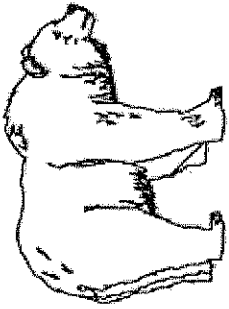


Vine Hill Single School Plan for Student Achievement 2010-2011



VINE HILL ELEMENTARY SCHOOL

6049951

CDS Code

Scotts Valley Unified School District

Date of revision: October, 2010

The Single School Plan for Student Achievement (SSPSA) is a plan of actions to raise the academic performance of all students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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

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School Vision and Mission

Mission: Vine Hill School teachers, administrators and staff strive to provide an environment that cultivates character, fosters academic excellence, and believes in the equal worth and dignity of all students. The Vine Hill team joins the parents and community in developing skills that will allow students to become independent, responsible, life-long learners.

Vision of Excellence: Vine Hill’s vision encompasses the establishment of a learning environment that maintains an enthusiasm for learning, encourages personal and social responsibility, promotes academic excellence, and enhances lifelong learning skills. This vision supports the development and strengthening of self-esteem and integrity, respect for the environment, appreciation for the world’s interrelated inhabitants and cultures, and involvement in contributions to a rapidly changing and culturally diverse society.

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School Profile

Vine Hill Elementary School is a K-5 school in the Scotts Valley Unified School District serving approximately 600 students in 25 classrooms. The school was built in 1959 and opened in 1961. It includes 21 classroom teachers, a full time resource teacher and speech therapist, and part time psychologist, English Language teachers, APE and OT teachers. There are also specialists, including music teachers, a computer lab aide, art teachers, reading teachers and P.E. teachers. Staff includes one secretary and one attendance clerk, 1 ½ custodians, a part time nurse, yard duties, a lunch clerk, a part time librarian, classroom aides for coverage in the classroom, and academic intervention assistants, as well as 4 special education aides and several 1:1 aides.

Vine Hill provides a library, computer lab, office, staff lounge, staff workroom, and an outdoor Life Lab garden, as well as a small room from which to serve heated lunches and a daily fresh salad bar. Students eat at outdoor lunch tables during fair weather and recycling cans are used and encouraged in all eating areas as well as the classrooms. Vine Hill has an outdoor amphitheater large enough to hold the entire student body for assemblies and events and the campus has five distinct playground areas with high-quality playground equipment.

Vine Hill is committed to recognizing and valuing individual students and finding ways to meet their needs in a variety of ways. The school climate is characterized by parents, students, and staff who are positive, safe, caring and friendly. Many different groups work together to ensure a safe, clean and orderly campus. Student/adult and peer relationships are supportive and nurturing. Our discipline is based on the Raise Responsibility System in all classrooms and on the playground, which promotes respect, responsibility, and learning. Our school has high

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expectations for student behavior and achievement and carries out fair, firm, and consistent enforcement of school standards. One of the things we are particularly proud of is our Kindness program. Students are recognized for kind acts with kindness tickets, and 5 times a year the school puts on kindness assemblies. Students who have received 10 kindness tickets are given a choice of various charities in which donations are made. Our Student Council is comprised of representatives from every classroom and the students focus on safety and school rules, lost and found, canned food drives and playground games.

There are many opportunities for parents to be directly involved at Vine Hill School: Vine Hill PTA, School Site Council, ELAC (English Language Advisory Council), DLAC (District Language Advisory Council), Vine Hill Crossing Guards, Vine Hill Science Fair, as well as volunteering in the classrooms, library, computer lab, office and life lab garden. The PTA consists of parents who are extremely committed to making our school safe, beautiful and providing assistance in the classroom. They also pay for most of our programs, including music, computer, Life Lab, academic intervention assistants and art. Additionally, Parents are currently being trained in working in small groups with children and have provided many after-school enrichment classes. Additionally, Vine Hill parents are involved in district and community activities and committees that support all Scotts Valley schools: (SVEF) Scotts Valley Educational Foundation, Curriculum and Instruction, Safety/Emergency Preparedness, Facilities Management, Benefits committee, and Fiscal Advisory Committee. Volunteers are a valuable and welcome resource!

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Analysis of Current Educational Practice

1. Alignment of curriculum, instruction, and materials to content and performance standards.

Vine Hill Elementary implements a rigorous, standards-based system of education. The California State Content Standards are the foundation (No Child Left Behind=NCLB). The standards articulate what students need to know and be able to do in each content area at each grade level. These standards are the basis for curriculum development, instruction, and assessment.

Our K-5 district content standards in English Language Arts, Math, Science, History/Social Science, Visual and Performing Arts, and Physical Education align with the state content standards. Several years ago the K-5 staff developed grade level benchmark assessments and established levels of performance in reading, writing, and math. Since 2000, the K-5 staff has continued to revise the benchmark assessments, writing rubrics, and anchor papers to more closely align with the state standards. Due diligence has been given to delivering instruction using effective and research-based instructional strategies and materials that support student achievement to the rigorous standards.

When appropriate, both formative and summative assessments based on essential standards have been and will continue to be put on Data Director. Performance standards, formative and summative assessments {CST (California Standardized Test), CELDT (California English Language Development Test)} and local benchmark assessments), and standards-based report cards are aligned to the standards and are used to measure student progress and achievement.

Grade levels have developed pacing guides in English Language Arts, Math, and 5th grade Science to ensure adequate and timely delivery of curriculum, instruction

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for students, and a sufficient number of intervention options to meet high levels of performance to the standards. (California Essential Program Components =EPC) A new Math program was adopted this year. In the spring of 2011 grade level representatives will be refining and articulating grade level science standards.

Response to Intervention has been implemented this year, specifically in first, second and third grade in a Walk to Learn program, where students are differentiated by skill level. Title 1 teachers have worked closely with classroom teachers and the principal to refine their intervention program and work specifically in the Walk to Learn cycles. Emphasis is being given to intermediate students working in small time periods on specific skills.

Recommendations:

- ◆ Continue to identify the most effective elements (resources and lessons) of the standards-based adoptions.
- ◆ Continue to focus on key, essential standards in each content area and provide adequate instruction and practice time for students to gain mastery.
- ◆ Develop and implement curricular pacing guides to ensure learning of essential standards.
- ◆ Keep current on the guidance provided in the updated State Frameworks for the content areas.
- ◆ Continue Response to Intervention techniques and implementation of Walk-to-Learn program in primary grades.
- ◆ Group students with classroom teachers and support staff (including resource teachers) for differentiation and intervention, including struggling as well as accelerated students.
- ◆ Provide release time for teachers to plan for Response to Intervention.

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2. Availability of standards-based instructional materials appropriate to all student groups.

Scotts Valley Unified School District uses the state curriculum adoption cycle to keep current in providing staff and students with standards-based instructional materials. Criteria for choosing a state adopted publisher/program include: 1) Materials for all student groups (advanced, English Learners, below level). 2) Instructional resources that address all student groups. 3) Representation in the materials that reflect California's diverse population.

English/Language Arts - Our current English/Language Arts adoption is Houghton Mifflin's "A Legacy of Literacy." First year of implementation was 2003/2004. We are in the 8th year of implementation. The materials are standards-based. The HM teacher resources target instruction and materials for re-teaching concepts, extending learning, and modifying for second language learners. In the EL program, materials from the Handbook for English Language Learners (standards-based) are utilized. The Accelerated Reader computer program is available in the computer lab and in the individual classrooms. Accelerated Reader supports the HM adoption.

Math - The standards-based Houghton Mifflin California Mathematics was adopted in the fall of 2010. This is the 1st year of implementation. There are support materials available both in hard copy and on CD-Rom for teachers to use with both high and low achieving students. The district has purchased a license for High Stakes Math, an internet program that allows both practice and assessment, K-8. Manipulatives are used at all grade levels.

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History/Social Science - 2007-08 was the first year of implementation of the newly adopted K-4 Scott Foresman "History/Social Science for California" and the Harcourt School Publishers History/Social Science "Reflections: California Series" for 5th grade. CD Roms are available for whole class instruction. Fifth grade students are loaned a CD version of the textbook for home use.

Science - In the spring of 2008 the district adopted the California state approved standards-based MacMillan/McGraw-Hill California Science for grades K-5. This is the second year of implementation. CD Roms of the texts are available for classroom instruction. Lab materials are used at all grade levels and each teacher has appropriate supplies.

