

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT VISTA VERDE SCHOOL

6094718

CDS Code

Date of this revision: February 9, 2010

This is a plan of actions to be taken to raise the academic performance of 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:

Contact Person: Dr. Jean Mylen

Position: Principal

Telephone Number: 949-936-6350

Address: 6 Federation Way, Irvine, CA 92603

E-mail address: jmylen@iusd.org

Irvine Unified School District

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

SCHOOL PROFILE INCLUDING DEMOGRAPHIC CHARACTERISTICS

School		District	
School Name	Vista Verde	District Name	Irvine Unified
Street	6 Federation Way	Phone Number	949-936-5000
City, State, Zip	Irvine , CA 92603	Web Site	www.iusd.org
Phone Number	949-936-6350	Superintendent	Gwen Gross
Principal	Jean Mylen	E-mail Address	ggross@iusd.org
E-mail Address	jmylen@iusd.org	CDS Code	30- 73650- 6094718

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

The success of the Vista Verde School K-8 program reflects the combined efforts by staff, students, and parents. We are proud to be recognized as a National Blue Ribbon School, California Distinguished School, California School of Excellence, and as a CALSTAT Leadership Site (for our positive effective behavior program (STAR). Our school opened over 32 years ago and still sustains its strong core values including significant parent involvement, positive school climate, positive student behavior, strong student academic performance, and a strong sense of family. Vista Verde School was recently relocated to the community of Turtle Ridge and is enjoying a new state of the art facility. We enrolled 840 students for grades K-8 during the last school year. English speaking students made up the majority of the student population; however, a number of students represent a variety of ethnic backgrounds and speak many different languages, which contribute to our school's rich diverse background. We offer GATE and Challenge differentiated curriculum and instruction by clustering students within classrooms across K-8. Vista Verde enjoys strong partnerships with our adjacent Las Lomas Sports/Recreation Park, the Jewish Community Recreational Center, and the Teen Center at Mariner's Church. Along with our strong IPSF ACE (After school Class Enrichment), these neighboring facilities provide a wide variety of after school opportunities for our students. Vista Verde will continue to be a school of choice for all Irvine Unified School District students as well as be the neighborhood school for Turtle Ridge students.

Mission Statement

“Open for Learning All Year Long”

Our mission is to provide
our school's diverse
population with the
academic and technological
skills to meet the
challenges of the
information age.

We are committed to
providing a rich variety of
experiences which promote
the acquisition of these
skills and encourage the
development of values and ideals.

Our desire is to foster effective
decision-making by
informed, productive, and
capable students.

We believe...

- ❑ All members of our learning community have a right to a safe and positive learning environment engendered through mutual respect, acceptance, and compassion.
- ❑ Diversity strengthens our community and should be respected and honored.
- ❑ Excellence occurs when our learning community works together.
- ❑ Informed and responsible community members make effective decisions.
- ❑ Staff, students, and parents demonstrate a high level of personal integrity, loyalty, and responsibility toward each other and the community as a whole.
- ❑ All members of our learning community have the ability to learn and achieve success.
- ❑ Continuous self-renewal and a balanced life style are critical for all members of our learning community.
- ❑ Shared community values and goals shape individual attitudes, behaviors, and high ideals.
- ❑ Every learner is prepared for the challenges of a changing tomorrow through critical thinking, technology, a rich core curriculum, and exploratory program.
- ❑ Commitment to the whole child today guarantees a legacy for tomorrow.

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2009-2010)

Numerous opportunities exist for parents to be involved in our school program and student activities: PTA committees, Foundation projects, classroom assistance, and volunteer activities within and outside the classroom exhibit a high degree of parent participation. Over 12,000 hours were recorded this year. In addition, parental involvement in the form of support for academic success is always encouraged by monitoring homework, ensuring good attendance, and attending parent education programs. Parents are provided access to student attendance, grades, and homework completion through our on-line K-8 Parent Portal. Middle school parents and students may access Blackboard wherein the teaching staff post homework assignments daily. Our PTA sends a school newsletter each Friday which posts school-wide activities, grade level information, and community activities to each family via e-mail. These activities and others ensure our parent and student community staff informed and have multiple activities to be involved in our learning community.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	79
Grade 1	100
Grade 2	92
Grade 3	81
Grade 4	78
Grade 5	88
Grade 6	102
Grade 7	63
Grade 8	88
Total Enrollment	771

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0.91 %
American Indian or Alaska Native	0.78 %
Asian	21.27 %
Filipino	2.46 %
Hispanic or Latino	5.32 %
Pacific Islander	0.39 %
White (not Hispanic)	59.53 %
Multiple or No Response	9.34 %
Socioeconomically Disadvantaged	3.00 %
English Learners	6.00 %
Students with Disabilities	8.00 %

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.7	1	2		27.3	1	2		26.3	1	2	
1	19.5	4			20.0	4			20.0	5		
2	19.5	4			20.0	4			18.4	5		
3	18.3	6			20.2	4	1		20.2	5	1	
4	29.8		4		27.7		3		33.0		1	1
5	32.5		1	1	30.7		3		35.0			2
6												
K-3												
3-4												
4-8									30.0		1	
Other												

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	31.1		4	5	31.8		4	4	30.2		4	1
Mathematics	32.0		4	4	32.4	1	2	4	31.1		6	2
Science	32.0		5	3	32.6		3	4	31.6		5	3
Social Science	28.0	1	3	1	31.2		3	3	29.5		5	1

