

**Willow Grove Elementary School
Single Plan for Student Achievement
2009-2010**



**College Readiness for All –
Gateway to Our Students' Future**

*Ensuring the highest levels of success
for each and every student, with commitment to
Rigor, Relevance, and Relationships*

This plan meets the content requirements of amended Education Code 64001 for a SPSA. It provides a single comprehensive school plan to improve the academic performance of students. Completion of the plan satisfies requirements of all programs for which the school has an allocation in the California Consolidated Application for categorical funding.

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I.A. VISION AND ORGANIZATIONAL DIRECTIONS - PUSD STRATEGIC VISION

“College Readiness for all – Gateway to our Students’ Future”

In 2001-02, the district engaged in a strategic planning process. The resulting district plan identified two goals: Increase achievement for all students through a comprehensive literacy effort, and provide a physical learning environment to support learning for all students. The years 2002-2008 accompanied a period of intense focus on the use of data to continuously drive improvements in student learning, as well as on closing the achievement gap. These initiatives furthered the growing understanding that our most important work is to ensure that all students leave the district college ready.

As our district has engaged in the most current iteration of its strategic vision for 2008-2014, the literacy focus has sharpened. “College Readiness for all – Gateway to our Students’ Future,” a framework comprised of the themes of Rigor (High Expectations for all), Relevance (Engagement of all students), and Relationships (Personalization of learning opportunities) now assumes the forefront of all of our efforts. With this in mind, our school’s mission has been formed.

2008-2014 district organizational directions to reach the strategic vision:

- 1) Build organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide challenging educational experiences for all students
- 2) Personalize learning to provide multiple pathways for student success
- 3) Prepare all students to successfully undertake a college-ready curriculum for post-secondary success
- 4) Close the achievement gap for all subgroups

I.B. VISION AND ORGANIZATIONAL DIRECTIONS - SITE ORGANIZATIONAL DIRECTIONS

The district vision of “College Readiness for all – Gateway to our Students’ Future” provides the foundation for the direction of our site efforts. To support the districtwide organizational directions our school will focus on multi-year initiatives:

Preparing all students to successfully undertake a college-ready curriculum for post-secondary success

- Introduce students to a full range of post secondary options
- College Readiness Committee
- Partnership with PTA to obtain college memorabilia
- College Gear Day
- Academic Vocabulary
- Aligned RtI/SST programs
- High academic and behavioral expectations for students
- Focus on habits for future success through explicit development of skills such as critical thinking, self-monitoring, persistence, and responsibility
- Classroom learning connected to real world experiences
- Grade level assessment plans to monitor student progress and guide our teaching practices
- Provide a strong foundation in literacy- reading, writing, and math - as well as a strong knowledge base
- Personalize education to develop student interest and skills for future success
- Continually seek out innovative technology to implement in the classroom

Closing the achievement gap for all subgroups

- Actively collaborate with grade and cross-grade level teams
- Professional Learning time used to identify students at risk and develop action plans
- Student Study Teams/RtI committee work closely to develop individualized learning plans for students at risk
- Goals developed for lower performing subgroups
- Identifying colleagues as a reference for specific content areas - teacher resource list
- Utilize grade level assessment plans to monitor student progress and guide our teaching practices
- High academic and behavioral expectations for students
- Accountability for the success of each child
- Provide a strong foundation in literacy- reading, writing, and math - as well as a strong knowledge base
- Engage all students through the effective practices for 21st Century learning - Learning Point, Raz Kids, Starfall, computer games, and other online resources

Personalizing learning to provide multiple pathways for student success

- Recognize and respect differences among our community
- Personalize education to develop student interest and skills for future success
- Use grade level assessment plans to monitor student progress and guide our teaching practices
- Use our innovative technology and implement it in the classroom
- Promote student learning and be a voice for each child
- Differentiation provides universal access for each child into the curriculum.

Building organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide challenging educational experiences for all students

- GATE
- ExploraVision - sponsored by Toshiba Corporation and National Science Foundation, this program invites students to submit designs for inventions that solve futuristic problems
- Establishment of Willow Grove Collective Commitment Committees to build relationships based on the 5 roots of Willow Grove
- Embed habits for future success through explicit development of skills such as critical thinking, self-monitoring, persistence, and responsibility
- Nurture welcoming culture for families and students with special needs
- Work with our Parent Teacher Association to develop our Grizzly Gardens for Learning
- Implement mainstreaming and reverse mainstreaming between general education and special education classrooms
- Working with Willow Grove Educational Foundation to bridge gaps created by current budget situation
- Apply English Language Acquisition strategies to move ELL students through the CELDT levels
- Use TLCs and alternative review processes for book studies on cultural proficiency and a positive behavior model
- Field trips provided to enhance grade level curriculum that develops relevancy between classroom learning and the real world

II.A. SITE ASSESSMENT PLAN

DISTRICTWIDE (REQUIRED) ASSESSMENTS/REPORTS

ASSESSMENTS	TYPE	PURPOSE	Who	WHEN	USES
CST / CMA / CAPA	Criterion-reference tests	Assess achievement of state standards	Grades 2-11	Spring	Compares student achievement to state/district expectations. Identifies areas of strength and weakness. Useful for targeting instruction.
CELDT	Criterion-reference test	Measure level of achievement in English	All ELL students	Fall	Measure ELD levels, plan programs and measure annual growth. Used to redesignate students
API	Composite score	Used to determine overall program effectiveness	Schools, subgroups	Reported annually, in Spring	Used by state and District as an index of overall academic performance based upon the results of the STAR. Used to compare schools and student groups.
AYP	Composite score	Used to determine overall program effectiveness	Schools, subgroups	Reported, annually, in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
MAP	Criterion-reference	Assess individual or group progress, and show growth over multiple administrations	Grades 2-8	Up to 3 times per year, as needed	Measure and report student growth. Results provide subscores that help teachers analyze strengths and areas of need, within the areas of reading, math, and language usage
State Fitness Testing	Performance	Compare fitness levels of students	All students, Grade 5, 7, 9	Spring	Useful to identify program strengths and weaknesses

SITE-SPECIFIC (OPTIONAL) ASSESSMENTS/REPORTS

STUDENT PERFORMANCE ASSESSMENTS	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
MAPs	Criterion-referenced Computer-Adaptive	Assess individual or group achievement of standards and show growth over multiple years	2nd, 3rd, 4th, and 5th 4 Pilot K and 1 classes	Fall, winter and Spring or as needed up to 3 times per year	Measure and report student growth. Results provide subscores that help the teacher analyze strengths and weaknesses within the areas of reading, math and language usage
Running Records (in LAG)	Individual performance assessment	Diagnostic	All students Grades K-2	Trimesterly or more frequently if indicated	A tool for scoring, coding and analyzing a child's precise reading behaviors.
Individual Reading Inventory (IRI) (see LAG)	Individual performance assessment	Diagnostic	All students reading at grade level 2 or higher	Trimesterly or more frequently if indicated	Used by teachers to diagnose student skills, plan subsequent instruction and placement. Monitor progress.
District Writing Prompts	On-demand, first-draft writing, individual performance	Diagnostic and/or Achievement of grade level writing standards	All students, K-5	Fall, Winter, Spring Or as frequently as needed	Students write to a prompt. Teachers score using PUSD rubric. The results of this assessment may be used to evaluate student writing skills, diagnose-prescribe and measure growth over time.
Alphabet Knowledge (in LAG)	On-demand performance tasks	Diagnostic	Any pre or early reader	Fall, Winter, Spring Or as frequently as needed	To assess early reading skills, letter names, shapes, directionality
Phonics Skills (in LAG)	On-demand performance tasks	Diagnostic	Any pre or early reader K and 1	Fall, Winter, Spring Or as frequently as needed	To assess sound symbol relationships and the composition of written words
Phonetic Spelling Inventory (in LAG)	On-demand performance tasks	Diagnostic	All students Grades 1 -3	Fall, Winter, Spring Or as frequently as needed	Designed to assess the word knowledge students bring to the tasks of reading and spelling. There are 4 inventories Level I-IV
Retelling	On-demand performance tasks	Diagnostic	Grades K-1	Bi-Monthly	This assessment affords the teacher an opportunity to check student's comprehension as well as the strategies they employ in comprehending print
CAP (Concepts About Print)	On-demand performance tasks	Diagnostic	Kindergarten	Monthly or as needed	This assessment provides information regarding students' book sense and beginning reading knowledge.
Phonemic Awareness	On-demand performance tasks	Diagnostic	Kindergarten	Monthly	This assesses knowledge of letter sounds, rhyming, syllables, initial and final sounds in words
Word Recognition	On-demand performance tasks	Diagnostic	Grade 1	Bi-Monthly	This assesses the knowledge that students have of high frequency words-Dolch words
Lexile SRI	On-demand performance tasks	Diagnostic	Grades 1-5	Bi-Monthly	This assesses student's reading comprehension in association with the Lexile standards
Spelling – No Excuses Words	On-demand performance tasks	Diagnostic	Grades K-5	Frequently as needed	Students are responsible for spelling correctly 100 "No Excuses" words. These words comprise 50% of all words used in writing
Math Problem Solving	On-demand performance tasks	Diagnostic	Grades K-5	Frequently as needed	This assesses a student's reasoning skills and ability to use math strategies to solve real life problems

