

La Habra City School District
Washington 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 6-8th grade students will score at proficient or advanced on the ELA portion of the California Standards Test (CST). This is a growth of 22.8% from 2009-2010 and represents an increase from 402 students scoring proficient to 607 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	402/898	44.8%	22.8%	Writing Strategies Reading comprehension Literary Response (7 th) Word Analysis (8 th)
Hispanic	292/720	40.6%	27%	
Socio-Econ. Disadvantaged	222/593	37.4%	30.4%	
English Learners	96/411	23.4%	44.2%	
Students with Disabilities	22/99	22.2%	45.4%	

SMARTe Goals:

1. By June, 2011, all students will produce pre/mid/and post writing samples in each subject area that will show improvement. 75% of students will improve one rubric level or maintain the highest level, and 25% will improve within the rubric level, as measured by the 4-point writing rubric.
2. By June, 2011, 50% of 8th grade students will score Proficient or Advanced in Language usage as measured by the STAR CST Test. This 10% growth target will be monitored through common benchmark assessments and District Language Arts Benchmark Exams given in October, December, and May.
3. By June, 2011, 50% of 7th grade students will score Proficient or Advanced in Language usage as measured by the STAR CST Test. This 10% growth target will be monitored through common benchmark assessments and District Language Arts Benchmark Exams given in October, December, and May.
4. By June, 2011, 50% of 6th grade students will score Proficient or Advanced in Language usage as measured by the STAR CST Test. This 18% growth target will be monitored through common benchmark assessments and District Language Arts Benchmark Exams given in October, December, and May.

Means of Evaluating Progress Toward This Goal:

1. Teachers will administer district and school multiple measures for English Language Arts.

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- DRP (Degrees of Reading Power) administered as a pre and post assessment
 - District writing prompts administered as a pre/ mid/ and post assessment
 - Common benchmark assessments created by content area teams
 - Summative Language! Test administered after the completion of each Language! Book
 - Data Director Assessments created by content and ExCEL teams
2. Title I students will receive targeted instruction through ExCEL grouping, Skills Intervention classes for ELA, and the Language! Intervention curriculum.
3. English Learners will be evaluated using their CELDT scores and a teacher administered observational matrix. Students will receive instruction using GLAD, SDAIE, and ELD strategies to help them learn grade level standards.

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 Targeted Leadership and the Professional Learning Community Model.</p> <ul style="list-style-type: none"> • The ILT (Instructional Leadership Team) will meet regularly. The Targeted Leadership consultant will attend, as needed. • ILT members will attend monthly workshops at the district office to discuss best practices for instructional focus and EL Students. • Staff will be active members in content area teams and PLC (Professional Learning Community) teams. • The ILT will participate in site and district walk-throughs to observe best teaching practices related to EL instruction and instructional focus. • Teams will utilize the Professional Learning Community model 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. 	Sept.- June, 2011	Consultant, Teacher extra earnings,	\$2,000	Title I
	Bi-monthly	Substitutes	\$1000	Title I
	Weekly/Monthly Monthly	Substitutes	\$2,000	Title I
	Sept.- June, 2011	Consultant, Teacher extra earnings, substitutes	\$2,000	Title I
	Sept.- June, 2011			
	Sept.- June, 2011			

