

La Habra City School District
Las Lomas 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 16.1% from 2009-10 and represents an increase from 88 students scoring proficient to 115 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	88/171	51.5%	16.1%	Writing Strategies Reading Comprehension Written Conventions
Hispanic	68/148	45.9%	21.7%	
Socio-Econ. Disadvantaged	58/129	45%	22.6%	
English Learners	45/99	45.5%	22.1%	
Students with Disabilities	5/13	38.5%	29.1%	

SMARTe Goal(s):

Kindergarten

Language Arts:

Sixty-eight percent of our students will score proficient (DRA 4) by the end of the school year. Twenty percent of our students will score basic, and the remaining twelve percent will fall in the novice range.

Behavioral Goals:

During the 2010-2011 school-year, 80% of the students will walk on the cement on the kinder playground during kinder recess and during transition as measured by teacher observation. Twenty percent of our students will walk on the cement on the kinder playground during kinder recess and during transition as measured by teacher observation after one reminder.

First Grade

Language Arts:

During the school year, the first grade team will implement Literature Circles into Late Group. The use of Literature Circles will be evident in teacher's lesson plans, and observable by principal, peer, etc. walkthroughs.

Behavioral Goals:

During the 2010-2011 school-year, the first grade team will put into practice respectable, responsible, and safe transitions from class to class during ExCEL and ELD. The students will be able to transition successfully and ready to learn within 5 minutes of dismissal time with the teacher's positive reinforcement through the use of Lucky Lion tickets.

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Second Grade

Language Arts:

Sixty-eight percent of our students will score proficient (Johns' 3) by the end of the school year. Twenty-five percent of our students will score basic, and the remaining 7 percent will fall in the novice range.

Behavioral:

During the 2010-2011 school-year, all second grade students will demonstrate improved levels of engagement during directed math instruction as measured by teacher and principal observation.

Means of Evaluating Progress Toward This Goal:

- Multiple Measures – DRA/John's Assessment
- Accelerated Reader Reports
- Houghton Mifflin Summative Tests
- Test Prep materials- Teacher Made and bought
- Teacher/Principal Observation
- STAR Test Results
- Data Director Group and Individual Reports
- Lesson Plans
- Observation Report Forms

SCHOOL ACTION PLAN- ENGLISH LANGUAGE ARTS

Description of Specific Actions to Improve Educational Practice in Language Arts	Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>IDENTIFY A SCHOOLWIDE INSTRUCTIONAL FOCUS AND CREATE A TARGETED PROFESSIONAL DEVELOPMENT PLAN THAT BUILDS EXPERTISE IN BEST PRACTICES Las Lomas teachers will have an instructional focus on reading comprehension.</p> <p>1.1 Student performance data, including state, district and site level, is collected and analyzed by the teachers and principal to monitor individual and group progress and to direct and differentiate instruction based on student need.</p> <p>1.2 Teachers will continue to utilize the <i>Professional Learning Communities</i> model to create an action plan for further staff development and planning to improve reading comprehension.</p> <p>1.3 ILT Members will attend 3 Targeted Leadership Institutes to learn strategies to be effective PLC leaders and to improve instruction.</p>	<p>September, November, March</p> <p>Weekly</p> <p>October, January, and February</p>	<p>Release Time</p>	<p>\$900</p>	<p>Title 1</p>