OTHER MEASURES	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Progress Reports	Individual report	To assess individual student performance using local standards	K-5	Trimester	Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
API	Composite score	Used to determine overall program effectiveness	K-5	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
AYP	Composite score	Used to determine overall program effectiveness	K-5	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
Discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Principal/staff	Monthly/annually	Determine frequency of individual student incidences. Show patterns of disruptions. These records are compiled, disaggregated, analyzed annually, and used to determine program needs.
Attendance	Audit	Determine attendance patterns	Students	Monthly	Disaggregating of student attendance data is done annually and used for program evaluation.
Progress Reports	Individual performance assessment	To assess individual student performance using local standards	K-5	Trimester	Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.

II.B. DATA REPORTS

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School and District Information

For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

School Information		District Information	
School Name	Willow Grove Elementary School	District Name	Poway Unified
Principal	Cindy DeClercq	Superintendent	Donald A. Phillips, Ed.D
Street	14727 Via Azul	Street	13626 Twin Peaks Rd.
City, State, Zip	San Diego, CA 92127	City, State, Zip	Poway, CA 92064-3034
Phone Number	858-759-1556	Phone Number	858-748-0010
FAX Number	858-759-8511	FAX Number	858-748-1342
Web Site	www.powayusd.com	Web Site	www.powayusd.com
E-mail Address	cdeclercq@powayusd.com	E-mail Address	elehew@powayusd.com
CDS Code		SARC Contact	Eric Lehew

II.B. DATA REPORTS

Willow Grove Elementary School

Demographic Summary
for 2009-10 School Year

Address: 14727 Via Azul
San Diego, CA 92127

Principal: Cindy DeClercq

Year of Construction: 2008

Current Enrollment:

Numbers reflect enrollment totals as of October 21, 2009.

Kg	1 st	2 nd	3 rd	4 th	5 th	Special Day Class
138	176	108	116	90	83	17

Enrollment History:

Numbers reflect enrollment totals as of October 21, 2009.

2007-08	2008-09	2009-10
	571	711

Student Demographics:

Percent of total school population. (Based on October 21, 2009 enrollment totals)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
18%	6%	10%	3%	51%	13%

Percent of total school population. (Based on October 21, 2009 enrollment totals)

Limited English	Free/Reduced Lunch
17%	11%

Staff Demographics

Percent of credentialed teachers. (Based on October 2009 CBED's)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
0%	3%	0%	0%	16%	82%

Percent Fully Credentialed: 100%

II.B. DATA REPORTS

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Year	Grade Level	School			District			State		
		Total	Female	Male	Total	Female	Male	Total	Female	Male
2007	5				49.9	56.2	43.8	27.1	29.9	24.4
2008	5				50.5	58.6	43.2	28.5	31.6	25.5
2009	5	60.4	73.7	51.7	49.4	54.3	44.7	29.1	32.3	26.1

**District Accountability Report
Adequate Yearly Progress (AYP)
Spring 2009
Willow Grove Elementary School**

Grade 2-5

	Annual Measurable Objectives												Other Indicators			
	Participation Rate						Performance						AYP	API		
	ELA			Math			ELA			Math				>=800 or +1 Point		
	>=95%			>=95%			% proficient +			% proficient +						
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	
Schoolwide	100	100	100	100	100	100			85			87	Y			927
Subgroups <i>100 or 50 if >15%</i>																
African American (5)		100	100		100	100										
American Indian (1)		100			100											
Asian (57)		100	100		100	100		86	86		93	93				953
Filipino (26)			100			100			80			88				
Hispanic / Latino (36)			100			100			62			81				
Pacific Islander (4)			100			100										
White (155)			100			99			91			89				943
Low Socio-Econ (47)			100			100			71			64				
Special Education (19)			100			95			50			82				
English Learner (52)			100			100			72			74				
GATE (0)																

* Includes only students in significant subgroups

Willow Grove Elementary
Grade Level Growth 2008-2009
Grade 00



Reading	Mean RIT Score	Mean Lexile Score	Phonological Awareness	Phonics	Concepts of Print	Vocabulary & Word Structure	Comprehension	Writing
Fall	151	4	153	148	152	154	150	150
Winter	158	136	160	157	159	168	155	157
Spring	168	74	171	170	167	168	165	167
Growth	17	70	18	22	15	14	15	17

Mathematics	Mean RIT Score	Problem Solving	Number Sense	Computation	Measurement & Geometry	Statistics & Probability	Algebra	
Fall	149	153	149	146	149	145	151	
Winter	158	158	157	160	160	160	157	
Spring	166	168	166	174	166	160	166	
Growth	17	15	17	28	17	15	15	

Willow Grove Elementary
Grade Level Growth 2008-2009
Grade 01



Reading	Mean RIT Score	Mean Lexile Score	Phonological Awareness	Phonics	Concepts of Print	Vocabulary & Word Structure	Comprehension	Writing
Fall	171	134	171	173	172	173	166	171
Winter	180	540	179	183	184	190	172	185
Spring	186	79	189	190	195	190	182	179
Growth	15	-55	18	17	23	17	16	8

Mathematics	Mean RIT Score	Problem Solving	Number Sense	Computation	Measurement & Geometry	Statistics & Probability	Algebra	
Fall	172	173	172	179	171	168	171	
Winter	186	183	188	190	185	184	188	
Spring	188	186	194	204	176	184	181	
Growth	16	13	22	25	5	16	10	

Willow Grove Elementary
Grade Level Growth 2008-2009
Grade 02



Reading	Mean RIT Score	Mean Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	181	285	181	180	180	182		
Winter	192	478	192	191	191	199		
Spring	198	560	198	196	197	199		
Growth	17	275	17	16	17	17		

Mathematics	Mean RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	181	177	183	178	186	185	181	
Winter	191	187	192	191	195	204	189	
Spring	200	195	202	199	202	204	198	
Growth	19	18	19	21	16	19	17	

Language Usage	Mean RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	183	183	183	182	183			
Winter	196	195	195	195	195			
Spring	201	200	199	203	201			
Growth	18	17	16	21	18			

Willow Grove Elementary
Grade Level Growth 2008-2009
Grade 03



Reading	Mean RIT Score	Mean Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	199	585	197	197	200	202		
Winter	205	708	206	203	206	209		
Spring	208	742	207	207	208	209		
Growth	9	157	10	10	8	7		

Mathematics	Mean RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	199	195	201	199	200	202	199	
Winter	206	204	208	203	213	214	205	
Spring	212	207	215	211	216	214	212	
Growth	13	12	14	12	16	12	13	

Language Usage	Mean RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	202	201	200	204	203			
Winter	209	208	209	212	209			
Spring	212	212	210	214	211			
Growth	10	11	10	10	8			

Willow Grove Elementary
Grade Level Growth 2008-2009
Grade 04



Reading	Mean RIT Score	Mean Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	208	746	207	208	208	208		
Winter	213	860	213	214	213	215		
Spring	215	869	217	214	214	215		
Growth	7	123	10	6	6	7		

Mathematics	Mean RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	213	208	217	211	216	213	212	
Winter	219	214	221	218	225	227	220	
Spring	225	222	226	223	229	227	224	
Growth	12	14	9	12	13	14	12	

Language Usage	Mean RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	210	211	209	212	210			
Winter	215	215	214	217	214			
Spring	217	217	217	218	216			
Growth	7	6	8	6	6			

Willow Grove Elementary
Grade Level Growth 2008-2009
Grade 05



Reading	Mean RIT Score	Mean Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	215	863	214	214	216	215		
Winter	219	936	218	219	219	220		
Spring	221	984	222	221	222	220		
Growth	6	121	8	7	6	5		

