

Los Amigos School Site Plan Abstract 2003-2004

The Los Amigos School Site Plan serves as the road map to help us reach our mission. The plan is a living document developed through full participation of the entire staff and School Site Council. The plan is continually evolving, and its development and implementation has resulted in a strong collegial approach in everything that is done at Los Amigos School.

Major accomplishments during the 2002-2003 school year included:

- Attendance vastly improved in seven of nine months of school this year (compared to last year)-no data for tenth month, June, yet. This is due to our aggressive effort to make home/community connections, make school a positive place for children, and we launched a positive attendance incentive program.
- Redesignation rate of EL students to RFEP at 22% this year. Only 11 English Learners left in fifth grade going on to middle school.
- 38% of our English Learners moved up and out of the early intermediate and beginning levels on the CELDT. In 2001, 74% were in those two bottom levels, and this year, only 36% were in those bottom levels.
- Launched the Shared Book Room to provide guided reading AR materials to teachers.
- Have started the beginning phases of "Libraries on Wheels." Chaffey High School ROP/Woodshop is building each classroom rolling book shelves/library carts. \$18,000 dollars of Library monies have purchased a variety of multi-leveled AR books for these carts. Teachers will be able to check out a "cart load" for their classrooms provided an additional reading material to students throughout the year. The teacher can obtain different cartloads as often as needed.
- The entire staff has made an aggressive effort to make home/community connections. Los Amigos is beginning to be viewed as a "Community Center." A variety of strategies have been implemented to actively engage and encourage parents to be on campus and attend school/family functions.
- Los Amigos successfully implemented the new CAT6/CST.
- The RESULTS process was refined to enable teachers to become more familiar with and implement the current educational research.
- The new Language Arts program was piloted by 1st and 4th grade. All teachers were pre-serviced in the Houghton Mifflin LA series. Book and teaching materials have been ordered and will be available for summer take home.
- Full implementation of FOA LA and Math in all grade levels.
- Full school-wide implementation of the Accelerated Reader program.
- Full school-wide implementation of the Scott Foresman California Math standards-based series.
- Full implementation of Kindergarten Zoo Phonics.
- Early intervention through extended day kindergarten and a preschool program.
- Successful implementation of programs, such as: Community Based Afterschool Program for English Learners, Afterschool GATE Enrichment Program, CARE, SRA Corrective Reading, Grade 2 Pull-out Remedial Reading, Grade 1 Pull-out Remedial Reading, and the Afterschool Program for At-risk students.

There are three major instructional goals for Los Amigos for the 2003-2004 school year. They are:

GOAL #1 for Improving Student Achievement in Mathematics

In one year's time, there will be a five percent improvement in the number of students who score at the proficient level or higher on the annual STAR Math Test. This growth goal applies to the general student population, as well as the subgroups of Caucasian, Hispanic, English Learners, and Economically Disadvantaged students. Growth will be determined by examining the STAR Math schoolwide results as printed on the California Department of Education website. This will result in an improved API and AYP.

GOAL #2 for Improving Student Achievement in Reading

In one year's time, there will be a five percent improvement in the number of students who score at the proficient level or higher on the annual STAR Language Test. This growth goal applies to the general student population, as well as the subgroups of Caucasian, Hispanic, English Learners, and Economically Disadvantaged students. Growth will be determined by examining the STAR Language schoolwide results as printed on the California Department of Education website. This will result in an improved API and AYP.

GOAL #3 for Improving Student Achievement in Language

In one year's time, fifteen percent of English Learners will be reclassified Fluent English proficient. This proficiency will be determined by examining students' individual results on the California English Language Development Test (CELDT) for English Learners and students' individual STAR results.

The major emphasis this year will be on the new standards-based language arts program adoption—Houghton Mifflin Reading. The adoption of the materials and implementation of the program will affect staff development, school-wide schedules, remedial programs, and services provided to special needs and gifted students. The coordination of a school-wide instructional time schedule will facilitate effective implementation of the new language arts program. This will also help us meet the state and federal mandates connected to the No Child Left Behind law.

The teachers will continue to participate in staff development activities to support them in using research-based best-practice instructional strategies to meet the needs of all the students and thus, ultimately, achieve the plan goals. For the 2003-2004 school year, there will be a special emphasis on staff development connected to the Houghton Mifflin language arts adoption. Los Amigos teachers will continue to participate in the District RESULTS! process to monitor student progress and adjust instructional strategies to meet the students' needs. RESULTS! Is the district adopted reform for improving student achievement.

All grade levels will use Houghton Mifflin Reading as their standards-based language arts program. Additionally, Kindergarten will continue to use Zoo Phonics as a program to support explicit, systematic phonics instruction. All first through fifth grade students will continue to practice reading at their independent reading level through the Accelerated Reader program. English Language Learners will be taught by teachers trained in State approved ELD and SDAIE methodology/techniques. In grades kindergarten through three, English Learners will receive thirty minutes of increased instructional time daily in English Language Development (ELD). These ELD lessons will be in addition to and connected with the basic Houghton Mifflin Reading program. In grades four and five, intermediate level English Learners will also receive thirty minutes increased instructional time in ELD. Further, in grades four and five, beginning

level English Learners and students significantly below grade level in reading will receive two and one-half hours daily of increased instructional language arts time with the Hampton Brown High Point Intervention Program. This program is in addition to the basic Houghton Mifflin Reading program. Students in grades kindergarten through three who are below grade level in reading and those in grades four and five who are moderately below grade level in reading will receive thirty minutes daily of increased instructional time in language arts.

The Resource Specialist teacher, the Title I Reading teacher, the special education aide, the Title I aides, and the Title III aides will work collaboratively with all grade levels to assist in providing increased instructional time in language arts and ELD to all identified students.

An extended day kindergarten will provide early intervention for students needing help with letter names and sound symbol connections and ELD. There will also be an extended day fourth and fifth grade program for beginning level English Language students and students significantly below grade level in reading. A preschool, through the County Schools Office, will provide preschool preparation and early intervention for preschool students. The preschool program will be integrated into the school program. The preschool staff will participate in site staff development.

A GATE Coordinator will coordinate the GATE program within the classrooms and the afterschool enrichment program. Gifted and Talented Education (GATE) units of in-depth study will be provided after school for students identified as gifted and talented. A differentiated curriculum will be provided within the classrooms using a variety of instructional and grouping strategies.

The Site Based Coordinator will coordinate the development, writing, and revisions of the School Site Plan. The entire staff, including the School Site Council, participates in the development of the plan, which is based on ongoing self reviews and evaluation of student work and surveys from staff, students, and parents. Our Parent Partnership Plan (PPP) is included in the School Site Plan, and it includes parenting education, on-going communication in English and Spanish, volunteer involvement, and inclusion in decision making.

Six site teacher leaders, the School-based Coordinator, and the Teaching Vice Principal will participate in the district sponsored SAILS training, which is school improvement reform training with the district consultant, Pat Davenport. They will attend three days of training in summer 2003 and will have follow-up training days throughout the 2003-2004 school year.

The major components of this Single School Site Plan for Student Achievement include funding for a Title I Reading Teacher and Title I aides, staff development, instructional materials, and stipends for a Technology Coordinator, School Based Program Coordinator and GATE Coordinator. The schoolwide program described in this plan focuses on services for all students and includes special needs and gifted and talented students.

Program modifications requiring a change in allocation in excess of 10% of the entire School Based Coordinated Program's budget will be brought back to the School Site Council and School Board for approval.