

GARDEN GROVE UNIFIED SCHOOL DISTRICT
 Office of Elementary Education
 Department of K-12 Educational Services

SCHOOL ACTION PLAN – 2011-2013

ELEMENTARY SCHOOL

DISTRICT GOAL 1: Students in our district will steadily progress toward meeting grade-level standards in core academic subjects as measured by the California Standards Test. Students in our district five years or longer will meet grade-level standards in core academic subjects as measured by proficiency on the CST.

SCHOOL WIDE GOALS

Adequate Yearly Progress (AYP) – English Language Arts and Math
(See Trajectory Plots)

CURRENT SCHOOL DATA

SUBGROUP	<u>ENGLISH LANGUAGE ARTS*</u>			<u>MATH*</u>		
	2010	2011	2012 Target	2010	2011	2012 Target
School Wide	49.0%	54.1%	78.4%	75.4%	76.5%	79.0%
Asian	69.1%	77.1%	78.4%	94.7%	94.5%	79.0%
Hispanic	34.4%	33.2%	78.4%	60.6%	60.6%	79.0%
White			78.4%			79.0%
SED	45.6%	50.3%	78.4%	74.4%	74.4%	79.0%
EL	47.4%	51.4%	78.4%	74.4%	76.2%	79.0%

**Blank = Not a Significant Subgroup*

GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Elementary Education
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ENGLISH LANGUAGE ARTS ACTION PLAN (ELA PLAN)

Based on the 2010/11 CST report, 45.9% of students scored below proficiency, and 38% of students did not move up a band on the CST English Language Arts. In order to meet District Goal 1, training and implementation will be focused on the areas indicated below:

ACTION STEPS		Timeline/Target Date/ Scheduled Trainings	Monitoring Responsibility	Evidence of Completion
Early Intervention	<ul style="list-style-type: none"> Teachers will be trained to implement DIBELS to identify students who need extra assistance, and the areas in which extra assistance is needed. All teachers in grades K-3 will assess students using DIBELS and implement routines and strategies during Universal Access time to address the areas of need identified through the assessment. 	September-October 2011	Administrator	Sign-in Sheets
Extended Day Opportunities	<ul style="list-style-type: none"> Teachers will provide targeted, explicit support to students at-risk before or after school in ELA and/or math. Additionally, teachers will monitor the growth of at-risk students using a variety of assessments. 	December-January	Administrator	Time sheets and K-12 documentation
Houghton Mifflin (HM) Medallions	<ul style="list-style-type: none"> All teachers and PTCTs will receive in-depth training in the effective use of Houghton Mifflin Medallions in the context of the best practices recommended by the National Reading Panel. All teachers will implement Houghton Mifflin Medallions with fidelity. 	Training: Aug-Oct 2010	Administrator	Sign-in Sheets
Language!	<ul style="list-style-type: none"> Teachers new to <i>Language!</i> and those who have been using <i>Language!</i> will receive ongoing support in how to best organize and deliver instruction, as well as how to assess students and differentiate to ensure students achieve mastery. All teachers will implement <i>Language!</i> with fidelity. 	Training: Sept 2010	Administrator	Sign-in Sheets
Strategy Academy	<ul style="list-style-type: none"> Teachers will receive information from the district-organized Strategy Academy session on Houghton Mifflin Medallions. All teachers will utilize elements from the training in the planning and instruction of English Language Arts. 	Oct-Nov 2011	Administrator	Sign-in Sheets
SWIM	<ul style="list-style-type: none"> Teachers will scaffold instruction, strategies, and support based on students' current levels, with the goal that all students reach proficiency. Teachers will collaborate weekly to ensure curricula is best implemented and to dialogue to determine the best support for all students. 	Ongoing	Administrator	Data Director Programs showing groups of students
Thinking Maps	<ul style="list-style-type: none"> Teachers will consistently utilize maps across all content areas to help students visualize thinking processes and organize information. Special attention will be paid to using maps to support reading comprehension. 	Thinking Maps TOT Aug-Nov 2010	Administrator	Daily Instruction as well as classroom display
Universal Access (UA) with Differentiated Instruction	<ul style="list-style-type: none"> Teachers will use data to determine who needs extra support and the areas in which they need extra support. Teachers will provide explicit academic support to students daily within the ELA block during flexible, small instructional groups in which teachers preteach and reteach key content to small groups of students. 	All teachers have been trained in UA as of the 08-09 School year	Administrator	Principal observations, daily instructional schedules, grade level discussions
Write From The Beginning (WFTB)	<ul style="list-style-type: none"> Teachers will build on Thinking Maps to support student writing, particularly during the prewriting and drafting phases of the writing process. Teachers will utilize WFTB graphic organizers, strategies, and mini-lessons to help facilitate greater student understanding of the meaning of text and help students prepare better first drafts. 	WFTB TOT Aug-Nov 2010	Administrator	Classroom observations, TOT's, Training, and collaboration agendas