The state approved and district adopted materials addressed above were purchased using State Instructional Materials Funds. None of the "standards-based" instructional materials adoption programs provide all of the necessary resources to fully meet the needs of all student groups. The adoptions provide the core program. Vine Hill teachers use many other materials that we have determined are highly effective in helping students meet or exceed the rigorous California standards: Math Excel, Singapore Math Model Drawing for word problems, Marilyn Burns, TINS math word problem strategies, Math Exemplars, Math Their Way, Marcy Cook materials and manipulatives, Math Quest, TouchMath, Mad Minute, Rocket Math, High Stakes Math, Read Naturally, Phono-graphix, leveled readers, phonics readers, core literature, SRA Reading Laboratory Kits 1st-5th, "Bad Wolf" plays, Wordly Wise, STARS and CARS, and a wide range of reading materials in classroom libraries. Students who qualify for GATE, RSP, and EL are all supported by all of the above materials/programs.

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Recommendations:

- ♦ Continue to acquire upper-grade level materials across the curriculum and advanced reading novels for accelerated and GATE (Gifted And Talented Education) students.
- ♦ Continue to acquire and make available lower-grade level materials and lower level reading novels for EL students.
- ♦ Continue to acquire social science/science/math materials in Spanish to use with EL Spanish speaking students.
- ♦ Continue to acquire materials that support students not meeting benchmark levels of performance in reading (e.g. Think-Alongs, Wordly Wise, STARS and CARS, etc.).

3. Alignment of staff development to standards, assessed student performance, and professional development needs:

Decisions regarding staff and professional development needs are based on student performance and achievement data from the state and local assessments, teacher input, the goals of our school improvement plan, and the state adoption cycle of standards-based instructional materials. Data is used to monitor student progress on curriculum-embedded assessments and modify instruction (EPC). Student performance on the state assessments of STAR and CELDT is analyzed annually and performance on local measures is monitored throughout the year to identify curriculum strengths and areas needing improvement. From the analysis, a professional staff development plan is established.

The major provision for professional staff development is a weekly district-wide restructured day (Wednesday) in which students leave school mid-day and

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teachers collaborate in Professional Learning Communities. This year identified professional development needs being addressed are as follows:

- ◆ Training of teachers in research-based SDAIE and GLAD strategies to increase learning for our English Learner students.
- ◆ Training of two teachers to become trainer of trainers in GLAD.
- ◆ Math professional development in specific strands.
- ◆ Continued development of common formative and summative assessments and benchmark levels of performance.
- ◆ Identification and implementation of highly effective instructional strategies through regular grade level analysis of student work around the standards identified in the school improvement goals for reading, writing, and math.
- ◆ Technology training to use the K-5 report cards on PowerSchool .
- ◆ Technology training in Data Director (program designed to provide timely analysis of student performance on assessments).
- ◆ Development and training in grade-level and articulated writing rubrics.
- ◆ Ongoing Facilitation training to specific groups of teachers who will then pass on the information and strategies learned to other teachers.
- ◆ Professional Development in Mathematics.

Recommendations:

- ◆ Teachers continue to review student performance using multiple measures to help identify areas of staff development needs.
- ◆ Fully participate in the action steps identified in the Student Achievement section of the District Strategic Plan.
- ◆ Continue training in technology based data collection and analysis program (Data Director).

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- ✦ Continue to build capacity in the use of technology to support student mastery of academic standards, particularly in the area of mathematics technology.
- ✦ Establish goals/ investigate resources for help in Mathematics.
- ✦ Provide time and expectations for teachers to review and analyze data.

4. Services provided by the regular program to enable underperforming students to meet standards:

- ✦ Highly qualified credentialled staff, including 100% of teachers having CLAD or equivalent certificate. (Capability to teach students who are English Language learners) (NCLB).
- ✦ Implementation of state approved and district adopted core instructional materials in all content areas.
- ✦ Collaboration between Special Education staff and General Education staff.
- ✦ Modification/accommodations to the curriculum (class work and homework).
- ✦ 1:1 instruction and small group instruction in the classroom.
- ✦ Varied instructional strategies for concept development .
- ✦ Multi-level activities within the lessons.
- ✦ Flexible groupings in classes and within grade levels, such as Accelerated Reader.
- ✦ Collaboration in and articulation between grade levels to support individual student needs.
- ✦ Classroom libraries that contain varied readability levels.
- ✦ Resource room of books that students can have/build personal libraries with alternative ways for students to demonstrate skills and knowledge.

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- ♦ Protected blocks of learning time for Language Arts and Math and adherence to recommended instructional minutes for reading/language arts and mathematics (EPC).
- ♦ Part time librarian.
- ♦ Use of library resources and computer lab.
- ♦ Use of computers and technology in each classroom.
- ♦ Use of SST (Student Success Team) and regular consultation with specialists (RSP, SDC, Speech and Language, OT, APE, psychologist, Behavior Specialists).
- ♦ Identification of "at risk" students early on in their school career via Kindergarten/first grade tutoring and the differentiated Walk to learn program.

5. Services provided by categorical funds to enable underperforming students to meet standards:

- ♦ Funding of ELD teacher and services to English Learners (EIA-LEP funds).
- ♦ Title I targeted assistance in reading and math for 1st-5th (Title I).
- ♦ Parent Education workshops (Title I).
- ♦ Staff professional development (NCLB: Title II High Teacher Quality, Title I).
- ♦ Resource Program, Special Day Class, Speech and Language, OT, APE (Special Education).
- ♦ Funds from our generous PTA, which have supported the following: reading and math assistance/interventions through a donation of \$45,000. Music and Art instruction through a donation \$55,000. Computer Lab and Accelerated Reader through a donation \$1950 and Yard duty through a donation of \$10,000.

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6. Use of state and local assessments to modify instruction and improve student achievement:

Each year the results of the CA Standards Tests for 2nd-5th grades and the CELDT for EL students K-5 are used to identify areas of strength in student performance and to identify areas of instruction that need to be strengthened for improved student achievement. Areas needing to be improved are incorporated into school improvement goals and staff professional development plans.

Report card data is compiled at the end of each grading period throughout the year for each individual class and grade level. Benchmark assessments are an integral part of the report card data. Teachers use their individual class data to inform and modify their instruction to increase student achievement. Grade level teachers use the grade level performance data to collaborate and share instructional strategies, resources, and best practices designed to improve individual and grade level performance. Standards-based report cards were implemented in 2005/06.

The principal, along with grade level teacher leaders, facilitates the analysis of student achievement data using both state and local assessments. Staff and the School Site Council use the information to set goals and direct resources for improved student achievement.

There has been an implementation of district Math and Language Arts assessments, given three times a year in grades 2nd through 5th. Data talks surrounding the information occur at both the district and site levels.

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7. Family, school, district, and community resources available to assist students not meeting standards:

Family

- ★ Parents make financial contributions to individual classes. Some of these donations are used to purchase resources to help individualize learning opportunities, such as Explode the Code, dictionaries and Atlases, Excel Math, Handwriting Without Tears, and Bellworks.
- ★ Parents volunteer in the classrooms. Teachers use the volunteers, in part, to give extra support to students performing below grade level.
- ★ Family support with homework.

School

- ★ Use of categorical funds allocated to the school provide personnel, materials, staff development, and parent education.
- ★ Monthly meetings of support staff about specific students before they are recommended for testing and to assess areas where the school can provide support outside of special education.
- ★ SST (Student Success Team) provides resources of ideas and strategies for both parents and teachers to assist low achieving students.
- ★ Weekly professional development and collaboration time provides teachers the opportunity to share expertise, instructional strategies, curriculum resources, analysis of student work, and training.
- ★ After school homework help.
- ★ Vine Hill PTA financially supports the library, computer lab, Life Lab Garden, art and music, science fair, and academic instructional assistants.

District

- ★ Special Education programs at the site.
- ★ Behavior specialists.
- ★ High School cross age tutoring program.

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- ♦ Technology support including Assistive Technology.
- ♦ Monthly professional development that focuses on students needs district-wide.

Community

- ♦ Community members volunteer in the classrooms.
- ♦ Vine Hill PTA annually donates discretionary funds to each teacher that can be used to provide additional resources to help students meet standards.
- ♦ The Scotts Valley Rotary Club and Kiwanis Club donate funds to the school that can be used in a variety of ways to assist students. The past three years the funds have been used for technology needs.
- ♦ After-school homework support provided on campus through Scotts Valley Parks and Recreation program.
- ♦ After school homework support provided on campus by high school students receiving community service, staffed by high schools, and available for 3rd-8th graders.
- ♦ After school enrichment classes.
- ♦ Field trips funded partially through classroom donations.

