



MT. DIABLO UNIFIED SCHOOL DISTRICT

Single Plan for Student Achievement

Holbrook Elementary School

School Name

07-61754-6004121

CDS Code

2010/2011

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[X] The school certifies completion of updates to this plan.

Approved by MDUSD Program Administrator Jennifer Sachs on December 6, 2010.

Mount Diablo Unified School District

Single Plan for Student Achievement

Holbrook Elementary School

Check Line When Included in Plan	Requirements Index	Page No.
ACCOUNTABILITY PROGRESS REPORT		
<input checked="" type="checkbox"/> Included		
MDUSD PERFORMANCE TARGETS		
<input checked="" type="checkbox"/> Included		
SCHOOL-WIDE Planned Improvements In Student Performance (a-f)		
<input checked="" type="checkbox"/> Planned Improvement I - III		
SCHOOL-WIDE PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (g-l)		
<input checked="" type="checkbox"/> Planned Improvement		
GRADE LEVEL/DEPARTMENT PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE		
K-5th Grade		
<input checked="" type="checkbox"/> Grade Level/Subject/Department Planned Improvement		
SUPPLEMENTAL SUPPORT ACTIVITIES (S.S.A.)		
<input checked="" type="checkbox"/> Technology		
<input checked="" type="checkbox"/> Career Integrated Academics		
<input checked="" type="checkbox"/> GATE		
<input type="checkbox"/> Other		
PROGRAM ALLOCATIONS PAGE		
<input checked="" type="checkbox"/> Budget Allocation		
<input checked="" type="checkbox"/> Description of Centralized Services		
<input checked="" type="checkbox"/> Site to Centralized EIA Budget and Services		
COMMON PAGES		
<input checked="" type="checkbox"/> School Site Council Membership		
<input checked="" type="checkbox"/> English Language Advisory Committee Membership		
<input checked="" type="checkbox"/> Assurances (signature page)		
ACADEMIC PROGRAM SURVEY (APS)		
<input checked="" type="checkbox"/> www.mdusd.org		

Mt. Diablo Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT
TITLE I SCHOOL-WIDE PROGRAMS
COMPREHENSIVE PLAN

Holbrook Elementary

School

Check line when included in plan	Required Comprehensive Plan Elements	Reference Number
<u>THE FOLLOWING ELEMENTS ARE ENTERED IN THE SPSA IN BOLD TEXT WITH REFERENCE NUMBERS.</u>		
	SCHOOL-WIDE REFORM STRATEGIES	1
<u>X</u>	Instructional strategies and initiatives to strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.	
	INSTRUCTION BY HIGHLY QUALIFIED TEACHERS	2
<u>X</u>	All teachers of core academic subjects and instructional paraprofessionals meet the qualifications required to be designated as highly qualified.	
	HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT	3
<u>X</u>	Teachers and other staff receive the sustained, high-quality professional development required to implement the goals and objectives of the school-wide plan and help all students meet the State's academic achievement standards. Professional development is extended, as appropriate, to those who partner with teachers to support student achievement.	
	STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS	4
<u>X</u>	The descriptions of strategies used to attract and retain highly qualified teachers.	
	STRATEGIES TO INCREASE PARENTAL INVOLVEMENT	5
<u>X</u>	Strategies to involve parents in helping their children do well in school, and in the planning, implementation, and evaluation of the school-wide program.	
	PLANS FOR ASSISTING PRESCHOOL STUDENTS	6
<u>X</u>	Strategies in helping preschool students in the successful transition from early childhood programs to local elementary school-wide programs by creating a coherent and seamless education program for at-risk students.	
	MEASURES TO INCLUDE TEACHERS IN THE USE OF ACADEMIC ASSESSMENTS	7
<u>X</u>	Profession development for teachers that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.	
	ACTIVITIES TO ENSURE THAT STUDENTS RECEIVE EFFECTIVE AND ADDITIONAL ASSISTANCE	8
<u>X</u>	Strategies to identify all students in the school who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs.	
	COORDINATION AND INTEGRATION OF FEDERAL, STATE AND LOCAL SERVICES AND PROGRAMS	9
<u>X</u>	Integration of services, programs, and funds with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement.	

3/14/2011

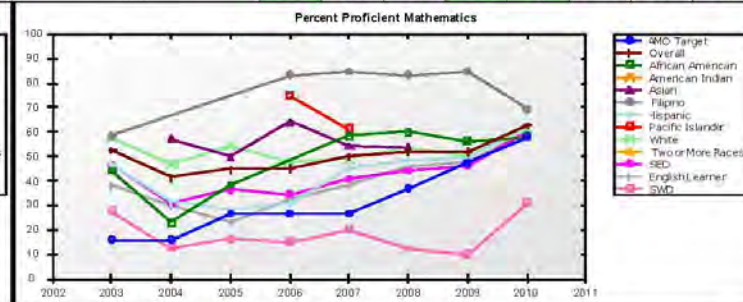
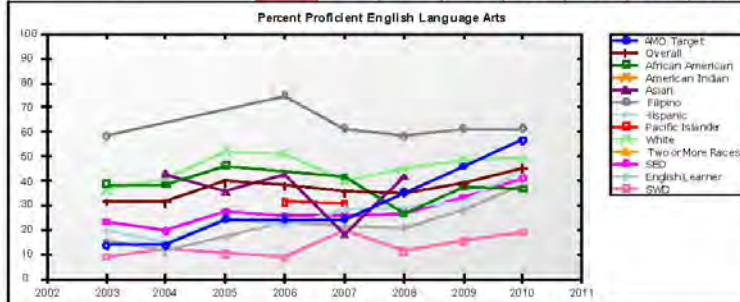
Mt. Diablo Unified School District SPSA

2001 - 2010 Accountability Progress Report

Holbrook Elementary - 07 - 61754 - 6004121

2001 - 2010 API Results	2000 - 2001 API Growth		2001 - 2002 API Growth		2002 - 2003 API Growth		2003 - 2004 API Growth		2004 - 2005 API Growth		2005 - 2006 API Growth		2006 - 2007 API Growth		2007 - 2008 API Growth		2008 - 2009 API Growth		2009 - 2010 API Growth	
	2001 Growth API	2001 Growth Point	2002 Growth API	2002 Growth Point	2003 Growth API	2003 Growth Point	2004 Growth API	2004 Growth Point	2005 Growth API	2005 Growth Point	2006 Growth API	2006 Growth Point	2007 Growth API	2007 Growth Point	2008 Growth API	2008 Growth Point	2009 Growth API	2009 Growth Point	2010 Growth API	2010 Growth Point
Overall	769	-14	755	-7	752	16	720	-22	731	9	716	-15	704	-9	718	20	727	13	777	50
African American																				
American Indian																				
Asian																				
Filipino																				
Hispanic	689	-14	677	-16	716	39	649	-56	660	2	634	-26	657	27	702	52	714	14	775	60
Pacific Islander																				
White	823	2	804	-2	774	-4	766	4	780	16	763	-17	723	-38	725	9	719	2	771	53
Two or More Races																				
SED	708	-36	687	-13	707	33	666	-28	678	5	661	-17	644	-14	677	41	693	20	756	63
English Learner											616	-15	617	3	674	66	689	19	754	65
SWD											496		484	-6	428	-18				

Net All AYP Criteria?	2003	2004	2005	2006	2007	2008	2009	2010	Met Graduation Rate?	2003	2004	2005	2006	2007	2008	2009	2010
	No.	No.	Yes	No.	No.	No.	No.	No.		2003	2004	2005	2006	2007	2008	2009	2010
Annual Measurable Objectives (AMOs)	Percent Proficient English Language Arts								Annual Measurable Objectives (AMOs)	Percent Proficient Mathematics							
AMO Target	2003	2004	2005	2006	2007	2008	2009	2010	AMO Target	2003	2004	2005	2006	2007	2008	2009	2010
Overall	31.6	31.3	39.9	38	35.6	35.2	39.1	45.5	Overall	52.6	41.4	44.9	45.3	50.3	52	52	62.8
African American	38.8	38.4	46.2		41.7	26.7	37.5	36.8	African American	44.4	23	38.5		58.3	60	56.3	57.9
American Indian									American Indian								
Asian		42.8	35.7	42.9	18.2	41.7			Asian		57.1	50	64.3	54.5	53.8		
Filipino	58.3			75	61.5	58.3	61.5	61.5	Filipino	58.3			83.3	84.6	83.3	84.6	69.2
Hispanic	20.1	14.7	24.6	21.3	28.7	29	31.5	44.3	Hispanic	47.2	31.3	27.9	31	45.5	48.2	49.3	63.1
Pacific Islander				31.3	30.8				Pacific Islander				75	61.5			
White	36.4	41.2	52.1	51.2	40.2	45.2	48.7	49.3	White	57.8	47.2	54.8	48	49.2	53.4	50	61.6
Two or More Races									Two or More Races								
SED	23.2	19.5	27.3	25.7	26	26.8	33.3	41.1	SED	46.4	30.7	36.4	34.6	41	44.4	46.2	59.9
English Learner	15.6	11.1	17.4	23	21.8	21	28.1	38.7	English Learner	38	30.1	23.3	32.4	38.5	46	47.5	60.5
SWD	9	12.5	10.2	8.7	20	11.1	15.4	19	SWD	27.7	12.5	16.3	15.1	20	12.2	10	31



■ = Met target
 ■ = Did not meet target
 ■ = Pending
 ■ = Not Applicable

2003 - 2010 Accountability Progress Report

Holbrook Elementary - 07 - 61754 - 6004121

	AYP English Language Arts																API							
	Participation Rate								Proficient Rate															
	2003	2004	2005	2006	2007	2008	2009	2010	2003	2004	2005	2006	2007	2008	2009	2010	2003 Growth	2004 Growth	2005 Growth	2006 Growth	2007 Growth	2008 Growth	2009 Growth	2010 Growth
AMO Target	95	95	95	95	95	95	95	95	13.6	13.6	24.4	24.4	24.4	35.2	46	56.8								
Overall	98.1	100	100	97	97	98	99	100	31.6	31.3	39.9	38	35.6	35.2	39.1	45.5	752	720	731	716	704	718	727	777
African American	100	100	100	80	100	100	100	100	38.8	38.4	46.2		41.7	26.7	37.5	36.8								
American Indian	100		100	100	100	100	100																	
Asian	100	100	100	100	100	93	100	100		42.8	35.7	42.9	18.2	41.7										
Filipino	100	100	100	100	100	100	100	58.3				75	61.5	58.3	61.5	61.5								
Hispanic	97.3	100	100	99	96	98	99	100	20.1	14.7	24.6	21.3	28.7	29	31.5	44.3	716	649	660	634	657	702	714	775
Pacific Islander	100	100	100	100	100	90	100	100				31.3	30.8											
White	98.1	100	100	97	97	99	98	100	36.4	41.2	52.1	51.2	40.2	45.2	48.7	49.3	774	766	780	763	721	725	719	771
Two or More Races																								
SED	97.3	100	100	98	96	97	99	100	23.2	19.5	27.3	25.7	26	26.8	33.3	41.1	707	666	678	661	644	677	693	756
English Learner	98.1	100	100	98	95	98	99	100	15.6	11.1	17.4	23	21.8	21	28.1	38.7				616	617	674	689	754
SWD	93.3	100	100	86	80	89	94	100	9	12.5	10.2	8.7	20	11.1	15.4	19				496	484	428		

	AYP Mathematics																Graduation Rate							
	Participation Rate								Proficient Rate															
	2003	2004	2005	2006	2007	2008	2009	2010	2003	2004	2005	2006	2007	2008	2009	2010	2003	2004	2005	2006	2007	2008	2009	2010
AMO Target	95	95	95	95	95	95	95	95	16	16	26.5	26.5	26.5	37	47.5	58								
Overall	97.5	100	100	100	98	99	99	100	52.6	41.4	44.9	45.3	50.3	52	52	62.8								
African American	100	100	100	100	100	100	100	100	44.4	23	38.5		58.3	60	56.3	57.9								
American Indian	100		100	100	100	100	100																	
Asian	100	100	100	100	100	100	100	100		57.1	50	64.3	54.5	53.8										
Filipino	100	100	100	100	100	100	100	58.3				83.3	84.6	83.3	84.6	69.2								
Hispanic	96.5	100	100	100	99	99	100	100	47.2	31.3	27.9	31	45.5	48.2	49.3	63.1								
Pacific Islander	100	100	100	100	100	100	100	100				75	61.5											
White	97.5	100	100	100	98	99	98	100	57.8	47.2	54.8	48	49.2	53.4	50	61.6								
Two or More Races																								
SED	96	100	100	100	98	99	100	100	46.4	30.7	36.4	34.6	41	44.4	46.2	59.9								
English Learner	96.2	100	100	100	98	99	100	100	38	30.1	23.3	32.4	38.5	46	47.5	60.5								
SWD	91.6	100	100	100	95	97	96	98	27.7	12.5	16.3	15.1	20	12.2	10	31								

= Met target
 = Did not meet target
 = Pending
 = Not Applicable

MDUSD PERFORMANCE TARGETS

MDUSD Performance Targets 2010-2011

Adopted by MDUSD School Board September 28, 2010

All district students will master the California standards for their grade level by the end of each school year.

Elementary Schools - these measurements are school-wide and for all significant subgroups:

Target 1: Academic Performance Index (API) - All schools will meet their annual school and significant subgroup State API targets.

Target 2: K-3 Reading - Over the next two years, increase the percentage of K-3 students scoring at rubric 3 (at grade level) and 4 on the district Reading Assessment Program (RAP).

- Currently if less than 40% of students are reading at or above grade level, increase by 10
- Currently if between 40-70% are reading at or above grade level, increase by 6
- If over 70% are reading at or above grade level, increase by 4

Target 3: K-5 Mathematics - Over the next two years, increase the percentage of students scoring at the proficient level on the district benchmark or approved common assessments.

- If currently below 40% are proficient, increase by 10
- If currently between 40-70% are proficient, increase by 6
- If over 70% are proficient, increase by 4

Target 4: All Elementary Schools under 800 API - Implement district benchmark assessments in language arts and math, and develop intervention plans based on the quarterly common assessment results.

Middle Schools - these measurements are school-wide and for all significant subgroups:

Target 1: Academic Performance Index (API) - All schools will meet their annual school and significant subgroup State API targets.

