

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

## **2014-15 Single Plan for Student Achievement Executive Summary**

Attached are the executive summaries for each site's Single Plan for Students Achievement (SPSA). As you read them, please do so with the following assumptions and understandings as it is considered to be a dynamic document and not the final version of the Plan for the 2014-15 school year:

- This is a representative draft of the SPSA to be revised and finalized by December of 2014
  - Title I budgets will be adjusted based upon the final Consolidated Application which should be available in December 2014
  - Budgets and goals will be revised to reflect SAUSD's LCAP goals, priorities and metrics
- The last state wide implementation of the CST was in the spring of 2013
  - References to CST data remain in the plans as they still reflect relevant trends in student achievement which can be addressed
  - Goals based upon CST results are still reflected in these plans, but will be revised to reflect new district wide academic performance instrument(s)
- Because the State currently is going through a transition stage in its accountability system, California schools will not receive an API or AYP rating for the 2013-14 school year

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Adams Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Adams Elementary School  
Vision Statement**

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Proudly building on current strengths, our vision is to ensure that each part of our school community, students, staff, and parents, will continue to work with pride so that all students achieve academic proficiency through a standards-based curriculum provided by professional educators in a safe, positive, and respectful environment.

**Adams Elementary School  
Mission Statement**

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The MISSION of John Adams is to provide standards based curricula through engaging and differentiated instruction that ensures that every student reaches proficiency as determined by frequent district and California state standards tests. Our school community commits to provide support through tutoring, professional development, and parent involvement.

## Student Achievement Goals

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

Adams students need the knowledge, skills, and values to become productive citizens in the 21st century. Adams staff will research and implement the best instructional and behavioral support practices. Through individual and collaborative efforts the staff will identify a curricular focus, maintain a positive and supportive school climate, align best practices with the Common Core State Standards, and analyze student work, standardized testing and district assessment data. Parents will be provided opportunities to support student learning.

#### To accomplish this we will:

- Support and facilitate efficient and effective classroom instruction and grade level collaboration with daily learning goals and clear agendas that meet Common Core State Standards for increased student success.
- Implement a Multiple Tiered System of Supports (MTSS) framework. The focus of the MTSS will be to identify, provide intervention and monitor “at risk” students. A Data Review Team (DRT) will meet twice a year with teachers, school administrators and district personnel to review data and plan interventions. The school will provide substitutes for teachers to attend the meetings.
- Illuminate provides the tools needed to analyze state and local assessment data, teacher created tests, and demographic information together in one location. Illuminate tools allow 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
- Participate in ongoing district or site provided staff development throughout the year as it becomes available in PBIS, Language Arts, ELD, Math, MTSS, Thinking Maps, P.B.I.S., Common Core State Standards Training, SIOP and Strategic Schooling strategies to improve student learning and student engagement.
- Inform parents regarding their student’s progress toward meeting grade level standards in all subjects through mid-trimester progress reports, Academic Improvement Plans (AIP), report cards, and parent teacher conferences.
- Sustain the Homework Club/ Think Together program in order to continue to provide ELD, homework, literacy, math, and school enrichment opportunities for students after school in grades kinder through fifth.
- Maintain effective Instructional Leadership Team (ILT), English Language Advisory Committee (ELAC), School Site Council (SSC) and grade level teams that analyze student achievement data, comprehensive needs assessments and makes recommendations on the implementation of P.B.I.S.
- Promote a safe, clean and friendly environment through the enforcement of clear and fair protocols, and monthly Safety and Wellness Committee meetings..

### Goal IIa: Reading Across the Curriculum

#### School Goal:

49% of 3rd graders read at the proficient level as scored with DIBELS. Ten percent more second through fifth grade students will be proficient on the last ELA Benchmark than on the first ELA Benchmark. The Hispanic-Latino, Socio-economic, English Learners, and Students with Disabilities subgroups will also increase by 10% between the first and the last ELA Benchmark. Seventy-five percent of Kinder and first grade students will attain proficiency or higher in High Frequency Words.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10%
Schoolwide will increase percent proficient on Benchmark ELA by:	10%

#### To accomplish this we will:

- All students on a daily basis will be instructed in standards based reading using Open Court Reading (OCR) and “best practice” instructional strategies to ensure that all students reach benchmark proficiency. Students in grades K -5 receive explicit word analysis, intensive ELD (ELs only), reading fluency, vocabulary, comprehension, and writing instruction using OCR and Write From the Beginning programs. Teachers will meet in grade level on a regular basis to discuss student progress, evaluate data and guide future instruction.

- Use a Multiple Tiered System of Supports (MTSS) framework to test and identify "at risk students". Have trained, credentialed teachers to provide intervention 4x a week for strategic students. Offer Summer school with credentialed teachers for intensive students, Think Together, McKinney-Vento Tutoring Program, and SES to those who applied and were accepted.
- Use technology and software aligned to state standards including Accelerated Reader (AR), and Lexia, to support the core curriculum, and enhance student learning in reading on a weekly basis.
- Invite and encourage parents to participate in and attend parent education classes, school site and district sponsored meetings and workshops to strengthen their ability to support their children academically.
- Foster teacher opportunities to plan individually and in grade level meetings in order to articulate and evaluate instructional strategies and coordinate services needed by their students. Monitor student achievement closely based on observations, data review and assessment results. SST and Coordination of Services Team (COST) referrals will be made as needed.
- Purchase a license for the LEXIA Program TK-5th grade students who qualify.

### **Goal IIb: Writing Across the Curriculum**

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The percentage of Kindergarten through fifth grade students scoring 4s and 5s on the District Writing Assessment will increase by 10% between the 1st and the 3rd administration of the District Writing Assessment.

#### **To accomplish this we will:**

- Support and foster teacher opportunities to plan individually and in grade level meetings in order to articulate, and evaluate instructional strategies and coordinate services needed by their students.
- Teachers will use Smart Boards and LCD projectors enhance and enlarge writing strategies, use thinking maps to organize pre-writes and model editing skills. Teachers will create anchor papers, and collaboratively grade papers.
- Utilize and integrate the following identified "best practices" and writing programs to ensure improved student achievement including (but not exclusive to) Thinking Maps, Write From the Beginning, Guided Language Acquisition Design (GLAD), and Focused Approach strategies into the core Language Arts (OCR), science, social studies, ELD, and math programs.
- Teachers will have access to staff development and time for professional development in order to constantly monitor student achievement and improve instruction.
- Invite and encourage parents to participate in and attend parent education classes, school site and district sponsored meetings and workshops to strengthen their ability to support their children academically.
- Provide substitute teachers to cover classes so that teachers can collaboratively score writing assessments and plan for future instruction.

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

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**School Goal:** 55% of English Learners will be reclassified within 5 years of entering school.

#### **To accomplish this we will:**

- Utilize and integrate a variety of strategies and programs including: SDAIE, Focused Approach, SIOP, GLAD, the OCR English Learner Support Guide (ELSG), and Carousel of Ideas to provide students with meaningful access to the core content curriculum.
- Extend learning and oral practice opportunities in workshop, small groups, and in the ASLC/Think Together program.
- Use technology to enhance student learning in speaking, reading and writing on a weekly basis based on the state and district standards based lessons.
- Support and foster teacher opportunities to plan individually and in grade level meetings in order to articulate, and evaluate instructional strategies and coordinate services needed by their students
- Inform parents regarding their student's progress toward meeting grade level standards in ELD through mid-trimester progress reports, AIPs, report cards, and parent-teacher conferences.

## Goal IId: Mathematics

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### School Goal:

The entire school's benchmark scores will increase 10% from Math Benchmark #1 to Math Benchmark #3. The Hispanic-Latino, Socio-economic, and Students with Disabilities subgroups will also increase by 10%. Ninety percent of Kinder and first grade students will attain proficiency or above on last District Math Benchmark of the 2014-15 school year.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10%

### To accomplish this we will:

- Instruct all students daily for at least 90 minutes in standards based mathematics using the Saxon math program along with a variety of effective and grade level appropriate supplemental materials and strategies as needed. Implement the Common Core State Standards for mathematics in the 4th and 5th grades.
- Support and foster opportunities for teachers to plan individually and in grade level meetings in order to identify struggling students.
- Use the CLAS teacher to model Common Core lessons for teachers
- Supplement and support math instruction with the ST Math Program and other standards based technology and software as enrichment and intervention in grades K – 5.
- Support and foster opportunities for teachers to plan individually and in grade level meetings in order to articulate, and evaluate instructional strategies and coordinate services needed by their students.
- Inform parents regarding their student's progress toward meeting grade level standards in Mathematics through mid-trimester progress reports, AIPs, report cards, and parent-teacher conferences.
- Purchase Mind Institute license for every student in order to enhance the development of mathematical concepts in a systematic way.
- Teachers will meet to plan instruction based upon district benchmark test, and state assessments, substitutes will be provided.
- Pay teachers/classified staff for after school Math tutoring for at risk and strategic students.

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

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Goal #1: Recognize daily that communication with parents, and their presence and/or participation are an integral component of our students' education and school success.

Goal #2: Regularly and effectively provide parents with information through the Edulink telephone system and Adams newsletters throughout the year to communicate important school events and information.

Goal #3: Invite and encourage parents to attend meetings such as ELAC, SSC, parent-teacher conferences, monthly Cafe con la Directora, AIPs, SSTs, Board of Review, IEP meetings, and morning parent workshops/ trainings.

Goal#4: Recognize that the surrounding community is an integral part of our students' education.

### To accomplish this we will:

- Adams will effectively communicate to parents about our mission, growth, and school events. Parents will have ongoing opportunities to attend Parent Education classes.
- Parents will be expected to sign up for and participate in committees such as SSC, and ELAC. Parents will have the opportunity volunteer in a variety of areas including, the GRIP Parent Greeter Program, Padres en Accion, and the Nutrition Network.
- Have teacher-administrator data chats following the posting of ELA and mathematics Benchmark results to monitor progress, adjust instruction, and maintain open lines of communication at the school site
- Offer parenting and adult education classes and/or seminars to better support their child's development and learning. Adams will facilitate parent involvement by providing daycare during meetings and translation during conferences..
- Continue to work with District and community groups and the neighborhood association to connect parent need to school and community resources.

- Conduct the yearly Title I Parent Meeting to inform parents of Title I students of they programs available to help their students be successful at John Adams.

**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Office Supplies	TITLE I	\$20,000
Instructional Materials	TITLE I	\$10,000
Communications	TITLE I	\$1,503
Benefits	TITLE I	\$4,504
Activity Supervisor	TITLE I	\$500
Extra Duty (tutoring/Intervention)	TITLE I	\$20,000
Office Worker Extra Duty	TITLE I	\$500
Printing Cost	TITLE I	\$5,342
Mileage	Title I	\$500
Sub Days	TITLE I	\$5,000
Field Trips	TITLE 1	\$1,000
Aide Extra Duty	TITLE I	\$1,000
	<b>Total</b>	<b>\$69,848</b>



## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: **John Adams Elementary School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Taught three Common Core units, integrated collaborative conversations and QTEL 3 moments into lesson design. Collaboratively scored assessments for instructional planning. Changed the physical layout of the desks to promote student collaboration.
  - Used mobile class set of lab top computers to increase student access to technology. Sixth grade students have Edmodo and Twitter and use this technology to explore, research and present their findings to peers
  - Identified successful Tier I academic and behavioral practices. Identified Tier II and Tier III students to address each student's academic, social, emotional, and behavioral needs.
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Added new intervention programs to meet the needs of all at risk students.
  - Brought in speakers to train parents on meeting their student's socio-emotional needs.
  - Held a third a DRT meeting to plan instruction for upcoming year.
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Using data to guide school wide and classroom decisions.
  - More Behavioral interventions for tier II and tier III students.
  - More teacher training on intervention programs to meet the needs of students.
  - More colorful murals reminding students of behavioral expectations.
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Less negative/reactive discipline, fewer suspensions
  - Less whole group, less teacher talk
  - Less student sitting in rows facing forward.
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Third year of implementation of K PALS.
  - Founded clubs on campus to explicitly teach social skills.
  - Invited members of the FORD Company mentor a group of 5<sup>th</sup> graders.
  - Using teaching gardens to expand learning opportunities on campus
  - Use the SEIP (Social Emotional Intervention Program) to provide resources and support for at risk students on campus and across the district.