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<p>1.2 Implement writing as the instructional focus in order to continue improve overall student performance.</p> <ul style="list-style-type: none"> • Best Practices related to writing and EL students will continue to be researched and implemented. • Research based teaching materials (Kate Kinsella, Thinking Maps) will be purchased to assist in the instruction of ELA and writing. • The ExCEL model will be implemented in all ELA classrooms to allow students to access grade level standards and instruction. • Teacher training and materials will be provided in writing for all subject areas including electives. • One writing assessment will be implemented per trimester in all subject areas, including electives, to be scored with the district 4-point rubric. • The use of <i>Step-Up to Writing</i> and <i>Six Traits</i> Writing Programs will be expanded and integrated in all content and elective areas. • <i>Step-Up to Writing</i> and <i>6 Traits</i> writing materials will be purchased to support their implementation and instruction.\ in all classrooms. • A team of selected teachers will be sent to attend annual conferences to collaborate and obtain information relating to successful ELA instruction. • Library hours will be extended to provide access to technology and research materials for student instruction. • Selected teachers will attend district Writing Committee meetings to discuss writing best practices, Step-Up to Writing instruction, and plan staff development. 	<p>Sept.- June, 2011</p> <p>January, 2011</p> <p>Sept.- June, 2011</p> <p>Sept.- June, 2011</p> <p>Nov, Feb., April</p> <p>Sept.- June, 2011</p> <p>Nov-Jan., 2011</p> <p>March, 2011</p> <p>Sept.- June, 2011</p> <p>Sept.- June, 2011</p>	<p>Materials</p> <p>Teacher substitutes Extra teacher earnings, substitutes, materials</p> <p>Substitutes, materials</p> <p>Materials</p> <p>Substitutes/Fees</p> <p>Extra lib. tech earnings</p> <p>Extra teacher earnings, substitutes, materials</p>	<p>\$6500</p> <p>\$5000</p> <p>\$2500</p> <p>\$2500</p> <p>\$1000</p> <p>\$2000</p> <p>\$4000</p> <p>\$1000</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>
<p>1.3 Provide additional support for students not meeting grade level standards in ELA.</p> <ul style="list-style-type: none"> • Teachers will use common planning periods to meet in ExCEL, content and PLC teams to review the results of formal and informal assessments to identify students not meeting grade level standards in ELA. These teams will also meet as RTI Teams to develop goals and intervention action plans to help students succeed. • Staff will be trained on the California English Language Development Standards and their relationship to the California English Language Standards. 	<p>Weekly</p> <p>Sept.- June, 2011</p>	<p>Intervention support</p> <p>Teacher Extra Earnings ELD Coach support</p>	<p>\$20,000</p> <p>\$1000 \$5000</p>	<p>EIA/SCE</p> <p>Title I EIA/LEP</p>

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<ul style="list-style-type: none"> After school tutorials, Saturday workshops, and Family Nights will be provided for students who are not meeting ELA grade level standards. A team of teachers will be sent to conferences (Kate Kinsella) addressing the teaching of academic language and ELA standards to students not meeting grade level standards. Supplemental technology will be purchased to support the teaching of grade level standards Teachers will be trained in GLAD strategies and provided with needed support and supplies. Supplementary supplies will be provided to ensure the use of multi-sensory/hands-on learning in Language! Continue to implement BTSA and Intern Program to mentor new teachers and those needing additional support. ELD classes will be coordinated and materials will be provided to move EL students to proficiency in ELD standards and ELA standards. 	December- March, 2011	Substitutes,	\$5000	Title I
	Sept. – June 2011	Substitutes	\$1000	Title I
	October/ November, 2011	Technology purchases	\$18,500	Title I
	Sept.- June, 2011	Substitutes, instructional materials	\$5000	Title I
	Sept.- June, 2011	Materials	\$1000	Title I
	Sept.- June, 2011	Materials/Manipulatives	\$500	Title I
	Sept.- June, 2011	SP stipends, release time	\$1,000 -\$1,500 per support provider	BTSA Grant Title II
		Substitutes/materials	\$5,000	EIA/LEP
<p>1.4 Continue to strengthen GATE students’ academic performance on the CST to ensure scores of proficient or advanced.</p> <ul style="list-style-type: none"> Honors English will be implemented at the 7th and 8th grades including differentiated materials and instructional strategies. Core literature sets and Accelerated Reading materials will be purchased at appropriate levels. Honors/GATE students will participate in the annual school wide spelling bee, sending the top three finalists to the Orange County Spelling Bee. Academic Pentathlon courses will be offered after-school for students in all grades. Students will participate in the Academic Pentathlon in March-April. Students will write and publish an original story in a hardbound book. Field trips will be provided for GATE students correlated to their appropriate areas of study and interest. After school enrichment programs geared to GATE students will be provided. 	Sept.- June, 2011	Materials	\$300	GATE
Sept.- June, 2011	Teacher extra earnings/ materials	\$200	GATE	
January/ February 2011	Teacher extra earnings/materials	\$1000	GATE	
Sept.- June, 2011	Materials	\$500	GATE	
February, 2011	Transportation/Fees	\$500	GATE	
Sept.- June, 2011	Materials	\$1000	GATE	
Sept.- June, 2011	Transportation	\$4000	GATE	
Sept.- June, 2011	Teacher extra earnings/substitutes		GATE	

