

MEADOWLARK SCHOOL

SCHOOL CURRICULUM AND PROGRAMS

2006 - 2007

MISSION STATEMENT

Meadowlark School is a place where each person is respected and valued as an individual. Our goal is to provide an academically focused, stimulating environment in which each student may learn and apply real-life skills needed to be a responsible, productive citizen of our world.

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SCHOOL OVERVIEW

GENERAL INFORMATION

The Acton-Agua Dulce Unified School District is located on the southern edge of the Antelope Valley south of Palmdale, California and covers a 200 square mile area of Los Angeles County. Many of the students are transported by bus to the school daily. The district is classified as a small rural school district with 1,880 students in grades kindergarten through twelve.

For many years, Acton School was the largest of the four schools that make up the Acton-Agua Dulce School District. Enrollment reached 930 in 1995. In September 1998, Acton School was divided into two separate schools. Grades kindergarten, first, and second were moved to the new Meadowlark School site. Grades three through six remain at the Acton School campus. During this period, the school remained “sister schools” and continued to coordinate their School Plans to provide a consistent plan for the students’ elementary grades. In fall 2004, the district closed Acton School, and the two schools merged as one into Meadowlark School. Meadowlark campus currently serves approximately 450 students in grades kindergarten through fifth grade.

The majority of students are Caucasian. Other racial and ethnic groups represented include Black, Hispanic, Japanese, Korean, Arabic, Chinese, Native American, and Filipino. The socioeconomic status of families in the community ranges from low income to high average income. This is a unique community due to the diversity of the home backgrounds of its students. Some students live with foster families and need individual support at home and school. A number of students have acting career and must be away from school for days and weeks at a time. Many students live in isolated areas and have limited contact with neighbors. Some students live on ranches and rural property, while others live in one of several mobile home parks in the area.

Acton is in a rural setting, and many children are involved in 4-H activities, sports, and scouting. A majority of parents, however, are employed in greater Los Angeles and commute two hours or longer daily. Parents are employed in a wide range of occupations including police, sheriff, and fire departments; the movie industry (stunt persons, camera crew, etc.); exotic animal trainers; aerospace industry; and mining.

Acton School received a Distinguished School Award during the 1988-89 school year and a regional Distinguished School Award in 1993. Meadowlark School received a California Distinguished School designation in May 2006.

Meadowlark School (and Acton School) worked to make continuous improvements in the curriculum, teaching strategies, and school wide effectiveness through staff development and collegial planning and coordination. These accomplishments have taken place in spite of budget constraints resulting in large class sizes, limited instructional aide time, and cuts in custodial and maintenance time.

School-wide improvements have continued from year to year due to the enormous effort given on the part of teachers, instructional aides, administrators, and involved parents and community members. The school community takes great pride in the dedication and commitment of personnel and parents that has ensured a quality education for all students under difficult financial circumstances.

FACULTY AND STAFF

There are eighteen regular education classrooms at Meadowlark. In addition, there are two fulltime equivalent RSP (Resource Specialist Program) positions as well as a full-time Title I / ESL teacher. The district has two special day classes for elementary students. Meadowlark students who qualify for a special day class attend Agua Dulce School. Meadowlark School is served by a part-time psychologist and by the district nurse. A part-time speech and language and a part-time adaptive physical education teacher provide services to qualifying students.

Five part-time instructional aides supervise before school and during the recesses and lunch periods. Very little classroom instructional aide time is available. Combination classes are given first priority for instructional aide time.

School Improvement funds are used to provide a physical education teacher and aide. Federal Title 1 funding provides the Title I reading teacher. This teacher provides small group remedial reading instruction to qualifying students. She also supervises the part-time English Language Learner instructional aide.

The following personnel make up the staff of Meadowlark School:

CERTIFICATED PERSONNEL AT MEADOWLARK SCHOOLS

Regular Education Classes	19 FTE
Resource Specialist Program (Special Education)	2 FTE
Title I/ELL Teacher	1 FTE
Physical Education Teacher (SI funds)	1 Part-time
Speech and Language Teachers	1 Part-time
Adaptive Physical Education	1 Part-time
Principal / Program Coordinator	1 FTE
Maintenance Personnel	1 FTE
Custodian	1 FTE

SUPPORT PERSONNEL

District Nurse	1 day per school & on-call
School Psychologist	2.5 days a week

CLASSIFIED PERSONNEL

Physical Education Instructional Aides (SI funds)	2 part-time
English Learner Program Aide (EIA funds)	3.5 hours daily
Playground Supervision / Classroom Aides (General funds)	5 part-time
Resource Specialist Program Special Education Aide	1 part-time
Music Instructors (Community Funded)	2 part-time

OFFICE PERSONNEL

Secretary	8 hours daily
Clerk / Health Aide	5.5 hours daily

STUDENT POPULATION

Student Group	Number of Students	Percentage
Total K-5 students	470	100%
English Language Learners	32	7%
Title I participants (grades 1-5)	47	10%
Special Education, RSP	48	10%
Speech / Language Program	44	9%

SPECIAL PROGRAMS

School Based Coordinated Program - Meadowlark School coordinates all specially funded programs to ensure the best use of available funding to meet the needs of all students. The School Improvement Site Council reviews and coordinates the specially funded programs. The following supplementary state programs are coordinated under this School Based Coordinated School Plan:

- School Improvement
- EIA/SCE (Title I; English Language Development)
- Gifted and Talented
- Title I
- Title II a (staff development)

Student Study Team - Students are referred to the Student Study Team by their teachers, their parent, the school psychologist, Title I teacher, district nurse or the school principal. The Student Study Team is made up of the parent, principal, present and former teachers, special education teacher, psychologist, district nurse, Title I teacher, and other personnel as needed. The team meets to gather information and recommend modifications and/or assessment as needed. The team also develops behavior improvement plans for students who exhibit serious or repeated behavioral problems. The SST process is coordinated by the school principal.