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**2014-15**



**Carr Intermediate School**

**Superintendent**

Richard L. Miller, Ph.D.

**Board of Education**

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**Carr Intermediate School  
Vision Statement**

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Carr Intermediate School is a community of learners where students, staff, and parents are valued and recognized. In order to achieve and maintain excellence, we are committed to maximizing student potential, emphasizing high expectations and standards and developing pride and appreciation for life-long education and achievement.

**Carr Intermediate School  
Mission Statement**

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At Carr Intermediate School, we challenge our students to:

- Think critically
- Analyze, argue, and defend critical issues
- Develop study skills
- Develop self-assessment skills
- Communicate effectively
- Increase their oral, written, and reading proficiency
- Work collaboratively with others

At Carr Intermediate School, we challenge ourselves as educators to:

- Strengthen student/teacher/parent communication
- Provide a safe and orderly environment

## Student Achievement Goals

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

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#### School Goal:

Carr Intermediate School is a community of learners where students, staff, and parents are valued and recognized. In order to achieve and maintain excellence, we are committed to maximizing student potential, emphasizing high expectations and standards and developing pride and appreciation for life-long education and achievement. All members of the Carr Intermediate School will be focused on our efforts to increase the achievement of our students through the use of effective teaching strategies, the development of rigorous curriculum, a scholarly culture, and the inclusion of students, parents and community members as full partners in our efforts.

#### To accomplish this we will:

- A variety of school-wide, departmental and grade specific professional development activities, all designed to improve teaching and in turn positively impact student achievement, will be offered, totaling at least 18 hours per school year.
- Parent attendance and participation in monthly meetings will be maintained at current levels of approximately 400 parents per month.
- SSC and ELAC meetings will be focused on student achievement. They will produce surveys of staff and parents and make appropriate adjustments to Carr programs as needed.
- Students will be involved as full partners in increasing their own achievement.
- Parents will become conversant with the terminology and concepts surrounding student achievement (Common Core, CELDT, common assessments and district benchmarks).
- Engagement strategies will be observed and noted in order to increase student achievement.
- Illuminate provides the tools needed to analyze state and local assessment data, teacher created tests, and demographic information together in one location. Illuminate tools allow 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.

### Goal IIa: Reading Across the Curriculum

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#### School Goal:

All Carr Intermediate School students will demonstrate increased reading ability, as measured by the district ELA benchmarks. All Carr Intermediate School students will answer at least ten more questions correctly than they did the previous benchmark. At least 25% of students at each grade level, and within each sub-group, will score proficient or advanced on the benchmarks. Our goal in ELA is to increase the percentage of students in benchmark and Honors classes, while decreasing the percentage in intensive intervention and strategic classes by 20%.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	25%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	25%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	25%
Schoolwide will increase percent proficient on Benchmark ELA by:	25%

#### To accomplish this we will:

- Alignment of Instruction, Strategies and Materials with Content Standards: All Carr teachers will use Thinking Maps to guide student writing. Carr teachers in all subject areas will instruct students on the steps necessary to produce quality writings in each grade level. Carr students will receive a Carr Writer's Handbook which provides detailed instructions for producing quality writings as stated in the District pacing chart and rubrics.

Extended Learning Opportunities: Carr's After School Think Together Program provides tutoring and homework assistance for 150 students per day. After School Program staff communicates regularly with classroom teachers to learn about assignments and confer with content area teachers.

- **Increased Access to Technology:** Teachers will have access to computer labs according to scheduled dates and times. Each classroom will have at least four computers connected to the internet. A full-time computer technician will keep computers and network operational.
- **Staff Development and**
- **Professional Collaboration:** All ELA teachers have or will be trained using Thinking Maps as a way to make writing accessible to students.
- **Social Studies, with State Standards for Social Studies being observed, will also be used as a vehicle to bolster students' ELA skills.**
- **A variety of staff development opportunities will be provided to ELA teachers to help them improve writing instruction.**
- **Involvement of Parents and Community:** Carr's school-wide instructional focus on writing expository text across the curriculum will be shared with parents and community at every opportunity. Parents and community members will continue to participate in the SSC and ELAC.

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### **Goal IIb: Writing Across the Curriculum**

#### **School Goal:**

Our goal is to ensure that all Carr students produce five high quality research papers each school year, in addition to a plethora of other writing assignments. Writing will encompass all genres with an emphasis on expository text, in all classes, at all grade levels. The writing ability of all Carr students will improve, as measured by at least a gain of one point on the SAUSD writing proficiency exam as compared to the previous year's score. At least 45% of Carr seventh grade students will score proficient or better on the district writing assessment.

#### **To accomplish this we will:**

- All Carr teachers will use Thinking Maps to guide student writing.
- Carr teachers in all subject areas will instruct students on the steps necessary to produce quality writings in each grade level.
- Carr students will receive a Carr Writer's Handbook which provides detailed instructions for producing quality writings as stated in the District pacing chart and rubrics.
- Carr's school-wide instructional focus on writing expository text across the curriculum will be shared with parents and community at every opportunity.

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

#### **School Goal:**

Our goal is to re-designate as many students as possible, and to move our students who have stagnated at the Intermediate and Early Advanced stages of language development toward Advanced and re-designation. English language learners at Carr Intermediate School will make measurable progress toward attaining fluency in English. The expectation at Carr Intermediate School is that students will move up one CELDT level each year. There will be a particular emphasis on students classified as Intermediate who should move on to Early Advanced. 80% of Carr Intermediate School EL students will improve one level on the overall score on the CELDT test. 25% of Carr Intermediate School EL students will be redesignated to Fluent (FEP) status each year.

#### **To accomplish this we will:**

- All EL students will receive a rigorous, standards-based curriculum, regardless of English proficiency level.
- All teachers will impart a rigorous, standards-based curriculum, regardless of the English proficiency of their students.
- All Carr teachers will hold a CLAD credential or equivalent.
- A variety of staff development opportunities will be provided to Carr teachers to help them improve instruction of EL students.
- At least twice per school year, a presentation on CELDT score interpretation, and student specific test score data, will be provided to parents at the monthly parent meeting. This will enable parents to hold meaningful discussions with their children regarding their achievement.

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### **Goal IId: Mathematics**

#### **School Goal:**

Our goal in Algebra I is to keep 67% of our 8th graders enrolled in the class, and have 85% reach Proficient or Advanced. In the General Math group, we are aiming for 25% proficient or advanced. In 7th grade, our target is 60% proficient or advanced, and we have set a goal of 60% in 6th grade.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	25%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	25%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	25%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	25%

**To accomplish this we will:**

- Focus the use of class time on the instruction of the California standards.
- Utilize all additional available resources to improve math performance.
- Use the construction of the master schedule to improve math performance.
- Align classroom strategies and objectives across math classrooms.
- Encourage parental involvement.

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

**School Goal:** Carr Intermediate School will work in collaboration with parents and community members to bring resources to bear on our efforts to increase student achievement and develop a scholarly culture. Parents and community members will participate as full partners in our efforts.

**To accomplish this we will:**

- Carr will host a summer orientation program for new and returning students.
- Carr will host monthly parent meetings.
- Parents will attend parent conferences and Student Success Team (SST) meetings.
- Parents and community members will attend and participate in volunteer activities.
- All Carr parents will sign Parent-Student-Teacher-School compacts.
- CALT, SSC and ELAC will conduct an annual survey of parents.
- SSC and ELAC meetings will be focused on student achievement.
- Community Partnerships

**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Monthly parent meetings will be used as a means of educating parents regarding	Title I	\$25,664
AVID teachers and content support teachers will be trained in AVID strategies to	Title 1	\$37,719
A variety of staff development opportunities will be provided to ELA teachers to	Title I	\$22,075

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Orientation meetings will be held prior to the opening of the school year in order	Title 1	\$9,001
College tutors will be assisting during whole group instruction and pull small groups	Title 1	\$18,014
Carr students will receive a Carr Writer's Handbook which provides detailed	Title I	\$34,964
Volunteer events will be held during the year to provide parents and community	Title 1	\$3,000
Carr Intermediate has also received support from the Yosemite Institute for yearly	Title I	\$968
Administrators, outreach consultant, staff, and teachers will participate in trainings	Title I	\$8,712
8th grade classes will be organized to reduce Algebra Readiness classes' size as	Title I	8,253
Parental and community support of Carr's Math program will be consistently	Title I	
	<b>TOTAL</b>	<b>\$168,370</b>

## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

**School:** Carr Intermediate School

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - School-wide emphasis on a collaborative model where teachers work together to create engaging, common core aligned lessons, meaningful common assessments and review current student performance data to identify appropriate interventions
  - Professional development, provided by CLAS teacher, is focused on research-based instructional strategies to successfully implement Common Core State Standards
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Revised and improved process for monitoring students performing at the below basic level. Counselors met with students and parents at regular intervals throughout the year and collaborated with teachers to identify appropriate academic interventions
  - Implementation of a new College and Career Plan to promote a college going culture
- 3) What is your site doing *more of* this year to improve student achievement?
  - Increased use of research-based instructional strategies across all academic disciplines which Support Common Core implementation: Academic conversations, close reading of complex texts, big idea and essential questions, math talks and academic language acquisition
  - More students enrolled in the AVID program
  - Increased parent and community involvement opportunities including weekly parent meetings
  - More administrative classroom walk through observations
  - More incentives for positive behavior and achievement (Astro cards, PBIS carnivals, assemblies, raffles) to encourage academic achievement and promote positive school culture
- 4) What is your site doing *less of* this year to improve student achievement?
  - Overall decrease in student suspensions and expulsions from previous years
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - True, school-wide collaborative model utilizing the ILT to research, discuss and select appropriate instructional strategies and interventions to meet their students' unique needs
  - Promoting a positive start for incoming 6<sup>th</sup> graders by having the principal and counselors visit feeder schools to welcome these students to Carr
  - Piloting a "6<sup>th</sup> Grade Jump Start" program to help these students successfully transition to the intermediate level with support in understanding academic and behavioral expectations as well as programs and staff available to assist them if they should need help



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**2014-15**



**Carver Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Carver Elementary School  
Vision Statement**

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Carver Elementary School is a welcoming and committed learning environment where all students will be motivated, and enthusiastic about learning, and prepared to meet or approach grade level standards. Teachers will work collaboratively and have the necessary resources to offer a clean and safe learning environment. Competent and caring staff will welcome parent involvement. There will be a mutual trust and respect between the district, the community and our school, where input will be valued as an integral part of decision-making.

**Carver Elementary School  
Mission Statement**

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The mission of Carver Elementary School is to achieve our vision and master the state standards. Together we will create a safe environment, which fosters the development of responsible, caring students, critical thinkers, and lifelong learners in pursuit of personal excellence, adapting to the challenges of the future.

## Student Achievement Goals

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

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#### School Goal:

One hundred percent of stakeholders, which includes, students, staff, parents, and the community will follow a clear vision for Carver Elementary 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 2014.

A minimum of 50% of the parents will participate in PTO membership and work together with competent and caring staff to welcome parent involvement. 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 making to increase student achievement in the 2013-2014 school year.

#### To accomplish this we will:

- To achieve Common Core standards targets in Language Arts and Mathematics, Carver will continue to implement common core strategies. Student data from District Benchmarks, District Writing Assessments and Intervention data, acquired through Illuminate and the Dibels website, will drive instruction and we will continuously monitor students and celebrate our potential academic strengths and weaknesses as well as exceptional behaviors.
- Extended learning opportunities will be offered in the area of Language Arts to support student learning and assist students in reaching proficiency.
- Students will have access to technology in the classroom and in the computer lab in order to support student achievement.
- School wide staff development and collaboration will be utilized in order to increase student achievement and help foster a community of support committed to providing students and teachers with a motivating and enthusiastic learning environment.
- The staff will collaborate regarding student progress and effective teaching strategies. Meetings will be collaboratively planned and led by principal, assistant principal, and TOSA.
- Common Core training will continue throughout the 2013-2014 school year as Carver continues to implement national standards.