STUDENT PERFORMANCE DATA SUMMARY

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	83	84	88	76	78	80	43	46	50
Mathematics	81	83	85	74	76	78	40	43	46
Science	80	87	92	75	80	83	38	46	50
History-Social Science	82	81	90	60	67	71	33	36	41

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	90	91	94	85
Filipino	93	86	*	*
Hispanic or Latino	76	64	*	*
Pacific Islander	*	*	*	*
White (not Hispanic)	88	84	93	93
Male	84	83	90	93
Female	92	86	94	85
Economically Disadvantaged	61	50	*	*
English Learners	62	76	*	*
Students with Disabilities	52	53	69	*
Students Receiving Migrant Education Services	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.7	23.0	67.8
7	15.0	23.3	48.3

Process for Analyzing IOLA results at your site

All Vista Verde fourth and fifth grade students take IOLA assessments in the areas of Health, Language Arts, Math, Social Studies, and Science. Middle School students take IOLA assessments in math, science, and social studies. Occasionally, third grade students take IOLA assessments in Language Arts. Teachers use the data to determine student progress toward standards and guide instruction in some grade levels and departments. Grade level teams are beginning to use IOLA data in the manner described in PLC training. In fourth and fifth grade, teachers look at grade level results after a common assessment to determine strengths and needs. Then, they collaborate about best teaching practices to help all students be successful and include interventions and enrichment activities to address the needs of all. Fourth and fifth grade teachers are using this information for RTI placement and planning.

The principal reviews math data from IOLA that compares school results with district results. Teachers have identified some flaws in the assessments that need to be addressed as we work through this process.

Our goal for this year is for each grade level team to continue to work collaboratively to:

- identify and develop common outcomes and assessments in social science and language arts in Middle School
- clarify conditions for administering common assessments
- determine student proficiency levels and student progress towards standards
- collect data regarding student proficiency
- discover strengths and areas of need
- determine best teaching practices to support student learning
- teachers will be able to analyze math, and science IOLA information to inform instruction (social science will be included at the middle school level).
- identify and provide intervention and enrichment support, specifically in the area of RTI
- teachers will be able to use IOLA data to determine what instructional areas should be focused on in the future

Vista Verde SCHOOL

SINGLE PLAN FOR STUDENT ACHIEVEMENT 2009-2010

District Continuous Improvement Goal: To improve learning for each individual student as schools use evidence of learning to inform instruction, evaluate programs, implement supportive school climate, and implement effective teaching strategies in order to prepare students for their future. Instruction shall focus on attainment of state standards as well as but not limited to higher level mind work, leadership, problem solving, and asking critical questions.

Curricular Area: English Language Arts

Summary of Assessment Data:

(What general conclusions can you reach from the data? You may want to include CST, CELDT, site common assessments, observations, Literacy Performance Assessment, surveys, etc.)

Vista Verde School was above the district average on the 2009 Language Arts CST. We are also above the district average on the Literacy Performance Assessments. We would like to improve our work with literary analysis, reading comprehension, and writing strategies to increase the amount of students scoring "advanced" on the CST. We are currently implementing RTI and PLCs at our school site.

Areas of relative strength:

- Kindergarten through third grade scored above the district average for benchmark on the LPA.
- Second, third, fourth, fifth, seventh, and eighth grade scored above the district average in advanced students in Language Arts on the 2009 Language Arts CST. Fourth grade had no students score basic or below basic. Fifth grade had no students score below basic.
- Eighth grade had more students score proficient in the area of writing strategies than the district average on the 2009 Language Arts CST.

Areas of Focus or Improvement:

- Sixth grade language arts scored below the district average of advanced students and below the district average of students scoring proficient in the following areas: literary response, written conventions, and writing strategies on the 2009 Language Arts CST.
- Third grade scored below the district average in the number of students scoring proficient in the area of writing strategies on the 2009 Language Arts CST.
- Seventh grade scored below the district average in the number of students scoring proficient in the area of written conventions on the 2009 Language Arts CST.

Specific Subgroup Performance (EL, Non-Proficient/Title 1 Students, GATE, significant subgroups, Special Ed.):

(What general conclusions can you reach from the data for each subgroup?)

- 89.9% of Asian students scored at or above proficient on the 2009 Language Arts CST
- 67.3% of English Language Learners scored at or above proficient on the 2009 Language Arts CST
- 52.8% of students with disabilities scored at or above proficient of the 2009 Language Arts CST
- 61.1% of socioeconomically disadvantaged students scored at or above proficient on the 2009 Language Arts CST

The school site has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API or AYP growth targets. As a result, it has adopted the following school goal, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

GOAL #1 (English Language Arts):

Each year, we are going to try to increase the number of advanced students in language arts. We would also like to decrease the gap between non-proficient students at Vista Verde School and the district average in some substandard areas (such as reading comprehension, literary response, and writing applications).

Kindergarten:

During the 2009-10 school year, 80% of non-proficient students, as identified by the beginning-of-the-year assessment scores in the disciplines of reading, writing, and math, will improve their individual skills, achieving quarterly benchmark expectations, as measured by ongoing scores.

First Grade:

During the 2009-2010 school year, 100% of all first grade students will demonstrate one years' growth in reading, passing district expectations, as measured by the Oral Text Reading assessment of the Literacy Performance Assessments.