Target 2: Mathematics – Over the next two years:

Increase the percentage of 8th graders ready to move on to Geometry in 9th grade.

This will be measured by the percent of 8th graders receiving a B or better in Algebra 1 and passing the district-wide Algebra 1 final with a 70% or better:

- If currently below 40% are ready, increase by 10
- If currently between 40-70% are ready, increase by 6
- If over 70% are ready, increase by 4

Decrease by 10% the number of 8th graders who move on to high school needing to take pre-Algebra in their freshmen year.

Target 3: All Middle Schools under 800 API - Implement district benchmark assessments in each core subject area and develop intervention plans based on the common assessment results.

High Schools- these measurements are school-wide and for all significant subgroups:

Target 1: Academic Performance Index (API)- All schools will meet their annual school and significant subgroup State API targets.

Target 2: California High School Exit Exam (CAHSEE)- Over the next two years, all high schools will improve their school-wide and significant subgroup CAHSEE pass rates for 10th graders in ELA and math by 6%, or they will achieve a 90% pass rate.

Target 3: Graduation Rates- Based on the State graduation rate data, all high schools will increase their graduation rate over the next two years by:

- If currently below 80%, increase by 8
- If above 80%, increase by 5
- If above 90, increase by 2

Target 4: All High Schools under 800 API - Implement district benchmark assessments in each core subject area and develop intervention plans based on the common assessment results.

Target 5: Other Critical Measures - All comprehensive high schools will increase the following measures by 8% over the next two years:

Increase the percentage of graduating seniors who complete the UC a-g requirements, 2x2 articulated course work with local community colleges, or a career pathway program.

Increase the percentage of students who take the PSAT and SAT.

Increase the percentage of graduates who take an AP class and achieved a 3 or better on the AP test; pass a UC-CSU approved Community College (CC) course; or pass a CC course that leads to a specific AA degree.

Increase the number of AP classes or sections, or career pathway classes.

All K-12 Schools:

Target 1: English Proficiency

All English learners will gain one level on the CELDT each year, but will be allowed two years to move through the Intermediate level.

All English learners will be reclassified as fluent English proficient within six years of enrolling in our district.

Target 2: Attendance

All schools will improve average daily attendance (ADA) by 1% or maintain attendance of at least 97%.

**SCHOOL-WIDE
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)**

School: Holbrook Elementary School

Year: 2010/2011

District Goal: All students will master the California standards for their grade level by attaining proficiency or better in reading and mathematics by the end of each year. All sites in MDUSD will reach an API score of between 800-1000 by 2013-2014.

Planned Improvement I

English/Language Arts or Mathematics

Content Standard: Reading Comprehension
(e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)

Student groups participating in this goal: All Students EL Economically Disadvantaged GATE Special Ed.
 Other Subgroup(s): Hispanic

NCLB School's SMART Goal:

From 2010 to 2011, the percent of all students in grades 2nd -5th at or above proficient in Reading/ELA as measured by the CST, will increase from 45.5% to 53.5%.

Last year we had 266 students in grades 2nd through 5th who took the CST. 45.5% (121 students) scored at proficient or above in ELA. This year we have 244 students in grades 2nd through 5th who will take the CST. Our goal for this year (2010 - 2011) is that 53.5% of students will reach proficient or above on the CST. That is an increase of 13 percentage points.

This is equivalent to 131 students.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	STAR Tests (CST) CMA, CELDT, AMAO, API, and AYP help us to identify and monitor long range academic progress. RAP Fluency Tests, End of Theme Assessments, District Writing Prompts, Curriculum and Associates Benchmark Assessments, EduSoft Assessments and Data Analysis (1) (7) are used to identify areas of strength and weakness for our students and guide us in our monitoring of short term academic progress in reading comprehension.	SLIBG	BM Assessments 1, 2, and 3 throughout the year Chapter Tests Teacher made Tests Review of the CST results (grades 2-5) in August.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Reading 1.0 & 2.0 All classrooms are focused on increasing students' Reading Comprehension using the Houghton Mifflin Reading Curriculum, the CST Released Test Questions and the MDUSD supplemental core literature list. The formative assessments listed above are all used to monitor student learning of the English Language Arts Grade Level Content Standards.	SLIBG, Title 1	Essential learnings form filled in at grade level PLC meetings.
c. Use of instructional strategies and materials to teach the content standards	The Houghton Mifflin Reading curriculum is being fully implemented in every classroom. We are actively implementing Explicit Direct Instruction strategies to enhance comprehension. Other strategies and materials include: Sound Spelling Cards, Vocabulary Cards, Core Literature (1) (2), GLAD strategies, Step Up to Writing, Focus Walls, Word Walls, Graphic Organizers, Mountain Language, Reading Support and Intervention, Read Aloud, Writers Workshop, Curriculum Associates Practice and Mastery Student Booklets to practice test-taking. Students are grouped for ELD/ALD Instruction. Houghton Mifflin materials: (1) Classroom Management, English Learner and Challenge Handbooks and Leveled Readers are used. Quick Word Dictionaries are used to support student writing in grades 2 & 3 and Words I use When I Write is used in grade 1. Reading materials in Spanish are available for support for Spanish speaking students.	SLIBG, Title 1, EIA	Classroom observations and walkthroughs by the principal and School Support Administrator

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
e. Increased educational opportunity (within the instructional day)	<p>Students' reading and writing proficiency levels are continually monitored using formative assessments. Students who need the most support are provided instruction in one of the following ways: small group instruction provided in the classroom; Reading Support Intervention (RSI) small group reading is provided in our Learning Center to students recommended through the CARE Team/SST process; this is a district intervention program in phonemic awareness, phonics and decoding and reading comprehension. Teachers provide Universal Access time in the classroom to address students' individual needs during the English Language Arts block. Mainstreaming of students with learning disabilities from SDC classes occurs according to their IEPs. English Learner Students daily ELD instruction for 30 minutes. GATE students receive differentiated instruction from classroom teachers with opportunities for in-depth instruction and enrichment. Cross age groupings and buddy programs are designed and implemented by teachers. Students have access to Computer Lab instruction time weekly. Some students receive reading/tutoring support from JCL tutors and Buena Vista Tutoring (8).</p>	SLIBG, GATE, Title 1, EIA	<p>BM Assessments 1, 2, and 3 throughout the year Chapter Tests Teacher made Tests Review of the CST results (grades 2-5) in August.</p>

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
<p>f. Extended learning time (beyond the instructional day/year)</p>	<p>Holbrook provides supplemental services through the Mt. Diablo CARES After School Program that focuses on academics, enrichment, nutrition, gardening, fitness and homework support. Teachers send home supplemental reading materials such as "I Love Reading" with students. Individual teachers send home books to encourage reading. The Holbrook Reading Club supports extra curricular reading and rewards to students at assemblies for reaching defined reading goals. Techbridge classes are offered to fifth grade girls weekly to encourage an interest and knowledge in science. The Buena Vista Tutoring Program is offered to students identified by their teachers (6) (8).</p> <p>Success for All Intervention Reading will be provided by 2 to 3 teachers 2 days/week for 3rd, 4th & 5th grade EL students who scored Basic on the CST and Intermediate or Early Advanced on the CELDT .</p> <p>The Bookbag Take Home Program will be offered to students in grades Kindergarten through 2nd to increase their reading skills early on. The school librarian will coordinate the books with the help of a parent volunteer or noon supervisor.</p>	<p>SLIBG</p> <p>EIA</p> <p>Title 1</p>	<p>Sign in sheets and class rosters</p> <p>BM Assessments 1, 2, and 3 throughout the year Chapter Tests Teacher made Tests Review of the CST results (grades 2-5) in August. C & A Benchmark Assessments, RAP fluency tests</p>

**SCHOOL-WIDE
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)**

School: Holbrook Elementary School

Year: 2010/2011

District Goal: All students will master the California standards for their grade level by attaining proficiency or better in reading and mathematics by the end of each year. All sites in MDUSD will reach an API score of between 800-1000 by 2013-2014.

Planned Improvement II

English/Language Arts or Mathematics

Content Standard: English Language Development (ELD)
(e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)

Student groups participating in this goal: All Students EL Economically Disadvantaged GATE Special Ed.
 Other Subgroup(s): Hispanic

NCLB School's SMART Goal:

From 2010 to 2011, the percent of English Learners at or above proficient in English Language Arts as measured by the CST in grades 2nd through 5th, will increase from 38.7% to 52.5%.

Last year we had 119 English Learner Students in grades 2nd through 5th who took the CST. Of those students, 38.7% (46 students) scored at proficient or above in ELA. This year we have 89 English Learner Students in grades 2nd through 5th who will take the CST. Our goal for this year (2010 - 2011) is that 52.5% of students will reach proficient or above on the CST. That is an increase of 13 percentage points.

This is equivalent to 47 students.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	The Holbrook staff will utilize the following assessments to target and monitor academic progress of English Learners: Adept Tests, CELDT Tests, Houghton Mifflin Theme Skills Tests and Chapter Tests, Curriculum and Associates Benchmark Assessment Test Analysis, RAP Scores, Student Portfolios, Teacher-Made Assessments and observations, ELD Profiles and Report Card Assessments and ELD Progress Reports (1) (7).	EIA, Title 1	Adept Tests and Review of English Learner Data from the annual CELDT test results in January 2011 and the CST results in August 2011.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	<p>ELD Benchmarks: K-2 Listening and Speaking, Reading, Writing 3-5 Listening and Speaking, Reading, Writing</p> <p>All classrooms with English Learners (EL) are focused on increasing the proficiency of EL students in oral language development, reading fluency, vocabulary comprehension, and writing to meet criteria for reclassification to FEP and to meet grade level standards. The long and short term assessments listed above are all used to ensure alignment of the teaching of ELD Content Standards and our short and long term objectives.</p>	<p>EIA</p> <p>EIA</p>	<p>Data analysis process using the results from benchmarks tests 1,2 and 3. Essentials Learnings forms filled in from results of the BM tests in ELA Review of English Learner Adept scores biannually Classroom observation by the principal and the ELD coach, teacher lesson plan review</p>
c. Use of instructional strategies and materials to teach the content standards	English Learners receive 30 minutes of daily ELD instruction; students are grouped by ELD proficiency levels. The Susana Dutro Systematic ELD Model is used and facilitated through the use of a variety of curriculum materials such as: lessons created by MDUSD ELD Staff (1) (2), Carnival Curriculum, HM English Learner Support Handbook, SDAIE methodologies, Frontloading, GLAD strategies, HM Language Support Readers, Quick Word Dictionaries, picture dictionaries, direct vocabulary instruction, reading fluency and comprehension strategies. Bilingual materials are available to support EL students' access to the content areas.	EIA	Classroom observation by the principal and the ELD coach, teacher lesson plan review

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>Holbrook will implement the following strategies to reach our targets: All teachers will receive training in the Adept Test administration; ELD teachers will attend district training in Systematic ELD Instruction, Holbrook's ELD coach will work with teachers to support ELD instruction by assisting in ELD lesson planning, modeling ELD lessons and offering feedback and providing on site Wednesday professional development to teachers to support the Susana Dutro Systematic ELD curriculum (1) (3). PLC/Learning teams will use release time to collaborate and to design and plan ELD lessons that adhere to the Dutro delivery model, to monitor student progress and to observe colleagues implementing ELD curriculum and lessons. Staff will have opportunities to attend GLAD training and conferences on how best to support EL students in acquiring English, reading comprehension and using ELD standards to access ELA standards</p>	EIA	Review of English Learner Data from the annual CELDT test results in January 2010 and the CST results in September 2010
e. Increased educational opportunity (within the instructional day)	<p>English learners receive thirty minutes of ELD instruction daily in designated rotation groups. Lessons are designed and presented to address their listening, speaking, reading comprehension, writing and vocabulary development,</p> <p>In addition to ELA and ELD, English Learners receive instruction from the Computer Lab teacher, the Resource teacher, the Intervention teacher, the school librarian and the music teacher (8) (9).</p>	<p>EIA</p> <p>Title 1</p>	<p>Classroom observation by principal and ELD coach, ELD rotation student rosters</p> <p>Classroom observation by principal and ELD coach, ELD rotation student rosters</p>

SCHOOL-WIDE
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Holbrook Elementary School

Year: 2010/2011

District Goal: All students will master the California standards for their grade level by attaining proficiency or better in reading and mathematics by the end of each year. All sites in MDUSD will reach an API score of between 800-1000 by 2013-2014.

Planned Improvement III

[] English/Language Arts or [X] Mathematics

Content Standard: Number Sense

(e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)

Student groups participating in this goal: [X] All Students [X] EL [X] Economically Disadvantaged [X] GATE [X] Special Ed.

[X] Other Subgroup(s): Hispanic

NCLB School's SMART Goal:

From 2010 to 2011, the percent of all students at or above proficient in Mathematics as measured by the CST, will increase from 62.8% to 73.00%.

Last year we had 266 students in grades 2nd through 5th who took the CST. 62.8% (167 students) scored at proficient or above in Math.

This year we have 244 students in grades 2nd through 5th who will take Math on the CST. Our goal for this year (2010 - 2011) is that 73% of students will reach proficient or above in Math on the CST. That is an increase of 10 percentage points and 3 more students proficient and advanced at each grade level.