### Goal IIa: Reading Across the Curriculum

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#### School Goal:

The number of non-proficient students will decrease by a minimum of 10% on the District Benchmark Assessments. Carver Elementary School students will reach, at minimum, proficiency in reading grade level standards by the continued implementation of District adopted OCR program and the district's Common Core Units of Study. An intervention teacher will also work with students identified as working below the standards level.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	6.09
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	6.05
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	5.19
Schoolwide will increase percent proficient on Benchmark ELA by:	6.1

**To accomplish this we will:**

- Reading and Language Arts instruction will align strategies and materials with content standards using the district adopted Open Court Reading Program and intervention strategies. All data will be discussed with parents and students.
- Extended learning opportunities will be offered before, during and after school to support student learning and assist students in reading proficiency.
- Students will have increased access to technology to better assist them in closing the achievement gap by utilizing current research based programs.
- On going staff development and professional collaboration will be offered to teachers and staff in order to develop strategies that will enable students to meet proficiency in Language Arts.
- Students working below proficiency will utilize intervention programs in order to achieve academic success.
- Implementation of the Common Core standards will continue throughout the 2013-2014 school year.

**Goal IIb: Writing Across the Curriculum**

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**School Goal:** Carver Elementary School will insure that a minimum of 50% of the students will reach proficiency in grade level writing standards by spring 2013 through the continued implementation of the District adopted Open Court Reading Program and implementation of Write From the Beginning.

**To accomplish this we will:**

- The district adopted Open Court writing program will be utilized to align curriculum to the state standards. The writing program will also be enhanced through the use of the Write from the Beginning program as well as other standards based writing strategies.
- Extended learning opportunities will be made available to students through additional workshop time.
- Students will have increased access to technology to enhance their writing strategies.
- Staff development and professional collaboration will be provided as needed in order to develop an environment of teamwork and dedication to student learning and to keep staff abreast of current strategies designed to increase student achievement.
- Teachers will integrate strategies from GLAD, GATE, Write From the Beginning, Thinking Maps, SIOP and Focused Approach to scaffold and make curriculum accessible to all students.
- Implementation of the Common Core standards will continue throughout the 2013-2014 school year.

**Goal IIc: English Language Development**

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**School Goal:** Through the full implementation of school wide ELD groups and systematic ELD instruction utilizing Carousel of Ideas and implementation of the SIOP model, the number of English Language Learners who scored at the Beginning, Early Intermediate, and Intermediate levels of CELDT will decrease by the next assessment period in October of 2014.

**To accomplish this we will:**

- District adopted assessments, materials and intervention strategies will be used to align instruction with content standards.
- Extended learning opportunities for ELD will be offered during workshop and after school.
- Use of technology will be available to enhance the learning of content standards and through the use of current research based programs.
- Staff development and professional collaboration will be utilized to analyze ELD data and design strategies to increase language development.
- Implementation of the Common Core standards will continue throughout the 2013-2014 school year.

## Goal IId: Mathematics

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**School Goal:** Adequate yearly progress will show an increase in proficiency by a minimum of 10% in all grade levels by spring of 2014 through the continued implementation of the District adopted Houghton-Mifflin Math Program and the additional software program provided through the Mind Institute.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	3.41
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	3.41
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	5.19
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	3.41

### To accomplish this we will:

- Alignment of instruction, strategies and materials with content standards will occur through the use of the district adopted Houghton Mifflin curriculum and intervention programs and strategies. Parents and students will be informed of progress and achievement on a regular basis.
- Extended learning opportunities in mathematics will be offered in a small group setting and after school in order to increase proficiency in the area of mathematics.
- Students will have an increased access to technology at school as well as at home using research based programs.
- Staff Development will be provided on an as needed basis. Staff will also utilize professional collaboration to enhance student achievement.
- Implementation of the Common Core standards will continue throughout the 2013-2014 school year.

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

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### School Goal:

At Carver, parents and the community are an integral part of our students' academic achievement. Communication will take place on a regular basis between school staff, students, parents and the community to promote academic growth in the 2013-14 school year. All stakeholders will be involved in the decision making process.

The school will provide programs that promote a minimum of 50% parental involvement throughout the 2013-2014 school year. Programs such as Pre School, Monthly Parent Meetings, Community Events, School Site Council, PTO, 40 Developmental Assets, CABE, Nutrition Network, 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.

### To accomplish this we will:

- Monthly parent meetings will focus on health, safety and academics. Parents will have the opportunity to hear guest speakers from the community and work with resource staff and administration.
- Teachers will inform parents of student expectations and academic progress through Back to School Night, Open House, report cards, conferences, notes home, student work, mid trimester progress reports, Academic Improvement plans and Student Success Team.
- Monthly English Learner Advisory Committee meetings will provide representation for English Learners and shared decision making in programs.
- Monthly School Site Council meetings will provide representation for all students and shared decision making in programs, funding and staffing decisions.
- The resource staff and administration will work with parents for referrals to community resources, attendance and student achievement.
- ESL classes will be made available for adults in the community.

- Project Inspire will be offered once a week to allow parents an opportunity to be trained in various areas. Parent leaders will then pass on that knowledge to other community members.
- Nutrition Network is offered once a month to provide staff, students and parents with nutritional information to foster healthy eating habits.
- Involvement of parents and community will be an integral part of enhancing student achievement in Language Arts, Mathematics and ELD.
- Parent meetings, conferences, ESL classes and ELAC representatives will be utilized to encourage parental and community involvement.

### Funding

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
On going training will be provided based on staff needs assessments	Title I	\$5760
Intervention teachers will be hired to provide academic support to students who are working below proficiency.	Title I	\$12677
Continue to implement district approved curriculum and provide for instructional supplies to support the curriculum. Teacher will turn in weekly lesson plans that reflect standards based instruction.	Title I	\$9570
Carver will utilize the program Playworks to provide students with safe and inclusive opportunities for learning and maintaining a healthy lifestyle. This program will facilitate healthy, inclusive play that engages all students during recess and physical education time. Playworks supports learning through healthy play and reduces bullying by increasing physical activity while reinforcing positive behavior. In accordance with PBIS, students will learn to create a safe and respectful school environment by developing standard agreements for behavior. Playworks will also teach conflict resolution techniques that will nurture safety and positive communication throughout the campus.	Title I	\$30,000
Teachers will communicate progress to parents through Mid trimester progress reports, report cards, parent/teacher conferences, Academic Improvement Plans and Student Success Team meetings	Title I	\$2088
Parents will be informed of student progress in reading through progress reports, report cards and reading incentive programs, such as green carpet assemblies to celebrate proficient and advanced students on District Benchmark exams and CST's, and Accelerated Reader prize drawings for those reaching their reading goals.	Title I	\$1335
Bilingual monthly parent meetings will be offered in the mornings and evenings to accommodate parents' schedules A bilingual monthly newsletter will be sent home to inform parents of school activities and school news.	Title I	\$606
	<b>TOTAL</b>	<b>\$62,036</b>

## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: **Carver Elementary School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Focus on Common Core Standards/Units of Study throughout grade levels
  - Closely monitoring lesson plans and classroom pace
  - Holding teachers accountable through the progressive discipline process
  - Monitoring of ST Math on a weekly basis. Monthly incentives to promote achievement.
  - Classroom writing is monitored on a monthly basis
  - Monthly Awards Incentives vs. Trimester Awards Incentives
  - Reduced to 1 intervention teacher and focused on best first instruction
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Imagine Learning Pilot for English Learners stuck at Beginning and Early Intermediate
  - ASCD/CUE Conference to bring new and innovative ideas to our campus
  - Two month vision process to refocus on student outcomes and best practices
  - Increased Technology – 3:1 devices in Kindergarten, 1<sup>st</sup> Grade, 4<sup>th</sup> Grade, and 5<sup>th</sup> Grade
  - SmartBoards in Kindergarten, 4<sup>th</sup> Grade and 5<sup>th</sup> Grade
  - 4<sup>th</sup> Grade Extensive Math Training
  - Inclusion Special Education Model in 2<sup>nd</sup> and 3<sup>rd</sup> Grade
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Monthly incentive programs
  - Careful monitoring of classroom and intervention data
  - Utilizing instructional assistants to assist in am/pm Intervention
  - All Kindergarten classrooms are using Awards Reading through the use of iPADS
  - Parent trainings and surveys
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Less discipline due to Playworks and consistent classroom progressive discipline plans
  - Less wasted time- focus on bell to bell teaching
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Playworks - maximizes instructional time through learned problem solving techniques and physical education
  - Meet the Masters is provided three times/year to expose students to famous artists and bridge the gap between visual arts and literacy
  - Grade level performances to encourage communication skills

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Century High School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member



**Century High School  
Vision Statement**

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Century High School is a learning environment, emphasizing both college and career readiness and student achievement, through a rigorous common core standards-based curriculum, along with the support necessary for success in the 21st century.

**Century High School  
Mission Statement**

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The mission of Century High School is to provide for all students, a safe and supportive learning environment with high expectations and high academic standards. d supportive learning environment with high expectations and high academic standards.

## Student Achievement Goals

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

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**School Goal:** All Century High School faculty and staff will maintain high expectations and provide rigorous, engaging instruction to prepare each student to reach his/her full potential in a safe and supportive school environment. We will work to provide increased access to Science, Technology, Engineering, Arts and Mathematics (STEAM) curriculum and career investigation and preparation. Our staff works collaboratively to ensure all students meet or exceed grade level standards in alignment with transition to the Common Core State Standards, as well as collaborate with all families and community members to provide support and mentorship that ensures our students have access to opportunities for lifetime success.

#### To accomplish this we will:

- Increase accountability and monitoring of mastery of standards for all students in all courses. We will monitor instruction and student progress at each grading period through administrator, counselor and teacher data review and analysis of student progress as measured by teacher assessments and grades, course benchmarks, and state cumulative assessments.
- Increase the capacity of school leadership and school resource personnel to support transition to the Common Core State Standards. We will do this by participating in professional development, and sharing our learning and knowledge to support classroom teachers. We will also utilize professional development to ensure that all members of the faculty are kept abreast of research based instructional strategies for increased student success and engagement.
- Continue to support and expand existing themed academies. Implement the new Project Lead the Way curriculum Provide career mentorship opportunities to increase student-school connections, personalization of learning, and career certification (Microsoft and 3D Printing) upon graduation from Century High School.
- Build and nurture relationships with community resources in order to maintain a focus on addressing issues related to school culture and environment to ensure a safe, clean and orderly site for learning.
- Ensure students and staff has access to updated technology, software and resources that support individual, classroom and school-wide learning goals based on state standards and data analysis.
- Continue to implement the lessons learned in consultation with the International Center for Leadership in Education to ensure that all students have access to rigorous and relevant classroom instructional practices to support learning and achievement.
- Recognize student success by providing semester celebration certificates and assemblies, fieldtrips and motivational speakers.

### Goal IIa: Reading Across the Curriculum

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#### School Goal:

All Century High School students will improve English language literacy and reading comprehension, through the implementation of a school-wide focus on academic language, nonfiction reading and writing, and technology use for academic achievement.

