

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



Hoover 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

**Hoover Elementary School
Vision Statement**

Our vision is to maximize student achievement to:

- Demonstrate the knowledge, skills, and values necessary to become independent learners and productive citizens.
- Provide access to an equitable and inclusive learning environment in a high quality standards-based curriculum.
- Monitor individual student progress and provide extra support to students as soon as it is needed.
- Using instructional time effectively in reading and math to maximize effective instruction to meet the Common State Standards.
- Devoting funds to support professional development on best instructional practices.
- Involve parents and the community to help students meet the Common State Standards.
- Modeling and expecting responsible, cooperative, and respectful behavior and holding students accountable for their actions.
- Provide a healthy, safe, and secure environment that supports teaching and learning.

**Hoover Elementary School
Mission Statement**

It is our mission to build a community of lifelong learners who will strive to achieve their highest academic potential in a safe environment using a rigorous curriculum based on the Common Core State Standards.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	63	63	62
1	78	69	63
2	92	74	77
3	80	88	69
4	69	82	82
5	78	72	84

Percent Actual Attendance

2012-13	2013-14	2014-15
96.51	96.77	96.75

**Student Demographic
by Ethnicity**

	2013-14	2014-15
American Indian or Alaska Native	2 (0.45%)	1 (0.2%)
Asian	3 (0.67%)	5 (1.1%)
Pacific Islander	0 (0%)	0 (0.0%)
Filipino	1 (0.22%)	1 (0.2%)
Hispanic or Latino	438 (97.55%)	426 (97.5%)
African American	0 (0%)	0 (0.0%)
White (not Hispanic)	4 (0.89%)	4 (0.9%)
Multiple or No Response	0 (0%)	0 (0.0%)
Total Enrollment	449	437

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.

School Goal: Hoover Elementary School will work with the School Site Council, the English Language Acquisition Committee, Instructional Leadership Team to guide instructional practices focused on improving students' academic achievement so that students will be able to demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century. The Hoover school community will implement the Common Core State Standards and use 21st Century Skills (Collaboration, Communication, Creativity, and Critical Thinking) to shift instruction for students to be prepared for college and career readiness. Students have equitable access to a high-quality curricular and instructional program that is accessible from school and home.

To achieve 10% increase in MAP, STAR Renaissance and on DIBELS, Hoover will continue to implement best practices school-wide through: SAUSD best practices, Data Review team meetings for Kindergarten through Fifth and 1-1 data chats with the principal. Hoover staff will focus instruction through ongoing data analysis and will regularly identify students for intervention support, as well, as GATE identification and EL reclassification.

- The Teacher on Special Assignment (TOSA) will provide professional development; through demonstration lessons, coaching and training on the Common Core Standards.
- The TOSA will provide intervention instruction in small groups during workshop.
- The Hoover staff will analyze test scores: MAP, CELDT, ADEPT, DIBELS, and Benchmark exams in grade level teams and conduct data chats with students and parents based on results.
- Hoover staff will continue to implement Common Core State Standards based, district approved units of study. Teachers will identify instructional goals through weekly lesson plans and submit them to the principal.
- Substitutes will provide teacher release time to conduct data chats with the principal and set individual student goals in ELA and Math.
- Teachers and staff will continue to implement SAUSD best practices & 21st Century Skills; CCSS units of study.
- Illuminate and NWEA assessment tools will provide the reports needed to analyze ongoing achievement data to revise school-wide and to use as a pre and post assessment to provide intervention support for all students that need it.

The Hoover school community will jointly provide input on schoolwide decisions and be part of the data analysis team in order to provide increased student achievement in a safe, orderly school where every student has the opportunity to learn.

