

La Habra City School District
Las Positas 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 students will score at proficient or advanced on the ELA portion of the California Standards Test (CST). This is a growth of 17% from 2009-10 and represents an increase from 272 students scoring proficient to 361 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	272/534	50.9%	16.7%	Writing Strategies Reading Comprehension Word Analysis (5 th grade)
Hispanic	207/440	47%	20.6%	
Socio-Econ. Disadvantaged	173/395	43.8%	23.8%	
English Learners	125/300	41.7%	25.9%	
Students with Disabilities	19/53	35.8%	31.8%	

SMARTe Goal(s):

1. By August 2011, California Standards Test (CST) results will indicate that 61% of all Las Positas students are proficient or advanced in the area of reading comprehension.
2. By August 2011, CST results will indicate that 61% of all socially and economically disadvantaged Las Positas students are proficient or advanced in the area of reading comprehension.
3. By August 2011, CST results will indicate that 61% of all English Language Learners at Las Positas are proficient or advanced in the area of reading comprehension.
4. By August 2011, CST results will indicate that 61% of all Hispanic Las Positas students are proficient or advanced in the area of reading comprehension.
5. By May 2011, teachers' records will indicate that 70% of all students have reached 75 words per minute (70 words per minute in third grade) for reading fluency as measured by timed tests.
6. By February 2011, 70% of all Las Positas students will pass grade level curriculum based measurements such as theme skill quizzes with 80% mastery, while 30% will pass with 50% mastery.
7. By February 2011, 40% of all Las Positas students will pass HM Summative Tests with 60% mastery, while 60% will pass with 20% mastery.

Means of Evaluating Progress Toward This Goal:

1. Teachers will administer:
 - Houghton Mifflin Summative Tests (Nov. & Feb.)
 - Fluency assessments (Nov., Feb. & May)
 - Curriculum Based Measurements (approximately every two weeks)
 - District writing assessment (Nov., Feb. & May)
2. All students will participate in the Accelerated Reading Program with a focus on improved comprehension. Teachers will evaluate student progress based on the level of comprehension, the level of student reading, and the points accumulated.

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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, LEARN AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES</p> <p>1.1 Core Instructional Program –Tier I</p> <ul style="list-style-type: none"> • Staff members meet by grade level teams to evaluate CST, CELDT, and benchmark assessments in order to plan and differentiate instruction. • Staff members use Data Director to evaluate and analyze student progress. • All teachers use the standards and district pacing guide to plan instruction • All teachers will use “Step Up” and “Six Traits” as the basis for their writing instruction. Students will be given writing folders with tools for expository and narrative writing. • Students will learn the 7 Habits of Happy Kids to help them learn effective life and study skills 	<p>Ongoing</p> <p>January</p> <p>October- June</p>	<p>Computer Tech</p> <p>Data Director</p> <p>Student Writing Folders</p> <p>7 Habits Book and classroom set of materials</p>	<p>\$18,200</p> <p>\$4,000</p> <p>\$ 2,000</p> <p>\$1,000</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>
<p>1.2 Small Group Intervention – Tier II</p> <ul style="list-style-type: none"> • Teachers meet in weekly PLC meetings to plan curriculum in light of the progress and needs of students not yet proficient and English Learners. • Teachers of students not yet proficient will provide small group instruction via the ExCEL model. • The Language! Program is used to scaffold instruction for students not yet proficient in reading. District Language! coaches train and assist teachers in implementing this curriculum. • After School Education and Safety (ASES) Extended Day program is offered to students Far Below Basic and Below Basic to support homework completion and enrichment. • Targeted students use Destination Reading to extend learning time on specific areas of need. 	<p>Ongoing</p>	<p>Destination Training</p>	<p>\$1,400</p>	<p>Title I</p>
<p>1.3 Intensive Individual Interventions – Tier III</p> <ul style="list-style-type: none"> • Teachers provide individual or small group remediation of concepts not yet mastered. • Students at-risk will be provided extended learning time in summer academy. • Special Education RSP Teacher, RISE teacher and aides are utilized in a blended push-in/pull-out model to support students at risk. • Teachers will be trained in PBIS to improve student behavior and learning. One lead teacher inputs and analyzes behavioral data. 	<p>Summer</p> <p>Ongoing</p>	<p>Extra Earnings</p> <p>Salaries</p> <p>Extra Earnings</p>	<p>\$10,000</p> <p>\$60, 958</p> <p>\$1,500</p>	<p>EIA/SCE</p> <p>EIA/SCE</p> <p>Title I</p>