8. School, district, and community barriers to improvement in student achievement:

Vine Hill annually engages in a continuous improvement cycle to increase student achievement for all students. The collaborative effort of our team has been largely successful through close attention to data and observations through assessments, surveys and our school culture and climate. We prefer to think of addressing "challenges" rather than "barriers." We keep these challenges in mind throughout the improvement cycle and specifically address them when feasible. Some challenges include:

- ♦ Family dynamics and/or educational priorities.
- ♦ No counseling services that address individual student behaviors and/or attitudes of students that interfere with academic success.

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- ◆ Loss of paraprofessionals.
- ◆ Large class sizes in all grades.
- ◆ Limited funding for classrooms and programs.
- ◆ The number of English Learners increases, yet the funding is not adequate to provide full ELD services to meet the needs.
- ◆ Limited funding to support Special Education students in the general education classes.
- ◆ Limited after school homework programs.

9. Limitations to the current program to enable underperforming students to meet standards:

Some challenges include:

- ◆ Increased class sizes , which results in difficulty in being able to work 1:1 with students or in small groups.
- ◆ Quality instructional assistant time limited to small groups or individuals, paid for by PTA.
- ◆ Limitations of intervention programs, and no summer intervention.
- ◆ Lack of art and music as part of the core curriculum.
- ◆ Limited participation by students in previously attempted after-school intervention programs.
- ◆ Scheduling of art, music, library, counseling, computer lab, speech and language, etc. must include the morning academic learning blocks which breaks up prime learning time.
- ◆ More support is required for EL students.
- ◆ Designing and implementing formative assessments and interventions that pinpoint student areas of need and provide clear direction for reteach and instruction are still being developed.
- ◆ Technology to support instruction and student achievement is not fully developed yet.

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All perceived limitations are consistently being addressed in an effort to mitigate the limitations and allow more students to achieve to higher levels of performance.

10. School, district and community resources that provide a whole-child school environment that goes beyond the standards-based curriculum and addresses the individual needs of each and every child:

- ◆ PTA funded music and art programs.
- ◆ Educational field trips funded by PTA.
- ◆ PTA sponsored community building events.
- ◆ School wide volunteers.
- ◆ PTA funded yard supervision.
- ◆ PTA funded Computer lab technician.

Vine Hill Elementary

Student Achievement Data

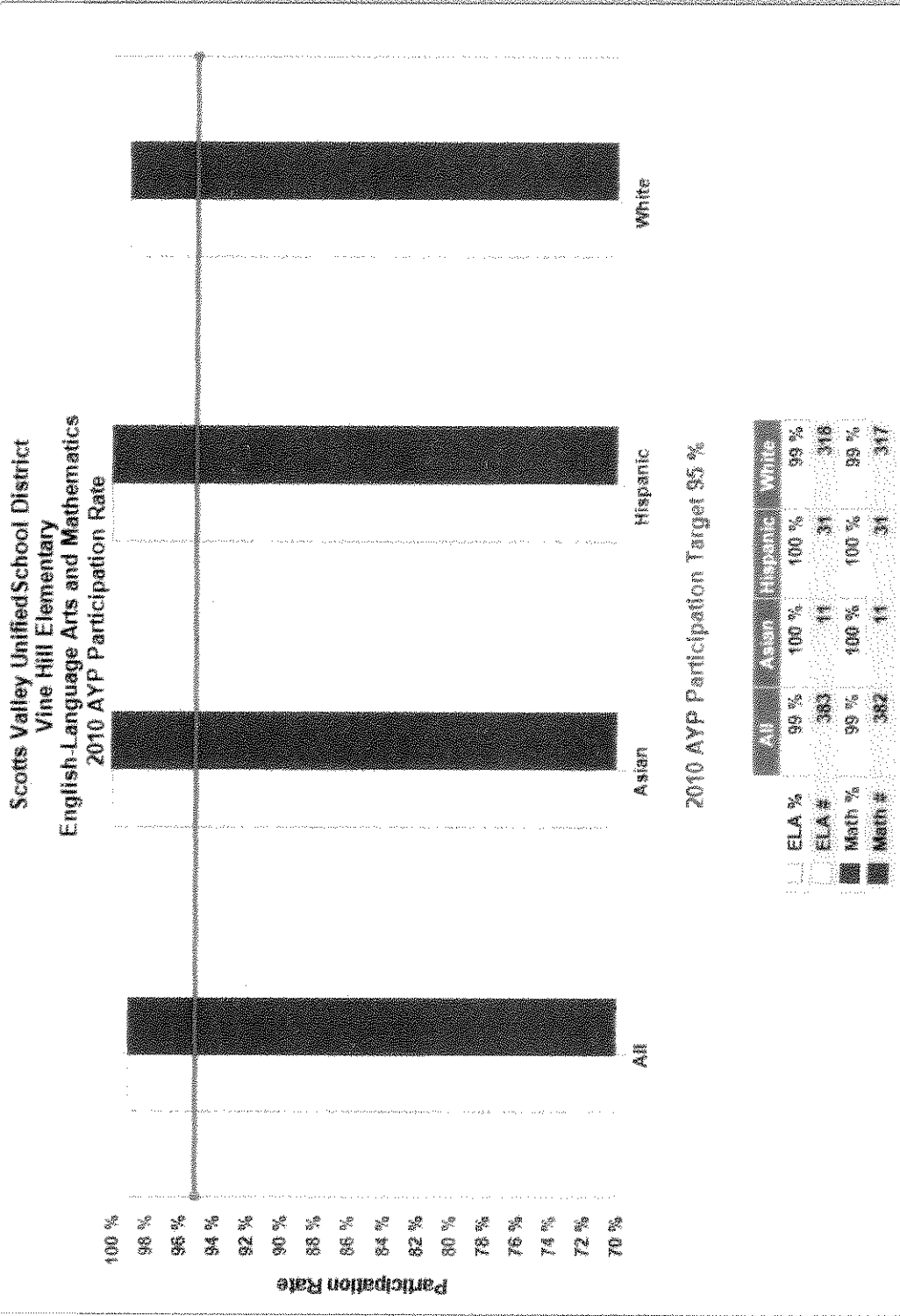
2010 Accountability Progress Report

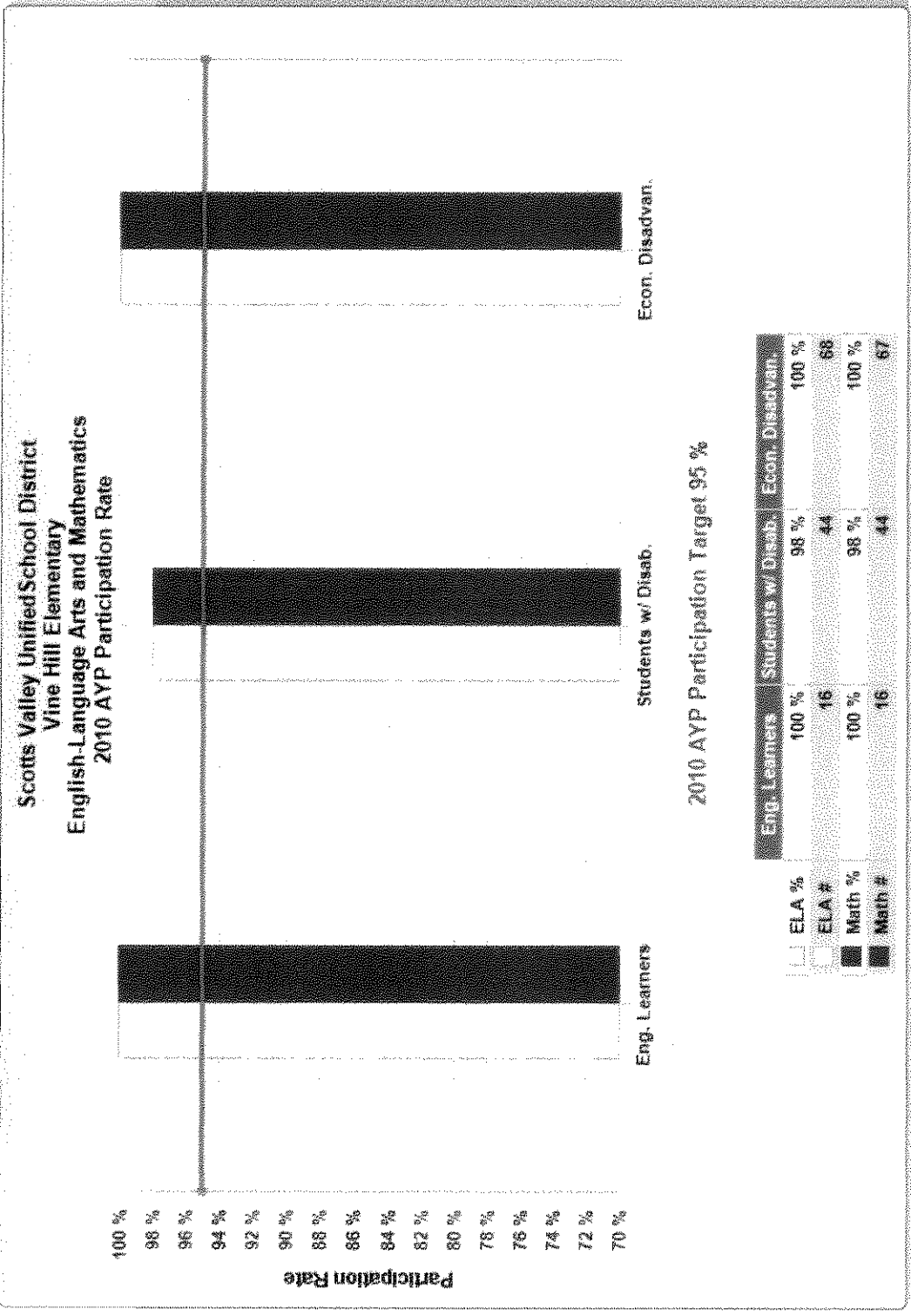
- **State Accountability Data**
 - **California Standards Tests (CST)**
 - **English Language Arts (2nd-5th)**
 - **Mathematics (2nd-5th)**
 - **Science (5th)**
 - **Academic Performance Index Scores 2006-2010**

