT, CST Scores and the report card, will increase from 7.5% to 9.0%.

This is equivalent to 27 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)	1. Administer the CELDT (California English Language Development Test) for state compliance. 2. Administer ADEPT (A Developmental English Proficiency Test) in November 2011 and in May 2012. 3. Implement Avenues Curriculum 4. Implement Imagine Learning English	EIA	CELDT Scores Reclassification Curriculum Associates Data ELD Movement Analysis ADEPT Scores Unit Test Scores CELDT Scores Curriculum Associates Data ELD Movement Analysis Unit Test Scores CELDT Scores Curriculum Associates Data ELD Movement Analysis

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	<p>1. Use Avenues curriculum to focus to ELD and ELA standards.</p> <p>2. Use the Language Functions and Grammatical Forms from proficiency level Unit Map to plan and design supplementary lessons at each proficiency level that are not addressed in Avenues.</p> <p>3. Use Imagine Learning English to practice English Language Skills.</p>	EIA	<p>SMART Goals Observations Avenues' Unit Test</p> <p>Lesson Goals SMART Goals Observations</p> <p>Imagine Learning Reports</p>
c. Use of instructional strategies and materials to teach the content standards	<p>1. Group ELLs in grades 1-5 for ELD instruction for at least 45 minutes per day based on their listening and speaking levels as determined by the ADEPT with no more than two proficiency levels per group. Group ELLs in K for at least 30 minutes per day.</p> <p>2. Use the following materials to engage and support student learning: Avenues and Imagine Learning English and Systematic ELD Framework</p> <p>3. Use student engagement and structured language practice strategies in all classrooms on a daily basis.</p> <p>4. Use other strategies including GLAD (Guided Language Acquisition Design: Language Acquisition to Literacy in a Multilingual Setting), SDAIE (Specially Designed Academic Instruction in English), Frontloading, vocabulary development strategies and explicit direct instruction to continue English Language Development the entire instructional day.</p> <p>5. Purchase and provide teachers with other supplemental materials and supplies needed to engage and support students in learning.</p>	<p>EIA</p> <p>ELAP</p>	<p>Lesson Plans Grade level schedules Observations</p> <p>Unit Tests SMART Goals Observations</p> <p>Lesson Plans SMART Goals Observations</p> <p>Lesson Plans SMART Goals Observations</p>
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>1. Attend the following initial trainings to A Focused Approach to Systematic ELD, GLAD, ADEPT.</p>	EIA	<p>Registration confirmation Sign in sheets</p>

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	<p>2. Use Rounds process to understand Problem of Practice</p> <p>3. Teachers collaborate in grade level groups to target ELL needs of their ELD proficiency group and track progress.</p> <p>4. Teachers will collaborate with ELD Support Teacher and BTSA coach support .</p> <p>5. Should funds become available attend conferences that focus on effective curriculum, programs, etc. for English learners and share new ideas/best practices with the staff.</p>		<p>Meeting minutes</p> <p>Meeting minutes SMART goal analysis</p> <p>Meeting minutes</p> <p>Registration confirmation Sign in sheets</p>
e. Increased educational opportunity (within the instructional day)	<p>Decrease ELD instructional time from 60 minutes to 45 minutes 4 days a week and 30 minutes on Wednesday.</p> <p>Push in bilingual assistance to recent immigrants, newcomer students, or English Learners who need extra support as determined by classroom teachers.</p>	EIA	<p>Grade Level Schedules Daily Lesson Plans Online Planner Pacing Guides</p> <p>EL support schedules Teacher Observation</p>
f. Extended learning time (beyond the instructional day/year)	<p>1. CARES, YVE After-school Intervention, ASPIRE, Buena Vista tutoring, Imagine Learning English.</p> <p>2. Recommend all English learners to summer school for additional instruction in ELD.</p>	EIA	<p>Student rosters Intervention data Imagine Learning English Reports</p>

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

School: Ygnacio Valley Elementary School

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	Implement Building Effective Schools Together (BEST) schoolwide. Communicate and teach the 3 basic rules: Be Safe, Be Respectful and Be Responsible. Acknowledge students demonstrating those rules with individual Eagle Feathers and Class Eagle Feathers that can be redeemed for prizes and special activities. Establish a schoolwide discipline policy with clear expectations and procedures. Track discipline through AERIES. Share AERIES data at regular intervals with staff. Attend monthly awards assemblies to acknowledge student achievement and demonstrate positive behaviors. Teacher/visiting administrator in charge in administrator's absence.	All Staff	Summer Training		Consistent school wide discipline School/ Classroom rules posted Student incentive - (EagleFeathers and monthly drawing) Life Skills SSTs Student contracts and behavior support plans Monthly scholarship and life skill awards Parent contact when necessary Newsletters L. Arts and Math focus walls Book Nook Project Read Aeries Data

	Specific Actions/Strategies/ Steps	Who is Responsible	Target Dates	Budget Code(s)/ Funding Source	Evidence of Success
	<p>Promote the health and wellbeing of all students. Implement Too Good for Drugs curriculum in fifth grade. Adhere to physical fitness standards and regulations. Expose students to process of growing fruits and vegetables through gardening. Encourage healthy choices with snacks from home.</p> <p>Utilize Feldman, GLAD and SDAIE strategies for Student Structured Engagement.</p>		Monthly meetings		<p>Positive School Climate: YVE Discipline Records YVE Garden</p> <p>Classroom observations</p>
h. Involvement of parents and community	<p>Establish a partnership in learning with parents. Offer Family Nights 4 times per year to involve parents in student learning (Homework, Science, Math and Reading). Provide Homework Help at ELAC meetings to help parents help their children with homework. Inform parents regularly of the progress and needs of their child. Utilize parent-teacher conferences, SST meetings, report cards and progress reports, phone calls home, weekly work packets, monthly grade level letters, etc. as vehicles of information. Invite parents to help in the classroom. Provide letters to parents informing them of Program Improvement status. An informational meeting is held for interested parents explaining the criteria of Program Improvement.</p>	<p>Parent Liaison PTA ELAC Cornerstone Parent Group and Advisory Committee School Site Council ASP staff Teachers ELD Staff Principal</p>	Sept. 2011 – June 2012	Title I	<p>School Site Council ELAC PTA School Fundraisers Parent and community volunteers Cornerstone School Back to School Night Open House Family Nights</p>

	Specific Actions/Strategies/ Steps	Who is Responsible	Target Dates	Budget Code(s)/ Funding Source	Evidence of Success	
	Other Auxiliary services will include: Parent Education classes and Annual Parent Conference		6th grade orientation in Spring 2012			
j.	Means of on-going monitoring of the program, instructional strategies, and/or materials implementation	Ygnacio Valley Elementary will monitor programs, instructional strategies, and/or materials implementation by: Teacher Observations. This will include scheduled and unscheduled classroom visits. Scheduled walk-throughs. Teacher Evaluations which will focus California Teaching Standard # 4 , Grade Level and School Wide S.M.A.R.T goals, Universal Access, Kevin Feldman strategies, DPA's and other assessment and differentiated instruction. Professional Learning Community peer observations The Cycle of School Improvement will assist School Site Councils as they monitor improvements in instruction and professional development aligned to the short-term measurable objectives for identified under-performing student groups. ACOE and district-level partnerships meet with principals and lead staff members to review data, conduct walk-throughs and plan action steps for improved student achievement.	All staff including support staff, School Site Council and ELAC	Sept. 2011 -June 2012	Title I	AYP/ API RAP DPA District Writing Prompt Report Cards and assessment data SMART goal review and summits Intervention data Grade level meetings 3X a month Grade level meeting agendas and minutes
			Periodic walk-throughs	SLIBG	Walk-throughs	
			3-4 times per month		Principal's calendar	
k.	Dissemination of results and recommendations: End-of-year reports and presentation to Schoolsite Council and other advisory committees	Ygnacio Valley Elementary will disseminate results by: Newsletters (Grapevine), Test Scores, Oral site council reports, Verbal reports at meetings, Complete the Report of Findings and present it to the SSC.	All Staff Parent Community District Office	Fall Initial preview, monthly	Report Cards Conferences PTA meetings School Site Council Grapevine ELD notification letters Connect Ed	

	Specific Actions/Strategies/ Steps	Who is Responsible	Target Dates	Budget Code(s)/ Funding Source	Evidence of Success
	The ASP annual program evaluation is shared with the After School Executive Committee, After School Advisory Board, After School Principals, and each ASP site teaching staff.	Teacher Leader, After School Services Administrator	Sept. 2011 – June 2012: School Site Council meetings, ELAC meetings, Staff meetings, Title I meetings		Agendas
I. Describe how the expenditures will supplement the core program and improve the academic performance of students	Expenditures will supplement the core program by providing students and families access to support materials and programs designed to meet their individual or family needs.				AYP/ API Intervention data DPAs

	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	<ul style="list-style-type: none"> • grade level meetings • professional learning communities • focus on essential standards • share supplemental materials necessary to meet the standards • grade level SMART goals • develop grade level smart goals • BoardLanguage 	Title 1	<ul style="list-style-type: none"> • minutes from grade level meetings • grade level smart goals
e. Increased educational opportunity (within the instructional day)	<ul style="list-style-type: none"> • small intervention groups • GLAD strategies • Vocabulary development strategies • extended day • BoardLanguage 	Title 1	<ul style="list-style-type: none"> • lesson plans • minutes from grade level meeting • extended day
f. Extended learning time (beyond the instructional day/year)	<ul style="list-style-type: none"> • Buena Vista tutoring • CARES After School Program Homework Help • YVE tutoring 	Title 1/other	Students in Kindergarten received increased educational opportunities after school in writing by participating in Buena Vista Reading Tutoring and After School Intervention.

