

***PALO VERDE 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**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A1.1</b> Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p><b>A1.2</b> Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p><b>A1.3</b> Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p> <p><b>A2.4</b> Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success.</p> <p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.3</b> 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><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> <li>● Staff will assess, collect, examine and use data to develop and differentiate instruction which supports learning for all students.             <ul style="list-style-type: none"> <li>○ For reading: PAUSD Literacy Portfolio–Running Records, DRA, Stieglitz, California Standards Test–English, Language Arts, CAT6, CELDT, classroom assignments and observations</li> <li>○ For writing: PAUSD Writing Prompts, Educational Records Bureau/Writing Assessment Program (ERB/WrAP), CELDT, classroom assignments and observations</li> </ul> </li> <li>● The principal and support specialists will hold Kid by Kid meetings with teachers in the fall to identify students’ strengths and weaknesses, plan strategies (tutoring, Academy, reading buddies, literacy summer school, classroom aides), and will review and revise these plans mid-year.</li> <li>● The reading specialist, ELD teacher, and resource specialist will consult with teachers throughout the year to monitor student progress and revise plans as needed.</li> <li>● Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gaps in reading, and in writing.</li> <li>● Kindergarten and first grade teachers will work with support staff to identify and support students having difficulty with early literacy skills.</li> <li>● Teachers will collaborate at their grade level and across grade levels to share strategies and training that support:             <ul style="list-style-type: none"> <li>○ Literacy development (decoding, fluency, vocabulary, comprehension skills, information literacy)</li> <li>○ 6-Traits Writing</li> </ul> </li> <li>● Staff will build partnerships with parents to support student literacy through conferences, SSTs, and parent education.</li> <li>● 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, comprehension strategies, and in the use of technology in writing.</li> </ul>

- 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.
- Teachers will develop their writing program to ensure that students have instruction in a variety of genres including expository, descriptive, and narrative writing.
- Expand role of reading specialist to consult with staff to plan effective interventions and follow up for students who did not test out of the program.
- Reading specialist will identify and train volunteer groups, such as Avenidas, to further support literacy instruction in a small group setting.
- Fifth grade students will provide peer tutoring to primary grade students.

***Assessment & Evaluation Questions About Site Strategies & School Improvement Activities***

**ENGLISH / LANGUAGE ARTS**

Goal 1a: Data Report

● **What percentage of students made a year's growth or more on the California Standards Test-English Language Arts?**

According to the established definition of a year's progress, 78.4% of Palo Verde students made a year's growth or more on the English/Language Arts section of the California Standards Test.

● **What do the matched score APIs and state APIs show with respect to overall progress?**

On average, a good percentage of students continue to score at Proficient and Advanced levels. This year's results indicate an upward trend, as compared to previous years. In particular, the most significant gains were made by fourth graders, with 91.5% of those students scoring at the Proficient or Advanced levels.

● **What do assessment results on the Reading Benchmarks show with respect to the level of achievement and/or progress?**

On average, 90% of the students or more have met the benchmark. Note that there is a slight slippage at fourth grade (88%) which reflect the grade level's interpretation of the students' open-ended responses to the DRA's reading engagement portion of the assessment.

Goal 1a: Data Summary and Next Steps

● **What activities were most helpful to ensure that students made at least a year's growth in reading?**

- Kid by Kid process
- Ongoing assessments and examination of results that drive the development of differentiated instruction, which supports learning for all students.
- Grade level collaboration
- Continue ongoing schoolwide efforts to develop and implement an effective reading instruction program

- Reading Recovery for individuals and small groups of students at first and second grade
- Reading tutors/mentors from high school and the community
- Parent education and involvement providing effective strategies on how to read with their child during the school year and over the summer

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

- Continue to explore ways and ideas for making knowledge and learning accessible and engaging for all students through staff collaboration and staff development opportunities
- Provide hands-on training for all instructional aides so they can better support students in the classroom
- Schoolwide staff development for small group reading instruction

● **What percentage of under-represented minority (URM) students made (1) a year's growth or (2) more on the California Standards Test-English Language Arts?**

On the basis of the established definition with students with matched scores, of the 22 URM students, 13 students made a year's growth or more. However, all students continue to make progress and are monitored and supported on a Kid by Kid basis throughout the year.

● **What do assessment results on reading measures for URM students show with respect to the level of achievement and/or progress?**

Through our Kid by Kid process, parent education, intervention opportunities, and through multiple measures, we will continue to provide thoughtful reading instruction, as students work toward meeting grade level standards.

