

La Habra City School District
Walnut 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 3rd – 5th grade students will score at proficient or advanced on the ELA portion of the California Standards Test (CST). This is a growth of 22.2% from 2009-2010 and represents an increase from 256 students scoring proficient to 381 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	256/564	45.4%	22.2%	Writing Strategies Reading Comprehension Word Analysis (5 th grade)
Hispanic	219/503	43.5%	24.1%	
Socio-Econ. Disadvantaged	189/465	40.6%	27%	
English Learners	126/336	37.5%	30.1%	
Students with Disabilities	28/73	38.4%	29.2%	

SMARTe Goal(s):

1. By August 2010, California Standards Test (CST) results will indicate that 60% of Walnut students are proficient or advanced in the area of reading comprehension.
2. By August 2010, CST results will indicate that 60% of all socially and economically disadvantaged Walnut students are proficient or advanced in the area of reading comprehension.
3. By August 2010, CST results will indicate that 60% of all English Language Learners at Walnut are proficient or advanced in the area of reading comprehension.
4. By August 2010, CST results will indicate that 60% of all Hispanic Walnut students are proficient or advanced in the area of reading comprehension.

Means of Evaluating Progress Toward This Goal:

1. Teachers will administer district and school multiple measures for ELA three times a year: Fluency Assessment, ELA Standards based assessment, STAR Reading assessment, and District Writing assessment.
2. Students who are not proficient will receive targeted instruction through ExCEL grouping, small groups, and the Language! Intervention Program.
3. Language! Intervention teachers will administer additional fluency, encoding, and summative assessments.
4. English Learners will be evaluated according to their CELDT scores and a teacher administered observational matrix (see also ELD Goal #3)
5. 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.
6. California Standards Test (CST), May 2010.

La Habra City School District
Walnut Elementary School

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>1.1 Implement <i>Targeted Leadership</i> including identifying/implementing a school wide instructional focus with the 3 to 5 best teaching practices tied to instructional focus through the following:</p> <ul style="list-style-type: none"> ➤ Staff development will train teachers to implement Individualized Regular Education Programs (IREP) for At Risk students and English Learners to access ELA standards and the English Language Development Standards ➤ Instructional Leadership Team will meet for staff development/planning to continue to refine and monitor the school wide focus and goals: revisit and refine our 3-5 best teaching practices to improve Reading Comprehension to include Marzano’s strategies ➤ Staff members will meet by grade level teams to evaluate CST, CELDT, benchmark assessments and Bi-weekly standards tests in order to coordinate instruction ➤ Staff members will use Data Director to evaluate and analyze student progress ➤ Teachers will participate in district and school walk-throughs and classroom visitations to facilitate articulation between schools and grade levels 	<p style="text-align: center;">August</p> <p style="text-align: center;">August</p> <p style="text-align: center;">Monthly</p> <p style="text-align: center;">Monthly</p> <p style="text-align: center;">Sept. 09 – June 10</p>	<p style="text-align: center;">Other Certificated Salaries-Substitutes</p> <p style="text-align: center;">Data Director Contract</p> <p style="text-align: center;">Substitutes</p>	<p style="text-align: center;">\$1000</p> <p style="text-align: center;">\$4148</p> <p style="text-align: center;">\$500</p>	<p style="text-align: center;">Title 1</p> <p style="text-align: center;">Title 1</p> <p style="text-align: center;">Title 1</p>
<p>1.2 Intervention Programs will be coordinated to move at risk students to proficiency in the areas of Reading Comprehension and vocabulary.</p> <ul style="list-style-type: none"> ❖ Continue to refine the implementation of the Language! Intervention Program: <ul style="list-style-type: none"> ➤ Staff development – The 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 as needed. ➤ Consumable instructional materials will be provided to implement the intervention ➤ Supplementary supplies will be provided to ensure the use of hands on and multi-sensory learning ➤ When activated, Destination Reading will be used in our after 	<p style="text-align: center;">Sept.09-June 10</p> <p style="text-align: center;">Sept.09-June10</p> <p style="text-align: center;">Sept.09-June10</p>	<p style="text-align: center;">Teacher Subs Staff Development</p> <p style="text-align: center;">Staff Development Language! Materials</p> <p style="text-align: center;">Instructional supplies from warehouse & buyout</p>	<p style="text-align: center;">\$1000</p> <p style="text-align: center;">\$500</p> <p style="text-align: center;">\$500</p>	<p style="text-align: center;">Title 1</p> <p style="text-align: center;">Title 1</p> <p style="text-align: center;">Title 1</p> <p style="text-align: center;">ASES</p>