- The percentage of all students scoring proficient and higher in ELA will increase by 5% at each grade level as measured by the District Benchmark exams by June 2014.
- The percentage of all 10th grade students scoring proficient (380) and higher in ELA will increase from 39% to 44% as measured by the CAHSEE administered in March 2014.
- The percentage of 9th-11th grade students scoring proficient and higher in ELA will increase by from 29% to 34% as measured by CST End-Of-Course Tests administered in May 2014.(If CST's are not administered this school year, we will measure growth through benchmarks).
- The percentage of students meeting expectations for a-g requirement for college readiness will increase by 5% from 29 - 34% as measured by end of course semester grades.
- The percentage of students deemed "Ready for College" and "Ready for College- Conditional" in English, will increase from 8% to 13% and 12% to 17% respectively, as measured by the Early Assessment Program 2014, the College Board Scholastic Aptitude Test (SAT), or the ACT.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	5
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	5
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	5
Schoolwide will increase percent proficient on Benchmark ELA by:	5

**To accomplish this we will:**

- Implement a schoolwide focus on the academic language, student conversation, expository reading, writing and technology use in all courses.
- Implement a comprehensive CAHSEE support plan to meet the needs of all 9-12th grade students to support a score of 380 or above on the ELA CAHSEE.
- Utilize site categorical funding sources to ensure that all students have access to upgraded technology and software programs in labs and classrooms.
- Implement the Scholastic READ 180 program to integrate technology and differentiated reading instruction for all students in grade 9 in Strategic or Intensive ELA through a double period ELA class, and in grades 10 and 11 for newcomer English Learners and Special Education students.
- Implement APEX Online Learning system to support credit recovery and first time learning to ensure that all students may meet graduation requirements and improve A-G eligibility.
- Implement Common Core State Standard (CCSS) lessons developed by teacher teams to support the transition to CCSS. Students will learn Close reading strategies, will utilize collaborative conversations and be provided text with high levels of complexity. All student will be provided opportunity to respond verbally and in writing in all courses to promote critical thinking skills.
- Communicate regularly to provide students and parents with requirements for college readiness as it relates to grades earned in classes toward achievement in A-G Coursework.

**Goal IIb: Writing Across the Curriculum**

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**School Goal:**

All Century High School students will improve writing skills through the use of a school-wide focus on writing across the curriculum as measured by 2014-15 local and state assessments.

- The percentage of students scoring 6-8 on the District Writing Rubric will increase by 5% as measured by the District Writing Assessment in January 2015.
- The percentage of 10th grade students earning a score of "3-4" on the Writing Application (essay) portion of the CAHSEE ELA test will increase by 5% by the end of June 2015.
- The percentage of 11th grade students taking and scoring "Ready for College" and "conditionally Ready for College will increase by 5% as measured by the CST Early Assessment Program exam in May 2015.
- English learner subgroup will increase percent proficient on CST ELA by 5% overall, providing strategic instructional practice to support the growth in English literacy, reading comprehension, listening skills, speaking and writing..

**To accomplish this we will:**

- Provide a coherent and consistent focus on writing across the curriculum with accountability, professional development and support of TOSAs and Curriculum Specialist.
- Implement schoolwide writing focus by utilizing instructional time to provide all students with a writing prompt. The Century HS teachers will meet together as a school faculty each quarter to read and score essays, using a consistent rubric to provide feedback to our students.
- Provide all students with appropriate instruction to support the writing focus every day to ensure consistent practice and feedback in writing.
- Provide opportunity for students in all classes will be required to write cohesive responses to essay and open response questions weekly.
- Ensure that all teachers in every department will include relevant writing exercises including, notetaking, lesson summaries, and essays, in all coursework and lessons.
- Implement READ 180 and System 44 Common Core to support freshman scoring below basic on the most recent CST, English learners, and Students with special needs, to ensure adequate practice at the students individual reading and writing level.

## Goal IIc: English Language Development

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### School Goal:

After receiving explicit instruction in English language based on the Common Core ELD standards, all Century High School English learners will advance one CELDT level.

- The percentage of 9th - 12th grade EL students meeting AMAO 1, English acquisition, will increase 5% from 48% to 53%, as measured by CELDT administered in October 2014.
- The percentage of 9th - 12th grade EL students with more than 5 years in the US, meeting AMAO 2 will increase by 5% from 41% to 46% as measured by CELDT administered in October 2014.
- The percentage of 9th - 12th grade students who redesignate will increase by 5% from 15% to 20%.

### To accomplish this we will:

- Build the capacity of the Intensive Intervention and Strategic program teachers, to implement the Read 180 and System 44 program with fidelity, in order to support AMAO 1 goal of one year's growth in language development.
- Support Intensive Intervention and Strategic teachers by providing professional development and coaching in the correct implementation of Scholastic Read 180 and System 44 reading program.
- Ensure that all content and elective teachers will utilize SDAIE instructional strategies and supplemental materials to support the academic success of the EL and RFEP students.
- Utilize the ELD TOSA to provide instructional support and coaching to teachers and students by modeling lessons and providing feedback to teachers.
- Ensure that all content and elective teachers focus on developing a language objective for each lesson to insure that students have opportunity to demonstrate the production of language through listening, speaking, reading and writing.
- Provide students will daily practice to participate in close reading of high level text and practice collaborative conversations, using sentence frames in all classrooms to ensure that the students have opportunity to utilize formal academic language to build their fluency in academic English.
- Ensure that all English Learners in grade 10 participate in the CAHSEE Support Plan classes and utilize the Revolution 380 software program at school and at home.

## Goal IId: Mathematics

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### School Goal:

All Century High School students will demonstrate improved mathematics literacy achievement through the use of explicit, strategic data and informed instruction based on the Common Core State Standards as measured by local and state assessments.

- The percentage of students passing and earning a "C" or better in mathematics will increase by 5% as measured by end of course grades at the end of each semester.
- The percentage of 10th grade students passing CAHSEE in Mathematics will increase 5% from 67% to 72% as measured by the CAHSEE administered in March 2015.
- The percentage of 10th grade students scoring proficient and higher on the CAHSEE Math assessment will increase 5% from 46% to 51% as measured by the CAHSEE 2015.
- The percentage of 9th -11th grade students scoring proficient and higher in Mathematics will increase 5% from 9% to 14% as measured by the District Benchmark Exams administered in through the 2013-15 school year.
- The percentage of 11th grade students scoring "Ready for College" and "Ready for College - Conditional" in total Mathematics will increase from 1% to 5% and 30% to 35% respectively, as measured by the CST Early Assessment Program (EAP) exam or the College Board Scholastic Aptitude Test, administered in May 2015.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	5
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	5
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	5
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	5

**To accomplish this we will:**

- Provide extensive professional development for all math teachers in common core lessons and units to support transition to the Common Core State Standards.
- Provide time for teachers to work collaboratively to review common assessments and benchmark data to identify areas of need for reteaching to support student achievement toward grade level standards in all core math classes.
- Make the transition to CCSS Course 1 curriculum and practice for all students currently enrolled in the traditional Algebra 1 class.
- Provide all 10th grade students with Revolution 380 licenses and CAHSEE "Problems of the Day", to support CAHSEE prep during the school day, at home and through the Saturday CAHSEE program.
- Provide all students with extended learning opportunities through Saturday Academies and after school programs to provide enrichment and remediation in math literacy at all levels.
- Provide instructional support through the continued implementation of AVID tutors to support student within the school day in rigorous coursework.
- All math teachers will review and analyze school grade data at each quarter to improve end of course grades by providing interventions for students.

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

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**School Goal:**

Century High School staff will build a strong, informed, and productive partnerships between the school, parents and our community to increase student motivation, improve parent and community involvement and ensure academic success for all students.

**To accomplish this we will:**

- Continue to support and staff a parent and community center to be maintained and directed by the Community and Family Outreach Liaison to ensure that parents, students, and community members have access to support and resources.
- Provide parent leaders with instruction and support/courses in order to increase engagement with the school staff, improve participation, and increase student success in school programs.
- Provide parent meetings monthly (morning and evening) for all parents of students enrolled at Century to support student access to improved learning.
- Communicate frequently with parents regarding academic and attendance areas of concern early to avoid academic failure and loss of instruction for the students.
- Counselors, Outreach Consultant, and Higher Education Center Coordinator will hold parent meetings and events to inform and involve parents about attendance, academic progress, progress toward graduation, and post-secondary options and opportunities
- The school will work to develop community connections and transform the culture and perception of the school in the community.
- School staff will work to build and maintain Academy Advisory Boards to support small learning communities of eBusiness, TEACH, Academy of Engineering and Academy of Digital and Media Arts.

**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Provide substitute coverage for teachers to collorate by course and grade level to analyze data and adjust lesson plans.	Title I	\$3,000.00
The National Academy Foundation (NAF), the International Center for Educational Leadership (ICLE), Scholastic Learning Partners and Santa Ana Collegework collaboratively with Century High School staff to implement the Academy of Engineering, Academy of Digital and Media Arts and also to implement instructional practice to increase student achievement.	Title I	\$25,000.00
Extra Duty Academic Tutoring is provided after school and through Saturday School in English, Math, Science, Foreign Language and Social Science to increase first time pass rate.	Title I	\$10,000.00
Provide Additional Instructional Materials for students to supplement the regular program.	Title I	\$50,000.00
Provide extra duty pay to Office workers, instructional assistants and Activity Supervisors as needed to support student programs.	Title I	\$3,000.00
Establish a fund to support food and snacks for student, parent and community meetings.	Title I	\$3,000.00
Establish funds to purchase office supplies for student recognition.	Title I	\$5,000.00
As a means to provide the technology needed to ensure that students have access to the most current instructional practice and learning, technology instructional materials such as netbooks, ipads, calculators and software programs are purchased and provided for students to use in school and to access from home.	Title I	\$55,561.00
Provide funding to support testing, assemblies, field trips, transportation for students.	Title I	\$25,000.00
Professional Development is provided to all staff members to support implementation of the Core Standards.	Title I	\$25000.00
	<b>TOTAL</b>	<b>\$204,561.00</b>

## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: **Century High School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - All teachers will implement the instructional strategies (Academic Conversations) to support language development in the transition to the CCSS Units of Instruction.
  - Students will be provided intervention classes by grade level, after school and on the weekend, to support success in core classes.
  - Students in the READ 180 program will be scheduled in a one period block, rather than two, to support the student needs for access to electives.
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - APEX Credit Recovery classes will be offered earlier in the year and after school to provide opportunity for more students who are credit deficient.
  - Century will offer a new Project Lead the Way (PLTW) course – “Principals of Engineering”, for students interested in careers in engineering.
  - Teachers will receive targeted professional development opportunities to review the CCSS’s and the Smarter Balance Assessments Consortium (SBAC).
  - 9<sup>th</sup> grade students will receive peer mentors to support transition to high school in efforts to reduce 9<sup>th</sup> grade failure rates.
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Teachers will require students to write in more in all content classes than in previous years.
  - Students will have increased access to technology in preparation of the SBAC
  - Increase access and support to Advance Placement (AP) coursework in grades 9<sup>th</sup>-12<sup>th</sup>
  - Increase sections of Advancement Via Individual Determination (AVID) to support College and Career Readiness (CCR)
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Our site is focusing on alternatives to suspensions to increase student attendance and thereby student achievement.
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - In accordance with the LCAP plan, all teachers will self-select 15 hours of professional development during the academic year.
  - Informative presentation of new California Assessment of Student Performance and Progress to student, parents and staff.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**César E. Chávez High School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member



**César E. Chávez High School  
Vision Statement**

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César E. Chávez High School will provide all students with the meaningful experiences necessary for the acquisition of the Student Learner Outcomes in a safe and nurturing environment.

**César E. Chávez High School  
Mission Statement**

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The staff of César E. Chávez High School believes that all students have the potential to learn the core knowledge and skills that ultimately lead to a productive and successful lifestyle. We are committed to provide all students:

- Equal access to the core curriculum within a safe, clean, and orderly learning environment.
- Effective programs that enhance each student's talents and abilities, including programs for students with special needs.
- A variety of activities to promote multicultural, civic, and environmental awareness.

In addition, we are dedicated to providing our parents and community with opportunities to be involved in our students' education.

**Expected School-wide Learning Outcomes**

SERVE the community responsibly and contribute to its enhancement.

OPERATE as effective, resourceful and productive consumers.