- Student achievement data will be provided to all stakeholders in order to focus instruction on increased student achievement. Student data achievement will be shared with all staff in meetings, with parents in LCAP parent meetings, and with students during data chats.
- School Site Council members will discuss and be informed of student achievement data and school issues affecting the school environment, academic progress, budget and curriculum at SSC meetings to determine school-wide improvement efforts.
- Students will increase their use of computer generated resources and assessments through the purchase of new Chromebooks for 4th and 5th grade.
- The Hoover school community will jointly provide input on school-wide decisions and include the Instructional Leadership Team to participate in data analysis team; in order to provide increased student achievement in a healthy, safe, and secure environment that supports learning all students will have the opportunity to learn and participate in PBIS strategies when needed.

Hoover will encourage student achievement gains by providing incentives and awards for increased student growth and access to computer based resources and assessments.

- Students will be recognized in Trimester Awards assemblies for increased student achievement in MAP, DIBELS, attendance, ST Math, and behavior. Incentives will be based on assessment data and teacher recognition.
- The Hoover school community will use the Illuminate, NWEA, Dibels Next data systems to monitor individual and school-wide student achievement through the use of data reports. PBIS data collection on student's behavior will be used to monitor individual and school-wide student behavior issues. Teachers will use Illuminate and MAP reports to identify students in need of intervention support and to monitor their progress in improvement programs.
- Students will increase their use of computer generated resources and assessments through the purchase of new computers throughout the school.

The Hoover Instructional Leadership Team will participate in the development of the Single School Plan to guide school-wide improvement efforts.

- The Hoover Instructional Leadership team will work with the Principal to revise our improvement efforts to reflect the implementation of the Common Core State Standards to raise student achievement.

Hoover will support Reading by 3rd grade and early intervention in grades 1st and 2nd.

- The TOSA and intervention tutor will provide ongoing intervention instruction and student data monitoring, with the principal, to ensure that students are reading fluently by third grade.
- The Boys and Girls Club will provide staff to implement an intervention program using Flying to Start and support 1st grade to 3rd grade students in reading fluency.

Hoover will use PBIS to reinforce positive behaviors & attitudes on the playground by positively motivating student behavior with yellow Hornet tickets and through the use of the PLAYWORKS program.

- PBIS will help reinforce new patterns of behaviors for both students and adults, by monitoring positive student/supervisor interactions.
- PBIS will change student behavior by reinforcing good behaviors and by stopping unacceptable behaviors.

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.

School Goal: Through the implementation of the Common Core units of study and school-wide reading interventions, Hoover will ensure that all students work towards reaching at a minimum proficiency in grade level standards. Students will be reading at proficient level by end of 3rd grade (DIBELS Next) with an annual 10% growth over 2015-16 baseline. English learners will redesignate within 5 years of entering the SEI program to achieve an Annual growth of 10%. All students will improve their reading skills by 10% on DIBELS (K through Third grade) and MAP Assessments (grades 3-5). Proficiency is projected from MAP assessments administered in Fall 2015-2016 to state test(s) administered in Spring 2015-2016. The Hoover school community will implement the Common Core units of study with students using academic language through Collaborative Academic conversations to continue our school wide improvement efforts and use 21st Century Skills.

Alignment of Instruction, Strategies and Materials with Content Standards.

- Hoover will comply and monitor implementation of instructional minutes adopted for reading/language arts. Hoover will comply with and monitor implementation of instructional minutes for reading/language arts interventions. In grade level meetings and on planning days, teachers and administration will analyze assessment results and base instructional strategies and interventions on student academic needs.
- Teachers will teach the California Common Core ELA Standards to ensure that all the required reading standards are met.
- Kindergarten teachers will administer the DIBELS Next Assessment and input results into Illuminate. In grade level meetings and on planning days, teachers and administration will analyze assessment results and base instructional strategies and interventions on student academic needs.
- Teachers will administer the STAR Renaissance and MAP Assessments and review results in grade level meetings and on grade-level planning days to ensure the required state reading standards are met. Teachers and grade level teams will use assessment data to develop grade level team instructional plans to implement in the classroom.
- Teachers will work with the TOSA and their grade level teams to provide intervention support to students who are working below grade level on DIBELS and MAP to support LEP students in reading fluency and comprehension.
 - Teachers will develop an Academic Improvement Plan (AIP) for students who are below proficient in reading and work with parents and administration to develop intervention strategies in the RTI and Student Success Team (SST) process.
 - Students will have the opportunity to extend the learning by participating in standards based field trips.
 - Library Technician supports reading and content instruction by selecting appropriate reading and resource materials, audio/video equipment, and teacher resources.
 - Computer Technician will provide technology instruction to support reading standards and curriculum and training for teachers in the area of technology.
 - Hoover will acquire materials and/or software needed to support the reading program and reading standards.
 - Teachers will meet twice monthly to analyze students' performance on Reading and identify key instructional strategies to increase students' performance in Fluency and Comprehension through grade level team meetings.