La Habra City School District
Walnut Elementary School

<p style="text-align: center;">school at-risk program to improve comprehension.</p> <ul style="list-style-type: none"> ❖ Implement After School Program for at Risk Students <ul style="list-style-type: none"> ➤ Train teachers and assistants to implement an afterschool program to focus on reading fluency, vocabulary, and comprehension ➤ Engage teachers to teach after school from January to April ❖ Implement the ExCEL Program to allow students access to grade level standards and instruction <ul style="list-style-type: none"> ➤ Educational Assistants will assist teachers to facilitate smaller groupings in at risk classrooms ➤ Staff Development – Assistants will meet with the classroom teacher to improve skills in reading instruction and the Houghton Mifflin ExCEL program ➤ Teachers will continue to develop vocabulary pictures to support grade level instruction for at risk students ➤ Teachers will purchase materials, software, or other resources that will improve instruction in order to enable students to access the standards 	<p style="text-align: center;">Sept.09-June10</p> <p style="text-align: center;">Sept 09-June 2010</p> <p style="text-align: center;">Jan10-Apr 10</p> <p style="text-align: center;">Daily</p> <p style="text-align: center;">Oct 09-May10</p> <p style="text-align: center;">Sept 09-May 10</p> <p style="text-align: center;">Ongoing</p>	<p style="text-align: center;">Materials</p> <p style="text-align: center;">Staff Development</p> <p style="text-align: center;">Educational Assistants</p> <p style="text-align: center;">Educational Assistants</p> <p style="text-align: center;">Materials and Supplies for copying and laminating TBD</p>	<p style="text-align: center;">\$500</p> <p style="text-align: center;">\$5000</p> <p style="text-align: center;">See Budget</p> <p style="text-align: center;">\$500</p> <p style="text-align: center;">\$500</p>	<p style="text-align: center;">Title 1</p> <p style="text-align: center;">Title 1</p> <p style="text-align: center;">Title 1</p> <p style="text-align: center;">Title 1</p> <p style="text-align: center;">Title 1</p>
<p>1.3 Implement writing program including <i>Step Up to Writing</i> and <i>Six Traits</i></p> <ul style="list-style-type: none"> ➤ Teachers will participate in District Staff Development ➤ Teachers will model lessons and articulate expectations between grade levels with the assistance of district coaches ➤ Supplemental handwriting materials will be provided for at risk students ➤ Training of staff in Six Traits of Writing 	<p style="text-align: center;">August 2009</p> <p style="text-align: center;">Monthly</p> <p style="text-align: center;">Sept09-June10</p> <p style="text-align: center;">Ongoing</p>	<p style="text-align: center;">District and school staff</p> <p style="text-align: center;">District and school staff</p> <p style="text-align: center;">On site experts</p>		
<p>1.4 Implementation of School wide Incentive Program based on the Accelerated Reader Program to increase reading and improve comprehension.</p> <ul style="list-style-type: none"> ➤ Purchase additional books for Library to supplement reading for AR ➤ Purchase additional books for library to supplement reading for at-risk AR students ➤ Purchase additional quizzes to support the AR program ➤ Software support agreements ➤ Purchase incentive books to be given to students ➤ Purchase supplies for reading incentives 	<p style="text-align: center;">Sept 09-Mar10</p> <p style="text-align: center;">Sept 09-Mar10</p> <p style="text-align: center;">Sept 09-Mar10</p> <p style="text-align: center;">Fall 2009</p>	<p style="text-align: center;">Books</p> <p style="text-align: center;">Books</p> <p style="text-align: center;">STAR/AR</p> <p style="text-align: center;">Contracts</p>	<p style="text-align: center;">\$1500</p> <p style="text-align: center;">\$500</p> <p style="text-align: center;">\$1750</p> <p style="text-align: center;">\$1000</p>	<p style="text-align: center;">Title 1</p> <p style="text-align: center;">Title 1</p> <p style="text-align: center;">Title 1</p> <p style="text-align: center;">Title 1</p> <p style="text-align: center;">Title 1</p>