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

School: Ygnacio Valley Elementary School

Year: 2011-2012

2. Planned Improvement for: _____ I / Grade 1
 Grade Level / Subject Area

[X] English/Language Arts [] Mathematics
 Content Standard: Writing Strategies and Written Conventions
(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.
 [X] Other Subgroup(s): Grade 1
Current Reality: 28.1% of first grade students are proficient in written conventions
 30.6% of first graders are proficient in writing strategies
Grade Level or Subject/Department SMART Goal: From October 2011 to June 2012, 65% of first grade students will score 3 or above on Final District Writing Prompt as

	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)	District Writing Prompt Daily writing Grade level monthly writing assessment (teacher created prompts) Board Language Daily Language Practice HMR writing lessons Step Up to Writing strategies and materials	Title 1	Results of writing assessments rubric scoring Report cards Teacher observation SMART goal results Curriculum Associates writing strategies and written conventions results
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	WC 1.3 WC 1.6 WC 1.8	Title 1	Monitor student progress toward achievement of grade level writing SMART goal. In support of essential learnings in Writing, all short term goals are established based on critical elements required to reach a long-term school goal

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
c. Use of instructional strategies and materials to teach the content standards	<p>Various engagement strategies</p> <p>Direct instruction Differentiated grouping</p> <p>HMR materials</p> <p>Step Up to Writing</p> <p>Board Language Academies</p>		<p>teacher observation writing samples</p> <p>teacher observation writing samples</p> <p>Informal teacher observation Student writing samples</p> <p>Informal teacher observation students writing samples</p>
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>Grade level meetings and collaboration Board Language training SMART goals</p>	Title 1	<p>Minutes from grade level meetings SMART Goal results Certificates of completed training</p>
e. Increased educational opportunity (within the instructional day)	<p>Engagement strategies GLAD Strategies Intervention Scaffolding SDAIE Strategies Universal Access Academies</p>	Title 1	<p>Consistent use of grade level appropriate strategies by all teachers Test scores</p>
f. Extended learning time (beyond the instructional day/year)	<p>Buena Vista Tutoring CARES</p>		<p>Test scores will increase for students receiving interventions</p>

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

School: Ygnacio Valley Elementary School

Year: 2011-2012

3. Planned Improvement for: _____ I / Grade 2
 Grade Level / Subject Area

[X] English/Language Arts [] Mathematics
 Content Standard: Writing Strategies and Written Conventions
(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.
 [X] Other Subgroup(s): Grade two students
Current Reality: Written Conventions- Currently 38.3% of 2nd grade students are scoring at proficient level
 Writing Strategies- Currently 31% of 2nd grade students are scoring at proficient level
Grade Level or Subject/Department SMART Goal: From Fall 2011 to Spring 2012, the average percent correct in Written Conventions and Writing Strategies as measured by

	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)	MDUSD Trimester Prompts ELA Academies Grade Level Rubrics Curriculum Associates Teacher Ongoing Authentic Assessment Journal Samples One writing sample per student per month will be displayed		Teacher made common assessments will be given by each teacher in second grade . Students were assessed every trimester using Houghton Mifflin, and DPA comprehension assessments to measure progress in reading comprehension. Curriculum Associates

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	<p>WC 1.1 Sentence Structure- Distinguish between complete and incomplete sentences</p> <p>WC1.3 Grammar- Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking</p> <p>WC 1.4 Punctuation- Use commas in the greeting and closure of a letter and with dates and items in a series.</p> <p>WC1.6 Capitalization- Capitalize all proper nouns words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people</p>		<p>Identifying essential standards at grade level meetings</p> <p>ELA Academy Pre/Post Test</p>
c. Use of instructional strategies and materials to teach the content standards	<p>One half hour/day</p> <p>ELA Academies 2X p/wk.</p> <p>SUTW materials</p> <p>Journal writing once a week</p> <p>20 minutes of Board Language, 3-4 times a week</p> <p>HMR Grammar Instruction</p>		<p>Lesson plans</p> <p>Student work samples</p> <p>Grade Level Meeting minutes</p> <p>Professional Learning Community</p> <p>Grade level rubrics/grading</p> <p>Trimester prompts</p>
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>2011-2012 Board Language Training</p> <p>Grade level collaboration to discuss genres/conventions/strategies</p>		<p>Meeting Minutes</p> <p>SMART goals</p> <p>Essential Standards</p> <p>Second grade teachers collaborated a minimum of twice monthly, determining which instructional strategies and materials would be used for writing instruction.</p>

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
e. Increased educational opportunity (within the instructional day)	<p>Intervention push in/pull out three times a week ELA Academies</p> <p>Communication with parents to guide at home writing practice Author's chair to emphasize student voice in writing</p>		<p>Intervention rosters Students in grade 2 received increased educational opportunities during the day in writing by participating in pull-out intervention. small group setting</p>
f. Extended learning time (beyond the instructional day/year)	<p>Buena Vista Tutoring CARES YVE Intervention ASPIRE</p>		<p>Rosters, attendance Students in grade 2 received increased educational opportunities after school in comprehension through participation in CARES, ASPIRE, YVE Intervention with second grade teachers, and Buena Vista tutoring.</p>

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

School: Ygnacio Valley Elementary School

Year: 2011-2012

4. Planned Improvement for: 1 / Grade 3
 Grade Level / Subject Area

[X] English/Language Arts [] Mathematics
 Content Standard: Writing Strategies and Written Conventions
 (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.
 [X] Other Subgroup(s): Grade 3
Current Reality: 37.5% of students are proficient or above in Written Conventions. 34.6% of students are proficient or above in Writing Strategies.
Grade Level or Subject/Department SMART Goal: By June 2012, 64 % of third grade students will be minimally proficient or above in Writing Conventions and Writing

	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)	District Writing Prompt Monthly Grade Level Prompt Creation of Grade Level Rubric CST Data Curriculum and Associates SMART goal	Title 1	Data Student scores Grade level rubric Data Data Data
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	LC 1.5 LC 1.6 LC 1.7 WS 1.1		Smart goal data Curriculum and Associates District Writing Prompts
c. Use of instructional strategies and materials to teach the content standards	1/2 hour per day SUTW Instructional Binder SUTW graphic organizers SUTWU poster		Observations Class and grade level daily schedules Inventory List

	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	Grade Level Meetings 2007-2008 Training Developed grade level SMART Goals District Writing Prompts		Grade 3 teachers participated in monthly SMART goal planning and tracking meetings for Writing Sign in sheets from trainings
e. Increased educational opportunity (within the instructional day)	Intervention pull out Learning Resource Model Engagement strategies SUTW strategies		Students in grade 3 received increased educational opportunities during the day in writing by participating in intervention, learning resource model, engagement strategies and SUTW strategies.
f. Extended learning time (beyond the instructional day/year)	Buena Vista Tutoring ASPIRE CARES YVE After school intervention		Students in grade 3 received increased educational opportunities after school in Buena Vista tutoring, ASPIRE, CARES, YVE After School Intervention.

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

School: Ygnacio Valley Elementary School

Year: 2011-2012

5. Planned Improvement for: _____ I / Grade 4
 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: [] All Students [] EL [] Economically Disadvantaged [] GATE [] Special Ed.
 [X] Other Subgroup(s): Grade 4
Current Reality: Fourth grade students are currently at 34.5% proficient in Writing Strategies.
Grade Level or Subject/Department SMART Goal: In Writing Strategies 1.2 the average % correct will increase from 34.5% to 50% as measured by trimester writing prompts,

	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)	MDUSD Trimester Prompts Grade Level Rubrics CST Feedback Information	Title 1 Title 1 Title 1 Title 1	SMART Goals/Graded Writing Prompts/Curriculum Associates Results/Curriculum Associates Results
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Writing Strategies 1.2 Create Multiple Paragraph Compositions Writing Strategies 1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.		SMART GOAL results/Graded Writing Prompts/ Curriculum Associates Results Students will follow the Writing Process and be graded at each phase.
c. Use of instructional strategies and materials to teach the content standards	Step Up To Writing Materials Instruction Daily for 1/2 Hour Houghton Mifflin Writing Lessons		SMART GOAL results/Graded Writing Prompts/Curriculum Associates Results

	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	Grade Level Meetings Professional Learning Communities Focus on Essential Standards Share Supplemental Materials needed to meet the standards Common Expectations MDUSD Prompts SMART Goals 2007/2008 Step Up to Writing Training More Training Planned for 2010/2011	Title 1	SMART GOAL results Graded Writing Prompts Curriculum Associates Results Sign In Sheets
e. Increased educational opportunity (within the instructional day)	Small Intervention Groups Engagement Strategies Read 180 Leveling in Upper Grades for Writing Pull Out Intervention	Title 1	SMART GOAL results Students in grade 4 received increased educational opportunities during the day in 4th grade by participating in small group and pull-out intervention.
f. Extended learning time (beyond the instructional day/year)	CARES After School Program Homework Help	Title 1/Other	SMART GOAL results Students in grade 4 received increased educational opportunities after school in CARES by participating in small group focused instruction.

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

School: Ygnacio Valley Elementary School

Year: 2011-2012

6. Planned Improvement for: _____ I / Grade 5

 Grade Level / Subject Area

[X] English/Language Arts [] Mathematics
 Content Standard: Writing Conventions/ Writing Strategies
 (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.
 [X] Other Subgroup(s): Grade 5
Current Reality: Based on data from the CA given Fall 2011 the average score on Written Conventions was 52.3%. Based on data from the CA given Fall 2010, the average score on Writing Strategies was 32%
Grade Level or Subject/Department SMART Goal: From Fall 2011 to Spring 2012, the average correct % on the Written Conventions will go from 52.3% to 71% as measured by

	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)	QRI Curriculum Associates Data Chapter/unit tests mini quizzes/daily lesson checks teacher created assessments	Title I	QRI Curriculum Associates Data report cards SMART Goal Results
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	From Fall 2011 to Spring 2012, the average correct % on the Written Conventions will go from 52.3% to 71% as measured by the Curriculum Associates Benchmark Assessments . From Fall 2011 to Spring 2012, the average correct % on the Written Strategies will go from 32% to 69% as measured by the Curriculum Associates Benchmark Assessments.		Curriculum Associates Data Report Cards SMART Goal Results Writing Prompt Results Curriculum Associates Data Report Cards SMART Goal Results Writing Prompt Results

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	WC 1.1 WS 1.1 WS 1.2 WS 1.3 WS 1.6		
c. Use of instructional strategies and materials to teach the content standards	White boards colored markers 30 instructional time and additional planning time. graphic organizers journals Step Up to Writing Program Handy Pages	Title I	Walk throughs Student work Clerical supports to monitor needs
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<ul style="list-style-type: none"> • grade level meetings • professional learning communities • focus on essential standards • share supplemental materials necessary to meet standards • develop grade level SMART goals 	Title I	<ul style="list-style-type: none"> • meetings from grade level meetings • grade level SMART goals Direct Instruction Teaching. We collaborated weekly reviewing smart goals.
e. Increased educational opportunity (within the instructional day)	<ul style="list-style-type: none"> • small group intervention • Resource • Universal Access • engagement strategies • Read 180 program for identified students. 	Title I	Students in grade 5 received increased educational opportunities during the day in Writing by participating in universal access-small group instruction that focused on SMART goals. Some students participated in the Learning Center/ Resource and the Read 180 program.
f. Extended learning time (beyond the instructional day/year)	<ul style="list-style-type: none"> • ASP homework help and My Skills Tutor • ASPIRE • Buena Vista Tutoring • After School Intervention 	Title I	after school schedule Students in grade 5 received increased educational opportunities after school in Writing Conventions and Strategies by participating in ASPIRE, After school intervention, and Buena Vista Tutoring.