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<p>1.5 Continue the AVID program to increase student achievement.</p> <ul style="list-style-type: none"> Teachers will participate in annual AVID training in San Diego. AVID will continue to be offered as a yearlong elective. A formal parent meeting will be conducted. A tutoring program will be implemented. Trainings on AVID techniques will be provided to all staff members. Field Trips to local high schools and colleges will be provided. AVID students' grades will be monitored each trimester. 	<p>August, 2011 Sept.- June, 2011 May, 2011 Sept.- June, 2011 Sept.- June, 2011 Sept.- June, 2011 Sept.- June, 2011</p>	<p>Fees/teacher extra earnings Teacher extra earnings Teacher extra earnings Materials Substitutes/transportation</p>	<p>\$100 \$100 \$100 \$100 \$1100</p>	<p>Title I Title I Title I 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"> Title I informational meetings for parents will be provided. An overview of grade level standards will be provided at Back to School Night and Open House. Parent Workshops and Family Nights will be provided, in addition to necessary materials. A bilingual aide will support the instructional focus by communicating with parents. Bi-annual student-led parent conferences will be held to review results of student assessments, and to identify areas of need. Principal and staff will communicate the school's best practices and instructional focus through PTA, A & I, SSC, and ELAC meetings, newsletters, and e-mails. Teachers will analyze students' proficiency levels using data from Data Director. ELAC, SSC, and A&I parents will meet monthly, will be trained in the Instructional Focus of the school, and will be invited to walk-through classroom to determine evidence of that focus. 	<p>September/December/March September/April Sept.- June, 2011 Sept.- June, 2011 December/March Sept.- June, 2011 Sept.- June, 2011 Monthly</p>	<p>Translation/materials Translation/materials Teacher extra earnings/materials/translation Translation/ educational assistant extra earnings Translation Translation/materials Substitutes Translation</p>	<p>Translation=\$2200 Materials=\$3750 Ed. Assistant=\$19,757 Substitutes=\$1000 Data Director=\$7957</p>	<p>Title I Title I Title I Title I Title I</p>
<p>1.7 Implement School-Wide Positive Behavioral Interventions & Supports (PBIS).</p> <ul style="list-style-type: none"> A team of administrators and teachers will be selected to serve on the PBIS School Team. The PBIS School Team will attend 3 trainings during the school year to learn how to organize a system to improve the social behavior climate of the school and enhance the impact of instruction on achievement. One member of the team will be selected to serve as a coach and attend additional trainings to develop an action plan to develop a positive school climate. 	<p>October/January/February</p>	<p>Substitutes Materials</p>	<p>\$2000</p>	<p>Title I</p>

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<ul style="list-style-type: none">• The PBIS coach will research the use of murals to build a positive school climate and culture by enhancing the code of conduct and projecting an image tied into school-wide behavior expectations.	Oct.- June, 2011	Supplies/Consultant	\$2500	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 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 28.5% from 2009-2010 and represents an increase from 359 students scoring proficient to 615 students.

CURRENT SCHOOL DATA -- MATHEMATICS

SUBGROUP	# OF STUDENTS SCORING PROFICIENT	2010 MATHEMATICS % PROFICIENT	2011 % GROWTH REQUIRED TO MEET GOAL	FOCAL AREAS
School Wide	359/898	40%	28.5%	Measurement & Geometry Statistics, Data Analysis & Probability (6 th) Rational Numbers ((7 th and Gen. Math) Exponents, Powers & Roots (Gen. Math)
Hispanic	264/720	36.7%	31.8%	
Socio-Econ. Disadvantaged	200/593	33.7%	34.8%	
English Learners	103/411	25.1%	43.4%	
Students with Disabilities	20/99	20.2%	48.3%	

SMARTe Goals:

1. By June, 2011, 50% of 8th grade students will score proficient or advanced in General Mathematics as measured by the STAR CST Test. This 23% growth target will be monitored through common benchmark assessments and District Mathematics Benchmark Exams given in October, December, and May.
2. By June, 2011, 50% of 7th grade students will score proficient or advanced in General Mathematics as measured by the STAR CST Test. This 21% growth target will be monitored through common benchmark assessments and District Mathematics Benchmark Exams given in October, December, and May.
3. By June, 2011, 50% of 6th grade students will score proficient or advanced in General Mathematics as measured by the STAR CST Test. This 18% growth target will be monitored through common benchmark assessments and District Mathematics Benchmark Exams given in October, December, and May.

