

La Habra City School District
Imperial Middle 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 6th-8th grade students will score at proficient or advanced on the ELA portion of the California Standards Test (CST). This is a growth of 24.5% from 2009-2010 and represents an increase from 382 students scoring proficient to 600 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	382/887	43.1%	24.5%	Writing Strategies Reading comprehension Literary Response (7 th) Word Analysis (8 th)
Hispanic	288/731	39.4%	28.2%	
Socio-Econ. Disadvantaged	219/623	35.2%	32.4%	
English Learners	116/408	28.4%	39.2%	
Students with Disabilities	27/84	32.1%	35.5%	

SMARTe Goal(s):

8th Grade

By June 2011, 67% of our 8th grade students will be proficient or advanced in Language Arts as measured by the CST.
 By June 2011, 46% of our 8th grade English Learners will be proficient or advanced in Language Arts as measured by the CST.

7th Grade

By June 2011, 67% of our 7th grade Language Arts students will be proficient or advanced as measured by the CST.
 By June 2011, 46% of our 7th grade English Learners will be proficient or advanced as measured by the CST.

6th Grade

By June 2011, 67% of our 6th grade Language Arts students will be proficient or advanced as measured by the CST.
 By June 2011, 46% of our 6th grade English Learners will be proficient or advanced as measured by the CST.

Means of Evaluating Progress Toward This Goal:

1. Teachers will administer district and school multiple measures for English Language Arts.
 - DRP (Degrees of Reading Power) administered as a pre and post assessment.
 - District writing prompts administered throughout the year.

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- Benchmark assessments created by content area teams.
 - Common assessments created and administered by content area teams.
 - Language! Summative Tests administered after the completion of each book.
 - DataDirector Assessments created by content and ExCEL teams.
2. Title I students will receive targeted instruction through ExCEL grouping and the Language! Intervention Curriculum.
3. English Learners will be evaluated according to their CELDT scores. Students will receive instruction using Visions, GLAD, and SDAIE strategies to support mastery of grade level standards

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 Implement <i>Targeted Leadership</i> and the Professional Learning Community Model. <ul style="list-style-type: none"> • The ILT (Instructional Leadership Team) will meet regularly to research and implement Best Practices related to the Instructional Focus. The Targeted Leadership consultant will attend, as needed. • The Targeted Leadership consultant will meet with administrators on a regular basis. • Staff will be active members in content area teams as well as their house teams. • The ILT will participate in site and district walk-throughs to observe best teaching practices related to EL instruction and our instructional focus. • Teams will utilize the Professional Learning Community (PLC) model to continue to analyze and disaggregate data to guide classroom instruction. • Staff will use the “Looking at Student Work” process and will implement the process within their teams. • Release time will be provided for teachers to attend <i>Targeted Leadership</i> Institutes. 	August-June Monthly Weekly November & January	Consultant, Teacher extra earnings, substitutes	\$5,000 (subs)	Title I
1.2 Implement reading comprehension as the instructional focus in order to continue to improve overall student performance. <ul style="list-style-type: none"> • Teachers will continue to use the 3rd Edition of the LANGUAGE! Intervention Program. 	August-June	Teacher extra earnings, AR	\$5,000 (inst. Supplies)	Title I