Data Summary and Next Steps

We will continue to look at multiple measures, classroom performance, in addition to STAR Test results to track student achievement levels, and staff will continue to work to identify and share best practices, as we address this goal. We will also review parent education and outreach to enhance the home-school partnership.

**WRITING**

Goal 1a: Data Report

● **What percentage of students made a year's growth or more on the Educational Records Bureau Writing Assessment (ERB/WrAP)?**

Ninety-four and a half percent of 4<sup>th</sup>/5<sup>th</sup> grade students and 85.5% of 5<sup>th</sup>-6<sup>th</sup> grade students made a year's growth or more on the Educational Records Bureau Writing Assessment.

● **What results stand out?**

A significant number of students continue to make progress as they move through the grades. While fourth graders are measured against a 4<sup>th</sup> grade rubric, the fifth graders are measured against a 6<sup>th</sup> grade rubric; therefore, this contributes to a lower score.

● **What activities were most helpful to ensure that students made at least a year's growth in writing?**

- Grade level and cross grade level collaboration/articulation
- Students having opportunities for self-reflection and articulation

- 6-Traits of writing taught Kindergarten through fifth grades
- Observing anchor papers, utilizing rubrics
- Kid by Kid has provided time, thought, analysis, and reflection to support all students
- District lead staff development continues to reinforce our school efforts
- Ongoing schoolwide focus on the writing process

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

Continue to provide opportunities for staff to collaborate and reflect on student work, as it relates to best practices and student achievement. This would include time and follow-up on the positive ongoing District staff development. We will also continue to build collaborative relationships within our school cluster.

● **What percentage of under-represented minority (URM) students made (1) a year's growth or more on the ERB/WrAP?**

The number of URM students with matched scores is small, therefore it is not appropriate to draw conclusions about the group from this data. However, we do continue to monitor and support students on a Kid by Kid basis.

● **What results stand out?**

After Kid by Kid analysis, it is evident that students' writing improves as they get further exposure and practice through the grades. However, it is also evident that a number of URM students have other challenges that get in the way of reaching grade level standards, which may be related to second language or other special needs.

● **What activities were most helpful to close the achievement gap among students in different racial/ethnic groups, as measured by individual student gains?**

- Continue to design and implement best practices for writing instruction
- Continue to implement differentiated and developmentally based writing instruction
- Exposure to good literature, as a means of supporting ideas and writing development

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

- Continue to provide opportunities for staff to collaborate and reflect on student work, as it relates to best practices and student achievement
- Daily writing
- Continue to provide parent education on the writing process

## **MATH**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A1.1</b> Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p><b>A1.2</b> Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p><b>A1.3</b> Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p> <p><b>A2.4</b> Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success.</p> <p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.3</b> 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><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in mathematics.</li> <li>● The resource specialist and <i>math specialist</i> will consult with teachers throughout the year to monitor student progress and revise plans as needed.</li> <li>● 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.</li> <li>● Staff will build partnerships with parents to support students in math through conferences, Student Study Teams, and parent education.</li> <li>● 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.</li> <li>● Staff will incorporate technology tools (hardware and software) that support math as appropriate and available.</li> <li>● Continue with our Math Fact Club for students in grades 1-5 who are experiencing challenges in meeting grade level standards. A parent education component will be included in order to support identified students.</li> </ul>

**Assessment & Evaluation Questions About Site Strategies & School Improvement Activities**

Goal 1a: Data Report

● **What percentage of students made a year's growth or more on the California Standards Test in Mathematics?**

According to the established definition of a year's progress, 80.2% of Palo Verde students made a year's growth or more on the California Standards Test in Math.

● **What do the matched score APIs and state APIs show with respect to overall progress?**

This past year's results are consistent with those of recent years. A good number of students continue to score at the Proficient and Advanced levels.

● **What do assessment results on the MARS Test show with respect to the level of achievement and/or progress?**

In 3<sup>rd</sup> and 5<sup>th</sup> grades respectively, 97% and 81% of our students scored at or above standard.

Goal 1b: Data Summary and Next Steps

● **What results stand out?**

A schoolwide focus on math over time provides the support and basis for student growth and consistent results over time across grade levels with multiple measures.

● **What activities were most helpful to ensure that students made at least a year's growth in math?**

- Kid by Kid process as a means of supporting all students
- Districtwide staff development in math, especially as it relates to differentiation of instruction in order to meet individual student needs
- Staff collaboration and focus on math instruction
- Daily math fact instruction
- Saturday Math Academy

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

Continue to collaborate and focus on differentiation of math instruction, so that all students are appropriately challenged and supported.