APPLY knowledge and skills towards wellness and lifelong learning.

RESPECT and value diversity and preserve the environment.

**PBIS - School Culture**

SAFE

ORGANIZED

ACCOUNTABLE

RESPECTFUL

Our Acronym: SOAR

## Student Achievement Goals

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

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**School Goal:** César E. Chávez High School will provide all students with the meaningful experience necessary to successfully complete high school graduation requirements in a safe and nurturing environment.

#### To accomplish this we will:

Course instruction will be aligned to 45-day pacing guides. Instructional strategies and materials will be appropriately used so that students can successfully complete courses which lead to the completion of high school graduation requirements.

1. Create and maintain a positive school culture through implementing PBIS that enables students to reach high standards in attendance and behavior, and strengthens social-emotional well being.
2. Maintain a clean and orderly school environment supporting the goals of PBIS.
3. Support the development of 21st Century Skills through the daily Advisement Class.
4. Review data, and ensure that the Common Core State Standards are implemented through the 45-Day Curriculum Maps.
5. Meet with the Academic Focus Team quarterly to review the school's academic program.
6. Provide needed instructional materials.
7. Benefits for extra duty pay.
8. Assess student learning in all core content areas.
9. Maintain Clear communication with all stakeholders.
10. Utilize Illuminate to allow analysis and interaction with state, district, and classroom assessment data against demographic and administrative data to create effective instructional programs, identify areas of need, and develop plans for improving student achievement.

Appropriate levels of support and resources will be provided for students so that they have a variety of relevant extended learning opportunities available to them. These extended learning opportunities will help students prepare for the successful completion of the CAHSEE, and provide structured support to help students pass their classes.

1. Support lunchtime activities (such as sports, student leadership) and co-curricular activities.
2. Provide supplementary career mentoring and personal and academic support for all students.
3. Provide opportunities for students to participate in CAHSEE Prep Workshops after school.
4. Support formal and informal tutoring.
5. Provide opportunities for students to complete classes in an on-line learning platform.
6. Provide opportunities for participation in field trips to foster positive school climate and broaden experiences.
7. Implement CORE to strengthen and support social-emotional development for students.

Students will be provided with increased access to a variety of technological resources that will assist them in meeting their course objectives. Teachers will have reliable technological resources that will enhance their instructional program and support them as they work with students to successfully meet course objectives.

1. Purchase and maintain laptop carts for classroom use.
2. Maintain a well supplied and supported computer lab.
3. Research, purchase, and implement targeted on-line programs (software and site licenses) to assist all students to achieve proficiency in reading, writing, and mathematics skills.
4. Provide opportunities for students to complete classes in an on-line learning platform, including needed technology.
5. Utilize Illuminate to allow analysis and interaction with state, district, and classroom assessment data against demographic and administrative data to create effective instructional programs, identify areas of need, and develop plans for improving student achievement.

Multiple opportunities will be afforded the staff for collaboration and professional development. These experiences will be designed to support teachers as they work to help students successfully meet course objectives.

1. Facilitate monthly teacher meetings for analyzing student data to drive Common Core State Standards-based instruction and programs, and provide scaffolding and interventions.
2. Support on-going training for faculty and staff regarding use of available technology.
3. Utilize a systematic approach for reviewing the Single Plan for Student Achievement.
4. Develop a year-long plan for focused professional development.
5. Provide time, via modified Wednesdays, for professional meetings and collaboration on a consistent basis to examine data and student progress.

**Goal IIa: Reading Across the Curriculum**

**School Goal:**

César E. Chávez High School students will pass at least 80% of the English Language Arts classes in which they are enrolled. Students will take this information and use it to successfully pass the California High School Exit Exam. These skills will prepare them for future college and career opportunities. Small schools and LEAs with fewer than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools and LEAs met the adjusted percent proficient criteria using a confidence interval methodology.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	n/a
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	n/a
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	n/a
Schoolwide will increase percent proficient on Benchmark ELA by:	n/a

**To accomplish this we will:**

All reading/writing instruction will be aligned to the Common Core State Standards. English Language Arts courses will be structured in such a way that at least 80% of the students will pass the classes required for high school graduation. Students will successfully complete the English Language Arts portion of the CAHSEE.

1. Ensure that the Common Core State Standards are implemented through the 45-Day Curriculum Maps.
2. Provide ELA CAHSEE classes during the instructional day.
3. Continue the use of Thinking Maps in all content courses.
4. Strengthen student group discussions of classroom reading assignments in all content areas.
5. Implement various instructional strategies in lesson preparation, delivery and movement toward implementing the Common Core State Standards.
6. Provide needed instructional materials.

Students will have the opportunity to further develop their English Language Arts skills in a variety of settings beyond the instructional day.

1. Provide formal and informal tutoring.
2. Implement a structured curriculum in seminar focusing on character development, 21st Century Skills, and college and career preparation.
3. Provide opportunities for students to attend CAHSEE Prep workshops after school.
4. Support opportunities for students to complete classes in an on-line learning platform.
5. Provide opportunities for students to participate in field trips that encourage positive attendance, appropriate behavior, academic achievement, and exposure to out-of-school learning opportunities.

Students and staff members at César E. Chávez High School will have access to technology that allow them to more efficiently and effectively complete the tasks assigned to them.

1. Purchase and maintain laptop carts for classroom use.
2. Maintain a well supplied and supported computer lab.
3. Provide opportunities for students to complete classes in an on-line learning platform, including needed technology.
4. Research, purchase and implement targeted, on-line programs (software and site licenses) to assist all students to achieve proficiency in reading.

The staff of César E. Chávez High School will participate in a variety of professional development activities, and work collaboratively to more effectively perform duties assigned to them.

1. Target Common Core State Standards based instructional strategies to create challenging and rigorous lessons and objectives
2. Support teacher release days to be used to review data, and ensure that the Common Core State Standards are implemented through 45-Day Curriculum Maps.
3. Provide follow-up trainings on the implementation of Thinking Maps in all content areas.
4. Support on-going training for faculty and staff regarding the use of available technology.
5. Develop a focused professional development plan.

### **Goal IIb: Writing Across the Curriculum**

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**School Goal:** César E. Chávez High School students will pass at least 80% of the English Language Arts classes in which they are enrolled. Students will take this information and use it to successfully pass the California High School Exit Exam and the District Writing Assessment. These skills will prepare them for future college and career opportunities.

#### **To accomplish this we will:**

All writing instruction will be aligned to the Common Core State Standards. English Language Arts courses will be structured in such a way that at least 80% of the students will pass the classes required for high school graduation. Students will successfully complete the English Language Arts portion of the CAHSEE.

1. Target Common Core State Standards-based instructional strategies to create challenging and rigorous lessons and objectives.
2. Assess students on a consistent basis in all core content areas.
3. Ensure that the Common Core State Standards are implemented through the 45 Day Curriculum Maps.
4. Utilize Thinking Maps in classes to engage students in the content of all courses.
5. Purchase needed instructional materials.
6. Use school-wide assessment results to guide instruction and modify daily lessons to support all students.

Students will be provided opportunities to extend their learning beyond the instructional day.

1. Provide students opportunities to take additional courses in an on-line platform.
2. Support students in preparing for the writing section of the CAHSEE by participating in CAHSEE workshops after school.
3. Offer support for any student who is not meeting expectations in writing.
4. Provide formal and informal tutoring.
5. Provide opportunities for students to participate in field trips that encourage positive attendance, appropriate behavior, academic achievement, and exposure to out-of-school learning opportunities.

Students and staff will have access to technology which allows them to more efficiently and effectively complete the tasks assigned to them.

1. Provide students opportunities to take additional courses in an on-line learning platform, including needed technology.
2. Purchase and maintain laptop carts for classroom use.
3. Maintain a well supplied and supported computer lab.
4. Research, purchase and implement targeted on-line programs (software and site licenses) to assist all students in writing.

The staff of César E. Chávez High School will participate in a variety of professional development activities and work collaboratively to more effectively perform the duties assigned to them.

1. Support teacher release days to be used to review data and to ensure that the Common Core State Standards are implemented through the 45-day Curriculum Maps.
2. Provide follow-up trainings on Thinking Maps in all content areas.
3. Develop a plan for focused professional development.
4. Support on-going training for faculty and staff regarding the use of available technology.

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

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**School Goal:** César Chávez High School students will pass at least 80% of the English Language Arts classes in which they are enrolled. Students will take this information and use it to successfully pass the California High School Exit Exam. These skills will prepare them for future college and career opportunities. English Learners will consistently move up one band on the CELDT per year.

### **To accomplish this we will:**

All reading/writing instruction will be aligned to the Common Core State Standards. All English Language Arts courses will be structured in a way that at least 80% of the English Learners will pass the classes required for high school graduation. Students will successfully complete the English Language Arts portion of the CAHSEE.

1. Ensure that the Common Core State Standards are implemented through the 45-Day Curriculum Maps.
2. Increase the number of student group discussions of classroom reading assignments in all content areas.
3. Develop a plan for focused professional development.
4. Continue to utilize Thinking Maps in all courses.
5. Target effective instructional strategies to create challenging and rigorous Common Core State Standards-based lessons and objectives.
6. Provide access to core curriculum through differentiated instruction for English Learners.
7. Provide necessary instructional materials.

English Learners will have the opportunity to further develop their English Language Arts skills in a variety of settings beyond the instructional day.

1. Provide opportunities for students to participate in field trips that encourage positive attendance, appropriate behavior, academic achievement, and exposure to out-of-school learning opportunities.
2. Support extended learning opportunities for students, such as hands-on classroom activities/labs.
3. Provide opportunities for students to complete classes in an on-line platform.
4. Provide formal and informal tutoring.

Students and staff will have access to technology which allow them to more efficiently and effectively complete the tasks assigned to them.

1. Purchase and maintain laptop carts for classroom use.
2. Maintain a well supplied and supported computer lab.
3. Research and purchase targeted online programs to assist all students to achieve proficiency in reading, writing and mathematics skills.
4. Provide opportunities for students to complete courses in an on-line learning platform, including needed technology.

The staff at César E. Chávez High School will participate in a variety of professional development activities and work collaboratively to more effectively perform duties assigned to them.

1. Provide follow-up trainings on the implementation of Thinking Maps to support Common Core State Standards in all content areas.
2. Ensure that the Common Core State Standards are implemented through the 45-day Curriculum Maps.
3. Utilize common formative assessment data and other indicators of student achievement to create a student profile. This data will be shared with faculty, staff and parents.
4. Support on-going training for faculty and staff regarding the use of available technology including needed technology.

## Goal IId: Mathematics

### School Goal:

César E. Chávez High School students will pass at least 80% of the mathematics classes in which they are enrolled. Students will take this information and use it to successfully pass the California High School Exit Exam. These skills will prepare them for future college and career opportunities. Small schools and LEAs with fewer than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools and LEAs met the adjusted percent proficient criteria using a confidence interval methodology.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	n/a
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	n/a
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	n/a
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	n/a

English learner subgroup will increase percent proficient on CST Mathematics by .

### To accomplish this we will:

All mathematics instruction will be aligned to the Common Core State Standards. Mathematics courses will be structured in such a way that at least 80% of the students will pass the classes required for high school graduation. Students will successfully complete the mathematics portion of the CAHSEE.

1. Consistently use 45-day Curriculum Maps aligned with the Common Core State Standards.
2. Continue to utilize Thinking Maps in all courses.
3. Purchase hands-on materials, such as manipulatives, to strengthen student engagement.
4. Provide necessary instructional materials.
5. Continue student group discussions of mathematics assignments.

Students will have the opportunity to further develop their mathematics skills in a variety of settings beyond the instructional day.

1. Provide formal and informal tutoring to meet the specific needs of each student.
2. Provide quarterly CAHSEE Prep Classes for mathematics intensive intervention.
3. Provide opportunities for students to complete classes in an on-line learning platform.
4. Provide opportunities for students to participate in field trips that encourage positive attendance, appropriate behavior, academic achievement, and exposure to out-of-school learning opportunities.

