

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2015-16**



**Greenville Fundamental Elementary School**

**Superintendent**  
Rick Miller, Ph.D.

**Board of Education**

John Palacio – Board President • Rob Richardson–Vice President  
Valerie Amezcua – Clerk • José Alfredo Hernández, J.D. – Member • Cecilia “Ceci” Iglesias – Member

**Greenville Fundamental Elementary School  
Vision Statement**

Staff and Parents of Greenville School are committed to a Transitional Kindergarten through 5th grade instructional program that provides all students with the opportunity to acquire the knowledge and skills needed to become life-long learners, to develop problem solving and critical thinking skills, and to gain the cultural understanding, democratic principles and civic values necessary for participation in a democratic society. The success of this program is based on the continuum of learning experiences that addresses the special academic, social and physical needs of all students, the access of all staff members to staff development opportunities to expand the knowledge and skills required to meet the identified needs of all students, and a strong collaborative school partnership with parents and community. Greenville students are prepared to be college and career ready.

**Greenville Fundamental Elementary School  
Mission Statement**

At Greenville, staff and parents will work together to establish an excellent foundation for life-long learning, a strong sense of responsibility, and respect for self and others by nurturing, guiding, and challenging all of our students to aim high, take pride in their achievements, and to reach their maximum potential.

**School Profile**

**Enrollment/Demographic Data**

**School Enrollment Trends**

Grades	2012-13	2013-14	2014-15
<b>K</b>	180	177	168
<b>1</b>	180	178	178
<b>2</b>	178	179	177
<b>3</b>	181	179	182
<b>4</b>	183	183	183
<b>5</b>	183	184	182

**Percent Actual Attendance**

2012-13	2013-14	2014-15
97.65	97.74	97.78

**Student Demographic  
by Ethnicity**

	2013-14	2014-15
<b>American Indian or Alaska Native</b>	1 (0.09%)	2 (0.2%)
<b>Asian</b>	116 (10.74%)	106 (9.9%)
<b>Pacific Islander</b>	3 (0.28%)	4 (0.4%)
<b>Filipino</b>	7 (0.65%)	9 (0.8%)
<b>Hispanic or Latino</b>	883 (81.76%)	888 (83.0%)
<b>African American</b>	9 (0.83%)	7 (0.7%)
<b>White (not Hispanic)</b>	40 (3.70%)	38 (3.6%)
<b>Multiple or No Response</b>	0 (0%)	0 (0.0%)
<b>Total Enrollment</b>	1080	1,070

## **Student Achievement Goals**

### **Goal I: Vision and Standards: High Expectations, Culture and Leadership**

*LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.*

*LCAP Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.*

*LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.*

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### **School Goal:**

The collaborative efforts of staff, parents, and community members will ensure that Greenville Fundamental School will continue to demonstrate distinction through high academic achievement and maintenance of high expectation for all its students.

Students will demonstrate the knowledge, skills and values necessary to become productive citizens in the 21st. century. Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home. Students and staff will work in a healthy, safe, and secure environment that supports learning. In order to support the district in reducing the number of dropouts, suspensions and expulsions and increasing the number of graduates, Greenville will engage students in meaningful and rigorous instruction, continue to implement PBIS strategies, and target high risk students.

### **Greenville Fundamental will align instruction, strategies, and materials to support students to demonstrate the knowledge, skills and values necessary to become productive citizens in the 21st century.**

