



VINE HILL ELEMENTARY SCHOOL

6049951

CDS Code

Scotts Valley Unified School District

Date of revision: November, 2011

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_____.

Vine Hill Single School Plan for Student Achievement 2011-12

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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.

Vine Hill Single School Plan for Student Achievement 2011-12

School Profile

Vine Hill Elementary School is a K-5 school in the Scotts Valley Unified School District serving approximately 565 students in 20 classrooms. The school was built in 1959 and opened in 1961. It includes 19 classroom teachers, an SDC teacher, a full time resource teacher and speech therapist, and part time psychologist, English Language teacher, APE and OT teachers. There are also specialists, including music teachers, a computer lab aide, art teachers, reading and math 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, academic intervention assistants, and 4 special education aides as well as 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 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 Author's Fair, 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 classrooms. They also pay for most of our programs, including music, computer, Life Lab, academic intervention assistants, movement 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!

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, our computerized assessment program. The performance standards, formative and summative assessments come from the CST (California Standardized Test), CELDT (California English Language Development Test) and local benchmark assessments. The district 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 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 last year, and in the spring of 2011 grade level representatives will be refined and articulated grade level science standards.

A protected intervention time has been implemented this year at every grade level where students are differentiated by skill level. Differentiation in the classrooms includes Title 1 teachers, Academic Intervention Assistants, our Resource teacher and our Special Day Class teacher, as well as some parent volunteers. Emphasis is being given to intermediate students working for 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.
- Keep current on the guidance provided in the updated State Frameworks for the content areas.
- Group students with classroom teachers and support staff (including resource teachers) for differentiation and intervention, including struggling as well as accelerated students.

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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." The first year of implementation was 2003/2004 and we are in the 9th year of implementation. The materials are standards-based. The HM teacher resources target instruction and materials for re-teaching concepts, extending learning, and modification 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 2nd 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.

History/Social Science – 2007-08 was the first year of implementation of the state adopted K-4 Scott Foresman "History/Social Science for California" and the Harcourt School Publishers History/Social Science "Reflections: California Series" for 5th grade. 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 third 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, Touch Math, 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.
- EL teacher to work with the classroom teachers to review/teach vocabulary.

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 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.
- Math professional development through the Silicon Valley Math Initiative (focus on problem solving).
- Continued development of common formative and summative assessments and benchmark levels of performance with an emphasis on writing rubrics.
- 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 in Data Director (program designed to provide timely analysis of student performance on assessments).

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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).
- 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 credentialed 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.
- 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
- “Early Bird” and “Late Bird” program for kindergarten classes in order to teach in small groups.

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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 \$40,000. Music and Art instruction through a donation \$55,000. Computer Lab and Accelerated Reader through a donation of \$11,000 and Yard duty through a donation of \$10,000.

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

Each year the results of the CA Standards Tests (CST) 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.

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. The results drive our intervention programs.

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.

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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.
- Technology support including Assistive Technology.
- Monthly professional development that focuses on student 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 four years the funds have been used for school messenger, a parent communication telephone system.
- 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 4th-8th graders.
- After school enrichment classes.
- Field trips funded partially through classroom donations.

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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.
- 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. Student behaviors are also greater than before.
- 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.
- More support is needed for full inclusion of special education students.

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.

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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**

2011 Accountability Progress Report

- **State Accountability Data**
 - **California Standards Tests (CST)**
 - 📖 **English Language Arts (2nd - 5th)**
 - 📖 **Mathematics (2nd – 5th)**
 - 📖 **Science (5th)**
 - **Academic Performance Index Scores 2007-2011**

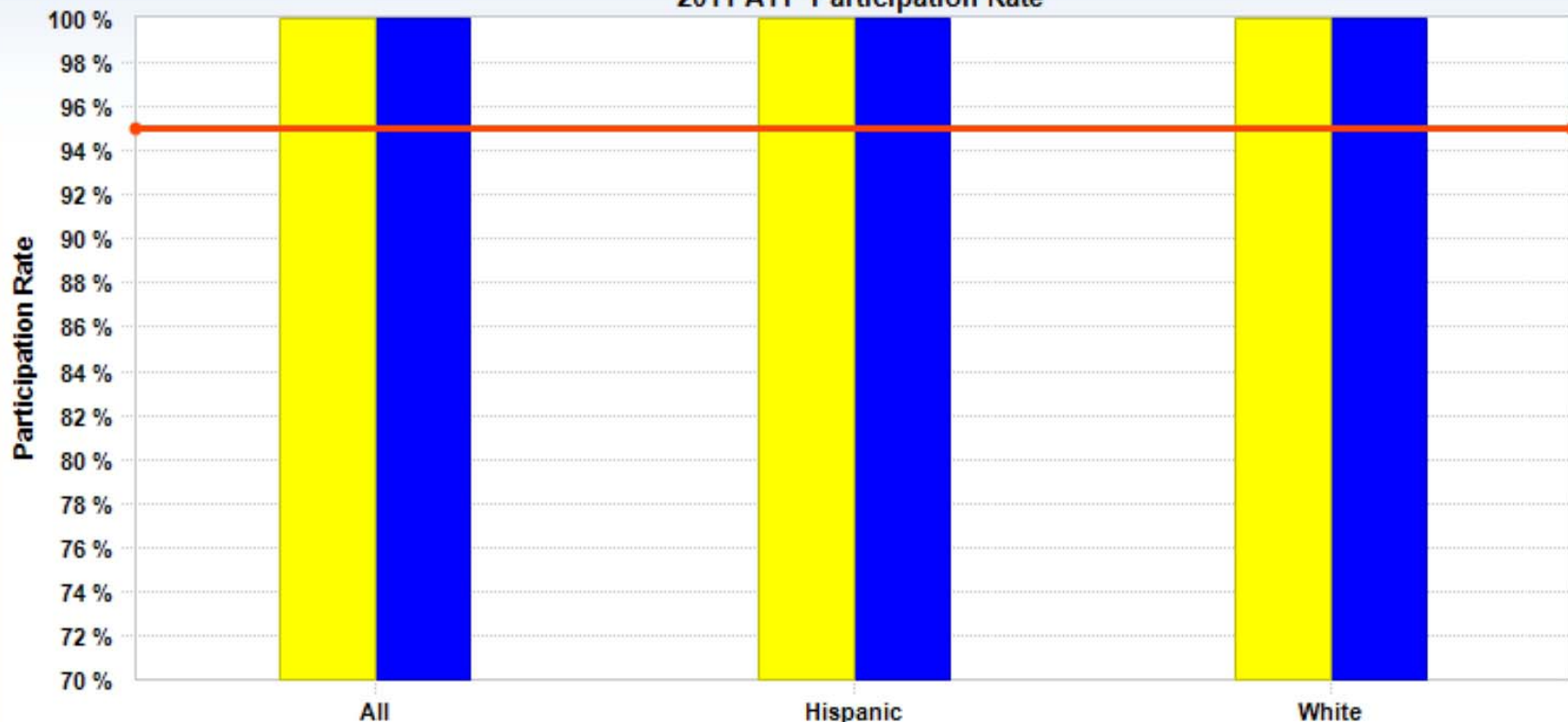
- **Federal Accountability Reports – Adequate Yearly Progress (AYP)
Participation Rates/Percent Proficient for English-Language Arts and
Mathematics**

