

DUVENECK ELEMENTARY SCHOOL

FINAL REPORT
2008-2009

Palo Alto Unified School District

DISTRICT GOAL: Create an exceptional learning environment that engages, challenges, and supports all students so that they thrive and achieve their academic potential every year, while preparing them to pursue college and other post-secondary opportunities to global citizens.

LANGUAGE ARTS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A1.1 Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p>A1.2 Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p>A1.3 Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p> <p>A2.4 Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success.</p> <p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>A3.4 Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> ● Staff will assess, collect, examine, and use data (PAUSD Literacy Portfolio–Running Records, DRA, Stieglitz, California Standards Test–English Language Arts, CAT6, CELDT, classroom assignments and observations) to develop and differentiate reading instruction which supports learning for all students. ● The principal and support specialists will hold Kid by Kid meetings with teachers in the fall to identify students’ strengths and weaknesses in reading and plan strategies (tutoring, Academy, reading buddies, literacy summer school, classroom aides), and will review and revise these plans mid-year. ● Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in reading. ● The reading specialist, ELD teacher, and resource specialist will consult with teachers throughout the year to monitor student progress and revise plans as needed. ● Teachers will collaborate at their grade level and across grade levels to share strategies and training that support literacy development (decoding, fluency, vocabulary, comprehension skills, information literacy). ● Staff will build partnerships with parents to support student literacy through conferences, SSTs, and parent education. ● District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction and assessment in basic reading skills and comprehension strategies. ● Kindergarten and first grade teachers will work with support staff to identify and support students having difficulty with early literacy skills. ● Staff will assess, collect, examine, and use data (PAUSD Writing Prompts, Educational Records Bureau/Writing Assessment Program [ERB/WrAP], CELDT, classroom assignments and observations) to develop and differentiate writing instruction that supports learning for all students.

- The principal and support specialists will hold Kid by Kid meetings with teachers in the fall to identify students' strengths and weaknesses, plan prescriptive strategies (*tutoring, literacy summer school, classroom aide*), and will review and revise these plans mid-year.
- Teachers will meet by grade level/cluster, using the PAUSD Writing Matrix (ideas, organization/focus, word choice, voice, sentence structure/fluency, conventions/mechanics, presentation) to score student writing samples to monitor progress, inform instruction, and plan for class/small group/individual needs.
- Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in writing.
- Teachers will collaborate at their grade level and across grade levels to share strategies and training that support 6-Traits Writing.
- Teachers will develop their writing program to ensure that students have instruction in a variety of genres including expository, descriptive, and narrative writing.
- District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction, assessment, and use of technology in writing.
- Staff will incorporate technology tools (hardware and software) that support the writing process as appropriate and available.
- Staff will be provided with staff meeting time to discuss effective strategies to teach effective practices in teaching reading to meet the needs of the full range of students.
- Fifth Grade teachers will continue to meet with Jordan 6th grade teachers to discuss the content and curriculum taught at each grade level.
- Use the Human Resources Team (HST) to provide teachers with a team who can help brainstorm strategies to support individual learners.
- Develop students' level of information literacy through instruction by the library media specialist and/or classroom teachers to help students locate, evaluate, and use information in meaningful and responsible ways. Students will be exposed to print and internet sources.
- Use the Duveneck Book Club selections as a way to emphasize personal traits needed to be successful students and global citizens.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

● **What activities, strategies and/or programs were most helpful to ensure that all students made progress in language arts?**

Duveneck students are highly successful in the area of Language Arts with 94% of the students scoring at Proficient or Advanced on the California Standards ELA exam, 98% scoring at or above grade level on the ERB, and 91-92% of the students reaching the reading benchmarks by June of 2009. We work hard to ensure that every student is successful through a variety of ways:

- Strategies and improvement activities that we found to be most successful in raising the achievement of our students who were designated as Basic, Below Basic (or below standards at grades K, 1 and 2) include: providing quality instruction by site teachers at the after school reading academy; using our Reading Specialist to provide intensive small group and one-to-one instruction in reading and writing; providing additional time for students to read one-on-one with an adult; providing leveled books in content areas to help all students access the information they need to have on given topics; having buddies across and within grade levels read to one another; previewing materials and vocabulary to support comprehension; providing targeted instruction in word work including phonics, sight word recognition, and vocabulary development; meeting consistently with guided reading groups; using leveled books to help students develop specific reading strategies; utilizing a range of resources to teach reading including Reading A-Z books which could go home; using Zoophonics to help teach letter/sound relationships; conferencing with students one-to-one to develop writing; modeling “good” writing and providing good and bad examples of writing; and, teaching how to effectively use graphic organizers to organize ideas for writing.
- Strategies and improvement activities that we found to be most successful in increasing the achievement of our students who were designated as at or above grade level include many of the above as well as: differentiating literacy instruction through the use of a variety of grouping strategies, selection of content taught; one-on-one instruction; leveled books and the use of literacy menus; focused reading discussion groups including the use of Great Books in some classrooms; implementation of Reading Response Journals in grades 2-5; and consistently holding students to very high expectations.
- We have found that our greatest successes in supporting URM students in literacy come from providing additional instructional time with an adult. That may be the support of the Reading Specialist or a teacher after school in the Reading Academy. Or it may be an aide or other adult spending more time reading and writing with the student during the course of the regular school day. The use of the Reading A-Z books has also been a tremendous support for students. The teachers then have a huge selection of leveled books from which to select, and books can be sent home with students so that they can practice reading at home.

● **What results stand out?**

CST-ELA:

- The percentage of students scoring at the Advanced level in ELA increased from 55% to 61%.
- Twelve percent (12%) of our students improved to the Advanced level in the CST- ELA test.
- Only 3 of our 19 URM students scored Basic with 4 (of the 7) students who scored Basic in 2008 moving up to Proficient or Advanced.

Reading Benchmarks:

- Ninety-one percent (91%) (216 of 240 students) of Duveneck’s K-2 students reached the reading benchmarks by June 2009.
- Ninety-two percent (92%) (212 of 232 students) of Duveneck’s 3-5 students reached the reading benchmarks by June 2009. Twenty (20) students did not reach the benchmarks. Of those 20, 9 are designated as Special Education students and 10 are English Language Learners. Only 2 students do not fall in either of those categories. (Some fall in both categories.)

ERB:

- Ninety-eight percent (98%) of our 4th and 5th graders scored at or above grade level on the ERB.

● **What are your next steps?**

As a staff, we have continued to focus on the teaching of reading and writing across all grade levels. We used staff meeting time to analyze student writing within and across all grade levels in an effort to align expectations and identify any gaps in instruction. We will continue these conversations in the 2009-2010 school year. We have also spent a great deal of time examining our practices for teaching reading. We hired consultants to teach us about effective ways to support the development of students' reading and have engaged in regular dialogues as a staff with and without the district's literacy TOSA throughout the year as a way to support our continuous efforts to improve. The biggest improvement resulting from these efforts has been an increased focus on the use of leveled reading texts at the upper grade levels and the increased frequency with which we teach reading strategies to struggling students. These efforts combined with an expanded use of Reading Response Journals will continue in the 2009-2010 school year. Reading Response Journals encourage students to think critically about their reading and provide teachers with increased insights into student thinking and reading interests and allows them to individualize challenges for students.

One challenge to the academic success of URMs is that often their background knowledge and life experiences vary markedly from those of their non-URM peers. We are aware that we need to focus on vocabulary development and to find ways to expose these students to a range of experiences through the use of technology, hands on learning, field trips, and bringing realia into the classrooms.

MATH

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A1.1 Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p>A1.2 Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p>A1.3 Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p> <p>A2.4 Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success.</p> <p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>A3.4 Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> ● Staff will assess, collect, examine, and use data (California Standards Test–Math, MARS, PAUSD math assessments, CAT6, classroom assignments and observations) to develop and differentiate instruction which supports learning for all students. ● The principal and support specialists will hold Kid by Kid meetings with teachers in the fall to identify students’ strengths and weaknesses, plan prescriptive strategies (<i>tutoring, Math Academy, Math Intervention summer school, classroom aides</i>), and will review and revise these plans mid-year. ● Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in mathematics. ● The Human Resources Team (HST) will be available weekly to consult with teachers throughout the year to monitor student progress and revise plans as needed. ● Teachers will collaborate at their grade level and across grade levels to share strategies and training that support computational skills, conceptual understanding, and problem solving skills in math. ● Staff will build partnerships with parents to support students in math through conferences, Student Study Teams, and parent education. ● District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction, and assessment in mathematics, with a focus on content knowledge and differentiation strategies. ● Staff will incorporate technology tools (hardware and software) that support math as appropriate and available.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