La Habra City School District
Walnut Elementary School

<ul style="list-style-type: none"> ➤ Provide regular feedback for parents and students regarding the student’s goal, level and progress ➤ Provide internet and La Habra public library access for AR book lists ➤ Teachers will monitor student progress while providing feedback to students monitoring their own progress 	<p>Sept 09-May10 Sept 09-May 10 Sept 09-May10</p> <p>Sept 09-May10 Sept 09-May10</p>	<p>Books Books</p>	<p>\$500</p>	<p>Title 1</p>
<p>1.5 Implement Parent Education Program including:</p> <ul style="list-style-type: none"> ➤ Parents will be provided with information regarding California Standards/grade level academic content standards at Back to School Night and Parent Conferences ➤ Title 1 Parent Night to address Title 1 qualification, funding, and helping your student with reading (in response to Parent Survey) ➤ Family learning night to address parent requests for training opportunities in Parent/Child Communication, math, writing and science (in response to Parent Survey) ➤ School Site Council/Advisory & Information Meetings (SSC, A&I) ➤ English Language Advisory Council Meetings (ELAC) ➤ Instruct/provide parents with Bloom’s Taxonomy questions in English & Spanish to be used for questioning students about their reading ➤ Parent Visitation/Walk through – SSC, A&I, and ELAC parents will be trained in the instructional focus of the school and will visit the classrooms to determine evidence of that focus ➤ Parents will be provided with regular formal and informal progress reports on their children, including specific strategies to assist their student at home in progressing towards meeting the standards with an emphasis on reading comprehension and vocabulary development 	<p>Sept. 09, Dec. 09 and Mar 10</p> <p>Oct 09</p> <p>Oct 09, Nov 09, Jan 10</p> <p>Oct, Nov, Dec 09 Jan, Feb, Mar, May 10</p> <p>4 X per year Oct 09</p> <p>Spring 2010</p> <p>Sep 09-May10</p>	<p>Parent Education Materials</p> <p>Translators</p> <p>Translators</p>	<p>\$1300</p> <p>\$50</p> <p>\$200</p>	<p>Title 1</p> <p>Title 1</p> <p>Title 1</p>
<p>1.6 Implement <i>Positive Behavior Interventions & Support (PBIS)</i> to provide an organizational approach or framework for improving the social behavior climate of the school</p> <ul style="list-style-type: none"> ➤ Enhances the impact of academic instruction on achievement ➤ Increases proactive (Positive/preventive) management ➤ Attend PBIS Coaches Forum ➤ Analyze Discipline data 	<p>Sept. 09-June 10 Sept.09-June 10</p>	<p>PBIS Team</p> <p>Release Time</p>	<p>\$250 + 300 for Subs</p>	<p>Title 1</p>

La Habra City School District
Walnut Elementary School

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 3rd – 5th grade students will score at proficient or advanced on the mathematics portion of the California Standards Test (CST). This is a growth of 21.7% from 2009-2010 and represents an increase from 264 students scoring proficient to 386 students.