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

School: Ygnacio Valley Elementary School

Year: 2011-2012

7. Planned Improvement for: K-5 (Tier I) / ELA and Math Learning Academies
 Grade Level / Subject Area

[X] English/Language Arts [X] Mathematics
 Content Standard: ELA and Math
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)
 Student groups participating in this goal: [X] All Students [] EL [] Economically Disadvantaged [] GATE [] Special Ed.
 [] Other Subgroup(s):
Current Reality: In spring 2011, the percent of students scoring proficient/advanced in ELA and Math on the CST was 43.3% and 60.4%, respectively.
Grade Level or Subject/Department SMART Goal: From 2011-2012, the percent of all students proficient/advanced in ELA and Math, as measured by the CST, will increase

	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)	Administer RAP, QRI and Curriculum Associates Pre and post common assessments by grade level		Student scores
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Grade level focus standards and essential standards are the focus of Learning Academies. Data from grade levels is used to determine priority of focus and essential content standards. Students will be grouped based upon their understanding of and performance in a focus/essential standard. Some students will require reteaching of prerequisite skills, while other students will work on proficient and advanced levels of understanding of the focus/essential standards.	Title I	Grade level data including Curriculum and Associates, common assessments, and CST scores. Learning Academies documents regarding focus/essential standards, groupings, and curriculum and strategies SMART goals and stretch goals. Standards highlighted in classrooms.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
c. Use of instructional strategies and materials to teach the content standards	<p>Intervention teachers support each grade level during Learning Academies to provide small group instruction to the most intensive groups.</p> <p>Grade level teams will determine the most appropriate instructional strategies and materials for each group</p>		<p>Intervention teachers schedules</p> <p>Learning Academies documents regarding focus/essential standards, groupings, and curriculum and strategies</p>
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>Collaborate with classroom teachers to align teaching in Learning Academies to the focus/essential standards and targeted student needs</p>		<p>Learning Academies documents regarding focus/essential standards, groupings, and curriculum and strategies</p> <p>Grade level meetings minutes</p>
e. Increased educational opportunity (within the instructional day)	<p>All students are given 2 hours per week of individualized instruction in ELA and Math through Learning Academies.</p>	Title I	<p>CA data and results of common post assessments</p>
f. Extended learning time (beyond the instructional day/year)			

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	1. Read 180 targets specific skills and strategies in all areas of Reading Comprehension, Vocabulary Development, Spelling sounds, Writing Strategies and Writing Conventions. Students work in whole group, in small groups and with technology to help meet their individual needs. Whole group instruction focuses on the following Reading Comprehension and writing areas: Main Idea and Detail, Sequence of Events, Story elements, Summarizing, Problem and Solution, Cause and Effect, Compare and Contrast, Predict and Infer. Small group instruction focuses on vocabulary development and writing. The technology component specifically targets the student's level and areas of need.	Title I	Use Read 180 Test data to monitor student progress and target specific areas for small group instruction.
c. Use of instructional strategies and materials to teach the content standards	1. Read 180 Rbook and Lbook to teach Reading Comprehension, Vocabulary Development and Writing. 2. Read 180 Computer Program to target Sounds/Spelling, fluency, vocabulary development at student's individual level. 3. System 44 component of the Read 180 program to teach phonemic awareness and decoding to students who are lacking in this area. 4. Read 180/System 44 Reader's Library to build student independent reading levels.	Title I Title I Title I Title I	Lesson Plans Observations and Walkthroughs. Read 180 Reports Observation and Walkthroughs Read 180 Reports Lesson Plans Observation and Walkthroughs Read 180/System 44 Data Lesson Plans Observations and Walkthroughs Read 180 Reports
d. Professional development and professional collaboration to support the use of instructional strategies and materials	1. Read 180 teachers will attend Read 180 trainings in the Summer and the Fall. 2. Read 180 teachers participate in two coaching day with Read 180 trainer to help improve student success in the program. 3. Read 180 teachers will meet monthly to monitor student progress in the program.	Title I Title I Title I	Sign In Sheets Registration Information Teacher Feedback Coaching Day feedback from trainer. Minutes from the debrief meeting. Minutes from Teacher meeting.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
c. Use of instructional strategies and materials to teach the content standards	Use grade level standards to drive instruction. Focus on essential standards and student mastery of the standards in the classrooms during intervention. Identify the essential standards that are the most important and appear most often. Standards posted in each classroom. Use pre/post test data to track student progress. Provide the supplemental materials necessary to teach the grade level standards.	Title 1	Essential standards SMART goals writing samples lesson plans weekly schedules flexible grouping and time pre/post test data curriculum and associates data RAP scores QRI scores CST data CELDT/ ADEPt data ESGI data
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Identify and prioritizing effective strategies within each grade level and across grade levels. Determine which strategies and materials will best address the essential standards. Analyze data, student work samples, and assessments. Target students with a rubric score of 1 or 2 in all academic areas.	Title 1	Essential Standards SMART goals lesson plans teacher observations student assessment and work sample data
e. Increased educational opportunity (within the instructional day)	N/A		
f. Extended learning time (beyond the instructional day/year)	After School Intervention is offered for students identified as performing below grade level when funding is available.	Title 1	Intervention student lists Intervention SMART goals pre/posttest and ongoing assessment data

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

School: Ygnacio Valley Elementary School

Year: 2011-2012

10. Planned Improvement for: K-5 / Early Back Summer Program
 Grade Level / Subject Area

[X] English/Language Arts [X] Mathematics
 Content Standard: Reading, Writing, Math, ELD
 (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.
 [X] Other Subgroup(s): K-5 Intervention Students
Current Reality: In spring 2010, the percent of students scoring below basic in RLA on the CST was 18.59% and 9.29% of students scored far below basic and the percent of students scoring below basic in Math on the CST was 12.8% and 2.88% of students scored far below basic.
Grade Level or Subject/Department SMART Goal: From 2010-2011, the percent of all students below basic and far below basic, as measured by the CST, will decrease in RLA

	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 Associates, RAP, SMART Goals, CST, Teacher Observation, QRI, CELDT/Adept, ESGI Data	Title I	Writing Samples Test Results Curriculum and Associates Data CST Data ESGI Data Grade Level SMART Goals Products from Grade Level PLCs RAP/QRI scores
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	All instruction and materials will be aligned to grade level objectives and essential standards.		Standards Highlighted in classrooms Board Adopted Standards Based Materials

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
c. Use of instructional strategies and materials to teach the content standards	Use grade level standards to drive the instructional program. Focus on essential standards and student mastery of the standards in the classrooms during intervention. Identify the essential standard that appear most often in the CST. Standards will be posted in classrooms. Use Pre and Posttest to track progress for each student. Provide supplemental materials necessary to teach the grade level standards.	Title 1	Essential standards Lesson Plans Flexible grouping and time Pre/Post test data
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Identify and prioritize effective strategies within each grade level and across grade levels. Determine which strategies and materials will best address the essential standards. Analyze data, student work samples, and assessments. Target students with a rubric score of 1 or 2 in all academic areas.	Title 1	Essential Standards Lesson Plans Assessment Data teacher observation work samples
e. Increased educational opportunity (within the instructional day)	n/a		
f. Extended learning time (beyond the instructional day/year)	Early Back is offered for students who are identified below grade level when funding is available.	Title 1	Intervention student lists Pre and Posttest and assessment data

