

La Habra City School District
Arbolita Elementary School

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE- ENGLISH LANGUAGE ARTS

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

GOAL #1: ENGLISH LANGUAGE ARTS

By spring, 2011, 67.6% of all 2nd grade students will score at proficient or advanced on the ELA portion of the California Standards Test (CST). This is a growth of 19.1% from 2009-2010 and represents an increase from 63 students scoring proficient to 88 students.

CURRENT SCHOOL DATA -- ENGLISH LANGUAGE ARTS

SUBGROUP	# OF STUDENTS SCORING PROFICIENT	2010 ENGLISH LANGUAGE ARTS % PROFICIENT	2011 % GROWTH REQUIRED TO MEET GOAL	FOCAL AREAS
School Wide	63/130	48.5	19.1%	Writing Strategies Written conventions Reading Comprehension
Hispanic	54/119	45.4	22.2%	
Socio-Econ. Disadvantaged	54/116	46.6	21%	
English Learners	37/85	43.5	24.1%	

SMARTE Goal(s):

Kindergarten – ELA

- 1st Trimester 70% of Kindergarten students will read DRA Level 1 by December.
- 2nd Trimester 70% of Kindergarten students will read DRA Level 3 by March.
- 2nd Trimester 70% of Kindergarten students will score a 2 or higher on the district Writing Assessment by March.
- 3rd Trimester 70% of Kindergarten students will read DRA Level 4 by June.
- 3rd Trimester 70% of Kindergarten students will score a 3 or higher on the district Writing Assessment by June.

First Grade – ELA

- 1st Trimester Sight Words: 80% of first grade students will be able to read 75 sight words.
- 2nd Trimester Sight Words: 80% of first grade students will be able to read 150 sight words.
- 3rd Trimester Sight Words: 80% of first grade students will be able to read 225 sight words.

- 1st Trimester 80% of first grade students will list 3 details when given a topic sentence.
- 2nd Trimester 80% of first grade students will write a topic sentence & 3 detail sentences.
- 3rd Trimester 80% of first grade students will write a topic sentence, 3 detail sentences and a conclusion sentence.

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Second Grade – ELA

- 1st Trimester 50% of all second grade students will score at proficient or higher on the district adopted ELA H-M test.
- 2nd Trimester 70% of all second grade students will score at proficient or higher on the district adopted ELA H-M test.
- 3rd Trimester 75% of all second grade students will score at proficient or higher on the district adopted ELA H-M test.

Means of Evaluating Progress Toward This Goal:

Evaluated each Trimester:

Multiple Measures

- Kindergarten Letter/Sound Recognition, Sight Word Identification, Writing Sample, DRA, Blending, and Segmenting
- First Grade Blending, Segmenting, BPSTII, DRA, Fry Words, and Writing Sample
- Second Grade Fry Words, Writing Sample, DRA/John’s Reading Inventory, and PSI (Orthography)

STAR Reading Assessment for Second Grade

SCHOOL ACTION PLAN- ENGLISH LANGUAGE ARTS

Description of Specific Actions to Improve Educational Practice in Language Arts	Start Date- Completion Date	Related Expenditures	Estimated Cost	Funding Source
1.1 Focus on Results (TLC): <ul style="list-style-type: none"> • Continue to focus on Vocabulary Development • Purchase additional supplies and materials to supplement Reading Comprehension instruction • Continue research on Reading Comprehension with a focus on inference and summarization. • Develop Best Teaching Practices in Reading Comprehension • Academic Coach will Model “Best Practices” • Teachers will practice “Best Practices” in their classrooms • Principal will provide feedback on use of “Best Practices” • Schedule walkthroughs to observe “Best Practices” • Provide release time as needed for teacher collaboration • Increase the amount and quality of learning time by using PBIS 	Sept. – June (Daily)	Materials/Supplies Substitute Teachers Research Materials Technology Educational Assistants	\$5,640 \$50,600	Title 1 EIA/LEP EIA/SCE