● **What activities, strategies and/or programs were most helpful to ensure that all students made progress in mathematics?**

Duveneck students are highly successful in the area of Mathematics with 97% of the students scoring at Proficient or Advanced on the California Standards Math exam, 98% scoring at or above grade level on the MARS. We work hard to ensure that every student is successful through a variety of ways:

- Strategies and improvement activities that we found to be most successful in raising the achievement of our students who were designated as Basic, Below Basic or below standards (at grades K,1& 2) include: utilizing the HST and Kid by Kid processes to help identify specific needs, brainstorm supports, and ensure that all stakeholders are aware of the needs of individual students; supporting student enrollment in the Saturday Math Academy or the pilot after school math academy for first graders held here at Duveneck; differentiating instruction by using a variety of grouping strategies, previewing material for some students, and reteaching content to small groups or individuals as needed; providing many opportunities for students to experience math through the use of real world experiences, manipulatives and hands-on activities; providing math games for students to take home and play with their families; engaging students in “Math Talks” where they explain their thinking and discover multiple ways to solve problems; and using math journals where students record their understanding of math concepts through pictures, words, and numbers.
- Strategies and improvement activities that we found to be most successful in increasing the achievement of our students who were designated as At or Above grade level standards include many of the same strategies that were identified above as well as: holding Math Talks with small groups to increase the level of discourse; increasing opportunities for differentiation to include math menus and math lab (at kindergarten); increase the number of opportunities for students to engage in problem solving; providing opportunities for students to apply their knowledge and skills through the completion of math projects; providing increased opportunities for students to engage in algebraic thinking; and, allowing for students to collaborate with peers in solving math problems.
- Approaches and strategies that seemed to have worked to increase the level of achievement for our URM students include: student attendance in our first grade after school math academy pilot program here at Duveneck; flexible grouping to allow students to work at their level; focused instruction to develop math vocabulary and the maintenance of Math Word Walls; the use of manipulatives and SmartBoards to help students visualize concepts; additional aide support and/or support from the Resource Specialist (as part of RTI, not special education); previewing concepts and reteaching concepts; engaging students in Math Talks so that they can hear multiple ways to solve problems.

● **What results stand out?**

CST-Math:

- The percentage of students scoring at the Advanced level in Math increased from 66% in 2008 to 71% in 2009.
- While our total URM numbers are very low and therefore the data becomes of questionable relevance statistically, we recognize that 28% of our Hispanic students scored Basic or Below Basic.

MARS:

- Ninety-eight percent (98%) of our 3rd graders and 96% of our 5th graders scored at or above grade level on the MARS with the vast majority of students scoring at the highest level in both grade levels.

● **What are your next steps?**

This year four teachers on the Duveneck staff participated in Lesson Study which allowed them to work with each other and with colleagues outside of Duveneck and PAUSD. This work gave them the opportunity to carefully examine their practices in terms of lesson planning, implementation and evaluation. They worked together to discuss how to increase student achievement at all levels by carefully examining student work. This experience helped them hone their practices and increased their ability to meet the wide range of learners needs in our classrooms. More teachers are joining this effort next year. The adoption of Everyday Math will also allow us to further examine current practices and learn how we can improve instruction as a way to increase student achievement. One particular area of interest to us is to learn more about online resources that might be available to either challenge or provide additional support for students.

We faced challenges as we attempted to increase the math achievement of our URM students including: students have a lower level of experiences with number and number sense and math vocabulary than their non-URM peers; parents/guardians often have a limited ability to help at home; and inconsistent ELD teacher support for ELD students. It is our hope that in the 2009-2010 school year we will be able to increase the achievement of our URM students in math by increasing our ability to learn how we can teach families ways to support their students at home and help them be successful in doing so. We would like to hold parent meetings where families of URM can learn about EDM and what they can do to support their child's math education at home. We will make a concerted effort to encourage URM parents to help in the classroom as a way to help them learn how their children are learning. We will continue to host an International potluck and make a point to invite URM families so that they can feel more connected to Duveneck. We will continue to look to increase the diversity of our staff by hiring more staff who are URM. Such staff serve as valuable role models to our students of color.