**Vine Hill Academic Index Scores (API)
2007-2011**

2007	885
2008	899
2009	888
2010	903
2011	882

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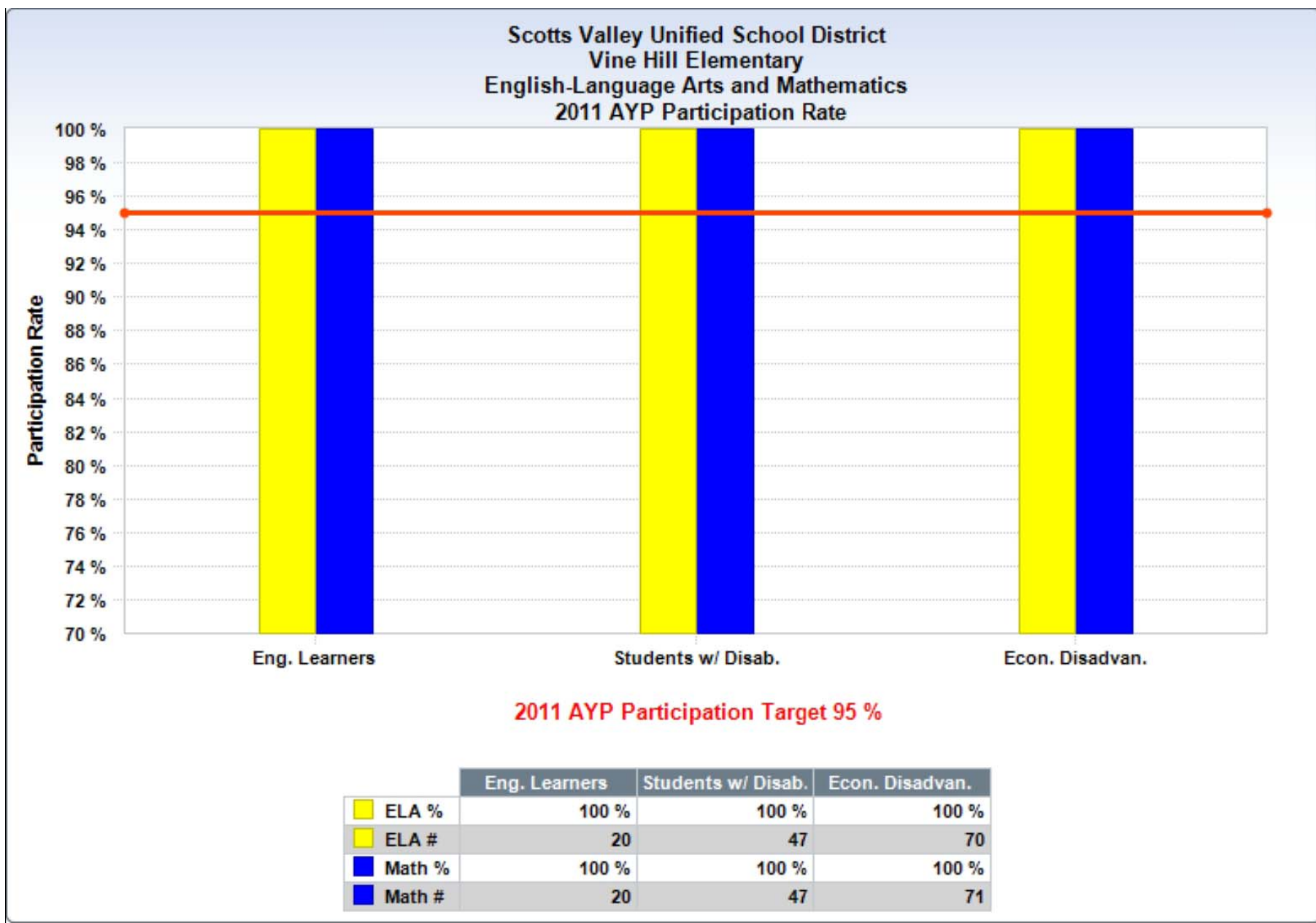
Scotts Valley Unified School District
 Vine Hill Elementary
 English-Language Arts and Mathematics
 2011 AYP Participation Rate