Mathematics	Mean RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	221	220	223	219	223	221	221	
Winter	226	224	227	226	232	229	225	
Spring	233	235	235	232	232	229	231	
Growth	12	15	12	13	9	8	10	

Language Usage	Mean RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	215	215	215	217	215			
Winter	220	222	220	221	218			
Spring	221	222	222	222	219			
Growth	6	7	7	5	4			

Willow Grove Elementary School
CA Standards Test by Proficiency Level for ELA
Spring 2009

		Gra de 2	Gra de 3	Gra de 4	Gra de 5
		2009	2009	2009	2009
All Students	Number Tested	104	80	82	48
	Total % Proficient	79	78	95	85
	% Advanced	39	38	71	60
	% Proficient	39	40	24	25
	% Basic	15	16	1	10
	% Below Basic	4	6	2	2
	% Far Below Basic	2	0	1	2
Asian	Number Tested	18	17	17	7
	Total % Proficient	72	82	94	100
	% Advanced	44	47	88	86
	% Proficient	28	35	6	14
	% Basic	22	12	0	0
	% Below Basic	6	6	0	0
	% Far Below Basic	0	0	6	0
Filipino	Number Tested	8	6	7	5
	Total % Proficient	75	67	86	100
	% Advanced	25	33	43	60
	% Proficient	50	33	43	40
	% Basic	25	33	0	0
	% Below Basic	0	0	14	0
	% Far Below Basic	0	0	0	0
Hispanic or Latino	Number Tested	13	8	6	9
	Total % Proficient	46	50	83	67
	% Advanced	15	38	67	33

* include all students

Willow Grove Elementary School
CA Standards Test by Proficiency Level for ELA
Spring 2009

		Gra de 2	Gra de 3	Gra de 4	Gra de 5
		2009	2009	2009	2009
Hispanic or Latino	% Proficient	31	13	17	33
	% Basic	31	38	0	22
	% Below Basic	8	13	17	0
	% Far Below Basic	15	0	0	11
White (not of Hispanic origin)	Number Tested	47	39	45	22
	Total % Proficient	91	85	98	86
	% Advanced	51	36	76	59
	% Proficient	40	49	22	27
	% Basic	6	10	2	9
	% Below Basic	2	5	0	5
	% Far Below Basic	0	0	0	0
English Learner	Number Tested	19	10	8	7
	Total % Proficient	63	40	75	86
	% Advanced	26	20	13	
	% Proficient	37	20	63	86
	% Basic	21	40	0	14
	% Below Basic	5	20	13	0
	% Far Below Basic	11	0	13	0

Willow Grove Elementary School
CA Standards Test by Proficiency Level for ELA
Spring 2009

		Gra de 2	Gra de 3	Gra de 4	Gra de 5
		2009	2009	2009	2009
Low Socio-Economic	Number Tested	13	10	12	12
	Total % Proficient	54	60	83	83
	% Advanced	15	30	67	33
	% Proficient	38	30	17	50
	% Basic	31	20	0	8
	% Below Basic	8	20	17	0
	% Far Below Basic	8	0	0	8
Special Ed	Number Tested	6	3	2	5
	Total % Proficient	33	33	0	60
	% Advanced		33		20
	% Proficient	33	0	0	40
	% Basic	50	33	50	20
	% Below Basic	17	33	50	0
	% Far Below Basic	0	0	0	20

Willow Grove Elementary School
CA Standards Test by Proficiency Level for Grade 5 Science
Spring 2009

		Gra de 5
		2009
All Students	Number Tested	47
	Total % Proficient	77
	% Advanced	36
	% Proficient	40
	% Basic	19
	% Below Basic	2
	% Far Below Basic	2
Asian	Number Tested	7
	Total % Proficient	100
	% Advanced	86
	% Proficient	14
	% Basic	0
	% Below Basic	0
	% Far Below Basic	0
Filipino	Number Tested	5
	Total % Proficient	80
	% Advanced	40
	% Proficient	40
	% Basic	20
	% Below Basic	0
	% Far Below Basic	0
Hispanic or Latino	Number Tested	8
	Total % Proficient	63
	% Advanced	25

* include all students

Willow Grove Elementary School
CA Standards Test by Proficiency Level for Grade 5 Science
Spring 2009

		Gra de 5
		2009
Hispanic or Latino	% Proficient	38
	% Basic	13
	% Below Basic	13
	% Far Below Basic	13
White (not of Hispanic origin)	Number Tested	22
	Total % Proficient	73
	% Advanced	23
	% Proficient	50
	% Basic	27
	% Below Basic	0
	% Far Below Basic	0
English Learner	Number Tested	7
	Total % Proficient	43
	% Advanced	
	% Proficient	43
	% Basic	43
	% Below Basic	0
	% Far Below Basic	14

Willow Grove Elementary School
CA Standards Test by Proficiency Level for Grade 5 Science
Spring 2009

		Gra de 5
		2009
Low Socio-Economic	Number Tested	12
	Total % Proficient	58
	% Advanced	25
	% Proficient	33
	% Basic	33
	% Below Basic	8
	% Far Below Basic	0
Special Ed	Number Tested	4
	Total % Proficient	50
	% Advanced	
	% Proficient	50
	% Basic	25
	% Below Basic	25
	% Far Below Basic	0

Willow Grove Elementary School
CA Standards Test by Proficiency Level for Math
Spring 2009

		Gra de 2	Gra de 3	Gra de 4	Gra de 5
		2009	2009	2009	2009
All Students	Number Tested	104	80	82	47
	Total % Proficient	79	90	90	81
	% Advanced		61	70	49
	% Proficient	24	29	21	32
	% Basic	13	9	6	13
	% Below Basic	5	1	4	4
	% Far Below Basic	1	0	0	2
Asian	Number Tested	18	17	17	7
	Total % Proficient	83	94	100	100
	% Advanced		65	94	71
	% Proficient	44	29	6	29
	% Basic	6	6	0	0
	% Below Basic	6	0	0	0
	% Far Below Basic	0	0	0	0
Filipino	Number Tested	8	6	7	5
	Total % Proficient	75	100	71	100
	% Advanced	63	50	43	100
	% Proficient	13	50	29	0
	% Basic	25	0	0	0
	% Below Basic	0	0	29	0
	% Far Below Basic	0	0	0	0
Hispanic or Latino	Number Tested	13	8	6	8
	Total % Proficient	69	88	83	63
	% Advanced	46	50	67	38

* include all students

Willow Grove Elementary School
CA Standards Test by Proficiency Level for Math
Spring 2009

		Gra de 2	Gra de 3	Gra de 4	Gra de 5
		2009	2009	2009	2009
Hispanic or Latino	% Proficient	23	38	17	25
	% Basic	0	13	0	25
	% Below Basic	23	0	17	0
	% Far Below Basic	8	0	0	13
White (not of Hispanic origin)	Number Tested	47	39	45	22
	Total % Proficient	89	90	91	77
	% Advanced	68	67	64	32
	% Proficient	21	23	27	45
	% Basic	9	10	9	18
	% Below Basic	2	0	0	5
	% Far Below Basic	0	0	0	0
English Learner	Number Tested	19	10	8	7
	Total % Proficient	74	80	50	57
	% Advanced	37	40	25	
	% Proficient	37	40	25	57
	% Basic	5	20	38	43
	% Below Basic	16	0	13	0
	% Far Below Basic	5	0	0	0

Willow Grove Elementary School
CA Standards Test by Proficiency Level for Math
Spring 2009

		Gra de 2	Gra de 3	Gra de 4	Gra de 5
		2009	2009	2009	2009
Low Socio-Economic	Number Tested	13	10	11	12
	Total % Proficient	46	80	64	67
	% Advanced	15	70	55	25
	% Proficient	31	10	9	42
	% Basic	38	20	18	17
	% Below Basic	8	0	18	8
	% Far Below Basic	8	0	0	8
Special Ed	Number Tested	6	4	2	4
	Total % Proficient	50	100	50	75
	% Advanced	33	75		25
	% Proficient	17	25	50	50
	% Basic	17	0	0	0
	% Below Basic	33	0	50	0
	% Far Below Basic	0	0	0	25

II.C. DATA ANALYSIS

[Note to sites: This section is structured to report the summative evaluation of your plan's effectiveness in terms of student performance. The purpose of the analysis is to identify strengths and gaps, using all of your most recent data reports, and then consider how the school can build on the strengths and address the gaps.]