LEARNING ENVIRONMENT

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.1 Continue and enhance efforts to address social, emotional, physical, and character education needs of students.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p>	<ul style="list-style-type: none"> ● The principal, teachers, and support specialists will hold Kid by Kid meetings to address the social and emotional needs of students. ● District staff and the principal will provide staff opportunities to collaborate on strategies to foster the social-emotional and physical health and resilience in students (identify various strategies already in use). ● Teachers and staff will continue to develop and implement classroom and playground norms, discipline procedures and decision-making processes that promote responsible, inclusive, and safe interactions among community members. Peaceful Playgrounds program will be implemented. All staff supervising the playground will wear orange vests to increase visibility. ● Continue to offer Social Skills groups and/or lessons with the Speech/Language Specialist, School psychologist, or counseling intern. ● The principal and teachers will continue to provide opportunities for all parents to be involved within the school community to strengthen the connection between home and school in order to support the social-emotional needs of students. ● The principal, teachers, and staff will support and enhance a climate of respect and belonging, including schoolwide emphasis on developing students' personal and interpersonal skills through such things as Duveneck's book club, Buddy Classes, Recess Buddies, Student Service Team, and school community events ● Teachers will collaborate on ways to use diversity/identity safety strategies as a resource for learning by developing inclusive curriculum that reflects the cultures of the students. ● Connect VTP students with teacher mentors who will meet them at the bus each morning and afternoon. ● Create opportunities for students to showcase their strengths and talents by providing choices of final products that demonstrate their understanding of content.

- Strengthen a productive connection between home and school through the implementation of the Duveneck Partnership. Hold events that encourage a diverse range of people to attend including the International Potluck, Grade Level Breakfasts, Harvest Carnival, etc.
- Provide a variety of recess activities that tap diverse interests and help students connect with others who share a common interest.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

● What strategies have you found successful in fostering social-emotional and physical health and resilience in students? Have you made notable progress in any specific areas and/or with specific programs?

We have implemented a number of programs and strategies that have fostered social-emotional and physical health and resilience in our students this school year. One of our most successful ventures was the adoption of Peaceful Playgrounds. Peaceful Playgrounds added new games and activities for students to play during recess. This addition of games combined with a consistent set of rules, strategies to resolve conflicts and consistent expectations by all staff members have reduced the number of conflicts on our playground significantly. Students are more able to enter games freely and to solve problems when they arise in positive, productive and healthy ways.

We have benefitted from the expertise of a counseling intern for the past year and a half as well. She has been a tremendous support to students who need explicit teaching to help them navigate school socially. She has also supported students in dealing with other issues that can overwhelm them and impact their ability to be successful at school. Our school psychologist provided a series of lessons teaching social skills to our third grade students this year as well. Our HST meetings and Kid by Kid meetings allow a venue for teachers to share concerns and get advice about students also.

Teachers at all grade levels continue to find ways to incorporate the students' cultures into the curriculum by providing opportunities for them to share about their backgrounds and experiences. Some examples of these activities include Freedom Journeys, Passport to California, First Grade Around the World, and the Ancestors' Project. These activities allow students to learn more about themselves and their classmates and provide increased identity safety in the classroom and within the school.

Other activities that support our efforts to help students develop socially and emotionally include our schoolwide buddy program, the Duveneck Book Club, recess buddies, and the student service team. Teachers also seek out ways that students can showcase their strengths and talents by allowing them choices when demonstrating their knowledge and understandings in various subject areas. We have also maintained teacher-mentors for the VTP students so that they have a friendly and familiar face to greet them each morning when the bus arrives and to walk them to the bus in the afternoons.

Our PTA made strides in this area as well last year. The parent education events sponsored by the Duveneck PTA last year were largely focused on the social-emotional well-being of our students. Programs topics included bullying, relationship building, and encouraging a healthy mindset.

● What results stand out?

Since the implementation of Peaceful Playgrounds, the number of playground conflicts that end up in the office has significantly decreased from 57 referrals during the 2007-2008 school year to 17 during the 2008-2009 school year. Anecdotally, the yard supervisors and teachers all agree that the use of consistent rules across campus, the training of yard supervisors to support conflict resolution and the specific teaching of games on campus have been very effective and contribute to the reduction of conflicts on the playground that escalate to the level of the principal.