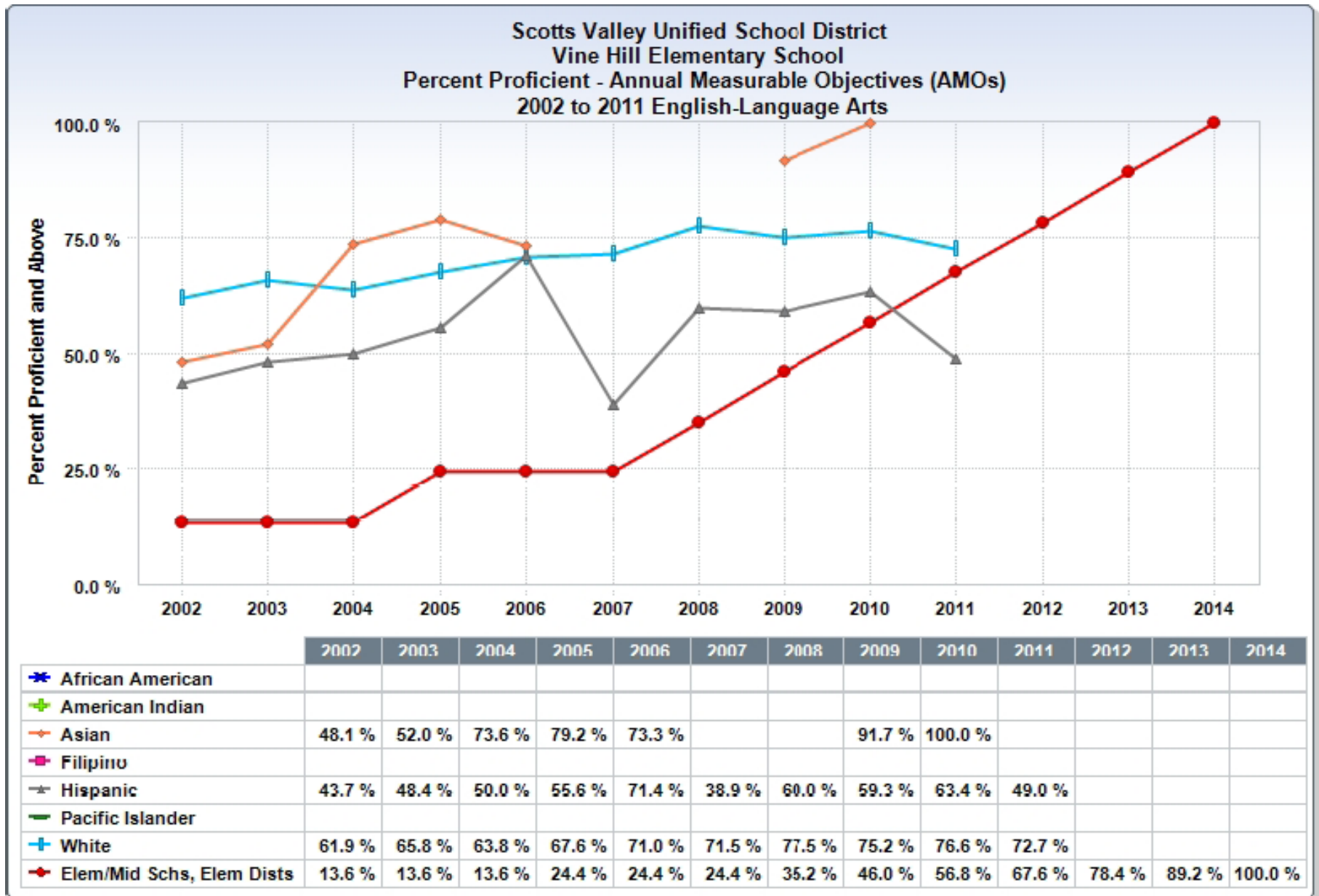
2011 AYP Participation Target 95 %

	All	Hispanic	White
ELA %	100 %	100 %	100 %
ELA #	393	51	291
Math %	100 %	100 %	100 %
Math #	394	51	292