- **Federal Accountability Reports – Adequate Yearly Progress (AYP) Participation Rates/Percent Proficient for English-Language Arts and Mathematics**

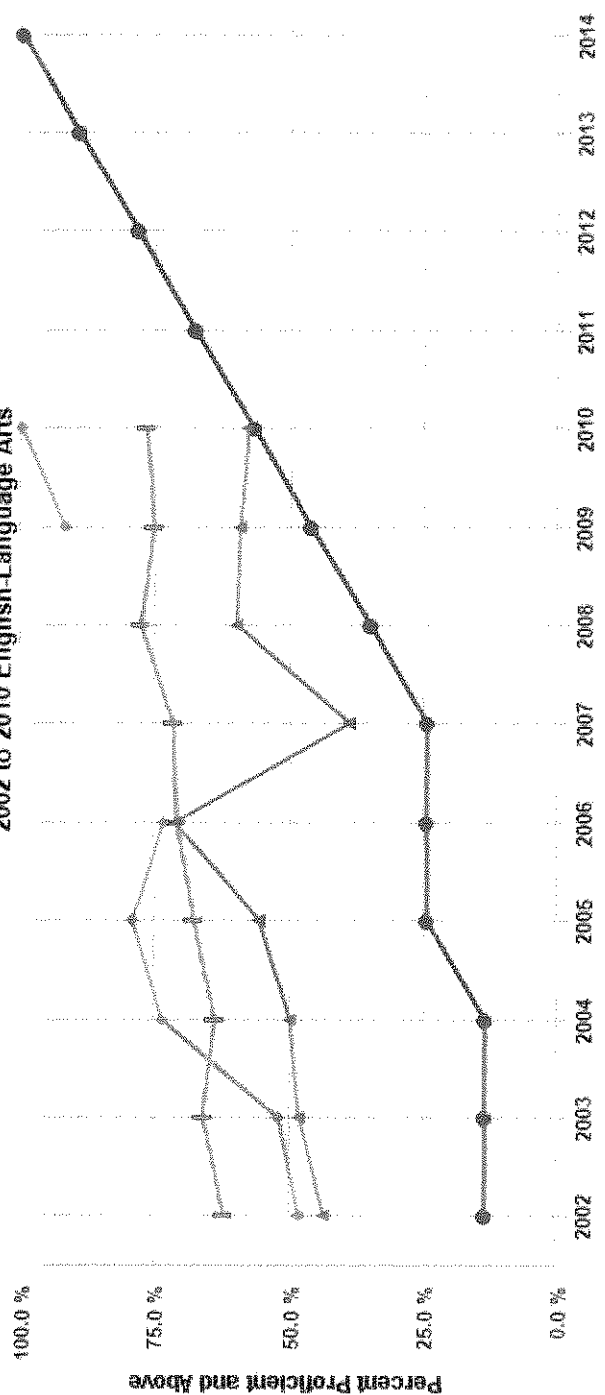
**Vine Hill Academic Index Scores (API)
2006-2010**

2006	887
2007	885
2008	899
2009	888
2010	903



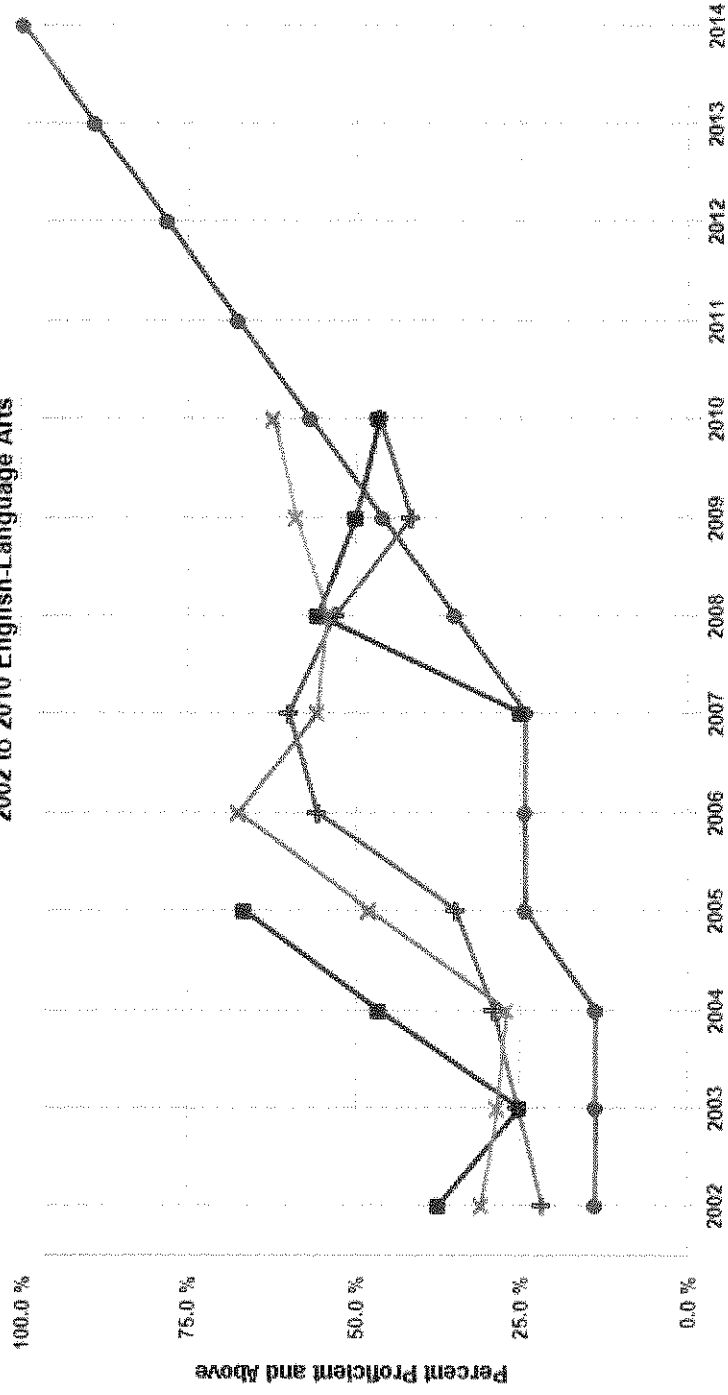


Scotts Valley Unified School District
 Vine Hill Elementary School
 Percent Proficient - Annual Measurable Objectives (AMOs)
 2002 to 2010 English-Language Arts