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

School: Ygnacio Valley Elementary School

Year: 2011-2012

11. Planned Improvement for: II / Grade 4
 Grade Level / Subject Area

[X] English/Language Arts [] Mathematics
 Content Standard: Writing
 (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.
 [X] Other Subgroup(s): Grade 4
Current Reality: 79% of all fourth grade students are currently not proficient in the area of Writing, as measured by the Fall District Writing Prompt.
Grade Level or Subject/Department SMART Goal: From Fall 2009 to Spring 2010, the percent of students at or above proficient (rubric 3 or 4) in Writing as measured by 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)	MDUSD Writing Prompts Trimester 1: Personal Narrative - November 13th Trimester 2: Summary - March 5th Trimester 3: Response to Literature - May 28th	Title I	Graded Writing Prompts Students were assessed every trimester, using writing prompts to measure progress in writing.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	W 1.1 Organization and Focus: Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and formal requirements. From Aug. 2009 - May 2010 the percent of students scoring at proficiency or higher in Writing Organization and Focus will increase from 0% to 60% as measured by the trimester Writing Prompts.	Title I	Grade Level Smart Goals Writing Prompt Test Results In support of essential learnings in Writing 1.1, 2.1, 2.4, 2.2 for 4th grade students, SMART goals focused on personal narratives, summaries, and response to literature.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	<p>Writing 2.1 Narrative</p> <p>From Aug. 2009 - Nov. 2009 the percent of students scoring at proficiency or higher in Narrative will increase from 0% to 60% as measured by the trimester Writing Prompt.</p> <p>W 2.4 Summary</p> <p>From Nov. 2009 - March 2010 the percent of students scoring at proficiency or higher in Summary writing will increase from 0% to 60% as measured by the trimester Writing Prompt.</p> <p>W 2.2 Response to Literature</p> <p>From March 2010 - May 2010 the percent of students scoring at proficiency or higher in Response to Literature Writing will increase from 0% to 60% as measured by trimester Response to Literature Writing Prompt.</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>Grade Level Smart Goals Writing Prompt Test Results</p> <p>Grade Level Smart Goals Writing Prompt Test Results</p> <p>Grade Level Smart Goals Writing Prompt Test Results</p>
c. Use of instructional strategies and materials to teach the content standards	<p>Daily Writing Teach Writing Skills from HM Teacher's Edition Days 1-5 Step Up to Writing Graphic Organizers and Lessons Reading/Writing Workshop Lessons and Process</p> <p>Modeling of Narrative Writing Step Up to Writing Narrative Graphic Organizer and Lessons Reading/Writing Workshop Lessons in HM Teacher's Edition on Narrative CST Writing Release Prompts SCOE Prompts Practiced</p>	<p>Title I</p> <p>Title I</p>	<p>Grade Level Smart Goals Graded Writing Prompts SMART goals in W1.1, W2.1, W2.2 were supported through the use of direct instruction and modeling instructional strategies and SUTW instructional materials and use of SCOE prompts.</p> <p>Grade Level Smart Goals Graded Writing Prompts</p>

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	Modeling of Summary Writing Step Up to Writing Summary Graphic Organizer and Lessons Reading/Writing Workshop Lessons in HM Teacher's Edition on Summary CST Writing Release Prompts SCOE Prompts Practiced	Title I	Grade Level Smart Goals Graded Writing Prompts
	Modeling of Response to Literature Writing Step Up to Writing Response to Literature Graphic Organizer and Lessons Reading/Writing Workshop Lessons in HM Teacher's Edition on Response to Literature CST Writing Release Prompts SCOE Prompts Practiced	Title I	Grade Level Smart Goals Graded Writing Prompts
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Grade Level Meetings Professional Learning Communities Focus on Essential Standards Share Supplemental Materials	Title 1	SMART GOAL results Grade 4 teachers participated in professional learning communities, professional development in writing and collaborated with colleagues by attending grade level meetings.
e. Increased educational opportunity (within the instructional day)	Small Intervention Groups Engagement Strategies Pull Out Intervention Small Groups	Title 1	SMART GOAL results Students in grade 4 received increased educational opportunities during the day in W1.1, W2.1, W2.4 and W2.2 by participating in small group instruction
f. Extended learning time (beyond the instructional day/year)	Buena Vista Tutoring CARES After School Program Homework Help YVE Tutoring	Title 1	SMART GOAL results Students in grade 4 received increased educational opportunities after school in ASP by participating in YVE tutoring.

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

School: Ygnacio Valley Elementary School

Year: 2011-2012

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

[X] English/Language Arts [] Mathematics
 Content Standard: Writing
(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.
 [X] Other Subgroup(s): Grade 5 Students
Current Reality: Based on data from the 2009 writing pretest 5% of students are proficient.
Grade Level or Subject/Department SMART Goal: From Fall 2009 to Spring 2010, the percent of Grade 5 students at or above proficient (rubric 3 or 4) in Writing as measured

	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)	District Writing Assessment Regular Writing Assignments Research Reports	Title I	District Writing Assessment Regular Writing Assignments Research Reports Students were assessed every trimester, using district writing prompt to measure progress in writing
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	1.0 Writing Strategies 1.1 Create Multiple-Paragraph narrative compositions. a. establish and develop a situation or plot. b. describe the setting c. present an ending	Title I	District Writing Assessment Regular Writing Assignments In support of essential learning in writing for 5th grade students, SMART goals focused on direct instruction in specific writing genres.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	<p>1.2 Create Multiple-paragraph expository compositions:</p> <p>a. establish a topic, important ideas, or events in sequence or chronological order.</p> <p>b. provide details and transitional expression that link one paragraph to another in a clear line of thought.</p> <p>c. offer concluding paragraph that summarizes important ideas and details.</p> <p>2.2 Write Responses to literature:</p> <p>a. demonstrate an understanding of literary work.</p> <p>b. Support judgments through references to the text and to prior knowledge.</p> <p>c. Develop interpretations that exhibit careful reading and understanding.</p> <p>2.4 Writing persuasive letters or compositions.</p> <p>a. State a clear position in support of a proposal.</p> <p>b. Support a position with relevant evidence.</p> <p>c. Follow a simple organizational pattern.</p> <p>d. address reader concerns.</p>		<p>District Writing Assessment Regular Writing Assignments Research Reports</p> <p>District Writing Assessment Regular Writing Assignments</p> <p>District Writing Assessment Regular Writing Assignments</p>
<p>c. Use of instructional strategies and materials to teach the content standards</p>	<p>Step Up to Writing Lessons Four Square Writing Lessons Daily Writing Prompts Graphic Organizers Story Maps Practice Book pages Monthly Book Cards</p> <p>Explorer Reports State Reports</p>	<p>Title I</p>	<p>District Writing Assessment Regular Writing Assignments Research Reports Smart goals in writing were supposed through the use of direct instructional strategies and step up writing and four square writing.</p>

	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	<p>Articulate at grade level to analyze student data to determine student achievement and to drive instruction.</p> <p>Teachers will attend, when available, the following trainings: Step Up to Writing, Feldman strategies, GLAD training, and other writing conferences.</p> <p>Collaborate on best teaching practices to preview, teach and reteach writing standards.</p>	Title I	<p>Lesson Plans Grade Level Meeting notes Grade 5 teachers collaborated with colleagues by sharing ideas from step up to writing and four square writing.</p> <p>documentation from trainings Lesson Plans Grade Level Meeting notes</p> <p>Lesson Plans Grade Level Meeting notes</p>
e. Increased educational opportunity (within the instructional day)	<p>Supplement HMR writing with Step Up to Writing and Four Square Writing</p> <p>Provide intervention for students scoring a rubric 1 or 2 in writing on the MSUSD Writing prompts Identify students needing intervention in writing Collaborate to determine the most effective means of providing writing intervention Track student growth at regular intervals to establish eligibility for writing interventions.</p>	Title I	<p>Lesson Plans Students in grade 5 received increased educational opportunities during the day in writing by participating in small group instruction groups.</p>
f. Extended learning time (beyond the instructional day/year)	<p>Assign regular Writing assignments that reinforces writing standards currently be addressed in the classroom.</p> <p>English Only students and Early Advanced/Advanced English Learners will receive an additional 30 minutes of daily instruction in Writing.</p> <p>Summer School is offered for students identified as performing as performing below grade level when funding is available</p>	Title I	<p>District Writing Assessment Regular Writing Assignments Research Reports Students in grade 5 received increased educational opportunities after school in After school program Writer's Workshop.</p>

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

School: Ygnacio Valley Elementary School

Year: 2011-2012

13. Planned Improvement for: III / Kindergarten
 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): Kindergarten
Current Reality: As of Fall 2010, 0% of students are at or above proficient in number sense as measured by the our kindergarten end of year math standards assessment.
Grade Level or Subject/Department SMART Goal: From Fall 2010 to Spring 2011 the percent of all kindergarten students at or above proficient in number sense, as measured

	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)	Teachers will administer the math standards assessment Teachers will conduct one-on-one interviews to assess students knowledge of number names and rote counting to 30	Title 1 Title 1	<ul style="list-style-type: none"> ESGI data end of the year math standards assessment data -student recording sheet Students were assessed every trimester using the end of year math standards assessments to measure progress in number sense.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Students will count, name and write numbers 0-30 Number Sense 1.2 Students will demonstrate knowledge of more than, less than, and equal to.	Title 1 Title 1	<ul style="list-style-type: none"> Calendar Activities Teacher Observation Board Math <ul style="list-style-type: none"> Calendar Activities Teacher Observation Board Math

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	Students will use concrete objects to show knowledge of simple addition and subtraction problems.	Title 1	<ul style="list-style-type: none"> Calendar Activities Teacher Observation Board Math <p>In support of essential learning in number sense for Kindergarten students, SMART goals focused on number recognition.</p>
c. Use of instructional strategies and materials to teach the content standards	<ul style="list-style-type: none"> Calendar Activities number flash cards daily counting practice adopted curriculum 	Title 1	<ul style="list-style-type: none"> calendar lesson plans Board Math <p>SMART goals in number sense were supported through the use of calendar activities, flash cards, and daily counting practice.</p>
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<ul style="list-style-type: none"> adopted curriculum training sharing of supplemental materials as necessary grade level meetings smart goals Board Math 	Title 1	<ul style="list-style-type: none"> grade level meeting minutes smart goals adopted math curriculum Board Math participation <p>Kindergarten teachers participated in training for Board Math and collaborated with colleagues during grade level meetings.</p>
e. Increased educational opportunity (within the instructional day)	<ul style="list-style-type: none"> small intervention groups one-on-one groups Universal Access Time extended day 	Title 1	<ul style="list-style-type: none"> Lesson plans <p>Students in Kindergarten received increased educational opportunities during the day by participating in one on one activities with the teacher and small groups.</p>
f. Extended learning time (beyond the instructional day/year)	<ul style="list-style-type: none"> CARES afterschool homework help YVE school site intervention 	Title 1	-CARES schedule

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
			<p>Students in Kindergarten received increased educational opportunities after the school day by participating in the CARES afterschool program.</p> <p>Students at intensive levels received small group intervention in language arts during the 2nd trimester</p>

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

School: Ygnacio Valley Elementary School

Year: 2011-2012

14. Planned Improvement for: III / Grade 1
 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): Grade 1
Current Reality: The average score of first grade students in number sense, based on Curriculum Associates, is 34%
Grade Level or Subject/Department SMART Goal: From Fall 2011 to Spring 2012, the percent of all students at or above proficient in Number Sense, as measured by

