

Planned Improvements in Student Performance **HLA**

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT AREA/English Program/Students
LEA GOAL
Provide an academic program aligned with the Common Core Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #3
Continuously working toward 100% of students in all significant subgroups at HLA performing at grade level or higher in English Language Arts and Mathematics. This goal will be pursued in a manner consistent with the HLA LCAP. This includes LCAP Goal 1 - Professional Development, Goal 2 - Curriculum, Goal 3 - RTI, Goal 4 - parental involvement and Goal 6 - School Climate. in ELA and math.
Data Used to Inform This Goal
CST, CELDT, DRA Benchmarks K-3, CKLA, EnVisions and Renaissance and SuccessMaker assessments, and teacher created assessments.
Findings from the Analysis of the Data
How the School will Evaluate the Progress on this Goal
CST, California English Language Development Test (CELDT), DRA Benchmarks, ZOOM! Data Director Benchmarks, EnVisions Math Assessments, CKLA Assessments, Renaissance and SuccessMaker assessments, and teacher created curriculum-embedded assessments.

Action to be Taken to Reach this Goal	Timeline	Person(s) Responsible	Description	Type	Proposed Expenditure(s)	Funding Source	Amount
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administrators work with the classroom teachers to identify EL students.

B. A Primary Language Assessment is sent home to every EL student in their primary language.

C. CELDT testing is administered by the HLA administrators during the CELDT testing window.

D. Administrators will pre-score the CELDT results and communicate these results to the classroom teachers to ensure appropriate placement of EL students so services can begin immediately.

E. Once the official CELDT results are received from the state, the results will be communicated to the teachers and parents.

F. All teachers with EL students in their classrooms will complete a minimum of 20 minutes of ELD push-in teaching in addition to their core subject instruction.

G. HLA teaching staff uses GCC Board approved and aligned curriculum, instruction and materials to cover the California State content and performance standards including but not limited to:

- CKLA English Language Arts with English Learner Support
- Envisions Math with English Learners Handbooks
- Core Knowledge History and Geography
- Core Knowledge Science
- Delta Education FOSS Kits for Science

Para-professionals.

- Folders for organization of EL groupings
- Picture Cards for EL support
- Games for EL support
- Supplemental materials for EL support

Action to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	Description	Type	Funding Source	Amount
<p>A. Test EL students once a year using the CELDT.</p> <ul style="list-style-type: none"> making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)) <p>B. Ensuring through various assessments (named below) that students advance one CELDT level per year.</p> <ul style="list-style-type: none"> annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)) <p>C. Test EL students once a year using the CELDT.</p>	<p>A- Once per year</p> <p>B- On-going</p> <p>C- Once per year</p>	<p>teachers and administrators.</p>	<p>-Cost of CELDT testing booklets and examiner's manuals.</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I</p>	<p>500</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	Description	Type	Funding Source	Amount
<p>A. HLA is committed to increasing parental involvement in the school community and for the purpose of promoting academic achievement in the following ways:</p> <ul style="list-style-type: none"> Parent Faculty Organization (PFO) meets once a month. The PFO consists of HLA parents/guardians, community members, classroom teachers, paraprofessionals, and administrators. The PFO is an important vehicle to demonstrate support for HLA programs, share ideas and voice any concern to the site administrators. The PFO plans and implements events and fundraisers to support educational projects and programs which are vital to the success of the school. 	<ul style="list-style-type: none"> The first Thursday of the month from 6:00- 7:00 and special meetings as needed to plan events. 	Parents, staff, students, and community members.		<ul style="list-style-type: none"> Administrative Costs Copying Costs Binder Costs for PFO and SSC 	None Specified	Title I	75
<ul style="list-style-type: none"> School Site Council (SSC) assists the school in determining the educational program through active parent, student, and staff participation. Each meeting allows opportunity for parent/public input regarding items of interest. 	-The first Thursday of the month from 5:00-6:00.	Parents, staff, students, and community members.					

Action to be Taken to Reach This Goal	Timeline	Persons Responsible	Description	Proposed Expenditure(s)	Type	Funding Source	Amount
<ul style="list-style-type: none"> Family Nights are hosted on the HLA campus in the evenings to increase knowledge of the school's expectations, literacy, science, cultural awareness and build relationships between parents, students, and staff. These events are held every other month and include: Orientation, Chuck E Cheese Family Night (2 per year), Black History Month Program, Read Across America Night, and the Science and Invention Fair. 	- Every other month.	Parents, staff, students, and community members.					
<ul style="list-style-type: none"> Back to School Night and Open House. The families are invited to come and learn about the educational program 	- In August and May.	Parents, staff, students, and community members.					
<ul style="list-style-type: none"> Translations for formal Parent/Teacher conferences in the parent's primary language. 	- On-Going	Parents, staff, students, and community members.					
<ul style="list-style-type: none"> Translations for informal conversations between staff and parents in the parent's primary language. 	- On-Going	Parents, staff, students, and community members.					
<ul style="list-style-type: none"> Written translations for recruitment materials in parent's primary language. 	- On-Going	Parents, staff, students, and community members.					

