

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
MARSHALL ELEMENTARY SCHOOL

DISTRICT GOAL 1

SCHOOL WIDE GOALS

AYP – English Language Arts and Math

CURRENT SCHOOL DATA

SUBGROUP	ENGLISH LANGUAGE ARTS GROWTH REQUIRED			MATH GROWTH REQUIRED		
	2008	2009		2008	2009	
School Wide	55.60	63.00	7.40	70.60	75.50	4.90
Asian	84.40	87.00	2.60	91.90	92.60	0.70
Hispanic	36.50	46.00	9.50	56.60	63.80	7.20
White						
SED	47.50	56.30	8.80	66.50	72.10	5.60
EL	51.30	59.40	8.10	69.00	74.20	5.20

STUDENT GOALS

PROFICIENCY GAP – 56 students in English Language Arts, 39 students in math

OPPORTUNITY GAP – 91 students in English Language Arts, 61 students in math

AREAS FOR GROWTH

- Increased fidelity to programs
- Increased use of differentiation
- Increased use of systematic intervention
- Increased student engagement
- More frequent progress monitoring
- More frequent specific interactions with parents
- Use of effective instruction

ENGLISH LANGUAGE ARTS ACTION STEPS

Based on the 2007/08 CST report, 44.4% of students scored below proficiency, and 27% 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)

- Academic Vocabulary
- Direct Instruction
- Early Intervention
- English Now!
- Houghton-Mifflin Advanced Training
- Language!*
- Teaming (first grade)
- Thinking Maps
- Universal Access with Differentiated Instruction
- Write from the Beginning
- After School Intervention

English Language Arts Action Plan 2 (ELA Plan 2)

Site specific action steps include: This is the second year utilizing Thinking Maps; a few teachers at specific grade spans will be trained as Teacher Trainers in Write from the Beginning in 2009.

Progress Monitoring – Kindergarten

Data from the Fall CLA reveals that kindergarten students in the Hispanic and Vietnamese subgroups need assistance in learning the letter sounds and assistance in grade level appropriate writing. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- Benchmarks
- CLA
- DIBELS
- Language!* Content Mastery Tests
- Leveled Reading Passages
- On-Demand Writing Prompts
- Report Card Data
- Theme Skills Tests

Site specific monitoring tools include: daily observations, anecdotal records, HM workbook pages, daily writing opportunities, and Accelerated Reader.

Progress Monitoring – First Grade

First grade students in the Hispanic and Vietnamese subgroups need assistance in the area of reading comprehension and writing strategies. In order to ensure that all students meet District Goal 1, progress will be monitored through:

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

Site specific monitoring tools include: Accelerated Reader and daily writing.

Progress Monitoring – Second Grade

Second grade students in the Hispanic and Vietnamese subgroups need assistance in the area of reading comprehension and writing strategies. 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 type="checkbox"/> DIBELS | <input checked="" type="checkbox"/> Report Card Data |
| <input type="checkbox"/> <i>Language!</i> Content Mastery Tests | <input checked="" type="checkbox"/> Theme Skills Tests |

Site specific monitoring tools include: Accelerated Reader and HM Writing Process with District scoring guides.

Progress Monitoring – Third Grade

Strand data found on the cluster report reveals that third grade students in the Hispanic subgroup incorrectly answered 44% of the reading comprehension (strand) questions and 55% of the writing strategies (strand) questions on the California Standards Test. Strand data found on the cluster report reveals that third grade students in the Vietnamese subgroup incorrectly answered 25% of the reading comprehension (strand) questions and 36% 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 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: Accelerated Reader and HM Writing Process with District scoring guides.

Progress Monitoring – Fourth Grade

Strand data found on the cluster report reveals that fourth grade students in the Hispanic subgroup incorrectly answered 45% of the reading comprehension (strand) questions and 49% of the writing strategies (strand) on the California Standards Test. Strand data found on the cluster report reveals that fourth grade students in the Vietnamese subgroup incorrectly answered 23% of the reading comprehension (strand) questions and 25% of the writing strategies (strand) 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 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: Accelerated Reader and HM Writing Process with District scoring guides.

Progress Monitoring – Fifth Grade

Strand data found on the cluster report reveals that fifth grade students in the Hispanic subgroup incorrectly answered 55% of the reading comprehension (strand) questions and 34% of the writing strategies (strand) on the California Standards Test. Strand data found on the cluster report reveals that fifth grade students in the Vietnamese subgroup incorrectly answered 23% of the reading comprehension (strand) questions and 21% of the writing strategies (strand) 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 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: Accelerated Reader and HM Writing Process with District scoring guides.