504 Plan Team

Students are referred to the 504 Plan Team by their teachers, their parent, the school psychologist, Title I teacher, district nurse or the school principal. The 504 Plan Team is always composed of the student's parent(s), teacher, and the principal. Additional staff (including the psychologist, district nurse, and Title I teacher) serve on 504 Plan Teams based on individual student needs.

Special Education Services

The following special education services are available to qualifying students:

- Speech and Language Program
- Resource Specialist Program
- Adaptive Physical Education
- Occupational Therapy
- DIS Counseling
- District Special Day Class (located at Agua Dulce School)

Special education students receive the core standards-based curriculum in all subject areas. Special education teachers, therefore, attend all core curriculum staff development activities and faculty meetings. Students participate in the regular programs to the greatest extent that they can profit from the regular education setting to provide the least restrictive environment. Special Education and regular education teachers maintain ongoing communication to assure the correct placement and support of special education students.

Title I

Students in grades 1 – 5 may be referred for screening for participation in the Title I program by their teacher, parent, SST Team or principal. Students in grades 3 – 5 who are functioning below and far-below basic levels in English Language Arts on the California STAR Test are eligible for screening for Title 1 services. Students participate in Title I on a priority basis so that children with the greatest needs are served first.

The services include:

- a credentialed teacher provides small-group reading and written language instruction for 20 – 30 minutes daily
- ongoing communication between Title I and classroom teacher to coordinate services and identify specific instructional needs
- parent involvement through parent education and parent Title I meetings

English Language Learner Program: Each parent completes a Home Language Survey when a student is registered for school. The completed Home Language Survey is filed in his/her cumulative folder. Students whose Home Language Survey indicates a language other than English are tested by the Title I/ELD teacher or the ELL instructional aide for English proficiency. The Language Assessment Scales (LAS) is used to assess students' English proficiency. The ELL Program teacher or Instructional Aide also tests students whose primary language is Spanish to determine the each

student's proficiency in Spanish. The Title I Teacher, classroom teacher, and ELL aide, develop an Individualized Learning Plan (ILP) for each student who is not proficient in written and oral English. ELAC (English Learner Advisory Counsel) parent involvement meetings are held monthly for the parents of students in the ELL Program. Parental suggestions and involvement are also encouraged through Student Study Team meetings, parent conferences, and letters home.

A complete description of the program is found in the English Language Development Program section of this plan.

Gifted and Talented Program - The goal of the GATE program is to provide a challenging differentiated curriculum for identified Gifted and Talented students. Students are formally assessed for the Gifted and Talented Program beginning at grade 3. GATE funds are used to provide a differentiated and challenging curriculum for all students who are working well above grade level including kindergarten, first and second grade students. A more detailed program description is provided in this School Plan in the Gifted and Talented Program section.

Healthy Kids - Acton School was one of four schools in the state chosen to participate in the pilot California Health Program. Meadowlark School continues to support a comprehensive staff and student health program. Students and many staff members participate in walking and exercise programs. Healthy foods are encouraged and "empty calorie" foods such as candy are discouraged. Parents and teachers are encouraged to provide healthy snacks and party foods. Meadowlark staff participate in the annual "Playday Health Fair" which emphasizes the value of drug-free, smoke-free healthy life styles. More program details are given under the Physical Education Program Description.

Drug Abuse Prevention Programs - Several funding sources support programs and materials aimed at drug abuse and smoking prevention. All students participate in Red Ribbon lessons and activities. In grade 5, a deputy sheriff teaches the STAR program during weekly lessons. Funding is set aside for "Friendship Group" counseling groups to provide assistance to "at risk" students in dealing with problems that put them at greater risk of abusing drugs, alcohol, or tobacco. Students are taught "The Three Steps" which is a peer conflict resolution process. This process helps students to improve peer relationship skills, communication skills, and the ability to deal with frustration and anger.

Parent Involvement

Meadowlark School actively supports parent involvement in the daily life of the school. Many parents and grandparents serve as classroom volunteers on a regular basis. Parent volunteers participate in a training session each fall. Topics include confidentiality, child abuse reporting requirements, tutoring techniques, and health issues such as blood borne pathogens. Parent volunteers also learn about the curriculum for each grade level and how they can support instruction as a volunteer. They learn instructional strategies to use when assisting the teacher in helping individual students. Parents learn to use equipment including computers, binding

machines, and copying machines. They also learn about a variety of ways to be involved in their child's education.

The School Site Council has often allocated funds for parent workshops. The purpose of parent education workshops is to increase parental understanding of the standards-based curriculum at each grade level. Grade-level teachers provide an overview of the curriculum and demonstrate specific strategies for helping their children at home.

The principal and ELL staff meet monthly with parents during ELAC meetings. Information about the grade level curriculum and techniques that parents can use at home are presented.

The Parent Teacher Organization raises funds to provide additional resources to each classroom. Teachers are given an allocation of \$300 to purchase materials and supplies to enrich classroom instructions. The PTO also provides funds for field trips, enrichment activities, fine arts assemblies, extra supplies, Ellison machine dies, and other requested materials, and equipment. The PTO organizes family involvement activities such as Fall Festival, spring and fall Book Fairs, and Family Reading Night.

Conflict Resolution - Students are taught to use the "three steps" to solve peer problems. The steps are "Talk, Warn, Report." When a problem develops, students are taught first to talk to the other person about the problem using an "I statement." Example: "Susan, it hurts my feelings when you call me names. Please don't tease me any more."

If the problem continues, the student gives a warning. Example: "If you don't stop teasing me, I'll report you." If the first two steps do not solve the problem, the student reports to the adult in charge. Example: "I've used the three steps, but she keeps teasing me." The adult will then intervene to help solve the problem or make an office referral.

This conflict resolution process is reviewed with students each fall during grade level assemblies. Teachers also review the process through skits and discussions throughout the school year. The principal, teachers, and playground aides coach students in using the "three steps" throughout the year when conflict does arise.