This is equivalent to 178 students.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	STAR (CST, CMA), API, AMO, and the AYP help us to monitor long range academic progress in Math. Curriculum and Associates Benchmark Tests Pre-tests, End of Chapter tests and teacher made assessments (1) (7), help us to monitor short term academic progress in Number Sense and other essential Math Standards.	SLIBG, Title 1	BM Assessments 1, 2, and 3 throughout the year Chapter Tests Teacher made Tests Review of the CST results (grades 2-5) in August.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	<p>Number Sense K-1.0, 2.0, 3.0 1- 1.0, 2.0 2- 1.0, 2.0, 3.0 3- 1.0, 2.0 4- 1.0, 2.0, 3.0, 4.0 5- 1.0, 2.0</p> <p>All classrooms are focused on increasing students' number sense competency using Houghton Mifflin math materials. In addition, all of our teachers use Board Math to each grade level math standards (1) . The long and short range assessments listed above are all used to ensure alignment between the teaching of standards and our short and long term objectives (7).</p> <p>Nine teachers who hadn't been trained attended Board Math training in January 2010. Several teachers had already participated in Board Math training (7). One remaining teacher was trained in November 2010.</p>	<p>SLIBG, Title 1</p> <p>RCAT Grant</p>	<p>Grade Level Essential Learning Forms completed during PLC meetings.</p> <p>Grade Level Essential Learning Forms completed during PLC meetings.</p> <p>Grade Level Essential Learning Forms completed during PLC meetings.</p>

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
c. Use of instructional strategies and materials to teach the content standards	<p>Houghton Mifflin Math materials and strategies are implemented in every classroom. All teachers use the teacher's edition, math textbooks and the grouping strategies recommended in the program. All teachers have implemented EDI (TAPPLE) strategies as well (1) (3). Most classrooms use supplemental math resources which include: Board Math, Bellworks, Mountain Math, Nimble with Numbers, manipulatives, Touch Math and Hands on Equations. These resources provide enrichment opportunities and remediation for students who need more support. PLC Grade level Minutes, and observations by the principal document the extent of the implementation.</p> <p>The HM website, Eduplace, and other standards-based software programs are used in the computer lab by our Computer Instructional Assistant</p>	<p>SLIBG,</p> <p>Title 1</p>	<p>Classroom walkthroughs and observations by the principal and School Support Administrator (1).</p> <p>Classroom walkthroughs and observations by the principal and School Support Administrator.</p>
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>We will use a variety of trainings and staff development opportunities to reach our math targets. Early release days will be focused on the implementation of teacher collaboration in our Professional Learning Community in an effort to improve student learning through analysis of student performance data. Ongoing support will be provided by the district data coaches. PLC collaboration includes a focus on examination of data, alignment of instructional strategies, essential standards and common formative assessments (1) (2) (3) (9).</p> <p>Opportunities for Math professional development, Board Math Training and Math conferences to be offered when available (3).</p>	<p>SLIBG</p> <p>Title 1</p>	<p>Teachers will share out strategies from conferences with the staff at faculty meetings, conference agenda.</p> <p>Classroom walkthroughs and observations by the principal and School Support Administrator as well as peer observations.</p>

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
e. Increased educational opportunity (within the instructional day)	Students are assessed regularly for their understanding of math skills. Students' needs are addressed in a number of ways: some classrooms group students by skill ability for support and instruction. The Resource Teacher, Intervention Teacher, and Special Education Assistant push in to the classrooms and pull out special education students. Basing their decision on examination of student performance data, grades 4th and 5th, group students for remediation in specific skills as needs arise. Some Special Day Class students with learning disabilities are mainstreamed into regular education classes for Math. Math support in the Computer Lab is provided through standards-based instructional software (1) (7) (8).	SLIBG, EIA, Title 1	Learning Center Resource student schedule, Classroom observations, IEP documentation
f. Extended learning time (beyond the instructional day/year)	Mt. Diablo CARES, the Holbrook After School Program focuses on academic support, homework help, and enrichment programs including: classes in nutrition, gardening and fitness. Students receive individual and small group help in Math. MySkills Tutor, a web based interactive learning program provides individualized learning opportunities in Math. Four teachers provide after school intervention classes for students below grade level, three days per week. TechBridge, an after-school science class for fifth grade girls, provides learning opportunities in Math and Science (8) (9).	Title 1	Class rosters, Sign in sheets, pre and post assessments

**SCHOOL-WIDE
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (g - I)**

School: Holbrook Elementary School

Year: 2010/2011

District Goal: All students will master the California standards for their grade level by attaining proficiency or better in reading and mathematics by the end of each year. All sites in MDUSD will reach an API score of between 800-1000 by 2013-2014.

Planned Improvement I

	Specific Actions/Strategies/ Steps	Who is Responsible	Target Dates	Budget Code(s)/ Funding Source	Evidence of Success
g. Environments conducive to learning	Based on an analysis of the Performance Indicators of the California Healthy Kids Survey (CHKS) for 2008(CHKS is conducted every two years), programs, services, processes, and/or curriculum are used to support an environment conducive to learning. The Too Good for Drugs research-based curriculum is used to implement the educational component of the K-12 TUPE grant/program. Holbrook has a variety of student programs that encourage and support students' learning of appropriate behaviors. Each morning, students and the Principal greet the school with Morning Announcements that include a Thought for the Day. Individual students receive "High Fliers," for exhibiting identified Life Skills. The principal holds a Life Skills Assembly every Friday in the MU room for students in each grade level. Awards Assemblies are held monthly to recognize students for implementation of life skills and to acknowledge students who are displaying positive academics and behavior. Prizes are awarded to students. Each trimester, students who receive all Es on their report card receive a special award. Excellent attendance is recognized by class weekly and by individual students throughout the year. Classes receive Blue Ribbons for out of class good behavior. Second Step program is	All Teachers All Staff Psychologist Yard supervisors	Fall 10-Spr 11	Title 1	Decrease in student discipline referrals. Increase in positive behavior and use of Lifeskills

	Specific Actions/Strategies/ Steps	Who is Responsible	Target Dates	Budget Code(s)/ Funding Source	Evidence of Success
	<p>taught school wide by classroom teachers to teach skills in empathy, anger management and conflict resolution. Many teachers hold class meetings regularly to support positive behavior and to teach students how to resolve conflicts. Campus safety and school climate are supported by yard duty supervision, organized Noon League Sports, Jump Rope for Heart, 5th grade Conflict Managers and the use of in-school suspensions when students need progressive consequences. SSTs, parent meetings, Behavior Support Plans, behavior contracts and incentive programs are used to support those students needing behavioral support. The Holbrook CARE Team composed of School Psychologist, Principal, Resource Specialist, Speech Teacher, and STAND counselor, meets bi-weekly to provide early intervention and community resource support based on teacher referrals. The 504 Team meets monthly to support students with medical disabilities. Red Ribbon Week is held each year to promote saying "No" to drugs alcohol and tobacco use by students. Operation School Bell supports students and families who are in need of assistance. A School Psychologist supports students' counseling needs. The school promotes healthy eating and lifestyles through the ASP program and the Governor's Council on Physical Fitness and Sports competition.</p>				

	Specific Actions/Strategies/ Steps	Who is Responsible	Target Dates	Budget Code(s)/ Funding Source	Evidence of Success
h. Involvement of parents and community	<p>Holbrook parents and community support the school's goals in reaching its reading goals. PFC's "Helping Hands" program works to provide parent volunteers for classrooms who support student learning and classroom activities. Book Fairs are held twice a year and are staffed by parents. The PFC supports the school by organizing fundraisers and sponsors the following activities when funds permit: Preview Day (Parents and students are invited in August before school begins to the MU for a day where they meet their child's teacher, get a list of supplies and find out about school programs.) Reflections Art Contest, Character Education Assembly, Holiday Faire, and Spring Carnival. The publication of the school newsletter, the Jet Stream, formatted by a PFC Member, is partially funded by PFC funds and is translated into Spanish. The Holbrook Parent-Student Handbook is provided to families each fall (5).</p> <p>Parents support the Holbrook Reading Club by monitoring their children's Reading Logs. Some teachers have parent volunteers. Holbrook has an ELAC committee that meets monthly to support EL parent education and to review the ELD program (5). Chabot Science Center and Chevron provide an after school science class for upper grade girls. Chevron Mini Grants have supported the school library. Weekly Techbridge classes are provided to grade 5 students to encourage an interest in Science. The Wal-Mart Recycling Challenge program supports the school.</p>	<p>All Teachers All Staff Parents PFC East Sun Terrace Neighborhood Association</p> <p>ELAC Translator Chevron Chabot Science Center</p>	<p>Fall 10 Spr. 11</p> <p>Fall 10 Spr. 11</p>	<p>SLIBG</p> <p>EIA</p>	<p>Sign - in sheets, agendas, attendance at events, fliers sent home in English and Spanish, PFC volunteer list</p> <p>Sign - in sheets, agendas, attendance at events, fliers sent home in English and Spanish</p>

	Specific Actions/Strategies/ Steps	Who is Responsible	Target Dates	Budget Code(s)/ Funding Source	Evidence of Success
i.	<p>Auxiliary services for students and parents, including transition from preschool, elementary and middle school</p> <p>Several programs support Holbrook students in meeting their reading comprehension goals: Read Across America, Diablo Valley Assistance League READ Program, JCL Tutors, and Buena Vista Tutors. Home School Connection provides information to parents on supporting their children's educational and personal growth. Student teachers from CSU Hayward work with students giving one-on one and group help supervised by the classroom teacher. Holbrook fifth grade teachers articulate with our feeder middle school staff to support appropriate scheduling of incoming students and to provide information to parents regarding programs and services.</p> <p>Preview Day (Parents and students are invited in August before school begins to the MU for a day where they meet their child's teacher, get a list of supplies and find out about school programs.) (6)</p>	<p>All Teachers All Staff Community groups Service Learning students</p>	Fall 10 Spr. 11	SLIBG	<p>School Calendar, Copy of the School Newsletter "Jet Stream", Report from school Messenger, marquee (5)</p>

	Specific Actions/Strategies/ Steps	Who is Responsible	Target Dates	Budget Code(s)/ Funding Source	Evidence of Success	
j.	Means of on-going monitoring of the program, instructional strategies, and/or materials implementation	Student progress and program implementation and effectiveness are monitored throughout the year by RAP assessments which are administered twice a year (more often for students who are performing below grade level), Houghton Mifflin Theme Assessments, report card assessments, formative assessments, CSTs, CELDT and ADEPT scores and AYP ELD History Profiles. Teachers regularly discuss student progress at grade level PLC meetings and design remediation. Student achievement data is shared at SSC, ELAC and staff meetings (7). Teachers are surveyed regarding the implementation of the Single Plan each spring; the Implementation Survey contains these results. Teacher evaluations focus on implementation of the California Standards for the Teaching Profession.	Principal All Teachers All Staff Parents District staff ELAC SSC	Fall 10 Spr. 11	SLIBG, EIA	Meeting agendas with district office partner, School support Administrator, SSC and ELAC agendas and minutes
k.	Dissemination of results and recommendations: End-of-year reports and presentation to Schoolsite Council and other advisory committees	Test results, information and data from the California Dept. of Education (CDE), MDUSD, (RAP, Writing scores, CELDT data etc.) are shared at School site Council meetings, ELAC meetings, Holbrook staff meetings, at PTA meetings and in our school newsletter to parents. The minutes of the School site Council meetings, PFC and Holbrook staff meetings contain documentation. The revised Single Plan for Student Achievement (SPSA) detailing Holbrook's growth targets of all student subgroups and their achievement is reviewed by the staff, Site Council members and ELAC Committee. Each spring, Holbrook teachers evaluate the plan using the Implementation Survey. The results of the Survey are incorporated into the revised plan. Each year, Holbrook's plan is submitted to the MDUSD Governing Board for approval.	Teachers SSC PFC ELAC	Fall 10 Spr. 11	SLIBG, EIA	Results of BM assessments, SSC and ELAC agendas and minutes, PFC agendas and minutes, report cards and parent conferences

	Specific Actions/Strategies/ Steps	Who is Responsible	Target Dates	Budget Code(s)/ Funding Source	Evidence of Success	
i.	Describe how the expenditures will supplement the core program and improve the academic performance of students	Funds will be spent to pay substitute teachers for release time for teachers to attend trainings, off site observations, give assessments and attend conferences. In addition, funds will be spent for instructional materials and supplies, translating costs and duplicating costs.	Principal Front Office Manager District Staff Accounts Payable District Warehouse Printshop Teachers PFC	Fall 10 Spr. 11	SLIBG, EIA	SPSA plan documents allocation of Title 1 funding to support student academic achievement

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Holbrook Elementary School

Year: 2010/2011

1. Planned Improvement for: 1 / ELA
 Grade Level / Subject Area

English/Language Arts or Mathematics

Content Standard: Written and Oral English Language Conventions 1.6: Use knowledge of basic rules of punctuation and capitalization when writing.
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)

Student groups participating in this goal: All Students EL Economically Disadvantaged GATE Special Ed.
 Other Subgroup(s):

Current Reality: When first grade begins, students cannot write a sentence correctly or independently.

Grade Level or Subject/Department SMART Goal: By mid November 10% of 1st graders will meet or exceed grade-level proficiency on Conventions 1.6(correct punctuation and capitalization when writing) in a paragraph of 3 to 5 sentences as measured by performance on the district trimester writitng prompt. By mid March 2010, at least 50% of first graders will meet or exceed grade-level proficiency on Conventions 1.6 By May 80% of students will meet or exceed grade level proficiency on Conventions 1.6

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	District trimester writing prompts, teacher-created common assessments/prompts		Students will score at a proficiency level of 3 (78-87%) or advanced level of 4 (88-100%) on assessments/prompts.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Mastery of this standard is essential to achieving writing proficiency in first grade and continued writing proficiency in future grades.		Students will score at a proficiency level of 3 (78-87%) or advanced level of 4 (88-100%) on assessments. Students will pass fluidly from first grade to second grade writing conventions curriculum.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
c. Use of instructional strategies and materials to teach the content standards	Students will be provided with a variety of writing prompts (guided by Step Up to Writing) in different subject areas. Small group response to intervention will be incorporated when needed.		Students will apply knowledge of the standard in all writing assignments.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Working as a Professional Learning Community, first grade teachers will meet at least twice a month to plan curriculum, intervention, and enrichment.		Common assessments and writing prompts are developed and used consistently and commonly. Assessments are scored and evaluated as a group.
e. Increased educational opportunity (within the instructional day)	Students are assessed using various writing prompts. Those in need of intervention will receive appropriate additional learning opportunities.		Increased achievement for all students on district writing prompt.
f. Extended learning time (beyond the instructional day/year)	After School Language Intervention if available.		Increased achievement for all students on district writing prompt.

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Holbrook Elementary School

Year: 2010/2011

2. Planned Improvement for: 2 / ELA
 Grade Level / Subject Area

[X] English/Language Arts or [] Mathematics

Content Standard: Reading Comprehension 2.5
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)

Student groups participating in this goal: [X] All Students [] EL [] Economically Disadvantaged [] GATE [] Special Ed.
 [] Other Subgroup(s):

Current Reality: In September 2010, 41% of 2nd graders scored proficient on questions relating to Reading Comprehension Standard 2.5 on the Curriculum Associates Benchmark Exam 1.

