



MT. DIABLO UNIFIED SCHOOL DISTRICT

Single Plan for Student Achievement

Sun Terrace Elementary School

School Name

07-61754-6004329

CDS Code

2010/2011

Contact Person: Gretchen Jacobs

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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

Sun Terrace Elementary School

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<input checked="" type="checkbox"/> Included		
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SCHOOL-WIDE PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (g-l)		
<input checked="" type="checkbox"/> Planned Improvement		
GRADE LEVEL/DEPARTMENT PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE		
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<input checked="" type="checkbox"/> Grade Level/Subject/Department Planned Improvement		
SUPPLEMENTAL SUPPORT ACTIVITIES (S.S.A.)		
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PROGRAM ALLOCATIONS PAGE		
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<input checked="" type="checkbox"/> English Language Advisory Committee Membership		
<input checked="" type="checkbox"/> Assurances (signature page)		
ACADEMIC PROGRAM SURVEY (APS)		
<input type="checkbox"/> www.mdusd.org		

Mt. Diablo Unified School District

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

Sun Terrace 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

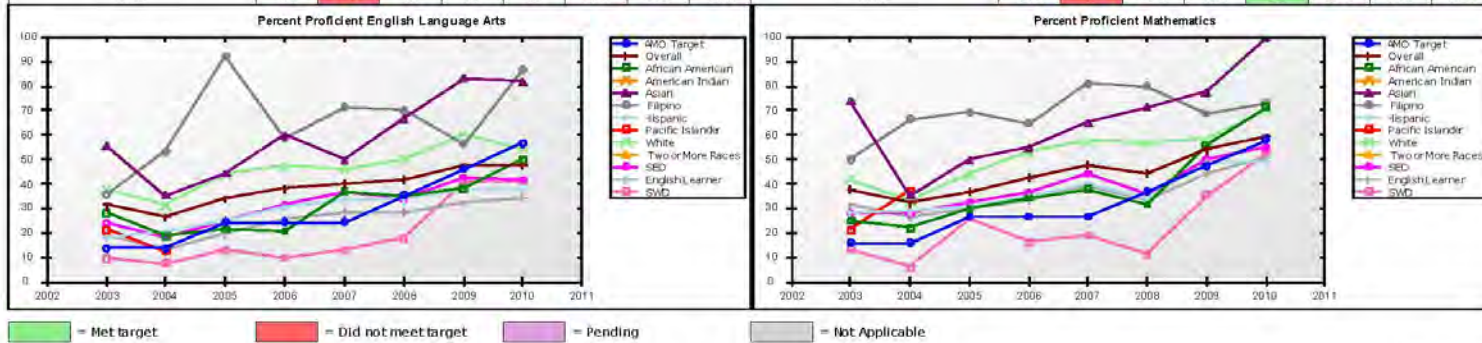
Mt. Diablo Unified School District SPSA

2001 - 2010 Accountability Progress Report

Sun Terrace Elementary - 07 - 61754 - 6004329

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	645	-12	669	22	694	21	666	-22	699	32	703	4	726	19	708	-12	759	54	780	21
African American																				
American Indian																				
Asian																				
Filipino																				
Hispanic	581	17	619	32	650	21	647	1	661	12	660	-1	695	28	664	-25	724	61	739	16
Pacific Islander																				
White	677	-9	700	22	719	15	686	-24	740	58	762	22	770	10	759	-2	805	50	824	17
Two or More Races																				
SED	548	-15	607	52	653	37	635	-11	658	22	672	14	697	20	650	-31	738	83	752	14
English Learner											645	-5	660	18	642	-11	695	58	723	28
SWD													552				641			

Net All AYP Criteria?	2003	2004	2005	2006	2007	2008	2009	2010	Met Graduation Rate?	2003	2004	2005	2006	2007	2008	2009	2010
	Yes	No	Yes	Yes	No	No	Yes	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	31.3	26.5	34.3	38	40.5	42.1	47.3	47.7	Overall	37.9	32.3	37.1	42.9	47.8	44.5	54.2	59.4
African American	28.1	18.9	21.6	20.6	37.1	35.1	38.2	50	African American	25	22.2	29.7	34.3	37.8	31.7	55.9	71.4
American Indian									American Indian								
Asian	55.5	35.2	44.4	60	50	66.7	83.3	81.8	Asian	74	35.2	50	55	65	71.4	77.8	100
Filipino	35.7	53.3	92.3	58.8	71.4	70	56.3	86.7	Filipino	50	66.6	69.2	64.7	81	80	68.8	73.3
Hispanic	18.2	20.7	24.8	30.4	33.5	33.9	37.7	38.7	Hispanic	28.3	28.9	30.4	34.7	40.2	34.4	48.8	49.7
Pacific Islander	21.4	12.5							Pacific Islander	21.4	37.5						
White	37.7	31.3	44	47.5	46.1	50.5	60.4	54.5	White	41.9	33.1	44	53.3	57.6	57	58.2	70.5
Two or More Races									Two or More Races								
SED	24.2	18.5	24.9	31.4	36.6	33.8	42.6	41.8	SED	28	28.1	32.3	36.4	44.3	36	49.8	55
English Learner	16.9	12.8	19.5	25.8	28.7	28.5	32.5	34.6	English Learner	31.5	26.6	30.1	33.6	38.9	33.6	44.4	51.1
SWD	9.6	7.4	13	9.8	13	17.9	40.7	41.2	SWD	13.4	6	26.1	16.3	19	11.1	35.2	52.9



2003 - 2010 Accountability Progress Report

Sun Terrace Elementary - 07 - 61754 - 6004329

	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	99.7	99	100	98	97	96	99	100	31.3	26.5	34.3	38	40.5	42.1	47.3	47.7	694	666	699	703	726	708	759	780
African American	100	100	100	98	93	91	100	100	28.1	18.9	21.6	20.6	37.1	35.1	38.2	50								
American Indian	100	100	100	100	100	100	100	100																
Asian	100	100	100	100	100	100	100	100	55.5	35.2	44.4	60	50	66.7	83.3	81.8								
Filipino	100	100	100	100	100	100	100	100	35.7	53.3	92.3	58.8	71.4	70	56.3	86.7								
Hispanic	100	99	100	97	98	95	99	100	18.2	20.7	24.8	30.4	33.5	33.9	37.7	38.7	650	647	661	660	695	664	724	739
Pacific Islands	100	100	100	100	100	100	100	100	21.4	12.5														
White	99.4	100	100	98	97	98	99	100	37.7	31.3	44	47.5	46.1	50.5	60.4	54.5	719	686	740	762	770	759	805	824
Two or More Races								100																
SED	99.5	99	100	97	96	95	100	100	24.2	18.5	24.9	31.4	36.6	33.8	42.6	41.8	653	635	658	672	697	659	738	752
English Learner	100	99	100	98	98	94	100	100	18.9	12.8	19.5	25.8	28.7	28.5	32.5	34.6				645	660	642	695	723
SWD	100	99	100	83	86	74	99	100	9.6	7.4	13	9.8	13	17.9	40.7	41.2					552		641	

	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	99.3	99	100	100	100	100	100	100	37.9	32.3	37.1	42.9	47.8	44.5	54.2	59.4								
African American	100	98	100	100	100	100	100	100	25	22.2	29.7	34.3	37.8	31.7	55.9	71.4								
American Indian	100	100	75	100	100	100	100	100																
Asian	100	100	100	100	100	100	100	100	74	35.2	50	55	65	71.4	77.8	100								
Filipino	100	100	100	100	100	100	100	100	50	66.6	69.2	64.7	81	80	68.8	73.3								
Hispanic	100	99	100	100	100	100	100	100	28.3	28.9	30.4	34.7	40.2	34.4	48.8	49.7								
Pacific Islands	100	100	100	100	100	100	100	100	21.4	37.5														
White	98.4	100	100	99	100	99	99	100	41.9	33.1	44	53.3	57.6	57	58.2	70.5								
Two or More Races								100																
SED	99.5	99	100	100	100	100	100	100	28	28.1	32.3	36.4	44.3	36	49.8	55								
English Learner	100	99	100	100	100	100	100	100	31.5	26.6	30.1	33.6	38.9	33.6	44.4	51.1								
SWD	100	98	100	100	100	100	99	100	13.4	6	26.1	16.3	19	11.1	35.2	52.9								

= 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: Sun Terrace 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

(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): White

NCLB School's SMART Goal:

From 2010 to 2011, the percent of English learners at or above proficient in Reading as measured by the STAR, will increase from 34.6% to 42.6%.

Overall SMART Goal: 3-year cycle (2010-11, 2011-12, 2012-13)

By 2012, 55.7% of all students will score Proficient or Advanced on the English Language Arts California Standards Test showing an improvement of 8% percentage points each year.

By 2012, 42.6.7% of all ELL students will score Proficient or Advanced on the English Language Arts California Standards Test showing an improvement of 8% percentage points each year.

By 2012, 46.7% of all Hispanic students will score Proficient or Advanced on the English Language Arts California Standards Test showing an improvement of 8% percentage points each year.

By 2012, 49.8% of all SED students will score Proficient or Advanced on the English Language Arts California Standards Test showing an improvement of 8% percentage points each year.

By 2012, 49.2% of all SWD students will score Proficient or Advanced on the English Language Arts California Standards Test showing an improvement of 8% percentage points each year.

By 2012, 62.5% of all White students will score Proficient or Advanced on the English Language Arts California Standards Test showing an improvement of 8% percentage points each year.

This is equivalent to 133 students.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
<p>a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)</p>	<p>Multiple assessment data is collected, reviewed and analyzed by all staff throughout the school year. The following assessments were used to determine school-wide goals and short term academic objectives:</p> <ul style="list-style-type: none"> • Annual Measurable Objectives (AYP) • Analysis of RAP scores at grade level meetings • CELDT – Listening speaking, • CST (grades 2-5)– word analysis, vocabulary and written and oral language conventions, • Houghton Mifflin Theme Skills tests • Teacher observations, anecdotal records 	<p>EIA/Title I</p>	<p>ESGI asesments for kinder CA Benchmark tests RAP- students perform at grade level or above Multiple assessments- EL students are designated as RFEP</p>
<p>b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards</p>	<p>The Content Standards: ELD Listening and Speaking</p> <p>Beginner: L.1.1 Nonverbally responds to simple questions K-5 L.1.3 Speaks with a few words or sentences</p> <p>Early Intermediate: K-5 L.2.4 Engages in short conversations and retells familiar stories using appropriate gestures, expressions, and objects</p> <p>Intermediate: K-5 L.3.2 Retells stories and talks about school related activities using expanded vocabulary, descriptive words and paraphrasing</p>	<p>EIA/Title I</p> <p>EIA/Title I</p> <p>EIA/Title I</p>	<p>Use of data and researched-based SMART Goals for L1 learners with a focus on vocabulary development. Essential Learning Standards for every grade level. Students will increase at least one CELDT level per year.</p> <p>Use of data and researched-based SMART Goals for L2 learners with a focus on vocabulary development and reading comprehension. Essential Learning Standards for every grade level. Students will increase at least one CELDT level per year.</p> <p>Use of data and researched-based SMART Goals for L3 learners with a focus on continued vocabulary development, continued reading comprehension, and writing strategies. Ongoing monitoring of students who are "stuck" at the L3 level to push them to L4 level. Essential Learning Standards for every grade level. Students will increase at least one CELDT level per year.</p>

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	<p>Early Advanced K-5 L.4.2 Asks and answers instructional questions with more extensive supporting elements (detail)</p> <p>Advanced K-2 L.5.3 Narrates and paraphrases events in greater detail using more extended vocabulary 3-5 L.5.2 Listens attentively to stories and subject area topics and identifies the main points and supporting details</p>	<p>EIA/Title I</p> <p>EIA/Title I</p>	<p>Use of data and researched-based SMART Goals for L4 learners with a focus on continuing reading comprehension and writing strategies to prepare them for reclassification. Essential Learning Standards for every grade level. Students will increase at least one CELDT level per year.</p> <p>Use of data and researched-based SMART Goals for L5 learners with a focus on writing strategies and reclassification to English only. Essential Learning Standards for every grade level. Students will increase at least one CELDT level per year.</p>
c. Use of instructional strategies and materials to teach the content standards	<p>Instructional strategies used by staff to teach the content areas are:</p> <p>Continue full implementation of board-adopted Houghton Mifflin Language Arts, Social Studies and Science support materials, Extra Support Language and the English Language Learner Handbook Implementation of EDI-Explicit Direct Instruction. Implementation of Math Boards.(1) Use supplemental programs such as: ELD, Language!, Houghton Mifflin Reading Intervention, Susana Dutro frontloading for a systematic ELD program, Carousel for IDEAS, and GLAD (1)</p>	<p>EIA/Title I</p> <p>EIA/Title I</p>	<p>Observed by the principal in every classroom. Observed by site Title I coach.</p> <p>Observed by the principal in every classroom. Observed by site Title I coach.</p>
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>The staff will engage in professional development opportunities with specific emphasis on improving student learning. Such trainings include but not limited to: Staff collaboration, peer coaching Professional Learning Communities Cycle of Inquiry using the PDSA-Plan-Do-Study-Act ELD trainings Vocabulary development strategies through coaching Ongoing use of research-based best practices. (1,2,3,7) Staff professional development through horizontal collaboration.(1,2,3,7)</p>	<p>EIA/SLBIG/Title I</p> <p>EIA/Title I/SLBIG</p>	<p>Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices</p> <p>Monthly grade level leadership meetings focused on student learning.</p>