Staff Development

Meadowlark School has a School Based Coordinated Improvement Plan. Staff development activities are provided through several funding sources including:

- School Improvement Program
- BTSA (Beginning Teacher Support and Assessment) Program
- PAR (Peer Assistance and Review) Program
- Gifted and Talented Program
- Title II, Part A funds
- District "Buy-back" staff development days

During the 2003 – 2005 school-year, the staff development focus was on providing classes for CLAD certification to all teachers. Ninety-eight percent of Meadowlark Teachers now hold appropriate certification to teach English Learners.

During the 2005 - 2006 school year, staff development was provided during “Buy Back Days” in the following areas:

- Meeting the Needs of Special Needs Students (two days)
- Meeting the Needs of English Learners
- Effective Classroom Management Techniques

In addition to the full-day staff development days, staff development is also provided during faculty meetings. The special education staff provides information and training during faculty meetings each year including:

- IEP as a legal document, the teacher’s role
- Understanding and meeting the needs of the child with autism

Grade-level after-school staff development is planned for the 2006 – 2007 school year to assure that strong standards-based instruction is provided consistently from classroom to classroom and from grade to grade.

Staff development has been provided through demonstration and coaching lessons modeled in the classrooms by BTSA Support Providers and the principal. School Improvement and Title II, Part A funds are used each year to allow teachers at each grade level to attend out-of-district workshops that support the School Plan goals. Teachers are encouraged to attend as a team and to bring back information to other staff members. Examples of training that Meadowlark teachers have recently participated in are:

- Meeting the needs of Gifted and Talented students (5 teachers)
- Hands-On-Algebra (all fifth grade teachers)
- Guided Writing for K-3 students (3 teachers)
- Differentiated Instruction (3 teachers)
- School Safety topics (Buy-Back)
- Standards-Based Writing Process (Buy-Back)

CURRICULUM

The school and district’s curriculum is based on the California Content Standards and state Frameworks in Language Arts, Mathematics, Science, and History/Social Studies, Physical Education, and Fine Arts. District standards also provide a scope and sequence of skills in spelling, phonics, and mathematics. The district has consistently adopted textbooks on the state timetable. A thorough process is used by representative teachers to select textbook programs to recommend to the Board of Trustees for adoption. The state and district currently adopted textbooks and selected supplemental programs are listed below:

**DISTRICT ADOPTED TEXTBOOK PROGRAMS AND SUPPLEMENTAL PROGRAMS
AT MEADOWLARK SCHOOL**

GRADE LEVEL	CURRICULUM AREA	PUBLISHER	ADOPTION PERIOD
K – 5	Reading & Language Arts	Houghton Mifflin “A Legacy of Literacy”	2002 – 2009
K – 5	Mathematics	Houghton Mifflin Mathematics	2001 – 2007
K – 5	History-Social Science	Houghton Mifflin	2006 - 2011
K – 5	Science	Harcourt Brace	2001 – 2006
K – 6	Handwriting	Zaner Bloser	2000– 2007
K – 6	Visual Arts	Davis: Adventures in Art	2000 – 2007

SCHOOL PLAN SUPPLEMENTAL PROGRAMS

CURRICULUM AREA	PROGRAM
Reading	VOWAC Phonics Program
Reading	Accelerated Reader Program
Reading	Wright Group Leveled Readers
Spelling	VOWAC Spelling Program
Spelling	High Frequency Spelling Words
Written Language	Daily Oral Language
Visual Arts	Discover Art Prints
Social Science	Daily Oral Geography

A description of each curriculum area is provided in the coming pages. The following information is provided for each program:

- 1. Program Description**
- 2. Program Guidelines**



LANGUAGE ARTS PROGRAM

DESCRIPTION OF LANGUAGE ARTS PROGRAM (READING, WRITING, ORAL LANGUAGE):

READING PROGRAM

The State / District Language Arts Content Standards and the Reading Language Arts Framework provide are the core of the English Language Arts (ELA) program. The school has used the Vowel

The Houghton Mifflin Company “A Legacy of Literacy” program is the adopted program that provides the core of daily instruction in each classroom. The Accelerated Reading Program is used to motivate students to read literature on their independent reading level frequently. The Early Literacy program provides emerging readers in kindergarten and first grade with reading practice on each student’s reading level. In addition, teachers use grade-level core literature books and Junior Great Books to provide enrichment and acceleration for students reading well above grade level.

At every grade level, students are taught reading and writing as a process. Teachers emphasize specific reading comprehension strategies such as prediction, vocabulary development, and summarizing. Beginning in second grades students learn to identify literal and inferential comprehension questions and the strategies needed to respond to each type of question. Reading strategies (locating information; learning subject – specific vocabulary; report writing, etc.) are also taught within the science and social studies curricula.

Phonics is taught in daily lessons using the VOWAC Phonics Program as well as in the context of the literature and text stories read in class. The District Phonics Skills Continuum and the District Spelling Continuum ensure a systematic mastery of letter sounds, rules, and syllabication for kindergarten through grade six.

Student progress is monitored through the use of the Houghton Mifflin Theme / Unit Tests; through Benchmark Tests; and through Houghton Mifflin end-of-book tests. Running records and teacher observations are also used to assess individual student progress. Grade level benchmark tests monitor progress three times a year. Parent Surveys consistently show that a great majority of parents rate the language arts program as “good” or “outstanding.” Recent STAR test results show consistent strengthening of the school’s ELA test results. Reading is stronger than sub tests in writing but is lower than school-wide mathematics scores.

Due to a shortage of facilities, the school’s library had to become a classroom beginning in 2004 – 2005. In 2005 – 2006, the school coordinated with the Los Angeles County Library System to bring the county bookmobile to Meadowlark each week. Classroom libraries provided through School Improvement and PTO funds as well as through

parent and community donations, are available for regular student use to support reading appreciation and enjoyment.

Time is allocated in each classroom for daily independent reading of books selected by each student. Accelerated Reader books are read by students at home and school daily. Teachers read high quality literature aloud to students on a regular basis. Many classrooms participate in "Book It," Six Flags Six Reading Goals, and other programs which encourage students to read at home. *Weekly Reader*, *Time for Kids*, and *Scholastic* magazines are provided through PTO funding to each subscribing classroom.