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<p>1.4 ILT Members will develop a staff development plan/cycle that focuses on reading comprehension and consists of training/demonstrating/observing targeted best practices in questioning strategies. Academic Coach will assist ILT Team in demonstrations/observations as well as relieving of homeroom for other members of ILT to demonstrate/observe.</p> <p>1.5 Teachers will conduct walk thru around LHCS, of ExCEL instruction to observe and share best practices in reading comprehension and differentiated instruction.</p>	<p>On-going</p> <p>On-going</p>	<p>Release Time Academic Coach Salary</p> <p>Release Time</p>	<p>\$600 \$38,225</p> <p>\$2,000</p>	<p>Title 1 Title 1</p> <p>Title1</p>
<p>RE-ALIGN RESOURCES TO SUPPORT THE INSTRUCTIONAL FOCUS</p>				
<p>Las Lomas will coordinate categorical funds to increase the support for <i>reading comprehension</i> in the classroom and from the library media center.</p>				
<p>1.6 Students will be leveled by reading ability for ½ to one hour daily in order to improve their reading comprehension, with increased support staff at the lower levels to increase the teacher to student ratio.</p>	<p>Sept.-June</p>	<p>6 Instructional Aides</p>	<p>\$48,000</p>	<p>Title 1</p>
<p>1.7 Additional materials/books will be purchased for ExCEL to aid in the implementation of reading/reading comprehension instruction for students of varying levels</p>	<p>Ongoing</p>	<p>DRA 6+ books Chapter Books- J3+</p>	<p>\$3,000</p>	<p>Title1</p>
<p>1.8 First and second grade students will use the Accelerated Reader Program to improve reading comprehension.</p>	<p>On-going</p>	<p>AR software & quizzes</p>	<p>\$400 \$1,800</p>	<p>Title 1</p>
<p>1.9 Second grade students will be provided with an individual writing folder with the Step Up to Writing tools.</p>	<p>Fall</p>	<p>Folders</p>	<p>\$500</p>	<p>Title 1</p>
<p>1.10 Students will use Destination Reading to improve reading comprehension.</p>	<p>On-going</p>	<p>Destination Contract</p>	<p>\$848</p>	<p>Title 1</p>
<p>1.11 All students will be provided with an individual “Book of Words” book to aid in reading/reading comprehension and writing.</p>	<p>Fall</p>	<p>Outsource Printing Buy Out</p>	<p>\$500 \$1,000</p>	<p>Title 1 Title 1</p>
<p>1.12 Test preparation materials for English language arts content standard will be utilized for 2nd grade students to reinforce reading comprehension instruction.</p>	<p>January</p>	<p>Test Prep Materials</p>	<p>\$650</p>	<p>Title 1</p>
<p>1.13 Professional reading books purchased for ILT book study. Findings will be shared with staff in order to aid in implementation of effective reading comprehension strategies.</p>	<p>Fall</p>	<p>Books</p>	<p>\$500</p>	<p>Title 1</p>

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<p>CREATE AN INTERNAL ACCOUNTABILITY SYSTEM GROWING OUT OF STUDENT LEARNING GOALS THAT PROMOTE MEASURABLE GAINS IN LEARNING FOR EVERY STUDENT</p> <p>1.14 Teachers will use formative data indicated in their PLC action plans to monitor expected performance of ALL students and to inform instruction.</p> <p>1.15 Teachers will use Data Director to track students’ on-going learning as well as to create customized differentiated instruction based on students’ needs.</p> <p>1.16 Two technology leads will assist teachers with the necessary staff development to ensure their success utilizing Data Director.</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p></p> <p>Data Director Contract</p> <p>Technology Lead Stipend</p>	<p></p> <p>\$3283</p> <p>\$1500</p>	<p></p> <p>Title 1</p> <p>Title 1</p>
<p>ENGAGE FAMILIES AND THE COMMUNITY IN SUPPORTING THE INSTRUCTIONAL FOCUS</p> <p>Las Lomas will continue to provide opportunities for increased <i>home-school communication</i> and parent involvement/education:</p> <p>1.17 Disperse home/school compact to all parents to reinforce commitment of parents and teachers in student learning.</p> <p>1.18 California Grade Level Standards Pamphlet dispersed to parents, in both languages, at “Back to School Night” and conference time.</p> <p>1.19 Blue homework folders are given to all students in order to improve home/school Communication.</p> <p>1.20 Parent survey results support the continuation of Family Literacy Night for parents. Teachers share instructional strategies that can be used at home to reinforce reading and reading comprehension skills.</p> <p>1.21 Parent survey results support the continuation of Family Writing Night for parents. Teachers model the writing process and share instructional strategies that reinforce writing and fine motor skill development at home.</p> <p>1.22 Students are encouraged to read at home and to utilize reading folders as part of our Roaring Reader Program</p> <p>1.23 Reading A-Z resources will be utilized for all of our low level ExCEL classes. The small, predictable readers will help to develop the fluency level of our beginning readers.</p>	<p>Fall</p> <p>Fall</p> <p>Fall</p> <p>January</p> <p>February</p> <p>On-going</p> <p>November</p>	<p>Printing</p> <p>Printing</p> <p>Homework Folders</p> <p>Extra Earnings for certificated & classified staff, Materials & Supplies</p> <p>Extra Earnings for certificated & classified staff Materials & Supplies</p> <p>T-Shirts Gold Medals Academic Incentives Reading Folders</p> <p>On-Line Contract Printing</p>	<p>\$500</p> <p>\$500</p> <p>\$1200</p> <p>\$1,000 \$300 \$200</p> <p>\$1,000 \$300 \$200</p> <p>\$1000 \$300 \$500 \$2,000</p> <p>\$70 \$500</p>	<p>Title 1</p> <p>Title1</p> <p>Title 1</p> <p>Title 1 EIA/LEP, EIA/SCE</p> <p>Title 1 EIA/SCE</p> <p>Title 1</p> <p>Title 1 Title 1</p>