During the 2009-2010 school year, 95% of all first grade Professional Learning Community (PLC) meetings will be used for planning instruction that targets individual student needs, as determined by formal and informal assessments.

Second Grade:

During the 2009-2010 school year, 75% of second grade students at Vista Verde School who scored 80% or below on the Beginning of the Year Teacher-Created Writing Strategies Assessment will improve their score by 10% as measured by the End of the Year Teacher-Created Writing Strategies Assessment.

During the 2009-2010 school year, 80% of second grade students at Vista Verde School will have a cumulative score of 80% or higher on the Houghton Mifflin Theme Skills Assessments. Student growth and progress will be assessed by weekly comprehension and vocabulary quizzes, teacher observation, skill practice, and classroom discussion.

Third Grade:

During the 2009 – 2010 school year, 60% of third graders will demonstrate Advanced outcome in ELA on the CST.

During the 2009 – 2010 school year RTI will receive differentiated instruction as per present levels of

performance as indicated by multiple tests.

Fourth Grade:

During the 2009-2010 school year, 80% of all fourth grade students will score “mastery” or “near mastery” in the area of Literary Response and Analysis; student growth and progress will be assessed by the sub-set skills pulled from the IOLA Reading Theme Skills Tests.

During the 2009-2010 school year, 85% of all fourth grade students will score mastery or near mastery in the area of Reading Comprehension; student growth and progress in this area will be assessed through multiple means such as classroom discussions, and IOLA Theme Skills Tests, and teacher observation.

Fifth Grade:

During the 2009-2010 school year, 80% of all students in 5th grade will improve in written conventions by scoring mastery (90-100%) or near-mastery (75%) on IOLA Theme Tests, and at least a 4 out of 5 on the scoring rubric of the Upper Elementary Writing Assessments, in the area of conventions

In order to maintain and improve upon high STAR Reporting scores for incoming 5th Grade students, 80% of all students will maintain or improve in the area of Reading Comprehension; student growth and progress in this area will be assessed through multiple means, which include, but are not limited to: reading strategy selection quizzes, IOLA Theme Skills Tests, teacher-assessed novel units, and teacher performance observations

Sixth Grade Language Arts:

During the 2009-2010 school year, 85% of sixth graders will score 80% or above on all 6 theme skills IOLA tests in two areas: vocabulary and concept development and writing strategies.

During the 2009-2010 school year, 85% of all students will score mastery or near mastery in the area of Reading Comprehension; student growth and progress in this area will be assessed through multiple means, which include, but are not limited to: classroom discussions, IOLA Theme Skills Tests, teacher-assessed novel units, and teacher performance observations.

During the 2009-2010 school year, 85% of sixth graders will score a minimum score of "3" or above in all assessed areas (ideas, style, conventions, organization) of the Upper Elementary Writing Assessment in all tested genres (September, March, and June).

Seventh Grade Language Arts:

By May 2010, 80% of students will pass a compare and contrast essay using the Six Traits plus 1 scoring with an 80% writing proficiency score of three or better.

By May of 2010, 50% of Proficient and Advanced students will progress 100 points in reading lexile level from their initial score taken in August, as measured by the SRI reading program.

By May of 2010, 50% of Basic students will progress 100 points in reading lexile level from their initial score taken in August, as measured by the SRI reading program.

Continued and ongoing measurements of progress will be demonstrated through portfolio writing documents, rubrics, grades, and quizzes.

Seventh and Eighth Grade Language Arts:

By June of 2010, 85% of seventh graders and 85% of eighth graders will score at or above 80% on the post IOLA test in two areas: vocabulary and concept development and writing strategies.

By June of 2010, 85% of seventh grade students and 85% of eighth grade students will demonstrate their ability to compose a multi-paragraph essay utilizing an introduction with a thesis statement, a body paragraph(s) with a topic sentence, and a conclusion paragraph as an on-demand writing assessment.

Content Area Literacy:

Social Studies:

Sixth Grade

By June 2010, 80% of sixth grade students will complete a sequencing visual organizer during classroom

note-taking and score 80% accuracy on a collaborative English essay.

By June 2010, 75% of sixth grade students will be able to independently choose three differentiated activities from a Costa's "Tic-Tac-Toe" activity menu with an accuracy of 75% or higher on all three activities.

Seventh Grade

During the 2009-2010 school year 75% of seventh grade Social Science students will score 70% or higher on four Social Science teacher generated reading vocabulary tests .

During the 2009-2010 school, 75% of seventh grade Social Science students will score 70% or higher on their current event assignments that relate to each unit of study. The current event assignment requirements are modified for special needs students.

Eighth Grade

During the 2009-2010 school year 70% of eighth grade Social Science students will score 70% or higher on a DBQ essay as measured by a teacher designed rubric.

During the 2009-2010 school year 30 of eighth grade Social Science Special Education students will score 70% or higher on a modified DBQ essay as measured by a teacher designed rubric.

Middle School Science:

Sixth Grade Science: By June of 2010, 75% of sixth grade students will score 70% or higher on all Earth Science IOLA tests.

Seventh and Eighth Grade Science: By May of 2010, all of the curriculum for the 8th grade year. 86% of eighth grade students will score proficient or advanced in 2010 on the Earth and Solar System section as well as 90% in 2010 on the Reactions and Chemistry of Living systems portion of the STAR test.

High Schools only - How does this target support your learning results (ESLRs)?:

(School goals must be based on a comprehensive assessment of student academic achievement, be attainable in the period specified by the plan, set measurable targets, and specify student participants.)