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<ul style="list-style-type: none"> • Teachers will receive training and follow-up trainings from the Language! Trainer. • All teachers will have the opportunity to receive coaching through the academic coaches. • Teachers will continue to use the ExCEL model to allow all students to access grade level standards and instruction. • Teachers will implement Second Step, a violence prevention curriculum, to help students resolve conflict and consequently enable them to focus on instruction. • Teachers will attend Code of Conduct training. • All teachers will incorporate Ron Morrish’s approach to positive discipline in their classroom management and reinforce student adherence to the “Code of Conduct”. • New teachers will receive coaching through BTSA. • Librarians will attend conferences for reading comprehension. • Educational Assistants will be trained to assist teachers to facilitate smaller groupings in at-risk classrooms. • Language Arts and Content Area teachers will continue to implement Step-Up to Writing. Instructional supplies to support the implementation will be purchased. • Best teaching practices related to the instructional focus will continue to be researched and implemented during the 2010-2011 school year. • Research based supplemental teaching materials will be purchased to assist with the instruction of Reading Comprehension. • Teacher training and materials in reading comprehension for all content areas including physical education and electives will be provided. • The use of Accelerated Reader will be expanded to all grade levels. Additional AR books and quizzes will be purchased for the library for all reading levels. Teachers will continue to be trained to use AR and promote reading through SSR, and in Language Arts classes. • A team of selected teachers will attend the annual California League of Middle Schools conference to collaborate with others and obtain information relating to the success of middle school students. • Teachers will attend other conferences to increase knowledge and instructional strategies pertaining to reading comprehension and student achievement. • Release time will be provided to give teachers the opportunity to plan horizontally among grade levels and content areas, and also vertically between grade levels. • Additional hours will be offered during non-instructional time to tutor students, provide extra-curricular activities, and/or work on character development strategies to increase motivation to attend school and consequently meet grade level standards. • Intel Assess will be purchased and used to create standards based assessments. 		books for library, CLMS conference fees, purchase incentives, teacher extra assignment, salaries, support staff extra earnings, support staff salaries	\$6,000 (subs) \$30,000 (lib./media tech) \$7,000 (conf.)	Title I EIA/SCE
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<p>1.2 Implement reading comprehension as the instructional focus in order to continue to improve overall student performance. (cont.)</p> <ul style="list-style-type: none"> All staff will be included in recognizing student achievement in progress toward Language Arts proficiency and fluency. 				
<p>1.3 Strengthen GATE students' academic performance to ensure scores of proficient or advanced.</p> <ul style="list-style-type: none"> Honors English classes will be provided at 6th, 7th, and 8th grade including differentiated materials and instructional strategies. Accelerated Reading materials at appropriate levels for GATE students will be purchased as well as additional core literature sets. Field trips for GATE students will be correlated to their appropriate areas of study and interest. The school-wide Spelling Bee will be implemented. After-school enrichment programs will be provided. Teachers will attend trainings. GATE and AVID students will be given the opportunity to take the PSAT. Opportunities will be provided for teachers to attend conferences addressing the needs of advanced students. 	<p>August-June</p>	<p>Training, materials, AR books and tests, printing, teacher extra earnings, transportation fees</p>	<p>\$6,000 (ex. Earn.) \$1,000 (inst. Supplies) \$500 (trans.) \$1,500</p>	<p>GATE</p>
<p>1.4 Provide additional support for students not meeting grade level standards in Language Arts.</p> <ul style="list-style-type: none"> Teachers will utilize early morning common prep periods to meet in content area teams and house teams to review the data from formal and informal assessments to identify students not meeting grade level standards in Language Arts. These teams will also meet as Professional Learning Communities (PLC) to develop goals and intervention plans to help students succeed. Teachers will implement strategies to teach academic vocabulary and utilize active classroom participation strategies particularly for EL students (Kate Kinsella Conference). Materials will be purchased to support this instruction. After school tutoring and Saturday workshops will instruct students who are close to reaching the proficient level, in addition to those in the far below and below basic levels. Extra hours and supplies for teachers will be provided for students not meeting grade level standards. Supplemental technology will be purchased to support the implementation of grade level 	<p>August-June</p> <p>House teams will meet weekly, content area teams will meet monthly.</p>	<p>Teacher extra earnings, supplemental materials, substitutes, conferences, instructional supplies, technology purchases.</p> <p>Substitutes</p>	<p>\$5,000 (conf.) \$5,000 (ex. Earn.) \$2,000 (subs) \$50,000 (support teachers)</p>	<p>Title I</p> <p>EIA/SCE</p>