Students and staff will have access to technology which allow them to more efficiently and effectively complete the tasks assigned to them.

1. Include instructional strategies incorporating various forms of technology, mathematics reasoning, and computation skills to assess student progress and to actively engage students in the learning process.
2. Purchase and maintain laptop carts for classroom use.
3. Maintain a well supplied and supported computer lab.
4. Provide opportunities for students to complete classes in an on-line learning platform, including needed technology.
5. Research, purchase, and implement targeted online programs to assist all students to achieve proficiency in mathematics skills.

The staff of César E. Chávez High School will participate in a variety of professional development activities and work collaboratively to more effectively perform the duties assigned to them.

1. Support on-going training for faculty and staff regarding the use of available technology.
2. Support teacher release days to be used to review data and ensure that the Common Core State Standards are implemented through the 45-day Curriculum Maps.
3. Provide follow-up trainings on the implementation of Thinking Maps in all content areas.
4. Develop a plan for focused professional development.
5. Target effective instructional strategies to create challenging and rigorous Common Core State Standards-based lessons and objectives.

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

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César E. Chávez High School strives to achieve the highest quality of parent and community involvement through effective communication and structured partnerships such as, School Site Council (SSC), English Language Advisory Committee (ELAC), District Advisory Committee (DAC), and the District English Language Advisory Committee (DELAC). This will strengthen students' academic performance, attendance, CAHSEE passing rates, and graduation rates. It will also involve the community by providing a safe and supportive school environment for all.

#### **To accomplish this we will:**

A strong, informed and productive partnership will be built between the school, parents and community that will support overall student academic achievement and motivate students to improve their literacy and reading skills.

1. Hold an Open House event that celebrates students' achievements from throughout the year.
2. Conduct an informative Back to School Night event that provides parents with individualized assessment information, student transcripts, course schedules, and information about CAHSEE support activities.
3. Conduct quarterly new student/parent orientation meetings to familiarize students and parents with the policies and expectations.
4. Maintain an information center with materials about college opportunities and community-based resources.
5. Provide training to parents enabling them to access the Aeries and Aeries Gradebook parent portals and monitor their students' grades and attendance.
6. Maintain clear and open communication with all stakeholders.

A strong, informed and productive partnership will be built between the school, parents and community that will support overall student academic achievement and motivate students to improve their mathematics skills.

1. Hold an Open House event that celebrates students' achievements from throughout the year.
2. Conduct an informative Back to School Night event that provides parents with individualized assessment information, student transcripts, course schedules, and information about CAHSEE support activities.
3. Conduct quarterly new student/parent orientation meetings to familiarize students and parents with the policies and expectations.
4. Maintain an information center with materials about college opportunities and community-based resources.
5. Provide training to parents enabling them to access the Aeries and Aeries Gradebook parent portals to monitor their students' grades and attendance.
6. Maintain clear and open communications with all stakeholders.

A strong, informed and productive partnership will be built between the school, parents and community that supports an increase in the overall student academic performance as measured by student attendance, CAHSEE passing rate, and graduation rate.

1. Establish business and community partnerships to provide resources to the school community.
2. Make available to parents a list of interventions.
3. Make computers available, both before and after school, for parents to access school webpages, Aeries and Aeries Gradebook parent portals.
4. Offer parent education courses on college applications, CAHSEE and tutoring support available.
5. Facilitate communication between school staff and students and parents prior to the administration of the CAHSEE to emphasize test preparation opportunities.
6. Utilize electronic communication systems to inform parents of classroom performance, CAHSEE administration dates, campus events, and parent meetings and education classes.
7. Maintain an information center with materials about college opportunities and community-based resources.
8. Inform the school community of college and career opportunities available to all students.
9. Partner with Cal-SAFE program to ensure that students who are teen parents have appropriate levels of support.

Parent and community involvement will be improved by providing a safe and supporting environment within the community.

1. Offer parent education courses during the school year.
2. Ensure staff receives training from District personnel to expand the existing parent involvement opportunities.
3. Meet with various advisory committees (ELAC, SSC etc.) at least four times a year.
4. Maintain an inviting and user-friendly "destination" webpage and provide needed training and access for parents and community members.
5. Partner with local businesses to share information and opportunities for collaboration which will improve student achievement and citizenship within the community.
6. Ensure the Community Liaison is available to support students, parents, and community by developing home-school connections to monitor attendance, truancy, serious discipline issues and serve as a connection with the Juvenile Justice system.
7. Participate in the Principal for the Day event with a high profile community member.

**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Tutoring	Title I	\$ 5,000.00
Technology	Title I	\$ 8,000.00
Instructional Supplies	Title I	\$ 5,000.00
Field trips	Title I	\$ 2,000.00
Incentives (academic and academic excellence)	Title I	\$ 1,280.00
Parent communication	Title I	\$ 485.00
Benefits for extra duty pay	Title I	\$ 763.00
	<b>TOTAL</b>	<b>\$ 22,528.00</b>



## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: **Cesar É. Chavez High School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - All departments participated in CCSS trainings and actively collaborated with Alternative Education's Certificated Learning and Achievement Specialist to address the implementation of the CCSS.
  - English department has united forces with all content area departments to focus on the implementation of Collaborative Conversation strategies to support all students, especially English Learners (EL) interaction with course content.
  - Offering one section of CAHSEE intervention with one-to-one interactions with an English teacher to specifically support literacy development for struggling readers, ELs, and students with disabilities (SWD).
  - Teachers have designed creative and engaging lesson plans to present career and higher education information to all enrolled 10<sup>th</sup>-12<sup>th</sup> grade students during their seminar class.
  - Parents and community have access to the library during the instructional day to build a partnership in community and offer parent workshops and forums that support student learning while increasing parental opportunities to engage with their children on campus and at home.
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - The Positive Behavior Interventions Supports (PBIS) team has collaboratively worked with all staff to improve the school's progressive discipline and attendance policies by revising school-wide expectations on campus and in classroom, in effort to increase instructional time and shared responsibility in supporting continued positive school culture.
- 3) What is your site doing *more of* this year to improve student achievement?
  - In effort to support our Western Association of Schools and Colleges (WASC) accreditation three-year review, we have structured departmental and focus team meetings on modified days to support student achievement and hone in our areas of needs as well as our strengths in relation to student learning outcomes.
  - We have increased the sections of on-line core subject opportunities for our students who excel in an independent learning environment.
- 4) What is your site doing *less of* this year to improve student achievement?
  - The school has reduced the number of interruptions to the classroom instructional time by finding other creative ways of continuing to focus on recognizing student achievement and celebrating successes.
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Cesar Chavez High School has worked diligently to draft and implement a College and Career Readiness (CCR) Strategic Plan to address all students with a greater knowledge of college and career opportunities to grow in their understanding, planning and success in the future after high school.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Santa Ana Community Day School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Santa Ana Community Day School  
Vision Statement**

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Community Day Intermediate/High School provides every student the opportunity to access an educational program whose content is rigorously equal to the course work offered to all middle and high school students in the Santa Ana Unified School District regardless of race, color, creed, language ability, socioeconomic status, physical ability, and other challenges experienced by teens in the 21st century, in a respectful and nurturing environment.

**Santa Ana Community Day School  
Mission Statement**

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It is our mission at Community Day Intermediate/High School to prepare all students for success in life by insuring that they are able to read with understanding, and write to show what they know in all their classes. It is our mission to make sure that all students are able to perform mathematical operations that include a mastery of algebraic computations. And, it is our mission to help all students understand that learning is a series of challenges throughout life that can be met with determination and effort.

Each student at Community Day Intermediate/High School will develop a sense of responsibility, commitment and the skills necessary to communicate effectively and become contributing members of their community. The staff at Community Day Intermediate/High School stands ready to deliver the Common Core State Standards-based curriculum using strategies which engage, excite, motivate, and support the students' quest for education. We also stand ready to assist students and their families in the development of life skills and resiliency techniques in an effort to ensure that students receive an education that is comparable to any student preparing to graduate from the Santa Ana Unified School District.

## Student Achievement Goals

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

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**School Goal:** Community Day Intermediate/High School will provide all students with the meaningful experiences necessary to successfully complete Intermediate School promotion and High School graduation requirements in a safe and nurturing environment. In order to attain safe harbor, Community Day Intermediate/High School will reduce the number of students scoring basic or below by 10%.

#### To accomplish this we will:

Course instruction will be aligned to the District pacing guides. Instructional strategies and materials will be appropriately used so students can successfully complete courses leading to the completion of high school graduation requirements.

1. Create and maintain a positive school culture through implementing PBIS that enables students to reach high standards in attendance and behavior, and strengthens social-emotional well being.
2. Review data and ensure that the Common Core State Standards are implemented through the Curriculum Maps.
3. Support the development of 21st Century Skills through the College and Career Skills Class.
4. Partner with the REACH Program to expand reentry opportunities for the at-risk and dependent students.
5. Provide students with an understanding of high school graduation requirements and their individual needs during the intake conference.
6. Make outside speakers available for classroom presentations and provide presentations on planning for post-secondary education..
7. Maintain a clean and orderly school environment supporting the goals of PBIS.
8. Build Academic Support and Exploratory classes into the master schedule.
9. Utilize Illuminate to allow analysis and interaction with state, district, and classroom assessment data against demographic and administrative data to create effective instructional programs, identify areas of need and develop plans for improving student achievement.
10. Provide needed instructional materials to support student learning.

Students will be provided with increased access to a variety of technological resources to assist them in meeting course objectives. Teachers will have reliable technological resources to enhance the instructional program and support them as they work with students to successfully meet course objectives.

1. Use technology, such as computers, SmartBoards, document cameras, and LCD projectors to give all students more visual clues in the presentation of Common Core State Standard-based lessons.
2. Purchase appropriate material and software to provide students with the supporting documents and career-planning tools needed to make an informed decision regarding their post-secondary plans.
3. Establish mini mobile computer labs in the classrooms to support Common Core State Standards-based instruction and SBAC prep.
4. Provide opportunities for students to complete classes in an on-line learning platform.
5. Ensure that students completing courses on-line have the required technology resources.
6. Utilize Illuminate to allow analysis and interaction with state, district, and classroom assessment data against demographic and administrative data to create effective instructional programs, identify areas of need, and develop plans for improving student achievement.

Multiple opportunities will be afforded the staff for collaboration and professional development. These experiences will be designed to support teachers as they work to help students successfully meet their course objectives.

1. Train all teachers in the use of SmartBoards and technology as utilized with the Common Core State Standards.
2. Train teachers on student engagement and classroom management aligned to the PBIS framework.
3. In-service the instructional staff on the district sponsored trainings and how they can participate.
4. Enable support staff to participate in district trainings as appropriate for their areas of expertise.
5. Provide teachers with the opportunity to attend conferences as related to the instructional program and goals of Community Day Intermediate/High School.
6. Facilitate monthly teacher meetings for analyzing student data to drive Common Core State Standards-based instruction and programs, and to provide scaffolding and interventions as needed.

## Goal IIa: Reading Across the Curriculum

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### School Goal:

Community Day Intermediate/High School students will pass at least 95% of their English Language Arts classes. Students will take the information learned and use it to successfully pass the California High School Exit Exam (CAHSEE). They will use skills taught in these classes in other classes, in applications to college, and in preparing for post-secondary college and career opportunities. Small schools and LEAs with fewer than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools and LEAs met the adjusted percent proficient criteria using a confidence interval methodology.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	n/a
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	n/a
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	n/a
Schoolwide will increase percent proficient on Benchmark ELA by:	n/a

### To accomplish this we will:

All reading/writing instruction will be aligned to the Common Core State Standards. English Language Arts classes will be structured so 95% of the students will pass the classes required for high school graduation. Students will successfully complete the English Language Arts portion of the CAHSEE.