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<p>2. IDENTIFY AND IMPLEMENT A SCHOOL-WIDE INSTRUCTIONAL FOCUS</p> <p>2.1 To improve reading comprehension all teachers will use GLAD strategies such as the Cognitive Content Dictionary, input chart or sentence patterning chart to support students learning the reading comprehension strategy focus.</p> <p>2.2 Instructional Leadership Team will meet for staff development with Targeted Leadership to continue to refine and monitor the schoolwide instructional focus and goals.</p>	Ongoing	Release Time	\$900	Title I
<p>3. RE-ALIGN RESOURCES TO SUPPORT THE INSTRUCTIONAL FOCUS</p> <p>3.1 Implement the ExCel Program to allow students to access grade level standards and instruction.</p> <ul style="list-style-type: none"> • Educational Assistants will assist teachers to facilitate smaller groupings in classrooms with students below proficient. • Teachers will use instructional materials such as CD players, post it notes, pocket charts & easels , highlighters, to improve instruction. <p>3.2 Enhance instruction of reading comprehension and vocabulary through the use of document cameras and LCD projectors.</p> <p>3.3 The Technology Committee will serve as coaches to facilitate and develop technological support for instruction in the areas of comprehension and vocabulary.</p> <p>3.4 Implement Extended Time Interventions with students in the ASES program.</p> <p>3.5 Purchase supplementary materials for ELA program such as Scholastic Handwriting books, Bellworks, Lang! (consumable) workbooks.</p>	Ongoing	Salaries Warehouse/Buy-Out Hardware	220,000 \$20,000 \$3,000 \$ 5,000	Title I EIA/SCE Title I Title I
<p>4. CREATE A TARGETED PROFESSIONAL DEVELOPMENT PLAN THAT BUILDS EXPERTISE IN SELECTED BEST PRACTICES</p> <p>4.1 The District Language! Coach will meet and consult with intervention teachers to monitor student progress as well as provide consultation and support for the program. Ongoing on-site training will take place all year.</p> <p>4.2 Train teachers in Visualization Strategies for reading comprehension</p> <p>4.3 Teachers will use research-based writing practices, including Step Up to Writing & Six Traits of Writing. Representatives attend District Writing Team and share at PLC meetings.</p> <p>4.4 Teachers will participate in district and school walk-throughs and classroom visitations to facilitate articulation of best practices between grade levels and schools.</p> <p>4.5 Teachers will utilize grade level planning days to plan GLAD units around the standards.</p> <p>4.6 Train instructional aides in GLAD practices to support instruction of ELA standards.</p>	Ongoing October Ongoing	Summer Training Release Time Release Time Release Time Release Time	\$700 \$300 \$900 \$2,000 \$2,000	Title I Title II Title I Title II Title I Title I

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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 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 309 students scoring proficient to 365 students.

CURRENT SCHOOL DATA – MATHEMATICS

SUBGROUP	# OF STUDENTS SCORING PROFICIENT	2010 MATHEMATICS % PROFICIENT	2011 % GROWTH REQUIRED TO MEET GOAL	FOCAL AREAS
School Wide	309/534	57.9%	10.6%	Measurement & Geometry (4 th and 5 th grades) Algebra & Functions (3 rd grade) Operations & Factoring (4 th grade) Operations with Fractions & Decimals (5 th grade)
Hispanic	239/440	54.3%	14.2%	
Socio-Econ. Disadvantaged	204/395	51.6%	16.9%	
English Learners	159/300	53%	15.5%	
Students with Disabilities	25/53	47.2%	21.3%	

Means of evaluating progress toward this goal:

Students will be evaluated using district benchmarks and schoolwide assessments.

1. Envision Math Practice (Sept.) and Benchmark Test A (Feb.)
2. Envision Math Benchmark Tests administered after topics 5, 10, 15, 20
3. Envision “Topic Tests” and teacher made assessments based on math standards
4. Math Facts Tests
5. STAR Math

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SCHOOL ACTION PLAN- MATHEMATICS

Description of Specific Actions to Improve Educational Practice in Mathematics	Timeline	Related Expenditures	Estimated Cost	Funding Source
1. IDENTIFY, LEARN AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES 1.1 Teachers will plan targeted, differentiated instruction using our newly adopted pacing guides and textbook, <u>Envisions</u> .	Ongoing			
2. IDENTIFY AND IMPLEMENT A SCHOOL-WIDE INSTRUCTIONAL FOCUS 2.1 Emphasize basic math facts, geometry, and place value. 2.2 Implement Facts Club. <ul style="list-style-type: none"> • Math Committee set guidelines to promote Basic Computation with a focus on multiplication and division. • Provide incentives for students who pass their math facts. 	Ongoing	Purchase T-Shirts & Medals	\$4,000	Title I
3. RE-ALIGN RESOURCES TO SUPPORT THE INSTRUCTIONAL FOCUS 3.1 ST Math program will be utilized bi-weekly. <ul style="list-style-type: none"> • Hardware such as head phones, keyboards, monitors, printers, etc. will be repaired/replaced as needed. Additional memory for computers. 3.2 Math manipulatives and materials will be purchased as needed and stored in computer lab to support remediation and re-teaching of ST Math concepts. 3.3 Purchase LCD projectors, Document Cameras and additional classroom computers to support full implementation of math curriculum and Destination Math. 3.4 Computer technicians will service our equipment	Ongoing	Mind Institute Hardware Replacement	\$4,000 \$20,000	Title I Title I/EIA-SCE
		Buy-Outs	\$1,000	Title I
		New Hardware Salary	\$20,000 \$18,200	EIA/SCE Title I
4. CREATE A TARGETED PROFESSIONAL DEVELOPMENT PLAN THAT BUILDS EXPERTISE IN SELECTED BEST PRACTICES 4.1 Teachers will learn from ST Math trainers how to use and read reports from Spatial Temporal Math. 4.2 Teachers will be trained in how to create lessons and read reports from Destination Math software. 4.3 Teacher leads will conduct professional development in use of ENO board and Data Director.	Ongoing Ongoing	Release Time Stipend	\$1,400 \$3,000	Title I Title I
5. ENGAGE FAMILIES AND THE COMMUNITY IN SUPPORTING THE INSTRUCTIONAL FOCUS 5.1 Parents will be provided with regular formal and informal progress reports on their children, including specific strategies to assist their children at home in progressing towards meeting the standards with an emphasis on basic math facts. 5.2 Individual Response to Intervention meetings will be held as needed to address learning needs of at risk students.	Ongoing			