Progress Monitoring – Sixth Grade

Strand data found on the cluster report reveals that sixth grade students in the Hispanic subgroup incorrectly answered 46% of the reading comprehension (strand) questions and 49% of the writing strategies (strand) on the California Standards Test. Strand data found on the cluster report reveals that sixth grade students in the Vietnamese subgroup incorrectly answered 32% of the reading comprehension (strand) questions and 30% of the writing strategies (strand) 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 type="checkbox"/> DIBELS | <input checked="" type="checkbox"/> Report Card Data |
| <input checked="" type="checkbox"/> <i>Language!</i> Content Mastery Tests | <input type="checkbox"/> Theme Skills Tests |

Site specific monitoring tools include: Accelerated Reader and HM Writing Process with District scoring guides.

MATH ACTION STEPS

Based on the 2007/08 CST report, 29.4% 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: Co-plan/co-teach and observation opportunities for teachers to become familiar with the Project G delivery model and math facts strategies.

Progress Monitoring – Kindergarten

Kindergarten students need assistance in number recognition, number sense, and automaticity of 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 type="checkbox"/> Benchmarks | <input type="checkbox"/> Timed Tests |
| <input type="checkbox"/> Math Chapter and Unit Tests | |

Progress Monitoring – First Grade

First grade students need assistance in automaticity of 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 | |

Progress Monitoring – Second Grade

Second grade students need assistance in measurement and geometry. They also need assistance in automaticity of 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 | |

Progress Monitoring – Third Grade

Strand data found on the CST Math report reveals that third grade students in the Hispanic subgroup incorrectly answered 35% of the measurement and geometry (strand) questions and 30% of the multiplication, division, and fraction (strand) questions on the California Standards Test. Strand data found on the CST Math report reveals that third grade students in the Vietnamese subgroup incorrectly answered 23% of the measurement and geometry (strand) questions. 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 | |

Progress Monitoring – Fourth Grade

Strand data found on the CST Math report reveals that fourth grade students in the Hispanic subgroup incorrectly answered 26% 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:

- | | |
|---|--|
| <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 | |

Progress Monitoring – Fifth Grade

Strand data found on the CST Math report reveals that fifth grade students in the Hispanic subgroup incorrectly answered 35% of the measurement and geometry (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 | |

Progress Monitoring – Sixth Grade

Strand data found on the CST Math report reveals that sixth grade students in the Hispanic subgroup incorrectly answered 40% of the estimation, percents, and factoring (strand) questions on the California Standards Test. Strand data found on the CST Math report reveals that sixth grade students in the Vietnamese subgroup incorrectly answered 23% of the estimation, percents, and factoring (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 | |

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MARSHALL ELEMENTARY SCHOOL

DISTRICT GOAL 2

STUDENT GOALS

CELDT – Opportunity Gap-100 students

RFEP – Potential RFEP Students Attaining RFEP Status-34 students

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: cadre of teachers will be attending staff development from EL Achieve and future staff development will be provided in the area of English Language Development.

ENGLISH LANGUAGE LEARNER ACTION STEPS

Based on the 2007/08 CELDT report, 34% of English Language Learner students did not make growth due primarily to the area of writing (listening/speaking/reading/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 for ELD |
| <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 type="checkbox"/> Universal Access within Comprehensive ELA Instruction Time |
| <input checked="" type="checkbox"/> <i>Language!</i> | <input type="checkbox"/> Write from the Beginning |
| <input type="checkbox"/> Systematic English Language Development | |

English Language Learner Action Plan 2 (ELL Plan 2)

Site specific action steps include: ensure that ELD time is being utilized effectively with English Now!, language development skills and writing strategies.

Progress Monitoring – Primary Grades

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

Progress Monitoring – Upper Grades

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

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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 checked="" type="checkbox"/> AVID Path | <input checked="" type="checkbox"/> Parent Involvement |
| <input checked="" type="checkbox"/> Boys and Girls Club Partnerships | <input type="checkbox"/> Pre-K to K Transitions |
| <input checked="" 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)

Find out specific needs from our families and provide training and/or discussion opportunities with the school.

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: Monthly parent meetings at Bentley Parke, 10 Education Commandments both in English and Spanish, and Family Enrichment Nights.