	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 Associates data Chapter/Unit tests quizzes, daily lesson checks teacher created assessments teacher observations	Title 1 Title 1	Curriculum Associates results Chapter and Unit test results
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Number Sense 1.1 Students will count, read, and write whole numbers to 100. Number Sense 1.2 Students will compare and order whole numbers to 100 by using the symbols for less than, greater than, or equal to (<, >, =).	Title 1 Title 1	Student work samples Lesson Plans Smart Goals In support of essential learnings in Number sense, for first grade students, SMART goals focused on counting, comparing numbers, adding and subtracting. Student work samples Lesson Plans Smart Goals

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	<p>Number Sense 2.5 Students will show the meaning of addition and subtraction.</p> <p>Number Sense 1.5</p> <p>Number Sense 2.1</p> <p>Number Sense 2.3</p> <p>Number Sense 2.4</p> <p>Number Sense 2.6</p>	Title 1	<p>Student work samples Lesson Plans Smart Goals</p> <p>Student work samples Lesson Plans Smart Goals</p> <p>Student work samples Lesson Plans Smart Goals</p> <p>Student work samples Lesson Plans Smart Goals</p> <p>Student work samples Lesson Plans Smart Goals</p> <p>Student work samples Lesson Plans Smart Goals</p>
c. Use of instructional strategies and materials to teach the content standards	<p>Daily calendar activities Completion of 100s chart (written) Marcy Cook 100s activities Daily counting to 100 Board Math Academies</p> <p>Rocket math manipulatives Practice book pages (houghton Mifflin)</p>		<p>Lesson plans Smart goal results Observations/Walk-throughs Smart Goals in number sense were supported through the use of calendar activities, 100s charts, Marcy cook activities, rocket math, manipulatives and Houghton Mifflin Math materials. Curriculum Associates results</p> <p>Lesson plans Smart Goal results Observations/Walk-throughs</p>

	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	Professional Learning Communities Grade level meetings Title one math meetings Board Math training Acclaim training	Title 1	Creation of smart goals Meeting minutes Grade 1 teachers participated in Board Math professional development in number sense and collaborated with colleagues during grade level meetings.
e. Increased educational opportunity (within the instructional day)	Small group instruction One on one instruction Academies		Observations/walk-throughs Lesson Plans Students in grade 1 received increased educational opportunities during the day in number sense by participating in small groups, rocket math and pull out intervention
f. Extended learning time (beyond the instructional day/year)			

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

School: Ygnacio Valley Elementary School

Year: 2011-2012

15. Planned Improvement for: III / Grade 2
 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): Grade 2 students
Current Reality: Currently 45% of 2nd grade students are proficient or advanced in Number Sense.
Grade Level or Subject/Department SMART Goal: From Fall 2010 to Spring 2011, the percent of all students at or above proficient in Number Sense, as measured by

	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 Unit Assessments and Chapter Tests Curriculum Associates Chapter /Unit Tests Mini quizzes/daily lesson checks Teacher created assessments		Student work samples Teacher records Curriculum Associates Students were assessed every chapter and unit using HM assessments to measure progress in number sense.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	1.0 Students understand relationship between the numbers/ quantities/place value and whole numbers to 1,000		Standard is aligned with the school wide Number Sense goals In support of essential learnings in number sense for 2nd grade students, SMART goals focused on NS 1.1, 1.3, 2.1, 2.2, and 4.2 during the school day and Afterschool Intervention.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	Students are grouped according to OARS generated pretest results into Math Academies		
c. Use of instructional strategies and materials to teach the content standards	Houghton Mifflin Mathematics program Board Math and Grade level generated templates Rocket Math Grade level created place value warm-up		Student work samples Teacher observation and records SMART goals in number sense were supported through the use of problem solving strategies, manipulatives, alternate ranking, HM, Board Math and Rocket Math.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Board Math Training Grade Level Meetings Math Leadership-Title 1 Math		Workshop and meeting attendance records Meeting minutes with assigned timekeeper and facilitators Grade 2 teachers participated in Board Math professional development and collaborated with colleagues as needed.
e. Increased educational opportunity (within the instructional day)	Possible intervention 2010/2011 HM Homework CARES team input for struggling students		Intervention rosters Students in grade 2 received increased educational opportunities during the day in small group settings within the class. CARES referred students are being assessed and addressed more quickly and efficiently.
f. Extended learning time (beyond the instructional day/year)	YVE After School Intervention Family Math Nights		Intervention attendance rosters Students in grade 2 received increased educational opportunities after school in Afterschool Intervention by participating as needed.

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

School: Ygnacio Valley Elementary School

Year: 2011-2012

16. Planned Improvement for: III / Grade 3
 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): Grade 3
Current Reality: 45% of our students are proficient or above as measured by Curriculum Associates, Sept. 2011
Grade Level or Subject/Department SMART Goal: From Fall 2010 to Spring 2012, the percent of all students at or above proficient in Number Sense, as measured by

	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)	Chapter/Unit Tests Curriculum and Associates Data Mini quizzes/ daily lesson checks Teacher created assessments Create Math Academies		Results of assessments Report cards SMART goal data Curriculum and Associates
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Number Sense 1.3 Student will be able to identify the place value for each digit in numbers to 10,000 Number Sense 1.5 Student will be able to use expanded notations to represent numbers Number Sense 2.1 Student will be able to find the sum or difference of two whole numbers between 0 and 10,000		In support of essential learnings in math for 3 grade students, SMART goals will focus on NS 1.3, NS 1.5, NS 2.1, NS 2.4, and NS 2.3. Lesson Plans

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	<p>Number Sense 2.4 Student will be able to solve simple problems involving multiplications of multidigit numbers by one-digit numbers</p> <p>Number Sense 3.3 Solve problems involving addition, subtraction, multiplication and division of money amounts in decimal notation and multiply and divide</p>		<p>Samples of Student work</p> <p>Student work samples</p>
c. Use of instructional strategies and materials to teach the content standards	<p>Rocket Math Board Math: questions by standard / CST released items / academic language / magnetic manipulatives / colored by strand / headings and posters Warm Ups Individual student white boards and markers Strategies such as Flash Cards</p>		<p>SMART goals in Math were supported through the use of total engagement strategies and Houghton Mifflin instructional materials. Walk-throughs Inventory Lists Clerical Support</p>
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>Grade Level Meetings Professional Learning Communities Focus on Essential Standards Developed grade level Smart Goals Checks for rigor and academic language Preview / review concepts</p>		<p>Math Leadership Team Student engagement, BOARD MATH Trainings Sign in sheets</p>
e. Increased educational opportunity (within the instructional day)	<p>Board Math (samples and questions / CST leveled questions) Math Intervention Engagement Strategies GLAD Strategies Learning Walks</p>		<p>Students in grade 3 received increased educational opportunities during the day in math by participating in small group instruction and activities. Teacher / team reflections Math Group Rotations</p>
f. Extended learning time (beyond the instructional day/year)	<p>CARES Aspire After School Intervention</p>		<p>Students in grade 3 received increased educational opportunities after school in math by participating in YVE After School Intervention.</p>

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

School: Ygnacio Valley Elementary School

Year: 2011-2012

17. Planned Improvement for: III / Grade 4
 Grade Level / Subject Area

English/Language Arts Mathematics
 Content Standard: Algebra and 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): Grade 4
Current Reality: Fourth grade students are currently 41.6% proficient in Algebra and Functions 1.2 as measured by Curriculum Associates.
Grade Level or Subject/Department SMART Goal: From 9/10/11 to 11/12/11 in AF 1.2 the students will increase from 41.6% to 68.5% as measured by Chapter Tests and

	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 Data Chapter/Unit Tests Mini Quizzes/Daily Lesson Checks Teacher Created Assessments		Test results data Edusoft reports CST results SMART Goals Curriculum Associates Results Students were assessed every chapter using chapter tests and lesson quizzes to measure progress in Algebra and Functions.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Algebra and Functions 1.2 Interpret and evaluate mathematical expressions that now use parentheses.		Test results data Edusoft reports CST results SMART Goals Curriculum Associates Results Students were assessed every chapter using chapter tests and lesson quizzes to measure progress in Algebra and Functions.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
c. Use of instructional strategies and materials to teach the content standards	White Boards Magnetic Tape/ Magnets BOARDMATH Colored EXPO Markers BOARDMATH Headings/Posters 20 Minutes Instructional Time and Additional Planning Time Standards Based Release Question Vocabulary CST Blueprint Information		Walk Throughs/Rounds Inventory Lists Clerical Support to Monitor Needs
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Grade Level Meetings SMART Goals Check Level of Rigor and Use of Academic Language Preview/Review Concepts One Day In Service	Title 1	Meeting Minutes SMART Goal Results Team Reflections Sharing of Materials Sign In Sheets
e. Increased educational opportunity (within the instructional day)	Engagement strategies Small intervention groups Board Math Math Academies	Title 1	SMART GOAL results Students in grade 4 received increased educational opportunities during the day by participating in small group instruction.
f. Extended learning time (beyond the instructional day/year)	CARES After School Program Kaplan Math	Title 1	SMART GOAL results Students in grade 4 received increased educational opportunities after school in mathematics by participating in small group intervention.

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

School: Ygnacio Valley Elementary School

Year: 2011-2012

18. Planned Improvement for: _____ I / grade 5
 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): grade 5

Current Reality: Based on data from the Curriculum Associates Assessments given Fall 2011 36.6% of fifth graders are proficient level.

