

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



**George Washington 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

**George Washington Elementary School  
Vision Statement**

We believe that all students will learn and achieve to their highest potential through an equitable education that focuses on rigorous standards and a research-based instructional program that can be accessed at home as well. Our highly trained and dedicated staff is committed to engaging all students in a meaningful and personalized instructional program that integrates literacy across all curricular areas, while facilitating high-level critical thinking skills. Our school functions as a healthy, safe and secure center for learning, where we promote and communicate opportunities for all to work together in a positive climate. Our students will develop into lifelong, responsible learners who are well prepared to face the challenges of a technological and diverse society in the twenty-first century. We will work collaboratively and comprehensively with staff, parents, and the community to prepare students for college, career, and citizenship.

**George Washington Elementary School  
Mission Statement**

Our mission is to raise student academic achievement, while addressing the educational, emotional, and language needs of all students through standards-based instruction, and assessment-driven planning. In collaboration with our parents and school community, we prepare all students to become life-long learners, who will demonstrate knowledge, skills, and values necessary to become productive citizens.

**School Profile**

**Enrollment/Demographic Data**

**School Enrollment Trends**

Grades	2012-13	2013-14	2014-15
<b>K</b>	179	158	159
<b>1</b>	170	173	148
<b>2</b>	171	164	163
<b>3</b>	132	160	153
<b>4</b>	162	139	151
<b>5</b>	150	164	134

**Percent Actual Attendance**

2012-13	2013-14	2014-15
96.78	96.94	96.54

**Student Demographic  
by Ethnicity**

	2013-14	2014-15
<b>American Indian or Alaska Native</b>	1 (0.10%)	0 (0.0%)
<b>Asian</b>	6 (0.63%)	4 (0.4%)
<b>Pacific Islander</b>	3 (0.31%)	4 (0.4%)
<b>Filipino</b>	1 (0.10%)	2 (0.2%)
<b>Hispanic or Latino</b>	937 (97.81%)	890 (98.0%)
<b>African American</b>	1 (0.10%)	3 (0.3%)
<b>White (not Hispanic)</b>	3 (0.31%)	5 (0.6%)
<b>Multiple or No Response</b>	0 (0%)	0 (0.0%)
<b>Total Enrollment</b>	958	908

## 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:** Washington's core, is to foster students who are creative, collaborative, critical thinkers and who are college and career oriented. All of Washington's stakeholders, which includes, students, staff, parents, and the community will follow the vision of the school that includes a welcoming and committed learning environment where all students will be motivated, enthusiastic about learning, and meeting or approaching grade level standards by June 2016. We have high expectations, a positive and safe school environment, and a strong home and school connection. Through the use of multiple measures and adopted technological programs, our teachers use data to drive and improve their instruction. This allows all students access to technology, programs and tools, which will accelerate early literacy, mathematics and the developmental learning process of these young children and prepare them for intermediate, high school, college and the 21st Century. The Administration actively promotes the fostering of a college and career environment where all stakeholders have valued input and will be an integral part of decision-making process to increase student achievement. School-wide, consistency of the implementation of our District's core programs is clearly evident across grade levels. Evidence of critical thinking, student accountability, and high expectations are apparent in classes. Success is celebrated often for both those students who attain proficiency and for those who make progress. Washington Elementary will ensure that all teachers are caring, competent, and highly- qualified. We have a school-wide culture that encompasses high expectations and a capacity to build diversified leadership based on strengths and expertise. Teacher accountability, coaching and peer mentoring, are viewed as a positive part of the school culture; welcoming new ideas, and multiple perspectives, to increase the number of graduates enrolled in post-secondary education and reduce the number of drop-outs, suspensions and expulsions. PTA will work together with the staff to welcome parent involvement in the areas of Book Choice, School Events, and Volunteer opportunities to increase early literacy. There will be a mutual trust and respect between district, community, and school where all stakeholders' input will be valued and an integral part of decision process to increase student achievement.