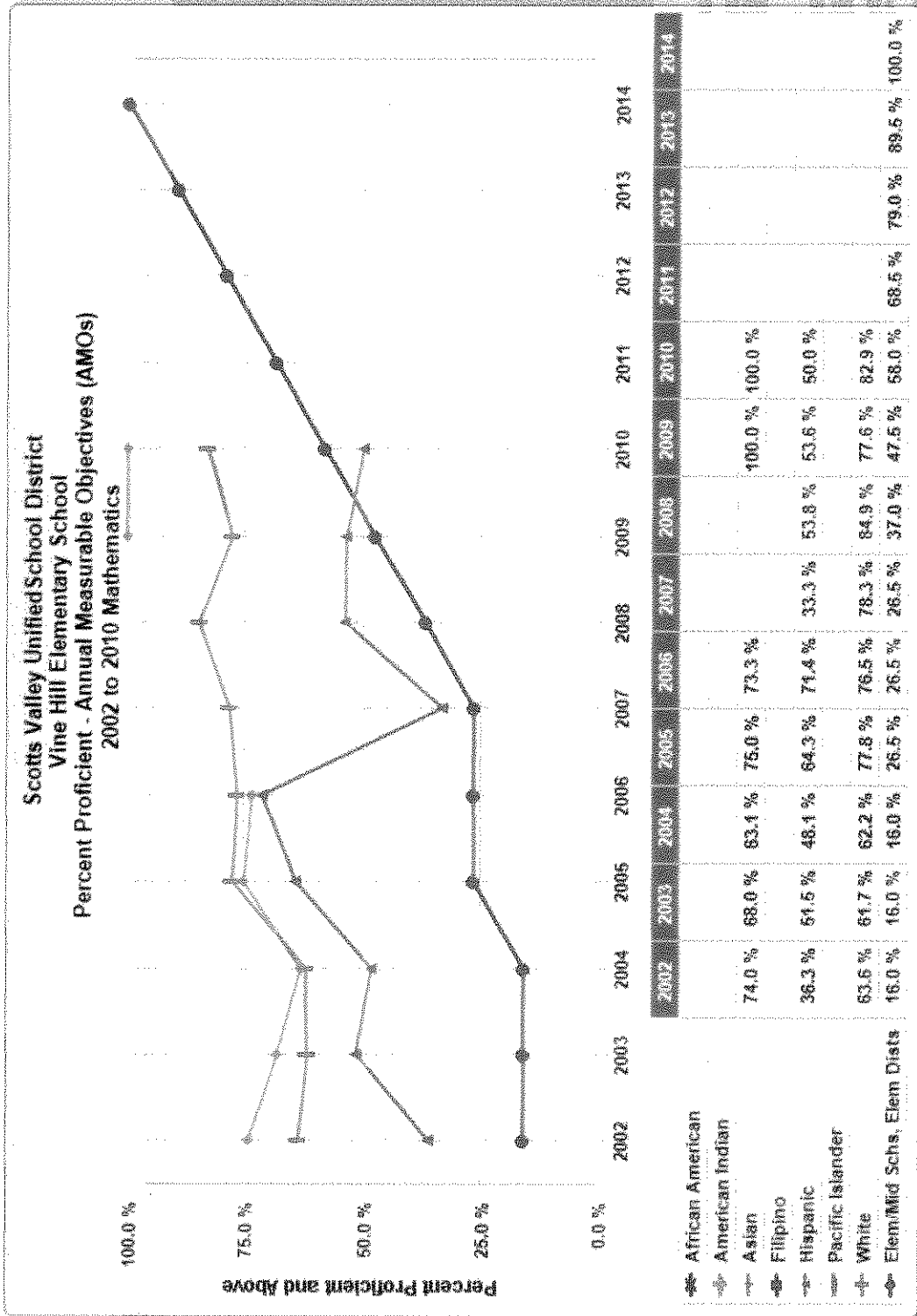


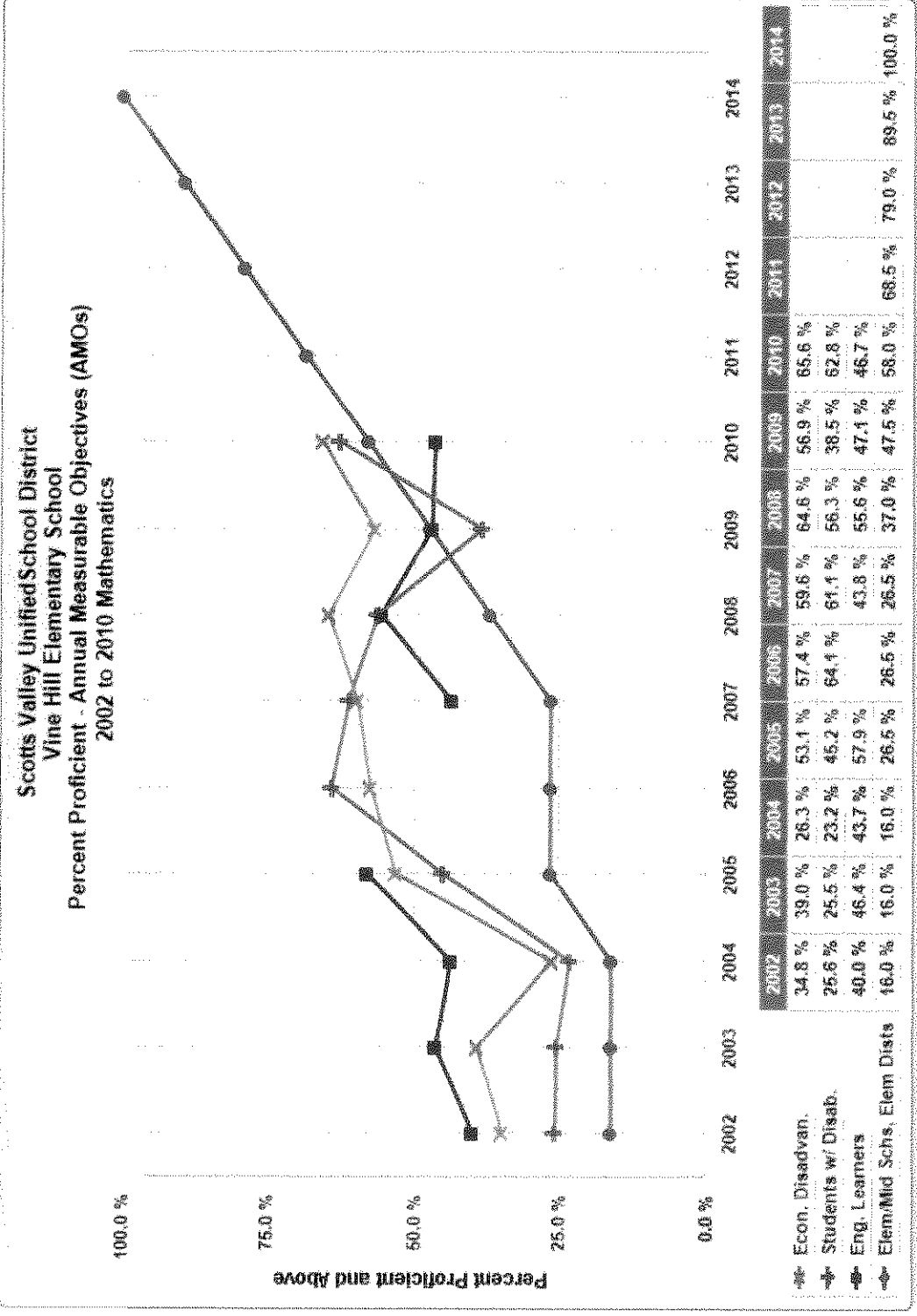
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
African American													
American Indian													
Asian	48.1 %	52.0 %	73.6 %	79.2 %	73.3 %				94.7 %	100.0 %			
Filipino													
Hispanic	43.7 %	46.4 %	50.0 %	55.6 %	71.4 %	38.9 %	60.0 %	59.3 %	57.7 %				
Pacific Islander													
White	61.9 %	65.8 %	63.8 %	67.6 %	71.0 %	71.5 %	77.5 %	75.2 %	76.5 %				
Elem/Mid Schs, Elem Dist	13.6 %	13.6 %	13.6 %	24.4 %	24.4 %	24.4 %	24.4 %	35.2 %	46.0 %	56.8 %	67.5 %	78.4 %	89.2 %

Scotts Valley Unified School District
 Vine Hill Elementary School
 Percent Proficient - Annual Measurable Objectives (AMOs)
 2002 to 2010 English-Language Arts