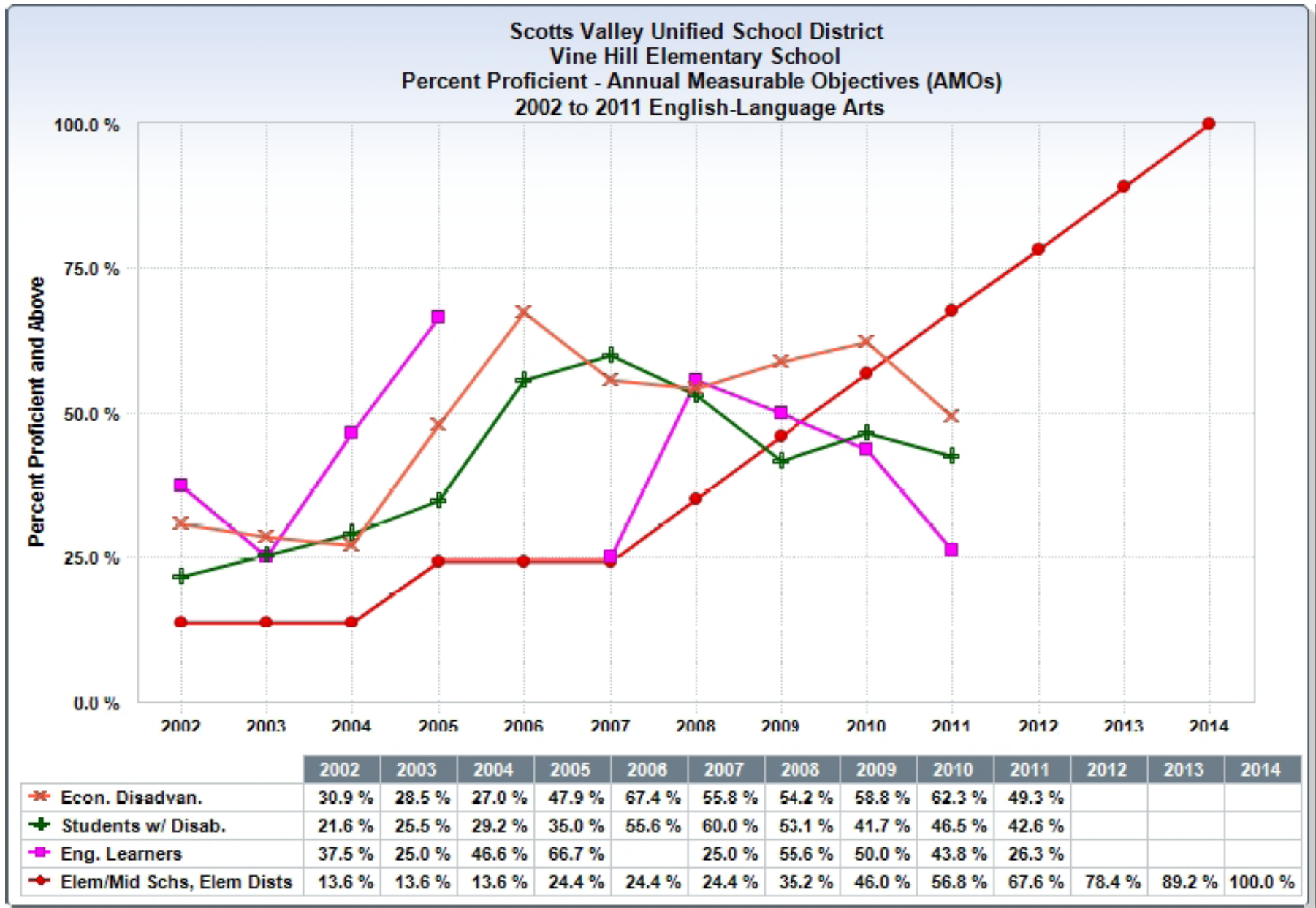
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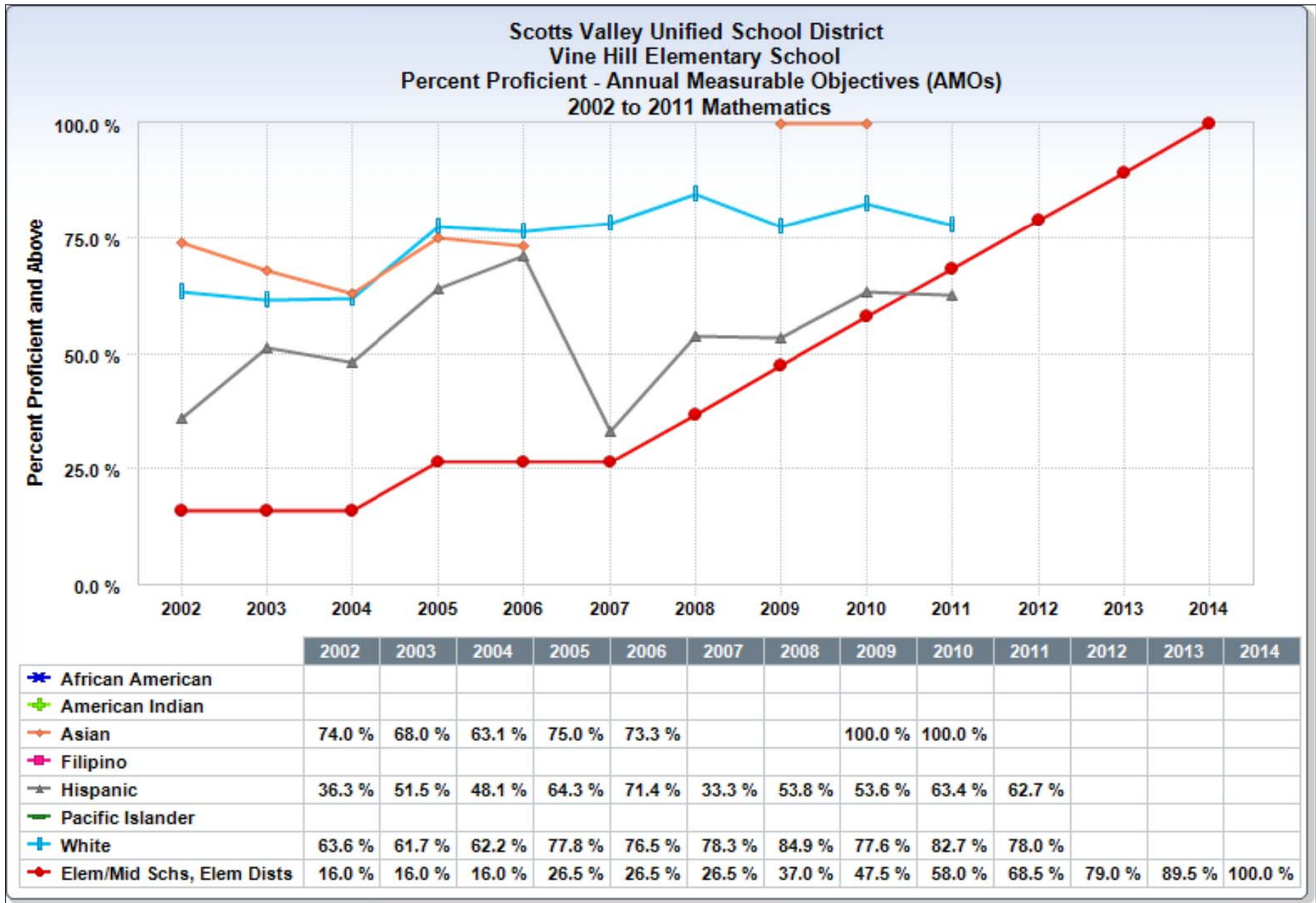
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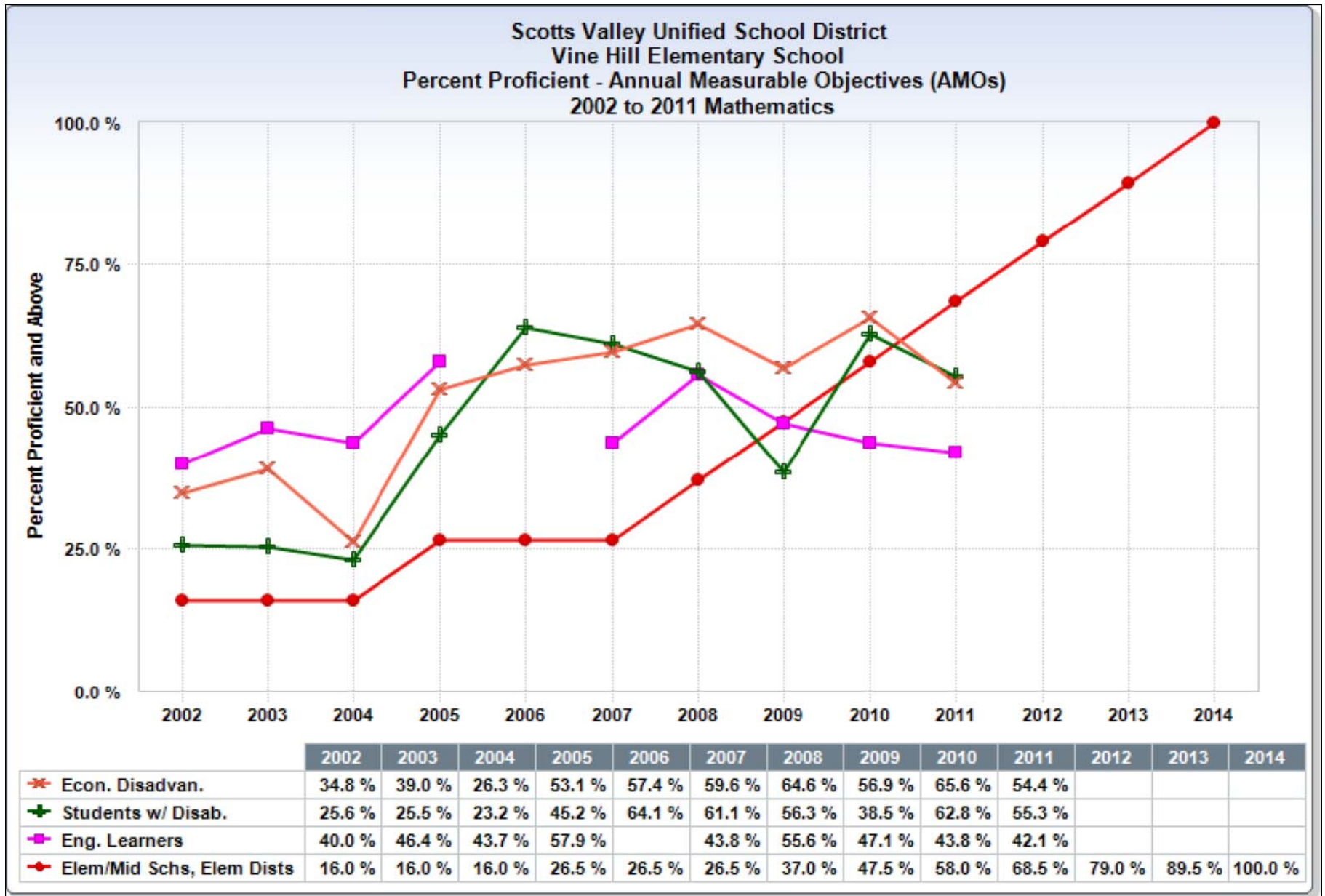
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California Standards Test Results