**Washington will continue to implement and refine: schoolwide reform strategies and work on best practices. We will continue to have student data drive instruction. We will strengthen our core instruction through scientifically researched based strategies throughout the day, and regularly screen students for potential and academic difficulties as well as exceptional behaviors.**

- Illuminate will be used to input and analyze data for writing, and Extended Response for ELA and Mathematics.
- Substitutes will provide teachers the time and support to meet with their administrator for data chats, SST's, IEP's, PBIS, DIBELS and collaboration throughout the year.
- The staff will analyze assessment scores (DIBELS, classroom assessments, ADEPT/CELDT, STAR, RESULTS, MAP, District Writing Assessment) in grade level teams and conduct data chats with students and parents based on this data.
- Continue to implement district approved curriculum and provide for instructional supplies to support the curriculum. Submit weekly lesson plans specifically detailing this curriculum, and in particular, OCR strategies, and the implementation of the Units of Study and Mini-Units.
- Continue to incorporate and refine Best Practice (e.g. student engagement strategies, differentiating instruction for all students, reading strategies and skills, etc.) throughout the instructional day.
- Rewarding, posting progress, and monitoring progress with Accelerated Reader, Mind Institute, and home reading progress. Reading progress will continue to be monitored through a monthly, school-wide, reading log. Books, or a prize will be given away monthly for students completing the log.
- Provide before and after school technology availability for students who do not have access to technology at home, to help increase extended academic opportunities for targeted students.
- In an effort to reduce high school drop-out rates, behavior issues and increase graduation rates, we will provide services through Playworks and AVID program for 100% of students

**All stakeholders will have valued input, will be an integral part of decision making process, and be informed in a timely manner to: a) increase student achievement; and, b) maintain a safe, clean, and orderly school environment where students are able to focus on their learning to develop 21st Century skills.**

- All stakeholders will be informed in a timely manner, have valued input, and be an integral part of decision making process to continue to increase student achievement. Results from student assessments (both local and State) will be discussed in Staff, Grade Level, School Site Council, and in the Instructional Leadership Team, as they become available.

- The school will continue to promote a Safe, Responsible, Respectful school environment through PBIS. Posters promoting these school norms will be displayed around the school, (ex. indicating the correct way to climb and descend stairs, reminders of respectful and responsible behavior in common areas, etc.) and reiterated through the weekly morning announcement. All teachers and support staff will implement a discipline plan that supports positive behavior and support systems (PBIS). A counselor will be provided for students needing extra support.
- Students are encouraged to join the “Earth Patrol” and help collect trash in and around the school using PTA sponsored trash bags and trash pinchers. All students will be encouraged to recycle in their classrooms.
- School Site Council (SSC) members will discuss and be informed regarding district and school issues affecting school environment, academic progress, budget/funding, and curriculum on a regular basis.
- In understanding that parents play a key role in student achievement, parent participation will continue to be encouraged. The school will continue to send notices home, post reminders on the school Kiosk, and through phone calls, teacher contacts, website on Peachjar and newsletters, to become better informed. Parents will also be informed regarding committee membership opportunities, events occurring at the school and within the community, input on school functions, and relevant local, state, and national policies regarding their school-aged children. All efforts will be made to send home information in their home language.
- All school personnel, parents and students will help maintain a clean and orderly campus and report issues to the custodial staff and administration, as needed.

**Washington will continue to recognize all students who attain proficiency and who make progress.**

- Students will be recognized with certificates, awards, and assemblies as well as other incentives for: outstanding academic performance, progress, good citizenship, improvement and notable progress, perfect attendance, Smarty Ants, Lexia, Accelerated Reader, Jiji progress, and monthly reading logs.

- Field trips, licenses, admissions
- Consultants
- Parent Communications, set-aside

**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:**

The implementation of Common Core will aide in our goal toward academic achievement. All curriculum, instruction and assessments will be aligned to the California Common Core State Standards to create greater consistency and focus on students mastering skills to become college ready and productive citizens in the 21st Century.

Implementation of District adopted OCR program, as well as, intervention programs before and/or after school programs will be provided by classroom teachers. The school will monitor the progress using the following assessments: SBAC, RESULTS, MAP, DIBELS, LEXIA, Smarty Ants, AR and STAR to increase early literacy.

In understanding that students develop the majority of their new vocabulary while reading, Washington will continue to implement and refine a school-wide "Reading Campaign" to promote early literacy and the love of reading by increasing the number of students who read outside of the classroom.