WRITTEN LANGUAGE

The State / District Written Language Standards and Language Arts Framework as well as training in the California Writing Process provide a framework for writing instruction and assessment. All students participate in the fall and spring writing assessments. Portfolios of each student's assessments are passed from grade to grade.

Written language is taught as a process, and writing is integrated into all areas of the curriculum including science and social studies. Students practice the conventions of writing (grammar, usage, capitalization, punctuation) using the "Daily Oral Language Plus" (DOL) program. Students also learn to apply the writing conventions by editing their own and peers' writing. Computer word processing software is used in many classrooms. Due to a facilities shortage, the school does not currently have a computer lab.

Students have many opportunities for "real life" writing including letter writing. Most classrooms participate in the "Wee Deliver" letter writing program.

Limited English Proficient students receive additional assistance in the writing process during daily English Language Development instruction within the classroom.

A variety of writing formats and writing genres are used by all students including:

- student-Authored Books
- Poetry
- Learning Logs
- Journals
- Letter Writing
- Narratives
- Daily News
- Writing Prompts
- Thank You Notes
- "Quick-Writes"

Students have an opportunity to publish their writings in these ways:

- Central Hallway Bulletin Boards
- Classroom Bulletin Boards
- Class Books
- Word Processing Software
- Classroom Publishing

Spelling

The spelling program is based on the District Spelling Skills Continuum that is closely linked to the District Phonics Skills Continuum (see appendix). Teachers at each grade level teach specific spelling rules that are taught to mastery at that grade level.

Students at each grade level from first through sixth grade are held responsible for correctly spelling specific “high frequency” words in all of their writing. Students are graded on the correct use of their grade level words in daily writing assignments. In grades 1 - 3, students are instructed and tested weekly on both “high frequency” words and on VOWAC spelling words. The VOWAC words correlate directly with phonics instruction. Students at all grade level take weekly pre-tests and final tests over their assigned spelling words and receive a report grade based on weekly tests and application of correct spelling in written work.

Handwriting:

All students in K-5 use the Zaner-Bloser Handwriting Series as a model. The following sequence of skill development is used to implement the handwriting series:

- **Kindergarten, first grade** - Correct formation of all manuscript letters
- **Second grade** - Introduction of correct lower case cursive letter formation and correct lower case letter connections
- **Third grade** - Mastery of lower case cursive letter formation and connections as well as all upper case letters and connections; increasing use of cursive for daily assignments
- **Fourth and Fifth grade** – Use cursive for all assignments

ORAL LANGUAGE




Students participate in oral language activities (listening and speaking) which support learning in all curriculum areas. Each grade level has developed a "menu" of oral language activities to be used during the year. The following formal and informal oral language activities are implemented based on the grade level:

- Poetry recitals
- Reader's theater
- Current event presentations and “sharing time”
- Project presentations
- Special school programs
- Book reports
- Cooperative learning groups and peer tutoring

English Language Learners receive daily instruction in English Language Development. Title I and special education students receive daily instruction in the integrated language arts-based core curriculum to assure continuous progress in the mastery of the state standards.

PROGRAM GUIDELINES/: WRITTEN LANGUAGE

1. All students including special needs students in K- 5 will write (compose) daily. Students in primary grades, not yet able to write in complete sentences, will use phonetic spellings and drawings to compose or dictate their thoughts.
2. All students in grades 1 - 5 will experience all stages of writing on a regular basis: Pre-writing, Drafting, Responding, Revising, Editing, Post-writing. Student writings are evaluated based on a grade level writing rubrics for content and mechanics.
3. Fluency in writing is encouraged before the correctness of writing conventions in the “drafting” stage.
4. Correct writing mechanics will be emphasized during the editing stage. The following editing symbols will be displayed on a chart in each grade two through five classroom. These symbols will be used school wide during the editing stage:

/	Leave space
=	Skip a line here
S	New sentence
P	Punctuation needed
	Spelling error
^	Insert a word or words
X	Delete
	Close up
	Indent for new paragraph
<u>suzan</u>	Use upper case
Run	Use lower case

5. All students in grades 3-6 will learn to summarize material **in their own words** without copying sentences, phrases, or definitions from the original material.
6. Students in grades 1-5 will increase their written vocabulary through activities emphasizing synonyms, antonyms, homonyms, and the use of a thesaurus, glossary, and dictionary.
7. All students will have frequent opportunities to write in “real life” situations including:
 - letters written to friends, pen pals, businesses
 - written interviews with peers, community people, and family
 - class newspapers
 - journal/diary/log writing weekly or daily

8. All students will have frequent opportunities to write in all content areas on a regular basis including:
 - writing original math word problems for others to solve
 - writing about science experiments
 - writing a biographical sketch or a report in social studies
 - writing a description of game rules in physical education
 - writing about a painting studied from the Discover Art prints
9. Each student's writing will be regularly evaluated using formal and informal methods including: holistic and primary trait scoring, prompts with rubrics, and "read-around groups."
10. All students will learn the conventions of writing (usage, grammar, capitalization, punctuation, spelling, handwriting) both within the context of the stages of writing and through direct instruction such as the Daily Oral Language program.
11. Students will be encouraged to express themselves through written language using word processing software on classroom computers.

TEACHER RESOURCES FOR WRITING INSTRUCTION:

The following resources are available from the professional reading section in the school library or the principal's office:

- Houghton Mifflin ELA program
- Practical Approaches to Teaching Writing
- Language Arts Framework
- Language Arts Curriculum Guide
- Recommended Readings in Literature.