- All teachers will participate in District and Greenville site staff development opportunities for the implementation of the CA Common Core State Standards in order to foster a school-wide focus on high academic outcomes.
- Teachers will continue to implement and refine schoolwide strategies that are based on best practices. Effective instruction will include differentiation in ELA, math, and ELD.
- Appropriate state adopted core curriculum and research based supplemental materials will be provided for students. Supplemental materials purchased with Title I funds.
- There will be full implementation of schoolwide MTSS, strengthening core instruction through researched based strategies to help at risk students achieve grade level proficiency. Some intervention programs include PALS, 6-minute solution, Rewards, Read Naturally, SIPPS, Lexia, and Smarty Ants. Students at-risk will be provided an Academic Improvement Plan and/or an SST will be held to set and communicate interventions and goals. SST teacher facilitator will be funded to meet with parents and teachers to support academic goals and student concerns.
- Identified teachers will attend GATE, MTSS, and transitional kindergarten training to foster academic progress through best first teaching, intervention, and extension opportunities.
- Administration will meet with teachers to discuss student data and progress, and teachers will meet with students to discuss their individual results. Utilization of Illuminate provides the tools needed to analyze state and local assessment data, teacher created tests, and demographic information together in one location. Illuminate tools allows sites the ability to analyze state, district, and classroom assessment data against demographic and administrative data to create effective instructional programs for students. Illuminate facilitates secure access and interaction with student data so one can identify students'areas of need and develop a plan for improving achievement.
- Identified staff will attend PBIS (Positive Behavior Intervention and Support) district and county trainings, will be members of a school PBIS committee providing staff leaders who will train and support campus personnel in efforts to promote a safe, healthy, and positive environment for all adults and students on campus. Students will participate in school pride activities and monthly performances to promote positive character traits.
- Teachers will meet outside school hours to help develop lessons that support grade level content areas. In addition, we will meet to discuss how to help various subgroups such as English Learners. Finally, teachers will meet to review and align their lessons to make sure that they align to the California State Standards, and that when they observe or assess students that they are using tools that are standards aligned.
- Students who struggle emotionally will receive support to discuss their concerns in a safe environment during the school day. Services provided by Turning Point counseling.

### **Students will be provided differentiated learning opportunities and access to research-based instructional materials during or outside school hours to support the school vision and mission.**

- Allow for teacher volunteers to provide afterschool opportunities such as homework help or enrichment such as Baile Folklorico, Journalism club, Battle of the Books, or other opportunities.
- Provide Science, Literacy or Technology Night or during the day for TK-5th grade students and/or parents.

- Take field trips that help extend the learning opportunities of our students. In addition, we will support students by providing academically and artistically rich assemblies including but not limited to as Orange County Opera and Meet the Musicians or UCI Science Project for students on campus.
- Continue support after school with the Engage 360 program providing a safe and supportive environment for students to work on homework, participate in physical activity as well as enrichment activities.
- Teachers will work with students in small group to differentiate the curriculum.

**Hardware, software, and web-based programs will support student success and provide equitable access to a high quality curricular and instructional program that is accessible from school and home.**

- Teacher use of technology such as Illuminate, Renaissance Learning, ST Math, Lexia, Smarty Ants, Reading Plus, NWEA MAP website, and University of Oregon DIBELS website will assist teachers to use current data to develop a plan based on the state standards with supporting materials and assessment.
- Students will have access to the computer lab, mobile Ipad labs, and mobile Chromebook labs for ST Math, Accelerated Reader, Lexia, Smarty Ants, Reading Plus, Google apps, and other web based programs. Students will increase proficiency with keyboarding skills, word processing, presentation tools, and have opportunities to do on-line research, collaboration, and web-based curriculum. Reading Plus fluency and comprehension program unlimited contract 3 years 18k. Four Additional Chromebook mobile labs of 30 for grades 1st-4th.
- Parents will be informed of opportunities to access educational resources such as ST Math, Lexia, and Smarty Ants at home ; and have access to student information via the Aeries Parent Portal.
- Students will have access to the computer lab after school to work on MIND Institute or Accelerated Reader. Funding for lab technician after school.
- Teachers will be informed of on-going district staff development opportunities that increase the effective use of technology in the classroom for student engagement, collaboration, research, presentations, assessment, and more. Site Level technology-based trainings will be provided to support intervention, engagement, and curriculum.

**Staff will engage in self- selected professional development and be provided collaborative opportunities to enhance instructional practices, to ensure highly qualified teachers, and to support implementation of the California State Standards.**

- Teachers will collaborate during bi-monthly grade level collaboration meetings to analyze best practices, instructional strategies and provide peer support based upon analysis of student work and achievement data to promote student progress.