By the end of the 2015-16 school year there will be a 10 % growth in the number of students reaching proficiency in English Language Arts as measured by MAP and DIBELS scores. All students will meet their RIT scale or DIBELS projected growth.

**Alignment of Instruction, Strategies and Materials with Content Standards to ensure a program that is challenging, engaging, rigorous, and aligned with content and performance standards which is able to meet the needs of all students and instill a love of learning. Students will be proficient readers by the end of third grade as evidence through DIBELS assessment outcomes. Students will demonstrate College readiness as indicated by the Measure of Academic Performance (MAP).**

- Teachers will use the core to promote the success of all students by ensuring that all Language Arts instruction and instructional supplies support the alignment to grade level standards. The TOSA will provide support to all teachers as needed. Teachers will also adhere to the District mandated grade level Units of Study and Language! instruction. Teachers will also provide time for independent

reading and have their students participate in Accelerated Reader, LEXIA, Smarty Ants and other school-wide reading incentives (see below).

- To meet the instructional needs of all students, teachers will utilize a variety of standards-aligned, research-based methods and utilize and analyze student data in reading to inform instruction and improve achievement. Teachers will do so by: implementing strategies and methods found in OCR and: Units of Study, Collaborative Conversation Strategies, Academic Language Strategies, Write from the Beginning, GLAD, Thinking Maps, SIOP, and other instructional strategies. Instructional supplies purchased will support this goal. Students not meeting grade level standards will be provided additional support during workshop with the classroom teacher and/or RSP teacher. By implementing these strategies, students will be enabled to connect existing knowledge, construct meaning, elaborate beyond content, and construct their own learning to improve academic performance.
- To instill a love of reading and early literacy our School-wide "Reading Campaign" will continue to be implemented and refined. Classroom libraries and grade level book collections, as well as, our school library book circulation will be increased. Students who read for at least 20 min a day and keep track of a monthly reading log will be awarded fast passes, a new book, or a prize. Students will also have the opportunity to promote their favorite book picks through posters and PA announcements and have regular opportunities to swap books with one another. Murals and posters depicting positive reading behaviors, student created book promotions, awarding AR progress will also contribute to this goal.
- The TOSA will serve as a resource for teachers needing further training/ guidance, additional materials/ resources, help with screening, and answering questions regarding the successful implementation of the MTSS model.
- Teachers will provide differentiated instruction in workshop groups, monitoring progress of first, second, and third graders using DIBELS, and allowing more small group instruction.
- Teachers will continue to be trained in the effective use of Thinking Maps, CRLP, Making Meaning Through Writing, AVID, PBIS, Technology, ELD, and CGI.
- K-5 Teachers will use DIBELS, Smarty Ants and Lexia online reading program to monitor students' basic early literacy and literacy skills and to address their individual needs, by providing immediate feedback.

**Washington Elementary will provide for extended learning opportunities to all students who qualify.**

- Universal Screening will take place for all kinder, first, second and third grade students three times a year using DIBELS. Using this data and other measures including teacher observation, students not progressing will be progress monitored. Small group instruction during workshop period will provide the time for intervention based on need.
- Low performing 4th and 5th grade students will receive either Strategic OCR, or those who qualify for Language!, will be provided instruction targeted to their needs. Publisher's placement tests, fluency measures, AR progress, and other reading and writing measures as determined by State requirements and district guidance will determine which placement is more suitable.
- AR, a computer-based reading incentive program, will be implemented by teachers and instructional staff to extend both in school and at home reading opportunities.
- Students may be enrolled in after school programs and/or Saturday School, based on instructional needs assessments.
- The after school program, and McKinney-Vento Federal mandate for homeless students, also provide additional extended learning opportunities and tutoring and will continue to be offered on campus.