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<p>1.2 Arbolita’s staff will implement Differentiated Instructional strategies in their classrooms with a focus on implementation during ExCEL:</p> <ul style="list-style-type: none"> • Provide training in Differentiated Instruction • Provide time to develop curriculum to support “Respectful Tasks” • Principal will provide feedback on teacher use of Differentiated Instruction • Schedule walkthroughs to observe Differentiated Instruction 	Sept.-June	Materials/Supplies Substitute Teachers Research Materials Technology	\$5,000	Title 1 EIA/SCE
<p>1.3 ExCEL will be implemented at every grade level:</p> <ul style="list-style-type: none"> • Meet in Professional Learning Communities to develop lessons for implementation in the classroom • Purchase supplies and materials to support the program • Teacher release time for curriculum development • Support Staff training to enhance instruction in the classrooms 	Sept. (2 nd) Oct. (1 st) Dec. (K) - June	Materials/Supplies Substitute Teachers Educational Assistants Intervention Support Staff	\$6,000 \$58,584	Title 1 EIA/SCE EIA/SCE
<p>1.4 Teachers will meet weekly in Professional Learning Communities to:</p> <ul style="list-style-type: none"> • Set goals based on language art standards • Develop formative assessments for above stated goals • Discuss ways in which to remediate students not meeting goals • Discuss ways in which to enrich students exceeding goals • Share best practices in teaching identified areas of need in Language Arts • Analyze student work to guide instruction • Discuss instructional practices to be used during ExCEL 	Sept. – June (Weekly)	Materials/Supplies	\$2,800	Title 1
<p>1.5 Step Up to Writing will be implemented at every grade level. Support will be provided by the following:</p> <ul style="list-style-type: none"> • Facilitate purchase and/or development of additional materials to enhance classroom instruction • School Site Staff Support Teacher will offer demonstration lessons 	Sept. – June (Daily)	Materials/Supplies	\$500	Title 1
<p>1.6 G.L.A.D. trained teachers will meet to:</p> <ul style="list-style-type: none"> • Develop lessons to be implemented in the classrooms • Develop picture libraries to be used with each G.L.A.D. unit • Plan instructional strategies to enhance the developed G.L.A.D. lessons 	Sept. – June	Materials/Supplies Substitute Teachers Technology	\$2,000	Title 1 EIA/LEP

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<p>1.7 Push-In Program:</p> <ul style="list-style-type: none"> • Two part time teachers will work a total of five full days a week to remediate students not meeting grade level standards. 	Oct. – June	Retired Teachers	\$17,000	Title 1
<p>1.8 Accelerated Reading Program will be utilized in the first and second grades.</p> <ul style="list-style-type: none"> • Purchase of additional titles and quizzes • Purchase of computer hardware 	Sept. – June (Daily)	A.R. Books/Tests Technology	\$6,500	Title 1
<p>1.9 Pre-K Readiness Program</p> <ul style="list-style-type: none"> • Purchase materials and supplies to support summer program 	June – July	Materials/Supplies	\$1,000	Title 1
<p>1.10 Involve Parents as partners in learning to ensure success for all students in the following ways:</p> <ul style="list-style-type: none"> • Parents will be given copies of grade level standards at Back-to-School Night • Parents will receive information regularly on their child’s progress towards standards mastery • Homework will be designed to reinforce the standards taught in the classrooms • Teachers will utilize Arbolita Reads to encourage independent reading and to motivate students to read with families • At Back-to-School Night, parents will receive a Vocabulary Dictionary to be used at home • Parents of incoming Kindergarten students have the opportunity to participate in Kindergarten Parent Preview • The Arbolita Buzz sent home weekly will provide information about committee meetings (ELAC, SSC), parenting classes, etc. as requested in our Parent Survey • Utilize Tele-Parent to provide families with important information • As requested in our Parent Survey, classes will be held to help families with: <ul style="list-style-type: none"> ○ How to Help My Child’s Homework ○ Improving My Child’s Study Skills ○ How to Help My Child Build Healthy Habits 	Sept. – June (Monthly – Daily)	Materials/Supplies Translators Child Supervision	\$8,000	Title 1

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PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE- MATHEMATICS

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

GOAL #1: MATHEMATICS

By spring, 2011, 68.5% of all 2nd grade students will score at proficient or advanced on the mathematics portion of the California Standards Test (CST). This is a growth of 9% from 2009-10 and represents an increase from 77 students scoring proficient to 89 students.