● **What percentage of under-represented minority (URM) students, made (1) a year's growth or more on the California Standards Test-Mathematics?**

On the basis of the established definition with students with matched scores, 11 of 22 students made a year's growth or more in the STAR CST-Mathematics.

● **What do assessment results on the math measures for URM students show with respect to the level of achievement and/or progress?**

Generally speaking, students improve in their understanding of math concepts, as they progress through the grades. As such, we will continue to focus on providing thoughtful mathematics instruction and support individual students through our Kid by Kid process, parent outreach, intervention opportunities, and through multiple measures, as students work towards meeting grade level standards.

## **LEARNING ENVIRONMENT**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A3.1</b> Continue and enhance efforts to address social, emotional, physical, and character education needs of students.</p> <p><b>A3.3</b> 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"> <li>● The principal, teachers, and support specialists will hold Kid by Kid meetings to address the social and emotional needs of students.</li> <li>● 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 (<i>identify various strategies already in use</i>).</li> <li>● 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.</li> <li>● 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.</li> <li>● 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 <i>recognition assemblies and focus on character traits</i>.</li> <li>● 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.</li> </ul>

### **Assessment & Evaluation Questions About Site Strategies & School Improvement Activities**

<p>Summary</p> <ul style="list-style-type: none"> <li>● <b>What do District results on the California Healthy Kids Survey (grade 5) show with respect to social-emotional needs and health and safety issues?</b> Generally, responses are within the norm. However, it is critical to address areas that are of high impact on growing adolescents, such as: health and safety, drugs and alcohol, and social-emotional issues.</li> <li>● <b>What strategies were successful in fostering social-emotional and physical health and resilience in students?</b> <ul style="list-style-type: none"> <li>○ Staff continued to work collaboratively (and with PTA support) in developing and enhancing playground rules and structures for students to promote safety during recess and lunch. As a result of this and the School Climate goals, we found increased positive student behaviors inside and outside the classroom. We continued to implement and develop Noon Art, Noon Leagues, Green Team, noon games, Writers Club, and the YMCA noon activities twice a week to</li> </ul> </li> </ul>
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provide opportunities for all student interests. In addition, our schoolwide focus on character education has allowed our students to learn and model positive behaviors and attitudes with each other.

- Kid by Kid meetings, as a means of identifying individual student needs and support
- Inclusive curriculum and instruction that accepts and integrates all cultures in our schools

**Next Steps**

- Continue to explore ways to engage all students in positive ways, especially during unstructured times, such as recess and after school.
- Continue Identity Safety training to further our knowledge and practice to best support all students.
- Explore ways to build and enhance individual resiliency in students.

## **MEETING THE NEEDS OF ALL STUDENTS: ENGLISH LANGUAGE LEARNERS**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A3.3</b> 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><b>Site Goals:</b></p> <ul style="list-style-type: none"> <li>● English Language Learners will achieve measurable progress in English language acquisition.</li> <li>● English Language Learners will improve in their ability to access the grade-level curriculum in English.</li> <li>● English Language Learners and their families will be integrated into the schoolwide community.</li> </ul>	<ul style="list-style-type: none"> <li>● The EL teacher will administer the CELDT to all students whose home language is other than English to obtain baseline and annual data.</li> <li>● Teachers will improve use of Specially Designed Academic Instruction in English (SDAIE) strategies in all classrooms.</li> <li>● 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.</li> </ul>
<b>Assessment &amp; Evaluation Questions About Site Strategies &amp; School Improvement Activities</b>	
<ul style="list-style-type: none"> <li>● <b>What progress have ELL students shown on multiple measures (CELDT, CST, literacy benchmarks, ERB/WrAP and MARS)?</b> Generally, student growth is reflected in all above-mentioned assessments over time for all ELL students.</li> <li>● <b>What strategies and programs were used to support EL students and their families?</b> <ul style="list-style-type: none"> <li>○ ELD teacher support</li> <li>○ Primary language tutor support</li> <li>○ Kid by Kid meeting</li> <li>○ Reading Academy, Math Academy, as well as Literacy Summer school</li> <li>○ Translators for meetings and conferences</li> <li>○ Peer support in the classrooms, and others</li> </ul> </li> </ul>	

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

- Continue to track and monitor all ELD students. We will continue to make sure that our school resources and information are available to all families via parent outreach. The ELD instructor will continue to provide professional development to the rest of our staff and share resources to utilize in the classrooms and at home, as appropriate and available.
- Continue to differentiate instruction to facilitate English Language Learning.