Student group(s) and grade levels to participate in this goal (include student sub-groups):

Every student at Vista Verde School will participate in this goal. We will address these significant subgroups:

- Students with disabilities
- Socioeconomically disadvantaged students

Means of evaluating progress toward this goal: What common assessments are used to monitor progress towards accomplishing this goal? *(Consider evidence that is specific, measurable, achievable, results oriented and timely. Some possible data SSC walk-thru; mid-year data review with common assessments; observations; surveys).*

- Staff established norms for collaborative teams prior to the implementation of RTI
- Houghton Mifflin Theme Skills and Summative assessment data
- Literacy Performance assessment data
- Common assessments for UEWA
- RTI meetings identifying at-risk students
- Review and analyze student data from last year

What will successful implementation look like for students?:

- Students are in leveled reading groups in class-sized reduced classes
- Students are participating in RTI for grades K-5
- Students are taking common assessments (including IOLA)
- Students are participating in differentiated reading instruction and activities
- Students are participating in small groups in grades kindergarten through eight

What will successful implementation look like for teachers?:

- Teachers will meet in PLC teams twice a month
- Teachers are leading small group lessons
- Teachers are meeting monthly to regroup students in flexible RTI groups
- Teachers are analyzing common assessment data

Professional development activities aligned to this goal:

- Full day staff development focused on Professional Learning Communities and sustaining effective teams
- Release Days for teachers to meet in grade level groups and regularly scheduled PLC meetings
- Writing articulation for grades 4-8
- Norming days for teachers of writing
- RTI implementation meetings

Actions To Be Taken To Reach This Goal <i>Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).</i>	Timeline <i>(Action Start Date, Completion Date)</i>	Proposed Expenditures <i>List each expenditure and quantity needed.</i>	Estimated Cost	Funding Source
1.1 Full staff development day for RTi with other year-round schools	Oct. 2009	NA	NA	NA
1.2 RTi Growth Assessment Meetings (K-5)	Sept. 2009	Sub Costs	5x\$105	SLIP
1.3 Junior Great Books District Trainings (Grades 1-5)	Oct. and Dec. 2009	NA	NA	NA
1.4 Summary Writing Training (Grades 4-5)	Jan. 14 2010	NA	NA	NA

1.5 EIRM Trainings (Grade 1)	Nov. 2009-May 2010	Sub cost	4x\$105 X 9 days	SLIP
1.6 Purchase Junior Great Books for Second Grade	December 2009	Cost of materials	\$17x25 books; \$40 for TE	Lottery Funds
1.7 Grade Level/Departmental Collaboration (Reading and Writing)	December 2009-January 2010	Sub Cost	22x\$105	SLIP
1.8 Response to Literature Gallery Walk/ Articulation	February 23, 2010	Sub Cost	11x\$105	SLIP
1.9 Houghton Mifflin and Middle School Intervention Staff Development	March 24, 2010	None	NA	NA
2.0 RTi/Intervention Collaboration PLC Day	March 2010-April 2010	Sub Cost	22x\$105	SLIP

Vista Verde SCHOOL

SINGLE PLAN FOR STUDENT ACHIEVEMENT 2009-2010

District Continuous Improvement Goal: To improve learning for each individual student as schools use evidence of learning to inform instruction, evaluate programs, implement supportive school climate, and implement effective teaching strategies in order to prepare students for their future. Instruction shall focus on attainment of state standards as well as but not limited to higher level mind work, leadership, problem solving, and asking critical questions.

Curricular Area: Math

Summary of Assessment Data:

(What general conclusions can you reach from the data? You may want to include CST, CELDT, site common assessments, observations, Literacy Performance Assessment, surveys, etc.)

Over the past four years, the number of non-proficient students has decreased at Vista Verde School. We have decreased the number of proficient students at the same rate as the district average. Currently, we have 12% of our students classified as "basic and below-basic." This is a 4.6% decrease from the prior year. We are continuing to refine our ability to utilize the new textbook adoption effectively.

Areas of relative strength:

- Second grade was above the district average in advanced students, below the district average in basic students, and had no below basic students on the 2009 Math CST.
- There were no below basic students in 3rd grade on the 2009 Math CST.
- Fourth grade was above the district average in advanced students and had no below basic or basic students on the 2009 Math CST.
- Eighth grade general math was above the district average in proficient and advanced students with strengths in statistics on the 2009 Math CST.
- 100% of students in geometry scored advanced on the 2009 Math CST.

Areas of Focus or Improvement:

- Third, fifth, and sixth, seventh, and eighth grade students scored below the district average in advanced on the 2009 Math CST.
- The following substandards were areas of weakness for each grade level on the 2009 Math CST: second grade's weakness was multiplication, division, and fractions; third grade's weakness was place value, measurement and geometry, and addition, subtraction, multiplication, division, fractions, and decimals; fourth grade's weakness was measurement and geometry; fifth grade's weakness was algebra and functions and statistics; seventh grade's weakness was measurement and geometry and statistics.
- Sixth grade was below the district average in all substandards

Specific Subgroup Performance (EL, Non-Proficient/Title 1 Students, GATE, significant subgroups, Special Ed.):

(What general conclusions can you reach from the data for each subgroup?)

