

GARDEN GROVE UNIFIED SCHOOL DISTRICT
 Office of Elementary Education
 Department of K-12 Educational Services
 Department of K-6 Instructional Services

SCHOOL ACTION PLAN – 2008/09

CARVER ELEMENTARY SCHOOL

DISTRICT GOAL 1

SCHOOL WIDE GOALS

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

CURRENT SCHOOL DATA

SUBGROUP	ENGLISH LANGUAGE ARTS			MATH		
	2008	2009	GROWTH REQUIRED	2008	2009	GROWTH REQUIRED
School Wide	44.90	46.00	1.10	50.30	58.60	8.30
Asian						
Hispanic	36.20	46.00	9.80	44.40	47.50	3.10
White						
SED	37.80	46.00	8.20	47.50	56.30	8.80
EL	37.80	46.00	8.20	46.40	47.50	1.10

STUDENT GOALS

PROFICIENCY GAP – English Language Arts and Math*

OPPORTUNITY GAP – English Language Arts and Math*

*(*See Goal 1 Reports and Strand Reports in ELA and Math by grade level)*

AREAS FOR GROWTH

- | | |
|--|--|
| <input checked="" type="checkbox"/> Increased fidelity to programs | <input checked="" type="checkbox"/> More frequent progress monitoring |
| <input checked="" type="checkbox"/> Increased use of differentiation | <input checked="" type="checkbox"/> More frequent specific interactions with parents |
| <input checked="" type="checkbox"/> Increased use of systematic intervention | <input checked="" type="checkbox"/> Use of effective instruction |
| <input checked="" type="checkbox"/> Increased student engagement | |

Site-specific area(s) for growth include:

ENGLISH LANGUAGE ARTS ACTION STEPS

Based on the 2007/08 CST report, 66% of students scored below proficiency, and 45% 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:

English Language Arts Action Plan 1 (ELA Plan 1)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Academic Vocabulary | <input checked="" type="checkbox"/> Teaming or SWIM |
| <input checked="" type="checkbox"/> Direct Instruction | <input checked="" type="checkbox"/> Thinking Maps |
| <input checked="" type="checkbox"/> Early Intervention | <input checked="" type="checkbox"/> Universal Access with Differentiated Instruction |
| <input checked="" type="checkbox"/> English Now! | <input type="checkbox"/> Write from the Beginning |
| <input checked="" type="checkbox"/> Houghton-Mifflin Advanced Training | |
| <input checked="" type="checkbox"/> Language! | <input type="checkbox"/> After School Intervention |

English Language Arts Action Plan 2 (ELA Plan 2)

Site specific action steps include: Reading Counts, Universal Access, At-risk students in Language!, TOSA assistance, Part time categorical teacher.

Progress Monitoring – Kindergarten

Data from CLA in the Fall reveals that kindergarten students in the Hispanic subgroup need assistance in phonemic awareness and phonics. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Benchmarks | <input checked="" type="checkbox"/> Leveled Reading Passages |
| <input checked="" type="checkbox"/> CLA | <input checked="" type="checkbox"/> On-Demand Writing Prompts |
| <input checked="" type="checkbox"/> DIBELS | <input checked="" type="checkbox"/> Report Card Data |
| <input checked="" type="checkbox"/> <i>Language!</i> Content Mastery Tests | <input checked="" type="checkbox"/> Theme Skills Tests |

Site specific monitoring tools include: Anecdotal records, teacher monitoring and data discussions

Progress Monitoring – First Grade

Data from the CLA reveals that first grade students in the Hispanic and collaboration subgroup need assistance in comprehension. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Benchmarks | <input checked="" type="checkbox"/> Leveled Reading Passages |
| <input checked="" type="checkbox"/> CLA | <input checked="" type="checkbox"/> On-Demand Writing Prompts |
| <input checked="" type="checkbox"/> DIBELS | <input checked="" type="checkbox"/> Report Card Data |
| <input checked="" type="checkbox"/> <i>Language!</i> Content Mastery Tests | <input checked="" type="checkbox"/> Theme Skills Tests |

Site specific monitoring tools include: Anecdotal records, data discussions, Reading Counts and teacher monitoring

Progress Monitoring – Second Grade

Data from the CLA reveals that second grade students in the Hispanic subgroup need assistance in phonemic awareness, long and short vowels. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Benchmarks | <input checked="" type="checkbox"/> Leveled Reading Passages |
| <input checked="" type="checkbox"/> CLA | <input checked="" type="checkbox"/> On-Demand Writing Prompts |
| <input checked="" type="checkbox"/> DIBELS | <input checked="" type="checkbox"/> Report Card Data |
| <input checked="" type="checkbox"/> <i>Language!</i> Content Mastery Tests | <input checked="" type="checkbox"/> Theme Skills Tests |