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
■ Econ. Disadvan.	30.9 %	28.5 %	27.0 %	47.9 %	67.4 %	55.8 %	54.2 %	58.8 %	62.3 %	67.5 %	78.4 %	89.2 %	100.0 %
▲ Students w/ Disab.	21.6 %	25.5 %	29.2 %	35.0 %	55.6 %	60.0 %	53.1 %	41.7 %	46.5 %	46.5 %			
◆ Eng. Learners	37.5 %	25.0 %	46.6 %	68.7 %	25.0 %	25.0 %	55.6 %	50.0 %	46.7 %	56.8 %	78.4 %	89.2 %	100.0 %
● Elem/Mid Schs, Elem Dist.	13.6 %	13.6 %	13.6 %	24.4 %	24.4 %	24.4 %	35.2 %	46.0 %	56.8 %	67.5 %	78.4 %	89.2 %	100.0 %





Vine Hill Single School Plan for Student Achievement 2010-2011

Student Achievement Data

Vine Hill Results from 2009-2010 SSPSA

<i>Kindergarten</i>			Last year's scores	Goal Met?
2009-10 goal Reading (Reading Comp 2.0) Students will increase their comprehension after listening to a narrative story or expository passage read aloud. 90% of students will be able to retell a story citing Beginning, Middle, End. Writing (Writing 1.0) Students will write a sentence that explains their thinking. 90% of students will be able to write an expanded sentence.			Makes logical predictions, answers questions about text 2009 88% 2010 88%, 94% Retells stories, character and settings 2009 83% 2010 88% Writes a sentence 2009: 61%: 2010: 87%	Yes in answers questions about text No in character and setting, but 5% increase No, but 26% increase!
Math (Number Sense 2.0) 90% of students will be able to accurately solve addition and subtraction problems to 10 with manipulatives All students will become familiar transferring conceptual knowledge to written computation.			Number recognition Trimester 3 '09 report card 83%: 2010: 84%	No. Stayed the same.
1st grade				
2009-10 goal Reading (LRA 3.1) 90% of students will be able to identify and describe the elements of plot, setting, and character(s) in a story, as well as a story's beginning, middle, and ending. Writing (Writing Applications 2.0) 90% of students will be proficient on a grade level rubric in writing content and conventions. Focus will be on compositions that describe and explain familiar objects, events and experiences. Math (Number Sense 2.1) 90% of students will be proficient in knowing the addition facts (sums to 20) and the corresponding subtraction facts, and commit the facts to memory.			Last year's scores Beginning, Middle End 2009 88% 2010 83% Plots and characters 2009 89% 2010 86% Reading overall 2009 78% 2010 73% Writing Content 2009 84%: 2010 91% Writing Conventions 2009 72% 2010 77% addition facts 2009 98% 2010 70% subtraction facts 2009 90% 2010 61%	Goal Met? No; decrease across the board Content yes Conventions no but 5% increase No decrease in addition 28%, subtraction 29%

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2nd grade	Last year's scores	Goal Met?
<p>2009-10 goal Reading (Comprehension and analysis 2.4) *At least 90% of students will meet or exceed grade level proficiency on the report card: <i>comprehend and analyze expository text.</i> *On the CST, the average score in Reading Comprehension will be 79%.</p> <p>Writing (Writing Strategies 1.1) * At least 90% of students will meet or exceed grade level proficiency on the report card: <i>group related ideas and maintain consistent focus.</i> *On the CST, the average score in writing strategies will be 73%.</p> <p>Math (Number Sense 2.2) * At least 90% of students will meet or exceed grade level proficiency on the report card: <i>find sum or difference of 2 whole numbers up to 3 digits long.</i> *On the CST, the average score in math place value will be 86%.</p>	<p>Rep. Card: Reading Comprehension 2009 86% 2010 89% STAR reading comp 2nd grade test 2009 75% 2010 75%</p> <p>STAR writing strategies 2nd grade test 2009 69% 2010 68%</p> <p>STAR Place value, addition, subtraction: 2nd grade test 2009 83% 2010 79%</p>	<p>Report card almost by 1% No on CST; exactly the same</p> <p>Not at all</p> <p>No; decrease by 4%</p>
3rd grade	Last year's scores	Goal Met?
<p>2009-10 goal Reading (Comp, analysis 2.6) *Reading benchmarks will show at least 90% of students reaching proficiency on the report card: <i>finding important information in text, including problems and solutions.</i> *3% of students will move from basic to proficient overall on the CST in Reading Strategies.</p> <p>Writing (Writing Appl 2.2) *100% of students will be able to write a detailed description of people, places, things, and experiences that include sensory information. *3% of students will move from basic to proficient overall on the CST in Writing strategies.</p>	<p>Report card 2010 Identifies information in text 89% STAR reading strategies 3rd grade test 2009 78% 2010 88%</p> <p>Report card 2010 writes with detail 84% STAR Writing strategies 3rd grade test 2009 77% 2010 77%</p>	<p>Report card almost by 1% STAR test No but increase of 10%</p> <p>Report card no STAR test no; exactly the same</p>

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<p>Math (Math Reasoning 2.8, # sense 2.1 and 2.2) * All Students will be able to determine when and how to break a problem into simpler parts. * All students will understand multiplication. *90% of students will have Automaticity of the multiplication table through the 9s. *CST scores in multiplication will improve 3%.</p>	<p>Report card Automaticity 2009 72% 2010 81% STAR multiplication 3rd grade test 2009 78% 2010 84%</p>	<p>Report card no but increase of 9% STAR no but increase of 6%</p>
<p>4th grade</p>		
<p>2009-10 goal</p>		
<p>*Reading (Comp 2.3-2.6) 90% of students will pass benchmark assessments with proficiency on the report card: <i>use text information to make and confirm predictions, evaluate new information, compare/contrast, distinguish cause and effect, distinguish fact and opinion.</i> *On the CST, the average score in Reading Comprehension will be 80%.</p>	<p>Last year's scores Reading Comprehension 2009 rep. card. 82% 2010 85% CST 2009 82% 2010 75%</p>	<p>Goal Met? No: slight increase on report card, 7% decrease on CST</p>
<p>*Writing (Writing Strategy 1.2) *90% of students will be able to proficiently show they can create multi-paragraph compositions with well-supported central idea and a topic sentence for each paragraph. *On the CST, the average score in Writing strategies will be 80%.</p>	<p>Writing strategies rep. card. 2009 77% 2010 supporting details 81% Writing strategies CST 2009 69% 2010 72%</p>	<p>No; slight increase on report card and CST</p>
<p>Math (M/G 2.0, 2.1, 2.2, 2.3) *90% of students will pass benchmark assessments at 85% or better in Geometry on the report card: <i>Use two-dimensional coordinate graphs to represent points, graph lines and simple figures, and find the length of horizontal and vertical line segments.</i> *On the CST, the average score in M/G will be 85%.</p>	<p>3rd trimester Measurement and Geometry report card 2009 82% 2010 81% Geometry CST 2009 79% 2010 80%</p>	<p>No</p>

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5 th grade	Last year's scores	Goal Met?
<p>2009-10 goal Reading (Comprehension Analysis of Gr. Level Appropriate Text 2.4) *90% or more of students will meet or exceed grade-level proficiency on trimester report card: <i>use textual information.</i></p> <p>*On the CST, the average score in Reading Comprehension will be 80%.</p> <p>Writing (Writing strategies 1.2) 90% or more of students will meet or exceed grade-level proficiency on trimester report card: <i>Students will create multiple-paragraph compositions</i></p> <p>*On the CST, the average score in Writing Strategies will be 80%.</p> <p>Math (NUMBER SENSE 1.0) 90% or more of students will meet or exceed grade-level proficiency on trimester report card: <i>Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers.</i></p> <p>*On the CST, the average score in Fractions and decimals will be 80%.</p>	<p>Reading Comprehension rep. card. 2009 82%; 2010 95%</p> <p>STAR Reading Comprehension 2009 75% 2010 78%</p> <p>Writes multi-paragraphs rep. card 2009 78%; 2010 75%</p> <p>STAR Writing strategies 2009 74% 2010 76%</p> <p>Decimals: Add, subtract, multiply rep. card 2009 80% Add, subtract, multiply rep. card 2010 47% Fractions and Mixed Numbers 71% Interprets %, decimals and fractions 64%</p> <p>STAR 2009 69% 2010 61%</p>	<p>Yes on report card No on CST; slight increase</p> <p>No</p> <p>No; substantial decrease on both report card and CST</p>

Observations and Analysis

Gains in scores are specifically attributed to the following:

- * Emphasis on support for targeted students.
- * Walk to Learn 2nd grade
- * Academic language across curricular areas
- * Consistent practice of important, targeted concepts
- * Collaborative scoring and planning of writing
- * Increase in formative and summative assessments for data
- * Setting writing as personal and schoolwide goal
- * Model how to re-tell stories
- * When reading orally, . Stop and talk about paragraphs, breaking it down (morning message)
- * Focus on literary aspects one theme at a time. i.e. characters, setting, problem/solutions
- * Small, leveled reading groups
- * GLAD strategies

Drops in scores are specifically attributed to the following:

- * Students have not mastered basic facts
- * Higher adult to student ratio both through higher class size and less adult support
- * Instructional time reduced due to classroom management challenges
- * Lack of use of or training in instructional strategies to meet needs of increasingly diverse populations
- * Unknown

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Summary and Conclusions

SCHOOL GOAL #1a EIA

Schoolwide performance on specific benchmark assessments in Reading and Writing will improve from 85% to at least at 90% proficiency (Scores of 3 or 4 on the report card).