- 90.8% of Asian students scored at or above proficient on the 2009 Math CST
- 75.5% of English Language Learners scored at or above proficient on the 2009 Math CST
- 52.8% of students with disabilities scored at or above proficient of the 2009 Math CST
- 50% of socioeconomically disadvantaged students scored at or above proficient on the 2009 Math CSST

The school site has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API or AYP growth targets. As a result, it has adopted the following school goal, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

GOAL #2 (Math):

Each year, we are going to try to increase the number of advanced students in math. We would also like to decrease the gap between non-proficient students at Vista Verde School and the district average in some substandard areas (such as algebra and functions and statistics and analysis).

Kindergarten:

During the 2009-10 school year, 75% of kindergarten students at Vista Verde School will demonstrate proficiency in number concepts, number recognition and writing, and simple addition/subtraction, as measured by IUSD Kindergarten Mathematics Proficiency Assessment, Parts A-D (Val Henry).

First Grade:

During the 2009-2010 school year, students scoring below 70% on "quick quizzes", combined with teacher observation and daily performance, will be provided Math Expressions additional support curriculum at least two times per week.

During the 2009-2010 school year, students scoring 90% or higher on unit pretests will be provided alternate challenge activities aligned with Math Expressions unit curriculum at least two times per week.

Second Grade:

During the 2009-2010 school year, 85% of second grade students at Vista Verde School will score Proficient or above in the areas of Multiplication, Division, and Fractions as measured by the 2010 STAR test.

Third Grade:

During the 2009 – 2010 school year, 90% of third graders will demonstrate proficiency in addition, subtraction, multiplication, and division (number sense) on the CST.

Fourth Grade:

During the 2009-2010 school year, 80% of all fourth grade students will score "mastery" or "near mastery" in the area of geometry based on each IOLA Mini Unit Test.

Fifth Grade:

During the 2009-2010 school year, 80% of 5th Grade students will score at mastery (90-100%) or near-mastery (75%) on IOLA Unit (chapter) Tests and Math Quick Quizzes; students will also demonstrate understanding through informal teacher observation, in the area of Algebra and Functions

Students will utilize variables and equations with more frequency in appropriate areas of mathematics instruction

Middle School Math:

Goal 1:

Specific: In mathematics, we will emphasize vocabulary as specified by the IUSD vocabulary lists (intranet) for 6th grade, pre-algebra and algebra.

Measureable: In each mathematics levels, we will implement a variety of assessments to measure and demonstrate mastery of specific vocabulary in Mathematics. Assessments will be differentiated to meet the needs of the students. The complexity and depth will be increased with the higher levels of math courses. The assessments will include teacher generated tests, problem solving, IOLA tests and the CST.

Attainable: The area of vocabulary has been targeted by the school site and the district based on CST performance. Collaboration time will be used to make sure targeted vocabulary is being mastered through continued formative and summative assessments,

Results-Oriented: to increase students' mastery of vocabulary in mathematics through intentional classroom implementation and the use of good teaching strategies. Support materials will be provided based on student abilities.

Time Bound: This school wide goal will be implemented during the 2009-10 school year.

Goal 2:

Specific: To target mathematics students in 6-8 mathematics courses in order to improve test taking abilities using problem solving in multiple choice tests. Specifically, we will target students to move 10% Below Basic to Basic and 20% from Basic to Proficient.

Measureable. We will teach multiple test taking strategies to help students be prepared for IOLA, CST and Cumulative tests.

Attainable: The area of test taking strategies in informal and formal assessments has been identified using IOLA and CST results.

Results Oriented: To increase student achievement on standardized tests through intentional classroom practice and using multiple teaching strategies. Test taking strategies will be taught and practiced on starters, test reviews and on assessments.

Time Bound: This curricular goal will be implemented during the 2009-2010 school year.

High Schools only - How does this target support your learning results (ESLRs)?:

(School goals must be based on a comprehensive assessment of student academic achievement, be attainable in the period specified by the plan, set measurable targets, and specify student participants.)

Student group(s) and grade levels to participate in this goal (include student sub-groups):

Every student at Vista Verde School will participate in this goal. We will address these significant subgroups:

- Students with disabilities
- Socioeconomically disadvantaged students

Means of evaluating progress toward this goal: What common assessments are used to monitor progress towards accomplishing this goal? *(Consider evidence that is specific, measurable, achievable, results oriented and timely. Some possible data SSC walk-thru; mid-year data review with common assessments; observations; surveys).*

- Teachers will give common assessments in math before and after each unit and mini-unit (pre and post tests)
- Teachers will review assessment scores in PLC grade level and department meetings

What will successful implementation look like for students?:

- Students are using math materials (Mathboards, manipulatives, etc.)
- Student leaders are leading math discussions
- Students are talking with each other about math concepts
- Students will be journaling
- Students will be participating in small group and one-on-one intervention and challenge group lessons

What will successful implementation look like for teachers?:

- Teachers are actively involved with students throughout the entire math period
- Teachers facilitate student discussion in problem solving
- Teachers are at the back of the room during math lessons
- Teachers show understanding of content and lessons

Professional development activities aligned to this goal:

- Grade level teacher workshops conducted by the district
- Regularly scheduled meetings in assigned PLC teams at site

Actions To Be Taken To Reach This Goal <i>Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).</i>	Timeline <i>(Action Start Date, Completion Date)</i>	Proposed Expenditures <i>List each expenditure and quantity needed.</i>	Estimated Cost	Funding Source
2.1 District Algebra Training with Brad Fulton	August 10-11	Sub Cost	Approx. \$200	District
2.2 K-5 Power Facts Training with Val Henry	2009-2010 School Year	NA	NA	NA