CURRENT SCHOOL DATA -- MATHEMATICS

SUBGROUP	# OF STUDENTS SCORING PROFICIENT	2010 MATHEMATICS % PROFICIENT	2011 % GROWTH REQUIRED TO MEET GOAL	FOCAL AREAS
School Wide	264/564	46.8%	21.7%	Measurement & Geometry (4 th and 5 th grades) Algebra & Functions (3 rd grade) Operations & Factoring with Fractions & Decimals (4 th and 5 th grades) Estimation, Percents & Factoring (5 th grade)
Hispanic	230/503	45.7%	22.8%	
Socio-Econ. Disadvantaged	206/465	44.3%	24.2%	
English Learners	147/336	43.8%	24.7%	
Students with Disabilities	29/73	39.7%	28.8%	

Means of evaluating progress toward this goal:

Students will be evaluated using district benchmarks and school wide assessments, which include:

1. District standard based math assessment
2. STAR computer math assessment
3. Topic and teacher made assessments based on math standards
4. Fact tests (on basic addition, subtraction, multiplication, and division facts) given at regular intervals
5. Classrooms will make ST Math progress at appropriate benchmarks.

La Habra City School District
Walnut Elementary School

SCHOOL ACTION PLAN- MATHEMATICS

Description of Specific Actions to Improve Educational Practice in Mathematics	Start Date-Completion Date	Related Expenditures	Estimated Cost	Funding Source
<p>2.1 Grade level meetings to plan targeted instruction for struggling students:</p> <ul style="list-style-type: none"> ➤ Emphasize basic math facts, geometry, and place value ➤ Differentiated instruction within classrooms to support individual student progress ➤ PLC groups will discuss students who are not achieving in math ➤ PLC groups will identify and share their 3-5 best practices in math ➤ Teachers will level during Math instruction to provide more individual help and instruction for students ➤ Teachers will articulate vertically between grade levels (to include 2nd and 6th) to enable teachers to provide sequential progress through the math standards ➤ Fifth grade teachers will meet to determine and address areas of need in order to allow more students access into the algebra strand in middle school ➤ Continued use of Mountain Math with its spiraling curriculum to keep concepts taught in practice and in students' memory 	<p>Monthly Weekly Daily Monthly Monthly Daily 2X per year Each Trimester Daily</p>	<p>Teacher Release Time Algebra materials</p>	<p>\$600 \$250</p>	<p>Title 1 EIA/SCE</p>
<p>2.2 Implementation of new math adoption</p> <ul style="list-style-type: none"> ➤ All teachers trained in SB 472 	<p>Summer 09</p>			<p>District</p>
<p>2.3 Plan intervention for Math tutoring</p> <ul style="list-style-type: none"> ➤ Use of LHHS Heritage Students and PAL tutors to help students who are struggling ➤ Destination Math for at-risk after school group students in ASES program ➤ Destination Math for students not making adequate progress in math ➤ Lunch time ST Math ➤ Additional after school tutoring for at-risk students 	<p>Nov.09-Apr 10 Jan 10 Jan 10 Ongoing Jan 10-Apr 10</p>	<p>Teachers extra earnings</p>	<p>\$3000</p>	<p>ASES Title 1</p>
<p>2.4 Investigate and Expand the use of technology to promote math instruction</p> <ul style="list-style-type: none"> ➤ Hardware: Laptops, Carts, Monitors, Document Cameras, etc., in select classrooms ➤ Grant for ST Math 	<p>Oct.09-Jun10 Jun 10</p>		<p>\$20,000 4000</p>	<p>Title 1/EIA/SCE Title 1</p>

La Habra City School District
Walnut Elementary School

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
48.8%	5.8%

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
27.9%	Maintain growth	43.8%	Maintain growth

Means of evaluating progress toward this goal:

Students will be evaluated using district benchmarks and schoolwide assessments:

1. *English Language Development Observation Matrix*, administered in fall, winter and spring
2. *California English Language Development Test (CELDT)* administered annually in the fall
3. Tracking students’ progress in language acquisition (vocabulary, forms, function, and grammar structure) on student profile cards from the Carousel of Ideas Program to be passed on to future teachers.