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	<p>Staff professional development through vertical collaboration- the "Teaming" model.(1,2,3,7)</p> <p>Coaching and small learning communities provided by the Title I teacher for K-3 and 4-5 and SPED.(1,2,3,7,8)</p>	<p>EIA/ Title I/SLBIG</p> <p>Title I</p>	<p>Vertical teaming using data to identify SMART goals for four areas of need: Math; English Language Arts; English Learners: Climate.</p> <p>Professional development in small learning communities provided by the Title I teachers to all staff based on data. Determine next steps and SMART goals for long and short term cycle of inquiry.</p>
e. Increased educational opportunity (within the instructional day)	<p>Increased educational opportunities within the instructional day will include:</p> <p>ELD Systematic lesson plans Flexible groupings for ELD time GLAD strategies HM Universal Handbook for English Language Learners Social Studies and Science ELD support (8,9)</p> <p>Explicit direct instruction (EDI) release time for training and coaching and observation by the Title I teacher and principal.(1,2,3,8,9)</p>	<p>EIA/ Title I</p> <p>EIA/Title I</p>	<p>ELD teachers meet monthly SMART Goals Observed by principal in all ELD classes</p> <p>EDI is ongoing in all classrooms. Observed by principal. Coaching and demo lessons provided by Title I support teachers.</p>
f. Extended learning time (beyond the instructional day/year)	<p>Extended learning time beyond the instructional day or school year will include:</p> <p>Buena Vista Tutorial-tutoring(8) Home visits made by staff (5) After School & Summer Interventions (8) Homework Club during the ASP (7) Parent Education (Adult Literacy) (5) Parent Education classes & workshops sponsored by the PTA (5)</p> <p>The CARES Teacher Leader collaborates with principal and school day staff to identify students who would benefit from individualized targeted instruction using the following curriculums: 1)My Skills Tutor-English/Language Arts, Math and Math Fact Fluency, 2)Read Naturally, 3). National Geographic Summer Success and 4) Read 180</p> <p>Students in the CARES Program receive daily homework support for a minimum of one hour per day four days per week. (7,8)</p>	<p>EIA/ Title I/ SLBIG</p> <p>EIA/ Title I/SLBIG</p>	<p>Student participation in ASP, BV tutorial Parent participation in adult literacy classes and parent classes</p> <p>Use of the small learning community to disaggregate data to determine prescriptive measures for individual students with a goal of increased learning.</p>

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

School: Sun Terrace 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: Reading

(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): White

NCLB School's SMART Goal:

From 2010 to 2011, the percent of All students at or above proficient in Reading as measured by the STAR, will increase from 42.7% to 55.7%.

Overall SMART Goal: 3-year cycle (2010-11, 2011-12, 2012-13)

By 2012, 55.7% of all students will score Proficient or Advanced on the English Language Arts California Standards Test showing an improvement of 8% percentage points each year.

By 2012, 42.6.7% of all ELL students will score Proficient or Advanced on the English Language Arts California Standards Test showing an improvement of 8% percentage points each year.

By 2012, 46.7% of all Hispanic students will score Proficient or Advanced on the English Language Arts California Standards Test showing an improvement of 8% percentage points each year.

By 2012, 49.8% of all SED students will score Proficient or Advanced on the English Language Arts California Standards Test showing an improvement of 8% percentage points each year.

By 2012, 49.2% of all SWD students will score Proficient or Advanced on the English Language Arts California Standards Test showing an improvement of 8% percentage points each year.

By 2012, 62.5% of all White students will score Proficient or Advanced on the English Language Arts California Standards Test showing an improvement of 8% percentage points each year.

This is equivalent to 374 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)	<p>Multiple assessment data is collected, reviewed and analyzed by staff throughout the school year. The following assessments were used to determine school-wide goals and short term academic objectives:</p> <ul style="list-style-type: none"> • Annual Measurable Objectives (AYP) • Analysis of RAP scores at grade level meetings • CST (grades 2-5)– word analysis, vocabulary and written and oral language conventions, • Houghton Mifflin Theme Skills tests • Teacher observations, anecdotal records(1,2,3,7) 	EIA/Title I/SLBIG	<p>CA benchmark tests</p> <p>RAP - students perform at grade level or above</p> <p>CELDT - students improve by at least one performance level</p> <p>HM Assessments - students score mastery</p> <p>55.7% of all students score proficient or advanced on the CST in Language Arts, an increase of 8 percentage points.</p>
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	<p>Reading Comprehension 2.0</p> <p>Monitoring the progress toward SMART goal for all students and the 5 significant subgroups(3,7)</p>	<p>EIA/ Title I/SLBIG</p> <p>EIA/Title I/SLBIG</p>	<p>SMART Goals</p> <p>Essential Learning Standards for every grade level</p> <p>Observations during informal walk throughs by the principal.</p> <p>Ongoing coaching by the Title I teachers.</p>
c. Use of instructional strategies and materials to teach the content standards	<p>Instructional strategies used by staff to teach the content standards are:</p> <p>Continue full implementation of board-adopted Houghton Mifflin Language Arts materials and Extra Language, and intervention programs- Language! and Reading Support Intervention Program (1,2,7,8)</p> <p>Structured Linguistic Engagement strategies (Feldman and Kinsella) implementation in every classroom ((1,8)</p> <p>Implementation of Explicit Direct Instruction (EDI) in every classroom.(1,2,3,8)</p>	<p>EIA/Title I/SLBIG</p> <p>EIA/Title I/SLBIG</p> <p>EIA/Title I/SLBIG</p>	<p>Observed by the principal in every classroom</p> <p>Monitoring by principal through ongoing walk throughs.</p> <p>Coaching provided by Title I teachers.</p> <p>Evidence of EDI strategies through ongoing informal walk throughs, formal observations, and lesson plans.</p>

	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>The staff will engage in professional development opportunities with specific emphasis on improving student learning. Such trainings include but not limited to: Reading Conferences Guided reading Differentiation Teaching reading using the L/A adopted materials Grade Level meetings Professional Learning Communities Follow up support sponsored by Houghton Mifflin Step Up To Writing(1,2,3,7,8) Ongoing vertical and horizontal collaboration to examine student data and determine next steps for explicit direct instruction.(1,2,3,7,8,9)</p>	<p>EIA/Title I/SLBIG</p> <p>EIA/Title I/SLBIG</p>	<p>Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices</p> <p>Targeted collaboration using data to increase student learning through grade level teams and vertical teaming.</p>
e. Increased educational opportunity (within the instructional day)	<p>Within the instructional day staff will provide increased educational opportunities by: STAR Reading Program-ability grouping, flexible groups, guided reading groups, literature circles(1,8) Phonics intervention for Kindergarten, 1st and 2nd grades(8)</p> <p>Reading Support Intervention Programs for 1st and 2nd grades (8)</p> <p>Advance Differentiation taught by teachers for advanced learners(7)</p> <p>Psychologist and psychologist intern work with small groups of students on social issues (6,7,8)</p>	<p>EIA/ Title I</p> <p>EIA/ Title I/SLBIG</p> <p>EIA/ Title I/SLBIG</p> <p>EIA/ Title I/SLBIG</p> <p>EIA/ Title I/SLBIG</p>	<p>Observed by the principal in every classroom. Horizontal collaboration. Small learning communities in continuous cycle of inquiry and improvement.</p> <p>Observed by the principal in every classroom. Horizontal collaboration. Small learning communities in continuous cycle of inquiry and improvement.</p> <p>Observed by the principal in every classroom. Horizontal collaboration. Small learning communities in continuous cycle of inquiry and improvement.</p> <p>Observed by the principal in every classroom. Horizontal collaboration. Small learning communities in continuous cycle of inquiry and improvement.</p> <p>Observed by the principal in every classroom. Horizontal collaboration. Small learning communities in continuous cycle of inquiry and improvement.</p>

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	<p>Teachers use the Universal Access Handbooks to support all learners(1,2,8,9)</p> <p>Language! for 3rd -5th graders(1,8)</p>	<p>EIA/ Title I/SLBIG</p> <p>EIA/ Title I/SLBIG</p>	<p>Observed by the principal in every classroom. Horizontal collaboration. Small learning communities in continuous cycle of inquiry and improvement.</p> <p>Observed by the principal in every classroom. Horizontal collaboration. Small learning communities in continuous cycle of inquiry and improvement.</p>
f. Extended learning time (beyond the instructional day/year)	<p>The instructional day is extended for students by: After school intervention program including the RSIP methods(1,8,9)</p> <p>GATE Program provide additional resources and support for advanced learners</p> <p>Buena Vista Tutorial-teachers tutor students experiencing difficulty in reading</p> <p>Home Visits(5)</p> <p>Library Book Bag Program (6,8)</p> <p>The CARES Teacher Leader collaborates with principal, school day staff, and parents to identify students who would benefit from individualized targeted instruction using the following curriculum: 1)My Skills Tutor-English/Language Arts, Math and Math Fact Fluency, 2)Read Naturally, 3). National Geographic Summer Success and 4) Read 180 (1,2,5,6,8,9)</p> <p>Students in the CARES Program receive daily homework support for a minimum of one hour per day four days per week.(1,5,8,9)</p>	<p>EIA/Title I</p> <p>GATE</p> <p>EIA/ Title I</p> <p>EIA/ Title I</p> <p>SLBIG</p> <p>EIA/Tittle I/SLBIG</p>	<p>Student participation in ASP, BV tutorial Parent participation in adult literacy classes and parent classes</p> <p>Enrichment opportunities provided beyond the school day</p> <p>Increased scores on RAP and CA assesments</p> <p>Principal and support staff visit homes for wellness checks and to increase attendance.</p> <p>Students are provided with books to increase access and learning.</p> <p>Analysis of data of the progress of student in CARES by a small learning community. The Team recommends best practices to increase achievement using a diagnostic and prescriptive approach.</p>

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

School: Sun Terrace 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 [] GATE [X] Special Ed.

[X] Other Subgroup(s): Hispanic, White

NCLB School's SMART Goal:

From 2010 to 2011, the percent of All students at or above proficient in Number Sense as measured by the STAR, will increase from 59.4% to 67.4%.

Overall SMART Goal: 3-year cycle (2010-11, 2011-12, 2012-13)

By 2012, 67.4% of all students will score Proficient or Advanced on the Mathematics California Standards Test showing an improvement of 8% percentage points each year.
By 2012, 59.7% of all ELL students will score Proficient or Advanced on the Mathematics California Standards Test showing an improvement of 8% percentage points each year.
By 2012, 57.7% of all Hispanic students will score Proficient or Advanced on the Mathematics California Standards Test showing an improvement of 8% percentage points each year.
By 2012, 63% of all SED students will score Proficient or Advanced on the Mathematics California Standards Test showing an improvement of 8% percentage points each year.
By 2012, 59.1% of all SWD students will score Proficient or Advanced on the Mathematics California Standards Test showing an improvement of 8% percentage points each year.
By 2012, 78.5% of all White students will score Proficient or Advanced on the Mathematics California Standards Test showing an improvement of 8% percentage points each year.

This is equivalent to 374 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)	<p>Multiple assessment data is collected, review and analyze by staff throughout the school year. The following assessments were used to determine school-wide goals and short term academic objectives: Annual Measurable Objectives (AYP) Houghton Mifflin- Math skills tests trimester assessment CST – Mathematics (2nd –5th grades) teacher observations, anecdotal records((1,2,3,7,,8,9) Use of math boards in all classrooms to increase student achievement using research-based strategies for the California State Standards. (1,2,8,9)</p>	<p>EIA/Title I</p> <p>EIA/Title I</p>	<p>Report card - students scoring 3 or 4 on mathematics</p> <p>HM Assessments - students scoring mastery of skills</p> <p>CA benchmark tests</p> <p>Ongoing monitoring and observations, both formal and informal, by the principal. Ongoing coaching provided by Title I support teachers.</p>
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	<p>Mathematics –Number Sense-1.0-2.5</p> <p>Use of Explicit Direct Instruction (EDI) in every classroom. (1,2,8,9)</p> <p>Use of math boards in every classroom.(1,2,8,9)</p>	<p>EIA/ Title I</p> <p>EIA/Title I</p> <p>EIA/ Title I</p>	<p>SMART Goals</p> <p>Essential Learning Standards for every grade level</p> <p>Observation through ongoing walk throughs by the principal. Ongoing training and support by the Title I support teachers.</p> <p>Observation through ongoing walk throughs by the principal. Ongoing training and support by the Title I support teachers.</p>
c. Use of instructional strategies and materials to teach the content standards	<p>Teachers will: Continue full implementation of board-adopted Houghton Mifflin Mathematics materials (1,9) Board Math (1,8,9)</p> <p>Differentiated instruction and grouping(8)</p> <p>Use of strategies from Explicit Direct Instruction (EDI) training.(1,2,3,8,9)</p>	<p>EIA/Title I</p> <p>EIA/ Title I</p> <p>EIA/ Title I</p> <p>EIA/ Title I</p>	<p>Observation through ongoing walk throughs by the principal. Ongoing training and support by the Title I support teachers.</p> <p>Observation through ongoing walk throughs by the principal. Ongoing training and support by the Title I support teachers.</p> <p>Observation through ongoing walk throughs by the principal. Ongoing training and support by the Title I support teachers.</p> <p>Observation through ongoing walk throughs by the principal. Ongoing training and support by the Title I support teachers.</p>