PROGRAM GUIDELINES: READING

1. All students will engage in a scheduled daily program of sustained silent reading. Each grade level will agree on a time and length. Students will be expected to read independently at home as a part of ELA homework.
2. Students in grades K – 4 will receive daily phonics instruction from the VOWAC Phonics Program and Houghton Mifflin ELA program. Students will be guided to apply the skills within meaningful text. Focus will be on developing reading fluency through the most important and regular phonetic elements. Children will refine and extend their phonics skills through repeated opportunities to read and write.
3. All students including special needs students will receive direct instruction in many specific comprehension strategies including:

- Making and applying connections to students' prior experiences
 - Setting a purpose for reading
 - Using the three-step prediction cycle of sampling, predicting, and confirming
 - Multi-level questioning
 - Inquiry method (junior great books)
4. Students in kindergarten and first grade will connect oral language to print through daily language experience activities and lessons.

PROGRAM GUIDELINES: ORAL LANGUAGE

1. All students will have daily opportunities for informal oral language activities including:
 - Cooperative learning activities
 - Small group and whole class discussions
 - Sharing of experiences and ideas
2. All students will have frequent formal oral language experiences including:
 - Oral book reports
 - Poetry recitations
 - Interviewing peers and adults
 - Structured debates
 - Prepared speeches (Junior Toastmasters)
 - Panel discussions
 - Puppet theaters
 - Original story telling
 - Retelling familiar stories
 - Readers' theater
3. Students will develop good listening skills and habits through:
 - A climate in which their thoughts are respected and heard
 - Direct instruction in active listening techniques
 - Teacher expectations for good listening
4. Students' oral language will be consciously evaluated on a regular basis through a variety of formal and informal activities including:
 - Grade-level oral language presentation feedback charts
 - Oral language rubrics to evaluate specific skills
 - Peer evaluation/feedback after debates, speeches, reports

MATHEMATICS

MATHEMATICS PROGRAM GOAL

All students will learn basic math concepts, be able to problem solve in their daily lives, and effectively use math to function in their community, fulfilling their responsibilities as active participants in our democratic society.

DESCRIPTION OF MATHEMATICS PROGRAM

State / District Mathematics Standards, the Mathematics Framework, and the School Plan Program Standards provide a framework for the curriculum and student assessment. The core textbook program is:

- Houghton Mifflin Mathematics

Students receive math instruction in varied settings including small groups, cooperative learning groups, partners, whole-class groupings, and peer tutoring. Problem-solving activities focus on real-life situations. The following supplementary programs and materials are used in addition to the core textbook program:

- Touch Math (K-2 and Special Needs)
- Daily problem solving
- Number tiles, pattern blocks, place-value materials, other manipulative materials
- Computer software programs
- Calculators and calculator activities
- Integrated activities (technology, charts, graphs, measurement in science and social studies)

PROGRAM GUIDELINES: MATHEMATICS

1. Grade level teachers will use a “Pacing Guide” to assure that all grade-level standard in the strands of mathematics are uniformly taught:
 - number sense
 - algebra and functions
 - measurement and geometry
 - statistics, data analysis, and probability
 - mathematical reasoning
2. All students will receive problem-solving and estimating instruction and activities on a regular basis using manipulative materials and calculators (grades 2 - 5) to make instruction more concrete.
3. All students will memorize math facts appropriate for their grade levels including:
 - **Grade 2** – “Doubles” (2+2, 4+4, etc.); multiplication tables 2’s, 5’s, 10’s

- **Grade 3** - All addition and subtraction facts; multiplication and division facts through the 9's; the "10's trick" and "9's trick;" and "next door neighbor trick" (if $4 + 4 = 8$ then $5 + 4 = 9$, etc.)
 - **Grade 4** - multiplication and division through the 12's
 - **Grade 5** - pass all addition, subtraction, multiplication, and division 100 fact tests in 5 minutes or less.
4. All students will have direct instruction in the use of mathematical language (numerator, denominator, equals, sum, etc.) and will be required use mathematical language to explain what they are doing and why.
 5. All students will have many opportunities to use mathematics to explore and interpret the world around them and to solve open-ended real world problems.

SCIENCE

PROGRAM GOAL

All students will receive instruction in each science strand (Life, Physical, and Earth Sciences) as an extension of their own curiosity. Instruction will enhance students' ability to interpret their natural environment through the use of the scientific method and will prepare each student to participate in the ever-changing conditions and technologies of our world. The science curriculum will in addition help students to appreciate and protect our planet and its environment.

DESCRIPTION OF SCIENCE PROGRAM

The science curriculum currently includes instruction in the scientific method/process primarily through the use of the Harcourt Science Program (K-5). All students receive instruction in biological and physical science as well as the fundamental concepts, terms, processes, and skills of science based on the state content standards.

The following supplemental materials are used in addition to the core adopted programs:

- Math Their Way weather calendar
- Literature based biographies of scientists
- *Weekly Reader / Scholastic / Time for Kids*
- Magazines ("My Back Yard" etc.)
- Integrated activities including graphing and drawing
- Human Growth and Development (grade 4 girls; grade 5 boys) by school nurse.
- Outdoor Science School Week (grade 5)

PROGRAM GUIDELINES: SCIENCE

1. All students will receive ongoing instruction in a balanced science curriculum including all of the following areas:
 - Life Science: plants, animals, ecology
 - Physical Science: matter, energy
 - Earth Science: earth, space, weather
 - The Human Body
1. All students will receive instruction focused on the scientific method using critical thinking skills of observing, comparing, inferring, organizing, relating, and applying.
2. All students will participate in science instruction using hands -on/experiential approaches in varied settings including partners, small groups, cooperative learning groups, and through community resources.
3. All students will have many opportunities to apply reading, writing, and math skills within science activities and lessons.
4. All students will have many opportunities to pursue their own natural curiosity about the world, apply the scientific method, and build a positive attitude toward scientific knowledge using a variety of resources including:
 - High quality classroom and library trade books
 - Science projects and experiments
 - Community resources and field trips.

HISTORY / SOCIAL SCIENCE

PROGRAM GOAL

Each student will participate in democratic processes in the school setting to develop an understanding and appreciation of democratic ideals and to prepare for social participation in our multi-cultural nation. Students will develop an understanding of the past and its influence on the present through a lively presentation of history.