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<p>standards.</p> <ul style="list-style-type: none"> • Additional hours will be provided for a computer technician in support of technology. • Release time will be provided to provide teachers with the opportunities to discuss and incorporate the pilot and adoption process of new curriculum. <p>1.4 Provide additional support for students not meeting grade level standards in Language Arts. (cont.)</p> <ul style="list-style-type: none"> • Additional hours will be provided for teachers to support students not meeting grade level standards. 				
<p>1.5 Continue AVID program to increase student achievement.</p> <ul style="list-style-type: none"> • Teachers will attend the AVID training in San Diego during August and share new strategies and ideas to staff. • AVID will be maintained as a year-long elective. • A university will be contacted to set up a tutor program. • Training will be provided for staff on the AVID program. • AVID students will attend fieldtrips. • Student grades will be monitored each trimester. • AVID will continue to coordinate Career Day, College Night, and other AVID sponsored activities. 	<p>August</p> <p>August-June</p>	<p>Conferences/training, teacher extra earnings, substitutes, transportation fees, printing</p>	<p>\$1,000 (sub.) \$3,000 (transportation) \$7,000 (conf.)</p>	<p>Title I</p>
<p>1.6 Improve students' and parents' understanding of grade level standards and the level of performance expected in each class.</p> <ul style="list-style-type: none"> • An overview of grade level standards for parents at Back to School Night will be provided. • Additional information regarding standards and grade level expectations will be provided to parents at Open House. • "Shadow Your Student" day will be implemented so parents are exposed to their child's grade level curriculum. • Using Data Director, teachers will analyze data of the proficiency levels of their students. • A workshop for parents of students scoring below basic and far below basic on the California Standards Test will be provided. • Bi-annual student-led parent conferences will be held to review results of student assessments, identify areas of need and instructional support. • Principal and staff will communicate the school's best practices through PTA meetings, A&I, 	<p>August-June September</p> <p>April</p> <p>Spring August</p> <p>September</p> <p>December, March</p>	<p>Printing, translating, conference fees, materials, subs</p>	<p>\$1,500 (printing) \$2,000 (translating) \$2,000 (subs) \$2,000 (consultant) \$7,500 (Data-Director)</p>	<p>Title I</p> <p>EIA/SCE</p>

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<p>SSC, ELAC meetings, Teleparent, and community press releases.</p>				
<p>1.7 Increase parent involvement and implement parent education opportunities.</p> <ul style="list-style-type: none"> • Family Nights will provide meaningful information to increase parent/child communication and interaction in order to increase student achievement. • School Site Council and Advisory & Information meetings will provide opportunities for parents to be involved in school decision making. • English Language Advisory Council will involve parents of English Learners in school decision making and provide an opportunity for parents to give input regarding the instruction of their children. • Standards brochures will be provided at Back to School Night and parent conferences. • Purchase Agendas for all students. <p>1.7 Increase parent involvement and implement parent education opportunities. (cont.)</p> <ul style="list-style-type: none"> • The Title I Parent Night will address home/school connections and opportunities for parent involvement. • TeleParent will be purchased and used to enhance parent/teacher communication. • Information will be made available through translation at all events. 	<p>August-June December, March</p> <p>September, November, March September</p>	<p>Parent Education, other certificated salaries, supplies, books</p>	<p>\$9,000 (materials/supplies) \$5,000 (extra teacher earnings) \$1,000 (transportation)</p>	<p>Title I EIA/SCE</p>
<p>1.8 Implement a school wide discipline program to meet the needs of all students and increase the opportunities for all students to improve proficiency in a conducive environment.</p> <ul style="list-style-type: none"> • Staff development will be held to establish and implement Positive Behaviors Integrations and Support. • Assemblies, uniform classroom reminders, and uniform documentation forms will be developed and used. • Positive Recognition Awards will be developed and administered. • SWIS accounting system will be used for tracking discipline issues. 	<p>August-June</p>	<p>Conferences, Training, Assemblies, Positive Recognition</p>	<p>\$5,000 (conf. and trainings) \$5,000 (assemblies, positive recognition) \$2,000 (SWIS)</p>	<p>Title I EIA/SCE</p>

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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 6th – 8th grade students will score at proficient or advanced on the mathematics portion of the California Standards Test (CST). This is a growth of 25.8% from 2009-2010 and represents an increase from 378 students scoring proficient to 607 students.