	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>The staff will engage in professional development opportunities with specific emphasis on improving student learning. Such trainings include but not limited to: Grade Level meetings (3,8) Teacher collaboration (1,2,3,6,7,8,9)</p> <p>Professional Learning Communities-ongoing training using the model for student learning including data analysis and the cycle of inquiry/continuous improvement. (1,2,3,5,7,8,9)</p> <p>Horizontal teaming through grade level collaborative meetings in small learning communities. (2,3,7,8)</p> <p>Vertical teaming through vertical collaborative meetings in small learning communities (2,3,7,8)</p>	<p>EIA/ Title I</p> <p>EIA/ Title I</p> <p>EIA/ Title I</p> <p>EIA/ Title I</p> <p>EIA/ Title I</p>	<p>Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices</p> <p>Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices</p> <p>Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices. Data disaggregation and analysis. Adjustment of SMART goals as needed per cycle of inquiry.</p> <p>Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices. Data disaggregation and analysis. Adjustment of SMART goals as needed per cycle of inquiry.</p> <p>Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices. Data disaggregation and analysis. Adjustment of SMART goals as needed per cycle of inquiry.</p>
e. Increased educational opportunity (within the instructional day)	<p>Increased educational opportunities within the instructional day include: Flexible groupings (1,8)</p> <p>Resource Services provided to special education students (8)</p> <p>Psychologist and psychologist intern providing counseling (8)</p>	<p>EIA/ Title I</p> <p>EIA/ Title I</p> <p>EIA/ Title I</p>	<p>Observation through ongoing walk throughs by the principal. Ongoing training and support by the Title I support teachers.</p> <p>Observation through ongoing walk throughs by the principal.</p> <p>Observation through ongoing walk throughs by the principal.</p>
f. Extended learning time (beyond the instructional day/year)	<p>Extended learning opportunities include: After School program (8) GATE Summer Intervention(8) Home Visits(5)</p>	<p>EIA/Title I/SLBIG</p>	<p>Student participation in ASP, BV tutorial Parent participation in adult literacy classes and parent classes</p>

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
	<p>The CARES Teacher Leader collaborates with principal, school day staff, and parents to identify students who would benefit from individualized targeted instruction using the following curriculums: 1) My Skills Tutor-English/Language Arts, Math and Math Fact Fluency, 2) Read Naturally, 3). National Geographic Summer Success and 4) Read 180 (1,2,3,5,7,8)</p> <p>Students in the CARES Program receive daily homework support for a minimum of one hour per day four days per week. (8)</p>	EIA/ Title I/SLBIG	<p>Observation through ongoing walk throughs by the principal. Ongoing training and support by the Title I support teachers.</p>

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

School: Sun Terrace 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	<p>A site Climate team using vertical collaboration model of professional learning communities has been formed. They will monitor the following: School wide and classroom rules Student-Parent-Teacher Agreements (5) Awards Assemblies to honor academic achievement and reward good behavior(5) Sun Tokens, Sunny Grams and Sun Beams to be given to students who demonstrate good behavior</p>	Principal All Staff	2010-2011 School year	EIA/Title I/SLBIG	Increase in positive school climate as measured by: Increase in attendance Increase in trimester awards Increase in parent involvement Decrease in office referrals and suspensions.
	<p>Based on an analysis of the Performance Indicators of the California Healthy Kids Survey (CHKS) for 2007 (CHKS survey 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.</p>	5th grade teachers	2010-2011 School year	TUPE	Continued implementation of the "Too Good for Drugs" program using research-based curriculum to implement the TUPE program.

	Specific Actions/Strategies/ Steps	Who is Responsible	Target Dates	Budget Code(s)/ Funding Source	Evidence of Success
h. Involvement of parents and community	Student assessment and performance results are shared at staff, parent and community meetings throughout the year. Parent and the community members are involved in the school by: Parent Meetings Family Nights Parent Teacher Conferences Parent Education Classes School Site Council ELAC (English Language Advisory Committee) (5)	Principal Teachers Staff	Fall 2010-Spring 2011	EIA/ Title I	Increased parent involvement at school sponsored events
	Faculty Meetings-as guest speakers Home Visits to support the families After School Program for grades K-5 Teacher Newsletters sent home weekly School Newsletters sent home monthly (5,6)	Principal CWA worker ASP staff Teachers	2010-2011 school year	EIA/ Title I	Increased communication resulting in a positive school climate
	The CARES Program conducts a minimum of 2 parent nights per year attended by students and family members. Activities may include but not limited to : "Evening with an author", "Mixing In Math", Games, and Science Fair(5,6)	Principal CARES Team	2010-2011 school year	EIA/ Title I	Increased communication resulting in increased parent participation in school events and as volunteers.
	Assist/pay for the cost of fingerprinting for parent volunteers(5)	Principal All staff	2010-2011 school year	EIA/Title I	Increased school volunteers
i. Auxiliary services for students and parents, including transition from preschool, elementary and middle school	Parents are informed of services through: Parent education classes Adult classes Annual District Parent Conference Community Agencies (5,6)	Gen Ed Special Ed Instructional Assistants EL Resource Teacher Community volunteers	2010-2011 School year	EIA/Title I	Increased number of students entering school prepared for learning and displaying grade appropriate skills

	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	Principal Classroom Teachers SSC	2010-2011 School year	EIA/Title I	Best Practices are used consistently on all classrooms Ongoing monitoring by the principal.
k.	Dissemination of results and recommendations: End-of-year reports and presentation to Schoolsite Council and other advisory committees	All Staff Instructional Assistants EL Resource Teacher Parent and Community District Personnel Principal CARES Team Parents Students	2010-2011 School year 2010-2011 School year	EIA/Title I EIA/Title I	Increase number of parents involved in school events and reporting receiving school information. Increased number of volunteers at the school. Increased achievement using a team approach including admin, staff, CARES team, student, and parents.

	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	Teachers will use the CORE curriculum textbooks and materials adopted by the state. At their grade level meetings and in the professional learning communities teachers will determine supplements materials that extend student learning. Materials will be purchased(1,2,3,8,9)	All staff and support staff	2010-2011 School year	EIA/Title I/SLBIG	Increase student achievement as evidenced by data including benchmarks, teacher observations, CA data, CST data, CELDT.

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

School: Sun Terrace Elementary School

Year: 2010/2011

1. **Planned Improvement for:** Kindergarten / English L/A
 Grade Level / Subject Area

English/Language Arts or Mathematics

Content Standard: Letter recognition
(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: Current levels of proficiency in kindergarten students for letter names is 55%.

Grade Level or Subject/Department SMART Goal: In language arts, the average per cent proficient will increase from 55% to 80% as measured by RAP assessment administered by Feb. 28th, 2011.

	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)	Multiple assessment data is collected, review and analyze by staff throughout the school year. The following assessments were used to determine school-wide goals and short term academic objectives: <ul style="list-style-type: none"> • Annual Measurable Objectives (AYP) • Analysis of RAP scores at grade level meetings • CELDT – Listening speaking, • Houghton Mifflin Theme Skills tests • Teacher observations, anecdotal records 	EIA/ Title I	CELDT 2010- students improve at least one level RAP- students perform at grade level or above 95%of the EL students scored proficient or above on the RAP with only 5% scoring below grade level. CA benchmark tests

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
<p>b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards</p>	<p>The Content Standards: ELD Listening and Speaking</p> <ul style="list-style-type: none"> • Beginner: L.1.1 Nonverbally responds to simple questions K-5 L.1.3 Speaks with a few words or sentences • Early Intermediate: K-5L.2.1,2.2,2.3, L.2.4 Engages in short conversations and retells familiar stories using appropriate gestures, expressions, and objects • Intermediate: K-5 L.3.2 Retells stories and talks about school related activities using expanded vocabulary, descriptive words and paraphrasing • Early Advanced K-5 L.4.2 Asks and answers instructional questions with more extensive supporting elements (detail) • Advanced K-2 L.5.3 Narrates and paraphrases events in greater detail using more extended vocabulary 3-5 L.5.2 Listens attentively to stories and subject area topics and identifies the main points and supporting details 	<p>EIA/ Title I</p>	<p>SMART Goals Essential Learning Standards for every grade level</p> <p>Evidence documented in green folders in cum.</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>Instructional strategies used by staff to teach the content areas are:</p> <ul style="list-style-type: none"> • Continue full implementation of board-adopted Houghton Mifflin Language Arts, Social Studies and Science support materials, Extra Support Language and the English Language Learner Handbook • Implement Structured Linguistic Engagement strategies (Feldman and Kinsella) in every classroom and implementation of Explicit Direct Instruction (EDI) in every classroom. • Use supplemental programs such as: ELD, Language!, Houghton Mifflin Reading Intervention, Susana Dutro frontloading for a systematic ELD program, Carousel for IDEAS, and GLAD 	EIA/ Title I	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teachers.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>Increased educational opportunities within the instructional day will include:</p> <ul style="list-style-type: none"> • ELD Systematic lesson plans • Flexible groupings for ELD time • GLAD strategies • HM Universal Handbook for English Language Learners • Social Studies and Science ELD support 	EIA/ Title I	Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices. Small learning community horizontal and vertical collaboration.
e. Increased educational opportunity (within the instructional day)	<p>Increased educational opportunities within the instructional day will include:</p> <ul style="list-style-type: none"> • ELD Systematic lesson plans • Flexible groupings for ELD time • GLAD strategies • HM Universal Handbook for English Language Learners • Social Studies and Science ELD support 	EIA/ Title I/ SLBIG	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teachers. Bilingual assistant uses small group push in.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
f. Extended learning time (beyond the instructional day/year)	<p>Extended learning time beyond the instructional day or school year will include:</p> <ul style="list-style-type: none"> • Buena Vista Tutorial-tutoring • Home visits made by staff • After School & Summer Interventions • Homework Club during the ASP • Parent Education (Adult Literacy) • Parent Education classes & workshops sponsored by the PTA <p>After School Program staff provides:</p> <ul style="list-style-type: none"> - Daily assistance and homework support to participating students. - Small group intervention support is also provided to high need students -Book bags provided by the librarian, sent home weekly 	EIA/ Title I	<p>Student participation in ASP, BV tutorial</p> <p>Parent participation in adult literacy classes and parent classes</p>

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

School: Sun Terrace Elementary School

Year: 2010/2011

2. Planned Improvement for: Kindergarten / English L/A
 Grade Level / Subject Area

[X] English/Language Arts or [] Mathematics

Content Standard: Letter recognition
(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: 55% of students are proficient in letter recognition.

Grade Level or Subject/Department SMART Goal: In language arts, the average per cent proficient will increase from 55% to 80% as measured by RAP assessment administered by Feb. 28th, 2011.

	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)	Multiple assessment data is collected, review and analyze by staff throughout the school year. The following assessments were used to determine school-wide goals and short term academic objectives: <ul style="list-style-type: none"> • Annual Measurable Objectives (AYP) • Analysis of RAP scores at grade level meetings • CELDT – Listening speaking, -Houghton Mifflin Theme Skills tests • Teacher observations, anecdotal records 	EIA/ Title I/ SLBIG	RAP- students performing at grade level CELDT- EL students will improve one level 88% of students are performing proficient or above on letter names and 90% or at or proficient on letter sounds. Per goal I. students made adequate progress.

	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	Reading Comprehension 2.0	EIA	SMART Goals established by the grade level teachers and the staff. Disaggregation of data and review of SMART goals.
c. Use of instructional strategies and materials to teach the content standards	Instructional strategies used by staff to teach the content standards are: <ul style="list-style-type: none"> Continue full implementation of board-adopted Houghton Mifflin Language Arts materials and Extra Language Structured Linguistic Engagement strategies (Feldman and Kinsella) implementation in every classroom and use of Explicit Direct Instruction (EDI) in every classroom. 	EIA/ Title I/ SLBIG	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teachers.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	The staff will engage in professional development opportunities with specific emphasis on improving student learning. Such trainings include but not limited to: <ul style="list-style-type: none"> Reading Conferences Guided reading Differentiation Teaching reading using the L/A adopted materials Grade Level meetings Professional Learning Communities Follow up support sponsored by Houghton Mifflin Step into Writing Direct Explicit Instruction Phonemic Awareness Activities 	EIA/ Title I	Agendas, minutes and sign in sheets for workshops, inservices, staff development and professional learning communities Vertical and horizontal teaming using the professional learning communities model.
e. Increased educational opportunity (within the instructional day)	Within the instructional day staff will provide increased educational opportunities by: <p>Small group pullout.</p> <ul style="list-style-type: none"> Teachers use the Universal Access Handbooks to support all learners Use of Explicit Direct Instructional (EDI) strategies to increase student learning.	EIA/ Title I	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teachers.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
f. Extended learning time (beyond the instructional day/year)	<p>The instructional day is extended for students by:</p> <ul style="list-style-type: none"> • After school intervention program including the RSIP methods • GATE Program provide additional resources and support for advanced learners • Buena Vista Tutorial-teachers tutor students experiencing difficulty in reading • Home Visits • Library Book Bag Program 	EIA/ Title I/ GATE/ SLBIG	<p>Student participation in the After school program, Buena Vista Tutorial and summer intervention program.</p> <p>Increased attendance as a result of home visits as evidenced by the Home visit log.</p> <p>Increased learning as a result of access to books at hoe.</p>

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

School: Sun Terrace Elementary School

Year: 2010/2011

3. Planned Improvement for: Kindergarten / Mathematics
 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: Less than 50% of all kindergarten students recognize the numbers from 1-30.

Grade Level or Subject/Department SMART Goal: By the end of the year 100% of kindergarten students will recognize the numbers from 1-30 as measured by teacher 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)	Multiple assessment data is collected, review and analyze by staff throughout the school year. The following assessments were used to determine school-wide goals and short term academic objectives: <ul style="list-style-type: none"> • Annual Measurable Objectives (AYP) • Houghton Mifflin Math skills tests • teacher observations, anecdotal records 	EIA/ Title I	Report card - students scoring 3 or 4 on mathematics HM Assessments - students scoring mastery of skills Teacher 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	<ul style="list-style-type: none"> Mathematics –Number Sense-1.0-2.5 	EIA/ Title I	SMART Goals Essential Learning Standards for every grade level
c. Use of instructional strategies and materials to teach the content standards	<p>Teachers will:</p> <ul style="list-style-type: none"> Continue full implementation of board-adopted Houghton Mifflin Mathematics materials Differentiated instruction and grouping Board Math 	EIA/ Title I	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teachers.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>The staff will engage in professional development opportunities with specific emphasis on improving student learning. Such trainings include but not limited to:</p> <ul style="list-style-type: none"> Grade Level meetings Teacher collaboration-vertical and horizontal Professional Learning Communities Teachers will conduct pre and post assessments aligned with learned strategies 	EIA/ Title I	Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices
e. Increased educational opportunity (within the instructional day)	<p>Increased educational opportunities within the instructional day include:</p> <ul style="list-style-type: none"> Flexible groupings Resource Services 	EIA/ Title I	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teachers.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
f. Extended learning time (beyond the instructional day/year)	Extended learning opportunities include: <ul style="list-style-type: none"> • After School program- homework club • Summer Intervention • Home Visits 	EIA/ Title I	Student participation in ASP, BV tutorial Parent participation in adult literacy classes and parent classes

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

School: Sun Terrace Elementary School

Year: 2010/2011

4. Planned Improvement for: First / English L/A
Grade Level / Subject Area

English/Language Arts or Mathematics

Content Standard: Reading
(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: 38% of all first grade students scored proficient or above on the CA assessment.