Site-specific monitoring tools include: Eduplace.com, Achievedata.com, data discussions and Reading Counts

Progress Monitoring – Third Grade

Strand data found on the CST Cluster Report reveals that third grade students in the Hispanic subgroup incorrectly answered 40% of the Written Conventions (strand) questions on the California Standards Test. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Benchmarks | <input checked="" type="checkbox"/> Leveled Reading Passages |
| <input checked="" type="checkbox"/> CLA | <input checked="" type="checkbox"/> On-Demand Writing Prompts |
| <input checked="" type="checkbox"/> DIBELS | <input checked="" type="checkbox"/> Report Card Data |
| <input checked="" type="checkbox"/> <i>Language!</i> Content Mastery Tests | <input checked="" type="checkbox"/> Theme Skills Tests |

Site-specific monitoring tools include: Eduplace.com, Reading Counts, Achievedata.com and teacher monitoring and data discussions

Progress Monitoring – Fourth Grade

Strand data found on the CST Cluster Report reveals that fourth grade students in the Hispanic subgroup incorrectly answered 53% of the Writing Strategies (strand) questions on the California Standards Test. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Benchmarks | <input checked="" type="checkbox"/> Leveled Reading Passages |
| <input checked="" type="checkbox"/> CLA | <input checked="" type="checkbox"/> On-Demand Writing Prompts |
| <input checked="" type="checkbox"/> DIBELS | <input checked="" type="checkbox"/> Report Card Data |
| <input checked="" type="checkbox"/> <i>Language!</i> Content Mastery Tests | <input checked="" type="checkbox"/> Theme Skills Tests |

Site-specific monitoring tools include: Eduplace.com, Achievedata.com, computer lab and portable computer lab, teacher monitoring and data discussions

Progress Monitoring – Fifth Grade

Strand data found on the CST Cluster Report reveals that fifth grade students in the Hispanic subgroup incorrectly answered 53% of the Writing Strategies (strand) questions on the California Standards Test. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Benchmarks | <input checked="" type="checkbox"/> Leveled Reading Passages |
| <input checked="" type="checkbox"/> CLA | <input checked="" type="checkbox"/> On-Demand Writing Prompts |
| <input checked="" type="checkbox"/> DIBELS | <input checked="" type="checkbox"/> Report Card Data |
| <input checked="" type="checkbox"/> <i>Language!</i> Content Mastery Tests | <input checked="" type="checkbox"/> Theme Skills Tests |

Site-specific monitoring tools include: Eduplace.com, Achievedata.com, portable computer lab, teacher monitoring and data discussions

Progress Monitoring – Sixth Grade

Strand data found on the CST Cluster Report reveals that sixth grade students in the Hispanic subgroup incorrectly answered 55% of the Reading Comprehension (strand) questions on the California Standards Test. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Benchmarks | <input checked="" type="checkbox"/> Leveled Reading Passages |
| <input checked="" type="checkbox"/> CLA | <input checked="" type="checkbox"/> On-Demand Writing Prompts |
| <input checked="" type="checkbox"/> DIBELS | <input checked="" type="checkbox"/> Report Card Data |
| <input checked="" type="checkbox"/> <i>Language!</i> Content Mastery Tests | <input checked="" type="checkbox"/> Theme Skills Tests |

Site-specific monitoring tools include: Eduplace.com, Achievedata.com, computer lab, data discussions

MATH ACTION STEPS

Based on the 2007/08 CST report, 53% of students scored below proficiency on the CST Math. In order to meet District Goal 1, training and implementation will be focused on the areas listed below:

Math Action Plan 1 (MA Plan 1)

- Differentiated Instruction
- Direct Instruction
- Project G – Instructional Delivery Model
- Project G – Math Pilot
- After School Intervention

Math Action Plan 2 (MA Plan 2)

Site-specific action steps include: Computer lab reinforcing skills, school wide rewards and incentives, Achievedata.com, Part time categorical teacher.