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1.24 Parent survey results support the continuation of our Pajama Story Night to celebrate the love of reading and model oral reading strategies.	March	Books	\$2,000	Title 1
1.25 Las Lomas participates in the Reading Is Fundamental program (RIF) which provides each student with a new book three times a year.	Three Times a year	Tele-Parent Contract	\$960	Title 1
1.26 Tele-Parent will be utilized in order to improve home-school communication.	On-going	Materials/Supplies	\$500	Title 1
1.27 Badges will be given to all school volunteers and visitors.	On-going			
1.28 Boys and Girls Club A.S.E.S. (After School Education and Safety) Program will service our socio-economically disadvantaged population on free and reduced lunch and provide after school tutoring that targets reading and reading comprehension interventions.	On-going	Printing	\$200	EIA/SCE
1.29 Resources for families such as sight word cards will be copied for parents of at-risk students.	Sept.			
Las Lomas will continue to communicate school-wide goals of high achievement including: 1.30 Sharing of grade level goals and multiple measures results with school parent groups.	On-going			
1.31 Trimester awards to publicize, recognize and motivate students and staff to do their best	On-going	Academic awards and incentives Ink/Printing Cartridges	\$1,000	Title 1
1.32 Share progress in reading comprehension with our families through the display of student work in hallway.	On-going			
Las Lomas will continue to coordinate with the Family Literacy and School Readiness Programs to assist preschool children in the transition from early childhood programs and in their readiness for kindergarten. 1.33 Approximately 25 entering kindergarteners will have the opportunity to participate in our Kindergarten Readiness Program.	June	Certificated & Classified Salaries Materials	\$5,000	Title 1
Las Lomas will continue with PBIS Training and Staff Development to ensure positive student behavior throughout the Las Lomas campus. 1.34 PBIS Lead will attend training at OCDE four times throughout the school year.	On-going	Release Time	\$600	Title 1
1.35 PBIS Team members will work together to improve PBIS practices at Las Lomas School	On-going	Release Time Materials/Supplies	\$1,200 \$500	Title 1 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 11.2% from 2009-10 and represents an increase from 98 students scoring proficient to 117 students.

CURRENT SCHOOL DATA -- MATHEMATICS

SUBGROUP	# OF STUDENTS SCORING PROFICIENT	2010 MATHEMATICS % PROFICIENT	2011 % GROWTH REQUIRED TO MEET GOAL	FOCAL AREAS
School Wide	98/171	57.3%	11.2%	Algebra & Functions Place Value, Addition & subtraction Multiplication, Division & Fractions
Hispanic	81/148	54.7%	13.8%	
Socio-Econ. Disadvantaged	70/129	54.3%	14.2%	
English Learners	54/99	54.5%	14%	
Students with Disabilities	7/13	53.8%	14.7%	

SMARTe Goal(s):

Kindergarten

Mathematics:

During the 2010-2011 school-year, for the first trimester 80% of our students will count, recognize, and write numbers 1 to 10 as measured by the district multiple measures test. Twenty percent of our students will count, recognize, and write number 1 to 5 as measured by the district multiple measures assessment.

During the second trimester, 80% of our students will count, recognize, and write numbers 1 to 20 as measured by the district multiple measures Test. Twenty percent of our students will count, recognize, and write numbers 1 to 10 as measured by the district multiple measures assessment.

During the third trimester, 80% of our students will count, recognize, and write numbers 1 to 30 as measured by the district multiple measures Test. Twenty percent of our students will count, recognize, and write numbers 1 to 20 as measured by the district multiple measures assessment.

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First Grade

Mathematics:

During the first trimester of the 2010-2011 school-year, the first grade team will teach addition facts to 12, focusing on doubles (CA Content Standard – Number Sense 2.1). All of the students will be able to add using doubles successfully at least 10 out of 14 times, as measured by Lesson 6-2.

During the second trimester of the 2010-2011 school-year, the first grade team will teach counting and number patterns to 100, focusing on counting forward (CA Standard – Number Sense 1.1, 1.4, and Statistics, Data, and Probability 2.1). All students will be able to count forward successfully at least 8 out of 10 times, as measured by Lesson 11-4.