● **What needs and challenges have you identified in these areas for the school in general and/or for specific grade levels? What are your next steps?**

Our greatest challenge at Duveneck is helping students and parents maintain appropriate perspective regarding academic progress. There is a high degree of tension here among the parent population that spills onto the students. Our staff is extremely skilled at supporting students' academic and cognitive growth yet parents sometimes worry that their child isn't getting "enough." This stress can impact the ability of students to become resilient and to accept failure or mistakes as being a healthy part of learning and growing. It can also cause tension between staff and parents as it may appear that we have different goals for our students. One focus for the 2009-2010 school year is to revisit the Duveneck Partnership that was established by the School Site Council in 2002 as a way to foster a healthy dialogue between and among teachers and parents. We will also expand the psychologist's role in teaching social skills to a larger group of students.

MEETING THE NEEDS OF ALL STUDENTS: ENGLISH LANGUAGE LEARNERS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>Site Goals:</p> <ul style="list-style-type: none"> ● English Language Learners will achieve measurable progress in English language acquisition. ● English Language Learners will improve in their ability to access the grade-level curriculum in English. ● English Language Learners and their families will be integrated into the schoolwide community. 	<ul style="list-style-type: none"> ● Administer the CELDT to all new students whose home language is other than English, and to English Learners currently receiving ELD services, in order to obtain baseline or annual data. ● Teachers will strategically plan the use of Specially Designed Academic Instruction in English (SDAIE) strategies in all classrooms. ● The principal and teachers will continue to improve the communication between the school community and the families of Limited English Proficient students to cultivate greater community for English Language Learners and their families. ● Improve communication and collaboration between classroom teachers and the ELD Teacher to ensure that student needs are being met through the pull-out program and the use of SDAIE strategies in the classroom.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

- **What activities, strategies and/or programs were most helpful to ensure that the needs of English Language Learners are being met?**
Instructional strategies that were found to be particularly helpful in supporting the learning of our EL and RFEP students include: strategic, specific instruction in small groups, using kinesthetic methods with students including songs with movement, previewing new vocabulary or concepts, utilizing picture cards and videos (including YouTube) to help broaden student experiences and knowledge base, using the SmartBoard as a visual tool, and modeling proper grammar and syntax for students.
- **What are the challenges and successes with respect to academic progress and learning environment for EL/RFEP students and their families? Are there distinctions to be made in needs and strategies between major language groups?**
We found the newly adopted science materials and professional development focus on EL strategies both provided teachers with useful strategies to help EL students access the content. Having leveled books readily available in the content areas was of great benefit to our students. The WEB Rooms was organized in such a way that these books and other materials designed to support EL learners were very accessible. We also launched ELAC this year

holding two meetings and surveying our parents of EL students. The meetings were sparsely attended, however, and we are looking at ways to increase the awareness of these meetings. We will use the information gathered from the meetings to inform our next steps in terms of how to improve our services for English learners and their families at Duveneck.

Challenges we have faced include a need for greater communication between the EL teacher and the general education teachers. General education teachers would like to know what skills their students are working on when they are pulled out so that they can ensure that they are filling in the gaps within the regular classroom. It would be of great value to have an informed EL teacher sit in during Kid by Kid meetings so that we have an expert who can share helpful strategies and techniques that will support our EL learners. These past two years Duveneck has also had a lack of continuity with services provided by the EL teacher. With that, communication between the school and parents has been spotty and left some parents confused as to what services are available, what criteria is used to determine whether a student will be pulled out for EL instruction, and how they can get information about their child's progress in learning English.

While we have a vast array of languages spoken at Duveneck, the parents are most often well-educated and speak English. The students in these families, even if they themselves do not speak English, tend to learn English very quickly and progress academically at a rapid rate. Students who tend to have a greater struggle come from our Tongan and Hispanic families when the parents typically do not have a higher education. These students tend to require more intensive and specific instruction in English and help in building their background knowledge that can then be brought to their learning in the classroom setting. We seek ways to incorporate their knowledge and experiences from their backgrounds as a way to help them develop pride in their heritage and to help them make connections between home and school.

- **What are your next steps?**

We will provide opportunities for staff to learn specific strategies to help students develop their skills in reading and writing English. We will work with our EL teacher to increase communication between the teachers and the EL teacher and between the EL teacher and parents. We will continue to actively seek parents who would like to serve on our ELAC committee so that we can be better informed as to the specific needs of this population. We will make increased efforts to provide translation for parents who need it at school functions and to translate documents such as progress reports and other important school-home communications.