**Students will have every opportunity to take part in the technology that is available to the school. Programs that are already in place (Accelerated Reader, Mind Institute, Smarty Ants, LEXIA) will continue to be supported.**

- Teachers will implement AR school-wide, utilizing classroom, library and media lab computers. The computer tech and school librarian will help maintain and support these programs. The school librarian will be in charge of maintaining the AR program and to field questions. Teachers will monitor student progress on a regular basis (DIBELS Progress Monitoring, classroom charts, incentives, etc.)
- Teachers will also utilize computers, projectors, and document cameras to enhance instruction and student engagement. Classroom computers will be utilized for research opportunities and to extend learning through such internet tools as, United Streaming, Britannica on-line, DISCOVERY, Enchanted Learning, power points, etc.
- Computer hardware, software and technology will be updated and purchased (chromebooks and iPads) as needed to effectively integrate and utilize technology in instruction, and to allow students access to technology in their classroom. Computer and library techs will provide support to students and staff as needed.
- K-5 Teachers will use Lexia online reading program to help individualize and monitor reading instruction by providing immediate feedback to students.
- Teachers will utilize School website to allow students and parents additional access to technology (strategies, programs, and

communication)

**Staff development in the area of Strategic Schooling will continue to be implemented and refined. Professional collaboration and collegial sharing will also continued to be encouraged.**

- Teacher Data Chats, Staff meetings, and surveys help determine the focus of future Staff Developments.
- Collaboration meetings take place two times a month and focus on the instructional needs of the grade level. These can include: best practices, analyzing student data, and improving instruction. Teachers are notified in a timely manner regarding District sponsored staff development. They are encouraged to attend what is offered and share information gleaned with the staff (as appropriate) and grade level team. Teachers will be given extra time to plan for units of study or other academic areas of reading.
- The TOSA will: 1) provide instructional support to teachers and students; 2) go to trainings, as directed 3) conduct staff development based on need; 4) monitor school-wide data and be available to answer questions based on assessment data (eg. instructional recommendations, curriculum refinement, general testing questions, etc); 5) train teachers in all school-wide, district and State assessments.
- Teachers will continue to be trained in the effective use of Thinking Maps.

**Parent and community participation will continue to be encouraged.**

- Parents are encouraged to become actively involved in making budgetary and curricular recommendations and decisions through their involvement in the School Site Council (SSC), the English Language Advisory Committee (ELAC), and other parent meetings throughout the year.
- As a part of Washington's larger Reading Campaign, Parents are required to help their children track their nightly reading in a special school reading log, as a part of Washington's larger Reading Campaign. Some teachers also provide additional family activities to promote learning.

Parents also keep in contact with the school through their daily participation in Book Choice, a daily shared family literacy event where parents read with their children during the first 15 minutes of instruction to assist with Early Literacy.

- Parents are informed of their child's progress by being provided progress reports, report cards, AIPs, and if needed, nightly behavior contracts.
- For low performing students, parents are expected to be active participants in developing an academic intervention plan (AIP) with their child's teacher.
- An ongoing goal is to see out different opportunities to involve community volunteers and businesses that are committed to partnerships with the school to promote and support excellence in education and improvement in the welfare of students. Several business partners contribute incentives (books, clothing, holiday gifts, gift cards, school supplies, etc.) to support our students and parents. Students are encouraged to write Thank You notes to these businesses and foundations.
- PTA assists TOSA , Administration, and teachers with Reading Campaign by helping distribute books, prizes, and leading school assemblies
- Parents are invited to participate in computer classes before and after school
- Parents are welcome to checkout books with their students before and after school to support our schoolwide reading campaign
- Parents are welcome to bring their students to use the computer lab before and after school to take AR quizzes to monitor reading comprehension and motivate thier children to read

**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.*

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**School Goal:** Washington Elementary School will ensure that a minimum of 20% of the students will reach proficiency in grade level writing standards by spring 2016. The Washington Elementary staff will adhere to the district Units of Study and the implementation of the Write From the Beginning (WFTB) strategies aligned with District standards-based writing curriculum by grade level. There will be unassisted writing posted and regularly updated by each grade and all grade levels will utilize Thinking Maps to organize their writing throughout all content areas.

**Washington teachers will align writing instruction, strategies and materials with content standards.**

- Teachers will ensure students write daily for a variety of purposes across the curriculum and provide a balance bet ween independent,

collaborative, teacher-directed, and student-centered work.