PREVIOUS YEAR GOALS		Met	Not Met
School-wide SMART Goals:	<p>By June, 2009, Willow Grove Elementary School will enhance student achievement by building a school culture grounded in the five Roots of Willow Grove, as measured by:</p> <ul style="list-style-type: none"> • 90% parent spring survey satisfaction • 100% staff participation in collective commitments • alignment of grade level, schoolwide, PTA and Foundation goals to District goals. <p>The roots are:</p> <ul style="list-style-type: none"> • Professional Learning Community • College Readiness • State of the Art Technology • Cultural Proficiency • Rigor, Relevance and Relationships 	[X]	[]
ELL Goals:	By fall 2009, 70% of students at Willow Grove enrolled since fall of 2008 who are English Learners will have advanced one proficiency level on CELDT and will make progress on the CST in Language Arts.	[X]	[]
Student w/ Disabilities Goals:	By fall of 2009, 80% of students enrolled at Willow Grove who qualify for speech and other special education services at Willow Grove will meet or exceed their Individualized Educational Plan goal(s) academically and behaviorally.	[X]	[]
GATE Goals:	By June 2009, 90% of Willow Grove students who are currently identified GATE and have been enrolled at the school since fall of 2008 will meet or exceed their expected growth in Reading, as measured by the District MAPs testing.	[X]	[]

PREVIOUS YEAR GOALS		Met	Not Met
Additional Goals:	<ul style="list-style-type: none"> Kindergarten Reading Goal: By June 2009, 80% of kindergarten students enrolled at Willow Grove since fall 2008 will pass a Running Record level 6. 	[X]	[]
	<ul style="list-style-type: none"> First Grade Reading Goal: By June 2009, 95% of first grade students enrolled at Willow Grove since fall of 2008 will be able to answer who, what, where and why questions with 80% accuracy as measured by observations, whole group reading and running records. 	[X]	[]
	<ul style="list-style-type: none"> Second Grade Reading Goal: By June 2009, 80% of all second grade students enrolled at Willow Grove since fall 2008 will score a 192 or better on the Spring MAPs Reading assessment. 	[]	[X]
	<ul style="list-style-type: none"> Third Grade Reading Goal: By June 2009 80% of all third grade students enrolled at Willow Grove since fall 2008 will meet or exceed their MAP expected average growth in reading according the the MAPs Expected Average Growth Chart. 	[]	[X]
	<ul style="list-style-type: none"> Fourth grade reading goal(s): By June 2009, 80% of fourth grade students enrolled at Willow Grove since fall 2008 will reach the target RIT score of 211 on the reading component of the MAP test. By June 2009, 85% of fourth grade students will meet their targeted optimal growth on RIT scores on the reading component of the MAP test. 	[]	[X]
	<ul style="list-style-type: none"> Fifth grade reading goals(s): By June 2009, 80% of fifth grade students enrolled at Willow Grove since fall 2008 will reach the target RIT score of 217 on the reading component of the MAP test. 85% of fifth grade students will meet their targeted optimal growth on RIT scores on the reading component of the MAP test. 	[]	[X]

GOALS MET AND SCHOOL-WIDE AREAS OF STRENGTH

Finding (Evidence / Fact)	Data Source (Report or Measure)	Possible Reasons/Contributing Factors	Possible Next Steps
Schoolwide Goal - 85% WGES students in grades 2-5 were proficient or better on 2009 CST in ELA	CST	<ul style="list-style-type: none"> • High quality instruction in classrooms • Fidelity to district core curriculum in language arts • Learning is differentiated in every classroom in grade PreK-5 per reading and writing instruction • Frequent monitoring of student progress using common assessments at each grade level • Highly collaborative staff that plans and implements instructional activities aligned to state standards • Administration protects collaborative time for teachers and learning time for students 	<ul style="list-style-type: none"> • Use tools from National Staff Development Council Learning School Alliance to embed professional learning into daily practice • Continue to focus on the 5 roots of Willow Grove and contributing factors • Identify demographic groups needing additional supports and provide resources for those students and families
Schoolwide Goal - Build a school culture grounded in the five Roots of Willow Grove	Spring Parent Survey	<ul style="list-style-type: none"> • Highly supportive parent community • Establishment of strong PTA and Educational Foundation • Successful Parent Nights with strong attendance • Commitment from staff to create a welcoming environment • Continue to use effective communication strategies such as weekly phone/email messages, marquee, etc... 	<ul style="list-style-type: none"> • Hold true to the Willow Grove Mission and Vision • Celebrate successes of the first year of school • Continue to build relationships with PTA and Educational Foundation • Continue to measure parent satisfaction through parent surveys
Kindergarten Reading Goal	Running Records	<ul style="list-style-type: none"> • Daily instruction and practice • Reinforcement of reading at home • Use of a variety of reading practices • Use of impact teacher to support struggling readers 	<ul style="list-style-type: none"> • Continue to implement effective daily practices • Tap into Teacher Expertise using the Teacher Resource List

GOALS NOT MET AND SCHOOL-WIDE AREAS OF NEED

Finding (Evidence / Fact)	Data Source (Report or Measure)	Possible Reasons/Contributing Factors	Possible Next Steps
69%, not 80% of second graders met the score of 192 or better	Spring MAPs	<ul style="list-style-type: none"> • Staff and student adjustment to a new campus, new curriculum, new community, and new technology • As a first year school, all data collected provided base line data for us. 	<ul style="list-style-type: none"> • Continue to focus and collaborate on reinforcing academic vocabulary with students • Teachers discuss discrepancies between the MAPs and CST correlations • Continue to drive goal setting and subsequent actions plans • Continue to focus on demographic groups of students needing support • Close monitoring of student progress and achievement • Instruct students on test-taking strategies
53% of 3rd grade students met or exceeded their expected growth, not 80%	Spring MAPs	<ul style="list-style-type: none"> • Staff and student adjustment to a new campus, new curriculum, new community, and new technology • As a first year school, all data collected provided base line data for us. 	<ul style="list-style-type: none"> • Continue to focus and collaborate on reinforcing academic vocabulary with students • Teachers discuss discrepancies between the MAPs and CST correlations • Continue to drive goal setting and subsequent actions plans • Continue to focus on demographic groups of students needing support • Review data in specific strands of MAP testing in curricular areas to identify areas of need
69% met RIT 211, not 80% of 4th grade student	Spring MAPs	<ul style="list-style-type: none"> • Staff and student adjustment to a new campus, new curriculum, new community, and new technology • As a first year school, all data collected provided base line data for us. 	<ul style="list-style-type: none"> • Continue to focus and collaborate on reinforcing academic vocabulary with students • Teachers discuss discrepancies between the MAPs and CST correlations • Continue to drive goal setting and subsequent actions plans • Continue to focus on demographic groups of students needing support • Review data in specific strands of MAP testing in curricular areas to identify areas of need

GOALS NOT MET AND SCHOOL-WIDE AREAS OF NEED

Finding (Evidence / Fact)	Data Source (Report or Measure)	Possible Reasons/Contributing Factors	Possible Next Steps
69% met RIT 217, not 80% of 5th grade students	Spring MAPs	<ul style="list-style-type: none"> • Staff and student adjustment to a new campus, new curriculum, new community, and new technology • As a first year school, all data collected provided base line data for us. 	<ul style="list-style-type: none"> • Continue to focus and collaborate on reinforcing academic vocabulary with students • Teachers discuss discrepancies between the MAPs and CST correlations • Continue to drive goal setting and subsequent actions plans • Continue to focus on demographic groups of students needing support • Review data in specific strands of MAP testing in curricular areas to identify areas of need

III. TEACHING AND LEARNING

What are we doing to ensure students are on track to graduate college-ready?