1. Provide students with grade-specific common reading each semester.
2. Utilize course specific support reading material to enhance student ability to read and provide application of content specific reading.
3. Develop lessons in accordance with Common Core State Standards and the District curriculum maps.
4. Provide needed instructional materials to support the educational program and classroom experience.
5. Utilize Tier 2/Tier 3 instructional interventions for students reading below grade level.

Students will have the opportunity to further develop their English Language Arts skills in a variety of settings beyond the instructional day.

1. Make available reading material of interest to read for pleasure.
2. Establish a summer program that will focus primarily on reading and writing development.
3. Provide students with CAHSEE intervention opportunities.
4. Provide opportunities for students to complete classes in an on-line platform.
5. Implement a structured curriculum for an elective course focusing on character development which includes learning activities for college preparedness.
6. Provide after-school tutoring for students who require additional support.
7. Provide opportunities for students to participate in field trips that encourage positive attendance, appropriate behavior, academic achievement, and exposure to out-of-school learning opportunities.
8. Provide incentives, and after-school sports activities, that promote academic excellence.

Students and staff members at Community Day Intermediate/High School will have access to technology to allow them to more efficiently and effectively complete the tasks assigned to them.

1. Purchase hardware, software and/or support materials to address student need and deficiency in the area of reading.
2. Use technology, such as computers, SmartBoards, document cameras, and LCD projectors to give all students more visual clues in the presentation of Common Core Standards-based lessons.
3. Provide opportunities for students to complete classes in an on-line platform.
4. Ensure that students completing courses on-line have the required technology resources.

The staff of Community Day Intermediate/High School will participate in a variety of professional development activities and work collaboratively to effectively perform duties assigned.

1. Provide professional development focused on teaching academic language to increase literacy, writing, and content comprehension.
2. Train all teachers in the use of SmartBoards and Thinking Maps as utilized with the Common Core State Standards.
3. Train teachers on student engagement strategies, classroom management and PBIS.
4. In-service the instructional staff on the district sponsored trainings and how they can participate.
5. Ensure that the faculty is trained in Aeries ABI and Illuminate to support their instructional program.
6. Provide teachers with the opportunity to attend conferences as related to the instructional program and goals of Community Day Intermediate/High School.
7. Involve all teachers in the implementation of the PBIS framework.

### **Goal IIb: Writing Across the Curriculum**

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**School Goal:** Community Day Intermediate/High School students will pass at least 95% of their English Language Arts classes. Students will take this information and use it to successfully pass the California High School Exit Exam (CAHSEE) and the District Writing Assessment. They will use skills taught in these classes to apply in other classes, applications to college, and preparation for post-secondary college and career opportunities.

English learner subgroup will increase percent proficient on CST ELA by.

#### **To accomplish this we will:**

All writing instruction will be aligned to the California Common Core Standards. English Language Arts courses will be structured in such a way so at least 95% of the students will pass the classes required for high school graduation. Students will successfully complete the English Language Arts portion of the CAHSEE.

1. Work with students to develop and maintain a Senior Exit Portfolio.
2. Develop a daily routine that includes a journal question of the day (subject specific) in all classes.
3. Utilize Thinking Maps in every classroom to increase critical thinking and writing across the curriculum.
4. Provide needed instructional materials to support student learning and teacher lesson delivery.

Students will be provided the opportunity to extend their learning beyond the instructional day.

1. Establish a summer program that will focus primarily on reading and writing development.
2. Provide students with CAHSEE intervention opportunities.
3. Provide opportunities for students to complete classes in an on-line learning platform.
4. Offer support for any student not meeting expectations in reading and writing skills.
5. Provide after-school tutoring for students who require additional support.
6. Provide opportunities for student to participate in field trips that encourage positive attendance, appropriate behavior, academic achievement, and exposure to out-of-school learning opportunities.
7. Provide incentives and after-school sports activities that promote academic excellence.

Students and staff members at Community Day Intermediate/High School will have access to technology to efficiently and effectively complete the tasks assigned to them.

1. Support the use of technology in the production of student work and investigation.
2. Use technology, such as computers, SmartBoards, document cameras, and LCD projectors to give all students more visual clues in the presentation of Common Core State Standards-based lessons.
3. Provide opportunities for students to complete classes in an on-line platform.
4. Ensure that students completing courses on-line have the required technology resources.
5. Support the use of technology in the preparation for the SBAC assessment.

The Community Day Intermediate/High School staff will participate in a variety of professional development activities and work collaboratively to more effectively perform the duties assigned.

1. Train all teachers in the use of SmartBoards and Thinking Maps as utilized with the Common Core State Standards.
2. Train teachers on student engagement strategies, classroom management, and PBIS.
3. In-service the instructional staff on the district sponsored trainings and how they can participate.
4. Provide teachers with the opportunity to attend conferences as related to the instructional program and goals of Community Day Intermediate/High School.

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

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**School Goal:** English Language Learners at Community Day Intermediate/High School will move up one band as measured on the CELDT test. Students will pass at least 95% of their English Language Arts classes. Students will take this information and use it to successfully pass the California High School Exit Exam (CAHSEE). They will use skills taught in these classes in other classes, in application to college, and in preparing for post-secondary college and career opportunities.

#### **To accomplish this we will:**

All reading/writing instruction will be aligned to the California Common Core Standards. All English Language Arts courses will be structured so that at least 95% of the English Learners will pass the classes required for high school graduation. Students will successfully complete the English Language Arts portion of the CAHSEE.

1. Implement various instructional strategies, in conjunction with the Common Core State Standards, in lesson preparation and delivery.
2. Provide opportunities for English Learners to use academic language orally and in writing through presentations and journal entries.
3. Provide needed instructional materials to support student learning and lesson delivery.

English Learners will have the opportunity to further develop their skills in a variety of settings beyond the instructional day.

1. Develop a master schedule with an English support class to increase instructional time for English Learners.
2. Identify English Learners scoring below proficient level and provide support services and/or interventions in all content areas.
3. Provide opportunities for students to complete classes in an on-line platform.
4. Provide tutoring for students who require additional support.
5. Provide opportunities for students to participate in field trips that encourage positive attendance, appropriate behavior, academic achievement, and exposure to out-of-school learning opportunities.
6. Provide incentives, and after-school sports activities, that promote academic excellence.

Students and staff members at Community Day Intermediate/High School will have access to technology to efficiently and effectively complete the tasks assigned

1. Purchase auxiliary material (software or written) to augment classroom instruction and support language development and acquisition for English Learners.
2. Use technology, such as computers, SmartBoards, document cameras, and LCD projectors to give all students more visual clues in the Common Core lessons.
3. Provide opportunities for students to complete classes in an on-line platform.
4. Ensure that students completing courses on-line have the required technology resources.

The staff at Community Day Intermediate/High School will participate in a variety of professional development activities and work collaboratively to more effectively perform duties assigned

1. Teachers will participate in staff development focused on the use of technology and software to meet classroom and individual student needs.
2. Staff will meet collaboratively to share ideas on the effective use of technology in the classroom based on data collected after use of various programs and technology.
3. Train all teachers in the use of SmartBoards and Thinking Maps as utilized with the Common Core State Standards.
4. Train teachers on student engagement strategies, classroom management, and PBIS .
5. In-service the instructional staff on the district sponsored trainings and how they can participate.
6. Enable support staff to participate in district trainings as appropriate for their areas of expertise.
7. Provide teachers with the opportunity to attend conferences as related to the instructional program and goals of Community Day Intermediate/High School.
8. Utilize common formative assessment data and other indicators of student achievement to create a student profile. This data will be shared with faculty, staff and parents at regular intervals throughout the school year.

**Goal IId: Mathematics**

**School Goal:**

Community Day Intermediate/High School students will pass at least 95% of their mathematics classes. Students will take this information and use it to successfully pass the California High School Exit Exam (CAHSEE). They will use skills taught in these classes in other classes, applications to college, and preparation for post-secondary college and career opportunities.

Small schools and LEAs with fewer than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools and LEAs met the adjusted percent proficient criteria using a confidence interval methodology.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	n/a
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	n/a
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	n/a
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	n/a

English learner subgroup will increase percent proficient on CST Mathematics by .

**To accomplish this we will:**

All mathematics instruction will be aligned to the California Common Core Standards. Mathematics courses will be structured so at least 95% of the students will pass the classes required for high school graduation. Students will successfully complete the mathematics portion of the CAHSEE.

1. Review all student transcripts to ensure appropriate placement in a mathematics class.
2. Utilize Common Core State Standards-based supplemental instructional materials, including manipulatives and published web-based activities, in classes to deliver comprehensive input for students.
3. Use manipulatives and student whiteboards to foster students' understanding of math concepts.
4. Provide needed instructional materials to support student learning.



Students will have the opportunity to further develop their mathematics skills in a variety of setting beyond the instructional day.

1. Review student assessment performance for appropriate placement in support classes.
2. Enroll students who have not passed the CAHSEE in preparation/review course with appropriate software/written material to address students' needed areas of improvement.
3. Purchase auxiliary material (software or written) to augment classroom instruction and support mathematics concept acquisition.
4. Provide opportunities for students to complete classes in an on-line platform.
5. Provide after-school tutoring for students who require additional support.
6. Support opportunities for students to participate in field trips that encourage positive attendance, appropriate behavior, academic achievement, and exposure to out-of-school learning opportunities.
7. Provide incentives and after-school sports activities, which promote academic excellence.

Students and staff members at Community Day Intermediate/High School will have access to technology to efficiently and effectively complete the task assigned to them.

1. Use technology, such as computers, SmartBoards, document cameras, and LCD projectors to give all students more visual clues in the presentation of Common Core State Standards-based lessons in preparation for computer-based assessments.
2. Provide opportunities for students to complete classes in an on-line platform.
3. Ensure that students completing on-line courses have the required technology resources.

The staff of Community Day Intermediate/High School will participate in a variety of professional development activities and work collaboratively to more effectively perform the duties assigned to them.

1. Continue to participate in mathematic staff development sessions to hone teaching skills and use of the SAUSD mathematics program.
2. Collaborate with other mathematics teachers in the district to discuss the progress of the students with regards to their pacing, and develop strategies to help those students not at a level of proficient or above.

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

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**School Goal:** Community Day Intermediate/High School strives to achieve a higher quality of parent and community involvement through effective communication and structured partnerships, such as School Site Council (SSC), English Language Advisory Committee (ELAC), District Advisory Committee (DAC), District English Language Advisory Committee (DELAC) and through REACH. These partnerships will strengthen students' academic performance, attendance, California High School Exit Exam (CAHSEE) passing rates, graduation rates, and provide needed support in socio-emotional matters. The partnerships will increase community involvement in providing a safe and supportive school environment for all.

#### **To accomplish this we will:**

Community Day Intermediate/High School will continue to build a strong, informed, and productive partnership between the school, parents, and community to support overall student academic achievement and motivate students to improve their literacy and reading skills.

1. Provide parenting and extended education (English Language Development) information to parents as needed.
2. Hold an Open House event that celebrates students' achievements throughout the year for parents, students, and the community.
3. Conduct an informative Back to School Night event that provides parents with individualized assessment information, student transcripts, course schedules, and information about CAHSEE support activities.
4. Provide parents with training in order to access the Aeries and Aeries Gradebook parent portals allowing them to monitor their students' grades and attendance.
5. Conduct new student/parent orientation meetings to familiarize students and parents with the policies and expectations.
6. Conduct quarterly ELAC meetings with a focus on informing parents of instructional programs and support services available.
7. Maintain clear communication with all stakeholders.
8. Print materials needed to maintain communication with stakeholders.

Community Day Intermediate/High School will continue to build strong, informed, and productive partnerships between the school, parents, and community to support overall student academic achievement and motivate students to improve their mathematics skills.

1. Provide parenting and extended education (English Language Development) information to parents as needed.
2. Hold an Open House event that celebrates students' achievements from throughout the year for parents, students and the community.
3. Conduct an informative Back to School Night event that provides parents with individualized assessment information, student transcripts, course schedules, and information about CAHSEE support activities.
4. Provide parents with training in order to access the Aeries and Aeries Gradebook parent portals allowing them to monitor their students' grades and attendance.
5. Conduct new student/parent orientation meetings to familiarize students and parents with the policies and expectations.
6. Conduct quarterly ELAC meetings with a focus on informing parents of instructional programs and support services available.