In addition, subs will be provided for Grade Leaders to provide release time for teachers to plan for school-wide improvement and instructional strategies to benefit all students

- Continue the implementation of the Making Meaning through Writing program with the added support of Write From the Beginning and the SAUSD supplemental writing program across the curriculum. Teachers collaborate with grade level colleagues in scoring the district writing proficiency test and extended response benchmarks in order to discuss strategies that support student success, and use the information to guide their instruction.
- Continue staff development and collaborative opportunities to support student engagement strategies, collaborative conversations among students, Structured Language Practice Strategies (SLPS), academic vocabulary, student use of Thinking Maps, and other strategies to increase student learning. In addition, teachers will participate in the district sponsored focused on "Making Meaning Through Writing" module.
- Provide ELD differentiated instruction for all English Learners at their proficiency level using Quality Teaching for English Learners (QTEL) across the curriculum providing sentence frames to assist in their academic collaborative conversations to increase acquisition of English.
- Administration will meet with individual teachers to discuss student progress and work together to set goals and discuss strategies to be implemented.
- Subs will be provided for Teachers to:
  - Observe colleagues
  - Receive training or collaborate
  - Plan for schoolwide improvement and instructional strategies;
  - Plan staff development or other planning to improve instruction.

## **Goal IIa: Reading Across the Curriculum**

*LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.*

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### **School Goal:**

Students will read for understanding and demonstrate their comprehension in a variety of ways including by participating in high level collaborative academic conversations using academic language and by writing complete and coherent sentences, responses and reflections in all content areas. Students will learn to read, read to learn, and maintain a love of reading and thus choose to read for enjoyment.

Greenville students will be proficient readers by third grade and demonstrate the grade level proficiency necessary to succeed in college and career through technology-driven curriculum and instruction.

All students will have access to high quality, standards-aligned instructional materials.

### **Curriculum will align with the CA Common Core Reading/ Language Arts standards and instructional strategies will emphasize best practices to prepare learners to be college and career ready.**

- Full implementation of CA Common Core standards and assessments giving priority to instructional time protected from interruption. Use of K-5 district developed grade level pacing guide for instruction, state adopted Open Court Reading, along with the district developed Units of Study around the CA State Standards to help student extend their learning and look for the "Big Idea" and answer "essential questions". All materials needed for effective language arts instruction will be provided for teachers and students.
- Accelerated Reader (AR) implemented by staff in grades K-5 that can be used at school and parents can access student progress at home. Students will be leveled appropriately via the AR STAR placement test and will know their ZPD for book selection of both fiction and non-fiction books.
- Library holdings will be improved to increase newer books and non-fiction books to support CA Common Core Standards.
- Lessons will be differentiated by scaffolding for struggling students or extension for excelling students to help students demonstrate success with the core program and beyond.
- English Learners will receive daily focused instruction using Open Court ELD support, Structured Language Practice Strategies, and effective lessons reflective of A Focused Approach and/or Carousel of Ideas resources.
- Reading Plus comprehension program to support students with advanced skills, and intervention support groupings (3rd-5th)

### **Students will be provided differentiated learning opportunities and access to research based instructional materials during or outside school hours to support literacy.**

- Identified at-risk students will receive differentiated instruction in ELA in small group with their teacher 2-3 days a week using standards aligned research based programs such as: PALS, 6 Minute Solution, Lexia, Smarty Ants, Reading Plus, SIPPS, OCR intervention, Read Naturally, or Rewards.
- Students will access extended learning opportunities through community resources such as guest speakers (such as the storyteller), academic assemblies, and educational field trips (OC Opera) These will take place either in library or activity area.
- Academic support or enrichment may be provided before school, after-school, or on Saturdays including participation in Engage 360 after-school program or district attendance recovery WIN program.
- The computer lab will be available to students afterschool to take AR book quizzes and the library will be open before and afterschool to families to exchange/ check out books to support the Greenville reading campaign.
- Identified low achieving students will receive additional after school tutoring in the Growth and Achievement Program (GAP) program with instruction in ELA and Math in small group with their teacher 2 days a week using standards aligned research based programs such as: SIPPS, LEXIA, Dreambox. Teachers will be paid hourly rate for tutoring; Classified support additional hours of pay.