CURRENT SCHOOL DATA -- MATHEMATICS

SUBGROUP	# OF STUDENTS SCORING PROFICIENT	2010 MATHEMATICS % PROFICIENT	2011 % GROWTH REQUIRED TO MEET GOAL	FOCAL AREAS
School Wide	378/886	42.7%	25.8%	Measurement & Geometry Ratios, Proportions, Percentages, Negative Fractions (6 th) Rational Numbers (7 th and Gen. Math)
Hispanic	293/730	40.1%	28.4%	
Socio-Econ. Disadvantaged	239/622	38.4%	30.1%	
English Learners	134/407	32.9%	35.6%	
Students with Disabilities	24/83	28.9%	39.6%	

SMARTe Goal(s):

8th Grade

By June, 2011, 68% of our 8th grade students will be proficient or advanced as measured by the CST.
 By June 2011, 48% of our 8th grade English Learners will be proficient or advanced as measured by the CST.

7th Grade

By June 2011, 68% of our 7th grade Math students will be proficient or advanced as measured by the CST.
 By June 2011, 48% of our 7th grade English Learners will be proficient or advanced as measured by the CST.

6th Grade

By June 2011, 68% of our 6th grade Math students will be proficient or advanced as measured by the CST.
 By June 2011, 48% of our 6th grade English Learner will be proficient or advanced as measured by the CST.

Means of evaluating progress toward this goal:

Teachers will administer district and school multiple measures for Math in the fall, winter, and spring.

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- Basic skills test administered throughout the year.
- CSUF Algebra Readiness Test.
- Standards based common assessments created by content area teams.
- DataDirector Assessments created by content and house teams.

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 Continue to Implement a computer based Math Intervention Program to improve student achievement in mathematics. <ul style="list-style-type: none"> • Projectors/technology will be purchased to be used with the program. • Math teachers will be trained in the program. • Materials will be provided for the program. • Additional computers will be purchased to assist in the implementation of the program. 	August-June	Consultant, Materials, Projectors, Screens, Teacher extra earnings, supplemental materials	\$35,000 (invent. Equip.) \$1,000 (subs) \$1,000 (subs)	Title I EIA/SCE
2.2 Ensure that key mathematics standards are being addressed in instruction, and materials aligned to the standards. <ul style="list-style-type: none"> • Content area teams will create common assessments and benchmark goals. • Teachers will meet across grade levels to articulate standards from prior and subsequent grade levels. • Teachers will attend math conferences throughout the year to gain insight about best teaching practices and implementation. • Additional manipulatives will be purchased to increase conceptual understanding. • Supplemental technology will be purchased to support the implementation of grade level standards. • Release time will be provided to give teachers the opportunity to plan horizontally among grade levels and content areas, and also vertically between grade levels. • Release time will be provided to provide teachers with the opportunities to discuss and incorporate the pilot and adoption process of new curriculum. 	August-June Monthly August-June	Teacher extra earnings, substitutes, conference fees, manipulatives, technology.	\$500 (inst. supplies) \$2,000 (extra earnings) \$10,000 (equipment) \$2,000 (conferences)	Title I EIA/SCE
2.2 Ensure that key mathematics standards are being addressed in instruction, and materials				