Grade Level or Subject/Department SMART Goal: By the end of the year, 66% of all first grade students will score proficient or above on the CA assessment as measured by the data from the 4th assessment.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
<p>a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)</p>	<p>Multiple assessment data is collected, review and analyze by staff throughout the school year. The following assessments were used to determine school-wide goals and short term academic objectives:</p> <ul style="list-style-type: none"> • Annual Measurable Objectives (AYP) • Analysis of RAP scores at grade level meetings • CELDT – Listening speaking, • CST – word analysis, vocabulary and written and oral language conventions, • Houghton Mifflin Theme Skills tests • Teacher observations, anecdotal records 	<p>EIA/Title I</p>	<p>CA benchmark assessments</p> <p>CELDT 2010- students improve at least one level</p> <p>In June, 84% (38/45) of 1st grade ELL students are meeting end of the year expectations according to CELDT.</p> <p>RAP- students perform at grade level or above</p> <p>In June, 64% (45/70) of 1st grade students are performing at grade level standards or above.</p>
<p>b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards</p>	<p>The Content Standards: ELD Listening and Speaking</p> <ul style="list-style-type: none"> • Beginner: L.1.1 Nonverbally responds to simple questions K-5 L.1.3 Speaks with a few words or sentences • Early Intermediate: K-5 L.2.4 Engages in short conversations and retells familiar stories using appropriate gestures, expressions, and objects • Intermediate: K-5 L.3.2 Retells stories and talks about school related activities using expanded vocabulary, descriptive words and paraphrasing • Early Advanced K-5 L.4.2 Asks and answers instructional questions with more extensive supporting elements (detail) • Advanced K-2 L.5.3 Narrates and paraphrases events in greater detail using more extended vocabulary 3-5 L.5.2 Listens attentively to stories and subject area topics and identifies the main points and supporting details 	<p>EIA/Title I</p>	<p>SMART Goals Essential Learning Standards for every grade level</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>Instructional strategies used by staff to teach the content areas are:</p> <ul style="list-style-type: none"> • Continue full implementation of board-adopted Houghton Mifflin Language Arts, Social Studies and Science support materials, Extra Support Language and the English Language Learner Handbook • Implement Structured Linguistic Engagement strategies (Feldman and Kinsella) in every classroom and Explicit Direct Instruction (EDI) in all classrooms • Use supplemental programs such as: ELD, Language!, Houghton Mifflin Reading Intervention, Susana Dutro frontloading for a systematic ELD program, Carousel for IDEAS, and GLAD 	EIA/Title I	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>The staff will engage in professional development opportunities with specific emphasis on improving student learning. Such trainings include but not limited to:</p> <ul style="list-style-type: none"> • Staff collaboration, peer coaching • Professional Learning Communities • ELD conference, CAFE, ELD trainings • Vocabulary development strategy conferences, etc. • GLAD <p>Vertical and horizontal collaboration</p>	EIA/Title I	<p>Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices</p> <p>Teachers attended the Explicit Direct Instruction Workshop in May, 2010.</p> <p>One teacher attended Systematic ELD workshop. Currently, all 1st grade teachers have been trained using Systematic ELD.</p>
e. Increased educational opportunity (within the instructional day)	<p>Increased educational opportunities within the instructional day will include:</p> <ul style="list-style-type: none"> • ELD Systematic lesson plans • Flexible groupings for ELD time • GLAD strategies • HM Universal Handbook for English Language Learners • Social Studies and Science ELD support <p>Use of Explicit Direct Instruction (EDI) in every classroom</p>	EIA/Title I	<p>Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teachers.</p> <p>Students attended the RSIP reading intervention program.</p>

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
f. Extended learning time (beyond the instructional day/year)	<p>Extended learning time beyond the instructional day or school year will include:</p> <ul style="list-style-type: none"> • Buena Vista Tutorial-tutoring • Home visits made by staff • After School Interventions • Homework Club during the ASP • Parent Education (Adult Literacy) • Parent Education classes & workshops sponsored by the PTA <p>After School Program staff provides:</p> <ul style="list-style-type: none"> - Daily assistance and homework support to participating students. - Small group intervention support is also provided to at risk students 	EIA/Title I	<p>Student participation in ASP (reading intervention), BV tutorial</p> <p>Parent participation in adult literacy classes and parent classes</p>

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

School: Sun Terrace Elementary School

Year: 2010/2011

5. Planned Improvement for: First / English L/A
Grade Level / Subject Area

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):

Current Reality: 38% of all first grade students scored proficient or better on the CA assessment.

Grade Level or Subject/Department SMART Goal: By the end of the year, 66% of all first grade students will score proficient or above on the CA assessment as measured by the data from the 4th assessment.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
<p>a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)</p>	<p>Multiple assessment data is collected, reviewed and analyzed by staff throughout the school year. The following assessments were used to determine school-wide goals and short term academic objectives:</p> <ul style="list-style-type: none"> • Annual Measurable Objectives (AYP) • Analysis of RAP scores at grade level meetings • CST – word analysis, vocabulary and written and oral language conventions, • Houghton Mifflin Theme Skills tests • teacher observations, anecdotal records 	<p>EIA/Title I</p>	<p>CA assessments</p> <p>RAP - students perform at grade level or above</p> <p>In June, 64% (45/70) of 1st grade students are performing at grade level standards or above.</p> <p>CELDT - students improve by at least one performance level</p> <p>In June, 84% (38/45) of 1st grade ELL students are meeting end of the year expectations according to CELDT.</p> <p>HM Assessments - students score mastery</p>
<p>b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards</p>	<p>Reading Comprehension 2.0</p>	<p>EIA/Title I</p>	<p>SMART Goals Essential Learning Standards for every grade level</p>
<p>c. Use of instructional strategies and materials to teach the content standards</p>	<p>Instructional strategies used by staff to teach the content standards are:</p> <ul style="list-style-type: none"> • Continue full implementation of board-adopted Houghton Mifflin Language Arts materials and Extra Language, and intervention programs- Language! and Reading Support Intervention Program • Structured Linguistic Engagement strategies (Feldman and Kinsella) implementation in every classroom and use of Explicit Direction Instruction (EDI) in all classrooms 	<p>EIA/Title I</p>	<p>Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher.</p>
<p>d. Professional development and professional collaboration to support the use of instructional strategies and materials</p>	<p>The staff will engage in professional development opportunities with specific emphasis on improving student learning. Such trainings include but not limited to:</p> <ul style="list-style-type: none"> • Reading Conferences • Guided reading • Differentiation • Teaching reading using the L/A adopted materials • Grade Level meetings • Professional Learning Communities • Follow up support sponsored by Houghton Mifflin • Step into Writing 	<p>EIA/Title I</p>	<p>Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices</p> <p>Teachers attended Explicit Direct Instruction training in May, 2010.</p>

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
e. Increased educational opportunity (within the instructional day)	<p>Within the instructional day staff will provide increased educational opportunities by:</p> <ul style="list-style-type: none"> • Phonics intervention for 1st and 2nd grades • Reading Support Intervention Programs • Advance Differentiation taught by teachers for advanced learners • Psychologist and psychologist intern work with small groups of students on social issues • Teachers use the Universal Access Handbooks to support all learners 	EIA/ Title I/SBLIG	<p>Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teachers.</p> <p>Students participated in RSIP (reading intervention) program.</p> <p>Assistant tutored small groups in reading using HM materials.</p>
f. Extended learning time (beyond the instructional day/year)	<p>The instructional day is extended for students by:</p> <ul style="list-style-type: none"> • After school intervention program including the RSIP methods • GATE Program provide additional resources and support for advanced learners • Buena Vista Tutorial-teachers tutor students experiencing difficulty in reading • Home Visits • Library Book Bag Program 	EIA/Title I/GATE	<p>Student participation in ASP, BV tutorial Parent participation in adult literacy classes and parent classes Increased learning as measured by data and achievement of SMART goals.</p>

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

School: Sun Terrace Elementary School

Year: 2010/2011

6. Planned Improvement for: First / Mathematics
 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: 40% of all first grade students scored proficient or above on the CA assessment.

Grade Level or Subject/Department SMART Goal: By the end of the year, 66% of all first grade students will score proficient or above on the CA assessment as measured by the data from the 4th 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)	Multiple assessment data is collected, review and analyze by staff throughout the school year. The following assessments were used to determine school-wide goals and short term academic objectives: <ul style="list-style-type: none"> • Annual Measurable Objectives (AYP) • Houghton Mifflin Math skills tests • teacher observations, anecdotal records 	EIA/Title I	CA assessment Report card - students scoring 3 or 4 on mathematics HM Assessments - students scoring mastery of skills According to the 3rd trimester HM math assessment, 83% (58/70) of students scored proficient or above on number sense standards.

	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	<ul style="list-style-type: none"> Mathematics –Number Sense-1.0-2.5 	EIA/Title I	<p>SMART Goals</p> <p>According to the 3rd trimester HM math assessment, 83% (58/70) of students scored proficient or above on number sense standards. Therefore, most students have met or exceeded our SMART Goal.</p> <p>Essential Learning Standards for every grade level</p>
c. Use of instructional strategies and materials to teach the content standards	<p>Teachers will:</p> <ul style="list-style-type: none"> Continue full implementation of board-adopted Houghton Mifflin Mathematics materials Differentiated instruction and grouping Use Board Math in every classroom 	EIA/Title I/SBLIG	<p>Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher.</p> <p>All teachers have been trained in BOARD MATH and is being fully implemented in every classroom.</p>
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>The staff will engage in professional development opportunities with specific emphasis on improving student learning. Such trainings include but not limited to:</p> <ul style="list-style-type: none"> Grade Level meetings Teacher collaboration both horizontally and vertically Professional Learning Communities Teachers will conduct pre and post assessments aligned with learned strategies 	EIA/Title I	<p>Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices</p> <p>Teachers attended BOARD MATH training.</p>

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
e. Increased educational opportunity (within the instructional day)	Increased educational opportunities within the instructional day include: <ul style="list-style-type: none"> • Flexible groupings • Resource Services • Psychologist and psychologist intern providing counseling 	EIA/Title I/SLBIG	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher.
f. Extended learning time (beyond the instructional day/year)	Extended learning opportunities include: <ul style="list-style-type: none"> • After School program • Home Visits 	EIA/Title I	Student participation in ASP, BV tutorial Parent participation in adult literacy classes and parent classes

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

School: Sun Terrace Elementary School

Year: 2010/2011

7. Planned Improvement for: Second / English L/A
 Grade Level / Subject Area

English/Language Arts or Mathematics

Content Standard: Reading
 (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: 35% of all second grade students scored proficient or higher on the CA assessment.

Grade Level or Subject/Department SMART Goal: By the end of the year, 56% of all second grade students will score proficient or above on the CA assessment as measured by the data from the 4th 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)	Multiple assessment data is collected, review and analyze by staff throughout the school year. The following assessments were used to determine school-wide goals and short term academic objectives: <ul style="list-style-type: none"> • Annual Measurable Objectives (AYP) • Analysis of RAP scores at grade level meetings • CELDT – Listening speaking, • CA assessments • Houghton Mifflin Theme Skills tests • Teacher observations, anecdotal records 	EIA/Title I	CA assessments CELDT 2010- students improve at least one level RAP- students perform at grade level or above 83% of ELL students scored proficient or advanced on May RAP Testing Multiple assessments- EL students are designated as FEP

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
<p>b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards</p>	<p>The Content Standards: ELD Listening and Speaking</p> <ul style="list-style-type: none"> • Beginner: L.1.1 Nonverbally responds to simple questions K-5 L.1.3 Speaks with a few words or sentences • Early Intermediate: K-5 L.2.4 Engages in short conversations and retells familiar stories using appropriate gestures, expressions, and objects • Intermediate: K-5 L.3.2 Retells stories and talks about school related activities using expanded vocabulary, descriptive words and paraphrasing • Early Advanced K-5 L.4.2 Asks and answers instructional questions with more extensive supporting elements (detail) • Advanced K-2 L.5.3 Narrates and paraphrases events in greater detail using more extended vocabulary 3-5 L.5.2 Listens attentively to stories and subject area topics and identifies the main points and supporting details 	<p>EIA/Title I</p>	<p>SMART Goals Essential Learning Standards for every grade level CA assessments</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>Instructional strategies used by staff to teach the content areas are:</p> <ul style="list-style-type: none"> • Continue full implementation of board-adopted Houghton Mifflin Language Arts, Social Studies and Science support materials, Extra Support Language and the English Language Learner Handbook • Implement Structured Linguistic Engagement strategies (Feldman and Kinsella) in every classroom and Explicit Direct Instruction (EDI) in all classrooms • Use supplemental programs such as: ELD, Language!, Houghton Mifflin Reading Intervention, Susana Dutro frontloading for a systematic ELD program, Carousel for IDEAS, and GLAD 	EIA/Title I/SLBIG	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>The staff will engage in professional development opportunities with specific emphasis on improving student learning. Such trainings include but not limited to:</p> <ul style="list-style-type: none"> • Staff collaboration, peer coaching • Professional Learning Communities • ELD trainings • Vocabulary development strategies • GLAD 	EIA/Title I	Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices
e. Increased educational opportunity (within the instructional day)	<p>Increased educational opportunities within the instructional day will include:</p> <ul style="list-style-type: none"> • ELD Systematic lesson plans • Flexible groupings for ELD time • GLAD strategies • HM Universal Handbook for English Language Learners • Social Studies and Science ELD support 	EIA/Title I	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
f. Extended learning time (beyond the instructional day/year)	<p>Extended learning time beyond the instructional day or school year will include:</p> <ul style="list-style-type: none"> • Buena Vista Tutorial-tutoring • Home visits made by staff • After School & Summer Interventions • Homework Club during the ASP • Parent Education (Adult Literacy) • Parent Education classes & workshops sponsored by the PTA <p>After School Program staff provides:</p> <ul style="list-style-type: none"> - Daily assistance and homework support to participating students. - Small group intervention support is also provided to high need students 	EIA/Title I	<p>Student participation in ASP, BV tutorial</p> <p>Parent participation in adult literacy classes and parent classes</p>

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

School: Sun Terrace Elementary School

Year: 2010/2011

8. Planned Improvement for: Second / English L/A
 Grade Level / Subject Area

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):

Current Reality: 40% of all second grade students scored proficient or higher on the CA assessment.