MEETING THE NEEDS OF ALL STUDENTS: GIFTED, TALENTED & HIGH ACHIEVING STUDENTS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A1.2 Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p>	<ul style="list-style-type: none"> ● The principal and teachers will implement the PAUSD GATE plan with a focus on: identifying URM, special education, and ELL students; addressing the social and emotional needs of GATE students; and improving parent communication. ● Teachers will provide classroom-centered experiences for GATE, high performing, and other motivated K-5 students by differentiating instruction and providing assignments that require students to explore content in greater depth and/or complexity. ● Teachers will provide GATE, high performing, and other motivated students with differentiated materials and activities, using technology resources when appropriate. ● Through the Kid by Kid process, the principal and teachers will identify high achieving students, develop a plan, and monitor student progress. ● The principal and teachers will use grade level meeting time to share instructional strategies and curriculum materials for high achieving students. ● District staff and the principal will provide professional development opportunities on implementing techniques to provide differentiated instruction in the classroom.
Assessment & Evaluation Questions About Site Strategies & School Improvement Activities	
<ul style="list-style-type: none"> ● What activities, strategies or programs were most helpful to ensure that the needs of gifted and talented, and high achieving students are being met? Strategies and programs used to support our GATE/high achieving students include: initiating small group (homogeneous) instruction, using tiered lessons, assigning open-ended projects that require higher level thinking, adjusting assignments so that the assignment is more challenging (e.g. change the questions to require higher level thinking/problem solving), assigning inquiry-based projects that require students to organize their thinking and learning, teaching lessons that require students to think algebraically, and the PAUSD music and art programs. ● What results stand out? Our students continue to excel in all academic areas as evidenced by standardized tests and by teacher assessments. ● What are our next steps with respect to this objective? Duveneck teachers are always seeking out ways to differentiate instruction in order to meet the range of learners in our classrooms. Next year we will be carefully evaluating how well the new math adoption meets the needs of our GATE/high achieving students and if/where we may need to supplement to ensure that students are appropriately challenged. We are also interested in working with the District to see if the identification process of GATE students might require less of a focus on standardized testing (STAR) scores. 	

MEETING THE NEEDS OF ALL STUDENTS: SPECIAL EDUCATION STUDENTS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.4 Enhance early intervention (e.g. assessment, intervention programs).</p> <p>Provide communication between the school community and families of special education students.</p>	<ul style="list-style-type: none"> ● District staff will provide staff with training about the specific learning needs of special education students. ● Teachers will provide classroom activities and materials that allow special education students to access the core curriculum. ● District staff, the principal, and teachers will evaluate the progress of the special education students regularly to ensure that IEP goals are met. ● School Staff will provide Special Education aides with training and support in best practices when working with their assigned students.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

- **What activities, strategies and/or programs were most helpful to ensure that the needs of special education students are being met?**
 Special education students receive a range of services depending upon their individual needs. Some students benefit from attending a social skills/pragmatics group twice a week with the speech therapist and behaviorist. Others see the Resource Specialist to receive specialized instruction in an area of challenge, attend 1:1 or small group sessions with the school psychologist or behaviorist, and/or benefit from the instruction of an occupational therapist. The speech therapist also supports students with articulation or other speech issues that impact their educational progress.

 Our general education teachers also implement a wide range of strategies in order to meet the needs of these unique learners. Teachers differentiate by grouping students in a variety of ways, previewing material with students so that they will have greater success when it is introduced to the whole group, providing leveled texts so students can gain content knowledge at their reading level, and using peers or adult aides/volunteers to provide additional instructional support. They also provide visual schedules, behavior plans and other kinds of supports when appropriate.
- **What accommodations in regular education programs were implemented prior to referral for assessment?**
 The Duvneck special education team works closely together with general education teachers in order to provide supports for struggling students. Kid by Kid meetings held three times per year provides a venue for each student to be discussed by the teacher, RSP teacher, reading specialist, and psychologist. These meetings result in notes taken about each student's progress and what strategies might be used to support each learner. We also implemented Human Services Team (HST) meetings once a week where teachers can bring up any students for whom they have a concern and the team comprised of all of the above plus the occupational therapist and the speech-language pathologist, will help the teacher brainstorm interventions that may be useful in assisting these students. Supports include any of the above strategies in addition to referrals to counseling with our counseling intern and/or push-in or pull-out support by any of our specialists (if agreed to by the parents).

● **What results stand out?**

All students with IEPs made progress with their IEP goals and in classroom academics. Out of 24 students seeing the Speech and Language Pathologist, 7 were dismissed having met their goals. The remaining 17 students met goals and were given new goals to meet. All speech/language students continue to make progress toward reaching their IEP goals.