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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
49.8%	4.8%

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
28.9%	Maintain growth	38.7%	4.5%

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
- Multiple Measures – Students will be assessed using the district and school-wide multiple measures in the fall, winter, and spring.
- Curriculum based assessments including Houghton Mifflin and Language! Intervention , and the Carousel of Ideas ELD Program upon the completion of each unit

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Accelerated Reader quizzes after each book is completed-teachers monitor points accumulated, book level, and comprehension rate

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>1. MONITOR AND EVALUATE PROGRESS OF ENGLISH LEARNERS TO PROVIDE FEEDBACK FOR INSTRUCTION</p> <ul style="list-style-type: none"> • English Language Lead teacher will assist teachers to coordinate annual and initial CELDT testing with district assessment staff. • Teachers will administer district and school multiple measures with particular attention to Limited English Proficient students. • Teachers will utilize CELDT results, observational matrix and multiple measures to monitor expected performance of EL and to inform instruction. • Teachers will articulate and consult regarding progress of shared EL students in PLC meetings. 	Ongoing	Extra Earnings Bilingual Tech	\$1,500 \$5,459	Title I EIA/LEP
<p>2. IDENTIFY, LEARN AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES</p> <p>2.2 Teachers will ensure that all English Learners receive daily 30 minutes of targeted appropriate daily English Language Development instruction.</p> <ul style="list-style-type: none"> • ELD Instruction using Carousel of Ideas language objectives and supplemental activities will be provided daily 	Ongoing			
<p>3. IDENTIFY AND IMPELMENT A SCHOOL-WIDE INSTRUCTIONAL FOCUS</p> <p>3.1 All teachers will use GLAD strategies to support the reading comprehension strategy focus.</p> <p>3.2 Teachers will write language objectives and focus on oral language development during ELD.</p>	Ongoing			
<p>4. CREATE A TARGETED PROFESSIONAL DEVELOPMENT PLAN THAT BUILDS EXPERTISE IN SELECTED BEST PRACTICES</p> <p>4.1 Staff will receive training and ongoing support from the district academic coaches and EL Lead in the uses of the ELD Curriculum Guide and language objectives.</p> <p>4.2 Teachers will receive staff development in new vocabulary and ELL resources in the HM Medallion series from district coaches.</p>	Ongoing	Salary	\$10,669	EIA/LEP
<p>5. RE-ALIGN RESOURCES TO SUPPORT THE INSTRUCTIONAL FOCUS</p> <p>5.1 Supplemental GLAD materials and supplies will be provided to assist EL students to access ELA and English Language Development standards (Easel paper, highlighters, etc.)</p> <p>5.2 LCD projectors and Document Cameras will be used to enhance instruction of reading comprehension and vocabulary.</p>	Ongoing January	Buy Outs Hardware	\$2,000 \$5,000	Title I Title I/EIA-LEP

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<p>6. ENGAGE FAMILIES AND THE COMMUNITY IN SUPPORTING THE INSTRUCTIONAL FOCUS</p> <p>6.1 The ELAC committee will meet at least four times per year to address the following elements:</p> <ul style="list-style-type: none"> • Provide input into the school plan for EL. • Assist with the development of the school’s needs assessment. • Assist with the school’s annual Language Census. • Training on the importance of regular school attendance • Training on the school wide Instructional Focus and participation in a school walk-through. • Training to assist parents in order to support learning at home. <p>6.2 Back to School, Parent Conferences, Response To Intervention Meetings, and Open House and informal progress reports will be provided throughout the year with translation as needed.</p> <p>6.3 Title I Parent Meetings will meet alongside School Site Council to provide input into the School Plan and expenditures of Title I funds.</p> <p>6.4 Family Learning Night/Fitness Nights/Technology Nights will be planned based on feedback from parent surveys.</p> <p>6.5 English Classes will be provided on site with childcare.</p> <p>6.6 Bilingual publications and parent communication will be provided.</p>	<p>Ongoing</p>	<p>Classified Extra Earnings for translation</p>	<p>\$2,000</p>	<p>Title I</p>
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