Progress Monitoring – Kindergarten

Data from fall chapter tests reveals that kindergarten students in the Hispanic subgroup need assistance in one on one correspondence and basic math facts. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Basic Math Facts | <input checked="" type="checkbox"/> Report Card Data |
| <input checked="" type="checkbox"/> Benchmarks | <input checked="" type="checkbox"/> Timed Tests |
| <input checked="" type="checkbox"/> Math Chapter and Unit Tests | |

Site specific monitoring will include: Anecdotal records and teacher monitoring

Progress Monitoring – First Grade

Data from weekly fact quizzes reveals that first grade students in the Hispanic subgroup need assistance in basic addition and subtraction math facts. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- Basic Math Facts
- Benchmarks
- Math Chapter and Unit Tests
- Report Card Data
- Timed Tests

Site specific monitoring will include: Anecdotal records, teacher monitoring and Direct Instruction with extra review and modeling

Progress Monitoring – Second Grade

Data from chapter tests reveal that second grade students in the Hispanic subgroup need assistance in addition subtraction math facts, word problems and problem solving. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- Basic Math Facts
- Benchmarks
- Math Chapter and Unit Tests
- Report Card Data
- Timed Tests

Site specific monitoring will include: Achievedata.com, computer lab to reinforce skills and data discussions

Progress Monitoring – Third Grade

Strand data found on the CST Math report reveals that third grade students in the Hispanic subgroup incorrectly answered 33% of the Measurement and Geometry (strand) questions on the California Standards Test.

Strand data found on the CST Math report reveals that third grade students in the Hispanic subgroup incorrectly answered 52% of the Place Value, Fractions and Decimals (strand) questions on the California Standards Test.

In order to ensure that all students meet District Goal 1, progress will be monitored through:

- Basic Math Facts
- Benchmarks
- Math Chapter and Unit Tests
- Report Card Data
- Timed Tests

Sitespecificmonitoringwillinclude: Eduplace.com, TOSA assistance, Achievedata.com and data discussions

Progress Monitoring – Fourth Grade

Strand data found on the CST Math report reveals that fourth grade students in the Hispanic subgroup incorrectly answered 34% of the Addition, subtraction, Multiplication and Division (strand) questions on the California Standards Test. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- Basic Math Facts
- Benchmarks
- Math Chapter and Unit Tests
- Report Card Data
- Timed Tests

Site specific monitoring will include: Eduplace.com, Achievedata.com and TOSA assistance

Progress Monitoring – Fifth Grade

Strand data found on the CST Math report reveals that fifth grade students in the Hispanic subgroup incorrectly answered 46% of the Statistics, Data analysis and Probability (strand) questions on the California Standards Test. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- Basic Math Facts
- Benchmarks
- Math Chapter and Unit Tests
- Report Card Data
- Timed Tests

Site specific monitoring will include: Eduplace.com, Achievedata.com and data discussions

Progress Monitoring – Sixth Grade

Strand data found on the CST Math report reveals that sixth grade students in the Hispanic subgroup incorrectly answered 69% of the Measurement and Geometry (strand) questions on the California Standards Test.

Strand data on the CST Math report reveals that sixth grade students in the Hispanic subgroup incorrectly answered 46% of the Operations with Fractions and Decimals (strand) questions on the California Standards Test.

In order to ensure that all students meet District Goal 1, progress will be monitored through:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Basic Math Facts | <input checked="" type="checkbox"/> Report Card Data |
| <input checked="" type="checkbox"/> Benchmarks | <input checked="" type="checkbox"/> Timed Tests |
| <input checked="" type="checkbox"/> Math Chapter and Unit Tests | |

Site specific monitoring will include: Achievedata.com, TOSA assistance. Eduplace.com and data discussions

GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Elementary Education
Department of K-12 Educational Services
Department of K-6 Instructional Services

SCHOOL ACTION PLAN – 2008/09

CARVER ELEMENTARY SCHOOL

DISTRICT GOAL 2

STUDENT GOALS

CELDT – Opportunity Gap

RFEP – Potential RFEP Students Attaining RFEP Status

(See Goal 2 and California English Language Development Test (CELDT) Reports)

AREAS FOR GROWTH

- Use of effective instructional strategies for ELD
- Increased focus on vocabulary development in the content areas
- Increased fidelity to ELD curriculum
- Increased opportunities for students to be engaged and to practice oral language
- More frequent progress monitoring
- More frequent specific interactions with ELL parents (ELAC)

Site-specific area(s) for growth include: Comprehension in all subject areas, Use of academic language and improved writing skills

ENGLISH LANGUAGE LEARNER ACTION STEPS

Based on the 2007/08 CELDT report, 46%% of English Language Learner students did not make growth due primarily to the area of WRITING. In order to meet District Goal 2, training and implementation will be focused on the areas as noted below:

English Language Learner Action Plan 1 (ELL Plan 1)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Academic Vocabulary | <input checked="" type="checkbox"/> Teaming or SWIM |
| <input checked="" type="checkbox"/> Early Intervention | <input checked="" type="checkbox"/> Thinking Maps |
| <input checked="" type="checkbox"/> English Now! | <input checked="" type="checkbox"/> Universal Access and Differentiated Instruction |
| <input checked="" type="checkbox"/> Houghton-Mifflin Advanced | <input checked="" type="checkbox"/> Universal Access within Comprehensive ELA |
| <input checked="" type="checkbox"/> <i>Language!</i> | Instruction Time |
| <input checked="" type="checkbox"/> Systematic English Language Development | <input type="checkbox"/> Write from the Beginning |

English Language Learner Action Plan 2 (ELL Plan 2)

Site-specific action steps include: Computer programs in classroom, portable computer lab and onsite computer lab and programs, Part time categorical teacher.

Progress Monitoring – Primary Grades

- | | |
|---|--|
| <input checked="" type="checkbox"/> Benchmarks | <input checked="" type="checkbox"/> Oral Language Progress Monitoring |
| <input checked="" type="checkbox"/> CLA | <input checked="" type="checkbox"/> Quality Instruction and Progress Monitoring |
| <input checked="" type="checkbox"/> DIBELS | in Phonemic Awareness and Phonics Areas |
| <input type="checkbox"/> <i>Language!</i> Content Mastery Tests | <input checked="" type="checkbox"/> Report Card Data |
| <input checked="" type="checkbox"/> On-Demand Writing Prompts | <input checked="" type="checkbox"/> Theme Skills Tests |
| <input type="checkbox"/> Oral Language Probes | <input checked="" type="checkbox"/> Written Language Progress Monitoring of Early Literacy |

Site specific monitoring will include: Achievedata.com, collaboration, English Now and Language Development programs

Progress Monitoring – Upper Grades

- | | |
|--|--|
| <input checked="" type="checkbox"/> Benchmarks | <input checked="" type="checkbox"/> Oral Language Progress Monitoring |
| <input checked="" type="checkbox"/> CLA | <input checked="" type="checkbox"/> Quality Instruction and Progress Monitoring |
| <input checked="" type="checkbox"/> DIBELS | in Phonemic Awareness and Phonics Areas |
| <input checked="" type="checkbox"/> <i>Language!</i> Content Mastery Tests | <input checked="" type="checkbox"/> Report Card Data |
| <input checked="" type="checkbox"/> On-Demand Writing Prompts | <input checked="" type="checkbox"/> Theme Skills Tests |
| <input type="checkbox"/> Oral Language Probes | <input checked="" type="checkbox"/> Written Language Progress Monitoring of Early Literacy |

Site specific monitoring will include: Achievedata.com, collaboration, English Now and Language Development programs

GARDEN GROVE UNIFIED SCHOOL DISTRICT

Office of Elementary Education
Department of K-12 Educational Services
Department of K-6 Instructional Services

SCHOOL ACTION PLAN – 2008/09

CARVER ELEMENTARY SCHOOL

SCHOOL CLIMATE

Please refer to:

- ASES Information
- Gap Students' Progress
- California Healthy Kids Survey Data (CHKS)
- School Expulsion, Suspension, and Truancy Data
- Uniform Management Information Reporting System Data (UMIRS)

SCHOOL CLIMATE ACTION STEPS

In order to meet District Goal 1 and 2, training and implementation will be focused on the areas as noted below:

School Climate Action Plan 1 (SC Plan 1)

- | | |
|---|---|
| <input type="checkbox"/> AVID Path | <input checked="" type="checkbox"/> Parent Involvement |
| <input checked="" type="checkbox"/> Boys and Girls Club Partnerships | <input checked="" type="checkbox"/> Pre-K to K Transitions |
| <input type="checkbox"/> Building Relationships with Students, Parents, and Staff | <input checked="" type="checkbox"/> Student Goal Setting |
| <input type="checkbox"/> Habits of a Scholar | <input type="checkbox"/> Student Mentoring |
| | <input checked="" type="checkbox"/> 10 Educational Commandments for Parents |

School Climate Action Plan 2 (SC Plan 2)

Site-specific action steps include: Ten Education Commandments, School Site Council, PTO

Please refer to:

- Parent Involvement Plan
- Positive Behavior Plan
- Safe Schools Plan

Progress Monitoring

- Behavioral Referral Data
- California Healthy Kids Survey Data
- Data Discussions
- Parent Conference
- Parent Survey
- Volunteer/Visitor Sign-In Sheet

Site specific monitoring will include: Student Study Team meetings