### **Hardware, software, and web-based programs will support student success in literacy. In addition, students will have increased access to technology.**

- Access:
  - Internet access in all classrooms to provide opportunities for online research, projects, and online support materials.
  - Students and parents will have access on campus to computers and technology after-school.
  - Provide students with a Google account to allow them to practice keyboarding skills and have access to word processing and presentation software at home and at school.
  - Anyone at the site, parent, teacher, student or invited guests, will have access to the internet utilizing appropriate district security access measures.
  - Devices available to students will be increased to improve student to device ratio.
- Instruction and support:
  - Provide students with integrated lessons that will help them meet the technology standards as well as ELA standards for their grade level.

- Accelerated Reader (AR) will be implemented in grades TK-5
- LEXIA will be implemented in grades TK-5
- Instructional websites will be posted on the Greenville website
- The Computer lab technician will provide support for PCs and IPADs. In addition, he will also assist teachers by supporting LEXIA, ST Math, Smarty Ants, and AR goals as student interventions.

- Maintenance: Time will be provided for computers to be serviced and updated by computer lab tech and district personnel.
- Additional laptop carts of 32 chromebooks will be provided for each grade 1st-4th
- Reading Plus comprehension software program to support students with advanced skills, and in-class intervention support groupings (3rd-5th)

**Staff will engage in 15 hours of self selected professional development and be provided collaborative opportunities to enhance instructional practices, to ensure highly qualified teachers, and to support implementation of the California State Standards.**

- Staff members will participate in site and district driven staff development in the areas including but not limited to California State Standards implementation, collaborative conversations, student engagement, academic language and vocabulary development, district writing initiatives, data analysis, Accelerated Reader, Lexia, GATE Depth, Smarty Ants, Reading Plus, and others as they become available.
- Best Practices to address ELA standards discussed at monthly collaboration and staff meetings.
- Staff development on research based interventions/ MTSS is provided which can be implemented during workshop for students identified at risk. Student data is analyzed at Data Review Team Meetings to develop a plan for appropriate intervention.
- Staff development related to district assessments such as MAP, Writing through "Making Meaning through Writing", DIBELS, Extended Response and state mandated testing such as SBAC and CELDT administration and analysis.

**Involvement of Parents and Community: Parents will be supported as partners in their children's academic success.**

- Parents will monitor daily/weekly reading practice at home of their students through the use of Reading Logs and AR points reports. Homework logs keep parents informed and provide home monitoring opportunities. Students in grades 3-5 will use agenda's to record their nightly homework to help keep them organized. Parents also have access to AR home connect to monitor student progress. Parents have access to Aeries parent portal. Parents will be provided information and access at home to support their students intervention programs, such as LEXIA, Smarty Ants, and ST Math.
- Mid trimester reports will update parents on reading performance with follow up additional conferences as needed. At parent teacher conferences, teachers will provide parents a list of standards students are expected to know at their grade level as well as reading and comprehension strategies parents can use to support their child at home. Assessment results are also shared with parents at conferences. Academic Improvement Plans will be shared with parents each trimester for all under-performing students. Insufficient progress may be addressed with parents at a formal SST meeting.
- Parents are a valued and integral part of the school community as they volunteer hours on campus and in classrooms as noted in the fundamental parent agreement.
- Parents are encouraged to attend monthly flag salutes, student performances, awards ceremonies, PFO/ SSC/ ELAC meetings, and other school events as appropriate.
- Parents are informed of district and school sponsored parent workshops and meetings to address the implementation of the California State Standards or other relevant important information.

**Goal IIb: Writing Across the Curriculum**

*LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.*

**School Goal:**

Greenville students will be proficient writers across the curriculum by third grade and they demonstrate the grade level proficiency necessary to succeed in college and career through technology-driven curriculum and instruction. All students will have access to high quality, standards-aligned instructional materials.