Based on the 2010/11 CST report, 24.6% of students scored below proficiency, and 21% of students did not move up a band on the CST Math. In order to meet District Goal 1, training and implementation will be focused on the areas listed below:

GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Elementary Education
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ACTION STEPS	Timeline/Target Date/ Scheduled Trainings	Monitoring Responsibility	Evidence of Completion	
Math Intervention	<ul style="list-style-type: none"> Teachers will instruct students using the Beyond the Basic Facts math facts program. Students will be identified through administration of assessments. Students will receive additional time for this program either before, during, or after school. 	Implemented in September 2009	Administrator	Classroom Observations and data found Data Director
Project G	<ul style="list-style-type: none"> All teachers will continue to implement the instructional pacing, lesson design, and assessment outlined in the Project G training. Participate in the Project G leadership training. 	Training: Aug and Nov 2010 April and May 2011	Administrator	Classroom Observations and data found in Data Director
Thinking Maps	<ul style="list-style-type: none"> Teachers will use Thinking Maps to reinforce the application of mathematical concepts. 	Training	Administrator	Classroom Observations and collaboration agendas
Extended Day Opportunities	<ul style="list-style-type: none"> Teachers will identify students of concern. Students will have the opportunity to participate in extended day class to focus on mathematical facts and multiple step problems. 	December-January	Administrator	Time Sheets and K-12 documentation

DISTRICT GOAL 2: English Learners in our district will steadily progress toward developing English language proficiency as measured by the California English Language Development Test (CELDT). English Learners in our district four years or longer will meet the English Proficient level as measured by proficiency on the CELDT.

ENGLISH LANGUAGE LEARNER ACTION PLAN (ELL PLAN)

Based on the 2010/11 CELDT report, ___% of English Language Learner students did not make growth due primarily to the area indicated with an 'X' below:

- X Listening
- X Speaking
- X Reading
- X Writing

In order to meet District Goal 2, training and implementation will be focused on the areas as follows:

ACTION STEPS	Timeline/Target Date/ Scheduled Trainings	Monitoring Responsibility	Evidence of Completion	
Systematic English Language Development (SELD)/ Academic Language Development (ALD)	<ul style="list-style-type: none"> All teachers will receive training in SELD/ ALD. Teachers will incorporate all strategies from the training into their ELD and language development lessons on a regular basis. 	Training: Aug 2010	Administrator	Daily Schedules, classroom observations

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SCHOOL CLIMATE: SUPPLEMENTARY SUPPORT ACTIVITIES (SC PLAN)

The content of the School Climate: Supplemental Support Activities (SC Plan) is based on identified needs in other areas of school improvement. Related expenditures are allowable if they achieve the purpose of the founding source and only supplement the program.