DESCRIPTION OF HISTORY/SOCIAL STUDIES PROGRAM

The History/Social Science Framework, state and district History / Social Science Standards, as well as the School Plan Social Studies Program Standards provide the framework of the curriculum. The following history / social science textbook program was adopted for implementation in fall 2006:

- Houghton Mifflin Social Studies, California Edition

The curriculum includes democratic principles and social skills needed to be an effective citizen. Student Council activities and elections, and the use of the "three steps" conflict resolution process support this goal.

A variety of supplemental materials are used to support instruction based on the state / district standards including:

- Daily Geography
- Literature books to support the grade-level social studies standards
- Simulation activities (Gold Rush in grade 4, etc.)
- Video tapes
- Biographies and historical fiction
- *Weekly Readers / Scholastic News / Time for Kids*
- Maps and globes (K-5)
- Music Center historical and multi cultural presentations
- Career presentations

PROGRAM GUIDELINES: HISTORY/SOCIAL STUDIES

1. Time will be scheduled in each classroom so that all students at all grade levels will participate in a rich, challenging, and interesting History / Social Science Program on a regular basis.
2. The primary grades will study history, geography, and economic concepts linked to language arts, mathematics, science, and the arts.
3. Students in grades 4-5 will participate in a curriculum that is based on the chronological study of history grounded in geography.
4. Teachers at all grade levels are encouraged to use classroom time-lines to help students understand the sequence of historical events including lives of famous people, important events, important inventions, and discoveries.
5. Students at each grade level will experience a curriculum based on the California History/Social Science Content Standards using literature and a variety of other non-textbook materials and interactive activities to make history "come alive."
6. Students at each grade level will learn about careers through a variety of community speakers. Each speaker will be asked to tell students how mathematics, reading, and writing are used in his/her career.
7. Students will engage in critical thinking and democratic processes through classroom elections and activities and student council elections and meetings.

VISUAL AND PERFORMING ARTS

PROGRAM GOAL: VISUAL AND PERFORMING ARTS

All students will acquire knowledge and skills in dance, drama, music and the visual arts to expand their individual creative potential and their life-long appreciation and enjoyment of the arts.

DESCRIPTION OF VISUAL AND PERFORMING ARTS PROGRAM

Students experience a variety of presentations from Los Angeles Music Center, Lancaster Performing Arts Center and other resources.

At each grade level, students receive visual arts instruction through the adopted "Adventures in Art" program. Through this integrated program, students are instructed in art appreciation using a collection of art prints. Students receive instruction in art production using a variety of mediums. Students receive guided drawing instruction such as the "Monart" directed drawing program. Visual art activities and instruction are integrated throughout the curriculum including language arts, social studies, and science.

Students participate in sequenced music instruction based on the state content standards each week presented by music specialists funded through the Acton Schools Music Association (ASMO). Students participate in flute-a-phone classes presented by one of the two music instructors. Rhythm band instruments are available for classroom use. Each month a school-wide patriotic song is learned in the classrooms. This song is sung each Friday for a month during the school-wide Patriotic Assembly.

Students participate in dance or movement activities during music and physical education classes. Dance is also integrated into other curriculum areas including social studies and "CHP" health activities.

Students have opportunities to perform in two music performances each year as well as in the annual Talent Show.

Fine Arts materials and activities include:

- Weekly music classes
- Classroom flute programs
- Music Center pre- and post-lessons
- Rhythm instruments
- Music tapes and CDs
- Monart directed drawing
- Drama/music productions for students and parents
- Discover Art prints
- "Adventures in Art" transparencies, prints, and activities

PROGRAM GUIDELINES: VISUAL AND PERFORMING ARTS

1. All students will participate in a systematically planned visual and performing arts curriculum on a regular basis both as a discrete program and through activities integrated into other curriculum areas.
2. The planned curriculum will be intellectually challenging and motivating to students and will include direct instruction in aesthetic perception, creative expression, historical and cultural heritage, and aesthetic valuing.
3. Students will have opportunities both to attend and to participate in dance, drama/theater, music and visual arts presentations.
4. All students will receive instruction in the Adventures in Art units identified by teachers as the core units for that grade level.
5. Each classroom will receive pre/post lessons that support the outside performances.

PHYSICAL EDUCATION AND HEALTH

PROGRAM GOALS

All students will experience and understand the principles of good health habits and motor development. They will understand the relationship between physical education and lifelong healthy lifestyles. They will develop and maintain physical fitness, a positive self-image, and appropriate social behavior. Students will develop an appreciation for leisure time activities that promote life-long physical fitness.

DESCRIPTION OF PHYSICAL EDUCATION AND HEALTH PROGRAM

The Physical Education Framework and the California *Physical Education Curriculum Guide* provide the framework for the physical education and nutrition programs.

The school will support activities that encourage total health, fitness, and well being of all students and staff. Family involvement is encouraged through a yearly community "Playday Health Fair." School-wide healthy lifestyle education includes::

- Physical education activities provide by the PE teacher and aide for 90 minutes a week and by the classroom teacher for at least 10 minutes a week.
- Classroom nutrition lessons and activities including "High-Five" vegetable and fruit tallies
- Emphasis on limited empty-calorie snacks or treats being given to students
- Aerobic exercise for students and staff encouraged
- Frequent "stretch breaks" in each classroom

The physical education teacher assisted by an instructional aide will conduct the physical education program. The P.E. staff are responsible for developing day to day activities to carry out the grade level curriculum defined in the Physical Education Framework.

Each classroom teacher is responsible for incorporating aerobic exercise (walking, stretching, movement activities, etc.) for a minimum for 10 minutes a week

Adaptive physical education is provided for all students who have identified physical motor disabilities and an IEP calling for APE.

PHYSICAL EDUCATION PROGRAM GUIDELINES

1. All students will experience a physical education/health program which includes the following:
 - Motor development
 - Physical fitness: Cardiovascular endurance, muscular development
 - Self-image: responsibility, confidence, self-evaluation, skill mastery
 - Health enhancement: nutrition, relaxation, drug, alcohol, and smoking education
 - Social development: self-control, cooperation, sportsmanship, respect for others
 - Recreation: playground activities, games, safety, sports.