**Curriculum will align with the CA Common Core standards and instructional strategies will emphasize best practices that prepare**

**learners to be college and career ready.**

- Grade level collaboration time will be dedicated to discuss writing standards, and the District "Writing for Meaning" initiative. In addition, a collaborative approach to examining anchor papers and scoring student writing samples using a common district rubric will facilitate professional conversations related to effective writing instruction.
- Effective instructional strategies and materials will be implemented by teachers including Thinking Maps, oral rehearsal, Write From the Beginning or WFTB lessons and mini-lessons, district pacing guide and writing binder, writer's workshop and small group meeting and instruction. Opportunities to write across the curriculum will be provided in addition to direct instruction in the writing process, editing and revising, and student use of approved rubrics. All teachers will participate in the Districts module for staff development on "Making Meaning through Writing", focusing on writing through all content areas.
- Teachers will align instruction with grade level writing standards and will implement a grade level uniform K-5 district writing rubric to monitor student writing. Teachers and administrators will analyze assessment results on Illuminate and implement instructional strategies and interventions designed to increase student's writing skills and ability.

**Students will be provided differentiated learning opportunities and access to research-based instructional materials during or outside school hours to support writing.**

- Beginning in first grade students will be guided in writing a report which is grade appropriate. Each grade level will meet and agree upon the same writing project for students to complete.
- Students will be encouraged and supported to participate in extra curricular opportunities. Students in grades 4-5 will be able to participate in the Journalism Club publishing the Greenville Gazette to be distributed schoolwide.
- Students not meeting grade level standards or making insufficient progress will be provided small group and /or scaffolding in their writing instruction.

**Hardware, software, and web-based programs will support student success in writing. In addition, students will have increased access to technology.**

- Computer hardware and software will be updated, upgraded, and the number of computers increased to effectively integrate and utilize technology in instruction as funds become available.
- Instruction, hardware, software, and web based programs will increase student proficiency in keyboarding skills, word processing, presentations, and authorship.
- Internet access will remain available in all classrooms and throughout the entire school.
- Google Accounts will be set up/used for each student to access personal accounts and teacher online classrooms in grades 3rd - 5th, in order to research, create, and produce writing based projects.

**Staff will engage in 15 hours of self selected professional development and be provided collaborative opportunities to enhance instructional practices, to ensure highly qualified teachers, and to support implementation of the California State Standards in writing.**

- Opportunities for continued professional development and refresher trainings will be provided on site and at district identified locations for a variety of effective instructional strategies including Thinking Maps, Write From the Beginning, District created lessons and activities, and anchoring and error analysis; Additional staff development and professional collaboration may be provided based on teachers needs. Every year is started with Thinking Maps kick off and school wide roll out. In addition, all teachers will participate in district module "Making Meaning Through Writing" staff development through the school year.
- Collaboration will support writing across the curriculum. Teachers meet three times per year in grade level teams to collaborate and analyze student work samples and assessment data in order to identify areas of need in writing (teacher will review students district writing assessments). Teachers also analyze student work during grade level collaboration meetings. After analyzing student performance on district writing assessments, and or other writing assignments, teachers will implement district mini-writing lessons and or develop lessons using instructional strategies to improve students writing.

**Parents will be supported as partners in their children's academic success.**

- The Parent Faculty Organization or PFO has used their funds to purchase library books that students can check out and read or do research based on state standards.
- Access for All technology roll out. 5th grade parents will be trained to support and engage their students in a one-one computer initiative at home and school. 180 chromebooks will be available for student use at home and school. Parents will be trained in the mobile use policy, technology skills, and cyber safety.

## **Goal IIc: English Language Development**

*LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.*

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### **School Goal:**

Greenville fundamental English language learners will be reclassified within 5 years of entering the English Learner program.

All English Learners will demonstrate progress towards this goal as measured by the state assessment. All students will have access to high quality, standards-aligned instructional materials.

### **Curriculum will align with the CA Common Core Writing standards and instructional strategies will emphasize best practices that prepare learners to be college and career ready.**

- Explicit ELD instruction will be provided at the appropriate level for each student; utilizing strategies from the Focused Approach handbook, GLAD and the English Language Support Guide from Open Court reading program. This will make the reading program and other curriculum more accessible to our English Learners. Teachers will continue to monitor student progress to make sure satisfactory progress will be made each trimester toward meeting and exceeding proficiency in English language development.
- Teachers, TOSA and administration will monitor progress of English Learners during the year by administering and evaluating results of the ADEPT assessment. Instruction will be designed around areas of need and the Focused Approach Matrix of forms and functions will guide systematic instruction to support students.