CST English/Language Arts

	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
	2nd	2nd	2nd	3rd	3rd	3rd	4th	4th	4th	5th	5th	5th
% Advanced	36%	35%	27%	28%	39%	35%	56%	49%	63%	43%	46%	40%
% Proficient	40%	40%	34%	39%	31%	35%	28%	30%	22%	29%	33%	26%
% Basic	18%	18%	24%	25%	18%	25%	14%	17%	15%	19%	16%	26%
% Below Basic	3%	5%	10%	4%	11%	4%	2%	4%	0%	7%	3%	7%
% Far Below	2%	2%	5%	3%	1%	1%	0%	0%	0%	2%	1%	1%
% Adv & Prof	76%	75%	61%	67%	70%	70%	84%	79%	85%	72%	79%	66%
% Basic & Below	23%	25%	39%	33%	30%	30%	16%	21%	15%	28%	20%	34%

CST Mathematics

	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
	2nd	2nd	2nd	3rd	3rd	3rd	4th	4th	4th	5th	5th	5th
% Advanced	57%	53%	25%	42%	56%	62%	69%	54%	63%	28%	35%	31%
% Proficient	23%	33%	41%	32%	26%	29%	17%	33%	28%	37%	30%	29%
% Basic	13%	9%	16%	24%	14%	8%	9%	12%	8%	27%	23%	30%
% Below Basic	4%	5%	15%	2%	3%	2%	5%	0%	0%	7%	9%	11%
% Far Below	2%	0%	2%	0%	1%	0%	0%	0%	0%	1%	3%	0%
% Adv & Prof	80%	86%	66%	74%	82%	91%	86%	87%	91%	65%	65%	60%
% Basic & Below	19%	14%	33%	26%	18%	10%	14%	12%	8%	35%	35%	41%

CST Science

	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
	2nd	2nd	2nd	3rd	3rd	3rd	4th	4th	4th	5th	5th	5th
% Advanced										55%	62%	55%
% Proficient										34%	24%	27%
% Basic										10%	12%	13%
% Below Basic										0%	2%	5%
% Far Below										1%	0%	0%
% Adv & Prof										89%	86%	82%
% Basic & Below										11%	14%	18%

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Results from 2010-2011 SSPSA

SCHOOL GOAL #1a ELA Kindergarten, first and second grade performance on specific benchmark assessments in Reading and Writing will improve from 85% to at least at 90% proficiency
SCHOOL GOAL #1b ELA 3 rd , 4 th , 5 th 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.
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
SCHOOL GOAL #2b MATH 2 nd , 3 rd , 4 th , 5 th 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.