Students who have academic goals and are working with the Resource Specialist have also shown progress. One hundred percent of the upper grade students either moved up one level or remained at their previous year's level on the STAR tests in both ELA and Math. We consider this to be a significant success because each of these students took the test with fewer (if any) modifications when taking the exam. They also experienced a reduction in aide time and a reduction in time spent with the Resource Teacher and still improved their DRA scores by at least one grade level. We continue to strive to help our students develop increased independence as they progress through the grades and find that these results show we are being successful. Our students in the primary grades do not have standardized test scores on which we can report, however they too made progress on their IEP goals.

● **What are your next steps?**

Teachers will continue to provide explicit instruction in small group settings to support the specific needs of these learners. Our teachers and specialists will continue to work closely together so that strategies for interventions can be shared. Teachers will increase their efforts in providing instructions to students that touch all learning modalities including verbal, written, modeling, and providing examples. Teachers are also interested in increasing their knowledge of and use of SDAIE strategies as they seem to work effectively with EL learners as well as other students who may struggle. We will continue to use the Handwriting Without Tears program as that has shown to be effective in supporting students who have difficulty with fine motor skills. We will also ensure frequent and adequate communication with parents so that they are collaborative partners in the education of their children.

MEETING THE NEEDS OF ALL STUDENTS: UNDER ACHIEVING STUDENTS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>A3.4 Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> ● The principal and teachers will identify at-risk students at all grade levels based on below grade level performance in reading, writing, and mathematics. ● Use the HST process to help identify struggling students and to provide the teacher with strategies for early intervention. ● District staff, the principal, and teachers will continue to work with all intervention programs (Academy, literacy and math summer schools, tutorial) to further meet the needs of students who are performing below grade level. ● The principal and teachers will continue to encourage parental involvement through regular communication about their child's progress. ● Provide early intervention support at grades K-2 through the use of the Reading Specialist or Resource Specialist.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

- **What activities, strategies and/or programs were most helpful to ensure that the needs of under achieving students are being met?**
 Through our Kid by Kid and HST processes, we are able to identify struggling students quickly and begin brainstorming strategies for support right away. The HST team helps teachers come up with ways to support students and teachers are able to immediately implement these suggestions. The use of the DRA has also been very helpful in identifying areas of weakness and specific strategies to help address those challenges for the child. Teachers teach identified skills in 1:1 or small group settings. They provide many opportunities for students to read "just right" books. Teachers pull small groups and individuals to teach or re-teach specific concepts in any content area where that is needed. We provide extra support to students through the use of our specialists on site as well as by accessing the District support programs outside of the regular school day such as Reading and Math Academies and the intensive summer programs.
- **What results stand out?**
 Twenty-two (22) students scored Basic or Below Basic on the ELA portion of the STAR test in April/May of 2008. Only thirteen (13) scored Basic or Below Basic on the ELA portion of the STAR test in April/May of 2009. Sixteen (16) students scored Basic or Below Basic on the mathematics portion of the STAR test in April/May of 2008. In 2009, only four (4) students scored Basic or below on the math STAR test. Of our students who moved from grade 4 to grade 5, only two of eleven scored at Basic or below on either of the tests. The others all scored at Proficient or Advanced in both subject areas. Three of the seven third graders scored Basic or Below Basic for a second year in a row. Four increased their scores to Proficient or Advanced but two other students had scores that dropped to Basic or Below Basic from the previous year. One student who scored at Basic/Below Basic was new to our school last year.

In reviewing our Literacy Assessment Data from May of 2009, 43 out of 493 students did not reach the expected benchmarks on the Developmental Reading Assessment (DRA). Of those 43, 23 are English Language Learners, 11 are on IEPs and one is on a 504 plan, and 16 are Under-represented Minorities (URMs). Ten of the 43 do not fit any of those categories, however 3 of those 10 are scheduled to be assessed to see if they qualify for special education services this fall. Others will be receiving RTI support from the Resource Specialist or the Reading Specialist as an intervention strategy before moving to assessment for special education.

A success from last year appears to be “graduates” of the Kindergarten Early Literacy Group. Students from last year’s group who received early intervention from the Reading Specialist were not identified for needing to see the Reading Specialist as first graders in the 2008-2009 school year. Only one student from that group did not reach the first grade end of the year benchmark.