- Teachers will implement a differentiated, comprehensive, standards-aligned writing curriculum for all students in order to enhance the writing program embedded in the Open Court Reading program.
- To ensure that standards are being addressed, teachers will implement the district-developed, grade level pacing charts and utilize the district created standards-aligned writing lessons. Teachers will also utilize and implement District developed rubrics and discuss student results during grade level meetings.
- Teachers will use district rubrics to analyze student writing to provide next steps of instruction and feedback.
- Teachers will use district rubrics to analyze student writing for trends across each grade level and throughout the school. This will provide formative assessment data to help guide future professional development focus.

**Washington students will have extended learning opportunities in writing through rich language experience opportunities and exposure to library resources.**

- Students will write and present book recommendations outside of the classroom orally on a weekly basis.
- The after school program will support in the area of writing.

**Students will be exposed to grade level appropriate writing using technology and websites. Teachers will integrate technology whenever possible in their writing instruction.**

- Teachers will integrate computers, internet, and computer software to supplement the writing program embedded in the reading program.
- In order to effectively integrate and utilize a variety of technology during the instruction day, and to allow students access to technology in their classroom, computer hardware, software, training, and technology will be updated (wireless, laptops, etc.) when possible.
- Teachers will integrate the use of Google Docs, typing program, power point presentation to enhance required district writing and orally present them collaboratively and individually.

**Washington's teachers will be encouraged to attend professional development in the area of technology.**

- Teachers, support staff and the administration, are actively encouraged and required to use and share, district resources in writing that are found on the district's website as well as be encouraged to attend district sponsored writing in-services.
- Teachers are strongly encouraged to use standards-based interactive Powerpoint lessons developed by the district to enhance, refine, and review writing domains, strategies, and conventions across the curriculum

**Washington Elementary strives to have its parents be better equipped to help students with writing.**

- In order to have our parents be better equipped to help students with writing, the staff will encourage parents to:

\* Attend Book Choice Time (can see the writing that students have posted)

- Review student writing during parent conferences
- Participate in family literacy events and parent trainings
- Keeping updated on their child's progress through progress reports
- Sending work home for review

\*Book recommendation forms

- Parent involvement/ participation in developing an intervention program for their under-performing child (AIP)

## **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:**

All English Learners will receive ELD instruction through the implementation the new English Language Development Standard of Expanding, Emerging and Bridging. The number of English Language Learners who scored at the Beginning, Early Intermediate, and Intermediate levels of CELDT will decrease by 10%. Washington Elementary School will, at minimum, reclassify 65% of its English Learners within 5 years of entering school.

By June 2016, there will be a 5% growth in the reclassification rate of students who have been in the program for 5 years. 2013-14 baseline is 17.9%. There will be a 10% growth in the number of English Learners making annual progress in learning English, as measured by CELDT scores. We will work to reduce the number of retentions and Special Ed referrals in the primary grades.

By the end of the 2015-16 school year there will be a 10% growth in the number of English Learners making annual progress in learning English, as measured by CELDT scores.

### **Washington Elementary will set aside a mandatory ELD block of instruction using homogeneous groups to be decided upon by grade levels. Following the school District's Systematic ELD plan and the new ELD standards, all students will be assigned to ELD groups based on their ADEPT and CELDT assessment results as well as teacher and grade level criteria.**

- Implementation of Carousel of Ideas and/or integration of content ELD. The ELD groups will be formed tentatively based on the prior year's placement and adjusted accordingly as data becomes available. Teachers will use the GLAD, Thinking Maps, REL/RALLI, SDAIE, and other instructional strategies into lessons. Student data will be analyzed in a timely manner to inform instruction and improve student achievement.
- Across all content areas including the state adopted core ELA program, teachers will frontload Tier III vocabulary and build background knowledge, focus on vocabulary strategies such as word structure, signal words for language functions with language patterns, and use Collaborative Conversation and Academic Language.
- In preparation for the CELDT State Test, teachers will focus on the key standards addressed in the CELDT/ADEPT during both the ELD and ELA instructional block. In the first two months of instruction teachers will meet with students for Data Chats to discuss what their CELDT/ADEPT level is and to discuss how they can increase to the next level.
- The TOSA will implement and monitor all District and State mandated testing and help teachers and administration access this data and go to (and report back from) meetings as directed. The TOSA will also notify teachers and the admin of State policies effecting English Learners and keep track of monitoring newly reclassified English Learners (R-FEP).

