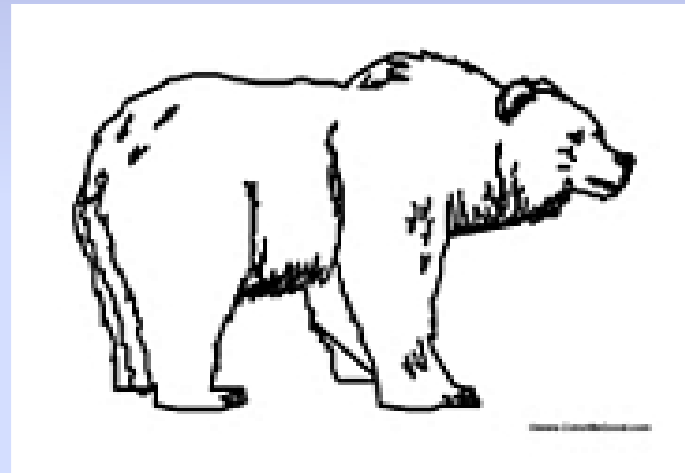


Vine Hill Elementary School



Single School Plan for Student
Achievement 2010-2011

2009-2010 School Year
report cards

Reading Comprehension K-5
86% average

Writing K-5
81% average

Math Number Sense K-5
71% average

Report Card Data 2010-2011

Grade	Reading overall	Writing overall	Math overall
Kindergarten	86%	81%	86%
1 st grade	73%	76%	76%
2 nd grade	82%	83%	84%
3 rd grade	81%	85%	89%
4 th grade	71%	61%	69%
5 th grade	95%	77%	74%
Average	81%	77%	80%

California Standardized Test 2010

Students scoring Proficient or Advanced

Reading

2nd: 75%

3rd: 70%

4th: 79%

5th: 79%

Math

2nd: 86%

3rd: 82%

4th: 87%

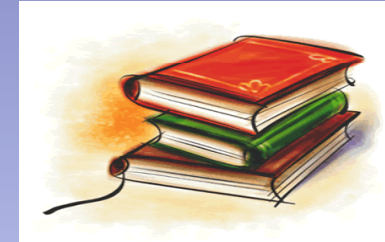
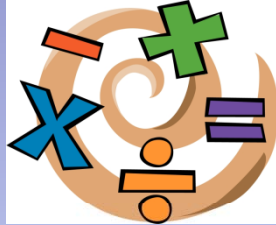
5th: 65%

Science

5th grade
86%

Subgroups

- Targets 2010 = 56.8%



2010 Results:

- English Learners: ELA=46.7%
Math = 46.7%
- Socioeconomically Disadvantaged: ELA=62.3%
Math = 65.6%
- Students with Disabilities: ELA=76.1%
Math=62.8%

API: Academic Performance Index

**903 (Increase of
15 points)**

Why did Vine Hill students gain or drop?

▶ GAINS

- ▶ Emphasis on support for targeted students
- ▶ Walk to Learn in 2nd grade
- ▶ Academic language across curricular areas
- ▶ Model and stop during stories for discussion
- ▶ Consistent practice of important, targeted concepts
- ▶ Collaborative scoring and planning of writing
- ▶ GLAD strategies

▶ DROPS

- ▶ Students have not mastered basic facts
- ▶ Higher adult to student ratio
- ▶ Instructional time reduced due to classroom management challenges
- ▶ Lack of training or use of instructional strategies to meet the needs of diverse population
- ▶ Unknown

Results of Parent Survey 2010

- ▶ Excellent teachers: dedicated, effective, caring, experienced
- ▶ Friendly, professional office staff & janitor
- ▶ Parental involvement & community support
- ▶ Parents feel welcome
- ▶ Students develop socially
- ▶ Students are recognized for good work and behavior
- ▶ Valuable school programs—art, music, life lab
- ▶ Kindness program
- Class size and decreased budget have a negative impact on students
- Particular academic areas
- Bathrooms
- Parking lot
- Communication about standards and student achievement
- Some students are disruptive or unkind to others
- Not enough or too much homework

Strengths of Vine Hill

Needs to be strengthened

Results of Student Survey 2010

- ▶ 84% like this school and 79% feel safe, although 17% are unsure IF they feel safe
- ▶ 76% like playing on the playground
- ▶ 75% like Life Lab, Art, and Computer lab, although only 56% like music
- ▶ 77% say their teachers care about them, with 12% unsure
- ▶ 62% enjoy learning and recognize that very good work is expected.
- ▶ 68% say they understand what is taught
- ▶ 83% have friends
- ▶ 75% said they are kind, only 2% disagreed, but the rest said they didn't know if they are kind or not

School Goals for 2010–2011



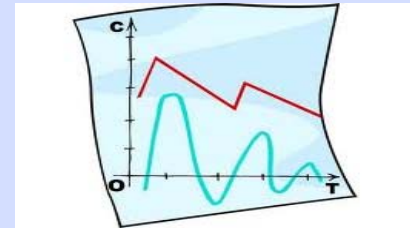
- **English/Language Arts:** School wide performance on specific benchmark assessments in reading and writing will improve from 85% to at least 90% proficiency, with students receiving scores of 3 or 4 on the report card.
- In 3rd, 4th and 5th grades, school wide performance will increase on the CST from 67% students proficient to at least 82% proficient.
- **Math:** School wide performance on specific benchmark assessments will show students averaging at least 85% proficient.
- In 3rd, 4th and 5th grades, school wide performance will increase on the CST from 65% to at or above 85% proficiency.

- Alignment of Instruction with Content Standards
- Teachers will continue to use the State Content Standards, Frameworks, and California blueprints to identify essential standards.
- State Content Standards, Frameworks, and California blueprints will be used as guides for curriculum development, instruction, intervention and best practices.
- Continue Response to Intervention techniques and implementation of Walk-to-Learn program, in order to group students with classroom teachers and support staff, for differentiation and intervention.



Supporting Action Steps to Improve Student
Performance

- ▶ Alignment of staff development to student performance
- ▶ Teachers continue to review student performance using multiple measures to help identify areas of staff development needs
- ▶ Establish goals/investigate resources for help in Mathematics, including professional development for the whole district
- ▶ Provide time and expectations for teachers to review and analyze data



Supporting Action Steps to Improve Student Performance

- ▶ Some services provided to enable underperforming students to meet standards
- ▶ Highly qualified credentialed staff
- ▶ Collaboration between special education and general education staff
- ▶ 1:1 /small group instruction in and out of the classroom
- ▶ Collaboration in and articulation between grade levels
- ▶ ELD teacher
- ▶ Title I targeted assistance in reading and math
- ▶ Families make generous financial contributions to individual classrooms as well as through our PTA. Many donations are used to purchase resources to help individualize learning opportunities
- ▶ Parent volunteers
- ▶ After school homework help
- ▶ Cross age tutors



Supporting Action Steps to Improve Student Performance