The Reading Specialist saw eight first graders in the Reading Recovery Program (1:1 teaching) and/or Early Literacy Groups. Of those students, seven out of the eight reached the end of the year benchmarks for first grade. Two second graders also received instruction from the Reading Specialist and both reached the end of the year benchmarks for second grade.

● **What are our next steps with respect to this objective?**

We will continue to reflect on our teaching practices and seek out new ways to support struggling students. One area of focus for our professional development next year will be to help teachers increase their capacity to build background knowledge for students and increase their vocabulary. This area seems to be a common challenge for our struggling students.

We also have identified the students who are scoring at Basic or Below in math or ELA on the STAR and are keeping in regular communication with their teachers to ensure that strategies are being implemented to support their academic achievement. Further, we will identify other students at risk through our Kid by Kid and HST processes. When students are identified, strategies are implemented and student progress is carefully monitored.

APPENDIX

2008-09 Demographic and Student Achievement Data Duveneck Elementary

2008-09 Enrollment

	Number	Percent
Asian	171	35 %
White, not Hispanic	248	51 %
African American	7	1 %
Hispanic/Latino	29	6 %
Other	34	7 %
Total	489	
Free-Reduced Lunch	29	6 %
Special Education	24	5 %
English Learner (EL)	51	10 %

Source: SASI- August 2009.

Academic Performance Index (API)

2007 BASE	2008 GROWTH	2008 BASE	2009 GROWTH
946	967	963	975

Academic Performance Index (API) is calculated by the State using results of the STAR tests. CAHSEE is also a component of API for high schools. An annual target for growth is set. An API of 800 is considered exemplary.

MARS- Grades 3, 5 Percent of Students Scoring at Each Level

	Grade 3			Grade 5		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Highest	81	67	68	58	63	87
At Standard	15	25	30	26	25	9
Below Standard	4	6	1	14	8	4
Minimal Achievement	0	1	1	2	5	0

The MARS test is aligned to NCTM standards and is designed to assess students' ability to solve mathematical problems and to explain their thinking.

Education Records Bureau Writing Assessment Program (ERB WrAP) Percent of Students in Suburban Stanine Groups 1 to 3, 4 to 6, 7 to 9

	2006-07		2007-08		2008-09	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
Stanine 7 - 9	51	42	58	44	56	66
Stanine 4 - 6	46	44	36	49	43	31
Stanine 1 - 3	3	14	6	7	1	3
Number Tested	74	85	81	75	82	91

The ERB WrAP provides a direct measure of writing ability by having each student produce a writing sample. Each essay receives one score for each of six writing trails.

PAUSD Literacy Assessment Portfolio/Running Records Percent of Students At or Above Grade Level

Grade	2006-07	2007-08	2008-09
K	93	91	93
1	95	88	86
2	94	93	94
3	93	86	90
4	87	93	93
5	86	84	94

The PAUSD Literacy Assessment Portfolio provides strategies and tools to be used district wide in assessing student progress. Running Records are a tool for assessing students' text levels using a series of graded or leveled reading materials.

Additional sources of data: School demographics, testing and accountability information, class size, staffing and financial information are available in the state-mandated School Accountability Report Card (SARC) for this school. This may be found on the PAUSD website, <http://www.pausd.org/community/about/sar.shtml>, or obtained at the school. Extensive data, current and historical, on all public schools is also available on the California Department of Education website: <http://www.cde.ca.gov>.

Duveneck STAR Test Results

CST refers to the California Standards Test.

This table shows the % of students scoring at the proficient and advanced levels.

Grade	CST 2006			CST 2007			CST 2008			CST 2009		
	% Prof	% Adv	% Both	% Prof	% Adv	% Both	% Prof	% Adv	% Both	% Prof	% Adv	% Both
English/Language Arts												
2	30	57	87	33	54	87	26	66	92	24	70	94
3	21	64	85	28	58	86	31	58	89	30	61	91
4	18	75	93	20	73	93	11	80	91	14	84	98
5	24	68	92	20	70	90	23	66	89	20	73	93
Mathematics												
2	16	72	88	21	72	93	18	76	94	14	85	99
3	20	75	95	13	80	93	8	84	92	15	83	98
4	18	71	89	21	68	89	23	71	94	19	79	98
5	24	71	95	35	53	88	28	62	90	26	69	95
Science												
5	67	23	90	41	44	85	39	53	92	31	62	93