Grade Level or Subject/Department SMART Goal: By Spring 2012, Based on data from the Curriculum Associates Assessments the average % correct will increase 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)	Curriculum Associates Assessments Houghton Mifflin pre-test		Curriculum Associates Assessments chapter post tests Students were assessed every 2 weeks using Houghton Mifflin assessment tests to measure progress towards school-wide goals and short term objectives.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	By Spring 2011, Based on data from the Curriculum Associates Assessments the average % correct will increase from 39% to 61% NS 1.1 NS 1.2 NS 2.1 NS 2.2 NS 2.3 NS 2.4		In support of essential learning in Math for 5 grade students, SMART goals focused on fractions, decimals, multiplication, division, geometry and positive and negative integers.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
c. Use of instructional strategies and materials to teach the content standards	Houghton Mifflin white boards board math Houghton Mifflin reteach/intervention Think pair share Partner sharing		Lesson plans observation SMART Goals in Math were supported through the use of white boards, partner work, choral response and think-write-share. Teacher used Houghton Mifflin materials to teach and re-teach concepts.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<ul style="list-style-type: none"> • grade level meetings • professional learning communities • focus on essential standards • share supplemental materials necessary to meet standards • develop grade level SMART goals 		Grade Level Meeting notes Grade Level SMART Grade 5 teachers participated in Math Leadership and collaborated with colleagues by sharing district wide goals and pacing guides. Board Math
e. Increased educational opportunity (within the instructional day)	<ul style="list-style-type: none"> • Universal Access • Resource • Math Academies • engagement strategies 		Lesson plans observation Students in grade 5 received increased educational opportunities during the day in Math by participating in the Learning Center/ Resource and small group instruction. Board Math Leveled Math groups
f. Extended learning time (beyond the instructional day/year)	<ul style="list-style-type: none"> • ASP homework help and My Skills Tutor • ASPIRE • Buena Vista Tutoring • After School Intervention 		Students in grade 5 received increased educational opportunities after school in Math by participating in ASPIRE and After school interventions

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	<p>Use HMR in English to develop L2</p> <p>Use student engagement strategies and structured language practice strategies on a daily basis</p> <p>Purchase and provide teachers and students with complete sets of materials to fully implement both Language Arts programs</p>		<p>Unit Tests Curriculum and Associates (1st and 2nd grade) DIBELS</p> <p>Lesson Plans SMART Goals Observations</p> <p>Class Materials inventory Teacher reports</p>
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>Monthly collaboration meetings with PIE coach to facilitate in professional growth, materials acquisition and data analysis</p> <p>Grade level meetings to develop SMART Goals</p> <p>Peer observations to ensure that students in primary Language classrooms are progressing at a similar pace to their English only instruction peers.</p>		<p>Meeting minutes Data Formative Planning</p> <p>Meeting minutes SMART goal data and results</p> <p>Curriculum and Associates Data SMART goal results</p>
e. Increased educational opportunity (within the instructional day)	<p>Primary Language Instruction</p> <p>Implement leveled learning academies to support student learning in math and language arts</p> <p>Small group or 1 on 1 pull out assistance in Spanish Language Arts</p>		<p>Use of HM Lectura DI BELS in Spanish\ RAP scores in Spanish</p> <p>Grade Level Minutes Post-test data</p> <p>Support Staff schedules</p>
f. Extended learning time (beyond the instructional day/year)	<p>CARES, YVE After School Intervention, ASPIRE, Buena Vista tutoring, Imagine Learning English.</p> <p>K expanded day for intervention starting in January.</p>		<p>Student Rosters Intervention data Imagine Learning English Reports</p> <p>Kindergarten daily schedule.</p>

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

School: Ygnacio Valley Elementary School

Year: 2011-2012

22. Planned Improvement for: Grades K-2 / English Language Development
 Grade Level / Subject Area

[X] English/Language Arts [] Mathematics
 Content Standard: English Language Development
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)
 Student groups participating in this goal: [] All Students [X] EL [] Economically Disadvantaged [] GATE [] Special Ed.
 [] Other Subgroup(s):
Current Reality: On the 2010-2011 CELDT, 48.3% of English learners met their Annual progress goal as measured by the 2011 AMAO.
Grade Level or Subject/Department SMART Goal: From 2011 to 2012, 56% of English learners will meet their annual progress goal as measured by the Fall 2012 CELDT

	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)	Administer CELDT in Fall Administer ADEPT in Nov. and May Continue implementing Avenues curriculum, with supplemental listening and speaking activities from Systematic ELD Implement Imagine Learning English		CELDT scores Reclassification Curriculum Associates Data ELD Movement Analysis ADEPT scores Unit test scores Teacher observation CELDT scores Curriculum Associates Data Imagine Learning reading levels CELDT scores Curriculum Associates Data
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Use Avenues curriculum to focus on ELD and ELA standards Use Imagine Learning English to practice English Language skills		Observations Imagine Learning English reports

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
<p>c. Use of instructional strategies and materials to teach the content standards</p>	<p>Group ELLs for ELD instruction for 45 minutes per day based on their listening and speaking levels as determined by the ADEPT with no more than two proficiency levels per group.</p> <p>Group ELLs in kindergarten for ELD instruction for 30 minutes per day based on their listening and speaking levels as determined by the CELDT with no more than two proficiency levels per group.</p> <p>Use Avenues, Imagine Learning English and Systematic ELD Framework</p> <p>Use student engagement and structured language practice strategies in all classrooms on a daily basis</p> <p>Use other strategies including GLAD, SDAIE, frontloading, vocabulary development strategies and explicit direct instruction to continue English Language Development the entire instructional day</p> <p>Purchase and provide teachers with other supplemental materials and supplies needed to engage and support student learning</p>		<p>Lesson plans Grade level schedules Observations</p> <p>Unit tests Observations</p> <p>Lesson plans Observations</p> <p>Lesson plans Observations</p> <p>Teachers have materials</p>
<p>d. Professional development and professional collaboration to support the use of instructional strategies and materials</p>	<p>Attend the following initial trainings to A Focused Approach to Systematic ELD, GLAD, ADEPT, Avenues and Imagine Learning English Training</p> <p>Teachers meet monthly to plan the next unit's based on student data from Avenues and Imagine Learning English data</p> <p>Teachers collaborate in grade level groups to target ELL needs of their ELD proficiency group and track progress</p> <p>Teachers will collaborate with ELD Support Teacher and BTSA coach</p>		<p>Registration confirmation Sign in sheets</p> <p>Meetings</p> <p>Meeting minutes SMART goal analysis</p> <p>Meeting minutes</p>

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	Should funds become available, attend conferences that focus on effective curriculum, programs, etc. for English learners and share new ideas/best practices with the staff		Registration confirmation Sign in sheets
e. Increased educational opportunity (within the instructional day)	Implement leveled learning academies to support student learning in math and ELA		Grade level minutes Post Test Data
f. Extended learning time (beyond the instructional day/year)	CARES, YVE After-school intervention, ASPIRE, Buena Vista tutoring, Imagine Learning English Recommend all English Learners to summer school for additional instruction in ELD		Student rosters Intervention data Imagine Learning English Reports Students are invited to attend Early Back

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

School: Ygnacio Valley Elementary School

Year: 2011-2012

24. Planned Improvement for: 3rd-5th / English Language Development
 Grade Level / Subject Area

[X] English/Language Arts [] Mathematics
 Content Standard: English Language Development
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)
 Student groups participating in this goal: [] All Students [X] EL [] Economically Disadvantaged [] GATE [] Special Ed.
 [] Other Subgroup(s):
Current Reality: On the 2010-2011 CELDT, 48.3% of English learners met their Annual progress goal as measured by the 2011 AMAO.
Grade Level or Subject/Department SMART Goal: From 2011 to 2012, 56% of English Learners will meet their annual progress goal as measured by the Fall 2012 CELDT

	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)	Administer CELDT in the Fall Administer ADEPT in November and May Continue implementing Avenues with supplemental systematic eld forms and functions Continue Imagine Learning English		CELDT scores ADEPT Scores Unit tests Teacher observation Imagine Learning English reading levels CELDT Scores CST scores
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Use Avenues curriculum to focus on systematic ELD forms and functions to increase language Use Imagine Learning English to practice English language skills		Unit tests Teacher observation Imagine Learning English reading levels CELDT Scores CST scores

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
c. Use of instructional strategies and materials to teach the content standards	<p>Group ELLs for ELD instruction, 45 minutes per day based on their listening and speaking levels as determined by their ADEPT scores with no more than two proficiency levels per group</p> <p>Think-Pair-Share Choral Responses Chants C.D. Academic Language Frames Partner Reading Cloze Responses Role Play Reader's Theatre</p> <p>Use student engagement and structure language practice strategies in all areas including ELD and Content subjects</p> <p>Use other strategies GLAD, SDAIE, frontloading, vocabulary development strategies and explicit direct instruction</p> <p>Purchase and provide teachers with supplemental materials</p>		<p>ELD rotation class rosters</p> <p>Observations</p> <p>Observations</p> <p>Observation</p> <p>Teachers have materials</p>
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>Teacher's meet monthly at ELD staff meeting Cross grade level collaboration</p> <p>New teachers attend Systematic ELD training Teachers collaborate with ELD support teacher Attend conferences and professional development opportunities that focus on ELL as funds become available</p>		<p>ELD Meeting Minutes</p> <p>Sign-in Sheets Meeting minutes Registration</p>
e. Increased educational opportunity (within the instructional day)	<p>Group ELLs for ELD instruction, 45 minutes per day based on their listening and speaking levels as determined by their ADEPT scores with no more than two proficiency levels per group</p> <p>Implement leveled learning academies to support student learning in English Language Arts and Math</p>		<p>ELD rotation class rosters</p> <p>Grade level minutes Post Test Data</p>
f. Extended learning time (beyond the instructional day/year)	<p>CARES ASPIRE Buena Vista SES Private Tutoring</p>		<p>Class Rosters Pre and Post Assessments</p>

SUPPLEMENTAL SUPPORT ACTIVITIES

School: Ygnacio Valley Elementary School

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"> • 1. 100% of classroom teachers and staff will use email to communicate with other members of the staff and use Aeries for daily attendance and access student information. 	Staff	SLIBG	Daily Attendance reports
	<ul style="list-style-type: none"> • 2. 60% of teachers will use the computer and internet to research and develop lessons. 	Staff	SLIBG	Communication usage
	<ul style="list-style-type: none"> • 3. 40% of students will be provided multiple opportunities to interact with up-to-date technology. 	Staff	SLIBG	
SSA.2: Career Integrated Academics (CIA) Goals				
<ul style="list-style-type: none"> • Activities that support career awareness, exploration, preparedness • 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"> • 1. Kindergarten <ul style="list-style-type: none"> 1.1. Kindergartners will learn about farming at their trip to the pumpkin patch. 1.2. Kindergartners will attend a field trip to a Clayton farm to plant seeds and learn about the environment. 	Staff	SLIBG	Science Assessments