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

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A1.2</b> 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"> <li>● 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.</li> <li>● Teachers will provide classroom-centered experiences for GATE, high performing, and other motivated K-5 students through assignments and expectations modified for greater depth and/or complexity.</li> <li>● Teachers will provide GATE, high performing, and other motivated students with differentiated materials and activities, with a focus on math materials, using technology resources when appropriate.</li> <li>● Through the Kid by Kid process, the principal and teachers will identify high achieving students, develop a plan, and monitor student progress.</li> <li>● The principal and teachers will use grade level meeting time to share instructional strategies and curriculum materials for high achieving students.</li> <li>● District staff and the principal will provide professional development opportunities on implementing techniques to provide differentiated instruction in the classroom.</li> </ul>

### **Assessment & Evaluation Questions About Site Strategies & School Improvement Activities**

- **What strategies and programs were used to support GATE and high achieving students?**
  - Teachers provide differentiated assignments, activities and materials for GATE and high achieving students
  - Offer choice within the classroom, such as higher math problems, open-ended research assignments/questions, exposure to multiple pieces of literature, and others
  - Staff continues to explore, share, develop, and refine differentiated and enrichment materials/instruction to best meet the needs of GATE and high achieving students
- **What are our next steps with respect to this objective?**
  - Continue to utilize best practices
  - Continue to review and develop materials that assist with differentiating the curriculum to support GATE and high achieving students
  - Staff will continue to collaborate, share and explore ways to enhance existing practice in order to meet the needs of GATE and high achieving students

## **MEETING THE NEEDS OF ALL STUDENTS: SPECIAL EDUCATION STUDENTS**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.4</b> 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"> <li>● District staff will provide staff with training about the specific learning needs of special education students.</li> <li>● Teachers will provide classroom activities and materials that allow special education students to access the core curriculum.</li> <li>● District staff, the principal, and teachers will evaluate the progress of the special education students regularly to ensure that IEP goals are met.</li> </ul>

### **Assessment & Evaluation Questions About Site Strategies & School Improvement Activities**

- **What strategies and programs were used to support special education students?**  
 Special Education staff and other support staff worked closely to provide services for identified students, as indicated in the individual's IEP. Student support took place either in the resource room or the regular education classroom, with the IEPs as the basis for instruction. In addition, some diagnostic teaching was used to help determine other effective strategies. We also implemented other strategies, such as:
  - Kid by Kid meetings in the fall
  - Ongoing HST and SST meetings
  - Parent-Teacher conferences
  - Modification of assignments
  - Use of Instructional aides, as needed and appropriate
- **What accommodations in regular education programs were implemented, prior to referral for assessment?**  
 We used a variety of processes (Kid by Kid, Human Services Team meeting, Student Study Team, and the Teacher Study Team meetings) as a means to present, discuss, analyze, and develop specific interventions/support in order to support students' academic and social-emotional needs.
- **What are our next steps with respect to this objective?**  
 Continue to provide training and resources for regular education staff, so as to support the wide range of student learning needs and styles.

## **MEETING THE NEEDS OF ALL STUDENTS: UNDER ACHIEVING STUDENTS**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.3</b> 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><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> <li>● The principal and teachers will identify at-risk students at all grade levels based on below grade level performance in reading, writing, and mathematics.</li> <li>● District staff, the principal, and teachers will continue to work with all intervention programs (Reading Recovery, DIBELS, <i>Academy, literacy and math summer schools, tutorial, Math Fact Club</i>) to further meet the needs of students who are performing below grade level.</li> <li>● The principal and teachers will create ways to increase parental involvement through increased communication to ensure that parents do not feel disenfranchised.</li> </ul>

### **Assessment & Evaluation Questions About Site Strategies & School Improvement Activities**

- **What strategies and programs were used to support under achieving students?**
  - Parent Education and the sharing of resources
  - Parent-Teacher conferences
  - Reading & Math Academies, as well as Literacy Summer school
  - Math Fact Club
  - Individual or small group support from instructional aides
  - Cross-aged tutoring
  - Revised Student Study Team Process
  - Implementation of Response To Intervention (RTI) in early grades
- **What are our next steps with respect to this objective?**
  - Continue to monitor student progress, as it relates to growth and supplemental support services for each student
  - Explore the implementation of new and promising program/s & approaches, in order to maximize student success.