### **Students will be provided differentiated learning opportunities and access to research based instructional materials during or outside school hours to support English Language Development.**

- English learners will be supported through scaffolded instruction and the use of sentence frames for different levels of proficiency. Increased language practice will be provided through collaborative conversations and academic language instruction. Students benefit from leveled reading materials based on assessed levels using the AR STAR placement test.
- Identified low achieving EL students will receive additional after school tutoring in the Growth and Achievement Program (GAP) program with instruction in ELA and Math in small group with an assigned teacher 2 days a week using standards aligned research based programs such as: SIPPS, LEXIA, Dreambox.

### **Hardware, software, and web-based programs will support student success in English language acquisition including support for reading, writing, and listening and speaking. In addition, students will have increased access to technology.**

- Computer hardware and software will be maintained, updated, and upgraded to effectively integrate and utilize technology in instruction with district support and as site funds become available.
- Accelerated Reader, available to all students, serves as motivation to improve reading and English language fluency by rewarding progress LEXIA supports students at their identified level and includes listening components that support English learners. Other appropriate software and web based programs will be made available via a link on Greenville's website.
- Hardware supporting audio and visual support for English learners includes the use of document cameras, projectors, audio equipment, educational videos, I pads and laptops.
- Dreambox Math program will be purchased to support Common Core Standards based learning skills in class, at home, and through the GAP intervention support program.

### **Staff will engage in 15 hours of self selected professional development and be provided collaborative opportunities to enhance instructional practices, to ensure highly qualified teachers, and to support implementation of the California ELD Standards.**

- Teachers will be trained in understanding assessment data to drive instruction in the area of ELD. To support instruction, teachers will be provided training and refreshers in the implementation of instructional strategies including: District writing lessons to support OCR that provide a visual and language support to English Learners, GLAD, Thinking Maps, QTEL, Collaborative academic conversations, and the Academic Language modules.
- Grade level teams will use collaboration time to plan and discuss differentiating instruction to meet the needs of their English learners. Time will also be used to discuss student progress and make instructional adjustments as needed.

### **Involvement of the Parents and Community: Parents will be supported as partners in their children's academic success.**

- Invite parents to participate on the ELAC committee. Meet each trimester with teachers to discuss growth and progress of their English Learner students and provide information (verbal and written) to parents in their primary language as needed.



## **Goal II: Mathematics**

*LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.*

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### **School Goal:**

Greenville students will demonstrate grade appropriate mathematical knowledge and skills as well as the fundamental skills needed to be successful in Algebra through technology-driven curriculum and instruction.

All students will have access to high quality, standards-aligned instructional materials. Students will have the grade level skills to be prepared for college/careers of the 21st century.

### **Curriculum will align with the new California math standards and instructional strategies will emphasize best practices that prepare learners to be college and career ready.**

- Provide all teachers with the necessary standards based curriculum textbooks and materials that are state adopted, cyclical and sequential.
- Teachers will analyze results of chapter and unit math assessments to plan subsequent instruction identified areas of need. Benchmark extended response results will provide opportunities for deeper analysis of student work. Teachers will develop an Academic Improvement Plan for students who are performing below proficiency in math to identify interventions and support, set learning goals, and monitor student progress. ST Math homework will be assigned as appropriate to support struggling students, as well as to provide enrichment opportunities for students demonstrating mastery.
- Teachers will follow the district pacing guide and ensure all California math standards are addressed, while foundational math skills are supported, such as mastery of math facts. Math units of study will be utilized to increase higher order thinking skills, analysis of mathematical problems, and prepare students for the SBAC test. There will be a continued emphasis on explaining mathematical thinking through collaboration, math talk, and problem of the month.
- Eureka Math will be provided for supplemental scaffolding of standards in alignment with common core standards, in support of the Unit textbook materials and common core units.