Grade Level or Subject/Department SMART Goal: By the end of November 2010, 51% of 2nd graders will correctly answers questions relating to Reading Comprehension Standard 2.5 on the Curriculum Associates Benchmark Exam 2. By March 2011, 61% of 2nd graders will correctly answers questions relating to Reading Comprehension Standard 2.5 on the Curriculum Associates Benchmark Exam 3. By May 2011, 71% of 2nd graders will correctly answers questions relating to Reading Comprehension Standard 2.5 on the Curriculum Associates Benchmark Exam 4.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	Curriculum Associates Benchmark Exam, 3-4 times each year.		We will increase students proficiency by 8-12% after each trimester assessment.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	We have aligned our 2nd grade goals with the California content standards. Our goals were chosen based on last years CST scores.		In grade level meetings teachers will discuss and analyze student data from the standards.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
c. Use of instructional strategies and materials to teach the content standards	<p>Teachers will use a system to call on students to assess and ensure comprehension. TPS to discuss comprehension questions. Teachers will monitor student progress by listening to their discussions and analyzing trimester benchmark assessment.</p> <p>Students will have independent practice time while using the Houghton Mifflin Reading Practice Book pages related to the story.</p>		<p>The percentage of students answering question correctly will increase by 8-12% at the end of each trimester.</p> <p>The percentage of students answering question correctly will increase by 8-12% at the end of each trimester.</p>
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Grade level teams will meet twice a month to analyze student data and share strategies for student learning.		Grade level common assessments, team meeting notes
e. Increased educational opportunity (within the instructional day)	Some teachers in grade 1-5 have a tutor once a week to read to students and ask comprehension questions. UA groups have been created to address specific needs for reading comprehension.		Improved achievement for all students on common assessments UA lessons
f. Extended learning time (beyond the instructional day/year)	Students who are enrolled in the ASP CARES program will receive homework help		Pre and post assessment results. Increased completion of homework.

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Holbrook Elementary School

Year: 2010/2011

3. Planned Improvement for: 3rd / Reading
 Grade Level / Subject Area

English/Language Arts or Mathematics

Content Standard: Reading Comprehension 2.5
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)

Student groups participating in this goal: All Students EL Economically Disadvantaged GATE Special Ed.
 Other Subgroup(s):

Current Reality: In Sept. 2010, 38% of the student correctly answered questions related to Reading Comprehension Standard 2.5 on the Curriculum Associates Benchmark test.

Grade Level or Subject/Department SMART Goal: The number of students answering questions correctly related Reading Comprehension Standard 2.5 will increase from 38% to 48% by November of 2010. By mid March, 2011, the scores will increase from 48% to 60%. By May of 2011, 72% of the students will answer question related to the standard correctly.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	Bench Mark Assessments 4 times a year HM Theme Tests related to standard RAP 3 times yearly		Increase in the number of students performing at proficient level on Benchmark Assessments and CST. 80% of students receive a rubric score of 4 on HM Theme Test 80% of students at RAP level 38 by June 2011

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	3rd grade goals have been aligned with the California 3rd grade content standards. Goals were created based on 2010 CST scores. School wide data analysis meeting to review Benchmark test results		In grade level PLC meetings, teachers will discuss and analyze student test data to determine which students will require remediation. Student improvement on benchmark assessments
c. Use of instructional strategies and materials to teach the content standards	Teacher will use an equitable system to call on students to assess and ensure comprehension. Students will use Think-Pair -Share strategies to discuss comprehension question to involve all students. Teachers will provide the students opportunity to master the standard by practicing skill across the curriculum.		Active participation by all students during instructional periods Students conversing about details related to the text . Students using science and social studies text to find main idea and details.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Meeting in grade level teams twice/month to analyze student data and share strategies for student learning.		Students will increase on Benchmark Assessments 10 to 15 points each assessment.
e. Increased educational opportunity (within the instructional day)	Universal Access groups are created by the classroom teacher to address specific needs of students below grade level. ALD for non ELD students offering enriched reading materials related to the standard.		Improved achievement for all students on common assessments UA lessons Benchmark Assessment Improved CST scores
f. Extended learning time (beyond the instructional day/year)	Students who are enrolled in the CARES After School Program receive homework help. After School Intervention for students at Basic and Below Basic Home, after school and Computer Lab access to web based My Skills Tutor Program		Pre and post assessment results. Increased completion of homework. Pre and Post Assessment results. Benchmark Assessments Review of data from My Skills Tutor

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Holbrook Elementary School

Year: 2010/2011

4. Planned Improvement for: 4th grade / Writing
 Grade Level / Subject Area

[X] English/Language Arts or [] Mathematics

Content Standard: 1.2 Writing
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)

Student groups participating in this goal: [X] All Students [] EL [] Economically Disadvantaged [] GATE [] Special Ed.
 [] Other Subgroup(s):

Current Reality: In September 2010, 5% of students in 4th grade wrote baseline summary paragraphs with a topic sentence, main ideas, and supporting details. 50% of students scored a 2 on 1st district writing prompt.

Grade Level or Subject/Department SMART Goal: By December 2010 50% of 4th grade students will write a paragraph with a topic sentence, main ideas, and supporting details. By May 70% of 4th grade students will write a paragraph with a topic sentence, main ideas, and supporting details. By May, students will be writing multiparagraph pieces with topic paragraph, supporting details and concluding paragraphs. 70% of students will score a 3 on writing prompt post test.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	Baseline district writing prompt- Rachel Carson article- summary *4/5 SDC is modified- identify the main idea and write a topic sentence First trimester district writing prompt- Retell a personal experience- narrative Second trimester district writing prompt- Riddle of the Frogs- response to literature		75% of students will perform a score of 2 on district writing rubric 75% of students will score a 2 or higher on district writing prompt 40% of students will perform a 3 or higher on district writing prompt. 50% will score 2 or higher.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	Third trimester district writing prompt- Rachel Carson article- summary		70% of students will perform at a 3 or more on district writing prompt.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	1.2 Create multiple-paragraph compositions: a. Provide an introductory paragraph. b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. c. Include supporting paragraphs with simple facts, details, and explanations. d. Conclude with a paragraph that summarizes the points. e. Use correct indentation.		50% of students will create a multiparagraph composition 50% of students will create introductory paragraph or topic sentence. 50% of students will have will create 1st paragraph with topic sentence 50% of students will write expository piece with topic sentence supported by explanations, example or elaborations 50% of students will have a summary statement or paragraph 75% of students will use correct indentation
c. Use of instructional strategies and materials to teach the content standards	Use Step-Up to Writing program to help students with organizational strategies. Provide individual and small group support as needed.		Lesson plans and use of graphic organizers/outlines. Use of Step Up color coded system.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Regular PLC and Learning team meetings		Common assessments,(writing prompts), progress reports, and report cards
e. Increased educational opportunity (within the instructional day)	Language rotation/groups as determined by CELDT and CST scores		Improved achievement on common assessments Lesson plans will document intervention schedule and activities
f. Extended learning time (beyond the instructional day/year)	Minimal extended interventions available! After School Program homework support After school Language arts intervention		Students in ASP are receiving additional support and completing assignments. small group receiving remediation in after school intervention program to address all areas of language arts.

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Holbrook Elementary School

Year: 2010/2011

5. Planned Improvement for: 5 / English Language Arts
 Grade Level / Subject Area

English/Language Arts or Mathematics

Content Standard: Writing Strategies
(e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)

Student groups participating in this goal: All Students EL Economically Disadvantaged GATE Special Ed.
 Other Subgroup(s):

Current Reality: 5th grade scored 33.5 percent on the Benchmark exams in Language Arts/Writing Strategies

Grade Level or Subject/Department SMART Goal: By the end of November the 5th grade will score 43.5% in Language Arts/Writing Strategies. Benchmark exams. In the third Benchmark exam the 5th grade will score 53.5% in ELA/Writing Strategies. In the last Benchmark exam the 5th grade will score 63.5% in ELA/Writing Strategies

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	writing prompts, Step up to Writing outlines, graphic organizers, social studies/science note strategies		List of common writing assessments to be used by grade level Increase of 3's and 4s on nonfiction writing prompts benchmark exam results
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Identify essential grade level standards in reading and writing utilizing the English/LA state standards, common assessments. Grade level SMART goal is aligned to the schoolwide goal of increasing the percentage of students performing at the proficient level on the CST testing.		writing prompt assessments and CST testing.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
c. Use of instructional strategies and materials to teach the content standards	Students will be provided writing assignments in all subject areas. Teachers will utilize a variety of instructional strategies to help students learn essential writing standards, including Step Up to Writing techniques, individual and small group sessions to provide additional support and an enrichment program.		Improved achievement on writing prompts. Lesson plans will document enrichment and intervention schedule and activities.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Working as a learning Team, third grade will develop, implement and evaluate the team's action plan to increase writing proficiency. Grade level will meet twice a month to review common assessments in order to determine which essential standards have been mastered and which need more instruction. Team will work with site leadership in being trained in Step Up to Writing.		Grade level common prompts every other week. Team meeting notes
e. Increased educational opportunity (within the instructional day)	Students are assessed using writing prompts to identify which students are in need of support. Student teachers support the program. All students receive additional support during ELD rotation.		Lesson plans document intervention and enrichment.
f. Extended learning time (beyond the instructional day/year)	After School Program extra support		My Skills Tutor (computer program) reports

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Holbrook Elementary School

Year: 2010/2011

6. Planned Improvement for: Kindergarten / ELA
 Grade Level / Subject Area

English/Language Arts or Mathematics

Content Standard: CAP 1.6 and Decoding 1.14
(e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)

Student groups participating in this goal: All Students EL Economically Disadvantaged GATE Special Ed.
 Other Subgroup(s):

Current Reality: No students in Kindergarten know all capital letters, lower case letters or their corresponding sounds.

Grade Level or Subject/Department SMART Goal: 70% of Kindergarten students will be able to identify upper case/lower case and sounds of all 26 capital, 28 lower case (alternate ways of representing g and a) and 26 sounds by the end of the school year.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	Teacher made assessment covering letter identification for upper and lower case letters as well as sound per letter. Students will focus on one letter/sound per week.		Students will be individually assessed on letter names and sounds. Students must correctly name a letter shown as well as verbalize it's corresponding sound.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	By the end of the school year, students will know all 26 capital letters, 28 lower case letters and their corresponding sounds.		Students will be taught one letter/sound per week throughout the school year. Monitoring student classwork, teacher observation and formal and informal assessments of the weekly letter/sound.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
c. Use of instructional strategies and materials to teach the content standards	Teacher will use a variety of instructional strategies to help students internalize the letter/sound concept. Songs/chants, games, art activities, small group instruction, whole group instruction. Teachers will use the District adopted HM program for daily instruction.		Students will work in a small heterogeneous group on a daily basis with the teacher. Students will also receive peer assistance when needed.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Working as a Learning Team, Kindergarten team will develop, implement and evaluate the teams' action plan to increase letter/sound recognition. Grade level will meet bi-monthly to develop/analyze curriculum and assessments in order to re-evaluate effectiveness of instructional strategies.		Students will be able to identify letters/sounds as indicated by class assessment sheet.
e. Increased educational opportunity (within the instructional day)	small group instruction within the classroom, tag readers to increase phonemic awareness, principal reading log program (6)		pre and post phonemic awareness (letter/sound recognition) assessments, high frequency word assessments, RAP
f. Extended learning time (beyond the instructional day/year)	Students who participate in ASP (After School Program) will be given the opportunity to practice letters and sounds through homework help, enrichment activities, computer games/programs appropriate to letter/sound recognition.		Improved ability to identify letters/sounds.

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Holbrook Elementary School

Year: 2010/2011

7. Planned Improvement for: 1 / Math
 Grade Level / Subject Area

English/Language Arts or Mathematics

Content Standard: Number Sense 1.1: Count, read, and write whole numbers to 100; Number Sense 2.3: Identify 1 more, 1 less, 10 more, and 10 less.
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)

Student groups participating in this goal: All Students EL Economically Disadvantaged GATE Special Ed.
 Other Subgroup(s):

Current Reality: When first grade begins, many students can count, read, and write numbers to 100, but they have difficulty identifying and understanding numbers out of sequence. Also, most cannot identify 1 more, 1 less, 10 more, or 10 less.

Grade Level or Subject/Department SMART Goal: By November 2010 at least 10% of first grade students will meet or exceed grade-level proficiency on Number Sense 1.1 and 2.3 as measured by teacher-created assessment. By March 2011, at least 50% of first grade students will meet or exceed grade-level proficiency on Number Sense 1.1 and 2.3 as measured by a teacher-created assessment. By May 2011, 80% of first grade students will meet or exceed grade-level proficiency on Number Sense 1.1 and 2.3 as measured by a teacher-created assessment.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	Houghton-Mifflin chapter and trimester assessments, teacher-created, standard-specific assessments.		Students will score proficiency level 3 (78-87%) or advanced level 4 (88-100%) on a formal assessment in March.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Mastery of these standards is essential to development of overall number sense.		Students will score proficiency level 3 (78-87%) or advanced level 4 (88-100%) on a formal assessment in March.
c. Use of instructional strategies and materials to teach the content standards	Daily oral counting, number charts and lines, manipulatives, graphic organizers, creating and completing number charts.		Improved achievement on Curriculum and Associates BM assessments.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Working as a Professional Learning Community, first grade teachers will create lessons and assessments and plan instruction and intervention together.		Team members will use peer observation and grade level meetings to discuss best practices and use of standards based strategies.
e. Increased educational opportunity (within the instructional day)	Students in need of intervention or enrichment will be provided opportunities within the instructional day as determined by teacher collaboration.		Strategies are used commonly and consistently. Assessments are scanned and results are analyzed as a grade level team.
f. Extended learning time (beyond the instructional day/year)	Universal Access small group instruction by each teacher		Improved achievement on BM assessments, chapter tests, teacher generated tests.

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Holbrook Elementary School

Year: 2010/2011

8. Planned Improvement for: 2nd / Mathematics
 Grade Level / Subject Area

[] English/Language Arts or [X] Mathematics

Content Standard: Number Sense 1.3
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)

Student groups participating in this goal: [X] All Students [] EL [] Economically Disadvantaged [] GATE [] Special Ed.
 [] Other Subgroup(s):

Current Reality: In September 2010, 40% of 2nd graders correctly answered questions relating to Number Sense 1.3 on Curriculum Associates Benchmark 1.