2.3 Abacus Training with Val Henry	12/1, 2/9, 3/18	NA	NA	NA
2.4 District Math Workdays	December 2009-March 2010	Sub Cost	Approx. \$2,100	District
2.5 Fifth and Sixth grade Math Articulation	December 2009	Sub Cost	\$100	District

VISTA VERDE SCHOOL

SINGLE PLAN FOR STUDENT ACHIEVEMENT 2009-2010

District Continuous Improvement Goal: To improve learning for each individual student as schools use evidence of learning to inform instruction, evaluate programs, implement supportive school climate, and implement effective teaching strategies in order to prepare students for their future. Instruction shall focus on attainment of state standards as well as but not limited to higher level mind work, leadership, problem solving, and asking critical questions.

Curricular Area: Technology Integration

Summary of Assessment Data:

(What general conclusions can you reach from the data? You may want to include CST, CELDT, site common assessments, observations, Literacy Performance Assessment, surveys, etc.)

Areas of relative strength:

- 100% of Vista Verde classrooms have LCD projectors and document cameras
- 100% of middle school teachers are using ABI and 97% of parents are viewing ParentPortal
- 100% of middle school teachers are posting assignment to Blackboard
- Grades 1 and 4 have class websites
- Quizdom has been purchased

Areas of Focus or Improvement:

- Some teachers are not using the LCD projectors or document cameras to enhance their curriculum
- Some teachers are not using ABI regularly as their gradebook
- Grades K,2,3, and 5 do not have class websites
- Teachers have not been trained on how to use Quizdom as a part of their curriculum

Specific Subgroup Performance (EL, Non-Proficient/Title 1 Students, GATE, significant subgroups, Special Ed.):

(What general conclusions can you reach from the data for each subgroup?)

- All sub-groups will benefit from an increased use of technology used to enhance the curriculum

The school site has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API or AYP growth targets. As a result, it has adopted the following school goal, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

GOAL #3 (Technology):

All teachers will use technology to facilitate communication with parents and students. All teachers will use technology to enhance their instruction in the content areas.

Kindergarten:

The steps that we are taking to facilitate this growth will be to:

- Attend staff development on use and implementation of new document cameras.
- Attend staff development on creating grade level/teacher websites.
- Acquire knowledge and implement use of SMART board technology.
- Continue to use LCD technology to enhance instruction.

First Grade:

- Daily use of document camera and/or LCD projector
- Content integration through use of United Streaming
- Parent communication through grade level website
- Google searches to enhance student learning
- Integrate content area curriculum using Word, PowerPoint, the internet, and digital recordings
- Digital storytelling with RTi challenge group
- Use blogs and wikis in RTi challenge group

Second Grade:

Nannette: To grow as a professional in the 2009-2010 school year, I will create and update a 2nd grade

website to inform parents of upcoming events, grade-level expectations, and teacher information. To provide a visual and interactive classroom, I will use my document camera, United Streaming, and Powerpoint presentations regularly to enhance the students' learning experience with visual and audio representations of concepts and standards.

Teresa: To grow as a professional in the 2009-2010 school year, I will learn to use the document camera and integrate it into teaching to enhance the students' learning experience with visual and audio representations of concepts and standards.

Annie: To grow as a professional in the 2009-2010 school year, I will use my document camera and projector daily, integrate United Streaming into curriculum, and coach students on use of "Starfall" and "Cool Math" Through the use of technology my students will receive diverse approaches to learning with visual and audio representations.

Heather: To grow as a professional in the 2009-2010 school year I will be integrating technology into my classroom on a daily basis. Through the use of the document camera, United Streaming clips, power point presentation, and attending technology workshops offered by the district I hope to show my students a more hands on a visual approach to learning and interactive approach to teaching where students can be involved in a more 'media-rich' environment.

Michelle: To grow as a professional in the 2009-2010 school year, I will take advantage of BTSA Technology Trainings to enhance my knowledge and use of the document camera and airliner to enhance the students' learning experience with visual aids. (Complete goal turned in separately to Jean)

Third Grade:

During the 2009 – 2010 school year, third grade teachers will explore new ways to utilize the document camera to make learning more accessible and efficient.

During the 2009 – 2010 school year, third grade teachers will explore and consider establishing a web page with current Third Grade Information at a Glance. This would include expectations, projects, presentations, forthcoming events, homework, field trips, needs and wants, strategies, and enrichments.

Fourth Grade:

Wende: This year my focus will be on the use of technology specifically during RTi. Since I am teaching the Advanced RTi group in 4th grade I want to incorporate Wikis and Blogs into the curriculum. My students are more interested in what they are learning when technology is integrated, since they are 21st Century learners. I also feel that by using Wikis and Blogs I will be able to quickly and informally access student learning, while also incorporating depth, complexity and novelty.

Geof: I want to create and maintain a class website to facilitate communication with parents and students.

Doug:

- Learn and utilize the document camera and best understand the most effective usage in the classroom
- Train in new classroom technology, such as Wiki, Quizdom, and Blog posts, incorporating the most appropriate choice(s) in the classroom
- Work closely with staff (Dat Tay) that is proficient in creating power points so that I can make more effective and engaging power points in all curricular areas.