Grade Level or Subject/Department SMART Goal: By the end of the year, 66% of all second grade students will score proficient or above on the CA assessment as measured by the data from the 4th 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)	Multiple assessment data is collected, reviewed and analyzed by staff throughout the school year. The following assessments were used to determine school-wide goals and short term academic objectives: <ul style="list-style-type: none"> • Annual Measurable Objectives (AYP) • Analysis of RAP scores at grade level meetings • CA assessments, • Houghton Mifflin Theme Skills tests • teacher observations, anecdotal records 	EIA/TitleI	CA assessments RAP - students perform at grade level or above HM Assessments - students score mastery

	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	Reading Comprehension 2.0	EIA/Title I	SMART Goals Essential Learning Standards for every grade level
c. Use of instructional strategies and materials to teach the content standards	<p>Instructional strategies used by staff to teach the content standards are:</p> <ul style="list-style-type: none"> • Continue full implementation of board-adopted Houghton Mifflin Language Arts materials and Extra Language, and intervention programs- Language! and Reading Support Intervention Program • Structured Linguistic Engagement strategies (Feldman and Kinsella) implementation in every classroom and Explicit Direct Instruction (EDI) in all classrooms 	EIA/Title I/SLBIG	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>The staff will engage in professional development opportunities with specific emphasis on improving student learning. Such trainings include but not limited to:</p> <ul style="list-style-type: none"> • Reading comprehension • Guided reading • Differentiation • Teaching reading using the L/A adopted materials • Grade Level meetings • Professional Learning Communities • Follow up support sponsored by Houghton Mifflin • Step Up to Writing 	EIA/Title I	Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
e. Increased educational opportunity (within the instructional day)	<p>Within the instructional day staff will provide increased educational opportunities by:</p> <ul style="list-style-type: none"> • STAR Reading Program-ability grouping, flexible groups, guided reading groups, literature circles • Phonics intervention for 1st and 2nd grades • Reading Support Intervention Programs • Advance Differentiation taught by teachers for advanced learners • Psychologist and psychologist intern work with small groups of students on social issues • Teachers use the Universal Access Handbooks to support all learners 	EIA/Title I	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher.
f. Extended learning time (beyond the instructional day/year)	<p>The instructional day is extended for students by:</p> <ul style="list-style-type: none"> • After school intervention program including the RSIP methods • Buena Vista Tutorial-teachers tutor students experiencing difficulty in reading • Home Visits • Library Book Bag Program 	EIA/Title I	Student participation in ASP, BV tutorial Parent participation in adult literacy classes and parent classes

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

School: Sun Terrace Elementary School

Year: 2010/2011

9. Planned Improvement for: Second / Mathematics
 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: 40% of all second grade students scored proficient or higher on the CA assessment.

Grade Level or Subject/Department SMART Goal: By the end of the year, 56% of all second grade students will score proficient or above on the CA assessment as measured by the data from the 4th 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)	Multiple assessment data is collected, review and analyze by staff throughout the school year. The following assessments were used to determine school-wide goals and short term academic objectives: <ul style="list-style-type: none"> • Annual Measurable Objectives (AYP) • Houghton Mifflin Math skills tests • CA assessments • teacher observations, anecdotal records 	EIA/Title I	CA benchmark tests Report card - students scoring 3 or 4 on mathematics HM Assessments - students scoring mastery of skills 67% of all students scored proficient or above on the 3rd Trimester Test

	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	<ul style="list-style-type: none"> Mathematics –Number Sense-1.0-2.5 	EIA/Title I	SMART Goals Essential Learning Standards for every grade level
c. Use of instructional strategies and materials to teach the content standards	<p>Teachers will:</p> <ul style="list-style-type: none"> Continue full implementation of board-adopted Houghton Mifflin Mathematics materials <p>*small group intervention * Boardmath</p> <ul style="list-style-type: none"> Differentiated instruction and grouping 	EIA/Title I/SLBG	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>The staff will engage in professional development opportunities with specific emphasis on improving student learning. Such trainings include but not limited to:</p> <ul style="list-style-type: none"> Grade Level meetings Teacher collaboration- vertical and horizontal Professional Learning Communities 	EIA/Title I	Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices
e. Increased educational opportunity (within the instructional day)	<p>Increased educational opportunities within the instructional day include:</p> <ul style="list-style-type: none"> Flexible groupings Resource Services 	EIA/Title I	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher.
f. Extended learning time (beyond the instructional day/year)	<p>Extended learning opportunities include:</p> <ul style="list-style-type: none"> After School program 	EIA/Title I	Student participation in ASP, BV tutorial Parent participation in adult literacy classes and parent classes

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

School: Sun Terrace Elementary School

Year: 2010/2011

10. Planned Improvement for: Third / English L/A
 Grade Level / Subject Area

English/Language Arts or Mathematics

Content Standard: Reading
 (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: 39% of all third grade students scored proficient or higher on the CA assessment.

Grade Level or Subject/Department SMART Goal: By the end of the year, 64% of all third grade students will score proficient or above on the CA assessment as measured by the data from the 4th 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)	Multiple assessment data is collected, review and analyze by staff throughout the school year. The following assessments were used to determine school-wide goals and short term academic objectives: <ul style="list-style-type: none"> • Annual Measurable Objectives (AYP) • Analysis of RAP scores at grade level meetings • CELDT – Listening speaking, • CA assessments • Houghton Mifflin Theme Skills tests • Teacher observations, anecdotal records 	EIA/Title I	CA assessments CELDT 2010- students improve at least one level RAP- an increase in the number of students scoring proficient or higher Multiple assessments- EL students are designated as RFEP

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
<p>b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards</p>	<p>The Content Standards: ELD Listening and Speaking</p> <ul style="list-style-type: none"> • Beginner: L.1.1 Nonverbally responds to simple questions K-5 L.1.3 Speaks with a few words or sentences • Early Intermediate: K-5 L.2.4 Engages in short conversations and retells familiar stories using appropriate gestures, expressions, and objects • Intermediate: K-5 L.3.2 Retells stories and talks about school related activities using expanded vocabulary, descriptive words and paraphrasing • Early Advanced K-5 L.4.2 Asks and answers instructional questions with more extensive supporting elements (detail) • Advanced K-2 L.5.3 Narrates and paraphrases events in greater detail using more extended vocabulary 3-5 L.5.2 Listens attentively to stories and subject area topics and identifies the main points and supporting details 	<p>EIA/Title I</p>	<p>SMART Goals Essential Learning Standards for every grade level</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>Instructional strategies used by staff to teach the content areas are:</p> <ul style="list-style-type: none"> • Continue full implementation of board-adopted Houghton Mifflin Language Arts, Social Studies and Science support materials, Extra Support Language and the English Language Learner Handbook • Implement Structured Linguistic Engagement strategies (Feldman and Kinsella) in every classroom and Explicit Direct Instruction (EDI) in all classrooms • Use supplemental programs such as: ELD, Language!, Houghton Mifflin Reading Intervention, Susana Dutro frontloading for a systematic ELD program, Carousel for IDEAS, and GLAD 	EIA./ Title I/ SLBIG	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>The staff will engage in professional development opportunities with specific emphasis on improving student learning. Such trainings include but not limited to:</p> <ul style="list-style-type: none"> • Staff collaboration, peer coaching • Professional Learning Communities • ELD conference, ELD trainings • Vocabulary development strategies • GLAD 	EIA/ Title I	Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices
e. Increased educational opportunity (within the instructional day)	<p>Increased educational opportunities within the instructional day will include:</p> <ul style="list-style-type: none"> • ELD Systematic lesson plans • Flexible groupings for ELD time • GLAD strategies • HM Universal Handbook for English Language Learners • Social Studies and Science ELD support 	EIA/Title I	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
f. Extended learning time (beyond the instructional day/year)	<p>Extended learning time beyond the instructional day or school year will include:</p> <ul style="list-style-type: none"> • Home visits made by staff • After School Interventions • Homework Club during the ASP • Parent Education (Adult Literacy) • Parent Education classes & workshops sponsored by the PTA <p>After School Program staff provides:</p> <ul style="list-style-type: none"> - Daily assistance and homework support to participating students. - Small group intervention support is also provided to high need students 	EIA/Title I	<p>Student participation in ASP, BV tutorial Parent participation in adult literacy classes and parent classes</p>

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

School: Sun Terrace Elementary School

Year: 2010/2011

11. Planned Improvement for: Third / English L/A
Grade Level / Subject Area

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):

Current Reality: 39% of all third grade students scored proficient or higher on the CA assessment.

Grade Level or Subject/Department SMART Goal: By the end of the year, 64% of all third grade students will score proficient or above on the CA assessment as measured by the data from the 4th 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)	<p>Multiple assessment data is collected, reviewed and analyzed by staff throughout the school year. The following assessments were used to determine school-wide goals and short term academic objectives:</p> <ul style="list-style-type: none"> • Annual Measurable Objectives (AYP) • Analysis of RAP scores at grade level meetings • CA assessments • Houghton Mifflin Theme Skills tests • teacher observations, anecdotal records 	EIA/ Title I	<p>CA assessments</p> <p>RAP - the number of students scoring proficient or above has increased from 36% to 71</p> <p>CELDT - students improve by at least one performance level</p> <p>HM Assessments - students score mastery</p>
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Reading Comprehension 2.0	EIA/ Title I	SMART Goals Essential Learning Standards for every grade level
c. Use of instructional strategies and materials to teach the content standards	<p>Instructional strategies used by staff to teach the content standards are:</p> <ul style="list-style-type: none"> • Continue full implementation of board-adopted Houghton Mifflin Language Arts materials and Extra Language, and intervention programs- Language! and Reading Support Intervention Program • Structured Linguistic Engagement strategies (Feldman and Kinsella) implementation in every classroom and use of Explicit Direct Instruction (EDI) in every classroom 	EIA/Title I/SLBIG	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>The staff will engage in professional development opportunities with specific emphasis on improving student learning. Such trainings include but not limited to:</p> <ul style="list-style-type: none"> • Reading strategies • Guided reading • Differentiation • Teaching reading using the L/A adopted materials • Grade Level meetings • Professional Learning Communities • Follow up support sponsored by Houghton Mifflin • Step Up to Writing 	EIA/ Title I	Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
e. Increased educational opportunity (within the instructional day)	<p>Within the instructional day staff will provide increased educational opportunities by:</p> <ul style="list-style-type: none"> • STAR Reading Program-ability grouping, flexible groups, guided reading groups, literature circles • Phonics intervention for 1st and 2nd grades • Reading Support Intervention Programs • Advance Differentiation taught by teachers for advanced learners • Psychologist and psychologist intern work with small groups of students on social issues • Teachers use the Universal Access Handbooks to support all learners 	EIA/ Title I	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher.
f. Extended learning time (beyond the instructional day/year)	<p>The instructional day is extended for students by:</p> <ul style="list-style-type: none"> • After school intervention program including the RSIP methods • GATE Program provide additional resources and support for advanced learners • Home Visits 	EIA/ Title I/GATE	Student participation in ASP, BV tutorial Parent participation in adult literacy classes and parent classes

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

School: Sun Terrace Elementary School

Year: 2010/2011

12. Planned Improvement for: Third / Mathematics
 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: 42% of all third grade students scored proficient or higher on the CA assessment.