- Teachers and grade level teams will use assessment data to develop grade level team instructional plans to implement in the classroom.
- Teachers will identify and post in their classroom one ELA standard to measure success each trimester. Each key standard will be the focus on instruction, mastery, and mini-lessons for that trimester. Pre- and post- assessments results will be posted to measure the progress of mastery of the key standards.
- Teachers and administrator will track student Benchmark scores, as well as other grade level appropriate achievement goals, i.e., fluency, comprehension, etc.
- Teachers will integrate strategies from the Lexia and Smarty Ants in English Language Arts in order to make the curriculum more accessible to all students.

Extended Learning Opportunities

- Teachers will have groups of 8-10 students for tutoring in Fluency and Comprehension. Our TOSA and Intervention tutors will have intervention groups during the school day in common, grade level workshop time. All K through 3rd grade students will be assessed on DIBELS fluency three times a year. At risk students will receive after school tutoring in reading phonics by classroom teachers. Students in 4th and 5th grades who are performing 2 or more years below grade level, as measured by the MAP and STAR Renaissance exams.
- TOSA and Instructional Assistants will provide intervention support in ELD and ELA in Kindergarten through Third grade for students who receive a 1 on their report cards in ELA. Funds will be used to provide extra tutoring and to purchase any supplemental material or curricula.
- Teachers will tutor students in grades K - 5 during a before or after school intervention program who receive a 1 or 2 on their report cards in ELA.
- All Kindergarten through Third grade students will be assessed on DIBELS screening benchmarks. Students who are at strategic or intensive will receive academic support through the RTI model and the support of the Smarty Ants reading program, SIPPS, 6-Minute Solution, Peer Assisted Learning strategies.
- All K through 3rd grade students will be assessed on DIBELS fluency three times a year. At risk students will receive before or after school tutoring in reading phonics by classroom teachers.
- Students in 4th and 5th grades who are performing 2 or more years below grade level, as measured by MAP and STAR Renaissance exams will receive tutoring in reading by classroom teachers.
- Site will provide instructional materials for student to access a high-quality and rigorous curriculum needed to develop 21st century skills (including materials for reteaching, extended/enriched learning opportunities and support for GATE programs).
- Teachers will integrate strategies from the Focused Approach in English Language Arts in order to make the curriculum more accessible to all students.
- Students receiving a 1 or 2 in Language Arts will participate in reading tutoring with the 6 Minute Solution, LEXIA, REWARDS, QUICKREADS and/or READWORKS and have the support of the TOSA. DIBELS Progress Monitoring reports and other formative assessments will be analyzed by the teacher, administrator and intervention teachers to determine achievement growth. Teachers will have groups of 8-10 students for tutoring in Fluency and Comprehension. Teachers will provide before and/or after school tutoring to assist students in meeting goals through 6 Minute Solution, LEXIA, REWARDS, QUICKREADS and/or READWORKS.
- Students in grades 1st through 3rd Below Benchmark on the Dibels Oral Reading Fluency will receive 30 minutes of intervention 2 times a week using the Flying to Start Literacy Program. This program is being offered by the Boys and Girls Club of Santa Ana.

