

**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	ENGLISH LANGUAGE ARTS*			MATH*		
	2010	2011	2012 Target	2010	2011	2012 Target
School Wide	67.50	65.70	78.4%	77.70	77.50	79.0%
Asian			78.4%			79.0%
Hispanic			78.4%			79.0%
White	70.80	69.50	78.4%	79.60	79.00	79.0%
SED			78.4%			79.0%
EL			78.4%			79.0%

\*Blank = Not a Significant Subgroup

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**ENGLISH LANGUAGE ARTS ACTION PLAN (ELA PLAN)**

Based on the 2010/11 CST report, **32.8 %** of students scored below proficiency, and **24 %** 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
<b>Early Intervention</b>	<ul style="list-style-type: none"> <li>Teachers will continue training in the utilization of DIBELS to identify students who need extra assistance and the areas in which extra assistance is needed.</li> <li>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.</li> </ul>	Fall 2012  Leadership Principal	*Sign-in Sheets *Testing Booklets *Observations *Collaboration Notes
<b>Extended Day Opportunities</b>	<ul style="list-style-type: none"> <li>Teachers will provide targeted, explicit support to students at-risk before or after school in ELA and/or math.</li> <li>Additionally, teachers will monitor the growth of at-risk students using a variety of assessments.</li> </ul>	Winter 2011 Ongoing  Leadership Principal	*Sign-in Sheets *Observations *Collaboration Notes
<b><i>Language!</i></b>	<ul style="list-style-type: none"> <li>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.</li> <li>All teachers will implement <i>Language!</i> with fidelity.</li> </ul>	<b>Training:</b>  Fall 2011 Ongoing  Principal TOSA	*Sign-in Sheets  *Observations
<b>Strategy Academy</b>	<ul style="list-style-type: none"> <li>Teachers will receive information from the district-organized Strategy Academy session on Houghton Mifflin Medallions.</li> <li>All teachers will utilize elements from the training in the planning and instruction of English Language Arts.</li> </ul>	Oct-Nov 2011  December 2011  Leadership Principal	*Sign-in Sheets *Observations *Collaboration Notes
<b>Teaming or SWIM</b>	<ul style="list-style-type: none"> <li>Teachers will scaffold instruction, strategies, and support based on students' current levels, with the goal that all students reach proficiency.</li> <li>Teachers will collaborate weekly to ensure curricula is best implemented and to dialogue to determine the best support for all students.</li> </ul>	Winter 2011  Leadership Principal	*Sign-in Sheets *Observations *Collaboration Notes
<b>Universal Access (UA) with Differentiated Instruction</b>	<ul style="list-style-type: none"> <li>Teachers will use data to determine who needs extra support and the areas in which they need extra support.</li> <li>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.</li> </ul>	Winter 2011  Leadership Principal	*Sign-in Sheets *Observations *Collaboration Notes
<b>Write From The Beginning (WFTB)</b>	<ul style="list-style-type: none"> <li>Teachers will build on Thinking Maps to support student writing, particularly during the prewriting and drafting phases of the writing process.</li> <li>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.</li> </ul>	<b>WFTB TOT</b> Aug-June 2012  Leadership Principal	*Sign-in Sheets *Observations *Collaboration Notes

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**MATH ACTION PLAN (MA PLAN)**

Based on the 2010/11 CST report, **24.1 %** of students scored below proficiency, and **24 %** 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:

ACTION STEPS		Timeline/Target Date/ Scheduled Trainings	Monitoring Responsibility	Evidence of Completion
<b>Math Intervention</b>	<ul style="list-style-type: none"> <li>Teachers will instruct students using the Beyond the Basic Facts math facts program.</li> <li>Students will be identified through administration of assessments.</li> <li>Students will receive additional time for this program either before, during, or after school.</li> </ul>	Fall 2011  Ongoing	Leadership  Principal	*Sign-in Sheets *Observations *Collaboration Notes
<b>Project G</b>	<ul style="list-style-type: none"> <li>All teachers will continue to implement the instructional pacing, lesson design, and assessment outlined in the Project G training.</li> <li>Participate in the Project G leadership training.</li> </ul>	<b>Training:</b> Aug through Nov 2011	Leadership  Principal	*Sign-in Sheets *Observations *Collaboration Notes
<b>Other</b>				