III.A. SITE-BASED LITERACY PLAN – Part 1

<p>Site Initiative(s) / Organizational Direction(s) to receive overall focus in this plan:</p> <ul style="list-style-type: none"> • Learning School Alliance - Membership of the staff to the National Staff Development Council's, professional development program • Five Roots of Willow Grove, including Professional Learning Community, College Readiness, The 3 R's, State of the Art Technology, and Cultural Proficiency • Use of Professional Learning Time, Alternative Review Process, and Teaching and Learning Cooperatives (TLCs), to host book studies, action research, and refine practice • 100% staff participation in collective commitment committees to further the work of continuous site improvement
<p>Overall School-wide SMART Goal: (SMART = Strategic, Measurable, Attainable, Results Oriented, Time Specific) By June of 2010, 90% of Willow Grove students in grades 2-5 will be proficient or better on the English Language Arts section of the CST.</p>

SUB GROUP	SUBGROUP GOAL(S)	AUXILIARY SERVICES / PRACTICES TO SUPPORT GOALS
English Learners (required)	85% of ELL students will advance one performance level of the CELDT.	<ul style="list-style-type: none"> • Implementation of Raz Kids software • Use of Impact teachers for Avenues instruction with training and support for implementation • ELL aide will provide support for beginning and early intermediate students in grades 2-5 • Grade level resource kits provided
Students with Disabilities (required)	By June 2010, 80% of all students with Individualized Education Plans will have met academic and communication goals.	<ul style="list-style-type: none"> • Work closely with general education staff to support students with special needs • Establish mainstreaming and reverse mainstreaming opportunities across grades and content areas • Include parents as integral members of the IEP team • Pilot blended model of RSP instruction in grade 4 • Provide collaboration opportunities for general education and special education staff

SUB GROUP	SUBGROUP GOAL(S)	AUXILIARY SERVICES / PRACTICES TO SUPPORT GOALS
GATE (required)	100% of GATE students will score advanced on the spring CST in both ELA and Math	<ul style="list-style-type: none"> • Differentiate instruction in the classroom • Access to district TLC training for GATE teachers • Parent Education Night in supporting students for academic success at home • Access to work contracts for advanced students • Computer software programs to enrich curriculum
Educationally Disadvantaged or Title I Students (required)	80% of Educationally Disadvantaged students will score proficient or better on the 2010 CST in ELA.	<ul style="list-style-type: none"> • Field trips to connect realworld and classroom experiences • Funding support through PTA grants and donations • Teacher commitment to the success of every child • Differentiated instruction to meet the needs of all students
Additional goal(s) (optional)	<ul style="list-style-type: none"> • 80% of all kindergarten students will read at a Running Record level 6 by the end of trimester 3. • 80% of all kindergarten students will score 6 or above on grade level writing assessment by the end of trimester 3. • 100% of all first grade students will improve reading comprehension skills as measured by 80% performance on weekly comprehension quizzes taken through Razz Kids. • 90% of 2nd grade students will read at a HM Level M or above by June of 2010. • 80% of 3rd graders will meet their expectant growth target in Spring 2010 on Reading MAPs • On Spring 2010 report, 80% of 4th grade students will score 211 or above in the Word Analysis and Vocabulary Development goal of the MAP Reading Test. • On Spring 2010 report, 90% of 5th grade students will score a 216 or better on the Literal Comprehension goals of the MAP Reading Test. 	<ul style="list-style-type: none"> • Grade levels developed educational goals • Implementation of effective reading instruction strategies such as guided reading groups and computer software programs • Implementation of a grade level 6 - meeting cycle to review student performance towards goals • Shared responsibility for student learning within grade levels and across grades • Use of research and standards- based curriculum • Impact teachers support students in reading

III.A. SITE-BASED LITERACY PLAN – Part 2 (Schoolwide)

Tasks that follow are aligned with the data analysis in the previous section, district vision, and SMART goals and site initiatives/organizational directions listed in Part I. In addition, tasks show:

- Alignment of instruction, strategies, materials, and assessment for learning – to content standards
- Research-based instructional strategies
- Responsiveness to needs of struggling, as well as high-performing, students
- Avoidance of isolation or segregation of student subgroups

FORMING 1st TRIMESTER TASKS	IMPLEMENTING 2nd TRIMESTER TASKS	EVALUATING AND RECOMMENDING 3rd TRIMESTER (and beyond) TASKS
<p>Professional Learning Community</p> <ul style="list-style-type: none"> • Participate in webinars and discussion boards of Learning School Alliance • Complete Standards Assessment Inventory for Learning School Alliance (SAI) • Continue to meet with an established schedule including whole staff, grade level, and vertical teams • Establish Alternative Review topics for professional growth as a site • Reconvene Professional Learning Facilitators (PLF) • Celebrate the successes of our first year and identify grade level goals and action plans 	<p>Professional Learning Community</p> <ul style="list-style-type: none"> • Participate in LSA monthly webinars and discussion boards • Professional Learning Facilitators (PLF) review data from SAI and develop action plan for professional growth. • PLF serve as liaison between grade level teams and administration regarding topics discussed at meetings • Staff participation in Teaching with Love and Logic book study group as Alternative Review process • Implement grade level action plans to support student achievement towards grade level goals, using the 6 meeting cycle • Support staff so that they can observe each other in the classroom and debrief what was observed during built-in grade level times 	<p>Professional Learning Community</p> <ul style="list-style-type: none"> • Implement and evaluate professional growth action plan developed from SAI. • Participate in and evaluate the online LSA webinars and discussion board. • Represent WG at NSDC annual conference. • Evaluate and adjust as necessary the PL schedule for the following school year • Staff in book study group, Alternative Review, recommend positive behavior plan for all students • Evaluate progress towards grade level and educator goals, and also evaluate the 6 meeting cycle

<p align="center">FORMING 1st TRIMESTER TASKS</p>	<p align="center">IMPLEMENTING 2nd TRIMESTER TASKS</p>	<p align="center">EVALUATING AND RECOMMENDING 3rd TRIMESTER (and beyond) TASKS</p>
<p>College Readiness</p> <ul style="list-style-type: none"> Determine committee to expand school-wide efforts on college readiness efforts Identify academic vocabulary across the grades to implement with students in classrooms Collaborate with PTA to identify ways to create partnerships with universities and other post secondary organizations Use standards-based curriculum and attend to gaps in student achievement towards meeting or exceeding those standards, such as Write Traits, Lucy Calkins, and Write Source Expand Reading Recovery strategies for use across primary grades <p>Rigor, Relevance, Relationships</p> <ul style="list-style-type: none"> Rtl and SST teams plan and present to staff on 3 Tiers for academic support for all students, and referral process Form SST teams and begin to meet Alternative Review group forms to read "Teaching With Love and Logic" for the purpose of making recommendations about positive student behavior on campus Principal works with staff to identify students at risk and develop Individualized Learning Plans for each (ILP) Grade levels develop goals for students and their team, along with action plans Participate in Learning School Alliance Use Impact teachers to support students in reading Use PUSD reading resources online 	<p>College Readiness</p> <ul style="list-style-type: none"> Introduce/reinforce academic vocabulary to students across the grades Display banners from post secondary organizations around campus Work with resources to support students in demographic groups who are underserved via Individualized Learning Plans (ILP) Use Impact teachers, funded by the Educational Foundation, to support students Communicate with parents so that they can support students with academics at home using online resources or guided comprehension questions Develop Teacher Resource List so that teachers can seek out opportunities for increased instructional strategies among colleagues <p>Rigor, Relevance, Relationships</p> <ul style="list-style-type: none"> SST teams meet with parents and staff to develop action plans to support students academically, socially and emotionally Revisit and update SST action plans of interventions every 6 weeks Alternative Review group continues to read the book and discuss case studies, strategies and possible recommendations for positive behavior on campus Principal continues to discuss action plans for students at risk with appropriate staff members Implement Grade level meeting cycle from Learning School Alliance Foster ongoing relationships with parent organizations Continue to use Impact to support reading instruction 	<p>College Readiness</p> <ul style="list-style-type: none"> Evaluate effectiveness of efforts to boost college readiness awareness on site Review progress of students on ILPs Evaluate progress of students who received Impact instruction Evaluate use of online resources <p>Rigor, Relevance, Relationships</p> <ul style="list-style-type: none"> SST reviews process for referrals and summarizes successes or problems from the past year Alternative Review group proposes a model for a positive behavior support plan on site Principal meets with staff to decide on interventions for students still at risk Review data from Impact teachers on progress of students they worked with