### **Students will be provided differentiated learning opportunities and access to research-based instructional materials during or outside school hours to support mathematics.**

- Selected 4th and 5th grade students will participate in the Math Club to compete in the District Math Contest. They will meet at lunch or afterschool to prepare for the competition, practicing mental math, problem solving, reasoning, and other critical skills.
- MIND Institute ST Math software is a non-language-based method offering a visual understanding of difficult math concepts through a series of computer activities and lessons. The language-independent software lessons reduce the language barrier to learning math. Homework assignments can be specifically selected as appropriate by teachers grades TK-5.
- Problem of the month will provide extension opportunities for students to work on a math problem in an on-going format and solve problems using a variety of techniques. Students can teach and learn from each other.

### **Hardware, software, and web-based programs will support student success in mathematics. In addition, students will have increased access to technology.**

- All students participate in ST Math in grades TK-5. School will continue to purchase additional equipment, as funds become available.
- All classrooms have internet access and access for students to devices (Ibuds, laptops, or desktops); Hardware and software will be maintained, updated, and upgraded with support from our lab tech and district personnel.
- Links to educational websites will be posted on the Greenville webpage.
- The school will pilot the Dreambox online math program supporting CA Common Core Standards. In addition, ST Math fluency will also be purchased to help students solidify their basic math concepts.
- Increased student to computer ratio throughout all grade levels K-5 allowing students the time needed to meet their progress goals.

### **Staff will engage in 15 hours of self selected professional development and be provided collaborative opportunities to enhance instructional practices, to ensure highly qualified teachers, and to support the integration of technology and instill interest in blended learning at Greenville.**

- On site IMP Math lessons will be provided to teachers to develop appropriate lessons to support, and extend their students' conceptual understanding of grade level math standards. In addition, 4th and 5th grade teachers will collaborate to further implement strategies presented in David Foster Math Training to support the understanding of the conceptual foundation of mathematics.
- Teachers will be trained in evaluating student extended responses to a math problem, collaborating to calibrate scoring and identify anchor papers, and score using a rubric. Further time for team collaboration related to instructional implications will be provided.

- A 5th grade site representative teacher will meet with middle school staff to plan vertical alignment and to plan an instructional program that will ensure students are ready for Algebra I by 9th grade.

**Parents will be supported as partners in their children's academic success.**

- Mid-trimester reports update parents on math performance with follow-up additional conferences if needed. An AIP is developed for students needing specific interventions with support materials or activities provided to the parent to support at home; Parents will be provided with informational material for students to access ST Math from home.
- Parent meeting/workshop opportunities will be provided to discuss the shift to the California state standards and new report cards, as well as information related to A-G requirements to prepare students to be college and career ready.

**Goal III: Parent and Community: Partnerships for Student Learners**

*LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.*

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**School Goal:**

Greenville parents will participate in all aspects of the school as stakeholders, decision makers and support systems. 100% of parents are encouraged to volunteer on field trips, on campus and in classrooms as indicated in the fundamental school agreement and parent compact, establishing a strong partnership between school and home.

1. Greenville will create a welcoming, safe, sensitive, and productive school environment for parents and community.
2. Greenville will establish and expand parenting programs that support student success by working with community partners and organizations and other family services
3. Greenville will provide parent training on accessing student information such as attendance, grades, and progress reports.
4. Greenville will assist parents of EL students by providing translation services, English and computer classes, or workshops offering transportation and childcare
5. Greenville will conduct annual parent surveys and meetings to demonstrate that issues are brought forward and needs are addressed quickly and effectively.

**Building on parenting strengths**

**Increase Parent Involvement**

- Parents will attend all parent conferences, AIPs, SSTs, and IEP meetings. Translation will be offered as needed. Parents will receive important program information through participation in ELAC, SSC, and PFO. Parent translation, materials, and communication resources will be funded.
- Provide workshops, recommendations, and materials as needed to support their child in early literacy, reading, and writing as well as how to support their child with their homework and developmental health and well being. Internet resources will also be provided such as Renaissance Place (AR) Home Connect, ST Math, Smarty Ants, and LEXIA at home. The Aeries Parent Portal, and educational website will be posted on the Greenville webpage. OC Healthy Kids program Padres en Accion is a parent led involvement program that trains parents on healthy habits of eating and exercise. Provide trainings, brochures and information for parents to understand the CA Common Core Standards and LCAP goals.
- Greenville Fundamental will actively seek partnerships with local businesses to support our school community.
- Parent volunteer outreach and recognition program, A Heart for the Students.