ENGLISH LANGUAGE LEARNER PROGRAM

DESCRIPTION OF ENGLISH LANGUAGE LEARNER PROGRAM

English Learners receive small group English Language Development instruction four to five days a week. Students are clustered by CELDT level and receive on-going instruction based on the state's ELD standards. Students receive ELD instruction in listening, speaking, writing, and English reading in addition to their participation in the regular standards-aligned curriculum. Teachers use state-adopted ELD materials as well as other resources to provide ELD instruction. In addition, teachers employ SDAIE techniques including extensive visual materials, total physical response, individual assistance, partner and group work to increase EL students' comprehension of the skills and curriculum content. Ninety-eight percent of Meadowlark teachers now hold CLAD or other appropriate state certification for teaching English Learners.

Re-designation:

- Students entering the district as English Learners are not considered for re-designation until third grade to ensure that they are fully academically fluent as measured by standardized assessments and classroom performance
- Students are identified first for possible re-designation by obtaining an overall score of “advanced” or “early advanced” on the annual CELDT assessment with all sub scores at the 4 intermediate or higher level.
- Additional district requirements must be met in order to be reclassified as fluent:
 - 1) California Standards Test scores of mid-basic or higher or higher in ELA and mathematics
 - 2) GPA of 2.0 or higher and at least a “C” in ELA
 - 3) Grade-level writing sample with rubric score of 3 in content and 3 in mechanics or higher
 - 4) Benchmark matrix score of four or five
 - 5) Parent and teacher approval for re-designation
- Once students are re-classified, they are monitored for two additional years using all of the criteria defined above.
- Beginning with the 2005-2006 school year, each English Learner’s progress will be monitored using an EL Tracking Card. The student’s CELDT results, grades, and CST results will be posted on the card each year and maintained in the student’s cumulative record EL folder.

GIFTED AND TALENTED PROGRAM

PROGRAM DESCRIPTION:

The classroom teachers, Title I teacher, special education teachers, school psychologist, parents and the Student Study Team will have the responsibility for searching for potentially eligible students, including students who are economically disadvantaged or culturally and/or linguistically different.

Identification Criteria: The district does not formally identify students for the Gifted and Talented Program until third grade. Primary grade students who are performing well above level or who exhibit special talents, however, are to receive accelerated instruction and enrichment beginning in kindergarten. The district's criteria for identifying students who qualify for the Gifted and Talented program include

1. High Academic Achievement: 98 percentile level in ELA and mathematics on the California Standards Test for two consecutive years; a GPA of 3.8 for two consecutive years in reading, language arts, and mathematics; teacher recommendation with supporting evidence
2. Specific Academic Achievement: 98 percentile level in either ELA or mathematics on the California Standards Test for two consecutive years; a GPA of 3.8 for two

consecutive years in the 98 percentile on either ELA or mathematics; teachers' recommendation with supporting evidence

3. High Intellectual: Meet the district criteria on the Survey of the Intellect (SOI) or other district approved assessment of the intellect; or a score of 132 or above on a district approved intelligence test.

Program Goals:

The goal of the GATE program is to provide identified GATE students and potentially gifted students with on-going opportunities for:

- application of critical thinking skills
- enrichment and extension of academic skills
- fostering of creative thinking
- development of positive leadership abilities
- development of career awareness
- development of compassion and positive ethical standards

Curriculum:

The curriculum will be based on the state content standards and adopted district curriculum. GATE and potentially gifted students will have on-going opportunities within the classroom to move deeply into grade level content with a focus on activities that include:

- application of critical thinking skills
- enrichment and extension of academic skills
- fostering of creative thinking
- development of positive leadership abilities
- development of career awareness
- development of compassion and positive ethical standards

The adopted district instructional programs in each curriculum area at all grade levels provide a wealth of instructional activities to differentiate the curriculum for gifted and talented students. Teachers will draw on these well researched and articulated instructional resources to provide appropriate differentiated instruction for each gifted and talented student. The following supplementary programs will also provide gifted and talented students with opportunities for differentiated and accelerated instruction:

- Discover Art curriculum and activities
- Monart instruction
- Grade level or classroom performances
- Meadowlark Author Illustrator publishing opportunities
- Science Olympiad
- Geography Bee
- Spelling Bee
- Junior Great Books Shared Inquiry activities
- Above grade level Accelerated Reader books
- Daily "stumper" and math problem solving

- Talent Show
- Field trips
- Community speakers
- Community activities such as “Constitution Day” community interviews
- Student author activities
- PowerPoint presentations
- School Newsletter

Program Delivery

Gifted and students with exceptional abilities will be placed in **cluster groups** within a regular classrooms. To the extent possible, students will be clustered with others with similar exceptional abilities. Cluster group teachers will provide differentiated instruction and learning projects based on the district core curriculum and state content standards. Classroom teachers will use a variety of presentation methods including:

- Leveled reading groups using accelerated and challenging materials
- Leveled mathematics groups using accelerated materials and challenging problem solving activities
- Independent special interest research projects
- Cooperative group projects
- Differentiated homework assignments
- Opportunities to “test out” of units and then be given alternative assignments and opportunities
- Simulations
- Extended reading lists
- Video productions

Identified Gifted students may also have opportunities to participate in pull-out and / or after school programs such as:

- Mathematics competition and preparation classes
- Spanish or other language instruction
- Technology classes
- Word processing author classes
- Junior Great Books
- Astronomy class
- Chess instruction and competition.

Staff Development

- All teachers will receive annual training in the characteristics and the identification of Gifted and Talented students during faculty meeting time and/or other venues.
- Teachers who attend out-of-district training funded by GATE or other staff-development funds will share the information with others on their grade level during grade-level time or with the entire faculty during faculty meeting time.
- GATE Cluster teachers will participate regularly in training based on best practices for meeting the educational and motivational needs of gifted and

accelerated students. Gifted and Talented funds will provide opportunities for Cluster Group Teachers to attend the California Association for the Gifted conference or other out-of-district workshops.