STUDENT GROUPS/ GRADE LEVELS TO PARTICIPATE

IN GOAL

- ♦ All students in kindergarten, 1st and 2nd grades
- ♦ Focus on subgroups: *White
*Hispanic
*Socio-economic
*Students with Disabilities

ANTICIPATED ANNUAL PERFORMANCE GROWTH FOR

EACH GROUP:

- ♦ **Kindergarten:** 90% of students will meet or exceed proficiency on retelling a story read aloud to them. (Previously moved from 83% to 88%) 90% of students will meet or exceed proficiency to write a sentence, focusing on the "Big 3". (Moved from 61%-87% last year)
- ♦ **1st grade:** 90% of students will meet or exceed proficiency on identify/ describe plot, character and setting. (Last year decrease from 89% to 86%.) All 1st graders will show improvement in using writing conventions. (Increase from 72% to 77% last year.) 85% of 1st graders will meet or exceed proficiency on writing conventions.
- ♦ **2nd grade:** 93% of students will meet or exceed proficiency on comprehension and analyzing expository text. (Previously improved from 76% to 85%) 93% of students will meet or exceed

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<p>MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL</p> <ul style="list-style-type: none"> * Student and subgroup performance on standards-based assessments at each trimester * Data talks with grade level, principal/teacher, grade level/principal 	<p>proficiency on grouping related ideas and maintaining consistent focus.</p> <p>EVIDENCE TO MEASURE ACADEMIC GAINS</p> <ul style="list-style-type: none"> * Disaggregated grade level Common summative assessment results as reported out on the report card
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<p>SCHOOL GOAL #1b ELA</p> <p>3rd, 4th, 5th grades: Schoolwide performance on the CST in ELA will increase from 67% proficient or above to at least 82% proficient or above as measured by the Spring 2011 CST.</p> <p>STUDENT GROUPS/ GRADE LEVELS TO PARTICIPATE IN GOAL</p> <ul style="list-style-type: none"> * All students in 3rd, 4th and 5th grades * Focus on subgroups: *White *Hispanic *Socio-economic *Students with Disabilities 	<p>ANTICIPATED ANNUAL PERFORMANCE GROWTH FOR EACH GROUP:</p> <ul style="list-style-type: none"> * 3rd grade: Students will move from 75% to 85% on the ELA STAR test. A focus will be on specific students who received basic or below basic on comprehension. * 4th grade: Students will move from 67% to 80% on the ELA STAR test. A focus will be on specific students who
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Vine Hill Single School Plan for Student Achievement 2010-2011

	<p>received basic or below basic on comprehension.</p> <ul style="list-style-type: none"> 5th grade: Students will move from 79% to 85% on the ELA STAR test. Specific focus will be on writing strategies and reading comprehension on the Houghton Mifflin Summative Test.
<p>MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL</p> <ul style="list-style-type: none"> Student and subgroup performance on standards-based assessments at each trimester Data talks with grade level, principal/teacher, grade level/principal 	<p>EVIDENCE TO MEASURE ACADEMIC GAINS</p> <ul style="list-style-type: none"> Disaggregated grade level Common summative assessment results as reported out on the report card CST overall ELA results with focus on particular cluster scores



ACTIONS TO BE TAKEN TO REACH ELA GOALS	RESPONSIBLE PARTIES	MEANS OF MONITORING	PROFESSIONAL DEVELOPMENT	ESTIMATED COST/FUNDING
<p>Implement research-based instructional strategies for all students. *underlining and highlighting for facts and details *response to literature</p>	<p>General Ed Teachers Principal</p>	<p>Written schedules of students and skills/standards addressed Pre and post tests</p>	<p>Training in GLAD strategies, Marzano strategies, building academic</p>	<p>Title I funds AR</p>

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<p>*graphic organizers *focus on developmentally appropriate sequencing *Increased implementation of Marzano and GLAD strategies *Increased use of *Accelerated Reader</p>		<p>Data collection Principal Walk throughs</p>	<p>vocabulary, Read Naturally, Phonographix Use of staff meetings and PDCs for regular training of specific strategies</p>	
<p>Students below grade level in reading comprehension and/or reading and writing skills will receive supplemental support via *Walk to Learn and/or increased use of AIAs for targeted *Tier II intervention in the classroom * Title I intervention in grades 1st - 5th *Kindergarten teacher to support struggling students in both kindergarten and first grade</p>	<p>Principal Title I Teachers RSP teachers EL teacher General Ed Teachers</p>	<p>Written schedules of students and skills/standards addressed Pre and post tests Data collection Principal Walk throughs</p>	<p>Training of AIAs by Title I teachers</p>	<p>Title I funds AIA budget Subs for release time</p>

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Data talks/Analysis of disaggregated student performance on common summative assessments and district benchmark assessments at the end of each grading period	Administration All teachers	Data talk logs Data director reports	Data Director training	Subs for release time
*Improve communication with parents regarding expectations, specific standards, strategies, vocabulary. Investigate afterschool homework club	General Ed Teachers Parents	Parent survey Homework sheets Notes from collaboration	None	Stipend for teacher
Teachers will collaborate with the ELD teacher and use and Individual Language Learning Plan to guide instruction for the English Learners	General Ed Teachers ELD Teacher Principal	Written plans for each English learner by October 31, 2011 Notes from collaboration	Teacher training on the EL profile of each student and strategies for moving students to the next level	EIA
SCHOOL GOAL #2a MATH				
Kindergarten, 1 st , 2 nd grades: Schoolwide performance on specific benchmark assessments in Math will be at least at 85% proficiency (Score of a 3 or 4).				

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<p>STUDENT GROUPS/ GRADE LEVELS TO PARTICIPATE IN GOAL</p> <ul style="list-style-type: none"> * All students in kindergarten, 1st and 2nd grades * Focus on subgroups: *White *Hispanic *Socio-economic *Students with Disabilities 	<p>ANTICIPATED ANNUAL PERFORMANCE GROWTH FOR EACH GROUP:</p> <p>Kindergarten: 85% of students will be able to recognize numbers out of order. (2009 report card 83%, 2010 report card 78%)</p> <p>1st grade: 80% of students will show proficiency on memorizing addition and subtraction facts to 20. (Up 10% from previous year.)</p> <p>2nd grade: 95% of students will show proficiency to find the sum and/or difference of place value and subtraction on the report card. (Previous year on the report card was very high.)</p>
<p>MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL</p> <ul style="list-style-type: none"> * Student and subgroup performance on standards-based assessments at each trimester * Data talks with grade level, principal/teacher, grade level/principal 	<p>EVIDENCE TO MEASURE ACADEMIC GAINS</p> <ul style="list-style-type: none"> * Disaggregated grade level Common summative assessment results as reported out on the report card