During the third trimester of the 2010-2011 school-year, the first grade team will teacher data and graphs focusing on bar graphs (CA Content Standard - Statics, Data, and Probability 1.2). All students will be able to analyze data using bar graphs at least 7 out of 9 times as measured by Lesson 17-3.

Second Grade

Mathematics:

Seventy percent of second grade students will be proficient or advanced in Number Sense on the 2011 CST as measured by teacher made assessments given in November 2010, February 2011, and May 2011. All students will score at least 70% on these benchmark assessments.

Means of evaluating progress toward this goal:

- Multiple Measures Data
- Math Chapter Tests
- Data Director Group and Individual Reports
- Teacher Made Assessments

SCHOOL ACTION PLAN- MATHEMATICS

Description of Specific Actions to Improve Educational Practice in Mathematics	Timeline	Related Expenditures	Estimated Cost	Funding Source
IDENTIFY A SCHOOLWIDE INSTRUCTIONAL FOCUS AND CREATE A TARGETED PROFESSIONAL DEVELOPMENT PLAN THAT BUILDS EXPERTISE IN BEST PRACTICES				
2.1 Las Lomas staff will continue to collaborate during PLC time to evaluate/monitor student work in math.	On-going			
2.2 Teachers will be trained in CGI to enhance student math achievement.	On-going	Release Time	\$1,500	Title 1
RE-ALIGN RESOURCES TO SUPPORT THE INSTRUCTIONAL FOCUS				
2.3 Students will use SuccessMaker and Destination Math software in the computer lab to improve math skills.	On-going	Service Contract	Ref: L.A. Section 1.10	Title 1
2.4 Students will be recognized at trimester assemblies for math excellence.	Dec/March/May	Certificates, Awards,	\$500	Title 1

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2.5 Test preparation materials for math content standard will be utilized for 2 nd grade students to reinforce math instruction.	Winter	Printing Test Prep. Books	\$650	Title I
CREATE AN INTERNAL ACCOUNTABILITY SYSTEM GROWING OUT OF STUDENT LEARNING GOALS THAT PROMOTE MEASURABLE GAINS IN LEARNING FOR EVERY STUDENT 2.6 Teachers will use formative data indicated in their PLC action plans to monitor expected performance of ALL students and to inform instruction. 2.7 Data Director will be utilized by teachers to monitor students' growth.	On-going			
ENGAGE FAMILIES AND THE COMMUNITY IN SUPPORTING THE INSTRUCTIONAL FOCUS 2.8 Parent survey results support the continuation of Family Math Night. Teachers will provide instruction for families on math games that can be played at home to reinforce math strategies. Translators will be provided as well to assist families in understanding material presented.	January	Certificated Extra Earnings Materials Translators	\$500 \$150 \$200	Title I Title 1 EIA/SCE
2.9 Resources for families such as addition and subtraction flash cards, 100's charts will be purchased or copied for parents of at-risk students.	September	Paper/Printing	\$200	Title 1

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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 GAINS EXPECTED
59.3%	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.

AMAO #2: ATTAINING ENGLISH PROFICIENT LEVEL, LESS THAN 5 YEARS	
2009-2010 % of ELs Less Than 5 Yrs. Meeting Annual Growth Target	2010-2011 GAINS EXPECTED
16.2%	2.5%

School Goal:

Every English Learner will improve their CELDT score by one level as measured by the ELD observational matrix each trimester. Teachers will provide ½ hour of direct instruction to English Learners, focusing on the listening and speaking ELD standards.

SMARTe Goal(s):

Kindergarten

GLAD:

During the 2010-2011 school-year, kindergarten teachers will use GLAD strategies such as; chants, cognitive content dictionaries, observation charts, input charts, Farmer in the Dell, co-op sentence, mind maps, poetry, and process grids to enhance teaching of vocabulary , comprehension, language, and reading to reach students at all levels according to their individual needs. We will use these strategies especially in our science units and social studies units (nocturnal animals, seasons, community helpers, farm, and insects).

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First Grade

GLAD:

During the 2010-2011 school-year, the first grade team will implement GLAD strategies with a focus on cognitive content dictionaries, Farmer in the Dell, and input charts.

Second Grade

GLAD:

Throughout the 2010-2011 school-year, all second grade teachers will use the following GLAD strategies for every Houghton Mifflin story and/or theme: cognitive content dictionary, Farmer in the Dell, and pictorial/narrative input charts.