<p align="center">FORMING 1st TRIMESTER TASKS</p>	<p align="center">IMPLEMENTING 2nd TRIMESTER TASKS</p>	<p align="center">EVALUATING AND RECOMMENDING 3rd TRIMESTER (and beyond) TASKS</p>
<p>State of the Art Technology</p> <ul style="list-style-type: none"> • Form technology committee to develop MAP testing schedule, computer lab schedule and necessary training for staff for the year with technology tools • Provide TLC trainings or other on site sessions on the Promethean Board, docu-cameras, software programs, etc... • Work with Foundation to consider the addition of Compass Learning, Language Arts, to the site • Participate in National Staff Development Council's professional development sessions for Learning School Alliance via webinars and discussion boards • Students access technology tools for learning <p>Cultural Proficiency</p> <ul style="list-style-type: none"> • Work with PLC Facilitators to establish groups for book study and TLC participation/facilitation, using <u>Culturally Proficient Instruction</u>. • Begin book study and TLC group on CP book • Host a culturally proficient fall parade in October • Embrace students, staff and families of Critical Skills classes 	<p>State of the Art Technology</p> <ul style="list-style-type: none"> • Teachers use technology tools for instructional purposes, including webinars, live author chats, interactive lessons and more, with students • Staff continues to train on technology offerings, using feedback to determine needs • Post documents on NSDC Learning School Alliance discussion board with comments • Purchase, train and implement Compass Learning, language Arts <p>Cultural Proficiency</p> <ul style="list-style-type: none"> • Book study groups and TLC continue to meet to read/discuss <u>CP Instruction</u> book • Implement 2 lessons if participating in CP TLC • Make decision on site using the lens of a culturally proficient school • Host Kids on the Block Assembly for students that addresses how to manage differences among peers • Provide mainstreaming opportunities for students in Critical Skills classes • Pilot blended model in grade 4 for RSP students 	<p>State of the Art Technology</p> <ul style="list-style-type: none"> • Celebrate the continued exposure students have via the technology available on site • Determine additional site needs about technology equipment and/or software • Complete the Standards Assessment Inventory from NSDC learning School Alliance on-line in spring • Review effectiveness of Compass Learning to report back to the Foundation, and consider bringing on Compass Learning, math software for the next school year <p>Cultural Proficiency</p> <ul style="list-style-type: none"> • Conclude book study and TLC group work using <u>CP Instruction</u> book, making recommendations to whole staff • Evaluate models for the blended RSP and mainstreaming models

How will implementation of tasks be measured?

<p>Professional Learning Community</p> <ul style="list-style-type: none"> • Conduct on line survey to check on pace of work with teachers. Review with PLC Facilitators • PLC schedule <p>College Readiness</p> <ul style="list-style-type: none"> • Review of student progress, especially for those in target demographic groups • IMPACT teacher data reports • MAP data • Parents trained to support small reading groups <p>Rigor, Relevance, Relationships</p> <ul style="list-style-type: none"> • Meeting dates for TLC on <u>Teaching with Love and Logic</u> • SST minutes • ILPs • Grade level action plans <p>State of the Art Technology</p> <ul style="list-style-type: none"> • Schedules for MAP and computer lab • Schedule for TLC on Promethean Boards • Schedule for LSA webinars <p>Cultural Proficiency</p> <ul style="list-style-type: none"> • Schedule for TLC and book study on <u>CP Instruction</u> 	<p>Professional Learning Community</p> <ul style="list-style-type: none"> • Discuss and adjust work on the 5 roots of WGES based on staff feedback from survey • SAI data and action plan <p>College Readiness</p> <ul style="list-style-type: none"> • Ongoing review of student data • SST minutes • MAP data <p>Rigor, Relevance, Relationships</p> <ul style="list-style-type: none"> • Grade level action plans • SST minutes • ILPs <p>State of the Art Technology</p> <ul style="list-style-type: none"> • Use of interactive technology for instruction • Postings on LSA discussion board • Purchase of Compass Learning <p>Cultural Proficiency</p> <ul style="list-style-type: none"> • Observation of mainstreaming and blended model lessons 	<p>Professional Learning Community</p> <ul style="list-style-type: none"> • Survey staff on PLC schedule and make adjustments based on feedback for PLC schedule for 2010-11 <p>College Readiness</p> <ul style="list-style-type: none"> • SST minutes • ILP review • MAP data <p>Rigor, Relevance, Relationships</p> <ul style="list-style-type: none"> • Recommendations from TLC on Teaching with Love and Logic • Progress check on grade level action plans <p>State of the Art Technology</p> <ul style="list-style-type: none"> • Teacher completion of TLC on Promethean Board • Staff trained on Compass Learning <p>Cultural Proficiency</p> <ul style="list-style-type: none"> • Evidence of use of the 4 tools of Cultural Proficiency by staff • Recommendations for increased efforts to be culturally proficient
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III.A. SITE-BASED LITERACY PLAN – Part 2 (English Learners)

Note: This page is only required for significant subgroups that are underperforming. If unsure, discuss with Assistant Superintendent/Supervisor.

FORMING 1st TRIMESTER TASKS	IMPLEMENTING 2nd TRIMESTER TASKS	EVALUATING AND RECOMMENDING 3rd TRIMESTER (and beyond) TASKS
<ul style="list-style-type: none"> • Complete CELDT testing as needed • Increase resources for staff to use with EL students • Host parent meetings to inform about EL Program and site plan • Include Avenues instruction using IMPACT teachers when appropriate 	<ul style="list-style-type: none"> • EL coordinator to provide training and/or communicate information on EL program and site plan to staff • Develop Individualized Learning Plans for EL students at risk • Review EL student progress with principal and teacher(s) 	<ul style="list-style-type: none"> • EL coordinator and principal to meet and discuss site needs and resources to support EL students • identify technology supports for EL students

How will implementation of tasks be measured?		
<ul style="list-style-type: none"> • EL student data demonstrates progress • IMPACT and or Avenues schedules 	<ul style="list-style-type: none"> • Resources provided to staff as needed • ILPs 	<ul style="list-style-type: none"> • Student progress reports

III.A. SITE-BASED LITERACY PLAN – Part 2 (Students with Disabilities)

Note: This page is only required for significant subgroups that are underperforming. If unsure, discuss with Assistant Superintendent/Supervisor.

<p align="center">FORMING 1st TRIMESTER TASKS</p>	<p align="center">IMPLEMENTING 2nd TRIMESTER TASKS</p>	<p align="center">EVALUATING AND RECOMMENDING 3rd TRIMESTER (and beyond) TASKS</p>
<ul style="list-style-type: none"> • Pilot a blended model for resource support within the classroom setting in grade 4 • Special Ed/RtI and SST teams train staff on Response to Intervention model at WGES, including protocols and examples of tiered support • Staff works with families of students with IEP's to determine best strategies to support student success towards IAP goals • Include special education staff in collective commitment committees 	<ul style="list-style-type: none"> • Continue the blended model in grade 4 with resource teacher and general education teacher • SST team meets to review action plans for students needing to move into special education interventions • Continue to meet with families to provide support for students with IEPs • Involve special education staff with school-wide committees 	<ul style="list-style-type: none"> • Evaluate effectiveness of the blended model for resource support and consider expansion in 2010-11 • Continue to include special education staff in collective commitment committees in 2010-11

<p align="center">How will implementation of tasks be measured?</p>		
<ul style="list-style-type: none"> • Teacher observations • Student progress towards IEP goals and other measures 	<ul style="list-style-type: none"> • Teacher observations • Student progress towards IEP goals and other measures 	<ul style="list-style-type: none"> • Teacher input on blended model and consideration for expansion • Student progress towards IEP, and other measures • Parent feedback

III.A. SITE-BASED LITERACY PLAN – Part 2 (GATE Students)

Note: This page is only required for significant subgroups that are underperforming. If unsure, discuss with Assistant Superintendent/Supervisor.

<p align="center">FORMING 1st TRIMESTER TASKS</p>	<p align="center">IMPLEMENTING 2nd TRIMESTER TASKS</p>	<p align="center">EVALUATING AND RECOMMENDING 3rd TRIMESTER (and beyond) TASKS</p>			
<ul style="list-style-type: none"> • GATE coordinators serve as resources for all staff working with GATE students • Facilitate testing process for gifted students according to District guidelines to identify students meeting qualification criteria 	<ul style="list-style-type: none"> • Use existing curricula resources to differentiate instruction for students meeting standards, such as contracts • Principal works with staff to provide resources for students exceeding standards 	<ul style="list-style-type: none"> • Evaluate effectiveness of GATE program, given lack of funding resources this year 			
<p align="center">How will implementation of tasks be measured?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">Student progress as measured by teacher observations, MAP and other assessments</td> <td style="width: 33%; padding: 5px;">Student progress as measured by teacher observations, MAP and other assessments</td> <td style="width: 33%; padding: 5px;">Student progress as measured by teacher observations, MAP and other assessments</td> </tr> </table>			Student progress as measured by teacher observations, MAP and other assessments	Student progress as measured by teacher observations, MAP and other assessments	Student progress as measured by teacher observations, MAP and other assessments
Student progress as measured by teacher observations, MAP and other assessments	Student progress as measured by teacher observations, MAP and other assessments	Student progress as measured by teacher observations, MAP and other assessments			

III.A. SITE-BASED LITERACY PLAN – Part 2 (Educationally Disadvantaged)

Note: This page is only required for significant subgroups that are underperforming. If unsure, discuss with Assistant Superintendent/Supervisor.