### **English Learners will be provided extended learning opportunities.**

- Teachers will utilize fieldtrips, holidays, special events, and other special school programs to provide rich language experience for students and to help meet the new California state standards.
- Students can be enrolled in after school program based on an instructional needs assessment.
- Long-term 4th and 5th Grade English Learners at the Intermediate level will qualify for additional after school language support based on specific language needs as funding permits

### **English learners will be provided access technology targeted to their needs.**

- Accelerated Reader is available (and progress rewarded with reading points) to all students and serves as a motivation to improve reading, English language fluency and comprehension.
- Newcomers, and those needing additional decoding practice, may access school approved websites and CDs for additional language practice (ex. Starfall, publisher's sites for content, ESL sites, etc.). The TOSA will provide support as needed.
- English learners will have access to Lexia and Smarty Ants which are online early literacy programs to accelerate their phonemic awareness, phonics, vocabulary, and fluency development. It has a listening and speaking component to support these building blocks of language acquisition
- English learners will have access to Read Naturally an online early literacy/ fluency program, to accelerate their decoding, fluency, and vocabulary skills, along with build their background knowledge and topic specific Tier III vocabulary

### **The staff will continue to be offered training and opportunities for collaboration in the area of ELD.**

- The staff is expected to collaborate in the development of an effective ELD instruction, discuss teaming options, and how students are performing.
- All staff are expected to attend CELDT training. Additional funds will be set aside to help in the processing and administration of the



CELDT as needed.

- All teachers are expected to administer and analyze ADEPT data individually, collaboratively as grade levels, and as a staff. ADEPT data will provide next step instructional implication.
- Teachers will continue to attend staff development targeted to the EL population and the new ELD Standards.
- Teachers will continue to be trained and collaborate using the SIOP model
- Teachers will continue to be trained in RALLI/REL to literacy instruction to support English learners as well as familiarize teachers with the Common Core State Standards

**The school will strive to increase involvement of Parents and the Community.**

- Parents are expected to attend Trimester conferences and report cards where ELD progress, and the importance of English acquisition, are discussed with parents. Every opportunity will be taken to ensure that translators are available for conferences.
- Monthly principal's newsletters to inform EL parents of upcoming meetings to explain CELDT testing/scores, the redesignation process, and parent notification (PN) letters
- Parents are encouraged to attend the Adult ESL and GRE parent education classes housed on campus.
- Presentation of English Learner needs and issues in regular scheduled ELAC/SSC meetings.
- Parents are welcomed to attend Book Choice every morning for 20 minutes and read with their child.

**Goal III: 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:**

Utilizing research based strategies in mathematics, CGI strategies, data chats with teachers concerning math progress, the Mind Institute program, and full implementation of the district Houghton Mifflin math series will enable students to connect existing knowledge, construct meaning, elaborate beyond content, and modify their own learning. All teachers will implement, Cognitively Guided Instruction (CGI).

To support the district goals of algebra readiness by the beginning of 9th grade and college readiness by 11th grade as evidenced by Math Early Assessment Program and MAP results, students at Washington Elementary will demonstrate a 10% gain from the baseline of students performing at or above the mean RIT score for their grade level as measured by the Measure of Academic Performance (MAP) assessment by spring of 2016 through the implementation of the District adopted Houghton Mifflin Math Program and the additional software program provided through the Mind Institute. A baseline for monitoring progress will begin with the administration of the first the MAP. Instructionally, the continuing implementation of Common Core and the district units of study will also aid in our goal toward mathematics academic achievement.

**Alignment of instruction, strategies and materials with content standards utilizing scientifically research-based instruction strategies and school wide reform strategies that will be implemented to improve students achievement in the area of mathematics.**

- Adhere to the Districts Units of Study, align Houghton Mifflin math program and district Curriculum maps, to ensure that all students are taught the mathematic skills and concepts aligned to the CCSS.  
In grade level meetings, teachers will discuss and share lesson plans, how best to utilize manipulatives, effective mathematic strategies and real world connections.
- Teachers will administer the Houghton Mifflin chapter, unit tests, and cumulative assessments, analyze the data and differentiate instruction to better target students in all ability levels.
- For students who are performing at the Strategic or Intensive level in mathematics, Teachers will develop an Academic Improvement Plan along with the student's parents. Small group instruction will also be utilized by the classroom teacher and/or a math intervention teacher. Teachers will meet with students to discuss goals and achievement in the area of mathematics.
- All teachers will implement Cognitive Guided Instruction, a research-based methodology that taps into students ingenuity and intuition with problem solving. CGI will allow teachers in implementing group collaboration and team conversations to help understand how childrens' mathematical ideas develop and how problem-solving strategies can serve as a basis for learning mathematics with understanding.