## **DIVERSE AVENUES FOR STUDENT SUCCESS**

<b>District Strategic Goals</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p>Goal 1d: Provide diverse avenues for student success that honor the unique talents and abilities of each student.</p>	<ul style="list-style-type: none"> <li>● The teachers, staff and principal will present and provide curriculum in a differentiated manner that allows students at all levels of interest and learning styles to engage meaningfully in teaching and learning and provides the latitude and opportunities for students to demonstrate their understanding and knowledge in alternative and meaningful ways.</li> <li>● This is the fifth consecutive year Palo Verde will be implementing our character education program modeled after the “Book of the Month” club. The character traits of focus are respect and responsibility. The goal is for all students to be recognized throughout the course of the year for demonstrating positive behaviors related to a specific trait. Student recognition will take place at our Wednesday weekly assemblies. Buddy classes, teaching through literature, and art play an important role for this program. A “School Climate” staff leadership group supports all staff in the planning and implementation for this program. Communication through classroom newsletters, school newsletters, PTA, and Site Council will assist with parent education.</li> <li>● The teachers, staff and principal will provide avenues for student community service through our character education program.</li> </ul>
<b>Assessment Questions About Student Achievement Data, Professional Development, &amp; Other School Improvement Activities</b>	
<ul style="list-style-type: none"> <li>● <b>What diverse avenues for student success were provided that honor the unique talents and abilities of each student through our character education program?</b> We continued to implement our character education program. We focused schoolwide on the traits of respect, teamwork, caring, and responsibility. During our weekly assemblies, all our students were recognized for their specific efforts, in and outside the classroom, with regard to the above-mentioned character traits. Parents and relatives were invited to attend and share in the celebration. An extremely high rate of attendance by relatives was the norm. In addition, most classrooms held celebrations/ceremonies after the assemblies to discuss why children were being recognized for a particular trait.</li> <li>● <b>What opportunities provide a wide range of meaningful experiences?</b> Some of these opportunities include: <ul style="list-style-type: none"> <li>○ Differentiated curriculum and instruction that allowed all students to engage meaningfully in learning and to demonstrate their knowledge and understanding in diverse and meaningful ways</li> <li>○ Classroom Buddies program</li> <li>○ Science Fair</li> </ul> </li> </ul>	

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- Communitywide Activities & celebrations, such as The International Pot-Luck Dinner, Harvest Fair, and many others
- Students participated in a wide range of activities during unstructured time (morning and noon recess). Some of these activities include:
  - Green Team
  - YMCA organized sports/games twice a week
  - Legos
  - Kinder Helpers
  - Wide range of Noon “choice activities,” such as: Walking Club, Table Games, Legos, PTA sponsored—Noon Art & Noon Table Games, Noon Leagues—Fall/Spring, Writers Clubs in 2<sup>nd</sup>-5<sup>th</sup> grades

# ***APPENDIX***

## 2008-09 Demographic and Student Achievement Data Palo Verde Elementary

### 2008-09 Enrollment

	Number	Percent
Asian	137	36 %
White, not Hispanic	180	48 %
African American	8	2 %
Hispanic/Latino	30	8 %
Other	21	6 %
Total	376	
Free-Reduced Lunch	25	7 %
Special Education	27	7 %
English Learner (EL)	41	11 %

Source: SASI- August 2009.

### Academic Performance Index (API)

2007 BASE	2008 GROWTH	2008 BASE	2009 GROWTH
919	917	912	939

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	63	45	45	56	55	54
At Standard	27	40	52	35	30	27
Below Standard	7	13	3	6	9	16
Minimal Achievement	3	2	0	3	6	3

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	37	39	25	37	29	55
Stanine 4 - 6	42	48	54	51	58	42
Stanine 1 - 3	28	16	20	12	14	3
Number Tested	57	61	59	65	66	66

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 traits.

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

Grade	2006-07	2007-08	2008-09
K	90	95	100
1	85	95	90
2	97	92	92
3	87	92	93
4	87	92	88
5	95	86	97

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>.

## Palo Verde 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
<b>English/Language Arts</b>												
<b>2</b>	31	47	78	32	52	84	32	57	89	32	60	92
<b>3</b>	18	48	66	23	47	70	32	35	67	33	43	76
<b>4</b>	22	65	87	17	65	82	22	64	86	21	67	88
<b>5</b>	29	54	83	26	59	85	24	57	81	22	69	91
<b>Mathematics</b>												
<b>2</b>	27	51	78	22	60	82	20	67	87	20	75	95
<b>3</b>	18	58	76	25	52	77	30	54	84	15	65	80
<b>4</b>	29	62	91	14	67	81	21	56	77	21	63	84
<b>5</b>	26	60	86	28	58	86	18	64	82	28	60	88
<b>Science</b>												
<b>5</b>	55	17	72	48	32	80	30	48	78	27	55	82