Increased Access to Technology

- All students will continue to have increased computer support for reading development through the use of computers based resources and Assessments: Phonemic Awareness and Phonics with LEXIA and reading comprehension through Accelerated Reading program. Students will take online assessments in the computer lab and select books from the library at their instructional level to participate in the Accelerated Reader reading program.
- All students will have computers with internet access in their classrooms to use the LEXIA, Smarty Ants, and AR programs, and to assist in student learning through teacher's instruction. New computers will be purchased to give students additional experiences with computer based resources, research, and assessments.
- Computer technician will support computer based reading programs through the maintenance of the technology equipment throughout the school. Funding will be provided for computer technician to support reading programs and the purchase of new technology equipment.
- Students will have access to 6 Minute Solution, LEXIA, REWARDS, QUICKREADS and/or READWORKS with both library/class books and through the use of new computers. Students will use technology to read and analyze complex text and cite evidence through a balance of informational and literary texts both on hard copy and on new computers.

Staff Development and Professional Collaboration.

- All teachers, TOSA and Special Education teachers will participate in GAFE (Google Apps for Education), staff development to

successfully implement and support technology assessment and instructional tools such as DIBELS Universal screening and monitoring system, Canvas, Google Apps, Google Classroom, Smarty Ants, Lexia, ST Math, and Accelerate Reader.

- All Teachers will participate in an at District and principal lead staff development for Making Meaning Through Writing.
- Teachers and TOSA will participate in English Language Development staff development for the Discussions 4 Learning program.
- Grade level representatives and TOSA will participate in school-wide planning to implement best practices and Strategic School strategies based on data analysis of: DIBELS, STAR Renaissance and MAP, and ELA Benchmarks.
- Teachers in grade level meetings will collaborate and analyze student achievement data; DIBELS, Standards Based Mini-Assessments, and ELA Benchmarks to determine best practices and implementation of school-wide improvement efforts.
- Teachers will examine classroom instruction based on the analysis of student's performance on Fluency and Comprehension. Teachers will meet twice monthly and create a record of their data analysis and improvement strategies on a meeting agenda, which will be reviewed and discussed with the site principal and shared in a Google Form. Teachers will meet each trimester in a Data Review Team meeting to examine the DIBELS and other formative data and to determine intervention strategies. Teachers will self-select appropriate staff development opportunities to improve students' engagement strategies.

Involvement of Parents and Community

- Parents will participate in Parenting classes, presented bilingually, and receive training on the family / home communication. Child care and refreshments will be provided.
- Parents will receive monthly parent bilingual bulletins, as well as bilingual, automated phone and text messages (Parentlink) to inform parents of school events/issues at school.
- Hoover parents will be bilingually instructed on grade level standards and student assessments to understand their child's academic progress in parent meetings, parent/teacher conferences, and SSTs.
- Child care and translation services will be provided at all parent meetings.
- Parents will receive training in the students performance levels and literacy. Parents will participate on home literacy and receive training on the performance levels for all formative assessments. Fifth and Fourth grade parents and students will have access to school technology resources (Chromebooks) in their homes. Parents will participate in training to support increased literacy in the home.

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: Through the implementation of the District adopted Open Court Writing program and supplemented by SAUSD Writing Curriculum, Hoover will ensure that all students work towards reaching at a minimum, proficiency in grade level writing standards. Through the implementation of the District, Open Court Writing program and supplemented by SAUSD Writing Curriculum (Making Meaning Through Writing), Hoover will ensure that all students will increase minimum, proficiency in grade level writing standards. Students will use Thinking Maps to support writing across the curriculum. Students will increase grade level writing proficiency by 10% by reaching and maintaining a passing score of 3 or 4 on the district writing assessments, and on other formative assessments. The school community will implement the goals of Collaborative conversations to continue our school wide improvement efforts.