**Communicating effectively**

**Continue effective communication with parents.**

- Provide information to parents at Back To School night and other meetings/events regarding math standards and assessments. Provide training, brochures and information for parents to understand the CA Common Core Standards.
- Family Math Night and other events and communication on supporting their child's math. Parents will be informed of progress and will support students at home with math facts practice and homework and Math Fluency from Mind Institute.
- ST Math, Lexia, and Smarty Ants support programs are available to all students at home. Technology website links will be made available on the Greenville website.

- Access for All technology training, safety, and usage policy and information available through videos linked and promoted on school website and through parent meetings and flyers.

**Organizing opportunities for volunteering**

**Provide workshops that equip parents to support children's education in school readiness, math, and English language arts.**

- Parents will be informed of opportunities to attend school site or district workshops; Provide child care so parents have the opportunity to attend workshops.
- Referrals for services and programs will be provided to support students and families socio-emotionally and economically. Services include counseling both on and off campus, connections to community agencies, uniforms provided by the Assistance League of Santa Ana, PFO gift card support to needy families, McKinney-Vento Homeless Program, Holiday SOS baskets, and health referrals and support provided by our school nurse.
- Share PBIS school expectations and incentives information. Teachers will notify parents regularly of student behavior, both for areas of concern and for positive recognition.

**Learning at home**

**Continue to improve communication between families and school staff through bi-lingual monthly meetings (general, SSC, ELAC, GATE) TeleParent messages, newsletters, individual phone calls and conferences as needed in a timely manner.**

- Encourage parents to actively serve on SSC, ELAC and PFO providing a voice and decision making opportunities. Parent representatives will attend district committees: DAC, DELAC and Superintendent's Cabinet.
- Encourage and welcome parents to volunteer at the school (i.e., "HOT" Committee, room parent, 5th Grade Promotion Committee, AstroCamp Committee, assistance in classroom, Field trips, etc.) In addition to volunteering during the school day, parents are encouraged to volunteer for after school clubs or special activities such as Kids Run the OC Marathon.

**Involving in decision making**

**Parent Recognition**

- Recognize parent involvement at the end of the year by providing a Parent Appreciation Dessert. At this event, teachers award their parents a certificate of appreciation, and School Parent of the Year is announced. The parent of the year is then recognized at a district sponsored event.

**Collaborating with the community**

**Building relationships**

**Funding**

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
Professional Development, Enrichment, Tutoring, Extra Curricular support.	1000-1999: Certificated Personnel Salaries	Title I, Part A	18,800.00
Professional Development, Enrichment, Tutoring, Extra Curricular support.	2000-2999: Classified Personnel Salaries	Title I, Part A	9,350.00
Technology, Printing, Hand-outs, flyers, Enrichment and Intervention materials: Reading, writing, math, and EL Materials.	4000-4999: Books And Supplies	Title I, Part A	94,911.08
Technology, Parent trainings, brochures and information for parents. Enrichment, Intervention.	5000-5999: Services And Other Operating Expenditures	Title I, Part A	9,120.00
Supplemental state adopted material for core curriculum and research based supplemental materials for students.	5700-5799: Transfers Of Direct Costs	Title I, Part A	11,988.57
Support, training, intervention and program services for teachers and parents.	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	36,130.00

<b>State and Federal Funding</b>			
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Expenditure Type</b>	<b>Funding Source</b>	<b>2015-16 Budget</b>
Notifications, Letters, Flyers, Handouts, Enrichment, Intervention, EL, Reading and Math Materials.	5900: Communications	Title I, Part A	1,367.64
<b>Total</b>			<b>181,667.29</b>