<i>Kindergarten</i>			
2010-11 goal	Previous years' scores	2011	Goal Met?
Reading (Reading 2.4) <ul style="list-style-type: none"> 90% of students will meet or exceed proficiency on retelling a story read aloud to them 	Retells stories, character and settings 2009 83% 2010 88%	2011 93%	Yes. Up 5%
Writing (Writing 1.2) <ul style="list-style-type: none"> 90% of students will meet or exceed proficiency to write a sentence, focusing on the "Big 3". 	Writes a sentence 2009: 61% 2010: 87%	2011 94%	Yes. Up 7%
Math (1.2) <ul style="list-style-type: none"> 85% of students will be able to recognize numbers out of order. 	Number recognition Trimester 3 report card 2009: 83% 2010: 84%	2011: 84%	No. Stayed the same, missed by 1%.

<i>1st grade</i>			
2010-11 goal	Previous years' scores	2011	Goal Met?
Reading (Reading 3.1) <ul style="list-style-type: none"> 90% of students will will meet or exceed proficiency on identify/ describe plot, character and setting. 	Plots and characters 2009 89% 2010 86% Reading overall 2009 78% 2010 73%	2011 90% 2011 74%	Yes. Improved by 4% Reading overall improved by 1%, but still substantially below the standard
Writing (Writing 1.0) <ul style="list-style-type: none"> 85% of 1st graders will meet or exceed proficiency on writing conventions. 	Writing Conventions 2009 72% 2010 77%	2011 83%	No, but improved by 6%, only 2% away from goal.

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<p>Math (Math 2.1)</p> <ul style="list-style-type: none"> 80% of students will show proficiency on memorizing addition and subtraction facts to 20 <p><i>1st grade</i></p>	<p>addition facts 2009 98% 2010 70%</p> <p>subtraction facts 2009 90% 2010 61%</p>	<p>2011 98%</p> <p>2011 88%</p>	<p>Yes. Almost 100% in addition and surpassed goal in subtraction.</p>
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<i>2nd grade</i>			
2010-11 goal	Previous years' scores	2011	Goal Met?
<p>Reading (Reading 2.0) 93% of students will meet or exceed proficiency on comprehension and analyzing expository text.</p>	<p>Rep. Card; Reading Comprehension 2009 86% 2010 89%</p> <p>STAR reading comp 2nd grade test 2009 75% 2010 75%</p>	<p>Report card 2011 72%</p> <p>CST 2011 73%</p>	<p>No. Scores went down 17% and substantially below goal.</p> <p>No. Scores went down 2% on CST and substantially below goal.</p>
<p>Writing (Writing 1.1) 93% of students will meet or exceed proficiency on grouping related ideas and maintaining consistent focus.</p>	<p>Rep. Card; group related ideas 2009 88% 2010 88%</p> <p>STAR writing strategies 2nd grade test 2009 69% 2010 68%</p>	<p>Report card 2011 94%</p> <p>CST 2011 64%</p>	<p>Yes. Improved by 6%</p> <p>No. Decreased by 4% and substantially below the standard</p>
<p>Math (Number Sense 2.2)</p> <ul style="list-style-type: none"> 95% of students will show proficiency to find the sum and/or difference of place value and subtraction on the report card 85% will be proficient on the STAR test in the area of number sense. 	<p>Rep. Card Place Value, subtraction 2009 88% 2010 88%</p> <p>STAR Place value, addition, subtraction: 2nd grade test 2009 83% 2010 79%</p>	<p>Report card 2011 99%</p> <p>CST 2011 66%</p>	<p>Yes and scores almost at 100%. Went up substantially from subtraction in 1st grade.</p> <p>No. Scores went down 13% on CST from the previous year.</p>

<i>3rd grade</i>			
2010-11 goal	Previous years' scores	2011	Goal Met?
<p>Reading</p> <ul style="list-style-type: none"> Students will move from 75% to 85% on the ELA STAR test 	<p>3rd grade test 2009 78% 2010 81%</p>	<p>2011 70%</p>	<p>No. Scores dropped by 11% and by 5% from 2nd grade.</p>
<p>Math</p> <p>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> <ul style="list-style-type: none"> Math will increase from 65% proficient or above to at least 80% proficient or above as measured by the Spring 2011 CST. 	<p>STAR multiplication 3rd grade test 2009 78% 2010 83%</p> <p>CST 2009 64% 2010 82%</p>	<p>STAR multiplication 2011 83%</p> <p>CST 2011 91%</p>	<p>Almost and stayed the same.</p> <p>Yes and scores increased 9%</p>

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4th grade			
2010-11 goal	Previous years' scores	2011	Goal Met?
Reading <ul style="list-style-type: none"> Students will move from 67% to 80% on the ELA STAR test. A focus will be on specific students who received basic or below basic on comprehension. 	CST 2009 % 2010 79%	2011 85%	Yes. Scores increased by 6% as well as improved from 3 rd grade test.
Math Students will move from 75% to 80% on identifying and comparing fractions, mixed numbers and decimals. Math will increase from 65% proficient or above to at least 80% proficient or above as measured by the Spring 2011 CST.	3 rd trimester CST Fractions, mixed numbers and decimals 2010 75% CST 2009 2009 61% 2010 87%	2011 90% 2011 91%	Yes. Scores increased by 15% as well as improved from 3 rd grade test. Yes. Scores increased by 4% as well as increased substantially from 3 rd grade test.

5th grade			
2010-11 goal	Previous years' scores	2011 scores	Goal Met?
Reading Students will move from 79% to 85% on the ELA STAR test.	STAR 2010 78%	2011 66%	No. Scores dropped 12%
Math 80% of the students will score proficient or above on the final Houghton Mifflin Test by the end of the school year. Math will increase from 65% proficient or above to at least 80% proficient or above as measured by the Spring 2011 CST.	Decimals: Add, subtract, multiply rep. card 2009 80% 2010 47% Fractions and Mixed Numbers 2010 71% Interprets %, decimals and fractions 2010 64% STAR 2009 69% 2010 65%	Decimals 2011 47% Fracs/mixed #s 2011 57% Percents 2011 52% 2011 60%	No, scores stayed the same. 2011 scores substantially below 80% as well as dropped from 4 th grade. No. Scores dropped by 14% No. Scores dropped by 12% No, dropped by 5% as well as dropped from 4 th grade.