<p align="center">FORMING 1st TRIMESTER TASKS</p>	<p align="center">IMPLEMENTING 2nd TRIMESTER TASKS</p>	<p align="center">EVALUATING AND RECOMMENDING 3rd TRIMESTER (and beyond) TASKS</p>			
<ul style="list-style-type: none"> • Work with staff to provide academic vocabulary development to students • Ensure access to curricula for students with limited prior knowledge or life experiences • Make decisions using a culturally proficient lens so all students have access to curricula • Work with community resources to ensure housing, scholarships and other needs for families 	<ul style="list-style-type: none"> • Offer a parent education night for the families of upper elementary students to assist parents in developing good work habits, responsibility and school success • Work with PTA and Foundation to ensure financial support for families in need • Work with Student Council to take on projects such as Toys for Tots, Adopt a Family and the SD Food Drive 	<ul style="list-style-type: none"> • Evaluate ways in which staff and the community have responded to support our families in need throughout the year • Celebrate the development of community • Close monitoring of student progress 			
<p align="center">How will implementation of tasks be measured?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="86 716 720 904"> <ul style="list-style-type: none"> • Participation in school events by many families from various backgrounds • Student progress as measured by classroom and formalized testing </td> <td data-bbox="720 716 1354 904"> <ul style="list-style-type: none"> • High participation in community aid projects • Student progress as measured by classroom and formalized testing </td> <td data-bbox="1354 716 1990 904"> <ul style="list-style-type: none"> • Parent satisfaction on spring survey • Student achievement as measured by state and classroom assessments </td> </tr> </table>			<ul style="list-style-type: none"> • Participation in school events by many families from various backgrounds • Student progress as measured by classroom and formalized testing 	<ul style="list-style-type: none"> • High participation in community aid projects • Student progress as measured by classroom and formalized testing 	<ul style="list-style-type: none"> • Parent satisfaction on spring survey • Student achievement as measured by state and classroom assessments
<ul style="list-style-type: none"> • Participation in school events by many families from various backgrounds • Student progress as measured by classroom and formalized testing 	<ul style="list-style-type: none"> • High participation in community aid projects • Student progress as measured by classroom and formalized testing 	<ul style="list-style-type: none"> • Parent satisfaction on spring survey • Student achievement as measured by state and classroom assessments 			

III.A. SITE-BASED LITERACY PLAN – Part 2 (Additional Subgroup)

Note: This page is only required for significant subgroups that are underperforming. If unsure, discuss with Assistant Superintendent/Supervisor.

<u>FORMING</u> 1st TRIMESTER TASKS	<u>IMPLEMENTING</u> 2nd TRIMESTER TASKS	<u>EVALUATING AND RECOMMENDING</u> 3rd TRIMESTER (and beyond) TASKS

How will implementation of tasks be measured?		

III.A. SITE-BASED LITERACY PLAN – Part 3 (Schoolwide)

CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP		
Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
<ul style="list-style-type: none"> Professional Learning time built into teacher work day. Collective Commitment Committees focused on the 5 roots of WGES Options for TLC or Alternative Performance Review participation Use of National Staff Development Council's Learning School Alliance protocols and resources <ul style="list-style-type: none"> Provide training to Professional Learning Facilitators on how to lead team meetings. Professional Time built into work day. Training and Use of DuFour's PLC strategies. Participation in National Staff Development Council Learning School Alliance webinars and use of protocols <ul style="list-style-type: none"> Staff professional learning calendar Collaboration with parent volunteers <ul style="list-style-type: none"> Use of TLC and Alternative Review models for training and support Funding District technology systems and support Personnel Compass Learning <ul style="list-style-type: none"> Use of Professional Learning time to roll out RtI information and Math Adoption support Participation in District Math Trainings 	<ul style="list-style-type: none"> Parent Education Night with feedback Collaboration with PTA Newsletters, conferences, weekly school messages Parent Teacher conferences online resources, such as Compass Learning and RazzKids <ul style="list-style-type: none"> Parent Teacher Conferences On-line resources for curriculum Principal Coffees Back to School Night Open House <ul style="list-style-type: none"> Communication systems such as website, newsletter, Connect-Ed <ul style="list-style-type: none"> Use of on-line resources MAP and RCM data reports Compass Learning <ul style="list-style-type: none"> Parent education night(s) Math resource on-line Inclusion of parent volunteers into school events 	<ul style="list-style-type: none"> O! Ambassadors participation Character Counts! Student Council Safety Patrol Goal setting using MAP data or other measures Online resources such as Razzkids and Compass Learning <ul style="list-style-type: none"> Student goal-setting based on data Use of technology to support learning <ul style="list-style-type: none"> Use of Character Counts agenda in grades 3 - 5. Assistance with goal setting for learning. Increased ownership for learning. <ul style="list-style-type: none"> Use of on-line resources Training on use of advanced technology, such as Promethean Boards and Compass Learning. <ul style="list-style-type: none"> Student goal setting Participation in Science Night, Science Day and Celebrate Diversity Week

CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP

Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
<ul style="list-style-type: none"> • Professional Learning time embedded into work day • Collective Commitments Committees • Professional trainings on Rick Du Four's and Learning School Alliance student achievement focus 	<ul style="list-style-type: none"> • Representation of school site council • Foundation support for Impact teacher • PTA and Educational Foundation supports 	<ul style="list-style-type: none"> • Participation in Impact or Morning Reading program

III.B. LEVEL TRANSITIONS (Title I Schools Only)

IV.A. SAFE AND SUPPORTIVE SCHOOLS - SCHOOLWIDE BEHAVIORAL SUPPORT PLAN

Willow Grove is developing a positive behavior support plan in accordance with statues of the State of California and the PUSD rules of discipline, which parents annually receive. Teachers go over school wide rules with students at the beginning of the year using teacher generated lessons with common language and expectations. The Principal meets with all students in an assembly at the beginning of the school year to address the rules, targeting zero tolerance in grades 4 and 5. We have a student services specialist on campus 15 hours a week who provides assistance with playground activities during recess and lunch. The student services specialist provides developmental, preventative and responsive guidance and counseling activities as needed. They also serve as a resource for guidance issues. A character program has been established to remind students of desirable traits to use when making decisions for actions and words. Students are recognized with Willow Grove Character Cards for making good decisions and reminded about rules through Willow Warnings. We employ four trained noon duty supervisors to assure student safety at lunch and recess. Teachers also supervise students during the recess. Willow Grove staff is vigilant and adamant in preserving a safe, respectful campus climate. Teachers provide supervision before and after school. Low level aggressive behavior is acknowledged, sanctions are respectfully administered and student behavior is redirected and monitored in a positive direction.

IV.B. SAFE AND SUPPORTIVE SCHOOLS - DRUG ABUSE EDUCATION PLAN

All schools in the PUSD implement the Too Good for Drugs Tobacco, Drugs and Alcohol prevention program, which is designed around specific lessons in five components: Goal Setting, Decision Making, Bonding with Others, Identifying and Managing Emotions, and Communicating Effectively.

Program	Grade Level(s)	Minutes
Too Good for Drugs	K-5	300 minutes
Red Ribbon Week	K - 5	100 minutes
Kids On The Block Assembly	K-5	60 minutes

V.A. FUNDING AND GOVERNANCE – PROGRAMS/FUNDS INCLUDED IN THE SPSA

STATE/FEDERAL PROGRAMS	SITE ALLOCATION (IF APPLICABLE)
Title I	
Title I – Parent Involvement	
ELAP: English Language Acquisition Program (Grades 4-8 only)	\$1,699
EIA-EL: Economic Impact Aid - English Learners	\$3,720
EIA-SCE: Economic Impact Aid - State Compensatory Education	

V.B. FUNDING AND GOVERNANCE - CENTRALIZED SERVICES

Centralized Services, in the forms of administrative support and instructional support/professional development, are performed by the district office in support of school sites. These may include:

- Assessment, monitoring, and reporting services
- English language proficiency testing
- Staff development / training
- Salaries for teachers, instructional assistants, tutors
- Instructional materials purchase and implementation support
- Intervention programs
- Other services, as appropriate for school site support