CURRENT SCHOOL DATA -- MATHEMATICS

SUBGROUP	# OF STUDENTS SCORING PROFICIENT	2010 MATHEMATICS % PROFICIENT	2011 % GROWTH REQUIRED TO MEET GOAL	FOCAL AREAS
School Wide	77/130	59.2%	9.3%	Place Value, Addition and Subtraction Algebra & Functions Statistics, Data Analysis
Hispanic	69/119	58.0%	10.5%	
Socio-Econ. Disadvantaged	66/116	56.9%	11.6%	
English Learners	49/85	57.6%	10.9%	

SMARTe Goals:

Kindergarten – Mathematics

- 1st Trimester 75% of Kindergarten students will recognize, count and write numbers to 10 by December.
- 2nd Trimester 75% of Kindergarten students will recognize, count and write numbers to 20 by March.
- 3rd Trimester 75% of Kindergarten students will recognize, count and write numbers to 30 by June.

First Grade – Mathematics

- 1st Trimester Addition Facts: 80% of first grade students will score 80% or above on district adopted math assessments.
- 2nd Trimester Subtraction Facts: 80% of first grade students will score 80% or above on district adopted math assessments.
- 3rd Trimester Math Content: 80% of first grade students will score 80% or above on the district adopted ENVISION year end math assessment.

Second Grade – Mathematics

- 1st Trimester 70% of all second grade students will pass both of the following with a 70% score or higher: a fifty problem addition fact test and a fifty problem subtraction fact test, the duration of each test being 5 minutes or less.
- 2nd Trimester 70% of all second grade students will score at proficient or higher on the district adopted Envision Math assessment.
- 3rd Trimester 75% of all second graders will score at proficient or higher on the district adopted Envision Math assessment.

Means of evaluating progress toward this goal:

Evaluated Weekly:

Addition/Subtraction Fast Facts

Evaluated Monthly:

End of Chapter Math Tests/Quizzes

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Evaluated each Trimester:

Multiple Measures

- Kindergarten Math Content Standards Assessments, Number Counting, Number Recognition, and Number Writing
- First Grade Math Content Standards Assessments, Addition Facts, and Subtraction Facts
- Second Grade Math Content Standards Assessments, Addition Facts, Subtraction Facts, and Problem Solving

SCHOOL ACTION PLAN- MATHEMATICS

Description of Specific Actions to Improve Educational Practice in Mathematics	Start Date- Completion Date	Related Expenditures	Estimated Cost	Funding Source
2.1 Teachers will plan targeted, differentiated instruction using our newly adopted Textbook, <u>Envisions</u>	Sept. – June			
2.2 Teachers will meet weekly in Professional Learning Communities to : <ul style="list-style-type: none"> • Set goals based on Mathematics standards • Develop formative assessments for above stated goals • Discuss ways in which to remediate students not meeting goals • Discuss ways in which to enrich students exceeding goals • Share best practices in teaching identified areas of need in Mathematics • Plan instruction for future learning to be utilized in the classrooms 	Sept. – June (Weekly)	Materials/Supplies	\$4,000	Title 1
2.3 Push-In Program: <ul style="list-style-type: none"> • Two part time teachers will work a total of five full days a week to remediate students not meeting grade level standards. 	Oct. – June	Retired Teacher	\$17,000	Title 1
2.3 Involve Parents as partners in learning to ensure success for all students in the following ways: <ul style="list-style-type: none"> • Provide parents with resources to assist them to help their student with mathematics skills. 	February	Materials/Supplies	\$1,000	Title 1
2.4 Selected staff will be trained in and utilize the CGI model as a part of their regular math instruction.	Sept. - June	Training/ Substitutes	\$ 2,000	Title I

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PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE- ENGLISH LANGUAGE DEVELOPMENT

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the California Standards Test (CST), California English Language Development Test (CELDT), the Title III Annual Measurable Objectives (AMAOs), and also local measures of pupil achievement. The School Site Council analyzed available data on the academic performance of English learners. The Council also obtained and considered input of the ELAC and school community. Based upon this analysis, the Council has established the following performance improvement goals, actions and expenditures.

GOAL #3: ENGLISH LANGUAGE DEVELOPMENT

By Fall, 2011, 54.6% or more of the school’s English learners will demonstrate an annual growth on the CELDT.

AMAO #1: ANNUAL GROWTH	
2009-2010 % of English Learners Meeting Annual Growth Target	2010-2011 Growth Required to Meet Goal
46.3%	8.3%

By Fall, 2011, 18.7% or more of the school’s English learners who have been in English language instruction educational programs for less than 5 years will attain the English proficient level on the CELDT.

