

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

NEWHOPE ELEMENTARY SCHOOL

DISTRICT GOAL 1

SCHOOL WIDE GOALS

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

CURRENT SCHOOL DATA

SUBGROUP	ENGLISH LANGUAGE ARTS GROWTH			MATH GROWTH		
	2008	2009	REQUIRED	2008	2009	REQUIRED
School Wide	48.40	57.00	8.60	56.10	63.40	7.30
Asian	76.90	80.80	3.90	87.20	89.30	2.10
Hispanic	41.70	46.00	4.30	49.50	57.90	8.40
White						
SED	45.60	46.00	0.40	52.10	60.10	8.00
EL	44.30	46.00	1.70	55.20	62.70	7.50

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 type="checkbox"/> Increased fidelity to programs | <input 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:

- Universal Access/ Strategies for differentiation will continue to be utilized and "fine tuned" to increase student Goal 1 & 2 performance. Dedicated UA time will continue to be a focus of implementation.
- Specific attention will be given to students moving within specific SWIM class designations, and even more to those "bouncing" between teachers as they move from one class designation to another (for example, from strategic to benchmark). As the data showed holding a student in a class that was not their highest potential, or dropping a student to a lower level than their capability each was ineffective (in most such cases, student performed significantly below expectations, and/or dropped from their initial designation). Such situations lend to the assumption that above their instructional level was better than beneath it. Attention will be given to such moves, and monitoring such students moved, accordingly.
- Increased parent support and involvement will be accomplished under the direction of the principal and Site Program Coordinator (SPC) for Parents, focused on Parent Education, Committees, Student/ Parent Involvement, etc.
- Systematic "Tiered" intervention (Tier 1 as regular practice, Tier 2 as specific focus during/ after school) will occur with specific subgroups of identified students across the grade levels, K-6. These interventions may occur during and/or after the school day, in 2-4 week period duration. SWIM grouping will continue to occur; efforts to assist the SWIM teacher in a manageable schedule, the SWIM students into appropriate LRE and situations for academic progress, specific attention to math Goals and Objectives/ Grade Level Progress, and instructional setting (particularly for upper graders) will provide primary foci.

- Fifth and third grade student demonstrated growth at certain teaming (SWIM) reading designations, and lacked growth at others. These two grade levels constitute the most difficult performance areas for students and schools, and continue to merit specific attention in the current year.
- The need for fresh math curriculum, instruction and student progress strategies were noted in the data: math progress has leveled over the last testing year(s). Instructional time (the loss of due to scheduling and the dominance of the Language Arts and Language Development Blocks) and the lack of specific skill building was noted.
- Specific attention to potential candidates for redesignation was noted; of 107 RFEP candidates, 22 were redesignated, 49 due to low writing scores. Attention to these 49 students and their writing/ English development needs were noted.

ENGLISH LANGUAGE ARTS ACTION STEPS

Based on the 2007/08 CST report, 51.60% of students scored below proficiency, and 44% 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 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 type="checkbox"/> English Now! | <input checked="" type="checkbox"/> Write from the Beginning |
| <input checked="" type="checkbox"/> Houghton-Mifflin Advanced Training | |
| <input type="checkbox"/> Language! | <input checked="" type="checkbox"/> After School Intervention |

English Language Arts Action Plan 2 (ELA Plan 2)

Site specific action steps include:

1. Academic Vocabulary will specifically be pursued through the English Development Block Daily in English Now or Language Development Classes, through Bringing Words to Life strategies to employ Tier 2 vocabulary progress and through the use of Thinking Maps.
2. Tier 2 Interventions will be pursued, based on data success/ needs among the specific focus groups identified, across grade levels. Interventions will take place in ELA both within and outside the school day for grades 1-6, and after the school day for Kindergarten.
3. HM Advanced Training in UA usage will be implemented by all Newhope teachers. Teachers will continue to become more proficient, effective and consistent in their use of UA time to meet the instructional needs of students in Language Arts.
4. Specific attention will be given to the Word Works section of HM instruction, to Word Pattern Boards and their usage, to student interaction with all boards (particularly Word Pattern and Comprehension Skill/ Strategy, but Theme, Writing and Others in general), and to Comprehension Strategy/ Skill Questioning design, strategies, techniques and instruction.
5. Write from the Beginning (WFTB) and Thinking Maps (TM) will constitute our site's strategy focused goal. Early Start teachers in WFTB will implement this program following their training under the direction of TOT's trained to aide in this process. All other teachers will continue to implement and fine tune Thinking Maps usage across subject matter and grade levels.

Progress Monitoring – Kindergarten through Sixth Grades

1. Schoolwide, Proficiency Gap (PG) students were identified as 16.7% of 61.7% who were potentially proficient in 2007-8 but did not reach proficiency on the CST ELA. These 54 PG students (45 of whom are in our Hispanic subgroup) will be identified in each Language Arts, Writing and LD class they attend as target group students in the strategies listed above (e.g. Word Works, Comprehension Skill/ Strategy, UA Time, questioning strategies, Tier 2 intervention formation, etc.). Broken down by grade level, the group comprises 12 third graders, 19 fourth graders, 12 fifth graders, and 11 sixth graders.
2. "Skinny P" students, identified as 40 students (8 in 3rd, 7 in 4th, 12 in 5th, & 13 in 6th) who scored between 350-365 on the 2008 CST ELA, will be monitored closely for needed intervention and instruction similar to the PG group notes above, should and if the individuals

withing this group fall below proficiency levels as measured on Summative, Theme Skills, and Selection Tests.

3. Potential RFEP students from all areas of 2008 (CELDT, CST ELA, Grade Level Performance) except passing the Spring writing sample will be identified and targeted for writing intervention and bolstered instruction. Use of Thinking Maps, Write from the Beginning and District Genre Specific Writing will be employed to maximize improvement.
4. To increase Goal #1 performance in first through sixth grade, "Skinny B's," "Skinny BB's," "Skinny FBB's;" in essence, our band jumpers at each SWIM teaming designation will be identified and targeted for improvement utilizing the strategies above as well as instruction and intervention specific to the needs of the learning level (intensive, strategic and benchmark). Advanced students will be provided appropriate cognitive challenge to bolster their potential.
5. Kindergarten and first students will receive specific early intervention strategic instruction, Tier 2 during and/ or after school intervention, UA type activities, and lower student to instructor ratio through the specific assignment of instructional aide to increase early literacy development. The Torgesen Kit and CLA will be utilized to increase phonemic awareness and phonics.

MATH ACTION STEPS

Based on the 2007/08 CST report, 47.9% of students scored below proficiency on the CST Math and 40% did not move up a band, on the CST in 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:

1. All teachers will focus on utilizing Direct Instruction as a meta strategy in math instruction and design. Many teachers have determined to implement Project G strategies and methods with their students in the current year (well over half). More than half of Newhope's teachers are utilizing PowerPoint lessons developed to highlight key math concepts.
2. The FirstSteps Math technology program will be sought for purchase and implemented by piloting teachers for 10 minutes per day for each student in pilot classrooms.

Released test questions and/or POD questions will be systematically utilized to increase student problem solving skills.

3. After school intervention will be utilized in grade levels who determine, by data analysis, that this area supercedes the Language Arts needs of their specific students at their grade level.

Progress Monitoring – Kindergarten through Sixth Grade

- Schoolwide, Proficiency Gap (PG) students were identified as 13.8% of 69.5% students who were potentially proficient in 2007-8 but did not reach proficiency on the CST Math. These 45 PG students (41 of whom are in our Hispanic subgroup) will be identified in each of their homeroom math classes and targeted with the above MA Plan 2 strategies. Broken down by grade level, the group comprises 4 third graders, 12 fourth graders, 15 fifth graders, and 14 sixth graders.