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Conclusions from Analysis of Performance Data and Effectiveness of Performance Data

Gains in scores are specifically attributed to the following:

The use of standards based assessments given throughout the year to dissect student and subgroup performance

Increased use of Academic Instructional Assistants for targeted intervention

Underlining and highlighting for facts and details

Response to literature

Graphic organizers and process charts

Focus on developmentally appropriate sequencing

Communication with parents regarding expectations, specific standards, strategies, vocabulary

After school intervention and homework club

Direct teaching of math vocabulary

Focus on basic facts

Consistent practice

Time spent on math and spiral review, started specific skills earlier in the year

Other: Theme skills tests, differentiation, phonics programs

Fourth and Fifth grade homework club

Drops in scores are specifically attributed to the following:

Larger class sizes

Students not having a grasp on basic facts

Use of instructional time

Economy negatively affecting parental support, such as sending students to preschool

Loss of phonics base

Change in student populations

Support for struggling students and targeted populations scattered

EL students not having enough targeted support

Not enough test prep, specifically in math



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Goals for 2011-2012

SCHOOL GOAL #1a ELA	
Schoolwide performance on specific benchmark assessments on the 2011-2012 report card in Reading and Writing will improve from 81% overall to at least 86% proficiency overall.	
STUDENT GROUPS/ GRADE LEVELS TO PARTICIPATE IN GOAL	ANTICIPATED ANNUAL PERFORMANCE GROWTH FOR EACH GROUP:
<ul style="list-style-type: none"> • All students • Focus on subgroups: *White *Hispanic *Socio-economic *Students with Disabilities 	<ul style="list-style-type: none"> • Kinder reading 82% -85% Writing 91%-87% • 1st grade reading 74%-88% Writing 79%-88% • 2nd grade reading 87%-87% Writing 87%-87% • 3rd grade reading 84%-85%^ Writing 80%-85% • 4th grade reading 83%-87% Writing 83%-87% • 5th grade reading 86%-86% Writing 72%-81%
MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL	EVIDENCE TO MEASURE ACADEMIC GAINS
<ul style="list-style-type: none"> • Student and subgroup performance on standards-based assessments at each trimester • Data talks with grade level, principal 	<ul style="list-style-type: none"> • Disaggregated grade level Common summative assessment results as reported out on the report card
SCHOOL GOAL #1b ELA	
2 nd -5 th grades: Schoolwide performance on the CST in ELA improve from 73% overall to at least 80% proficient as measured by the Spring 2012 CST.	
STUDENT GROUPS/ GRADE LEVELS TO PARTICIPATE IN GOAL	ANTICIPATED ANNUAL PERFORMANCE GROWTH FOR EACH GROUP:
<ul style="list-style-type: none"> • All students in 2nd, 3rd, 4th and 5th grades • Focus on subgroups: *White *Hispanic *Socio-economic *Students with Disabilities 	<ul style="list-style-type: none"> • 2nd grade 61%-80% • 3rd grade 70%-80% • 4th grade 85%-87% • 5th grade 66%-80%
MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL	EVIDENCE TO MEASURE ACADEMIC GAINS
<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 	<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

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ACTIONS TO BE TAKEN TO REACH ELA GOALS	RESPONSIBLE PARTIES	MEANS OF MONITORING	PROFESSIONAL DEVELOPMENT	ESTIMATED COST/FUNDING
Regular data talks to highlight focus students and discuss strategies for struggling students	All staff	Notes from data talks Plans for intervention	Data Director training	none
Focus on particular ELA strategies through the use of protected intervention times. Differentiation will occur at all levels.	Principal Classroom teachers RSP/SDC teachers Title I teachers AIAs	Regular pre and post tests	AIAs trained in specific strategies such as Read Naturally	\$40,000 AIAs for the year through PTA donations \$67,000 Title I for the year
Yearly meeting with principal, speech, resource, SDC and classroom teachers to discuss particular student goals and matrix specifically where/how goals will be met	Principal Classroom teachers RSP/SDC teachers Speech teacher	Matrixed chart Benchmark assessments 3x/year	n/a	\$190 (substitutes) donations
Release time for collaborative scoring of common grade level writing assessments and/or data talks	All staff	Notes from data talks Scored rubrics	n/a	\$1615 Title II
Ongoing communication with EL teacher to share vocabulary and reading assessments	EL teacher Classroom teachers	Charts	n/a	none
Begin process of GLAD training all teachers	GLAD trainers Director of C and I	Monthly meetings	Monthly for 2011-2012	District funds Possible substitutes for teachers being trained
Work through Cotsen for specific strategies in reading and writing	Cotsen fellows Cotsen mentor	Weekly meetings	Ongoing	Cotsen grant
Early birds and late birds to create small groups in kindergarten	Kindergarten staff AIAs Title I teacher	Assessments Teacher Observation	Phonographix training for aides	Paid time for Title I teacher and AIAs (approximately \$100 donations)
Implementation of after school homework help for first-third grade	Specific staff Title I teachers	Teacher feedback recommendation, Attendance	Attendance	Title I teacher \$1750
Continuation of homework help for fourth and fifth grade	Specific staff High school volunteers	Feedback from teachers	n/a	none

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SCHOOL GOAL #2a MATH Schoolwide performance on specific benchmark assessments in Math will be at least at 86% proficiency	
STUDENT GROUPS/ GRADE LEVELS TO PARTICIPATE IN GOAL <ul style="list-style-type: none"> • All students • Focus on subgroups: *White *Hispanic *Socio-economic *Students with Disabilities 	ANTICIPATED ANNUAL PERFORMANCE GROWTH FOR EACH GROUP: <ul style="list-style-type: none"> • Kindergarten 84%-85% • 1st grade 78%-80% • 2nd grade 86%-86% • 3rd grade 90%-90% • 4th grade 82%-90% • 5th grade 51%-85%
MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL <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 	EVIDENCE TO MEASURE ACADEMIC GAINS <ul style="list-style-type: none"> • Disaggregated grade level Common summative assessment results as reported out on the report card