**Students will be provided extended learning opportunities in the area of mathematics.**

- Strategic students will be identified and have access to after school tutoring based on Benchmark and Standards-Based assessment data; pending on availability of funds.
- Teachers will use manipulatives when appropriate, to provide hands-on opportunities for students to access, and acquire, the standards and make connections to the real world.
- Peer tutors, a math intervention teacher, and small group instruction will be utilized to increase student achievement in math.
- Extending the computer lab hours before school, after school and, if enrolled, after school program.

**Students will be provided increased access to technology in the area of Mathematics.**

- Computers and software will be maintained, updated, and purchased if feasible.
- MIND Institute: K-5th grade students will have two 30-45 minute sessions per week in the computer lab to help develop temporal/spatial reasoning. A computer lab technician will be available for additional assistance in the lab and for minor computer troubleshooting.
- Students will utilize classroom computers, Chrome books, and ipads equipped with internet access to aide student learning of the content standards.

**Teachers will be provided ongoing professional development in the area of mathematics.**

- During collaboration meetings, teachers will analyze ongoing student performance, develop lessons and instructional strategies that will increase student achievement. Staff members may participate in site-driven staff development, district-supported staff development and seminars concentrated on research based math strategies and all staff will participate in staff development regarding Strategic Schooling Model.
- If offered, teachers will continue to be trained by OCDE on successful integration of the Houghton Mifflin math program with the MIND institute.
- Teachers will continue to be trained in Cognitively Guided Instruction
- All grade level will be supported in aligning ST math with pacing of state and district adopted core math program
- Teachers will be trained on how to give the MAP Assessment.
- Teachers will continue to be trained in the use of Thinking Maps to support instruction in mathematics

**Washington's staff will continue to strive to increase Parent and Community participation in the area of mathematics.**

- Parents are expected to attend report card conferences where mathematics progress will be discussed. If a student is struggling in mathematics, the classroom teacher along with the parent, will develop an AIP.
- Monthly parent newsletter and parent meetings to discuss Math progress using Progress Report, AIP and report cards.
- Parents will be encouraged to attend the extended computer lab hours with their children.
- Parents will be trained in the use of Thinking Maps to support their students in mathematics.

**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:**

Washington Elementary School will actively seek the participation and involvement of parents to promote the new Common Core standards and academic growth in the 2015-16 school year. Parents will continue to be trained by Padres Unidos. Washington Elementary will continue to improve the rate of parent participation by 10% in school events, parent meetings, and/or activities each year.

The school will provide programs that promote a minimum of 50% parental involvement throughout the 2015-16 school year. Programs such as Pre-School, Monthly Parent Meetings, Community Events, School Site Council, PTA, ESL classes, and English Learner Advisory Committee will be offered to parents.

The school will seek partnerships with local agencies and businesses in order to support our students, parents and community.

Washington Elementary has a School Site Council, English Learner Advisory Committee (ELAC), PTA, and monthly parent meetings. These meetings help facilitate and support school programs and staff. Our PTA works on fundraisers and volunteer their time to support our school teachers in various projects.

### **Building on parenting strengths**

#### **Continue to offer and promote timely parent communication, parenting classes, parent meetings, and parenting support groups.**

- Continue to promote the parenting classes sponsored by the District, that focus on various topics including counseling, family learning activities and helping parents support children's learning. Parents will continue to be trained by Padres Unidos. Childcare is provided as necessary. Parents participate in developing an intervention program for their underperforming children in the area of reading.
- English Learner parents are encouraged to attend the ESL Adult classes housed on this campus. They are also encouraged to join the ELAC committee to better understand the needs of the English Learner program on campus.
- Timely communications with schools and parents regarding student progress and reading opportunities
- Parents will be trained in a variety of areas throughout the year including data, literacy, etc.
- Teachers will give suggestions and ideas to support student reading.
- The Librarian will accommodate parents who wish to check out books and/or use the library computers.