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<p>SCHOOL GOAL #2b MATH 2nd, 3rd, 4th, 5th grades: Schoolwide performance on the CST in Math will increase from 65% proficient or above to at least 80% proficient or above as measured by the Spring 2011 CST.</p>	<p>ANTICIPATED ANNUAL PERFORMANCE GROWTH FOR EACH GROUP:</p> <p>2nd grade: 85% will be proficient on the STAR test in the area of number sense. (79% were proficient on the CST.)</p> <p>3rd grade: All students will move up one level on the STAR test. A specific focus will be on students who received basic or below basic.</p> <p>4th grade: Students will move from 75% to 80% on identifying and comparing fractions, mixed numbers and decimals. Focus students are chosen.</p> <p>5th grade: 80% of the students will score proficient or above on the final Houghton Mifflin Test by the end of the school year. These chapters focus specifically on adding and subtracting fractions and mixed numbers, which is an area of concern on the CST</p>
<p>STUDENT GROUPS/ GRADE LEVELS TO PARTICIPATE IN GOAL</p> <ul style="list-style-type: none"> ♦ All students in 2nd, 3rd, 4th and 5th grades ♦ Focus on subgroups: <ul style="list-style-type: none"> *White *Hispanic *Socio-economic *Students with Disabilities 	<p>EVIDENCE TO MEASURE ACADEMIC GAINS</p> <ul style="list-style-type: none"> ♦ Disaggregated grade level Common summative assessment results as reported out on the report card
<p>MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL</p> <ul style="list-style-type: none"> ♦ Student and subgroup performance on standards-based assessments at each trimester ♦ Data talks with grade 	<p>EVIDENCE TO MEASURE ACADEMIC GAINS</p> <ul style="list-style-type: none"> ♦ Disaggregated grade level Common summative assessment results as reported out on the report card

Vine Hill Single School Plan for Student Achievement 2010-2011

<p>level, principal/teacher, grade level/principal</p>	
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ACTIONS TO BE TAKEN TO REACH MATH GOALS	RESPONSIBLE PARTIES	MEANS OF MONITORING	PROFESSIONAL DEVELOPMENT	ESTIMATED COST/FUNDING SOURCE
<p>Implement research-based instructional strategies for all students. *direct teaching of math vocabulary *focus on basic facts *Increased implementation of Marzano strategies * practice with conceptual learning * Increased time spent on math and spiral review * Frontload vocabulary</p>	<p>General Ed Teachers</p>	<p>*Written schedules of students and skills/standards addressed *Pre and post tests *Data collection *Principal Walk throughs</p>	<p>Use of staff meetings and PDCs for regular training of specific strategies</p>	<p>Title I funds</p>
<p>Students below grade level in math skills will receive supplemental Tier II support *Increased use of AIAs</p>	<p>Principal General Ed Teachers AIAs</p>	<p>*Written schedules of students and skills/standards</p>	<p>Use of staff meetings and PDCs for regular</p>	<p>Title I funds AIA</p>

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<p>*Title I intervention in grades 1st - 5th * Kindergarten teacher to support struggling students in both kindergarten and first grade * After school tutoring/small groups</p>	<p>Title I Teachers</p>	<p>addressed *Pre and post tests *Data collection *Principal Walk throughs</p>	<p>training of specific strategies Training of AIAs by principal, Title I teachers</p>	<p>budget/Title II Subs for release time</p>
<p>*Improve communication with parents regarding expectations, specific standards, strategies, vocabulary. Investigate afterschool homework club</p>	<p>General Ed Teachers Parents</p>	<p>*Parent survey *Homework sheets *Notes from collaboration</p>	<p>None</p>	<p>None</p>
<p>*Use of High Stakes Math grades 2nd-5th</p>	<p>Principal General Ed Teachers</p>	<p>Data collection</p>	<p>Training of Use of High Stakes Math</p>	<p>Contract with HSM</p>
<p>Data talks/Analysis of disaggregated student performance on common summative assessments and district benchmark assessments at the end of each grading period</p>	<p>Administration All teachers</p>	<p>Data talk logs Data director reports</p>	<p>Data Director training</p>	<p>None</p>



Vine Hill Single School Plan for Student Achievement 2010-2011

School Site Council Membership

RECOMMENDATIONS AND ASSURANCES

The School Site Council recommends this school plan and its related expenditures to the district governing board for approval, and assures the Board of the following:

1. The School Site Council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and district governing board policies.
3. This school plan is based upon a thorough analysis of student academic performance. The actions proposed are aligned with the goals to improve student academic performance.
4. This school plan was adopted by the School Site Council on February 17, 2011

Attested:

Dennis Culp, chairperson	
Laura Garnette, parent	
Sandi Woods, parent	
Denise Ahlstrom, parent	
Lynda Snelgrove, parent	
Lori Gentile, parent alternate	
Michelle Stewart, principal	
Karen Abraham, teacher	
Susan Tannehill, teacher	
Sheila Buswell, librarian	

Form C: Programs Included in this Plan

Vine Hill Elementary

Check the box for each state and federal categorical program in which the school participates and if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.

State Programs	Allocation	Resource
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.		
<input type="checkbox"/> Economic Impact Aid / State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.		7090
<input checked="" type="checkbox"/> Economic Impact Aid / English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners.	\$33,469	7091
<input type="checkbox"/> High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets.		
<input type="checkbox"/> Instructional Time and Staff Development Reform Purpose: Train classroom personnel to improve student performance in core curriculum areas.		7393
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.		7271
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.		7390
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.		7395
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety.		6405
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.		6660/6670
<input checked="" type="checkbox"/> English Language Acquisition Program Purpose: To support English acquisition for English Learners Gr 4-8	\$319	
Total amount of state categorical funds allocated to this school	\$33,788	

Federal Programs under No Child Left Behind (NCLB)			
<input type="checkbox"/>	Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution		
<input type="checkbox"/>	Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth		
<input type="checkbox"/>	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas		
<input checked="" type="checkbox"/>	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$53,024	3010
<input type="checkbox"/>	Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups.		
<input checked="" type="checkbox"/>	Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals.	\$20,730	4035
<input type="checkbox"/>	Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology		
<input type="checkbox"/>	Title II, Part A: Language Instruction for Limited-English Proficient (LEP) students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards.		4203
<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement.		3710
<input type="checkbox"/>	Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students.		4110
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs		
<input type="checkbox"/>	Other Federal Funds (list and describe)		
Total amount of state categorical funds allocated to this school		\$73,754	
Total amount of state and federal categorical funds allocated to this school		\$107,542	

**School Site Plan 10-11
Vine Hill**

Activity	GOALS			Categorical Funding			Details	Function
	Goal #1 LA Reading	Goal #2 LA Writing	Goal #3 Math	TITLE I	Title II	English Language Acquisition		
Individual and small group instruction	X		X	X			2 Certificated hourly employees providing instruction for 27-32 Hours per week	Instruction
Small group instruction- English Language Development	X						2 Certificated hourly employees providing 10-24 hours per week of English language development, 38 weeks, and materials	Instruction
Oral translation for parents							Provide translations for conferences & IEP's	Parent Participation
Train the Trainer: Strategies and practices in teaching english learners	X	X	X		X		Team of 2 teachers attend a series workshops and observations to become District trainers	Instruction
Training in using new mathematics adoption							Registration & substitute teacher to cover class during training	Instructional Supervision
Support in using data for Student Achievement	X	X	X		X		Site Technology Leaders	Instructional Technology
Staff Development - Using Data Director to Guide Instruction	X	X	X		X		Substitute teacher to cover class during training	Instructional Supervision
Staff Development - Using Data to Guide Instruction	X	X	X		X		Substitute Teacher to cover class during data talks	Instructional Supervision
COE sponsored workshops	X	X	X		X		Algebraic thinking, Explicit & Effective Instruction (Substitute teacher to cover class)	Instructional Supervision
Training in Science Essential Standards						X	Release time for teachers to develop Science Essential Standards	Instructional Supervision
Develop GLAD lessons for teacher training/coaching FY 2011-12	X	X	X	X			Stipend for summer work	Instructional Supervision
After school intervention	X		X	X			4 Certificated hourly employees providing instruction for 2.5 Hours per week for 12 weeks	Instruction
Supplemental student support in their regular classroom	X						Certificated hourly employees providing small group / individual instruction for 8 Hours per week for 12 weeks	Instruction
Small group instruction- Literacy & Vocabulary Development	X						Two week summer session providing 10 days of instruction, 2 hours per day, and materials	Instruction

Vine Hill Single School Plan for Student Achievement 2010-2011











School Site Council Membership

RECOMMENDATIONS AND ASSURANCES

The School Site Council recommends this school plan and its related expenditures to the district governing board for approval, and assures the Board of the following:

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Attested:

Dennis Culp, chairperson		2/16/11
Laura Garnette, parent		2/16/11
Sandi Woods, parent		2-16-11
Denise Ahlstrom, parent		2-16-11
Lynda Snelgrove, parent		2/16/11
Lori Gentile, parent alternate		2-16-11
Michelle Stewart, principal		2/16/11
Karen Abraham, teacher		2-16-11
Susan Tannehill, teacher		2-16-11
Sheila Buswell, librarian		2/16/11