Fifth Grade:

Kate:

- Learn and utilize the document camera and best understand the most effective usage in the classroom
- Train in new classroom technology, such as Wiki, Quizdom, and Blog posts, incorporating the most appropriate choice(s) in the classroom
- Integrate the technology into each day, including: [math] power points, document camera, hands-on student technology lessons, and UnitedStreaming
- Ascertain a strong understanding of the ABI grading system; use to post grades and make available for parent viewing at any time

Katherine:

I would like to use the document camera often, become more proficient on Excel, and set up a website.

Jim:

I want to increase the amount of time my students utilize math and science computer programs.

Sixth Grade Language Arts:

To grow as a professional in the 2009-2010 school year, I will use digital storytelling (Photostory) to help all students convey information to their classmates by June.

Seventh and Eighth Grade Language Arts:

Nancy: I want to incorporate blogs and wikis into the classroom with a special focus on meeting the needs of GATE and Special Education students using technology.

Sue:

1. Become comfortable with using the document camera
2. Use PowerPoint for all literary terms slides
3. Seek advice of colleagues in the area of technology
4. Look to enroll in the Inspire GATE students with technology (OCDE)

Middle School Social Studies:

Our goal is to use Quizdom. We plan on meeting together in order to collaborate while developing the test questions used. We chose this goal in order for the students to be successful while learning these units and also participating in the Renaissance fair.

Middle School Math:

To use and implement the AverMedia document camera in lessons, showing student work and demonstrating test taking strategies.

To utilize Quizdom in informally assessing multiple choice questions.

Middle School Science:

Liane: I plan to incorporate the use of Qwizdom in my classroom. I have used it twice to help students

pre-test, however, I would also like to use it to administer exams. I will then be able to look at data from individual students as well as individual questions to determine the effectiveness of the assessment as well as measure student learning. I will still continue to use it as a pretest. I am going to ask PTA to fund some of the pre-written subject area tests to help both myself and other teachers have a successful experience with Qwizdom.

August: I plan to incorporate the use of Blackboard in my classroom. I have used it to help students organize and turn in assignments. I will scan and place assignments as well as notes and handouts on blackboard. Prior to any test I will post answers to study guides so that the students can review and analyze their work. I would also like to begin to use Qwizdom to administer quick checks for understanding. I will then be able to look at data from individual students as well as individual questions to determine the effectiveness of the assessment as well as measure student learning. I will still continue to use it as a pretest.

High Schools only - How does this target support your learning results (ESLRs)?:

(School goals must be based on a comprehensive assessment of student academic achievement, be attainable in the period specified by the plan, set measurable targets, and specify student participants.)

Student group(s) and grade levels to participate in this goal (include student sub-groups):

All Vista Verde students will participate in this goal.

Means of evaluating progress toward this goal: What common assessments are used to monitor progress towards accomplishing this goal? *(Consider evidence that is specific, measurable, achievable, results oriented and timely. Some possible data SSC walk-thru; mid-year data review with common assessments; observations; surveys).*

- Principal observation

What will successful implementation look like for students?:*(student engagement & work)*

- Students will access grades and assignments regularly through Blackboard, ABI, and class websites. This will lead to increased classroom performance.
- Students will be engaged with material when using PhotoStory, Blogs, Wikis, Quizdom, and other interactive technology.
- Students will incorporate technology into classroom presentations.

What will successful implementation look like for teachers?:*(refining instructional practices, etc.)*

- Teachers will demonstrate competency in using LCD projectors and document cameras.
- Teachers will research and incorporate new technology into their instruction (Quizdom, PhotoStory, Blogs, and Wikis)
- Teachers will regularly post assignments and grades on ABI, Blackboard, and Class Websites

Professional development activities aligned to this goal:

- Site-based staff development

Actions To Be Taken To Reach This Goal <i>Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).</i>	Timeline <i>(Action Start Date, Completion Date)</i>	Proposed Expenditures <i>List each expenditure and quantity needed.</i>	Estimated Cost	Funding Source
4.1 Document cameras ordered and installed in each classroom	August 2009	Document Cameras Purchased	\$500 X 27 Cameras	PTA
4.2 Site-based staff development on website creation, document cameras, and Quizdom	September 16 2009	NA	NA	NA

4.3 Teacherweb websites purchased	October 2009	Annual Website Cost	\$240	General Fund
4.4 Staff creates class websites	October 2009- November 2009	NA	NA	NA
4.5 Technology PLCs	January 2010- March 2010	Sub Cost	30 X \$95	SLIP Funds

COMPREHENSIVE STAFF DEVELOPMENT PLAN 2009-2010 (18 hours required)

Staff Development/Professional Growth

List opportunities for your staff to work toward SPSA Goals/Continuous Improvement Efforts or to grow professionally beyond the set goals for this year (include number of hours for each staff development activity). All staff development activities should be reflected on this page.					✓ if part of required 18 hour staff development
Content	Dates	Time (2-6 hours)	Target/Goals	Person Responsible	
PLC Staff Development	July 27, 2009	6 hours	Build effective PLC teams, identify cultural shifts	Leadership Teams at Year Round Schools	✓
RTi/PLC Staff Development	October 19, 2009	6 hours	Collaborate with Year-Round schools about effective practices	Site Principals	✓
Technology Staff Development	September 16, 2009	2 hours	Build common knowledge about websites, Quizdom, and Document Cameras	Kelly Rafter Kris Linville	✓
Houghton Mifflin Staff Development Training and Middle School Intervention Staff Development	March 24, 2010	2 hours	Analyze student assessments and determine appropriate placement; review and revise instructional strategies	Jeanie Fritzsche/ Jean Mylen	✓
RTI/PLC Meetings	May 2010	2 hours	Analyze student assessments and determine appropriate placement; review and revise instructional strategies	Jean Mylen and Year Round Principals	✓