Alignment of Instruction, Strategies and Materials with Content Standards

- Teachers will implement the District adopted writing program and ensure that all students are taught writing skills and content, aligned to the grade level standards. Every 6-8 weeks teachers will administer the District writing assessment and input results into Illuminate. Teachers and administrator will analyze assessment results on Illuminate and implement instructional strategies and interventions designed to increase students' writing skills and ability.
 - All students will use Thinking Maps and the SAUSD writing curriculum to respond to a balance of informational and literary texts to state their opinion and by citing evidence. Students will use academic language in their writing assignments across the curricular areas.
- a. Teachers will meet monthly to engage in Collaborative Planning for Open Court writing
 - b. ELD Support Guide: Write From the Beginning
 - c. Thinking Maps and Writing Process
 - d. Making Meaning Through Writing

Extended Learning Opportunities

- Teachers will integrate strategies and materials from GLAD, Thinking Maps, district writing binders, Focus Approach into the Open Court Writing program to provide students with strong skills to become successful intellectual writers. Teachers and staff will analyze students' writing progress on writing assessment every 6-8 weeks.
- Teachers will provide extended learning opportunities for writing by means of journaling, use of technology, content area writing, field trips and inviting or thanking outside community members who can share their experiences.
- Students who are performing below proficient in writing will receive additional academic support in small groups and one-on-one instruction.
- Students receiving a 1 in Language Arts will participate in tutoring with the TOSA and also participate in intervention computer-based reading and writing programs. Student progress reports will be analyzed to measure student growth.
 - a. Teachers will identify students based on their report card grade to participate in after-school tutoring.
 - b. Students in K-5 will have instruction in Common Core State Standards through the CCSS lessons daily during this school year. Teachers will work with each other to review and to implement the CCSS lessons for student instruction.

Increased Access to Technology:

- Students will have scheduled computer lab time with support from the Computer Lab Tech so they can develop writing skills with the purchase of new computers in the lab and in their classrooms.
- Teachers will use new computers to connect to the Smart Boards in their classrooms and used the computer-based Thinking Maps program to support students' writing process in classroom instruction.
- Students will have more computer based writing opportunities through the purchase of new computers, iPads, and laptops for classroom use.
- Students will use classroom computers or Chromebooks and schedule computer time to publish finished writing assignments.

Staff Development and Professional Collaboration:

- Teachers will meet and record their improvement strategies and examinations of student's writing on their monthly meeting agendas.
- Teachers will attend writing workshops that have been provided by district personnel and that correlate with the district's Open Court Writing program.
- Teachers will participate in self-selected professional development to increase student's ability to respond to both informational and literary texts, to give their opinion while citing evidence, and to increase students ability to engage in academic language in collaborative academic conversations.
- Teachers will incorporate Thinking Maps and Write From the Beginning instruction.
 - a. Teachers will meet and record their improvement strategies and examination of students writing on their monthly meeting agendas, which will be reviewed and discussed with the site administrator and shared across grade levels.
 - b. Teachers will participate in self-selected professional development to increase student's ability to respond to both informational and literary texts, to give their opinion while citing evidence, and to increase students ability to engage in academic language in collaborative academic conversations.

Involvement of Parents and Community:

- Parent meetings will include the grade level specific writing standards and assessments, and writing strategies and suggestions on how to help at home in writing.
- Parents will participate in training to support students with writing when responding to informational and literary texts.
- Parents will receive assessment reports from the school or District office and participate in evaluation of student rubrics. Parents will participate in training to support students with writing when responding to informational and literary texts.

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.

School Goal: Through the full implementation of school-wide ELD groups & the systematic ELD instructional program, Hoover Elementary will ensure that all students work towards reaching, at a minimum, proficiency in their specific ability level of English Language Development. EL students will increase by a minimum, of one ELD performance level in the CELDT assessment or ADEPT. The number of students meeting proficiency will increase by 10%. At least 80% of ELs entering school in Kindergarten will be redesignated by the end of fifth grade.