La Habra City School District
Walnut Elementary School

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
<p>3.1 Monitor and evaluate progress of English Learners to provide feedback for instruction:</p> <ul style="list-style-type: none"> ➤ English Language Lead teachers 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 2007, 2008, and 2009 CELDT results (DataDirector) and interim assessments to monitor expected performance of ELs and to inform instruction through biweekly ExCEL planning ➤ Teachers will articulate and consult regarding progress of shared EL students in biweekly PLC/Grade level meetings 	<p>Fall 2009</p> <p>Fall, winter, spring</p> <p>Oct.09-May10</p> <p>Oct.09-May10</p>			
<p>3.2 Teachers will ensure that all English Learners receive appropriate daily English Language Development (ELD) instruction; provide time to coordinate ELD instruction within and across grade levels through grade level articulation at biweekly meeting.</p> <ul style="list-style-type: none"> ➤ Title 1 educational assistant will provide additional ELD support ➤ District will purchase Carousel of Ideas to be used in every classroom, training will be provided (for new teachers) to implement the program ➤ ExCEL planning and articulation will support the coordination of ELD instruction within and across grade levels ➤ Supplemental materials will be provided to assist LEP students at access ELA and ELD standards to ensure more structured, sequential lessons for ELD instruction 	<p>Oct.09-May10</p> <p>Oct.09-May10</p> <p>Oct.09-May10</p> <p>Oct.09-May10</p>	<p>Educational assistants As necessary</p> <p>Staff development</p> <p>As needed</p>	<p>See budget</p> <p>\$500</p>	<p>Title 1 District</p> <p>EIA/LEP</p>

La Habra City School District
Walnut Elementary School

<p>3.3 Teachers will ensure that all English Learners receive appropriate SDAIE instruction in content areas.</p> <ul style="list-style-type: none"> ➤ Staff development and model lessons in the use of GLAD strategies will be provided utilizing staff and district coaches ➤ Purchase of supplemental instructional materials, including Literature sets, books, media and software, to address English Learner needs in the areas of reading, science, math, or social studies ➤ Picture, visual and realia support will be provided for vocabulary development for core curriculum 	<p>Sept – June</p> <p>Oct.09- May10</p> <p>Sept - June</p>	<p>Teacher Release Time</p> <p>Literature, software and/or media</p> <p>Copying and laminating</p>	<p>\$500</p> <p>\$500</p> <p>\$300</p>	<p>EIA/LEP</p> <p>EIA/LEP</p> <p>EIA/LEP</p>
<p>3.4 Parent Education</p> <ul style="list-style-type: none"> ➤ The ELAC committee will meet four times per year to address the following elements: <ul style="list-style-type: none"> ▪ Provide input into the school plan for EL students ▪ 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 ▪ Training on school wide Instructional Focus and participation in school walk-through ▪ Training for parents to assist and support learning at home ➤ Back to School Night, Parent Conferences, and Open House as well as informal progress reports will be provided throughout the year with translation as needed ➤ Parent Meetings provided include: Title 1 Parent Night and Family Learning Nights ➤ English classes will be provided by the district ➤ Translation will be provided for parent meeting and conferences ➤ Bilingual publications and parent communication will be provided 	<p>October Other dates TBD</p> <p>See ELA Action Plan</p> <p>Specific Sites As needed As needed</p>	<p>Instructional assistant Extra earnings</p> <p>Instructional assistant extra earnings</p>	<p>\$500</p> <p>\$500</p> <p>\$1200</p>	<p>Title 1</p> <p>Title 1 Title 1 & District</p>
<p>3.5 Staff Development – Training on the California English Language Development Standards and their relationship to the California English Language Arts Standards (Standards Map)</p> <ul style="list-style-type: none"> ➤ Staff will receive additional training and ongoing support in the use of the ELD Curriculum Guide ➤ On-site support will be provided by English Language Lead Teachers ➤ On-site Staff development will train teachers to implement the Hampton Brown and Carousel of Ideas English Language Development Programs 	<p>Sept. 09</p> <p>Oct.09- May10</p> <p>Sept. 09</p>	<p>Title II, III</p>	<p>See ELA Action Plan 1.1.1, 1.1.2</p>	<p>EIA/LEP</p>

La Habra City School District
Walnut Elementary School