Means of evaluating progress toward this goal:

1. Students will be evaluated using district benchmarks and school wide assessments.
 - District Math Assessment given as pre, mid, and post assessment,
 - District Benchmark Exams created by content teams.
 - CSUF Algebra Readiness Test given once per year.
 - Data Director Assessments created by content teams

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2. Title I students will receive targeted instruction through the River Deep/Algebra Readiness Program and small group intervention.
3. English Learners will be evaluated using their CELDT scores and a teacher administrated observational matrix. Students will receive instruction using SDAIE and ELD strategies.

SCHOOL ACTION PLAN- MATHEMATICS

Description of Specific Actions to Improve Educational Practice in Mathematics	Timeline	Related Expenditures	Estimated Cost	Funding Source
2.1 Implementation of Core and Intervention Curriculum <ul style="list-style-type: none"> • Teachers will plan targeted, differentiated instruction using new Holt adoption • New staff will be trained on Destination Intervention Program. • Provide additional materials as needed for programs • Provide release time to consult/plan with Academic Math Coaches, OCDE math support staff, and IMS Math teachers. 	Sept.- June, 2011	Substitutes/materials	\$1000	Title I
2.2 Ensure that instruction is aligned to grade level standards. <ul style="list-style-type: none"> • Teachers will meet in content area teams to create common assessments and benchmarks. • Teachers will meet across grade levels to articulate standards from prior and subsequent grade levels. • Teachers will meet with High School articulation teams. • Teachers will attend math trainings covering best teaching practices and implement such strategies. • Additional manipulatives will be purchased to increase conceptual understanding. • Teachers will be trained in SDAIE and ELD strategies to incorporate into math 	Sept.- June, 2011 Weekly Semi- annually Sept.- June, 2011	Substitutes Substitutes Materials Extra teacher earnings	\$2000 \$2000 \$500 \$5000	Title I Title I Title I EIA/LEP
2.3 Provide additional support for students not meeting grade level standards. <ul style="list-style-type: none"> • Teachers will meet in content and PLC teams to identify students not meeting grade level standards in math. Teams will share best practices, develop intervention strategies, and complete RTI forms for at risk students. • After school tutorials, Saturday workshops, and family night will be provided for at risk students. • Additional materials and computer software will be purchased to address the 	Sept.- June, 2011 Weekly Sept.- June, 2011	Intervention support Extra teacher earnings Materials/software	\$20,000 See AP 1.3	EIA/SCE Title I Title I

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<p>needs of at risk students.</p> <ul style="list-style-type: none"> Continue to implement BTSA and Intern Program for new teachers and those needing additional support. 		Substitutes/ materials		BTSA Grant Title II
<p>2.4 Improve students' and parents' understanding of grade level mathematics standards.</p> <ul style="list-style-type: none"> Grade level standards will be provided at Back to School Night, Open House, ELAC, SSC, A&I Meetings, and student-led conferences. Students' math assessments will be analyzed using Data Director data, and provided to parents. Family Night will be provided to improve home-school connection and understanding of math standards. 	<p>Sept.- June, 2011</p> <p>Sept.- June, 2011</p>	<p>Translation/materials</p> <p>Translation/materials</p>	See AP 1.6	<p>Title I</p> <p>Title I</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
66.4%	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
(less than 30 in cohort-no score)	N/A	55.2%	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.
 Chapter Tests, Summative Assessments from Visions

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Multiple Measures Assessments- Students will be assessed using district and school wide multiple measures in fall, winter, and spring.
 English Language Arts Standards Assessment
 Degree of Reading Power (DRP) administered in the fall and spring.
 District Writing Assessment administered in fall, winter, and spring.
 School wide writing assessments administered in all contents areas every trimester.
 Language! Summative Assessments administered at the end of each book.