Alignment of Instruction, Strategies and Materials with Content Standards:

- Teachers will use Academic Conversations to instruct students at their EL proficiency level. Teachers will team to instruct students at their EL proficiency level based on CELDT and ADEPT data.
- A 30-minute block of time will be set aside daily for systematic designated ELD instruction. Teachers will utilize strategies from the Discussions 4 Learning to front load vocabulary, listening skills, and linguistic patterns.
- Teachers will develop and post English Language Objectives throughout the instructional day to support students' English Language Development.
- Teachers will increase the students collaborative opportunities to engage in rich and rigorous evidence based conversations about text, both informational and literary.
- Teachers will identify student's English Language Development level and guide instruction by teaming according to student's EL levels by grade levels. Students will continue to use comprehension skills to develop their English language abilities.
 - a. Teachers will use Collaborative Academic Conversations to support students' growth in their EL proficiency level. Teachers will team to instruct students at their EL proficiency level.
 - b. Teachers will increase students opportunities to engage in rich and rigorous evidence based conversations about text , utilizing both informational and literary text.
- Teachers will use the new California English Language Proficiency Standards to guide their EL instruction. They will familiarize themselves with the new proficiency levels: Emerging, Expanding, and Bridging- to provide proper EL instruction.
- Teachers will use the supplemental program, Discussions 4 Learning, to teach listening and speaking skills to EL students during designated ELD instructional time.
- Teachers will use student collaborative structures to provide engagement. Teachers will use a variety of tools including technology, equipment, and additional resources to enhance listening and speaking skills.

Extended Learning Opportunities: Students at the Beginning level of ELD growth will work with the Teacher on Special Assignment.

- Students at the Beginning level of English Language Development will work with the TOSA using the Carousel of Ideas, Explorations, Vocabulary Builders and English to a Beat programs.
- EL students in grades 3-5 will be monitored using ADEPT and CELDT data to determine their needs for reclassification
- Teachers will use Collaborative Academic Conversations to support students growth in their EL proficiency level.

Staff Development and Professional Collaboration:

- Teachers will plan together their ELD instruction and group students according to their EL level for specific classroom instruction using comprehension skills. Teachers will use Carousel of Ideas, Discussions 4 Learning, Explorations, Vocabulary Builders and English to a Beat to instruct students at their EL proficiency level. Teachers will team to instruct students at their EL proficiency level. Teachers will participate in self-directed opportunities to guide students in collaborative activities that are focused on rich and rigorous evidenced based conversations.
- Teachers will collaborate and team to identify best practices based on ADEPT & CELDT results for the use of Carousel of Ideas, Discussions 4 Learning to instruct students at their EL proficiency level. Teachers will team to instruct students at their EL proficiency level.
- Teachers will use the CELDT blueprints, New English language proficiency Standards, and test release questions for instructional planning and in conjunction with CELDT and ADEPT data.
- Teachers and Administrator have been trained in Discussions 4 Learning program and given the program that includes vocabulary cards and CD - The program is a research-based, professional development model of sheltered instruction that can be used for lesson planning and implementation that provides English Learners with access to grade-level content standards.
- Teachers and Administrator have been trained in Thinking Maps and Write From the Beginning. Thinking Maps and Write From the Beginning is a research-based strategy (Hyler, 1996) using pictorial representations of "big" relationships among ideas, objects and events. Eight cognitive skills are used together by students across disciplines and with greater complexity as students move through each grade level.

Involvement of Parents and Community

- Parents will learn the levels of ELD development during ELAC and SSC meetings. A Parent meeting will include information on ELD progression, development and reclassification.

Goal II: Mathematics

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

School Goal: Through the implementation of the District adopted Houghton Mifflin Mathematics program, ST Math, CCSS units of study in mathematics, and the Mathematics Framework, Hoover Elementary will ensure that all students work towards reaching, at a minimum, proficiency in grade level math common core standards as demonstrated on the MAP and on other formative measures. Proficiency is projected from MAP assessments administered in Fall 2015-2016 to state test(s) administered in Spring 2014-2015. Students will increase by 20% on their achievement of the MAP from the pre to the post test. Hoover will meet or exceed the target growth for the State and District targets. The Hoover school community will implement the Common Core State Standards to continue our school wide improvement efforts.