AMAO #2: ATTAINING ENGLISH PROFICIENT LEVEL, LESS THAN 5 YEARS	
2009-2010 % of ELs Less Than 5 Yrs. Meeting Annual Growth Target	2010-2011 Growth Required to Meet Goal
10.7%	8%

Means of evaluating progress toward this goal:

English Language Development Observation Matrix - administered in fall, winter and spring,
Carousel of Ideas, Chapter Tests, and Language Progress Card

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SCHOOL ACTION PLAN- ENGLISH LANGUAGE DEVELOPMENT

Description of Specific Actions to Improve Educational Practice in English Language Development for English Learners	Start Date-Completion Date	Related Expenditures	Estimated Cost	Funding Source
3.1 Continue to identify and implement Best Practices for English learners including: <ul style="list-style-type: none"> • GLAD (see 3.7) • SDAIE strategies to scaffold instruction • Review supplementary software for language development, i.e. Imagine Learning • Utilize CELDT leveled questioning strategies • Utilize <u>Classroom Instruction that Works with English Learners</u> for professional reading 	Sept. - June	Supplementary Materials/Supplies	\$4,900	EIA/LEP
3.2 Utilize Professional Learning Communities for teachers to collaborate to analyze EL student data, look at student work samples, modify student groupings for ELD instruction, and share best practices.	Sept. - June			
3.2 Coordinate annual and initial CELDT testing with the District Assessment staff.	October			
3.3 Mid-year, utilize 2008 CELDT results from Data Director to review expected performance of English Learners and to modify and adjust instruction as needed using the Academic Conferencing Model.	Jan. – Feb. 2009	Data Director	\$3,000	EIA/LEP
3.4 All EL students will receive 30 minutes of ELD instruction daily through <u>Carousel of Ideas</u> . Principal will ensure that: <ul style="list-style-type: none"> • Staff encourages all responses and models correct English language form. • Staff provides comprehensible input through various formats • A variety of grouping strategies are used to promote interaction and oral language development • Ongoing assessment is in place to monitor the EL students’ language development (chapter tests, Language Progress Card) 	Sept. – June (Daily)	Materials/Supplies Educational Assistants	\$1,000	Title 1 EIA/LEP
3.5 Tri-annually, teachers will measure the progress of EL students’ language acquisition by using the District’s Observational Matrix.	Nov, Mar., & May			
3.6 Utilize EL LANGUAGE! materials to supplement ELD instruction	Sept. – June	Materials/Supplies	\$500	EIA/LEP

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<p>3.7 At least 15% of our staff will receive G.L.A.D. training. Of those G.L.A.D. trained the Principal will ensure there is:</p> <ul style="list-style-type: none"> • A print rich and language functional environment • Integration of curriculum • Balance for scaffolding <ul style="list-style-type: none"> ○ Total class modeling ○ Small group practice ○ Individual student use ○ G.L.A.D instructional strategies being used by the teachers • Pictorial Input Charts • Inquiry Charts and Graphic Organizers • Validation of personal life experiences • Validation of Primary Language • Time to coordinate G.L.A.D. instruction, units 	<p>Sept. – June (Daily)</p>	<p>Materials/Supplies Substitute Teacher Technology EL/Glad Coach</p>	<p>\$2,000 \$11,618</p>	<p>Title 1 EIA/LEP EIA/LEP</p>
<p>3.8 The ELAC committee will meet at least four times per year to address the following required elements:</p> <ul style="list-style-type: none"> • Provide input into the school plan for EL • Assist with the development of future parenting classes based on the Parent Needs Assessments • School’s annual Language Census • Importance of regular school attendance 	<p>Oct., Jan., Mar., & May</p>	<p>Materials/Supplies</p>	<p>\$200</p>	<p>Title 1 EIA/LEP</p>
<p>3.9 Involve Parents as partners in learning to ensure success for all students in the following ways:</p> <ul style="list-style-type: none"> • Parents will be informed of ways in which to help their children succeed in school in our ELAC Meetings, through flyers, and the Arbolita Buzz • Parents will be informed of Parenting Classes, English Classes, etc. available throughout the community at our ELAC Meeting, through flyers, and the Arbolita Buzz 	<p>Sept. - June</p>	<p>Extra hours for translation Materials/Supplies for parent training</p>	<p>\$600</p>	<p>Title 1 EIA/LEP</p>
<p>3.10 Communicate with EL parents on ways they can participate in their student’s education and report on progress.</p>	<p>Sept. - June</p>	<p>Extra hours for translation</p>	<p>\$1,000</p>	<p>Title I EIA/LEP</p>