SCHOOL CLIMATE	
Anti-Bullying Program	<ul style="list-style-type: none"> • Second grade classes will participate in the Anti-Bullying program.
AVID	<ul style="list-style-type: none"> • Sixth grade teachers will implement the AVID program with students.
Positive Behavior Intervention and Support	<ul style="list-style-type: none"> • Participate in the PBIS program and implement strategies and schoolwide system.
Student Goal Setting	<ul style="list-style-type: none"> • A school wide student goal setting program will be implemented. • Components will include data review, individual goal setting aligned with district goals, and recognition of student progress.
Student Mentoring	<ul style="list-style-type: none"> • A school wide student mentoring program will be established. • Specific students will be mentored by school employees based on identified need.
Building Relationships with Students, Parents, and Staff	<ul style="list-style-type: none"> • Training will be offered to staff interested in building relationships with children, families, and staff. • Additional training will be offered to schools which have had staff trained in Level I for the purpose of the moving from the individual to the school wide model. • Principal and teachers will conduct community meetings with families to discuss school issues.
10 Education Commandments	<ul style="list-style-type: none"> • Training will be offered for the purpose of implementing the program at the school site. • Teams may be created at the school site to provide parents with the opportunity to meet a variety of staff members who may offer multiple perspectives. • Training will be offered for parents and staff to incorporate parents into the school-team model.
40 Developmental Assets	<ul style="list-style-type: none"> • Training will be offered for the purpose of implementing the program at the school site. • Determine how the 40 Developmental Assets program will be coordinated with existing parent education programs, such as 10 Education Commandments. • Promote the new parent program and begin implementation during the school year.
Community Outreach Meetings	<ul style="list-style-type: none"> • Parents and staff will attend meetings based on parent-driven topics of interest. • Parents and staff will share the information with their principal, staff, and other parents. • Schools may host site based Community Outreach Meetings, modeled after the district Community Outreach Meetings.
Boys and Girls Club Partnership	<ul style="list-style-type: none"> • Students attend the Boys and Girls Club after school program and receive homework assistance on a daily basis, as well as participate in enrichment programs. • The teacher liaison and principal will collaborate with the site coordinator to align the after school program with the regular school day. • Parents are invited to quarterly family night events. • Funding provided by the After School Education and Safety (ASES) grant and district in-kind support.
Gifted and Talented District Advisory Committee (DAC) Meetings	<ul style="list-style-type: none"> • Parents from K-6 GATE sites and all 7-12 sites will attend quarterly meetings based on parent-driven topics of interest as related to the GATE program. • Parents and staff will offer input on successes and concerns and share the information with their principal, staff, and other parents. • The DAC members are instrumental in supporting other parents at GATE parent education and outreach events.
GATE Bridge Programs	<ul style="list-style-type: none"> • New GATE students and parents are supported through GATE Bridge Afterschool Programs, GATE Parent Orientation, and the Jumpstart Program. • The GATE Bridge Afterschool Program concurrently provides program orientation to newly identified students and their parents. • The GATE Parent Orientation offers comprehensive training in the elements of the GATE program, as well as the needs and characteristics of gifted children. • The Jumpstart Program provides a school and program orientation, an opportunity to meet the GATE teacher(s), with a goal to support a successful transition into the program.
Tobacco-Use Prevention Education (Grade Six)	<ul style="list-style-type: none"> • Sixth grade students and staff will participate in the Tobacco-Use Prevention Education program. Teachers and Straight Talk counselors will co-present lessons from the Life Skills Training program as the primary prevention program. With district support, the school participate in TUPE related activities and programs.

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SUPPLEMENTAL SUPPORT ACTIVITIES	
Science/Health	<ul style="list-style-type: none"> • All students will participate in appropriate grade level science standards. • Students will be prepared to meet the CST science AYP targets. • Planned activities may include funding of materials and supplies, assemblies, consultants, field trips, and guest speakers to create background and prior knowledge for school programs.
History/Social Science	<ul style="list-style-type: none"> • All students will participate in appropriate grade level history/social science standards. • Planned activities may include funding of materials and supplies, assemblies, consultants, field trips, and guest speakers to create background and prior knowledge for school programs.
Physical Education	<ul style="list-style-type: none"> • All students will participate in appropriate grade level physical education standards. • Planned activities may include funding of materials and supplies, assemblies, consultants, field trips, and guest speakers to create background and prior knowledge for school programs.
Fine and Performing Arts	<ul style="list-style-type: none"> • All students will participate in appropriate grade level fine and performing arts standards. • Planned activities may include funding of materials and supplies, assemblies, consultants, field trips, and guest speakers to create background and prior knowledge for school programs.
Environments Conducive to Learning	<ul style="list-style-type: none"> • Equipment (including maintenance), materials, and supplies may be funded to support school side goals. • Funding may support home-school communication in major primary languages represented in the school.
Support Personnel	<ul style="list-style-type: none"> • Funding may provide for extra support outside regular work hours and assistance to students and parents in other areas related to the school action plan. • Categorical Extra Duty Personnel Requests may be completed for extra time requested. • Additional time for counseling services (Straight Talk), nurses, and/or school psychologists may also be supported.
School Library Materials	<ul style="list-style-type: none"> • Materials and supplies to support the library program.

Plan pages continued in Section B

- Safe Schools Plan
- School Parental Involvement Plan