- Cluster group teachers will participate in district/site based staff development meetings at least three times a year. The Cluster Group Teachers and the GATE Teacher-Coordinator(s) will cooperatively plan topics for the meetings. Opportunities for sharing effective materials and programs will be emphasized.

Parent Involvement

Parents of identified Gifted and Talented students will meet at least annually. Information about the Gifted and Talented program and ways the parent can meet the needs of the gifted child will be provided by the district and/or site GATE coordinators.

Program Assessment

The Gifted program will be evaluated annually by:

- Surveys of parents of the identified gifted students
- School Improvement Site Council program review
- Evaluation of after-school enrichment classes by students and parents.

STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

ASSESSMENT RESULTS PROVIDED TO PARENTS:

Parents receive a copy of their child's California Standards Test results each as soon as the results are available to the school. Teachers provide interpretation of the results during parent conferences each fall. Parents also receive specific information about their child's progress in the following ways:

- Parent-teacher conferences each fall
- A report card with comments each trimester
- Progress reports between each report card

A summary of the school's assessment results will be provided to parents in the School Accountability Report Card each fall and to the School Site Council throughout the school year.

SCHOOL ANNUAL SELF-REVIEW:

Each spring, the Leadership Team, curriculum committees, principal and Site Council will evaluate the Meadowlark School programs. The programs will be measured against the State Content Standards for each academic area as well as against the School Plan

Standards and Goals. The Leadership Team and faculty will review the most current assessment results available including:

- STAR/ CST testing results disaggregated by grade levels, gender, and program participation (Title I; GATE; Special Education)
- End-of-year criterion-referenced benchmark testing
- Student work samples and portfolios
- Most recent parent survey

Each academic committees and Leadership Team will develop a summary report to the School Site Council. The report will summarize the standards that are being met and the standards not being met. The committee will recommend specific improvement goals and activities for the coming year.

The Leadership Team and School Site Council will review the recommendations and write the school-wide improvement goals and activities for the coming school year. These goals and improvement activities will be incorporated into the School Plan. The revised School Plan will be reviewed and approved by the School Site Council and then submitted to the Board of Trustees for approval.

The principal and Leadership Team will meet each June to schedule faculty meeting time throughout the coming school year to provide staff-development and grade level planning time focused on the implementation of the specific improvement goals for the school year.

PERFORMANCE GOAL FOR THE 2005-2006 SCHOOL YEAR

A summary of the data for the California Standards Tests / STAR tests is provided below:

Percent of Students at the Proficient and Advanced levels, Spring 2006 English-Language Arts

Grade 2	Grade 3	Grade 4	Grade 5
55	42	71	69

Percent of Students at the Proficient and Advanced levels Mathematics

Grade 2	Grade 3	Grade 4	Grade 5
56	63	62	60

Percent of Students at the Proficient and Advanced levels Science

Grade 2	Grade 3	Grade 4	Grade 5
NA	NA	NA	51

Curriculum Goals for 2006- 2007

- 1) Continue strengthening students' writing skills:
 - Teachers will use the Houghton Mifflin Reading / Language Arts writing program consistently at all grade levels.
 - Revise the grade level spring / fall writing assessment with Agua Dulce using standards-based prompts and rubrics from the adopted Houghton Mifflin program.
 - Students will be given writing rubrics to guide their writing and to evaluate their writing.
 - Each grade level will put emphasis on handwriting instruction and correct letter formations based on the School Plan guidelines.
- 2) Students will learn computer literacy information for their grade level as defined in the School Plan and District Technology Plan
 - Students in grades 3 - 5 will have opportunities to use word-processing software, keyboarding, and internet research activities.
- 3) Students in grades 2 – 5 will memorize the basic math facts for their grade level as defined in the School Plan and in the California Content Standards
 - Student will use the “Forward Backward” format to memorize facts.
 - After-school classes will be provided for students who are having difficulty memorizing the facts for their grade level
- 4) Students will strengthen their reading comprehension skills.
 - All students in grades 1 – 5 will participate in the Accelerated Reader program and will track and evaluate their own progress.
 - Students will be taught to summarize (by paragraph, page, chapter, book) to strengthen their comprehension skills.
 - Students will be given increased opportunities to read non-fiction books and articles. Additional Accelerated Reader non-fiction books and tests will be purchased.
- 5) The Gifted and Talented program will be strengthened.
 - Teachers will have opportunities for high quality staff development training in meeting the needs of gifted and accelerated instruction. These opportunities will come through a Buy-Back-Day, a full faculty meeting focused on GATE, and through opportunities to attend out-of –district GATE conferences.
 - GATE students will have increased opportunities to participate in enrichment activities after school and/or through pull-out activities during the school day. Examples might be a Student Author program; “Science Lady” programs; Math Enrichment programs.
- 6) Students receiving special education services will strengthen their reading and mathematics skills and their scores on the STAR test.
 - RSP students will receive standards-based instruction and support within the regular classroom and through pull-out instruction as needed.

MEADOWLARK SCHOOL RULES

1. Treat others kindly so that they feel good about themselves.

- Harassment of other students including teasing and bullying is not allowed. Sexual harassment and harassment of a student who is a witness may be grounds for suspension under California Education Code.

1. Take pride in your school's appearance and its equipment.

2. Keep yourself and others safe.

- Students must keep their hands to themselves. Pushing, hitting, or other physical contact will result in an office referral.

1. Use the three steps to solve problems --

- **TALK** "Please stop teasing me. That hurts my feelings."
- **WARN:** "I'm warning you to stop or I'll report you."
- **REPORT:** "I've used the three steps, but he keeps teasing me."

1. Follow the directions of all adults at school the first time.

2. An adult must be with students at all times.

3. Students must have their teacher's permission to bring any item to school other than school supplies. No gum or candy may be brought to school.

- Bringing any weapon including a pocketknife or any type of drug to school is grounds for suspension and expulsion under California Education Code.