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<p>aligned to the standards. (cont.)</p> <ul style="list-style-type: none"> Classes will be provided at 6th, 7th, and 8th grade focusing on differentiated materials and instructional strategies. 				
<p>2.3 Provide additional support for students not meeting grade level standards in math.</p> <ul style="list-style-type: none"> Teachers will meet in content area and house teams to review results of formal and informal assessments to identify students not meeting grade level standards in math during early morning common preps. Teams will also share effective practices, develop intervention plans for targeted students, and follow-up on students' progress. Students scoring at the lowest levels of proficiency in mathematics will be identified and their academic needs will be addressed through after school tutoring, and Saturday workshops. Supplemental materials, supplies, and updates will be purchased for use throughout the year and during tutoring sessions. Interactive computer programs will be purchased to focus on math skills and practice. 	<p>August-June Weekly/Monthly</p> <p>Trimester</p> <p>August-June</p>	<p>Materials, Training, Teacher extra earnings, supplemental materials, computer programs, substitutes</p>	<p>\$5,000(extra earnings) \$10,000 (inv. equip.) \$3,000 (inst. supplies)</p>	<p>Title I EIA/SCE</p>
<p>2.4 Improve students' and parents' understanding of grade level standards and the level of performance expected in each class.</p> <ul style="list-style-type: none"> An overview of grade level standards will be provided for parents at Back to School Night along with strategies for helping their children at home. Using DataDirector, teachers will be provided with proficiency levels of their students. Parents and students will be trained in the use of the "Binder Reminder" to provide on-going home-school communication and to improve students' organization/study skills. Family math meetings will involve parents in math instruction and offer tools and strategies for them to support their children. 	<p>August-June September</p> <p>September August-June</p>	<p>Materials, Teacher extra earnings, translating, printing, incentives, transportation fees</p>	<p>\$2,000 (subs.) \$6,000 (materials)</p>	<p>Title I EIA/LEP</p>
<p>2.5 Improve proficiency levels in math.</p> <ul style="list-style-type: none"> Teachers will attend other conferences to increase knowledge and instructional strategies pertaining to mathematics and student achievement. Teachers will be released to collaborate with content area team members, as well as vertically with teachers in other grade levels. Additional hours and release time will be offered for teachers to research best practices for math. Teachers will be provided with release days to create intervention plans for students. All staff will be included in recognizing student achievement in progress toward Mathematics proficiency and fluency. 	<p>August-June Monthly</p> <p>August-June</p>	<p>Conferences, Materials, substitutes, teacher extra earnings</p>	<p>\$2,000 (subs.) \$4,000 (extra earnings) \$2,000 (student recognition)</p>	<p>Title I EIA/SCE</p>

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<p>2.6 Implement a school wide discipline program to meet the needs of all students and increase the opportunities for all students to improve proficiency in a conducive environment.</p> <ul style="list-style-type: none"> • Staff development will be held to establish and implement Positive Behaviors Integrations and Support. • Assemblies, uniform classroom reminders, and uniform documentation forms will be developed and used. • Positive Recognition Awards will be developed and administered. • SWIS accounting system will be used for tracking discipline issues. 	<p>August-June</p>	<p>Conferences, Training, Assemblies, Positive Recognition</p>	<p>\$5,000 (conf. and trainings) \$5,000 (assemblies, positive recognition) \$2,000 (SWIS)</p>	<p>Title I EIA/SCE</p>
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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
64%	Maintain growth

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.

By Fall, 2011, 43.2% or more of the school’s English learners who have been in English language instruction educational programs for more than 5 years will attain the English proficient level on the CELDT.

AMAO #2: ATTAINING ENGLISH PROFICIENT LEVEL, LESS THAN 5 YEARS		AMAO #2: ATTAINING ENGLISH PROFICIENT LEVEL, MORE THAN 5 YEARS	
2009-2010 % of ELs Less Than 5 Yrs. Meeting Annual Growth Target	2010-2011 Growth Required to Meet Goal	2009-2010 % of ELs More Than 5 Yrs. Meeting Annual Growth Target	2010-2011 Growth Required to Meet Goal
41.9%	Maintain growth	52.5%	Maintain growth

Means of evaluating progress toward this goal:

English Language Development Observation Matrix, administered in fall, winter and spring

California English Language Development Test (CELDT) administered annually in the fall

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Multiple Measures – Students will be assessed using the district and school-wide multiple measures in the fall, winter, and spring.