Grade Level or Subject/Department SMART Goal: By November 2010, 50% of 2nd graders will correctly answer questions relating to Number Sense 1.3 on Benchmark 2. By March 2010, 60% of 2nd graders will correctly answer questions relating to Number Sense 1.3 on Benchmark 3. By May 2011, 70% of 2nd graders will correctly answer questions relating to Number Sense 1.3 on Benchmark 4.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	Curriculum Associates Benchmark Exam, 3-4 times each year.		We will increase students proficiency by 8-12% after each trimester assessment.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	We have aligned our 2nd grade goals with the California content standards. Our goals were chosen based on last years CST scores.		In grade level meetings teachers will discuss and analyze student data from the standards.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
c. Use of instructional strategies and materials to teach the content standards	Teachers will use a system to call on students to assess and ensure comprehension. TPS to discuss comprehension questions. Teachers will monitor student progress by listening to their discussions and analyzing trimester benchmark assessment. Teachers will use Board Math to review California Content Standards in Math.		The percentage of students answering question correctly will increase by 8-12% at the end of each trimester. The percentage of students answering question correctly will increase by 8-12% at the end of each trimester.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	PLC learning teams will meet and discuss data and share strategies for increased student learning		Improved achievement on common assessments.
e. Increased educational opportunity (within the instructional day)	Students in need of intervention or enrichment will be provided opportunities within the instructional day as determined by teacher collaboration.		The percentage of students answering question correctly will increase by 8-12% at the end of each trimester.
f. Extended learning time (beyond the instructional day/year)	Students enrolled in the ASP CARES program may receive additional support.		The percentage of students answering question correctly will increase by 8-12% at the end of each trimester.

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Holbrook Elementary School

Year: 2010/2011

9. Planned Improvement for: 3rd / Math
 Grade Level / Subject Area

English/Language Arts or Mathematics

Content Standard: Math Reasoning 2.3
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)

Student groups participating in this goal: All Students EL Economically Disadvantaged GATE Special Ed.
 Other Subgroup(s):

Current Reality: In October 2009, 11% of the 3rd graders are scoring at least 80% on a teacher created Math Reasoning assessment.

Grade Level or Subject/Department SMART Goal: The number of students scoring proficient or higher on Math Reasoning standard 2.3 will increase from 11% to 80% by the end of May as measured by a teacher created math reasoning assessment.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	Benchmark assessments. HM chapter and Unit test Students memorize math action steps for solving Math reasoning problems.		Increase number of students performing proficient on Benchmark assessment and CST. 80% of students receive a rubric score of 4 on the HM unit and chapter tests. Teacher made assessments

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	3rd grade level SMART goal is aligned to the schoolwide goal of increasing the percentage of students performing at the proficient level on the CST. Schhol wide data analysis meetings to review Benchmark results.		Teachers will discuss and analyze student test data during PLC meetings. To determine which students need remediation. Student improvement on Benchmark test results
c. Use of instructional strategies and materials to teach the content standards	HM Math series. Board Math CST test release questions		80% of students will score a rubric 4 on HM chapter and unit test. Increased in Benchmark assessments by 10 points. Improved CST test results for 2011 school year.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	PLC learning teams will meet and discuss data and share strategies for increased student learning.		Benchmark assessments. HM chapter and Unit tests.
e. Increased educational opportunity (within the instructional day)	Students in need of intervention within the instructional day will recieve remediation. Enrichment for students scoring advanced or proficient will be provided with opprotunities during independent practice.		Improved CST scores. Improved CST scores.
f. Extended learning time (beyond the instructional day/year)	Students enrolled in the ASP CARES program receive homework support. Home, after school and computer lab access to web based My Skills Tutor program.		Improved achievement on all assessments. Review of data from My Skills Tutor.

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Holbrook Elementary School

Year: 2010/2011

10. Planned Improvement for: 4th grade / Math
 Grade Level / Subject Area

English/Language Arts or Mathematics

Content Standard: Number Sense
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)

Student groups participating in this goal: All Students EL Economically Disadvantaged GATE Special Ed.
 Other Subgroup(s):

Current Reality: 4th graders scored 43% on Number sense subtest of Curriculum Associates benchmark exam 1.

Grade Level or Subject/Department SMART Goal: By the 2nd Benchmark exam 4th graders will score 53% on Number sense portion of the Curriculum associate exam. By the end of the 3rd Curriculum Associate benchmark, students will score in 63%. By the last Benchmark Curriculum Associate test, students will score 75%.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	Standards based chapter assessments-district adopted math program		improvement on benchmark test to desired% score
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand. 1. 4 Decide when a rounded solution is called for and explain why such a solution may be appropriate.		53% correct on these standards on benchmark 2 test

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	2.1 Estimate and compute the sum or difference of whole numbers and positive decimals to two places. 3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.		53% correct on these standards on benchmark 2 test 53% correct on benchmark 2 test
c. Use of instructional strategies and materials to teach the content standards	Students will use Houghton Mifflin district adopted math program *supplement with "Nimble with Numbers" and computer math programs. Board math		Lesson plans will document activities Daily Board math
d. Professional development and professional collaboration to support the use of instructional strategies and materials	PLC and Learning Teams will meet regularly and develop common assessments.		Common assessment, remediation plans, and team minutes
e. Increased educational opportunity (within the instructional day)	Weekly leveled math groups and small group instruction using HM supplemental materials (reteach, enrichment, etc.)		Intervention schedules and retesting opportunities
f. Extended learning time (beyond the instructional day/year)	Minimal extended intervention opportunities available! ASP provides homework support		Number of students receiving homework support in ASP

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Holbrook Elementary School

Year: 2010/2011

11. Planned Improvement for: 5 / Mathematics
 Grade Level / Subject Area

English/Language Arts or Mathematics

Content Standard: Math Number Sense
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)

Student groups participating in this goal: All Students EL Economically Disadvantaged GATE Special Ed.
 Other Subgroup(s):

Current Reality: 5th grade students achieved 41% on the number sense portion of Benchmark exam 1

Grade Level or Subject/Department SMART Goal: By November all students will achieve 51% on the number sense portion of the second Benchmark exam. On the third Benchmark exam students will get 61% in Number sense. On the final benchmark exam students will get 71% on Number sense.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	weekly quizzes and chapter tests every two weeks daily Board Math		Test results using edusoft program Benchmark exam test results
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Grade level SMART goal is aligned to the schoolwide goal is aligned to the schoolwide goal of increasing the percentage of students performing at the proficient level on the CST		District pacing guide

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
c. Use of instructional strategies and materials to teach the content standards	Houghton Mifflin math series, Nimble with Numbers and Math Blasters Plus in the computer lab. Board Math		Lesson plans show that you are on target.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	PLC learning teams.		Progress reports, report cards, common assessments during PLC, and team minutes.
e. Increased educational opportunity (within the instructional day)	Small group instruction with student teachers and resource specialist.		Intervention schedules/ retesting students after remediation.
f. Extended learning time (beyond the instructional day/year)	Students receive extra support from the after school program		Number of students receiving help

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Holbrook Elementary School

Year: 2010/2011

12. Planned Improvement for: Kindergarten / Math
 Grade Level / Subject Area

English/Language Arts or Mathematics

Content Standard: Number Sense 1.2a, 1.2b, 1.2c
 (e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)

Student groups participating in this goal: All Students EL Economically Disadvantaged GATE Special Ed.
 Other Subgroup(s):

Current Reality: No students in Kindergarten know how to count, represent and name all numbers to 30.

Grade Level or Subject/Department SMART Goal: By the end of the school year, 70% of Kindergarten students will be able to identify, count and represent numbers 1-30.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)	Teachers will use district adopted curriculum and assessments to teach and measure growth on identifying, counting and representing numbers 1-30.		Students will be individually assessed on identifying, counting and representing numbers 1-30.
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	By January 2010 students will be able to count, name and represent numbers 1-10. By April 2010, students will be able to count, name and represent numbers 1-20. By the end of the school year, students will know how to count, name and represent numbers 1-30		Students will be taught clusters of numbers throughout the school year starting with numbers 1-3 then 4-5, 6-7, 8-10 etc. Monitoring student classwork, teacher observation and formal and informal assessments of the given cluster of numbers.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
c. Use of instructional strategies and materials to teach the content standards	Teacher will use a variety of instructional strategies to help students internalize the letter/sound concept. Songs/chants, games, art activities, small group instruction, whole group instruction. Teachers will use the District adopted HM program for daily instruction. Teachers will use Board Math as a way of reinforcing number sense.		Students will work in a small heterogeneous group on a daily basis with the teacher. Students will also receive peer assistance when needed.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	Working as a Learning Team, Kindergarten team will develop, implement and evaluate the teams' action plan to increase number recognition and representation. Grade level will meet bi-monthly to develop/analyze curriculum and assessments in order to re-evaluate effectiveness of instructional strategies.		Students will be able to count, name and represent numbers 1-30 as indicated by class assessment sheet.
e. Increased educational opportunity (within the instructional day)			
f. Extended learning time (beyond the instructional day/year)	Students who participate in ASP (After School Program) will be given the opportunity to practice counting, naming and representing numbers 1-30 through homework help, enrichment activities, computer games/programs appropriate to letter/sound recognition.		Improved ability to count, name and represent numbers 1-30

SUPPLEMENTAL SUPPORT ACTIVITIES

School: Holbrook Elementary School

Year: 2010/2011

The content of the SUPPLEMENTAL SUPPORT ACTIVITIES (SSA) is based on identified needs in other areas of school improvement. Related expenditures are allowable if they achieve the purposes of the funding source and only supplement the program.

Describe the content area, description, and purpose of the supplemental support activity.

Goals	Specific Actions/Strategies/ Steps	Who is Responsible	Budget Code(s)/ Funding Source	Evidence of Success
SSA.1: Technology Goals				
After analyzing the Ed Tech Profile Survey (CTAP) data, the following goals have been identified and will be implemented this school year:				
	Teachers will increase the use of technology used in presentation of lessons to students	Principal Staff TIL Computer Lab Assistant	Title 1	Classroom observations by principal. Peer observations by teachers.
	100% of teachers will use the on-line report card form to complete their report cards.	Teachers	EIA	All teachers will turn in report cards to the principal before sending them home.
	Upper grade teachers will provide their students with opportunities to research standards based curriculum topics using age appropriate search engines to create individual projects and reports.	Teachers In Grades 4th & 5th Computer Lab asistant	Title1	Classroom and computer lab observations by the principal
	Teachers will utilize EduSoft and C & A Benchmark Assessments to monitor student academic progress	Teachers in Grades K- 5th	SLIBG	Grade level meetings to analyze the student performance data from Edusoft.
	Classroom computers, printers and the computer lab are used to provide additional access to the core curriculum. Instructional media, video, internet access, and software are available to address all core content standards	Teachers and Computer lab assistant	Title 1	Classroom observations by the principal and peer observations by teachers.
SSA.2: Career Integrated Academics (CIA) Goals				
<ul style="list-style-type: none"> • Activities that support career awareness, exploration, preparedness • Curricula and instructional strategies – include information about the world of work • Collaboration with other organizations to expand students' awareness 				

Goals	Specific Actions/Strategies/ Steps	Who is Responsible	Budget Code(s)/ Funding Source	Evidence of Success
	<p>Classroom teachers will incorporate activities and lessons in their curriculum that support career awareness, exploration and readiness. Board adopted Houghton Mifflin Language Arts programs and Harcourt Brace Social Studies curriculum will be used to promote awareness of jobs and careers in community service. Students in third grade will participate in KAPOW, providing them with experience and information about the world of work and job responsibilities. Through the Junior Achievement Program, all students learn about the economic system through the JA curriculum and contact with working professionals. Other career integrated academics include community trips, research projects and project based learning. Parents and community members are invited as guest speakers in the classrooms.</p>	<p>All Staff Community Local Business Professionals</p>	<p>Title 1</p>	<p>Classroom Observations by the principal.</p>
<p>SSA.3: GATE Goals/Strategies</p>				
<p>Differentiation of curriculum and instruction to meet the special needs of students whose performance and/or capacity for performance significantly exceeds age or grade-level expectations.</p>				
<ul style="list-style-type: none"> • Appropriate pacing and challenge of curriculum • Enrichment beyond the core curriculum • Exploration of a particular area of interest • Opportunity for creativity • Development of skills in critical thinking, problem solving, divergent thinking, and independent learning 				
	<p>The GATE program will provide differentiation of curriculum and instruction to meet the special needs of students whose performance and/or capacity for performance significantly exceeds age or grade level expectations.</p>	<p>All teachers with GATE students</p>	<p>GATE</p>	<p>Classroom Observations by the principal. GATE coordinator will make a presentation for parents at an SSC meeting.</p>

Goals	Specific Actions/Strategies/ Steps	Who is Responsible	Budget Code(s)/ Funding Source	Evidence of Success
	<p>GATE and high achieving students will be provided with opportunities to explore their creativity, to develop skills in critical thinking, problem solving, divergent thinking and independent learning through a variety of learning opportunities.</p> <p>Challenge activities from the Houghton Mifflin Language Arts and Math programs will be used to meet the needs of GATE and high achieving students. Opportunities will be provided for them to work in groups on differentiated core content assignments, interest based projects and activities.</p> <p>Daily GATE rotation will be offered to qualifying students that will support opportunities for enrichment beyond core curriculum and exploration of a particular area of interest. Students will have opportunities to develop skills in research, report writing and oral presentation.</p>	<p>All teachers</p> <p>All teachers</p> <p>All teachers with GATE students</p>	<p>GATE , EIA</p> <p>GATE</p> <p>GATE</p>	<p>Classroom Observations by the principal.</p> <p>Classroom Observations by the principal.</p> <p>Classroom Observations by the principal.</p>
SSA.4: School Library Materials (If applicable)	<p>Funds will be used on library books to support the social studies and science adoptions. Approximately \$2.00 per student will be allocated to purchases, resources and books for Holbrook's library. Support for the Follett library system.</p>	<p>Librarian Principal</p>	<p>Title 1, EIA</p>	<p>School budget summary and expenditures report</p>
SSA.7: Science (optional)	<p>Holbrook students receive a fully functioning science program that addresses Earth Science, Life Science and Physical Science through the newly adopted McMillan McGraw Hill Science curriculum. Science Kits that extend the lab experiments are used to support hands-on activities and understanding of science concepts. In addition, teachers in grades 4 and 5 require science projects from all students. They work on the projects during class and at home and are presented at the Science Fair in March. They receive awards and ribbons. Techbridge offers science classes to grade 5 students after school.</p>	<p>Librarian Mr. Slater Principal</p>	<p>Title 1</p>	<p>Classroom Observations by the principal. Science Fair Final Projects</p>