Grade Level or Subject/Department SMART Goal: By the end of the year, 64% of all third grade students will score proficient or above on the CA assessment as measured by the data from the 4th 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)	Multiple assessment data is collected, reviewed and analyzed by staff throughout the school year. The following assessments were used to determine school-wide goals and short term academic objectives: <ul style="list-style-type: none"> • Annual Measurable Objectives (AYP) • Houghton Mifflin Math skills tests • CA assessment • teacher observations, anecdotal records 	EIA/ Title I	CA assessments Report card - students scoring 3 or 4 on mathematics HM Assessments - students scoring mastery of skills
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	<ul style="list-style-type: none"> • Mathematics –Number Sense-1.0-2.5 	EIA/ Title I	SMART Goals Essential Learning Standards for every grade level

	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:</p> <ul style="list-style-type: none"> • Continue full implementation of board-adopted Houghton Mifflin Mathematics materials • Use Math Steps to supplement the curriculum for 3rd – 5th grades • Differentiated instruction and grouping • Use Board math in every classroom 	EIA/ Title I/SLBIG	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teachers.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>The staff will engage in professional development opportunities with specific emphasis on improving student learning. Such trainings include but not limited to:</p> <ul style="list-style-type: none"> • Grade Level meetings • Teacher collaboration-vertical and horizontal • Professional Learning Communities • Teachers will conduct pre and post assessments aligned with learned strategies 	EIA/ Title I	Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices
e. Increased educational opportunity (within the instructional day)	<p>Increased educational opportunities within the instructional day include:</p> <ul style="list-style-type: none"> • Flexible groupings • Resource Services • Psychologist and psychologist intern providing counseling 	EIA/ Title I	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teachers.
f. Extended learning time (beyond the instructional day/year)	<p>Extended learning opportunities include:</p> <ul style="list-style-type: none"> • After School program • GATE • Home Visits 	EIA/ Title I/GATE	Student participation in ASP, BV tutorial Parent participation in adult literacy classes and parent classes

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

School: Sun Terrace Elementary School

Year: 2010/2011

13. Planned Improvement for: Fourth / English L/A
 Grade Level / Subject Area

English/Language Arts or Mathematics

Content Standard: Reading
 (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: 36% of all fourth grade students are proficient or higher on the CA assessment

Grade Level or Subject/Department SMART Goal: By the end of the year, 54% of all fourth grade students will score proficient or above on the CA assessment as measured by the data from the 4th 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)	Multiple assessment data is collected, reviewed and analyzed by staff throughout the school year. The following assessments were used to determine school-wide goals and short term academic objectives: <ul style="list-style-type: none"> • Annual Measurable Objectives (AYP) • Analysis of RAP scores at grade level meetings • CELDT – Listening speaking, • CA assessments • Houghton Mifflin Theme Skills tests • Teacher observations, anecdotal records 	EIA/ Title I	The students' scores on reading theme test, Adept Test and CA tests will continually improve. Increased number of students being reclassified

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
<p>b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards</p>	<p>The Content Standards: ELD Listening and Speaking</p> <ul style="list-style-type: none"> • Beginner: L.1.1 Nonverbally responds to simple questions K-5 L.1.3 Speaks with a few words or sentences • Early Intermediate: K-5 L.2.4 Engages in short conversations and retells familiar stories using appropriate gestures, expressions, and objects • Intermediate: K-5 L.3.2 Retells stories and talks about school related activities using expanded vocabulary, descriptive words and paraphrasing • Early Advanced K-5 L.4.2 Asks and answers instructional questions with more extensive supporting elements (detail) • Advanced K-2 L.5.3 Narrates and paraphrases events in greater detail using more extended vocabulary 3-5 L.5.2 Listens attentively to stories and subject area topics and identifies the main points and supporting details 	<p>EIA/ Title I</p>	<p>SMART Goals Essential Learning Standards for every grade level Focus on student needs based on individual ELD folders Students grouped by level to focus on beginners, intermediate, etc. levels</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>Instructional strategies used by staff to teach the content areas are:</p> <ul style="list-style-type: none"> • Continue full implementation of board-adopted Houghton Mifflin Language Arts, Social Studies and Science support materials, Extra Support Language and the English Language Learner Handbook • Implement Structured Linguistic Engagement strategies (Feldman and Kinsella) in every classroom and Explicit Direct Instruction (EDI) in every classroom • Use supplemental programs such as: ELD, Language!, Houghton Mifflin Reading Intervention, Susana Dutro frontloading for a systematic ELD program, Carousel for IDEAS, and GLAD 	EIA/ Title I/SLBIG	<p>Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher.</p> <p>GLAD strategies HM Extra Support book HM ELD book Frontloading Systematic ELD strategies</p>
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>The staff will engage in professional development opportunities with specific emphasis on improving student learning. Such trainings include but not limited to:</p> <ul style="list-style-type: none"> • Staff collaboration, peer coaching • Professional Learning Communities • ELD trainings • Vocabulary development strategies • GLAD 	EIA/ Title I	<p>Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices Training in using ADEPT</p>
e. Increased educational opportunity (within the instructional day)	<p>Increased educational opportunities within the instructional day will include:</p> <ul style="list-style-type: none"> • ELD Systematic lesson plans • Flexible groupings for ELD time • GLAD strategies • HM Universal Handbook for English Language Learners • Social Studies and Science ELD support 	EIA/ Title I	<p>Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher.</p> <p>ELD time Flexible groupings Universal Access strategies used</p>

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
f. Extended learning time (beyond the instructional day/year)	<p>Extended learning time beyond the instructional day or school year will include:</p> <ul style="list-style-type: none"> • Home visits made by staff • After School Interventions • Homework Club during the ASP • Parent Education (Adult Literacy) • Parent Education classes & workshops sponsored by the PTA <p>After School Program staff provides:</p> <ul style="list-style-type: none"> - Daily assistance and homework support to participating students. - Small group intervention support is also provided to high need students 	EIA/ Title I	<p>Student participation in ASP, BV tutorial</p> <p>Parent participation in adult literacy classes and parent classes</p>

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

School: Sun Terrace Elementary School

Year: 2010/2011

14. Planned Improvement for: Fourth / English L/A
 Grade Level / Subject Area

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):

Current Reality: 36% of all fourth grade students scored proficient or higher on the CA assessment.

Grade Level or Subject/Department SMART Goal: By the end of the year, 54% of all fourth grade students will score proficient or above on the CA assessment as measured by the data from the 4th 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)	Multiple assessment data is collected, reviewed and analyzed by staff throughout the school year. The following assessments were used to determine school-wide goals and short term academic objectives: <ul style="list-style-type: none"> • Annual Measurable Objectives (AYP) • CA assessment • Houghton Mifflin Theme Skills tests • teacher observations, anecdotal records 	EIA/ Title I	The student scores will continue increase on the CA assessments, and the reading theme test and formative 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	Reading Comprehension 2.0	EIA/ Title I	SMART Goals Essential Learning Standards for every grade level Used district adopted curriculum to teach standards
c. Use of instructional strategies and materials to teach the content standards	Instructional strategies used by staff to teach the content standards are: <ul style="list-style-type: none"> Continue full implementation of board-adopted Houghton Mifflin Language Arts materials and Extra Language, and intervention programs- Language! and Reading Support Intervention Program Structured Linguistic Engagement strategies (Feldman and Kinsella) implementation in every classroom and use of Direct Explicit Instruction (EDI) in all classrooms 	EIA/ Title I/SLBIG	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher. Flexible grouping Partner reading HM universal access materials GLAD strategies
d. Professional development and professional collaboration to support the use of instructional strategies and materials	The staff will engage in professional development opportunities with specific emphasis on improving student learning. Such trainings include but not limited to: <ul style="list-style-type: none"> Reading strategies Guided reading Differentiation Teaching reading using the L/A adopted materials Grade Level meetings Professional Learning Communities Follow up support sponsored by Houghton Mifflin Step Up to Writing 	EIA/ Title I	Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices Teacher collaboration PLC Data driven dialogue

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
e. Increased educational opportunity (within the instructional day)	<p>Within the instructional day staff will provide increased educational opportunities by:</p> <ul style="list-style-type: none"> • Ability grouping, flexible groups, guided reading groups, literature circles • Reading Support Intervention Programs • Advance Differentiation taught by teachers for advanced learners • Psychologist and psychologist intern work with small groups of students on social issues • Teachers use the Universal Access Handbooks to support all learners 	EIA/ Title I	<p>Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher. Flexible grouping Universal access materials used</p>
f. Extended learning time (beyond the instructional day/year)	<p>The instructional day is extended for students by:</p> <ul style="list-style-type: none"> • After school intervention program including the RSIP methods • GATE Program provide additional resources and support for advanced learners • Home Visits 	EIA/ Title I/GATE	<p>Student participation in ASP, BV tutorial Parent participation in adult literacy classes and parent classes</p>

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

School: Sun Terrace Elementary School

Year: 2010/2011

15. Planned Improvement for: Fourth / Mathematics
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: 40% of all fourth grade students scored proficient or higher on the CA assessment.

Grade Level or Subject/Department SMART Goal: By the end of the year, 67% of all fourth grade students will score proficient or above on the CA assessment as measured by the data from the 4th 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)	Multiple assessment data is collected, reviewed and analyzed by staff throughout the school year. The following assessments were used to determine school-wide goals and short term academic objectives: <ul style="list-style-type: none"> • Annual Measurable Objectives (AYP) • Houghton Mifflin Math skills tests • CA assessments • teacher observations, anecdotal records 	EIA/Title I	The students' scores on CA assessments, and formative and summative test will increase throughout the year. Chapter tests were scanned into Edusoft and analyzed to increase student achievement

	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	<ul style="list-style-type: none"> Mathematics –Number Sense-1.0-2.5 	EIA/ Title I	SMART Goals Essential Learning Standards for every grade level Standards based curriculum used District adopted materials used
c. Use of instructional strategies and materials to teach the content standards	Teachers will: <ul style="list-style-type: none"> Continue full implementation of board-adopted Houghton Mifflin Mathematics materials Differentiated instruction and grouping Use of Board Math in every classroom 	EIA/ Title I/SLBIG	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher. Board Math implemented in every fourth grade classroom
d. Professional development and professional collaboration to support the use of instructional strategies and materials	The staff will engage in professional development opportunities with specific emphasis on improving student learning. Such trainings include but not limited to: <ul style="list-style-type: none"> Grade Level meetings Teacher collaboration-vertical and horizontal Professional Learning Communities Board Math training 	EIA/ Title I	Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices All teachers were trained in Board Math PLC and grade level meetings Data driven dialogue
e. Increased educational opportunity (within the instructional day)	Increased educational opportunities within the instructional day include: <ul style="list-style-type: none"> Flexible groupings Resource Services Psychologist and psychologist intern providing counseling 	EIA/ Title I	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher. My Skills Tutor used in the computer lab
f. Extended learning time (beyond the instructional day/year)	Extended learning opportunities include: <ul style="list-style-type: none"> After School program GATE Home Visits 	EIA/ Title I/GATE	Student participation in ASP, BV tutorial Parent participation in adult literacy classes and parent classes My skills tutor used in ASP

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

School: Sun Terrace Elementary School

Year: 2010/2011

16. Planned Improvement for: Fifth / English L/A
 Grade Level / Subject Area

English/Language Arts or Mathematics

Content Standard: Reading
 (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: 43% of all fifth grade students scored proficient or higher on the CA assessment.

Grade Level or Subject/Department SMART Goal: By the end of the year, 64% of all fifth grade students will score proficient or above on the CA assessment as measured by the data from the 4th 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)	Multiple assessment data is collected, reviewed and analyzed by staff throughout the school year. The following assessments were used to determine school-wide goals and short term academic objectives: <ul style="list-style-type: none"> • Annual Measurable Objectives (AYP) • CELDT – Listening speaking, • CST – word analysis, vocabulary and written anA assessments • Houghton Mifflin Theme Skills tests • Teacher observations, anecdotal records 	EIA/ Title I	CELDT 2010- students improve at least one level RAP- an increase in the percentage of students scoring at proficient or above CA assessments Multiple assessments- EL students are designated as FEP

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
<p>b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards</p>	<p>The Content Standards: ELD Listening and Speaking</p> <ul style="list-style-type: none"> • Beginner: L.1.1 Nonverbally responds to simple questions K-5 L.1.3 Speaks with a few words or sentences • Early Intermediate: K-5 L.2.4 Engages in short conversations and retells familiar stories using appropriate gestures, expressions, and objects • Intermediate: K-5 L.3.2 Retells stories and talks about school related activities using expanded vocabulary, descriptive words and paraphrasing • Early Advanced K-5 L.4.2 Asks and answers instructional questions with more extensive supporting elements (detail) • Advanced K-2 L.5.3 Narrates and paraphrases events in greater detail using more extended vocabulary 3-5 L.5.2 Listens attentively to stories and subject area topics and identifies the main points and supporting details 	<p>EIA/ Title I</p>	<p>SMART Goals Essential Learning Standards for every grade level</p> <p>Flexible Reading Groups</p> <p>Students show progress when assessed on standards</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>Instructional strategies used by staff to teach the content areas are:</p> <ul style="list-style-type: none"> • Continue full implementation of board-adopted Houghton Mifflin Language Arts, Social Studies and Science support materials, Extra Support Language and the English Language Learner Handbook • Implement Structured Linguistic Engagement strategies (Feldman and Kinsella) in every classroom and use of Explicit Direct Instruction (EDI) in all classrooms • Use supplemental programs such as: ELD, Language!, Houghton Mifflin Reading Intervention, Susana Dutro frontloading for a systematic ELD program, Carousel for IDEAS, and GLAD 	EIA/ Title I/SLBIG	<p>Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher.</p> <p>Results of CA assessments</p> <p>Results of Language Arts Theme Tests</p>
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>The staff will engage in professional development opportunities with specific emphasis on improving student learning. Such trainings include but not limited to:</p> <ul style="list-style-type: none"> • Staff collaboration, peer coaching • Professional Learning Communities • ELD trainings • Vocabulary development strategies • GLAD 	EIA/Title I	Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices
e. Increased educational opportunity (within the instructional day)	<p>Increased educational opportunities within the instructional day will include:</p> <ul style="list-style-type: none"> • ELD Systematic lesson plans • Flexible groupings for ELD time • GLAD strategies • HM Universal Handbook for English Language Learners • Social Studies and Science ELD support 	EIA/ Title I	<p>Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher.</p> <p>Part of Daily Lesson Plans during Universal Access Time</p>

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
f. Extended learning time (beyond the instructional day/year)	<p>Extended learning time beyond the instructional day or school year will include:</p> <ul style="list-style-type: none"> • Home visits made by staff • After School Interventions • Homework Club during the ASP • Parent Education (Adult Literacy) • Parent Education classes & workshops sponsored by the PTA <p>After School Program staff provides:</p> <ul style="list-style-type: none"> - Daily assistance and homework support to participating students. - Small group intervention support is also provided to high need students 	EIA/ Title I	<p>Student participation in ASP, BV tutorial</p> <p>Parent participation in adult literacy classes and parent classes</p>

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

School: Sun Terrace Elementary School

Year: 2010/2011

17. Planned Improvement for: Fifth / English L/A
Grade Level / Subject Area

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):

Current Reality: 43% of all fifth grade students scored proficient or higher on the CA assessment.