Goals	Specific Actions/Strategies/ Steps	Who is Responsible	Budget Code(s)/ Funding Source	Evidence of Success
	<ul style="list-style-type: none"> • 2. First Grade <ul style="list-style-type: none"> 2.1. First grade students will take trips to: <ul style="list-style-type: none"> a. CA Academy of Science to support the curriculum in Science. b. Theatre performance to support LA and Art through Percussion Discussion. c. Smith Family Farm to support Science unit on plants. d. ARF to learn about community and responsibility. 	Staff	SLIBG	Science and LA assessments
	<ul style="list-style-type: none"> • 3. Second Grade <ul style="list-style-type: none"> 3.1. Second graders will take a field trip to the fire station to learn about job responsibilities. 3.2. Second graders will take trips to the Oakland Zoo to discuss animals, habitats, nature, and their environment. 3.3. Second graders will have the opportunity to see a play and attend the theatre to support the curriculum in LA and Art through Percussion Discussion. 3.4. Second graders will have community service workers as guest speakers and invite volunteers from Diablo Assistance League to read to the students. 	Staff	SLIBG	Science and LA assessments
	<ul style="list-style-type: none"> • 4. Third Grade <ul style="list-style-type: none"> 4.1. Third graders will visit the Costco/Safeway to learn about job responsibility. 4.2. Third grade classes will take a field trip to the Chabot Science Center to support the curriculum in Science. 4.3. Third graders will visit the Lindsay Wildlife Center to learn about animals, and their environment. 4.4. Some third grade classes will take part in KAPOW program. 4.5. Third grade students will visit the Animal Rescue Foundation to learn about community service and pet owner responsibility. 	Staff	SLIBG	Science, Social Studies and LA assessments

Goals	Specific Actions/Strategies/ Steps	Who is Responsible	Budget Code(s)/ Funding Source	Evidence of Success
	<ul style="list-style-type: none"> 5. Fourth/Fifth Grade 5.1. Fourth grade students will travel to Sutter's Fort , the State Capitol, and Mission San Juan Bautista to make connections and expand knowledge of early California in support of the Social Studies Curriculum. Fourth grade students will experience Social Studies Curriculum through "Walk through California". Fifth grade students will visit the California Academy of Science and take part in Delta Voyage to support the curriculum and give them hands on experience. Fifth graders will also participate in "Walk Through the Revolution" to support the curriculum in Social Studies. Fifth grade students will attend outdoor camp to study Science. 	Staff	SLIBG	Science and Social Studies assessments 5th grade CST Science
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"> 1a. Appropriate pacing and challenge of curriculum - Each GATE student will have differentiation plan within the classroom which may include curriculum compacting, learning contracts, and independent studies. 1b. Professional Development - Teachers and staff will have opportunities to attend training to address the needs of GATE students. 	Staff	GATE	CST data Curriculum assessments
SSA.4: School Library Materials (If applicable)				

Goals	Specific Actions/Strategies/ Steps	Who is Responsible	Budget Code(s)/ Funding Source	Evidence of Success
	<ul style="list-style-type: none"> • 1. Collection development to support CA ELA standards <ul style="list-style-type: none"> 1.1. Update and replace books in order to increase collection to equal books: student ratio of 20:1 1.2. Purchase non-fiction to support core curriculum 1.3. Purchase variety of fiction to support ELA curriculum and motivate reading 1.4. Subscribe to educational periodicals, increase from 7 to 10 	Librarian	SLIBG	Report card Observation Assessments of LA, Math, Science and Social Studies Curriculum
SSA.5: English/Language Arts (optional)	<ul style="list-style-type: none"> • Students will be provided with the state approved program to meet grade level standards in English Language Arts. 	Staff Support staff	SLIBG	Houghton Mifflin assessments and District Progress Assessment RAP and QRI CST LA
SSA.6: Mathematics (optional)	<ul style="list-style-type: none"> • Students will be provided with a state and approved program to meet grade level standards in math. • Training provided for all teachers in newly adopted math program. 	Staff Houghton Mifflin Representatives and Site staff	SLIBG SLIBG	Houghton Mifflin Math assessments District Progress Reports CST Mathematics
SSA.7: Science (optional)	<ul style="list-style-type: none"> • Students will be provided with the state and district approved program to meet grade level standards in science. • HM Science Kits provided with Science Curriculum. 	Staff	SLIBG	Science Assessments
SSA.8: History/Social Science (optional)	<ul style="list-style-type: none"> • Students will be provided a program to meet grade level standards in social studies 	Staff	SLIBG	Social Studies assessments
Visual and Performing Arts Program				
<ul style="list-style-type: none"> • The purpose of these supplemental support activities is to expose students to wide variety of experiences in the visual and performing arts. 				

Goals	Specific Actions/Strategies/ Steps	Who is Responsible	Budget Code(s)/ Funding Source	Evidence of Success
	<ul style="list-style-type: none"> Vocal Music – All students receive 30 minutes of class sessions in music theory, elementary instrumental music and vocal music practice. Visual Art – In the classroom students will learn visual art integrated with core curriculum such as social studies, language arts, math, and science. Fourth and Fifth grade students have the option of participating in the school chorus and performing 	Vocal Teacher Instrumental Teachers Classroom Teachers	SLIBG	Report cards
		Staff	SLIBG	
		Vocal Music Teacher	SLIBG	Performances
SSA.10: Planners/Take Home Folders/Science Fair Materials				
	<ul style="list-style-type: none"> The purpose of this supplemental support activity is to support our K-5 students with organizational skills to increase student achievement and responsibility. The purpose of this supplemental support activity is to support our K-5 students with materials to create and implement Science Fair Exhibits. 	Administrative, Clerical and Staff	SLIBG	Homework completed
		Administrative and Staff	SLIBG	Science Fair Projects
SSA.11: Psychologist Intern				
	<ul style="list-style-type: none"> Students will be supported through individual and group counseling. Psychologist Intern will collaborate with teachers, other staff members, and parents to increase student confidence and academic success. Increase the time of the psychologist to provide more support and consistency for students with specific academic, behavior and/or emotional needs. 	Psych Intern	Title I	Collaboration and reports through observation
		School Psychologist	Title I	
SSA.12: School Site Council Coordinator				
	<ul style="list-style-type: none"> The coordinator will oversee the minutes and facilitate school site council meetings. 	SSC Coordinator	SLIBG	Approval of expenditures and meeting minutes
SSA.13: Special Education				
	<ul style="list-style-type: none"> Students' IEPs are reviewed to determine specific supports required for student participation in extracurricular activities. 	Staff	SLIBG	IEP progress reports and review
SSA.14: BEST/Climate				

Goals	Specific Actions/Strategies/ Steps	Who is Responsible	Budget Code(s)/ Funding Source	Evidence of Success
	<ul style="list-style-type: none"> • 1. Incentives for attendance and positive behavior. Awards assemblies to acknowledge and reinforce life skills, academic effort, and academic progress. • 2. Implement Conflict Mediators program with eligible students in grades 4-5 to help students resolve conflicts on the playground. • 3. Second Step (social skills) and Steps to Respect (anti bullying) curriculum to teach skills and group responsibility in an effort to promote equity and tolerance. • 4. AERIES (School Wide Information System) to track and analyze school referral data • 5. Ensure adequate supervision coverage for student safety during school hours, as well as before and after school. 	<p>Staff</p> <p>Staff</p> <p>Staff</p> <p>Staff</p> <p>Staff</p>	<p>SLIBG</p> <p>SLIBG</p> <p>SLIBG</p> <p>SLIBG</p> <p>SLIBG</p>	<p>Eagle Feathers Awards and Certificates</p> <p>Conflict Mediator training and log sheets</p> <p>Second Step and Steps to Respect Curriculum taught in classrooms</p>
SSA.15: Physical Education	<ul style="list-style-type: none"> • Students will be provided a program to meet physical education standards. 	<p>Staff</p>	<p>SLIBG</p>	
SSA.16: QEIA	<ul style="list-style-type: none"> • Year 4 Implementation 	<p>District and School Staff</p>	<p>QEIA</p>	<p>Leadership Team Minutes</p>
SSA.17: Equity	<ul style="list-style-type: none"> • Determine ways to increase cultural competency among staff. 	<p>District and School Staff</p>	<p>SLIBG</p>	

BUDGET ALLOCATIONS

School: Ygnacio Valley Elementary School

Year: 2011-2012

Budget Development Summary 2011-2012

Ygnacio Valley Elementary 198	EIA/LEP Site Allocation 3825	EIA/SCE Site Allocation 3823	Title I		SLIBG 0918	QEIA 3727	TOTAL		
			Parent Inv 3068	Title I 3070					
	Title I 3068 & 3070 Total			227,918.00					
	Total Site Allocation		96,483.00	39,150.00	30,606.00	197,312.00	34,574.52	476,384.36	874,509.88
	Undistributed balance		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Title I 3068 & 3070 Total Undistributed balance				0.00					