<ul style="list-style-type: none"> • Academic achievement in the core academic subjects A. English Language Arts: SRA Imagine It! with English Language Support Guide. The objectives of this support guide is to make reading lessons as comprehensible as possible for students learning English, while also providing opportunities for oral and written responses. B. Mathematics: Saxon Math with Confidence and Success for EL Students. Saxon focuses on best teaching practices in EL instruction. The Saxon Math program follows a predictable daily routine and a stable schedule that helps create a sense of security and reduces the anxiety English learners may have towards school and/or math. EL students know what is expected of them every day. • Saxon Math Primary program begins every day with a class meeting which gives students the opportunities to preview, review, and master real-world math skills while communicating their reasoning and math understandings. Every day math time is broken up into The Meeting, Fact Practice, New Concept, and Written Practice. This helps EL learners to know what is expected of them as difficult concepts are introduced. • The Saxon Math Intermediate program 	<ul style="list-style-type: none"> • Curriculum costs • Paraprofessional costs • Supplies for small group EL instruction • Copying costs <p>depending on curriculum adoption</p>
<p>also provides the predictable routine</p> <p>The Single Plan for Student Achievement</p>	

<p>children</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching skills</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom</p> <ul style="list-style-type: none"> HLA has weekly professional development meetings on Fridays. During these meetings we discuss best teaching practices for all students. We discuss SDAIE strategies and instructional techniques to ensure our EL students are getting the most valuable instruction available. Grade level cohorts discuss EL strategies frequently depending on progress monitoring results. EL strategies are discussed in Data Step Back meetings every 6 weeks. Differentiated flexible groupings according to students' abilities formulated from progress monitoring results. This <p>differentiated instruction is given</p>	<p>paraprofessionals, parents</p>	<ul style="list-style-type: none"> Administrative costs
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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)	Type	Funding Source	Amount
Upgrade to program objectives and effective instructional strategies, if applicable A. Reviewing EL strategies, procedures, and teaching practices for progress monitoring of EL students.	On-going	Teachers	- Administrative costs				
a. tutorials and academic or vocational education for LEP students and/or b. intensified instruction <ul style="list-style-type: none"> • Teacher push-in at least 20 minutes per day, pull-out at least 60 minutes per week, After School Program intervention tutoring and homework assistance. As funding permits. 	On-going	Teachers, administrators, paraprofessionals	<ul style="list-style-type: none"> • Administrative costs • Tutoring costs for teachers @ \$40/hour 	None Specified	Title I		2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	Type	Funding Source	Amount
<ul style="list-style-type: none"> On-going assessments in math and reading at least every six weeks, more for under achieving students. Using Data Director ZOOM! to upload and analyze assessment data. Intervention pull-outs. Assessing all student needs through Data Step Back Meeting with each teacher and the administrators. The purpose of these meetings is for each teacher to bring the data they have collected through various assessments. The teacher, vice principal, and principal go over the data and target students who are falling behind in the areas of reading and math. A SMART goal is set for the next six weeks for these students. Six weeks later, the teacher, vice-principal, and principal meet again to see if the reading and math goals were met and set a new one. This is a time for individual student data analysis, including EL students to ensure they are making appropriate progress. If they are not, the school works as a team to develop strategies to ensure all students are reaching their academic goals. 	At least every six weeks.	Teachers, administrators, paraprofessionals.	<ul style="list-style-type: none"> Administrative costs Copying costs Cost of ZOOM! 	None Specified	Title I	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expense (Type)	Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Parent/Student Orientation Night • Back to School Night • Academic Family Nights • School Site Council • Parent Faculty Organization • Community liaison who communicates with feeder pre-schools • Verbal translations of report cards during Parent/ Teacher Conferences • Verbal translations for informal conversations between staff and parents • Recruitment material in parent's primary language • Home language survey in parent's primary language • Various materials from the CDE website in parent's primary language • Open House 	<p>There is an event at least once a month.</p>	<p>Teachers, other staff, students, parents</p>	<p>None Specified</p>	<ul style="list-style-type: none"> • Administrative Costs • Copying costs • Mailing costs 	<p>Title I</p>		<p>75</p>

Actions to be Taken to Reach this Goal	Timeline	Person(s) Responsible	Funding Source	Amount
<p>a. The acquisition or development of educational technology or instructional materials</p> <p>b. Access to, and participation in, electronic networks for materials, training, and communication</p> <p>c. Incorporation of the above resources into curricula and programs</p> <ul style="list-style-type: none"> • 29 station computer lab • Extra computer time for EL students on various technological resources such as: Rosetta Stone, www.starfall.com, www.learn360.com, variety of phonics and math websites, Leap Frog interactive books, listening centers, and CD's. 		Teachers, and students.	None Specified	800
<ul style="list-style-type: none"> • Consortia of GCC schools participate in ELAC meetings; HLA is a member of this consortium • Implementation of GCC EL Master Plan 		Administrators of many GCC sites, GCC Director of Categoricals	General Fund	

placement in a language instruction educational program

b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement

c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction

d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child

e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation

f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools

g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child

h. information pertaining to parental rights that includes written guidance

paraprofessionals,
parents

- Administrative costs