Program	Budgeted Amount	Percentage of Total District Allocation	Centralized Services (Description Below)
Title I	\$307,092	11.4%	Required Indirect Costs, administration, data support, staff development
Title I Parent Involvement	\$4,000	11.6%	Required Indirect Costs, districtwide parent involvement
English Learner Acquisition Program (ELAP)	\$5,940	4.5%	Required Indirect Costs
EIA - LEP	\$1,143,013	64.5%	Required Indirect Costs, administration, Instructional Assistants, Site Coordinators, data support, certificated and classified EL staff development, decrease class size, ELD texts
EIA - SCE	\$310,706	17.5%	Required Indirect Costs, administration, AVID Tutors, staff development, district summer school for at-risk students, decrease class size, site allocations (as determined by remaining funds)

SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ongoing	Cindy De Clercq	<i>Cindy De Clercq</i>	1/13/10
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	June 2011	Courtney Georggin	<i>Courtney Georggin</i>	1-14-10
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	June 2011	Marcy Golden	<i>Marcy Golden</i>	1/19/10
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	June 2010	Kelly Eveleth	<i>Kelly Eveleth</i>	1/13/10
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	June 2010	Pat West	<i>Pat West</i>	1-13-10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	June 2011	Karen Reinecke	<i>Karen Reinecke</i>	1-13-10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	June 2011	Patrick Gorman	<i>Patrick Gorman</i>	1-13-10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	June 2010	Lynn Lorimer	<i>Lynn Lorimer</i>	1-13-10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	June 2010	Deena Engler	<i>Deena Engler</i>	1-13-10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	June 2011	Sandra Sutton - DAC rep	<i>Sandra Sutton</i>	1-13-10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
1	3	1	5		TOTALS (total of columns 1-3 must be equal to the total of columns 4 and 5)			

This SPSA was approved and adopted by the School Site Council on: 1/13/10

Willow Grove Elementary

Advisory Committee	Chairperson / Representative Name	Signature	Date
English Learner	Melissa Gioia	<i>Melissa Gioia</i>	
Special Education	Donna Relieve	<i>Donna Relieve</i>	01-12-2010
Title I (if applicable)			
Library	Valerie Gall	<i>Valerie Gall</i>	1-15-10

V.D. BUDGET DEVELOPMENT FORM

SITE: Willow Grove Elementary School
 PROGRAM: ELAP (Grades 4-8 only)
 RESOURCE NUMBER: 6286-000

Budget Summary for ELAP (Grades 4-8 only)

2009 ENTITLEMENT:	\$1,699	AMOUNT PER STUDENT:	\$
PLUS CARRYOVER:	\$0	# OF STUDENTS:	
TOTAL SITE BUDGET:	\$1,699	TOTAL ENTITLEMENT:	\$1,699

OBJECT	BUDGETED EXPENDITURES					GRAND TOTAL
	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	
1100-014: TEACHER HOURLY	\$500	\$	\$	\$	\$	\$500.00
2400-014: CLERICAL HOURLY	\$500	\$	\$	\$	\$	\$500.00
4300-010: SUPPLIES	\$699	\$	\$	\$	\$	\$699.00
	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$
TOTAL SITE BUDGET: \$1699.00	\$	\$	\$	\$	\$	\$1699.00

1000 CERTIFICATED SALARIES
 1100-010 TEACHER'S SAL. REGULAR
 1100-012 TEACHER SUB
 1100-014 TEACHER HOURLY
 1900-010 OTHER CERTIFICATED REGULAR
 1900-014 OTHER CERTIFICATED HOURLY

3000 EMPLOYEE BENEFITS
 3111-000 STRS – CERTIFICATED
 3212-000 PERS – CLASSIFIED
 3222-000 PERS Pickup – CLASSIFIED
 3312-000 FICA – CLASSIFIED
 3321-000 MEDICARE – CERTIFICATED
 3322-000 MEDICARE - CLASSIFIED
 3331-000 PARS - CERTIFICATED
 3332-000 PARS – CLASSIFIED
 3401-000 HEALTH-CERTIFICATED
 3402-000 HEALTH-CLASSIFIED
 3501-000 UNEMPLOYMENT INS – CERTIFICATED
 3502-000 UNEMPLOYMENT INS – CLASSIFIED
 3601-000 WORKERS COMP INS – CERTIFICATED
 3602-000 WORKERS COMP INS - CLASSIFIED
 3802-000 PERS Recapture - CLASSIFIED

4000 BOOKS AND SUPPLIES
 4100-010 TEXTBOOKS
 4200-010 OTHER BOOKS
 4300-010 SUPPLIES
 4300-011 SUBSCRIPTIONS
 4300-018 SOFTWARE
5000 CONTRACTED SERVICES
 5200-010 CONFERENCE EXPENSE
 5200-011 TRAINING EXPENSE
 5200-020 MILEAGE EXPENSE
 5600-041 MAINTENANCE CONTRACTS
 5710-012 PUBLICATIONS
 5710-130 STUDY TRIPS
 5800-015 PROFESSIONAL SERVICES
 5800-086 OTHER SERVICES

6000 CAPITAL OUTLAY
 6400-030 COMP HARDWARE UNDER \$500
 6400-031 COMP HARDWARE \$500 AND OVER
 6400-090 EQUIPMENT UNDER \$500
 6400-091 EQUIPMENT \$500 AND OVER

V.D. BUDGET DEVELOPMENT FORM

SITE: Willow Grove Elementary School
 PROGRAM: EIA - Economic Impact Aid (English Learners)
 RESOURCE NUMBER: 7091-000

Budget Summary for EIA - Economic Impact Aid (English Learners)

2009 ENTITLEMENT:	\$3,720	AMOUNT PER STUDENT:	\$
PLUS CARRYOVER:	\$689	# OF STUDENTS:	
TOTAL SITE BUDGET:	\$4,409	TOTAL ENTITLEMENT:	\$4,409

OBJECT	BUDGETED EXPENDITURES					GRAND TOTAL
	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	
5200-010: CONFERENCE EXPENSE	\$700.00	\$	\$	\$	\$	\$700.00
1100-014: TEACHER HOURLY	\$500.00	\$	\$	\$	\$	\$500.00
2400-014: CLERICAL HOURLY	\$500.00	\$	\$	\$	\$	\$500.00
1100-012: TEACHER SUB	\$500.00	\$	\$	\$	\$	\$500.00
4200-010: OTHER BOOKS	\$1000.00	\$	\$	\$	\$	\$1000.00
4300-010: SUPPLIES	\$500.00	\$	\$	\$	\$	\$500.00
4300-011: SUBSCRIPTIONS	\$709.00	\$	\$	\$	\$	\$709.00
	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$
TOTAL SITE BUDGET: \$4409.00	\$	\$	\$	\$	\$	\$4409.00

1000 CERTIFICATED SALARIES
 1100-010 TEACHER'S SAL. REGULAR
 1100-012 TEACHER SUB
 1100-014 TEACHER HOURLY
 1900-010 OTHER CERTIFICATED REGULAR
 1900-014 OTHER CERTIFICATED HOURLY

3000 EMPLOYEE BENEFITS
 3111-000 STRS - CERTIFICATED
 3212-000 PERS - CLASSIFIED
 3222-000 PERS Pickup - CLASSIFIED
 3312-000 FICA - CLASSIFIED
 3321-000 MEDICARE - CERTIFICATED
 3322-000 MEDICARE - CLASSIFIED
 3331-000 PARS - CERTIFICATED
 3332-000 PARS - CLASSIFIED
 3401-000 HEALTH-CERTIFICATED
 3402-000 HEALTH-CLASSIFIED
 3501-000 UNEMPLOYMENT INS - CERTIFICATED
 3502-000 UNEMPLOYMENT INS - CLASSIFIED
 3601-000 WORKERS COMP INS - CERTIFICATED
 3602-000 WORKERS COMP INS - CLASSIFIED
 3802-000 PERS Recapture - CLASSIFIED

4000 BOOKS AND SUPPLIES
 4100-010 TEXTBOOKS
 4200-010 OTHER BOOKS
 4300-010 SUPPLIES
 4300-011 SUBSCRIPTIONS
 4300-018 SOFTWARE
5000 CONTRACTED SERVICES
 5200-010 CONFERENCE EXPENSE
 5200-011 TRAINING EXPENSE
 5200-020 MILEAGE EXPENSE
 5600-041 MAINTENANCE CONTRACTS
 5710-012 PUBLICATIONS
 5710-130 STUDY TRIPS
 5800-015 PROFESSIONAL SERVICES
 5800-086 OTHER SERVICES

6000 CAPITAL OUTLAY
 6400-030 COMP HARDWARE UNDER \$500
 6400-031 COMP HARDWARE \$500 AND OVER
 6400-090 EQUIPMENT UNDER \$500
 6400-091 EQUIPMENT \$500 AND OVER

VI. ADDENDUM