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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:

As Newhope is predominantly a Goal #2 school, with 75-80% of our student population beginning their student academic "career" with a home language other than English, all FIVE of our ELA Specific Goals (Academic Vocabulary Tier 2 vocabulary, Tier 2 Interventions, implementation of HM Advanced Training in UA usage, specific attention will be given to the Word Works/ Word Pattern Boards and to Comprehension Strategy/ Skill Questioning design, Write from the Beginning (WFTB) and Thinking Maps (TM)) relate specifically to our Goal 2 progress.

ENGLISH LANGUAGE LEARNER ACTION STEPS

Based on the 2007/08 CELDT report, 41% 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 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 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 checked="" type="checkbox"/> Write from the Beginning |

English Language Learner Action Plan 2 (ELL Plan 2)

Site specific action steps include:

Progress Monitoring – Primary Grades

- | | |
|--|---|
| <input checked="" type="checkbox"/> Benchmarks | <input type="checkbox"/> Oral Language Progress Monitoring |
| <input checked="" type="checkbox"/> CLA | <input type="checkbox"/> Quality Instruction and Progress Monitoring |
| <input 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 type="checkbox"/> Written Language Progress Monitoring of Early Literacy |

Site specific monitoring will include:

Progress Monitoring – Upper Grades

- | | |
|--|--|
| <input checked="" type="checkbox"/> Benchmarks | <input type="checkbox"/> Oral Language Progress Monitoring |
| <input checked="" type="checkbox"/> CLA | <input type="checkbox"/> Quality Instruction and Progress Monitoring |
| <input 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 |

Oral Language Probes

Written Language Progress Monitoring of Early Literacy

Site specific monitoring will include:

In addition to these, Newhope will:

1. Supplement/ modify English Now! strategies with appropriate Vocabulary, Oral, and Writing development methods so as to increase Goal 2 performance through more refined strategies during the English Development block (e.g. use of Bringing Words to Life strategies, Tier 2 vocabulary, basic sentence usage/ writing, etc.).
2. Focus upon and give more opportunity to our 85 potential RFEP students who did not reclassify, identifying the major reason(s) for this lack.
3. Pay particular instructional attention to our 49 potential but non- RFEP students who were not reclassified due to low writing performance through identification, monitoring, added instruction, increased attention to Write from the Beginning or Thinking Maps, conferencing, HM Writing district strategies.
4. Balance the components of LD instruction as related to CELDT areas of testing (Speaking, Listening, Reading and Writing)
5. Not allow student repetition of ENA-ENC- moving such students into appropriate L.D. classes.
6. Utilize the site PTCT('s) and a Kindergarten teacher to move Language Development block instruction in the Upper Grades to the end of the day, while still maintaining smaller class sizes in ENA-ENC.

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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)

Site specific action steps include:

1. Increasing parent participation and involvement through the designation of one SPC (Site Program Coordinator) to parent and community support.
2. Increasing parent participation and meeting frequency of Newhope PTO (monthly meetings, regular student support, service, and fundraising through carnival, boutique, beautification, OSS support, Book Fairs/ RIF, etc.), ELAC (monthly meetings), Title 1/ Redesignation Meeting (3 times per year), and the SSC (5-6 meetings per year).
3. Expanding Parent Education and Involvement through expansion of 10 Commandments Classes, Active Parenting Now Classes, Boys and Girls Club Partnerships, an English Learner Parent Education Night, a student weekly Karate class, referral to the Fitz ESL parent program, invitation of parents to Friday Assemblies, and regular Friday parent coffees. Attention will be given to potentially reconstituting our site's "Building Relationships Level 2" team. Partnership will be sought from the O.C. D.A.'s office for specific gang prevention discussions and activity in the current year.
4. Conducting an English Learner parent/ student night to increase parent interaction, awareness and involvement in the instruction of their children.

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: Sign in lists for all above activities/ meetings, parent participation, feedback from Parent Survey, Conference attendance, meeting discussion, referrals and suspension information.