Alignment of Instruction, Strategies and Materials with Content Standards:

- Hoover Elementary will implement and adhere to the District adopted Houghton Mifflin math program and ensure that all students are taught the mathematics skills and concepts, aligned to the grade level standards.
- Teachers will follow the district developed mathematics pacing curriculum guide, meet as a grade level team to select target students and identify strategies ensuring that all required mathematics standards are being met and students are challenged and engaged.
- A monthly focus standard will be identified and assessed by grade level using classroom math assessments, and Benchmark data.
- All students will have access to standards-based level materials, CCSS units of study, SAUSD Curriculum Map, and the grade level appropriate Mathematics Framework. Monthly scheduled grade level meetings with minutes, identifying grade level agreements to improve instruction and the findings from the analysis of grade level student achievement data. Students have instruction in the Mathematics Common Core State Standards through CCSS lessons.
- Teachers will use internet resources to support implementation of Common Core State Standards such as Khan Academy, Cognitive Guided Instruction (CGI), and published material by the California Department of Education.

Extended Learning Opportunities:

- Teachers will use Houghton Mifflin math assessments, teacher made assessments, CGI assessments, and MAP data to identify student's instructional needs and to develop best practices for math instruction.
- Students will use the MIND Institute program, ST Math to enhance math instruction through non-language based software lessons. Students will have one 30 min. block in the computer lab with the support of the Computer lab tech. Students will have access through Chromebooks to computers in their classroom to support ST math growth.
- Teachers will use manipulatives to provide hands-on learning with math standards instruction. Teachers will use technology to demonstrate visuals that can support comprehension in math skills.
- Students will receive support through leveled instruction and through the MIND Institute software, all grades. Teachers will use placement assessments to identify student's instructional needs.

Increased Access to Technology:

- Each class will have at least four new computers, and all students will have weekly access to new computers in the computer lab with the support of a computer lab technician. This will support additional time on the ST Math program in each classroom.
- Teachers will use ST Math as an instructional tool in regular math instructional period to support the use of the Mathematics Standards or as an intervention.
- Students will use new computers and ST math in the computer lab. Teachers will model ST math lessons in their classrooms using the Smart Boards. Student achievement will be measured through program assessment reports to determine growth and computer program usage. Each class will have new computers and all students will have weekly access to new computers in the computer lab with the support of the computer lab technician.

Staff Development and Professional Collaboration:

- During grade level meetings, Staff Development meetings, teachers and staff will analyze on-going student performance in the math assessments and collaboratively develop lessons and instructional strategies that will increase student achievement.
- Teachers will attend training provided by MIND institute, for the upgraded ST Math program. Teachers will also participate in Cognitive Guided Instruction (CGI) math trainings to enhance Common Core Math lessons.
- Teachers will meet to collaborate and examine student performance on formative assessments. Teachers on site will be assigned to disseminate information to all teachers. Teachers will participate in self-directed staff development to support their instructional focus on the concepts that are prioritized in the Common Core State Standards.

Involvement of Parents and Community:

- Parents will receive student reports and information related to Math standards at specific grade levels.
- Parents will be trained on math standards in bilingual parent meetings, as well as, receiving information of proficiency levels of achievement. Parents will be trained on specific strategies to support math practice at home in a teacher lead after school program.
- Students will have access to ST math at home so parents can support and guide student learning.
- Families will receive regular individualized student reports and information related to Math standards at specific grade levels. Data from all assessments will be shared with parents in color reports at parent teacher conferences to help with the analysis of the reports.

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.