**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:

- \_\_\_\_\_ Listening
- \_\_\_\_\_ Speaking
- \_\_\_\_\_ 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
<b>Systematic English Language Development (SELD)/ Academic Language Development (ALD)</b>	<ul style="list-style-type: none"> <li>All teachers will receive training in SELD/ ALD.</li> <li>Teachers will incorporate all strategies from the training into their ELD and language development lessons on a regular basis.</li> </ul>	<b>Training:</b> Ongoing	Leadership  Principal	*Sign-in Sheets *Observations *Collaboration Notes
<b>Extended Day Opportunities</b>	<ul style="list-style-type: none"> <li>Teachers will provide targeted, explicit support to students at-risk of not meeting District Goal #2.</li> <li>Teachers will monitor the growth of at-risk students using a variety of assessments.</li> </ul>	Spring 2012	Leadership  Principal	Sign-in Sheets *Observations *Collaboration Notes

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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.

<b>SCHOOL CLIMATE</b>	
<b>Anti-Bullying Program</b>	<ul style="list-style-type: none"> <li>• Second grade classes will participate in the Anti-Bullying program.</li> </ul>
<b>PATH/Habits of a Scholar</b>	<ul style="list-style-type: none"> <li>• Sixth grade teachers will implement the PATH program with students.</li> </ul>
<b>Student Goal Setting</b>	<ul style="list-style-type: none"> <li>• A school wide student goal setting program will be implemented.</li> <li>• Components will include data review, individual goal setting aligned with district goals, and recognition of student progress.</li> </ul>
<b>Student Mentoring</b>	<ul style="list-style-type: none"> <li>• A school wide student mentoring program will be established.</li> <li>• Specific students will be mentored by school employees based on identified need.</li> </ul>
<b>10 Education Commandments</b>	<ul style="list-style-type: none"> <li>• Training will be offered for the purpose of implementing the program at the school site.</li> <li>• 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.</li> <li>• Training will be offered for parents and staff to incorporate parents into the school-team model.</li> </ul>
<b>40 Developmental Assets</b>	<ul style="list-style-type: none"> <li>• Training will be offered for the purpose of implementing the program at the school site.</li> <li>• Determine how the 40 Developmental Assets program will be coordinated with existing parent education programs, such as 10 Education Commandments.</li> <li>• Promote the new parent program and begin implementation during the school year.</li> </ul>
<b>Community Outreach Meetings</b>	<ul style="list-style-type: none"> <li>• Parents and staff will attend meetings based on parent-driven topics of interest.</li> <li>• Parents and staff will share the information with their principal, staff, and other parents.</li> <li>• Schools may host site based Community Outreach Meetings, modeled after the district Community Outreach Meetings.</li> </ul>
<b>Tobacco-Use Prevention Education (Grade Six)</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Other</b>	

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<b>SUPPLEMENTAL SUPPORT ACTIVITIES</b>	
<b>Science/Health</b>	<ul style="list-style-type: none"> <li>• All students will participate in appropriate grade level science standards.</li> <li>• Students will be prepared to meet the CST science AYP targets.</li> <li>• 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.</li> </ul>
<b>History/Social Science</b>	<ul style="list-style-type: none"> <li>• All students will participate in appropriate grade level history/social science standards.</li> <li>• 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.</li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• All students will participate in appropriate grade level physical education standards.</li> <li>• 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.</li> </ul>
<b>Fine and Performing Arts</b>	<ul style="list-style-type: none"> <li>• All students will participate in appropriate grade level fine and performing arts standards.</li> <li>• 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.</li> </ul>
<b>Environments Conducive to Learning</b>	<ul style="list-style-type: none"> <li>• Equipment (including maintenance), materials, and supplies may be funded to support school side goals.</li> <li>• Funding may support home-school communication in major primary languages represented in the school.</li> </ul>
<b>Support Personnel</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Categorical Extra Duty Personnel Requests may be completed for extra time requested.</li> <li>• Additional time for counseling services (Straight Talk), nurses, and/or school psychologists may also be supported.</li> </ul>
<b>School Library Materials</b>	<ul style="list-style-type: none"> <li>• Materials and supplies to support the library program.</li> </ul>

**Plan pages continued in Section B**

- Safe Schools Plan
- School Parental Involvement Plan