SCHOOL GOAL #2b MATH: 2 nd , 3 rd , 4 th , 5 th grades: Schoolwide performance overall on the CST in Math will improve from 76% to at least 82% proficient or above as measured by the Spring 2012 CST.	
STUDENT GROUPS/ GRADE LEVELS TO PARTICIPATE IN GOAL <ul style="list-style-type: none"> • All students in 2nd, 3rd, 4th and 5th grades • Focus on subgroups: *White *Hispanic *Socio-economic *Students with Disabilities 	ANTICIPATED ANNUAL PERFORMANCE GROWTH FOR EACH GROUP: <ul style="list-style-type: none"> • 2nd grade 66%-80% • 3rd grade 91%- 80% • 4th grade 91%-90% • 5th grade 60%-80%
MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL <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 	EVIDENCE TO MEASURE ACADEMIC GAINS <ul style="list-style-type: none"> • Disaggregated grade level Common summative assessment results as reported out on the report card

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ACTIONS TO BE TAKEN TO REACH MATH GOALS	RESPONSIBLE PARTIES	MEANS OF MONITORING	PROFESSIONAL DEVELOPMENT	ESTIMATED COST/FUNDING SOURCE
Focus on particular Math strategies through the use of protected intervention times. Differentiation will occur at all levels.	Principal Classroom teachers RSP/SDC teachers Title I teachers AIAs	Regular pre and post tests	AIAs trained in specific strategies such as Read Naturally	\$40,000 AIAs for the year through PTA donations \$67,000 Title I for the year
Yearly meeting with principal, speech teacher, resource teacher, SDC teacher and classroom teacher to discuss particular student goals and matrix specifically where and how goals will be met	Principal Classroom teachers RSP/SDC teachers Speech teacher	Matrixed chart Benchmark assessments 3x/year	n/a	\$190 (substitutes) through donations
Ongoing communication with EL teacher to share math vocabulary	EL teacher Classroom teachers	Charts	n/a	none
Work through Cotsen for specific strategies in CGI Math (Cognitively Guided Instruction)	Cotsen fellows Cotsen mentor	Weekly meetings	Ongoing	Cotsen grant
Implement regular communication with parents for practice	Teachers Parents	Observational data	n/a	none
Regular data talks to highlight focus students and discuss strategies for struggling students	All staff	Notes from data talks Plans for intervention	Data Director training	none
Specific focus on third grade math to bring up students who did not meet standards on the 2010 CST	Title I teachers Principal	Assessments	n/a	Title I teachers
Participation and training in the Silicon Valley Math Initiative in order to focus on cognitive complex problem solving, and implementing 8 best math practices from the common core standards.	Site level teachers	Staff share out/ training	Staff share out/ training	Title II funds \$4500
Implementation of after school homework help for first-third grade	Specific staff Title I teachers	Teacher recommendation, feedback from teachers Attendance	n/a	Title I teacher \$1750
Continuation of homework help for fourth and fifth grade	Specific staff High school volunteers	Feedback from teachers	n/a	none

Vine Hill Single School Plan for Student Achievement 2011-12

Form C: Programs Included in this Plan

Vine Hill Elementary School

2011-12

The School Site Council intends for this school to participate in the following programs: (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 program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <i>Purpose: Assist expectant and parenting students to succeed in school</i>	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education <i>Purpose: Help educationally disadvantaged students succeed in the regular program</i>	\$
<input checked="" type="checkbox"/> Economic Impact Aid/English Learner Program Resource 7091 <i>Purpose: Develop fluency in English and academic proficiency of English learners</i>	\$ 45,915
<input type="checkbox"/> Peer Assistance and Review <i>Purpose: Assist teachers through coaching and mentoring</i>	\$
<input type="checkbox"/> Professional Development Block Grant <i>Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas</i>	\$
<input type="checkbox"/> Pupil Retention Block Grant <i>Purpose: Prevent students from dropping out of school</i>	\$
<input type="checkbox"/> Quality Education Investment Act <i>Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement</i>	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant <i>Purpose: Improve library and other school programs</i>	\$
<input type="checkbox"/> School Safety and Violence Prevention Act <i>Purpose: Increase school safety</i>	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <i>Purpose: Eliminate tobacco use among students</i>	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Gifted and Talented Education)	\$
Total amount of state categorical funds allocated to this school	\$ 45,915

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Federal Programs under the Elementary Secondary Education Act	Allocation
<input type="checkbox"/> Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children 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 Resource 3010 Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 66,865
<input type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$
<input checked="" type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Resource 4035 Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 10,600
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$
<input type="checkbox"/> Other federal funds (list and describe) ¹	\$
Total amount of federal categorical funds allocated to this school	\$ 77,465
Total amount of state and federal categorical funds allocated to this school	\$ 123,380

¹⁷ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

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Vine Hill SPSA Goals and Categorical Funds 2011-12

Activity	Goals		Categorical Funding			Details
	English Language Arts	Math	3010 Title I	4035 Title II	Economic Impact Aid (EAI)	
Small group targeted instruction	X	X	X			Certificated teachers total 38 hours per week up to 32 weeks
Supplementary materials for Title I instruction	X		X			Purchase reading intervention materials (assessments/Lexia software)
Small group English Language Development instruction	X				X	Certificated teacher 24 hours per week for 31 weeks
Supplementary materials for English Language Development	X				X	Purchase current editions of ELD instructional materials
Participate in Silicon Valley Mathematics Initiative Professional Development		X		X		Substitute costs for release time for teachers September-March
Collaborative scoring and norming grade level student writing and/or data talks	X			X		Substitute cost for release time for teachers

Vine Hill Single School Plan for Student Achievement 2011-12

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 November 8th, 2011

Attested:

Dennis Culp, chairperson	
Maria Gauthier, parent	
Sandi Woods, parent	
Rik Jones, parent	
Lori Gentile, parent	
Michelle Stewart, principal	
Chris Smith, teacher	
Karen Abraham, teacher	
Susan Tannehill, teacher	
Sheila Buswell, librarian	