School Goal: Hoover School will promote and develop positive relationships with all segments of our community (parents, SSC, business partners and community organizations) to foster open communication, accessibility and pride in our school. Parents will participate in an annual school satisfaction survey, which includes Hoover as a healthy, safe, and secure environment that supports teaching and learning. Teachers will send home Individualized student assessment reports for Language Arts, Mathematics and English Language Development, as well as, having parent/teacher conferences for all students in the fall. Reports will be printed for parents and sent home and/or used in parent/teacher conferences. Parent meetings will include student assessment information and focus on the shift of instruction on the Common Core State Standards. All communications and meetings will be provided bilingually. Parent meetings will include repeated information of EL students' placement (SEI or EMC), as well as, information on the "reclassification process."

Building on parenting strengths**Hoover will support parents participation in their child's education as a decision maker.**

- Hoover will strive for 100% attendance at Back to School Night, Open House and parent/teacher conferences. Hoover will provide childcare and refreshments at all parent meetings and trainings held in the evenings.
- Hoover will ensure that parents are represented by parent leaders on SSC, ELAC, DELAC and the Superintendent's Cabinet.
- Hoover will use bilingual parent bulletins and automated phone messages (Parentlink) to share school information such as school and class rules, discipline and attendance policies.
- The School Site Council and all parents will receive student achievement data at the LCAP parent meeting and through bilingual parent meetings and bulletins.
- The SSC and all parent groups will have the opportunity to participate in the development of the Single Plan for Student Achievement.
- Bilingual assessments reports will be printed for parents and sent home and/or used in parent teacher conferences.
- Parent meetings will include repeated information on English Learner student placement and information on the "reclassification process."
- Hoover will support parents participation in their child's education as a decision maker and offer parent training to support parent engagement in the academic and social emotional well-being of their child. The school will provide child care and translation services for all school events.

Communicating effectively

- A District developed benchmark assessment will allow for ongoing assessments and regular, individualized student reports which will be sent home bilingually. Parents will receive student reports and information related to Math standards at specific grade levels.
- Parents will be trained on math standards in bilingual parent meetings, as well as, receiving information of proficiency levels of achievement. Parents will be trained on specific strategies to support math practice at home.

Organizing opportunities for volunteering**Parents will participate in parenting Class to learn parenting skills and activities for the home use. Child care will be provided.**

- Bilingual assessments reports will be printed for parents and sent home and/or used in parent teacher conferences.
- Families in need of emotional and/or behavioral support will be invited to participate in parenting classes. Child care and refreshments will be provided for in the parenting class.
- The site will allocate funds for parent communications. The school will provide monthly newsletters and parent meetings (AM and PM).
Topics will include:
 - Positive Behavior Intervention and Support strategies.
 - EL student identification and re-designation

- College and Career Readiness
- Use and access to home resources via school technology
- Bilingual assessments reports will be printed for parents and sent home and/or used in parent teacher conferences. Child care and refreshments will be provided for in the parenting class. Parent/family incentives will support parent attendance.
- Invite parents and provide incentives for parent participation and keep sign-in agendas. In collaboration with Think Together, Hoover will provide an Early Literacy and Math program that include both children and their parents in literacy and math skills. Career and college ready training will be provided for the families at Hoover Elementary school. Specific parents will be targeted for inclusion in the Developmental Assets training.

Learning at home

Involving in decision making

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
Tutoring, Professional Development, Data Chats, DRT	1000-1999: Certificated Personnel Salaries	Title I, Part A	12,000.00
Tutoring, support for reading programs and parent events	2000-2999: Classified Personnel Salaries	Title I, Part A	19,000.00
Certificated Benefits	3000-3999: Employee Benefits	Title I, Part A	1,270.00
Technology, reading, writing, math, and EL materials. Lexia, Accelerated Reading, ST Math, Smarty Ants, Starfall.	4000-4999: Books And Supplies	Title I, Part A	45,007.03
Field trip and Transportation, Playworks, Turning Point Counselors.	5000-5999: Services And Other Operating Expenditures	Title I, Part A	5,000.00
Notifications, letters, flyers, and handouts.	5900: Communications	Title I, Part A	3,000.00
Total			85,277.03