Grade Level or Subject/Department SMART Goal: By the end of the year, 64% of all fifth grade students will score proficient or above on the CA assessment as measured by the data from the 4th 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)	<p>Multiple assessment data is collected, reviewed and analyzed by staff throughout the school year. The following assessments were used to determine school-wide goals and short term academic objectives:</p> <ul style="list-style-type: none"> • Annual Measurable Objectives (AYP) • CST – word analysis, vocabulary and written anA assessments • Houghton Mifflin Theme Skills tests • teacher observations, anecdotal records 	EIA/Title I	<p>CA assessments</p> <p>RAP - the percentage of students scoring proficient or above will increase</p> <p>CELDT - students improve by at least one performance level</p> <p>HM Assessments - students score mastery</p>
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards	Reading Comprehension 2.0	EIA/Title I	SMART Goals Essential Learning Standards for every grade level
c. Use of instructional strategies and materials to teach the content standards	<p>Instructional strategies used by staff to teach the content standards are:</p> <ul style="list-style-type: none"> • Continue full implementation of board-adopted Houghton Mifflin Language Arts materials and Extra Language, and intervention programs- Language! and Reading Support Intervention Program • Structured Linguistic Engagement strategies (Feldman and Kinsella) implementation in every classroom and use of Explicit Direct Instruction (EDI) in all classrooms 	EIA/Title I/SLBIG	<p>Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher.</p> <p>Strategies are part of daily lesson plans</p>
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>The staff will engage in professional development opportunities with specific emphasis on improving student learning. Such trainings include but not limited to:</p> <ul style="list-style-type: none"> • Reading strategies • Guided reading • Differentiation • Teaching reading using the L/A adopted materials • Grade Level meetings • Professional Learning Communities • Follow up support sponsored by Houghton Mifflin • Step Up to Writing 	EIA/ Title I	Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
e. Increased educational opportunity (within the instructional day)	<p>Within the instructional day staff will provide increased educational opportunities by:</p> <ul style="list-style-type: none"> • STAR Reading Program-ability grouping, flexible groups, guided reading groups, literature circles • Reading Support Intervention Programs • Advance Differentiation taught by teachers for advanced learners • Psychologist and psychologist intern work with small groups of students on social issues • Teachers use the Universal Access Handbooks to support all learners 	EIA/ Title I	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher.
f. Extended learning time (beyond the instructional day/year)	<p>The instructional day is extended for students by:</p> <ul style="list-style-type: none"> • After school intervention program including the RSIP methods • GATE Program provide additional resources and support for advanced learners • Home Visits 	EIA/ Title I/GATE	Student participation in ASP, BV tutorial Parent participation in adult literacy classes and parent classes

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

School: Sun Terrace Elementary School

Year: 2010/2011

18. Planned Improvement for: Fifth / Mathematics
 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: 40% of all fifth grade students scored proficient or higher on the CA assessment.

Grade Level or Subject/Department SMART Goal: By the end of the year, 68% of all fifth grade students will score proficient or above on the CA assessment as measured by the data from the 4th 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)	Multiple assessment data is collected, reviewed and analyzed by staff throughout the school year. The following assessments were used to determine school-wide goals and short term academic objectives: <ul style="list-style-type: none"> • Annual Measurable Objectives (AYP) • Houghton Mifflin Math skills tests • CA assessments • teacher observations, anecdotal records 	EIA/ Title I	CA assessments Report card - students scoring 3 or 4 on mathematics HM Assessments - students scoring mastery of skills

	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	<ul style="list-style-type: none"> Mathematics –Number Sense-1.0-2.5 	EIA/ Title I	SMART Goals Essential Learning Standards for every grade level
c. Use of instructional strategies and materials to teach the content standards	<p>Teachers will:</p> <ul style="list-style-type: none"> Continue full implementation of board-adopted Houghton Mifflin Mathematics materials Use Board Math in all classes Differentiated instruction and grouping 	EIA/ Title I/SLBIG	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher.
d. Professional development and professional collaboration to support the use of instructional strategies and materials	<p>The staff will engage in professional development opportunities with specific emphasis on improving student learning. Such trainings include but not limited to:</p> <ul style="list-style-type: none"> Grade Level meetings Teacher collaboration-vertical and horizontal <p>* Board Math</p> <ul style="list-style-type: none"> Professional Learning Communities Teachers will conduct pre and post assessments aligned with learned strategies 	EIA/ Title I	Agendas, minutes and sign in sheets for professional learning communities, workshops, inservices
e. Increased educational opportunity (within the instructional day)	<p>Increased educational opportunities within the instructional day include:</p> <ul style="list-style-type: none"> Flexible groupings Resource Services Psychologist and psychologist intern providing counseling 	EIA/ Title I	Observed by the principal in every classroom through ongoing walk throughs and informal and formal observations. Coaching is ongoing and continuously provided by Title I support teacher.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
f. Extended learning time (beyond the instructional day/year)	Extended learning opportunities include: <ul style="list-style-type: none"> • After School program • GATE • Home Visits 	EIA/ Title I/GATE	Student participation in ASP, BV tutorial Parent participation in adult literacy classes and parent classes

SUPPLEMENTAL SUPPORT ACTIVITIES

School: Sun Terrace 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:				
	56% of the staff are at the beginning level in Computer, Knowledge and skills	Principal	SLBIG	Teachers using the computer to take attendance, Edusoft data for assessment reports
	53% of the staff are at the beginning level in Using Technology in their classrooms			
	38% of the staff are at beginning level in Using Technology to Support Student Learning			
	Teachers will attend trainings presented by the CCCOE	Teachers	SLBIG	Teachers increase the us of technology for school related business
	Teachers will attend in-services provided in the computer lab			
	District Email addresses will be provided to teachers to use for school related business			
	Teachers received training in Edusoft, data collecting	Principal	N/A	Provide ongoing training to support retrieval of student data
	Teachers received training and use the new district approved electronic report card			
	Maintain a Computer lab for all classes to use.			

Goals	Specific Actions/Strategies/ Steps	Who is Responsible	Budget Code(s)/ Funding Source	Evidence of Success
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 				
	<p>Classroom teachers will incorporate activities in their classrooms that support career awareness, exploration and preparedness. Board adopted HM LA program and social studies curriculum will be used to promote student's awareness of jobs and careers in the community. Throughout the school year, activities and programs that support career awareness, exploration and preparedness include: Jr. Achievement Day Read Across America Science Fair</p>	All Staff	SLBIG/Title I/EIA	lesson plans
SSA.3: GATE Goals/Strategies				
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.				
<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 				

Goals	Specific Actions/Strategies/ Steps	Who is Responsible	Budget Code(s)/ Funding Source	Evidence of Success
	The staff recognizes the some of our students perform above grade level and therefore need differentiation of curriculum and instruction to meet their special needs. Teachers extend learning and challenge the advance students in Reading/Language Arts and Mathematics by enrichment during and beyond the school day.	Teachers	GATE	Classroom observations
SSA.4: School Library Materials (If applicable)	The school library is open 5 days a week for all classes to visit. The librarian works directly with the classroom teachers to plan lessons aligned to the standards. All materials and funds for the library will be used to: Provide materials to support technology, state/district standards for student learning and recreational reading	Librarian	SLBIG	observations
SSA.5: English/Language Arts (optional)	<p>In addition to using the district adopted Reading/Language Arts texts, teachers address the standards for all students by:</p> <p>Regrouping students based on reading assessments. 3rd-5th grade students who perform two years below grade level receive instruction in Language!</p> <p>Regrouping students based on reading assessments. 1st and 2nd grade students who perform far below grade level receive instruction in Reading Support Intervention Program (RSIP)</p> <p>Teaching academic language using Kevin Feldman and Kate Kinsella strategies</p> <p>Providing Buena Vista Tutorial to students who are struggling to read grade level text</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers in charge of the program</p>	<p>Title I/EIA/ELAP</p> <p>Title I/EIA</p> <p>N/A</p>	<p>CA assssment data</p> <p>CA assessment data</p> <p>CA assessment data</p>
SSA.6: Mathematics (optional)	In addition to using District adopted mathematics texts, the standards are addressed for all students by: Math Intervention classes taught by teachers after school for students who are not needed grade level standards	Teachers	Title I/ELAP	CA assessment data

Goals	Specific Actions/Strategies/ Steps	Who is Responsible	Budget Code(s)/ Funding Source	Evidence of Success
SSA.7: Science (optional)	Support student needs for the Science Fair	Principal	Title I/SLBIG	completion fo Science Fair projects
SSA.9: Strategies to attract highly qualified teachers to high-need school	MDUSD recruits teachers from colleges that include diversity and equity as part of the teacher training program.(4) MDUSD identifies "strog" candidates during the screening process for hiring and then contacts Title I schools that need to hire staff. (4) MDUSD has established an "early hire" system (4) MDUSD advertises for teacher and specifically names the Title I school and describes the school's unique qualities in the ad. (4)	Principal MDUSD MDUSD MDUSD MDUSD	N/A N/A N/A N/A	100% highly qualified staff 100% highly qualified staff 100% highly qualified staff 100% highly qualified staff

BUDGET ALLOCATIONS

School: Sun Terrace Elementary School

Year: 2010/2011

Budget Development Summary 2010-2011

**Sun Terrace
Elementary
182**

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			SIJBG 0918	GATE 0909	SIG 3082	TOTAL
		Parent Inv 3068	Title I 3070	ARRA Title I 3011				
		183,447.00						
23,303.00	18,841.00	3,262.00	180,185.00	57,102.80	30,124.64	1,088.00	0.00	313,906.44
782.00	18,841.00	3,262.00	50,016.00	12,724.80	30,124.64	1,088.00	0.00	115,274.44
		53,278.00						

Object Code	Description	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	24,085.00	0.00	0.00	130,169.00	44,378.00	0.00	0.00	0.00	198,632.00
1150	Teacher Substitutes	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1160	Teachers - Extra Pay	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1190	Teachers - Hourly	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1200	Psychologist Interns	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1900	Other Certificated Salaries	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
2200	Classified Support (not position control)								0.00	0.00
2300	Classified Supvr./Administration (not position control)								0.00	0.00
2400	Clerical/Technical (not position control)								0.00	0.00
2900	Other Classified - (not position control)								0.00	0.00
4110	Textbooks								0.00	0.00
4210	Other Books - Instructional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4300	Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4315	Holding Account (no expenditures)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4400	Furniture & Equipment \$500-99,999	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5100	Subagreements for Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5210	Conferences (Requiring Hotel or Registration Fee)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
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
5240	Employee Training/In-Service	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
5600	Buildings Rent/Lease	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
5712	District Print Shop Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5713	District Transportation Services	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
5800	Instructional Service Contracts (<\$25,000/contract)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5890	Other Operating Exp	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5891	Food/Meals for Employees (Non-Conf)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

**Budget is in development.
It will be completed and approved
by Schoolsite Council in January
2011.**

5895	Field Trip Admissions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5965	Postage	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
5973	Telephone - Other	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
5998	Internet Service	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
aaaa	.	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
TOTAL SITE BUDGET		24,085.00	0.00	0.00	130,169.00	44,378.00	0.00	0.00	0.00	198,632.00

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: Sun Terrace

EIA - All =				
Ent. 3825			\$75,416	
Ent. 3823				\$22,410
			EIA/LEP	EIA SCE
Expenditures:			3825	3823
Con App -Set Asides 15%		15%	\$10,531	\$3,130
Centralized Prof. Dev. 2%		2%	\$1,479	\$439
CELDT - \$35 x EL student =	\$35	194	\$6,790	
Total			\$56,616	\$18,841
Personnel Costs			\$51,062	\$17,312
Total			\$5,554	\$1,529
Carry Over			\$17,749	
From Centralized			\$2,665	
Available to Site			\$25,968	\$1,529

SCHOOL SITE COUNCIL (SSC) MEMBERSHIP

School: Sun Terrace 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)
Gretchen Jacobs	[X]	[]	[]	[]	[X]	[]	[]	[]	[]	[]
Kathy Constantineau	[X]	[]	[]	[]	[]	[X]	[]	[]	[]	[]
Denise Murphy	[X]	[]	[]	[]	[]	[X]	[]	[]	[]	[]
Leslie Goodwin	[X]	[]	[]	[]	[]	[X]	[]	[]	[]	[]
Michaela Bates	[X]	[X]	[]	[X]	[]	[]	[]	[]	[]	[]
Micheale VanBoening	[X]	[X]	[]	[X]	[]	[]	[]	[]	[]	[]
Irene Caban	[X]	[X]	[]	[X]	[]	[]	[]	[]	[]	[]
Stacy Jones	[X]	[X]	[]	[X]	[]	[]	[]	[]	[]	[]
Belinda Morales	[X]	[X]	[]	[X]	[]	[]	[]	[]	[]	[]
Marilyn Wolf	[X]	[]	[]	[]	[]	[]	[X]	[]	[]	[]
Numbers of members	10									

ENGLISH LEARNER ADVISORY COMMITTEE

School: Sun Terrace Elementary School

Year: 2010/2011

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

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. Gretchen Jacobs
- b. Five parents, elected by parents of English Learners:
 1. TBD on 12/8/2010
- c. Two Staff members, elected by staff:
 1. TBD

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

School: Sun Terrace Elementary School

Year: 2010/2011

SCHOOLSITE COUNCILS/COMMITTEES ASSURANCES & RECOMMENDATIONS


Name of School: Sun Terrace Elementary

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.