- DRP (Degrees of Reading Power)
- District writing prompts
- Common assessments created by content area teams
- Language! Summative Tests administered after the completion of each book (6 units)
- Visions assessments

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 EL Students at all levels on the CELDT will participate in the adopted ELD program. <ul style="list-style-type: none"> • Appropriate materials for the program will be purchased. • Extra student tutoring support will be provided as needed. • Release time for ELD teachers will be provided for lesson collaboration with content area team members and vertically with teachers from other grades. • Bilingual aides and a bilingual tech will be used to support students in the ELD program. 	August-June	Substitutes, materials, teacher extra earnings, Aides, bi-lingual tech	\$3,000 \$46,000 (aides) \$7,000 (bi-lingual tech)	Title I EIA/LEP
3.2 Continue to utilize and refine GLAD strategies for ELD instruction. <ul style="list-style-type: none"> • Teachers will work in teams to create GLAD units based on State Standards. • Supplemental materials will be purchased to support the program. 	August-June	Substitutes, teacher extra earnings, release time, materials	\$2,000 (subs)	Title I EIA/LEP
3.3 English Learners will be placed into classes with teachers who are trained to use CLAD and SDAIE strategies. <ul style="list-style-type: none"> • Teachers will attend classes and receive certification in CLAD. • English Learners will be provided ELD instruction based on their assessed levels of English language proficiency. • Technology will be purchased to provide English Learners with additional reinforcement of concepts in the content areas, tutorial, after school tutoring, and Saturday workshops. • Supplemental materials and technology will be purchased to support ELD programs. 	August-June	Substitutes, release time, materials, teacher extra earnings, technology	\$500 \$10,000 (technology)	Title I EIA/LEP

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<p>3.4 Resources will be aligned to support English Learners.</p> <ul style="list-style-type: none"> • English Learner Intensive Literacy Program will be provided for English Learners including Accelerated Reader, Language!, and the Visions Program. • Technology will be purchased to provide English Learners with additional support in mastering state standards. • Teachers will attend conferences to learn about instructional strategies for English Learners. • Instructional materials will be utilized by English learners including library books, technology software, supplemental materials, and will include keeping all computers up to date including hardware costs and replacements. <p>3.4 Resources will be aligned to support English Learners. (cont.)</p> <ul style="list-style-type: none"> • Students background and knowledge base will be built using real life experiences, field trips, hands-on activities, realia, and materials. 	<p>August-June</p>	<p>AR leveled books, interactive software, teacher extra earnings, substitutes, conference fees, materials, training</p>	<p>\$2,000 (inst. supplies) \$1,000 (subs) \$3,000 (conf.) \$10,000 (technology) \$5,000 (materials)</p> <p>\$3,000 (training)</p>	<p>Title I EIA/LEP</p>
<p>3.5 Engage families and the community in supporting student achievement.</p> <ul style="list-style-type: none"> • Family Literacy Meetings for English Learners will be provided to inform parents of strategies that can be utilized at home to reinforce school goals. • ELAC will continue to assess EL programs and provide input for increased student performance. • Fieldtrips to local agencies will be used to enhance awareness of community programs. • Parenting classes will be offered to provide families with needed strategies to use at home. • Instructional materials will be utilized by English learners and assist with the involvement of their parents including library books, technology software, supplemental materials, and will include keeping all computers up to date including hardware costs and replacements. • Supplementary instructional materials will be purchased to support involvement of parents including library books and Spanish language books for parents to borrow. • Parent Education Sessions will be held on the CELDT test. 	<p>August-June</p>	<p>Printing, transportation fees, mailings, materials, childcare, consultants, translating, substitutes, incentives, food</p>	<p>\$3,000</p>	<p>Title I EIA/LEP</p>