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>3.1 Monitor and evaluate progress of English Learners and provide feedback for effective instruction and access to grade level standards.</p> <ul style="list-style-type: none"> • The CELDT test will be administered annually, and data will be analyzed to properly place EL students in ELD, Title I Intervention elective, Language!, and ExCEL. • EL student instruction and progress will be analyzed at weekly ExCEL planning meeting. • Teachers will articulate and evaluate progress at bi-monthly PLC, EL department and content meetings using assessments and data from Data Director, Observation Matrix and <u>Visions</u>. • RTI and/or EL Catch-Up Intervention Plans will be developed for at risk students. 	<p>Sept.- June, 2011</p> <p>Weekly</p> <p>Bi-weekly</p> <p>Bi-monthly</p> <p>Ongoing</p>	<p>Substitutes, materials, Teacher salaries, and extra earnings</p>	<p>\$10,000</p>	<p>EIA/LEP</p>
<p>3.2 Resources, programs, and teacher training will be aligned to support English Learners.</p> <ul style="list-style-type: none"> • English Language Development (ELD) classes will be coordinated for EL students to move them towards proficiency in ELD standards and ELA standards. • ELD teachers will participate in tri-annual district EL staff development and coaching sessions with time for common planning across middle schools and ELD levels. • Teachers will be trained in SDAIE, GLAD, and ELD strategies. • Materials will be purchased including literature sets, books, hypermedia, software, and realia to address English Learner needs in reading, writing, math, science, and social science to assist in equal access to ELA and ELD developmental standards. • EL students will be placed in classrooms with CLAD certificated teachers. 	<p>Sept.- June, 2011</p> <p>Sept, Nov, Feb, 2011</p> <p>Sept.- June, 2011</p>	<p>Materials Materials</p> <p>Substitutes</p> <p>Materials ELD Coach support Substitutes/material/ Conferences</p>	<p>\$2000</p> <p>\$7,000</p> <p>\$20,000</p> <p>\$1000</p>	<p>EIA/LEP</p> <p>Title II, EIA/LEP</p> <p>Title I, EIA/LEP</p> <p>Title II, Title III</p>

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<ul style="list-style-type: none"> • Teachers will be trained in best practices for EL students. • ILT will meet with Targeted Leadership consultant to ensure that EL best practices are being implemented in all classrooms through looking at student work and walk-through process. • <i>Step-Up to Writing</i> training will be provided with specific strategies to enable EL students to access grade level writing standards. • English Learner Intensive Literacy Program will be provided including Accelerated Reader, Language! and Visions program. Title I Intervention classes, Language! and Visions will provide small group instruction. • Supplemental material will be purchased for Title I Intervention classes, and after school tutorials. • Staff will continue to receive training on the California English Language Development Standards and their relationship to the California English Language Standards. • Selected staff will attend annual articulation meetings with local 3-5 feeder schools and high school to discuss achievement and expectations of students, focusing on EL pupils. • Selected teachers will attend training in how to use technology effectively with EL students. • Selected staff will attend district Multiple Measures Committee meetings to create benchmark exams, analyze data, and discuss best practices focusing on EL students. • Continue to implement BTSA and Intern Program for new teachers and those needing additional help. 	Oct-Nov, 2011	Substitutes	\$1000	Title I
	Sept.- June, 2011	Materials, Title I teacher Materials	See AP 1.3	Title I
		Materials Other certificated salaries		Title I
	Sept.- June, 2011	Substitutes		Title I
		Extra teacher earnings	\$1000	Title I
	ongoing	Extra teacher earnings	\$1000	
	Spring, 2011	Substitutes		
		Substitutes/Materials		
	Sept.- June, 2011		See AP 1.3	BTSA Grant Title II
3.3 Provide families with access to grade level curriculum				
<ul style="list-style-type: none"> • Family Meetings for English Learners will be created to inform parents of strategies that can be utilized at home to reinforce school goals. • English classes will be offered on site. • Translation/babysitting will be provided for parent meetings and conferences. • Title I will provide parents with training to support learning at home. • Making the Grade (MTG) progress reports will be sent home every three weeks. • ELAC, SSC, and A&I committees will be trained on school wide instructional focus, best practices, and standards based instruction, and be invited to walk-through 	Sept.- June, 2011	Teacher /educational assistant extra earnings	\$3000	Title I
	September, December, March	Educational assistant extra earnings	\$500	Title I
		Educational assistant extra earnings	\$500	Title I
	Monthly	Substitutes/ educational assistant	\$500	Title I

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<p>classrooms looking for evidence in instructional practices.</p> <ul style="list-style-type: none"> • ELAC and SSC members will provide input into the development of the School Plan for Student Achievement. • Parents will be given an annual Title I survey of school and program effectiveness. 	<p>Monthly</p> <p>Annually</p>	<p>extra earnings</p> <p>Materials</p>	<p>\$500</p>	<p>Title I</p> <p>Title I</p>
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