Goals	Specific Actions/Strategies/ Steps	Who is Responsible	Budget Code(s)/ Funding Source	Evidence of Success
SSA.8: History/Social Science (optional)	Staff uses the state and MDUSD Board adopted Harcourt Brace social studies materials and texts. Students will receive a comprehensive history/social studies education by addressing multi-cultural issues through literature, art, music and current events.	Teachers	Title 1, EIA	Classroom Observations by the principal.
SSA.9: Fine Arts	Holbrook students receive instruction in the visual and performing arts as well as fine arts through vocal and instrumental music classes. Students have opportunities to explore and develop their personal and individual talents in a variety of media.	All Staff Instrumental Music Teacher	Title 1, EIA, Arts Grant Funding	List of Music Concerts and Assemblies California Symphony assemblies schedule
SSA.10: Strategies to attract highly qualified teachers:	(1) MDUSD recruits teachers from colleges that include diversity and equity as part of the teacher training program, (2) MDUSD identifies "strong" candidates during the screening process for hiring and then contact Title 1 schools that need to hire staff, (3) MDUSD has established an early hire system, (4) MDUSD advertises for teachers and specifically names the Title 1 school and describes that school's unique qualities in the ad. (4)			

BUDGET ALLOCATIONS

School: Holbrook Elementary School

Year: 2010/2011

Budget Development Summary 2010-2011

**Holbrook
Elementary
145**

Title I 3068 & 3070 Total

Total Site Allocation

Undistributed balance

Title I 3068 & 3070 Total Undistributed balance

EIA/LEP Site Allocation 3825	EIA/SCE Site Allocation 3823	Title I			SLIBG 0918	GATE 0909	QEIA 3727	SIG 3082	TOTAL
		Parent Inv 3068	Title I 3070	ARRA Title I 3011					
		165,641.00							
16,102.00	17,963.00	2,945.00	162,696.00	79,559.59	22,412.54	473.61	0.00	0.00	302,151.74
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		0.00							

Object Code	Description	Proposed Budget	Proposed Budget	Proposed Budget	Proposed Budget	Proposed Budget	Proposed Budget	Proposed Budget	Proposed Budget	Proposed Budget	Proposed Budget
XXXX	Salaries and Benefits from Position Control	16,102.00	0.00	0.00	27,312.00	30,000.00	0.00	0.00	0.00	0.00	73,414.00
1150	Teacher Substitutes	0.00	0.00	0.00	3,000.00	0.00	0.00	0.00	0.00	0.00	3,000.00
1160	Teachers - Extra Pay	0.00	12,000.00	0.00	25,000.00	18,751.60	5,500.00	250.00	0.00	0.00	61,501.60
1190	Teachers - Hourly	0.00	0.00	0.00	2,000.00	0.00	0.00	0.00	0.00	0.00	2,000.00
1200	Psychologist Interns	0.00	0.00	0.00	24,000.00	0.00	0.00	0.00	0.00	0.00	24,000.00
1900	Other Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2100	Instructional Assistants (not position control)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2200	Classified Support (not position control)	0.00	0.00	0.00	1,500.00	0.00	0.00	0.00	0.00	0.00	1,500.00
2300	Classified Supvrs./Administration (not position control)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2400	Clerical/Technical (not position control)	0.00	0.00	0.00	400.00	1,431.03	0.00	0.00	0.00	0.00	1,831.03
2900	Other Classified - (not position control)	0.00	0.00	0.00	7,500.00	199.87	0.00	0.00	0.00	0.00	7,699.87
4110	Textbooks	0.00	0.00	0.00	0.00	275.92	0.00	0.00	0.00	0.00	275.92
4210	Other Books - Instructional	0.00	500.00	0.00	3,000.00	0.00	0.00	0.00	0.00	0.00	3,500.00
4300	Materials and Supplies	0.00	4,463.00	1,945.00	2,005.00	12,291.39	16,912.54	223.61	0.00	0.00	37,840.54
4315	Holding Account (no expenditures)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4400	Furniture & Equipment \$500-\$9,999	0.00	0.00	0.00	50,000.00	14,609.78	0.00	0.00	0.00	0.00	64,609.78
5100	Subagreements for Services	0.00	0.00	0.00	13,979.00	0.00	0.00	0.00	0.00	0.00	13,979.00
5210	Conferences (Requiring Hotel or Registration Fee)	0.00	500.00	0.00	2,000.00	2,000.00	0.00	0.00	0.00	0.00	4,500.00
5230	Business Mileage/Other Expenses (No Reg Fee)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5240	Employee Training/In-Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5300	Dues and Memberships (District Wide)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5600	Buildings Ren/Lease	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5711	Library Media Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5712	District Print Shop Services	0.00	0.00	0.00	1,000.00	0.00	0.00	0.00	0.00	0.00	1,000.00
5713	District Transportation Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5719	Other Interprogram Transfers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5800	Instructional Service Contracts (<\$25,000/contract)	0.00	0.00	300.00	0.00	0.00	0.00	0.00	0.00	0.00	300.00
5890	Other Operating Exp	0.00	500.00	500.00	0.00	0.00	0.00	0.00	0.00	0.00	1,000.00
5891	Food/Mcals for Employees (Non-	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

	Conf)										
5895	Field Trip Admissions	0.00	0.00	200.00	0.00	0.00	0.00	0.00	0.00	0.00	200.00
5965	Postage	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5971	Telephone - AT&T	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5973	Telephone - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5974	Cellular Phones	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5998	Internet Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7310	Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
aaaa	.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
bbbb	.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL SITE BUDGET		16,102.00	17,963.00	2,945.00	162,696.00	79,559.59	22,412.54	473.61	0.00	0.00	302,151.74

Description of the Specific Services to be Provided

1. Assist schools with program plan development, implementation, and evaluation.
2. Provide information to principals and project coordinators on guidelines, reviews, procedures, laws, regulations, compliance requirements, and program operation.
3. Provide professional development and conference information.
4. Provide for parent education and involvement.
5. Respond to individual site needs (i.e. Site Council presentations or training, staff development workshops).
6. Maintain master file of records and correspondence regarding the Consolidated Application.
7. Assist with and maintain purchasing verifications and records.
8. Provide budget assistance for schools.
9. Assist with school plan revisions and amendments.
10. Provide evaluation assistance to projects, assist with data collection and analysis and conduct district evaluation.
11. Complete and submit district applications.
12. Conduct compliance reviews.
13. Maintain liaison with California Department of Education, County Office of Education, IHEs and other organizations.
14. Coordinate revision, amendments and correspondence with the California Department of Education.
15. Acquire materials for district-wide use.
16. Evaluate ELD/Bilingual personnel.
17. Compare district core curriculum with State and National frameworks and coordinate writing of Courses of Study.
18. Compare and align district curriculum with State standards and benchmarks.
19. Assist schools with implementation and monitoring of students' progress in meeting grade level standards and benchmarks.
20. Coordinate District Advisory Committees.
21. District wide assessment and supplemental services for English learner students.
22. Supervision and evaluation of Instructional Media Assistants, Librarians, and elementary Music and Physical Education staff.
23. Provide specific reports and files related to district developed performance assessments.

(This is a partial list of services provided by the Curriculum and Instruction Department staff.)

**MT. DIABLO UNIFIED SCHOOL DISTRICT
ENGLISH LEARNER PROGRAM**

**Centralized Supplementary Direct Services To Schools
Provided By State EIA/LEP Funding**

1. Certificated and classified staff provide the following services:
 - a. Identify, assess, and report all students who have a primary language other than English.
 - o Administer the CELDT
 - o Administer the district's primary-language assessment
 - o Collate home language survey and assessment information, document on the student information form, file in student cumulative record file, send copies of all documents to Dent Center
 - o Enter student information in the district's student data-management system
 - o Collate into one report the following information on all the school's LEP and FEP students: language classification, language proficiency level, grade level, teachers, core content class placements (secondary)
 - o Complete the school's annual language census report for the California Department of Education
 - o Monitor LEP and FEP student cumulative records to assure that all documentation is complete
 - b. Notify the parents/guardians of English learners of the language assessment results, instructional placement, rights to request a parental exception waiver, and information on whom to contact at the school with questions.
 - o Written notifications are sent to the parent at the time of initial assessment
 - o Written notifications are sent to the parent at the time of annual assessment
 - o Parents are invited to attend an informational meeting where instructional options and the parental exception waiver procedures are explained and made available.
 - c. Continuously monitor English learners' language and academic development.
 - o Annually review each student's performance on STAR, CAHSEE , CELDT , RAP, district writing assessment, and class grade reports
 - o Determine if each student has made adequate progress
 - o Update each student's ELD History Form and file in the student's cumulative record, and distribute copies of the history form to the appropriate classroom teachers
 - o Collate and report data on student classroom academic performance quarterly (secondary) or at completion of each semester (elementary): Share information with principal and teachers and the Asst. Director, C & I
 - d. Implement a catch-up plan for English learners who are not making adequate language and academic development
 - o After completion of the annual review of student performance, identify students who are in need of immediate intervention
 - o For students needing intervention, assist administration and teachers in completing an individual intervention plan which specifies the specifics of the intervention, provide a copy to intervention teachers, and file a copy in the student's cumulative record file
 - o Assist school teaching staff in delivery of intervention instruction as per students' individual intervention plans
 - o Annually update the individual intervention form, distribute appropriately, and file in cumulative record
 - e. Conduct annual reclassification review
 - o Annually review each English learner's performance on STAR, CAHSEE, and CELDT to determine if he or she is ready for reclassification
 - o For students ready for reclassification: document reclassification recommendation on the appropriate form and send to C & I; send a letter to the parents informing them of their opportunity for input, attaching a copy of the documentation form
 - o Place all documentation in the student's cumulative record
 - o Inform teachers of reclassified students

- f. Monitor the continuous language and academic development of R-FEP students.
 - o Annually review each R-FEP student's performance on STAR, CAHSEE, CELDT, course grades
 - o Identify R-FEP students who are falling below the reclassification criteria for possible intervention
 - o Document this review on district forms and place copies in the students' cumulative record
 - o Send letter to parents informing them of the interventions; place a copy of the letter in the cumulative record
 - g. Monitor student placement in appropriate classes, as per district Comité Accountability plan
 - o Assure that students have been placed in ELD and SDAIE classes according to the master schedule and district EL Program guidelines
 - o Prepare semester placement reports to school and district administration
 - h. Provide primary-language support to English learners with limited English proficiency
 - o Provide preview and review of core-curriculum content in students' primary language
 - o Provide extended learning time for students in the primary language
 - o Assist the school in providing counseling and dissemination of information to students and parents
 - i. Provide support to classroom teachers of English language development
 - j. Purchase supplementary instructional materials for English learners
 - k. Provide professional development to teachers of English learners
 - o English language development
 - o Specially designed academic instruction in English. For example:
 - o Guided Language Acquisition Design (GLAD)
 - o Sheltered Instruction Observation Protocol (SIOP)
2. Texts and materials are purchased to supplement district adoptions.
 3. Teachers and administrators are provided professional development in instructional strategies, parental involvement, program implementation
 4. Translators assist schools in translating documents and interpreting at meetings and conferences
 5. Parents are provided with training in how to partner with teachers to increase the academic achievement of their students
 6. The school's English learner advisory committee receives training and support in carrying out its responsibilities

This is a partial list of centralized services provided by the Student Achievement and School Support Division.

**MT. DIABLO UNIFIED SCHOOL DISTRICT
Site to Centralized EIA/LEP Budget
2010/2011**

School: Holbrook

EIA - All =				
Ent. 3825			\$68,419	
Ent. 3823				\$21,366
			EIA/LEP	EIA SCE
Expenditures:			3825	3823
Con App -Set Asides 15%		15%	\$9,554	\$2,984
Centralized Prof. Dev. 2%		2%	\$1,342	\$419
CELDT - \$35 x EL student =	\$35	176	\$6,160	
Total			\$51,363	\$17,963
Personnel Costs			\$51,475	\$20,627
Total			\$0	-\$2,664
Carry Over			\$16,102	
Available to Site			\$16,102	-\$2,664

SCHOOL SITE COUNCIL (SSC) MEMBERSHIP

School: Holbrook Elementary School

Year: 2010/2011

(1) Principal	(3) Teachers	(1) Other school staff
(5) Parents and other community members		

Schoolsite Council
Elementary

Schoolsite Advisory Council or Schoolsite Council Members	Member of Council	Parent of student in the school	Parent of EL student	Not employed by school	Principal	Classroom teacher	Other school staff	Community Representative	Student (secondary) Member of SSC	Other
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Sara Dieli	[X]	[]	[]	[]	[X]	[]	[]	[]	[]	[]
Stephany Delanoy	[X]	[]	[]	[]	[]	[X]	[]	[]	[]	[]
Kimberly Keogh	[X]	[]	[]	[]	[]	[X]	[]	[]	[]	[]
Sharon Weiller	[X]	[]	[]	[]	[]	[X]	[]	[]	[]	[]
Tina Strickland	[X]	[]	[]	[]	[]	[]	[X]	[]	[]	[]
Cesar Iglesias	[X]	[X]	[X]	[X]	[]	[]	[]	[]	[]	[]
Danelia Morales	[X]	[X]	[X]	[X]	[]	[]	[]	[]	[]	[]
Bertha Jimenez	[X]	[X]	[X]	[X]	[]	[]	[]	[]	[]	[]
Lomekina Prescott	[X]	[X]	[]	[X]	[]	[]	[]	[]	[]	[]
Turtle Pfeiffer	[X]	[]	[]	[X]	[]	[]	[]	[X]	[]	[]
Numbers of members	10									

ENGLISH LEARNER ADVISORY COMMITTEE

School: Holbrook Elementary School

Year: 2010/2011

If the ELAC has delegated its responsibilities to the Schoolsite Council, specify the date:

If your site has less than 21 English Language Learners, insert "NA" for not applicable:

If the ELAC is continuing to meet as a separate advisory group, please complete the form below.