### **Communicating effectively**

#### **Washington will continue to find opportunities to forge and improve home/school communication.**

- Student progress reports and report cards will be sent home to keep parents abreast of their child's progress; The front office "open door policy" will welcome parents and assist them with their questions, concerns or requests; AIPs for all under-performing students will communicate to parents the goals and objectives of what the school (and parents) will be doing to help the student reach benchmark. Review and explain all testing results during parent conferences; and discussed further in conferences; meeting with TOSA for any student academic concern or clarification.
- The computer lab will be open before and after school to allow parents and students to access the computers.
- Parents will be trained in the use of Thinkings Maps to support their students in mathematics
- Timely communications with schools and parents regarding student progress and reading opportunities

### **Organizing opportunities for volunteering**

#### **Washington will continue to seek out and involve parents and the community with volunteer opportunities on and off campus. The School Site Council will be used to discuss additional ways to get parents and the community more involved.**

- Continue to provide support to the Parent room where parents can network and work on volunteer assignments and teachers can go to get assistance for school projects; continue to support Book Choice Time (teachers have an additional opportunity to get volunteers); involvement in the Parent Teacher Association (PTA); help promote after school events and fund-raising sponsored by the PTA.
- The School Site Council, ELAC and PTA will be used to discuss additional ways to get parents and the community more involved.
- Increase attendance at parent conferences, school wide events, school leadership councils (SSC/ELAC/DELAC) and recognition assemblies; providing childcare assistance at meetings; snacks and small attendance incentives, inviting parents to help on field trips, etc.
- Parent meetings to inform parents on improve students' graduation rate, attendance, behavior, health, and academics
- Attention to attendance online system is utilized to notify parents of student attendance problems. This system helps connect the Administration to parents who need support in ensuring the child attends school on a regular basis
- Online SST/AIP Procedures will help to ensure that parents are aware of behavior, academic, and attendance concerns with their children and have strategies to help them to improve

### **Learning at home**

#### **Washington will seek out additional opportunities to forged relationships with local businesses and community organizations.**

- Discussions with the PTA, ELAC and SSC on how better to promote business partnerships, funding and participation in school activities. Continue to foster the business relationships we currently have (such as W.R. Grace, Walmart and Laguna Foundation)
- Voice messaging system reminds parents to attend parent meetings and important events
- PTA Poster posted by each classroom with goals of participation from each class
- Foster a relationship between the PTA and the community
- Padres en Accion, a parent-led structured recess program designed to provide moderate to vigorous physical activity for students.

### **Involving in decision making**

#### **Parents will be involved in the decision-making process.**

- SSC: Allocation of state, federal and categorical budget funds and reports; vision statement; family/school compact; school wide focus; The Single Plan for Student Achievement (SPSA)  
Parents can also be involved with: English Language Advisory Committee (Parents of ELs only); Participation as a DELAC

Representative; Superintendent’s Parent Cabinet Member; Parent Legislative Council Member; PTA; Parental involvement in the SST, AIP, IEP, and Board of Review process (children at risk of retention)

- PTA in conjunction with Administration organizes all fundraising events for the school, such as the Fall Carnival
- Parents and Admin host monthly parent meetings

**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
Data chats, SST support, IEP support, PBIS Support, data collection, professional development, tutoring, collaboration support.	1000-1999: Certificated Personnel Salaries	Title I, Part A	26,035.00
School wide reading support, parent computer class support, parent support provided through childcare.	2000-2999: Classified Personnel Salaries	Title I, Part A	9,000.00
Certificated benenefits	3000-3999: Employee Benefits	Title I, Part A	4,800.82
Technology, Reading, Writing, Math, Supplemental programs and EL materials.	4000-4999: Books And Supplies	Title I, Part A	81,753.00
Playworks, AVID, PBIS and school branding, CRLP, Smarty Ants, Lexia, field trips, print shop orders, Padres Unidos, Padres en Accion.	5000-5999: Services And Other Operating Expenditures	Title I, Part A	62,878.00
<b>Total</b>			<b>184,466.82</b>