Means of evaluating progress toward this goal:

- English Language Development Observation Matrix, administered in fall, winter and spring
- Unit Assessments from Carousel of Ideas Curriculum
- Student Profile Sheets
- AMAO Reports
- CELDT Reports
- Teacher Observation
- Journals
- Writing
- Principal Observation

SCHOOL ACTION PLAN- ENGLISH LANGUAGE DEVELOPMENT

Description of Specific Actions to Improve Educational Practice in English Language Development for English Learners	Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>IDENTIFY A SCHOOLWIDE INSTRUCTIONAL FOCUS AND CREATE A TARGETED PROFESSIONAL DEVELOPMENT PLAN THAT BUILDS EXPERTISE IN BEST PRACTICES</p> <p>Las Lomas will ensure that all EL students are receiving appropriate daily English language development instruction:</p> <p>3.1 Staff will continue to articulate during PLC time on the development and implementation of the ELD curriculum, <i>Carousel of Ideas</i>.</p> <p>3.2 Las Lomas will take part in peer coaching model to pair teachers together to share ideas.</p> <p>3.3 Teachers will develop/implement ELD plans of instruction based on assessed CELDT levels</p>	<p>Ongoing</p> <p>September- June</p> <p>Ongoing</p>	<p>Release time for observing colleagues</p> <p>Release time</p> <p>Release Time</p>	<p>\$1,000</p> <p>\$800</p> <p>\$1000</p>	<p>Title 1</p> <p>EIA/LEP</p> <p>EIA/LEP</p>

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and best practices.				
3.4 Four kindergarten teachers will participate in Pre-School GLAD training.	January	Release Time	\$2,000	EIA/LEP
3.5 Teachers from each grade level, will have a day for planning GLAD units to improve their ELD instruction.	On-going	Release Time	\$2,000	Title 1
3.6 Bilingual Lead and Academic Coaches will provide on-going support and staff development for teachers of EL's in GLAD, Hampton Brown, Carousel of Ideas, etc.	On-going	Academic Coach Earnings	Ref: L.A. Section 1.4	Title 1
RE-ALIGN RESOURCES TO SUPPORT THE INSTRUCTIONAL FOCUS				
3.7 Teacher will be given release time in order to coordinate/facilitate/instruct students in music Program.	January/February	Release Time	\$300	Title 1
3.8 We will continue to enhance the implementation of GLAD with purchase of materials such as poster paper, tape recorders, and CD players	Ongoing	Warehouse/Buy out	\$3,000	EIA/LEP
3.9 Instructional Aide support will be utilized in all SEI classes to assist with smaller groupings during ExCEL and other language development activities	On-going	Instructional Aides Materials/Supplies	\$51,213	EIA/LEP
3.10 Las Lomas teachers will use adopted ELD curriculum, Carousel of Ideas and Hampton Brown Supplemental Materials	On-going/Daily	Materials/ & Supplies	\$500	EIA/LEP
3.11 EL instructional materials will be purchased to aid in vocabulary development and build background knowledge. These materials will include: updated technology hardware and new ELD software.	Sept.-June	Instructional Materials	\$42,000 Hardware \$31,000 Software	EIA/LEP
CREATE AN INTERNAL ACCOUNTABILITY SYSTEM GROWING OUT OF STUDENT LEARNING GOALS THAT PROMOTE MEASURABLE GAINS IN LEARNING FOR EVERY STUDENT				
3.12 Teachers will utilize 2010 CELDT results, multiple measures, Data Director and the ELD observation matrix to monitor expected performance of EL students and to inform instruction.	Ongoing	Operating Expense	Ref: L.A. Section 1.15	Title I, EIA/LEP
ENGAGE FAMILIES AND THE COMMUNITY IN SUPPORTING THE INSTRUCTIONAL FOCUS				
3.13 The ELAC committee as represented by the School Site Council will meet at least four times per year to address the following: ➤ Provide input into the school plan for EL	4 times per year	Materials/Supplies	\$500	EIA/LEP

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<ul style="list-style-type: none"> ➤ Assist with the development of the school’s needs assessment ➤ Assist with the school’s annual Language Census ➤ Training in the importance of regular school attendance 				
<p>3.14 Translators will be available for parent conferences and family nights in order to communicate the importance of monitoring and being involved in their student’s learning.</p>	Ongoing	Extra Earnings	\$2,000	EIA/LEP