ELAC Membership:

- a. Principal/ Principal's Administrative designee:
 1. Sara Dieli

- b. Five parents, elected by parents of English Learners:
 1. Cesar Iglesias
 2. Bertha Jimenez
 3. Danelia Morales
 4. Mirella Ayala
 5. Guadalupe Pinzon

- c. Two Staff members, elected by staff:
 1. Tina Strickland
 2. Cindy Dashner

**SCHOOL SITE COUNCILS/COMMITTEES
ASSURANCES & RECOMMENDATIONS**

School: Holbrook Elementary School

Year: 2010/2011

SCHOOL SITE COUNCILS/COMMITTEES ASSURANCES & RECOMMENDATIONS


School:
Holbrook Elementary School

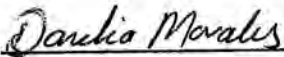
Year: 2010/2011

The Schoolsite councils/committees' authorized representatives' signatures assure adherence to the following legal assurances:

1. The councils/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The councils/committees have reviewed their responsibilities under the district governing board, federal or state law or regulations.
3. The councils/committees have reviewed the content requirements for school plans or programs included in this Single Plan for Student Achievement, and believe all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. The councils/committees have had adequate opportunity to consider the available information concerning the special needs of English Learner students, including instruction in a language that such students understand; economically disadvantaged students; students with exceptional needs, gifted and talented students, and students at risk.
5. The councils/committees have a list of members of each school-level council or committee available at the school.


This Single Plan for Student Achievement 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. **The signatures below verify that the chairpersons, teachers, and local officials, on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.**

The School Site Council adopted the Single Plan for Student Achievement on:	October 19, 2010 Council Approval Date
Cesar Iglesias <small>Typed Name of Chairperson</small>	 <small>Signature</small>
	11-29-10 <small>Date</small>

If Applicable The English Learner Advisory Committee reviewed the SPSA on:	October 19, 2010 Committee Approval Date
Danelia Morales <small>Typed Name of Chairperson</small>	 <small>Signature</small>
	11-29-10 <small>Date</small>

If Applicable School Advisory Committee:	GATE Advisory committee <small>Committee Name</small>	October 19, 2010 Committee Approval Date
Steve Slater <small>Typed Name of Chairperson</small>	 <small>Signature</small>	11/29/10 <small>Date</small>

If Applicable School Advisory Committee:	_____ <small>Committee Name</small>	_____ <small>Committee Approval Date</small>
_____ <small>Typed Name of Chairperson</small>	_____ <small>Signature</small>	_____ <small>Date</small>

Sara Dieli <small>Typed Name of Principal</small>	 <small>Signature</small>	11/29/10 <small>Date</small>
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ACADEMIC PROGRAM SURVEY

School: Holbrook Elementary School

**Holbrook Elementary School
Mount Diablo Unified School District
Academic Program Survey - Elementary School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>1. Instructional Program</p>	<p>1.1 The school/district provides the current* State Board of Education (SBE)-adopted, standards-based, basic core instructional programs and materials in Reading/ Language Arts (RLA)/English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student.</p> <p>* Pending State Board of Education (SBE) action and as a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective</p>	<p>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the SBE-adopted basic core instructional program materials in RLA/ELD. These materials are implemented daily as designed to support the needs of all students.</p> <ul style="list-style-type: none"> • At all levels, teachers use the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support kindergarten through grade three (K-3), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom. 	<p>Objective 1.1 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: All students at the site have the required textbooks and ancillary materials for instruction in ELA and ELD. All students with disabilities have fully implemented IEPs. All IEP's are currently up -to-date. Our Learning Center is staffed by two certificated teachers and an educational assistant. Special Day Class here for grades 4 and 5.</p> <p>We balance Explicit Direction Instruction strategies with Universal Access instruction to support all student learning. Benchmark assessments inform instruction</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>1. Instructional Program</p>	<p>1.2 The school/district provides either the 2008 SBE adopted, standards-based, basic core instructional programs and materials in ELD or materials from the 2002 SBE standards-based, basic core adoption and/or SBE-approved supplementary materials list. These programs are implemented as designed and documented to be in daily use with materials for every identified EL student.</p> <p>* Pending State Board of Education (SBE) action and as a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective</p>	<p>Full implementation means that ELs are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE-adoption, materials from the previous SBE 2002 adoption and/or SBE-approved English learners' Supplementary Materials lists. These materials are implemented daily as designed to support the assessed English proficiency needs of students.</p> <ul style="list-style-type: none"> • Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. • At all grade levels, teachers use the ELD components as described in the full implementation statement with students identified for ELD on an English proficiency assessment. • For districts using the 2008 SBE-adopted RLA/ELD: • At all grade levels, teachers use the ELD components of the 2008 SBE-adopted RLA/ELD program (Programs 2 and 3). • For districts/sites adopting only Program 1, teachers use the ELD materials from the 2002 SBE basic core adoption or from earlier SBE-approved supplemental materials lists (AB 1802 materials, or other adopted supplementary materials). • For districts using the 2002 SBE-adopted RLA/ELD teachers use the ELD materials from the 2002 SBE basic core adoption or from earlier SBE-approved supplemental materials lists. 	<p>Objective 1.2 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: At upper grades, teachers are unsure of what is on the approved supplemental materials list.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>1. Instructional Program</p>	<p>1.3 The school/district provides the current* SBE-adopted RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student.</p> <p>* Pending State Board of Education (SBE) action and as a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective.</p>	<p>Full implementation means that all students identified as needing intensive intervention in grade four through eight, including ELs and SWDs, who are two or more years below grade level are provided the SBE-adopted intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed.</p> <ul style="list-style-type: none"> • Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction. • The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support. • Districts are either using the SBE-adopted intensive intervention program from the SBE-adopted 2002/2005 lists or Programs 4 or 5 from the 2008 list. 	<p>Objective 1.3 Status of Implementation: 1. Minimally (Less Than 50%)</p> <p>Comments/Actions: There is no intensive intervention program used daily for students who are below grade level in reading and math.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>1. Instructional Program</p>	<p>1.4 The school/district provides the current* SBE-adopted, standards-based, basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student.</p> <p>* Pending State Board of Education (SBE) action and as a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective.</p>	<p>Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided the SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students.</p> <ul style="list-style-type: none"> • At all levels, teachers use the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom. 	<p>Objective 1.4 Status of Implementation: 4. Fully (100%)</p> <p>Comments/Actions: All students have access to the math and language arts program. Grade levels run remediation groups as needed.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>1. Instructional Program</p>	<p>1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student.</p> <p>Districts using the 2001 and 2005 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.</p>	<p>Full implementation means that all students identified as needing intensive intervention in grades four through seven, including ELs and SWDs, who are two or more years below level in mathematics, are provided the SBE-adopted intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed.</p> <ul style="list-style-type: none"> • For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. • The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program. 	<p>Objective 1.5 Status of Implementation: 1. Minimally (Less Than 50%)</p> <p>Comments/Actions: There are no intensive intervention materials available.</p>

**Holbrook Elementary School
Mount Diablo Unified School District
Academic Program Survey - Elementary School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
2. Instructional Time	2.1 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted, standards-based, basic core programs for RLA/ELD. This time is given priority and protected from interruptions: <ul style="list-style-type: none"> • Kindergarten: 60 minutes • Grades one through three: 2.5 hours • Grades four through six: 2.0 hours 	Full implementation means that the school's schedule allocates for all RLA/ELD classrooms the appropriate daily instructional time in the SBE-adopted RLA/ELD basic core materials.** This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> • This time is given priority and protected from interruptions. Note for the 2008 SBE-adopted RLA/ELD, this means Programs 1, 2, or 3.	Objective 2.1 Status of Implementation: 3. Substantially (At Least 75%) Comments/Actions: Our ELA time is not protected from interruptions due to preps. On the days of prep., teachers make adjustments to their schedule to provide required ELA minutes. We try to schedule assemblies on Fridays. We began ELD in September. All teachers are compliant with instructional minutes.

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>2. Instructional Time</p>	<p>2.2 The school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in RLA, using the current SBE-adopted, standards-based, basic core program and ancillary materials.</p> <ul style="list-style-type: none"> Kindergarten through grade six: 30 minutes 	<p>Full implementation of strategic support means that the school schedule allocates sufficient additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> This time is given priority and protected from interruptions Students identified in need of strategic support are defined as students demonstrating proficiency in reading/English language-arts standards no more than two years below grade level. All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support (kindergarten through grade three), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program and designed to provide extra support for struggling readers and ELs. This instructional time does not replace the additional 30-60 minutes of ELD to build students' language proficiency. The SBE adopted, standards-based, basic core materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers. 	<p>Objective 2.2 Status of Implementation: 2. Partially (At Least 50%)</p> <p>Comments/Actions: Classroom teachers regularly schedule time for remediation. Resource teacher services students needing extra support in ELA.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>2. Instructional Time</p>	<p>2.3 The school/district complies with and monitors the daily implementation of additional instructional time within the school day for English Language Development (ELD) instruction for identified ELs using either the 2008 SBE-adopted basic core instructional program and materials in ELD or materials from the 2002 SBE standards-based adoption and/or SBE-approved supplementary materials lists. This time is given priority and protected from interruptions.</p> <ul style="list-style-type: none"> • Kindergarten through grade six: 30-60 minutes 	<p>Full implementation means that that the school's schedule allocates 30-60 minutes of daily ELD instructional time for all identified ELs in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE-adoption, materials from the previous SBE 2002 adoption and/or SBE-approved English Learners' Supplementary Materials lists. These ELD instructional minutes are in addition to instructional time in the basic core program, are given priority, and protected from interruptions.</p> <ul style="list-style-type: none"> • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures. • Districts that have adopted from the 2008 SBE-adopted materials list should be using the ELD materials in Programs 2 or 3 or if using Program 1 ELs should be provided daily ELD instruction at the appropriate language proficiency levels from the previous SBE 2002 adoption and/or SBE-approved supplementary materials lists. • Districts not adopting from the 2008 list should provide daily ELD instruction at the appropriate language proficiency levels using materials from the previous SBE 2002 adoption and/or SBE-approved supplementary materials lists. • ELs who are also identified as SWDs must receive 30-60 minutes of daily ELD instruction. 	<p>Objective 2.3 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: Students are placed in ELD groups and teachers are teaching lessons daily from the Systematic ELD lessons provided from ELD coordinator.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>2. Instructional Time</p>	<p>2.4 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.</p> <ul style="list-style-type: none"> • Grades four through six: 2.5-3.0 hours 	<p>Full implementation means that the school schedule allocates the appropriate uninterrupted instructional time for all students identified as needing intensive intervention, including ELs and SWDs. The SBE-adopted RLA/ELD intensive intervention reading program materials are utilized daily to support the needs of all intensive intervention students to provide sufficient instruction and practice to meet their instructional needs.</p> <ul style="list-style-type: none"> • This time is given priority and protected from interruption. • Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. • The school schedule allocates appropriate instructional time for implementation of the intensive intervention programs (2008 SBE-adopted Programs 4 and 5 or 2002/2005 SBE-adopted intensive intervention programs) as stated in the framework and designed by publishers. • The school schedule reflects that English Learners in an intensive reading intervention program designated for English Learners also receive embedded ELD instruction as per program design. Program 5 (Intensive Reading Intervention for ELs) or the intensive reading intervention materials designated for English Learners from the previous 2002/2005 SBE-adopted materials lists meet the recommended 30-60 minutes of ELD daily instruction. 	<p>Objective 2.4 Status of Implementation: 1. Minimally (Less Than 50%)</p> <p>Comments/Actions: The learning center services students during the school day, providing daily intensive interventions.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
2. Instructional Time	2.5 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted, standards-based, basic core programs for mathematics. This time is given priority and is protected from interruptions. <ul style="list-style-type: none"> • Kindergarten: 30 minutes • Grades one through six: 60 minutes 	Full implementation means that the school schedule allocates for all mathematics classrooms the appropriate daily instructional time in the SBE-adopted mathematics basic core materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> • This time is given priority and is protected from interruptions. 	Objective 2.5 Status of Implementation: 4. Fully (100%) Comments/Actions: All teachers provide required number of minutes in SBE math program.

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
2. Instructional Time	<p>2.6 The school/district complies with and monitors daily implementation of additional instructional time within the school day for kindergarten through grade eight students identified for strategic intervention support in mathematics, using the current SBE-adopted, standards-based, basic core and ancillary program mathematics materials.</p> <ul style="list-style-type: none"> Kindergarten through grade six: 15-30 minutes 	<p>Full implementation means that the school schedule allocates sufficient additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> For kindergarten through grade eight, the SBE-adopted basic core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers. 	<p>Objective 2.6 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: All teachers provide extra support for students needing remediation in SBE Math. 75% of teachers use Board Math in addition to the SBE adopted materials. One teacher will attend Board Math training in November 2010.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>2. Instructional Time</p>	<p>2.7 The school/district complies with and monitors implementation of instructional time for the current SBE-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.</p> <ul style="list-style-type: none"> Grades four through six: 15-30 minutes. 	<p>Full implementation means that the school's schedule allocates sufficient instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/ school uses assessments and placement criteria to determine the instructional needs of intensive intervention students.</p> <ul style="list-style-type: none"> For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards. <p>For districts using the 2007 SBE-adoption:</p> <ul style="list-style-type: none"> The SBE-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed. 	<p>Objective 2.7 Status of Implementation: 1. Minimally (Less Than 50%)</p> <p>Comments/Actions: Teachers in grades 4-5 provide intensive intervention during math rotations that provide remediation once a week.</p>

**Holbrook Elementary School
Mount Diablo Unified School District
Academic Program Survey - Elementary School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/ assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the SBE-adopted RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that the annual district instructional/assessment pacing guides are in dally use to fully implement the SBE-adopted RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school).</p> <ul style="list-style-type: none"> • Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	<p>Objective 3.1 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: District pacing guides have been implemented and followed as much as possible. Common assessments are used throughout every grade level in RLA and ELD. Results of common assessments sometime warrant reteaching a given lesson or skill which can cause one to be "off" on the timing of the pacing guide however the sequence of lessons to be taught is usually followed. Remediation is implemented for students working below grade level.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the SBE-adopted mathematics program in order for all teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that there is an annual district pacing guide that is constructed to be used daily in all classrooms to fully implement the SBE-adopted mathematics program by grade-level (and by tracks if on a year-round school).</p> <ul style="list-style-type: none"> • Use of the pacing guide ensures that all students receive a common sequence of grade level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	<p>Objective 3.2 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: Instruction was based on the district pacing guide in order to adequately cover all the standards needed before the CST in the Spring. District pacing guides have been implemented and followed as much as possible. Common assessments are used through out every grade level in Math. Results of common assessments sometime warrant reteaching a given lesson or skill which can cause one to be "off" on the timing of the pacing guide however the sequence of lessons to be taught is usually followed. Remediation is implemented for students working below grade level.</p>

**Holbrook Elementary School
Mount Diablo Unified School District
Academic Program Survey - Elementary School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>4. School Administrator Instructional Leadership Trainings</p>	<p>4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module 1 in leadership, support and monitoring needed for the full implementation of the SBE-adopted RLA/ELD basic core and intervention program materials in use at the school through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the RLA/ELD instructional materials and the Essential Program Components (EPCs).</p> <p>This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted RLA/ELD or intensive reading intervention program.</p>	<p>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the SBE-adopted RLA/ELD basic core or intervention program materials and 40-hours of structured practicum. The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:</p> <ul style="list-style-type: none"> • The RLA/ELD basic core or intensive reading intervention materials. • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum Framework language and the academic content standards addressed in the materials; and • The use of the instructional/assessment pacing guide. <p>The remaining eight hours focus on the following:</p> <ul style="list-style-type: none"> • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; • The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs. • Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE approved Administrator Training Program (ATP) Provider and complete the SBE approved : <ul style="list-style-type: none"> o Module 1 - Leadership and Support of Student Instructional Programs 40 hours training/40 hours structured practicum; o Module 2 - Leadership and Management for Instructional Improvement: 20 hours training/20 hours structured practicum o Module 3 - Instructional Technology to Improve Pupil Performance: 20 hours training/20 hours structured practicum • Administrators will also have to complete an online survey as well as these 160-hours of combined training 	<p>Objective 4.1 Status of Implementation: 1. Minimally (Less Than 50%)</p> <p>Comments/Actions: Our principal has completed AB 430 Module 1 training. She has registered for Module 2 and 3 and will complete by May 2011.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
		and practicum.	