CENTRALIZED SERVICES EXPENDITURES AND RESERVATIONS

This page identifies some direct services to students and educational support services to school staff provided by district office staff from categorical funds allocated to the school. These are not administrative expenses (which are already deducted from district entitlements according to state and/or federal regulations at capped maximums) but are defined as direct services to students which can more appropriately and economically be performed by district level staff in a centralized manner. These centralized services must support the school's goals and may include such items as English language proficiency testing at a central location, supplementary expenses for specialized program of instruction i.e., the regionally located Newcomer ELD program, staff development & training activities, curriculum development, and other assessment services.

This school's share of centralized services from state and federal categorical program budgets and the services they are receiving for the period covered by this school plan include:

EIA (Economic Impact Aid) Limited English-Proficient Program:

Total Per Capita Allocation for Direct Services (after statutory indirect & administrative costs of 13% are deducted)	Site Share of Centralized Direct Services: <ul style="list-style-type: none"> • <i>District-wide Newcomers Program (teacher staffing differential, I.A.s, supplemental instructional materials)</i> • <i>Parent Involvement programs (Community Liaisons, out-reach, translations and interpretation services)</i> • <i>Staff Development and Training</i> 	Net Allocation to Site
\$29,245.41	\$(8,226.35)	\$21,019.06

Title III (Limited English Proficient and Immigrant Programs):

Total Per Capita Allocation for Direct Services (after statutory indirect & administrative costs of 13% are deducted)	Site Share of Centralized Direct Services: <ul style="list-style-type: none"> • <i>District-wide Newcomers Program (teacher staffing differential, I.A.s, supplemental instructional materials)</i> • <i>Parent Involvement programs (Community Liaisons, out-reach, translations and interpretation services)</i> • <i>Staff Development and Training</i> 	Net Allocation to Site
\$6,654.97	\$(6,654.97)	\$0.00

The Title 1, Part A program also requires the district to reserve funds for parent involvement purposes (minimum of 1%). Optionally, the district may include those funds in the site level Title 1 schools' budgets and require schools to expend at least that amount on parent involvement. IUSD has chosen to allocate these earmarked funds to the sites and to monitor expenditures in these two areas. The Title 1, Part A program also requires the district to reserve some funding for serving homeless students prior to allocating funds to the sites. IUSD reserves \$5,000 for these purposes annually

Title1, Part A Program (Regular and ARRA Entitlements):

Total Per Capita Allocation for Direct Services, including 1% Reserve for Parent Involvement Activities (after statutory indirect & administrative costs of 15% are deducted)	Site Share of District Reserve for Homeless	Site Share of Centralized Direct Services: <i>Literacy Coach & Trainer</i>	Net Allocation to Site
\$0.00	\$0.00	\$0.00	\$0.00

PROGRAMS INCLUDED IN THIS PLAN

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
X	Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$21,019.06
X	English Language Acquisition Program Purpose: Provide instructional support for English learners in grades 4-8 and for reclassification to fluent-English proficient (FEP) status in grades K-12.	\$2,082.71
<input type="checkbox"/>	List and Describe Other State or Local funds	\$0.00
Total amount of state categorical funds allocated to this school		\$23,101.77

Federal Programs under No Child Left Behind (NCLB)		Allocation
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program Purpose: help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$0.00
<input type="checkbox"/>	Other Federal Funds (list and describe)	\$0.00
Total amount of federal categorical funds allocated to this school		\$0.00
Total amount of state and federal categorical funds allocated to this school		\$23,101.77

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Andyshea Afyouni					X
Lorena Chambers					X
Xinia Chambers				X	
Patricia Farquhar (ELAC)			X		
Jennifer Fritz		X			
Charlotte Glass				X	
Teresa Hutchinson				X	
Danielle McNally					X
Dr. Jean Mylen	X				
Kelly Rafter (SSC Coordinator)			X		
Sue Whalen		X			
Marianne Widen		X			
Numbers of members of each category	1	3	2	3	3

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

For schools participating in the Immediate Intervention/Underperforming Schools Program, the local governing board must appoint a "broad-based school site and community team" (Education Code 52054(a)). The board may meet this requirement in either of the following ways:

- Add one or more "non school site personnel" to an existing school site council to form the "school site and community team"; or*
 - Appoint a "school site and community team" unrelated to the membership of the school site council.*
- It is important to accurately determine the board's policy before proceeding with the school planning process.*

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, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Site English Learner Advisory Committee
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: January 19, 2010.

Attested:

Dr. Jean Mylen

Typed name of school principal

Signature of school principal

Date

Kelly Rafter

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Patricia Farquhar

Typed name of ELAC chairperson

Signature of ELAC chairperson

Date

**STATE / FEDERAL FUNDING
RESOURCE SHEET**

High Schools
School and Library Improvement Program Block Grant: State
Economic Impact Aid/English Learner Program: State

Middle School
Economic Impact Aid/English Learner Program: State
English Language Acquisition Program: State
Title I, Part A: Targeted Assistance Program: Federal

Elementary School
Economic Impact Aid/English Learner Program: State
English Language Acquisition Program: State
Title I, Part A: Targeted Assistance Program: Federal