Object Code	Description	Proposed Budget	Proposed Budget	Proposed Budget	Proposed Budget	Proposed Budget	Proposed Budget	Proposed Budget
XXXX	Salaries and Benefits from Position Control	13,421.00	0.00	30,606.00	135,287.00	0.00	332,205.00	511,519.00
1150	Teacher Substitutes	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1160	Teachers - Extra Pay	0.00	12,000.00	0.00	15,000.00	0.00	0.00	27,000.00
1190	Teachers - Hourly	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1900	Other Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2100	Instructional Assistants (not position control)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2200	Classified Support (not position control)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2300	Classified Supvsr./Administration (not position control)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2400	Clerical/Technical (not position control)	0.00	0.00	0.00	0.00	350.00	0.00	350.00
2900	Other Classified - (not position control)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4110	Textbooks	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4210	Other Books - Instructional	0.00	0.00	0.00	0.00	2,000.00	0.00	2,000.00
4300	Materials and Supplies	2,962.00	13,840.00	0.00	4,025.00	22,824.52	0.00	43,651.52
4315	Holding Account (no expenditures)	0.00	13,310.00	0.00	20,000.00	0.00	124,363.36	157,673.36
4400	Furniture & Equipment \$500-\$9,999	0.00	0.00	0.00	0.00	4,000.00	0.00	4,000.00
5100	Subagreements for Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5210	Conferences (Requiring Hotel or Registration Fee)	0.00	0.00	0.00	11,000.00	0.00	0.00	11,000.00
5230	Business Mileage/Other Expenses (No Reg Fee)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5300	Dues and Memberships (District Wide)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5600	Buildings Rent/Lease	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5711	Library Media Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5712	District Print Shop Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5713	District Transportation Services	0.00	0.00	0.00	0.00	5,000.00	0.00	5,000.00
5719	Other Interprogram Transfers	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5800	Instructional Service Contracts (<\$25,000/contract)	0.00	0.00	0.00	12,000.00	0.00	0.00	12,000.00
5885	Software Licenses/Agreements	80,000.00	0.00	0.00	0.00	0.00	0.00	80,000.00
5890	Other Operating Exp	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5891	Food/Meals for Employees (Non-Conf)	100.00	0.00	0.00	0.00	400.00	0.00	500.00
5895	Field Trip Admissions	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5965	Postage	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5971	Telephone - AT&T	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5973	Telephone - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5974	Cellular Phones	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7310	Indirect Costs	0.00	0.00	0.00	0.00	0.00	19,816.00	19,816.00
aaaa	.	0.00	0.00	0.00	0.00	0.00	0.00	0.00
bbbb	.	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL SITE BUDGET		96,483.00	39,150.00	30,606.00	197,312.00	34,574.52	476,384.36	874,509.88

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: Ygnacio Valley Elementary School

Year: 2011-2012

School: Ygnacio Valley Elementary

EIA - All =		\$126,334				
Ent. 3825	70%	\$100,874				
Ent. 3823	30%	\$25,460				
			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%	\$2,017		\$0	
CELDT - \$35 x EL student =	\$35	287	\$10,045		\$0	
TOTAL			\$88,812		\$25,460	
Personnel Costs (.80 FTE)			\$75,093		\$0	
Total			\$13,719		\$25,460	
Augmented from Centralized funds			\$0		\$0	
Carry Over			\$92,420		\$13,690	
Available			\$106,139		\$39,150	

SCHOOL SITE COUNCIL (SSC) MEMBERSHIP

School: Ygnacio Valley Elementary School

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)
Christine Richardson	[X]	[]	[]	[]	[X]	[]	[]	[]	[]	[]
LeeAnn Powell	[X]	[X]	[]	[X]	[]	[]	[]	[]	[]	[]
Constanza Humphrey	[X]	[]	[]	[]	[]	[]	[X]	[]	[]	[]
Alison Hutchens	[X]	[]	[]	[]	[]	[X]	[]	[]	[]	[]
Kimberly LaCroix	[X]	[]	[]	[]	[]	[X]	[]	[]	[]	[]
Carmen Ochoa	[X]	[X]	[X]	[X]	[]	[]	[]	[]	[]	[]
Jesus Barrios	[X]	[X]	[X]	[X]	[]	[]	[]	[]	[]	[]
Beverly Grafft	[X]	[]	[]	[]	[]	[X]	[]	[]	[]	[]
Kelley Abrams	[X]	[X]	[]	[X]	[]	[]	[]	[]	[]	[]
Martha Coral	[X]	[X]	[X]	[X]	[]	[]	[]	[]	[]	[]
Numbers of members										

ENGLISH LEARNER ADVISORY COMMITTEE

School: Ygnacio Valley Elementary School

Year: 2011-2012

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

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. Christine Richardson

b. Five parents, elected by parents of English Learners:

1. Valentin Rodriguez
2. Jesus Barrios
3. Guadalupe Ruvalcaba
4. Aracelly Lopez
5. Clemente Noguera

c. Two Staff members, elected by staff:

1. Claudia Rodriguez
2. Connie Humphrey

SCHOOL SITE COUNCILS/COMMITTEES ASSURANCES & RECOMMENDATIONS

School: Ygnacio Valley Elementary School

Year: 2011-2012

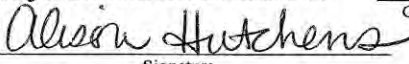
SCHOOLSITE COUNCILS/COMMITTEES ASSURANCES & RECOMMENDATIONS


Name of School: Ygnacio Valley Elementary Year: 2011-2012

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>October 26, 2011</u>
		Council Approval Date
<u>Alison Hutchens</u>		<u>10/26/11</u>
Typed name of chairperson	Signature	Date

If Applicable		
English Learner Advisory Committee reviewed the SPSA on		<u>October 25, 2011</u>
		Committee Approval Date
<u>Valentin Rodriguez</u>		<u>10/27/2011</u>
Typed name of chairperson	Signature	Date

If Applicable		
SCHOOL ADVISORY COMMITTEE:		
	Committee Name	Committee Approval Date
Typed name of chairperson	Signature	Date

If Applicable		
SCHOOL ADVISORY COMMITTEE:		
	Committee Name	Committee Approval Date
Typed name of chairperson	Signature	Date

<u>Christine Richardson</u>		<u>10/26/11</u>
Typed name of Principal	Signature	Date

10/26/2011

Mt. Diablo Unified School District SPSA

**Ygnacio Valley Elementary School
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: 4. Fully (100%)</p> <p>Comments/Actions:</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 I 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: 4. Fully (100%)</p> <p>Comments/Actions:</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: 2. Partially (At Least 50%)</p> <p>Comments/Actions: Implementation of Read 180 Implementation of Avenues Curriculum Implementation of Imagine Learning English computer program Board Language</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: 2. Partially (At Least 50%)</p> <p>Comments/Actions: Board Math</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: 2. Partially (At Least 50%)</p> <p>Comments/Actions: Kaplan Math Intervention</p>

**Ygnacio Valley Elementary School
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.
2. Instructional Time	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: <ul style="list-style-type: none"> • Kindergarten: 60 minutes • Grades one through three: 2.5 hours • Grades four through six: 2.0 hours 	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. <ul style="list-style-type: none"> • This time is given priority and protected from interruptions. ** Note for the 2008 SBE-adopted RLA/ELD, this means Programs 1, 2, or 3.	Objective 2.1 Status of Implementation: 4. Fully (100%) Comments/Actions:

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: 4. Fully (100%)</p> <p>Comments/Actions:</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: 4. Fully (100%)</p> <p>Comments/Actions:</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
2. Instructional Time	2.4 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. <ul style="list-style-type: none"> Grades four through six: 2.5-3.0 hours 	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. <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. 	Objective 2.4 Status of Implementation: 4. Fully (100%) Comments/Actions: Read 180

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
2. Instructional Time	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. <ul style="list-style-type: none"> Kindergarten: 30 minutes Grades one through six: 60 minutes 	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. <ul style="list-style-type: none"> This time is given priority and is protected from interruptions. 	Objective 2.5 Status of Implementation: 4. Fully (100%) Comments/Actions:

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</p> <p>Status of Implementation:</p> <p>1. Minimally (Less Than 50%)</p> <p>Comments/Actions:</p> <p>Loss of math coach has limited intervention during the day for mathematics</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</p> <p>Status of Implementation:</p> <p>1. Minimally (Less Than 50%)</p> <p>Comments/Actions:</p> <p>small group instruction with resource specialist</p>

**Ygnacio Valley Elementary School
Mount Diablo Unified School District
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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</p> <p>Status of Implementation: 4. Fully (100%)</p> <p>Comments/Actions: Read 180 Imagine Learning English Curriculum and Associates RAP District writing prompt Houghton Mifflin LA</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: 2. Partially (At Least 50%) Comments/Actions: Assessment pacing guide in place. (Curriculum and Associates) Instructional pacing guide still needed. (Houghton Mifflin)

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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:</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:</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: 4. Fully (100%)</p> <p>Comments/Actions:</p>

**Ygnacio Valley Elementary School
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.
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</p> <p>Status of Implementation: 4. Fully (100%)</p> <p>Comments/Actions:</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: 4. Fully (100%)</p> <p>Comments/Actions:</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: 1. Minimally (Less Than 50%)</p> <p>Comments/Actions: 40 hour training was not available. 80 hour training was not available. We are participating in the Title I Math Leadership thru Alameda County Office of Education.</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: 1. Minimally (Less Than 50%)</p> <p>Comments/Actions: Funding has not allowed for coaches.</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: Funding has not allowed for coaches.</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>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: 2. Partially (At Least 50%)</p> <p>Comments/Actions: Beginning to implement Curriculum Associates Data Reports 2010-2011 Beginning to implement Weekly Data Coach 2010-2011 Beginning to implement Imagine Learning English Curriculum 2010-2011</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: 2. Partially (At Least 50%)</p> <p>Comments/Actions: Beginning to implement Curriculum Associates Data Reports 2010-2011 Beginning to implement Weekly Data Coach 2010-2011</p>

**Ygnacio Valley Elementary School
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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.
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	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.	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. <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. 	Objective 8.1 Status of Implementation: 4. Fully (100%) Comments/Actions:

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	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.	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. <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. 	Objective 8.2 Status of Implementation: 4. Fully (100%) Comments/Actions:

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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. 	Objective 9.1 Status of Implementation: 4. Fully (100%) Comments/Actions:

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. 	Objective 9.2 Status of Implementation: 4. Fully (100%) Comments/Actions:

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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: Improve coordination between Site Safety Plan with Single Plan for Student Achievement.</p> <p>Use of monitoring system for positive behavior supports needs to be more consistently applied across all grade levels.</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.
11. Parent/Community Involvement	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>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: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: Family Nights need to be better publicized to encourage more participation.</p>