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>4. School Administrator Instructional Leadership Trainings</p>	<p>4.2 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the SBE-adopted mathematics basic core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the instructional materials and the EPCs.</p> <p>This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted mathematics program.</p> <p>*Note: In cases where an administrative training for the implementation of the mathematics adopted materials cannot be located, the district may elect to send the principal and vice-principal(s) with their teachers to the mathematics instructional materials 40-hour materials professional development.</p>	<p>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the most recent SBE-adopted mathematics basic core and intervention program materials and 40-hours of structured practicum.</p> <p>The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:</p> <ul style="list-style-type: none"> • The current SBE adopted mathematics materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum Framework language and the academic content standards addressed in the materials; and • The use of the instructional/assessment pacing guide. <p>The remaining eight-hours focus on the following:</p> <ul style="list-style-type: none"> • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; • The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs. 	<p>Objective 4.2 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: Our principal has attended Board Math training in this district.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>4. School Administrator Instructional Leadership Trainings</p>	<p>4.3 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.</p>	<p>Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.</p> <p>Targeted professional development and support may include:</p> <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include: <ul style="list-style-type: none"> o Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide. o The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead grade/subject area teachers in the analysis and use data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices. • Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback. • Participation in Modules 2 and 3 of the Administrator Training Program. • Participation in a 40-hour English learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI2) including support on providing tiered intervention; and implementation and monitoring of standards-based IEP. • Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials. • Supporting and training general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives. 	<p>Objective 4.3 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: Administrator has completed AB430 training Module 1. Module 2 will be completed in March 2011, Module 3 will be completed in May 2011.</p>

**Holbrook Elementary School
Mount Diablo Unified School District
Academic Program Survey - Elementary School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	<p>Objective 5.1</p> <p>Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: The 4/5 Special Day Class Teacher is not yet credentialed, but is currently enrolled in a credential program. All other faculty members are fully credentialed and highly qualified.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>5. Credentialed Teachers and Professional Development Opportunity</p>	<p>5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the SBE-adopted RLA/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/ district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.</p> <p>This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.</p>	<p>Full implementation means that all teachers of RLA/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted RLA/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some practicum activities might include:</p> <ul style="list-style-type: none"> • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI2 including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	<p>Objective 5.2 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: None of the staff has participated in the 40-hour RLA/ELD professional development.</p> <p>All staff members have participated in data analysis training, and all grade-levels hold weekly and bi-weekly collaborative meetings to analyze data, plan instruction, and brainstorm methods to enhance and improve student learning.</p> <p>Using the STAR protocol (Powerful Teaching and Learning), many staff members have participated in academic coaching on-site and at other district sites.</p> <p>All staff members have been trained in using EduSoft, and most staff members regularly or occasionally use this program to input and evaluate assessment results and student learning. In addition, all staff members attended a short training seminar outlining the RtI.</p> <p>Through participation in a Professional Learning Community (PLC), all staff members are knowledgeable in developing relevant, rigorous, enduring assessments (both formative and summative), evaluating assessment results, and planning/implementing curriculum aligned with the students' academic needs, including intervention for struggling students and enrichment for high-achieving students. All staff members appreciate the necessity of using research-based curriculum and assessment to ensure that learning time is used most practically and efficiently.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>5. Credentialed Teachers and Professional Development Opportunity</p>	<p>5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the SBE-adopted mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.</p> <p>This requirement is fulfilled when the teacher completes 40-hours of instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.</p>	<p>Full implementation means that all teachers of mathematics have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted mathematics program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some practicum activities might include:</p> <ul style="list-style-type: none"> • Use of the SBE adopted four through seven intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI2 including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	<p>Objective 5.3 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: None of the staff has participated in the 40-hour mathematics professional development.</p> <p>All staff members have participated in data analysis training, and all grade-levels hold weekly and bi-weekly collaborative meetings to analyze data, plan instruction, and brainstorm methods to enhance and improve student learning.</p> <p>Using the STAR protocol (Powerful Teaching and Learning), many staff members have participated in academic coaching on-site and at other district sites.</p> <p>All staff members have been trained in using EduSoft, and most staff members regularly or occasionally use this program to input and evaluate assessment results and student learning. In addition, all staff members attended a short training seminar outlining the RtI.</p> <p>Through participation in a Professional Learning Community (PLC), all staff members are knowledgeable in developing relevant, rigorous, enduring assessments (both formative and summative), evaluating assessment results, and planning/implementing curriculum aligned with the students' academic needs, including intervention for struggling students and enrichment for high-achieving students. All staff members appreciate the necessity of using research-based curriculum and assessment to ensure that learning time is used most practically and efficiently.</p>

**Holbrook Elementary School
Mount Diablo Unified School District
Academic Program Survey - Elementary School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>6. Ongoing Instructional Assistance and Support for Teachers</p>	<p>6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and intensive intervention. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.</p>	<p>Full implementation means that the school/district provides to all RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject-matter expertise. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's SBE-adopted RLA/ELD and intensive intervention instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement. 	<p>Objective 6.1 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: Training has been staff wide in many programs. Collaboration and goal setting are done at all grade levels and teachers are analyzing data after every benchmark exam. We have an ELD teacher who provides demonstrations, coaching and facilitates program development. The Leadership Team was trained in EDI and presented strategies to staff on Buy Back day.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>6. Ongoing Instructional Assistance and Support for Teachers</p>	<p>6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.</p>	<p>Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current SBE-adopted instructional programs in mathematics to improve student achievement.</p> <ul style="list-style-type: none"> • The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement. 	<p>Objective 6.2 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: All but one staff member has been trained in Boardmath and they will be trained in November. Collaboration and goal setting are done at all grade levels and teachers are analyzing data after every chapter assessment and benchmark exam.</p>

**Holbrook Elementary School
Mount Diablo Unified School District
Academic Program Survey - Elementary School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted RLA/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis. <ul style="list-style-type: none"> • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	Objective 7.1 Status of Implementation: 4. Fully (100%) Comments/Actions: All teachers are using Curriculum Associate tests and analyzing data after each benchmark test. New "Smart "goals are being established after data review.

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted basic core mathematics and intensive intervention programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis.</p> <ul style="list-style-type: none"> • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	<p>Objective 7.2 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: Teachers give district assessments and input results into EduSoft. Teachers utilize the data during PLC meetings to determine students needing extra support.</p> <p>Teachers are in need of more Tech support for Edusoft grading materials.</p>

**Holbrook Elementary School
Mount Diablo Unified School District
Academic Program Survey - Elementary School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the SBE-adopted RLA/ELD programs.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers. <ul style="list-style-type: none"> • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> o Entry-level placement and/or diagnostic; o Progress monitoring, including frequent formative and curriculum-embedded; and o Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. 	Objective 8.1 Status of Implementation: 4. Fully (100%) Comments/Actions: Teachers meet in grade-level teams twice monthly as part of our PLC to discuss instructional strategies, essential standards, and common assessments. This year, we have also scheduled and implemented data analysis meetings for each Curriculum Associates benchmark assessment, as well as RAP and other common assessments.

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
<p>8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal</p>	<p>8.2 The school/district facilitates and supports one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the adopted mathematics programs, including Algebra I and Algebra Readiness.</p>	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> o Entry-level placement and/or diagnostic; o Progress monitoring, including frequent formative and curriculum-embedded assessments; and o Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. 	<p>Objective 8.2 Status of Implementation: 4. Fully (100%)</p> <p>Comments/Actions: Teachers meet in grade-level teams twice monthly as part of our PLC to discuss instructional strategies, essential standards, and common assessments. This year, we have also scheduled and implemented data analysis meetings for each Curriculum Associates benchmark assessment, as well as other common assessments.</p>

**Holbrook Elementary School
Mount Diablo Unified School District
Academic Program Survey - Elementary School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
9. Fiscal Support	9.1 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).	<p>Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA, and ELD, are aligned and prioritized in the SPSA.</p> <ul style="list-style-type: none"> • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	<p>Objective 9.1 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: We have aligned our resources to support our goals in Reading Comprehension using SLIBG funding to increase the hours of the RSI reading intervention for students, and we used EIA funds to hire an additional Resource teacher to work with EL Basic students. This year we have hired an additional Reading Teacher - using our Learning Center 5 days/week, 5 hrs/day. This year we will allocate funds next year for teacher release days each trimester for RLA planning.</p>

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
9. Fiscal Support	9.2 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	<p>Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA.</p> <ul style="list-style-type: none"> • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	<p>Objective 9.2 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: We have aligned our resources to support our goals in Math Number Sense using the RCAT Grant funding to sent all teachers to Board Math training and purchased the necessary whiteboards and materials.</p>

**Holbrook Elementary School
Mount Diablo Unified School District
Academic Program Survey - Elementary School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
10. Environments Conducive to Learning	10.1 Provide training, resources, and technical assistance in the establishment of a school/community environment that is physically and emotionally safe, disciplined, drug-free, and one that will help all children meet challenging academic standards.	<p>Full implementation means:</p> <ul style="list-style-type: none"> • The site uses data regarding positive school climate (attendance and discipline) to inform site process and programs for students. • The site also uses demographic data when planning interventions and programs. • Monitoring the impact of programs/procedures designed to improve school climate and support student achievement • The Site Safety Plan is coordinated with the Single Plan for Student Achievement. <p>Positive behavior is reinforced for every student during the instructional day and professional development has been offered to teachers, grade level teams and/or departments to support positive behavior. (e.g. BEST, Soul Shoppe, Fred Jones, etc.)</p> <p>Full implementation means:</p> <ul style="list-style-type: none"> • The site uses a monitoring system that informs teachers and principals on students' progress and effectiveness of positive behavioral supports (e.g. California Healthy Kids Survey, referral/ suspension data analyzed, Student Success Teams data, CARE Team meetings held, etc.) • The school has Behavior Support Plans (BSP) in place for those students identified as having behaviors impeding their learning. 	<p>Objective 10.1 Status of Implementation: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: We continued Conflict Manager program. Students are trained in facilitating their peers and younger students in resolving conflicts appropriately. They improve the positive atmosphere of the playground.</p> <p>We hired additional noon supervisors to cover the yard.</p> <p>We had a high flyer program to encourage proper behavior and completion of work. We have monthly awards assembly to do the same.</p>

**Holbrook Elementary School
Mount Diablo Unified School District
Academic Program Survey - Elementary School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Comments/Actions Mark the line below the most appropriate rating.
11. Parent/Community Involvement	11.1 The Governing Board of the district believes that a child's education is a responsibility shared by the family and school. The Board recognizes the necessity and value of family-school partnerships to support student growth and academic achievement and further seeks to facilitate this partnership through a parent involvement component in all school site plans. Recognizing that parent/guardian involvement takes many forms, the Board, administration and staff are committed to supporting district-wide parent participation via the six types of parent/guardian involvement described in <i>The California Strategic Plan for Parent Involvement</i> .	<p>Full Implementation means:</p> <ul style="list-style-type: none"> • Providing educational opportunities to help parents develop parenting skills and to foster conditions at home that support learning. • Providing parents with training in effective strategies for assisting their children to learn at home. • Providing parents/guardians with knowledge of and access to school and community support services for children and families. • Training teachers and administrators to communicate effectively about school programs and student achievement with all parents/guardians, respecting the diversity and differing needs of families. • Involving parents/guardians, after appropriate training, in classroom support roles at schools. • Supporting parents/guardians as participating decision-makers and encouraging their leadership in governing, advising and advocacy roles. <p>Full implementation for Title I schools includes:</p> <ul style="list-style-type: none"> • Convening an annual meeting to inform parents of Title I students of the Title I requirements as well as their rights to be involved in the Title I program. • Offering a flexible number of meetings. • Involving parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy. • Providing parents of Title I students with timely information about Title I programs. • Providing parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. • Providing parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. • Signing a School-Parent Compact: The school-parent compact must specifically state how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and describe how the school and parents will develop a partnership to help children reach proficiency on the California content standards. 	<p>Objective 11.1 Status of Implementation: 2. Partially (At Least 50%)</p> <p>Comments/Actions: We have involved parents in the governance of the school through our monthly School Site Council and ELAC meetings. We have an active PFC Parent Faculty Community Club and some parents do volunteer in the classrooms, however we do not currently provide parent trainings or classes. We communicate reglarly through class newsletters, bilingual phone messages and fliers sent home.</p> <p>This year we have scheduled monthly parent meetings at the site one Tuesday a month. The topics will include Homework Help and Stress Manegement.</p> <p>We had early conferences so teachers could meet individually with parents.</p>