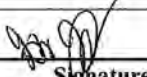
This Single Plan for Student Achievement is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. *The signatures below verify that the chairpersons, 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.*

<i>The Schoolsite Council adopted the Single Plan for Student Achievement on</i>		<u>12/8/2010</u> Council Approval Date
<u>Gretchen Jacobs</u> Typed name of chairperson	 Signature	<u>12/8/2010</u> Date

If Applicable <i>English Learner Advisory Committee reviewed the SPSA on</i>		
 Typed name of chairperson	 Signature	 Committee Approval Date Date

If Applicable SCHOOL ADVISORY COMMITTEE:		
 Typed name of chairperson	 Committee Name Signature	 Committee Approval Date Date

If Applicable SCHOOL ADVISORY COMMITTEE:		
 Typed name of chairperson	 Committee Name Signature	 Committee Approval Date Date

<u>Gretchen Jacobs</u> Typed name of Principal	 Signature	<u>12/8/2010</u> Date
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12/13/2010

Mt. Diablo Unified School District SPSA

ACADEMIC PROGRAM SURVEY

School: Sun Terrace Elementary School

**Sun Terrace 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.
1. Instructional Program	<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: 4. Fully (100%)</p> <p>Comments/Actions: All classes are using the SBE adopted curriculum for Reading/Language Arts, including ELD materials, and Universal Access for all students.</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: 4. Fully (100%)</p> <p>Comments/Actions: All staff has and is using ELD components for our English Language Learners.</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: 3. Substantially (At Least 75%)</p> <p>Comments/Actions: Teachers are currently working on making sure all ELs and SWDs are receiving the intensive intervention needed. This is a continuing area of focus for our school. Grade 4 - Needs include grade level collaboration time. Teachers need systematic ELD binder to make sure all teachers have access to binder. Need hard copies (printed curriculum) of Read Naturally. Grade 5 -ELs need to make progress in math and language arts. Teachers wil provide preferential seating and clarification for struggling students. Needs include grade level collaboration and work with academic vocabulary.</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: Teachers are using the district adopted core mathematics curriculum along w/the support materials provided by this program to ensure success for all students.</p> <p>Teachers are also implementing Board 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>1.5 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: 2. Partially (At Least 50%)</p> <p>Comments/Actions: This is an area teachers are working on; ways to provide the implementation of intensive intervention in grades four and five. Grade 4 -Teachers will use My Skills Tutor and Math Fact Fluency as an intervention. Teachers will use Board Math daily as well as HM Math Intervention materials for those student in need. Teachers need time to familiarize themselves with the support materials. Needs include training for all teachers in Board Math and coaching support from the title I teachers. Title I teachers can provide release time for collaboration and to design intervention lessons for math. All teachers need to attend the Math Conference. Grade 5 - Certain sub-groups are basic and below. Teachers will use My Skills Tutor on the computer and Math on CD. Needs include release time for collaboration to discuss interventions and student needs.</p>

**Sun Terrace 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: 4. Fully (100%) Comments/Actions: Instructional minutes are scheduled; daily schedules reflect these minutes; copies of schedules maintained in the office.

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: 4. Fully (100%)</p> <p>Comments/Actions: This is our morning differentiated reading group time which is given priority and free from interruptions.</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: 4. Fully (100%)</p> <p>Comments/Actions: ELD students are receiving their daily allocation of instruction using ELD support materials from our SBE adopted Reading/Language Arts adoption, in addition to support materials provided by the ELD teacher.</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: 2. Partially (At Least 50%)</p> <p>Comments/Actions: Teachers and support staff are working on improving the implementation of our intensive intervention program. Grade 4 - Teachers will use UA time to identify the students with the greatest needs. Needs include grade level collaboration time. Grade 5 - Teachers will use daily UA time to target the lowest students. Needs include more grammar materials aligned to STAR Test, Latin and Greek roots and the time to develop lesson plans.</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: Teachers allow at least 30 minutes in kindergarten and 60 minutes in grades one through five for math; This is reflected in their daily schedules; classroom observations; and schedules on file in the office.

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>2.6 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: 2. Partially (At Least 50%)</p> <p>Comments/Actions: Teachers and support staff are working on improving this area of intensive instructional time. We are using the district assessments and placement criteria and are continuing to find ways to support this intensive instruction.</p> <p>Grade K - Small group work (push in/pull out) is needed with support from Title I teachers, ELD teacher and bilingual aide. Needed are alphabet booklets for all K/1st teachers, access to ESGI for assessments, access to all adopted curriculum for all classrooms.</p> <p>Grade 1 - Intervention can be provided using parents and/or high school helpers to review numbers, etc. Needs include number flashcards, additional/subtraction flashcards.</p> <p>Grade 2 - Teachers need to review or reteach problem areas that were identified through the Curriculum Associates Assessments and on tests in Houghton Mifflin. Review/focus on 3 essential areas in Board Math. Provide small group intervention when help is available. Needs include colored markers, flash cards and PLC time.</p> <p>Grade 3- During the independent practice time, the strategic intervention students work in a small group with the teacher using their white boards. Needs include white boards and markers, magnetic tens to ones kit.</p> <p>Grade 4 - Teachers will use small groups for targeted instruction, re-teaching and pre-teaching; as well as using centers as an means for reaching students in need.</p> <p>Grade 5 - Teachers will work with students in small groupd, pre-teaching and re-teaching. Needs include uninterrupted teaching time.</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: 2. Partially (At Least 50%)</p> <p>Comments/Actions: Teachers and support staff are working on improving this area of intensive instructional time and how to best serve the needs of our students. Grade 4 -Teachers wil use My Skills Tutot and Math Fact Fluencey to meet the needs of targeted students. Teachers will divide students into small groups for pre-teaching and re-teaching, as well as the use of centers. Board Math will be used by all. Grade 5 - Board Math will be used by all teachers along with more uninterrupted teaching time and repetition of basic math facts. Needs include a credentialed teacher to work with a small group on a specific skill, along with academic After School Homework Assistance.</p>

**Sun Terrace 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: 4. Fully (100%)</p> <p>Comments/Actions: Teachers are following the pacing guides and grade level instruction and assessments are taking place within a common time frame.</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: Most teachers are following the pacing guide and all staff will be doing it this year to ensure all grade-levels are prepared for their common assessments at the same time. Grade K - Every teachers needs to have the current district pacing guides for math. Grade 1 - Every teacher must have a current HM curriculum guide for math. Needs include 10-11 pacing guide for all teachers. Grade 2 - Needs include obtaining and adjusting District pacing guide, as well as PLC planning time. Grade 3 - Every teacher wil have a current math pacing guide. Needs include updated pacing guide and collaboration time. Grade 4 - Conversations will take place with grade level teachers about pacing guides and planning for progress. Needs include support for collaboration time. Grade 5 - All teachers wil follow the pacing guide. Needs include improving the pacing guide.</p>

**Sun Terrace 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 I 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: 4. Fully (100%)</p> <p>Comments/Actions: The administrator has received the appropriate training.</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: 4. Fully (100%)</p> <p>Comments/Actions: The administrator has had Instruction Leadership Training.</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: 4. Fully (100%)</p> <p>Comments/Actions: The administrator has been provided support from the District Office.</p>

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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: 4. Fully (100%)</p> <p>Comments/Actions: All teachers are highly-qualified and appropriately credentialed for their placements.</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: 1. Minimally (Less Than 50%)</p> <p>Comments/Actions: Teachers have received some training with the instructional materials. Grade K - Not all teachers have been trained on materials. EDI/coaching/training/participation in grade level collaboration needs to happen more often. Needs include more time for grade level collaboration and training for any teachers who have not received training for this grade level. Grade 1 - All of the 1st grade teachers have been trained in EDI; continued training needs to be scheduled and Title I coaches should support teachers on the use of EDI strategies. Needs include white boards and skinny markers, continued EDI trainings, ELMO (document camera) for 1 teacher and ELMO replacement bulbs. Grade 2 - All teacher are being trained in EDI strategies; these need to be implemented. Needs include sheet protectors, pens, coaching from Title I teachers and support for small group intervention, as well as PLC time. Grade 3 - All staff is currently being trained in EDI. Contined training and Title I coaching on EDI strategies. Needs include white boards and black markers; training on full use of the ELMO, ELMO replacement bulbs and batteries. Further collaboration time for new lessons and time to visit other classrooms to observe good teaching practice. Grade 4 - Teachers will use EDI strategies in the classroom along with the continued use of PLC work. Needs include the demonstration lessons by the ELD teacher. Grade 5 - Teachers have received systematic ELD training and will use EDI strategies. Teachers have the needed materials, but need uninterrupted teaching time.</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: 1. Minimally (Less Than 50%)</p> <p>Comments/Actions: Teachers have received some training with materials but havenot received very much follow-up support. Grade K - Training for those who need it must be provided. Grade level collaboration can be supported by Title I teachers, as well as coaching on instructional practice. Needs include 2 magnetic boards for Board Math, 5 sets of magnetic manipulatives (shapes, colors, etc) to use on boards. Grade 1 - 25% of teachers have not been trained on Board Math. Training and support from Title I teachers will be provided. Needs include white boards, markers and magnetic white board for 1 teacher. Grade 2 - Teachers need to implement Board Math. Needs include PLC collaboration time, colored dry-erase marker and clean-erase spray. They also need prep time to change Board math daily. Grade 3 - 1/3 of our grade level teachers haven't been trained in Board Math. Further training and support from the Title I coach is needed. Needs include training, white board markers in a varitey of colors; magnetic shapes and other manipulatives; magnetic tape; painter's tape and time for collaboration. Grade 4 - Teachers will use EDI strategies. Needs include sample lessons on math curriculum and vocabulary development, especially for ELD students. Grade 5 - Teachers will formalize EDI for classroom instruction. Needs include sample lessons on math curriculum and vocabulary development.</p>

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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: 2. Partially (At Least 50%)</p> <p>Comments/Actions: Teachers are part of Professional Learning Communities, Staff Development, Grade level meetings; Teachers analyze data, and could use more support with the planning, preparation, and implementation of the extra support. Grade K - Title I teachers, ELD teacher and bilingual aide need to become a part of implementaion of extra support. Needs include professional development as needed. Grade 1 - Teachers do not currently have enough time to collaborate. Title I coaches will provide collaboration time and extra support for teachers in strengthening their instructional practices. Needs include collaboration (PLC) time. Grade 2 - More time is needed to plan, prep and implement new strategies. Needs include more support time for planning and collaborating. Title I teachers can provide extra support. Grade 3 - Teacher currently do not have time to collaborate. Title I teachers can provide collaboration time and extra support fo teachers to strengthen instructional strategies. Needs include collaborative time, physical support in the classroom and time to visit other classrooms. Grade - 4 Teacher will continue the work in PLCs. Needs include collaboration time and physical support in the classroom. Grade 5 - Teachers will use adopted materials and continue with PLC time. Title I teacher will work with grade level leaders. Needs include use of teacher leaders as support and provide intervention as needed.</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: 2. Partially (At Least 50%)</p> <p>Comments/Actions: Teachers are trained in the basics, but could use continuing, on-going support in this area. Grade 1 - 1 teacher havenot been trained in Board Math. Needs include training and moe collaboration time. Grade 2 - Teachers need time to plan, collaborate lessons and pacing, as well as time to analyze data and plan instruction. Needs include Title I support for individual or small group intervention. Grade 3 - 1 teacher is not trained in Board Math. Board math trainings needed for this teacher; Title I teachers need to support with coaching. Needs include white boards, white board markers and more collaboration and PLC time. Grade 4 - Continued work on PLCs. Needs include support for collaboration time and the need for physical support in the classroom. Grade 5 - Teachers will continue with PLC collaboration and use of teacher leaders for support. Needs include homework assistance for parent and students.</p>

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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.	<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, 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 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. 	<p>Objective 7.1 Status of Implementation: 4. Fully (100%)</p> <p>Comments/Actions: Teachers have been using Edusoft for this information and will be using Curriculum Associates this year.</p>

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: 4. Fully (100%)</p> <p>Comments/Actions: Teachers have been using Edusoft and will be using Curriculum Associates this year.</p>

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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 and support staff collaborate daily, and weekly through conversations, grade level meetings, cross-grade level meetings, and Professional Learning Community meetings.

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	8.2 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.	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. <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</p> <p>Status of Implementation:</p> <p>4. Fully (100%)</p> <p>Comments/Actions:</p> <p>This time is during grade level meetings, cross-grade level meetings, and Professional Learning Community meetings.</p>

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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: 4. Fully (100%)</p> <p>Comments/Actions:</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: 4. Fully (100%)</p> <p>Comments/Actions:</p>

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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: 4. Fully (100%)</p> <p>Comments/Actions:</p>

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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: Before becoming Title 1 Sun Terrace Elementary offered English classes for our parents; had an ELAC committee; communicated in a variety of ways with parents; supported parents and provided them w/effective strategies during conferences.</p> <p>As a new Title I school, a Parent Liason has been hired to help implement this component. Grade 1 - Teachers and parents should be more aware of classes that are available. Needs include a Spanish speaking translation of phone calls to let parents know about upcoming English classes and school activities. Grade 2 - Needs include getting more parent volunteers to assist students that need help. Parent liaison may help recruit parents for English classes. An interpreter is needed for parents at parent conferences. Needs include contract with parents about shared responsibility for improved student academic achievement. Grade 3 - Minimal parent involvement at this grade level. Parent liasion is needed to work with teachers and parents. All communications need to be in both English and Spanish. Needs include Spanish language training; time to plan best use of parent help in classroom; money to support parental finger printing. Grade 4 - Parent Liasion should work with theachers to get ideas to improve parent participation and communication of student needs. Grade 5 - Parent liasion will work with teachers and parents; parent handout will be in English and Spanish. Needs include making school accessible to parents and parenting classes.</p>