Community Day Intermediate/High School will continue to build a strong, informed, and productive partnership between the school, parents and community that supports an increase in overall student academic achievement as measured by student attendance, CAHSEE passing rate, and graduation rate.

1. Provide parent meetings and individual conferences.
2. Maintain personal telephone contact as documented in the student information system.
3. Support position of Community Liaison to visit homes and support attendance.
4. Provide parents with information on outside counseling programs for the student as well as family.
5. Provide students and parents with six-week progress reports and semester reports. When grades drop, parents will be called to co-develop a plan for improved performance.
6. Supply a high school planning guide to parents and students on which to base progress toward achieving a high school diploma.

Community Day Intermediate/High School will improve parent and community involvement by providing a welcoming, safe and supportive environment at school.

1. Meet with various advisory committees (ELAC, SSC, etc.) at least 4 times per school year to provide opportunities for parents, students, partners, and community members to review the SPSA, approve the categorical budget and make other decisions as needed.
2. Maintain an inviting and user-friendly webpage and provide needed training to parents.
3. Ensure the Community Liaison is available to support students, parents and community to develop home-school connections and work closely with administration and support staff to monitor student attendance, academic progress, and serious discipline issues, and to serve as a connection with the Juvenile Justice system.
4. Participate in the Principal for the Day event with a high profile community member.
5. Provide OCTA bus passes to those students who live farther than two miles from the school site.
6. Conduct Student Success Team meetings as necessary to promote student achievement.

**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
After school tutoring program	Title I	\$ 2,000.00
Incentives for attendance and academic excellence	Title I	\$ 1,500.00
Field Trips	Title I	\$ 2,000.00
Instructional materials	Title I	\$1,617.00
Benefits for extra duty pay	Title I	\$ 304.00
Parent communication	Title I	\$ 163.00
	<b>TOTAL</b>	<b>\$7,584.00</b>

## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: **Community Day Intermediate/High School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - All departments continue to participate in CCSS trainings and actively collaborating with Alternative Education's Certificated Learning and Achievement Specialist (CLAS) to address the implementation of the CCSS.
  - All teachers have designed creative and engaging lesson plans to present career and higher education information to all enrolled students 10<sup>th</sup>-12<sup>th</sup> grade in 1st period classes.
  - Our classroom doors are open to our parents and community to build a partnership in the community and offer parent workshops and forums that support student learning while increasing parental opportunities to engage with their children on campus and at home.
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - The Positive Behavior Interventions Supports (PBIS) team has collaboratively worked with all staff to improve the school's progressive discipline and attendance policies by revising school-wide expectations on campus and in classroom, in effort to increase instructional time and shared responsibility in supporting continued positive school culture.
  - Through our new "REACH – Respect, Expectations, Achievement, Commitment, and Honesty program, Community Day Intermediate/High School will have the opportunity to provide wraparound services by community agencies including: alcohol and drug prevention, counseling, tutoring, mental health services, gang prevention, enrichment activities, parenting classes and employment resources.
  - Our English teachers will unite forces with all content area departments to focus on the implementation of Collaborative Conversation strategies to support all students, especially English Learners interaction with course content.
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - We have increased the sections of on-line core subject opportunities for our students who excel in an independent learning environment.
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - The school has reduced the number of interruptions to the classroom instructional time by finding other creative ways of continuing to focus on recognizing student achievement and celebrating successes.
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Community Day Intermediate/High School has worked diligently to draft and implement a College and Career Readiness (CCR) Strategic Plan to address all students with a greater knowledge of college and career opportunities to grow in their understanding, planning and success in the future after high school.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Wallace R. Davis Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Wallace R. Davis Elementary School  
Vision Statement**

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Wallace R. Davis Elementary is a school where all stakeholders emphasize a safe learning environment built upon respect, responsibility, and rights as the pathway to high academic achievement in order to unlock each individual's maximum potential and ensure that each student has the skill set necessary to be ready to pursue the college or career path of their choice.

**Wallace R. Davis Elementary School  
Mission Statement**

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Wallace R. Davis Elementary School's mission is to foster high academic achievement and social responsibility in all students by providing a rigorous and enriched curriculum/instruction designed to help all students meet the California Common Core State Standards (CCSS) by encouraging strong academic language proficiency, foundational literacy skills development, and problem solving skills to be used as powerful, lifelong tools. We believe in the importance of promoting and incorporating the valuable resources available from parents and the community in order to provide abundant and varied learning opportunities for students, their families and the school staff. We believe in acknowledging and honoring each person's unique talents, abilities, and potential to make important, positive contributions to the school and society. Our purpose is to provide a safe, nurturing environment where all students receive the support they need to achieve their academic and career goals.

## Student Achievement Goals

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

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#### School Goal:

Wallace R. Davis Elementary is a school where all stakeholders emphasize respect, responsibility, safety and problem solving skills as the foundation of positive conduct and a nurturing environment primed for learning. Academic success provides the pathway to high academic achievement, unlocking each individual's maximum potential and developing the leaders of the future. Wallace R. Davis will provide the skills, based on District, State, and National standards, which are needed for students to compete and succeed in the free market economy. Teacher accountability and transparency is viewed as a positive part of the school culture; sharing data results and effective instructional strategies is encouraged within and across grade levels. The principal actively promotes the fostering of a collegial environment where all stakeholders have valued input and will be an integral part of the decision-making process to increase student achievement the District's LCAP goals as follows:

#### LCAP Section I - Student Outcome Goal

- All students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

1a: All students will be proficient readers by the end of third grade

1b: All English learners will be reclassified within 5 years of entering the SAUSD program.

1c: All students will demonstrate readiness for Algebra I before entering 9th grade.

1d: All students will complete the required course sequence for entrance into the California university system

1e: All students will demonstrate college readiness

1f: All students will demonstrate persistent post-secondary enrollment

In alignment with these goals, the vision of the school will promote school-wide student achievement goals as identified below:

- 10% increase in the number of students scoring within the "core support" range in grades 1-2 at the mid-year benchmark level on DIBELS universal screening when compared to the 2013-2014 mid-year screening score.
- A minimum of 40% of 3rd grade students will score within the "core support" range on the 2014-2015 school year with an expected 10% increase per year thereafter.
- A minimum of 75% of kindergarten and TK students will score within the "core support" range on the end of year DIBELS 2014-2015 school year with an expected 5% increase per year thereafter.
- MAP baseline data will be collected for grades 3-5 students in ELA.
- 75% of students will score proficient or advanced on the 3rd trimester writing proficiency assessment.
- MAP baseline data will be collected for grades K-5 students in Mathematics with an expected 10% increase in performance per year thereafter
- 55% of 4th and 5th grade students who have been in the SAUSD schools consistently since kindergarten for the 2014-2015 school year will be redesignated, with a 5% increase per year thereafter.

#### LCAP Section 2- Engagement Goal

- All students will have equitable access to high quality curricular instructional program that is accessible from school and home.

2a: All students will have routine access to internet-enabled technology at home and school

2b: All students will participate in more than one extracurricular program

2c/d: All students will receive instruction from highly qualified instructional staff

In alignment with these goals, the vision of the school will promote school-wide student engagement and access goals as identified below:

- All classrooms have access to wireless and wired internet service.
- All students will have access to technology in the classroom and computer labs in the form of desktop computers, laptop computers, iPads, Chrome Books, and/or tablets.
- Extra-curricular activities including Think Together, Chess club, and lunchtime sports will be available for students during the school year and in the summer.
- All staff will have access to professional development in order to enhance ELD instruction, common core curriculum implementation, technology integration, and student engagement strategies.

#### LCAP Section 3 - Conditions of Learning Goal

- All students and staff work in a healthy, safe, and secure environment that supports learning.

3a/b/c: All students, parents, and staff will agree that school is a safe place

3 d/e: Efforts to engage students in school will result in a reduction in the number of lost instructional days

3g: Annual facility surveys will ensure that issues are brought forward and addressed quickly

In alignment with these goals, the vision of the school will promote school-wide student safety and behavioral support goals as identified below:

- Through PBIS implementation, 95% of students will be able to verbalize the Davis four behavioral expectations (4 Bs) and provide at least one example of each rule.
- Interventions will be provided to 100% of students as identified through SWIS data as needed Tier I and II supports such as Check In and Out Contracts, counseling, GRIP mentor, social skills classes, structured lunch and recess play time as needed.
- There will be 10% reduction in the formal suspension rate of students which was 22 suspension days for the 2013-2014 school year.
- Baseline data for office referrals will be collected through SWIS during the 2014-2015 school year. Although there were 193 office referrals entered onto SWIS during the 2013-2014 school year, the school was in the process of making office referral procedures more consistent and accurate so this data will not be used for the school's official baseline data.
- 85% of students on CIAO contracts will reach an average daily rate of 80% of the total points possible.
- The 2013-2014 attendance rate as of May 2014 is 97.95% present every day. The goal will be to exceed this and get attendance up to 98% or higher for the 2014-15 school year.

**To accomplish this we will:**

- Leadership will be shared among all teachers and the principal in order to make effective instructional decisions and promote co-responsibility for commitments that impact teaching and learning and maintain a safe nurturing environment. The principal will work with the Instructional Leadership Team, Grade Level Teams, and parent leadership groups to ensure that all voices are heard and reflected in the decision-making process.
- Student performance goals and analysis of student progress towards these goals will be the driving force for decision-making related to resources and structures for multiple extended learning opportunities including reteaching, intervention, and differentiation of instructions so that all students can be successful learners. The principal will work with the Instructional Leadership Team, Grade Level Teams, and School Site Council to interpret achievement results from site, district and state level assessment data in order to determine if the instructional program is successful and what adjustments need to be made to maximize student achievement for all students.
- Students will have increased access to meaningful technology resources which will include a new second computer lab, Smartboards, student responders, and existing computer centers in each classrooms. Other internet capable devices including laptops, iPads, Dell tablets and Chromebooks will be available to students. With these additional computer resources, students will have access to technology to explore concepts and new ideas and express their learning in addition to their participation with Mind Institute ST Math, Accelerated Reader, Imagine Learning. Teachers and students will have access to Gooru Learning as well.
- Professional development and collaboration will be utilized so that staff can be trained to effectively address identified needs as revealed through a comprehensive data analysis system. Professional development and support will be provided to all staff members to support Common Core State Standards instruction and technology integration into the curriculum.
- A positive and safe school culture will be nurtured and enhanced through the implementation of the Positive Behavior Intervention System (PBIS), Gang Reduction Intervention Partnership (GRIP), and a part-time counselor if available on site. Interventions including re-teaching of behavioral expectations, social curriculum classes as needed, increased parent communication, Check-In And Out (CIAO) contracts, fresh start contracts, structured play time during lunch and recess, and counseling services will support students in need of improved behavior so that office referrals and suspensions are reduced, thus increasing the number of instructional days for our students. SWIS office referral and CIAO daily progress monitoring reports along with teacher input will be utilized to identify students in need of Tier II and III interventions and to determine if interventions are working for individual students.
- Attendance will be monitored through Aeries reports and A2A reports. When necessary, notifications through A2A will be sent home. Families will receive support to improve attendance via site and district level meetings. The purpose of interventions will be to assist families in putting routines in place that that improve student attendance and prompt arrival on campus. The goal of these interventions is to maximize instructional days for all students.

**Goal IIa: Reading Across the Curriculum**

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**School Goal:**

District LCAP Goals:

1a: All students will be proficient readers by the end of third grade

1d: All students will complete the required course sequence for entrance into the California university system

1e: All students will demonstrate college readiness

1f: All students will demonstrate persistent post-secondary enrollment

**School Goals:**

- 10% increase in the number of students scoring within the "core support" range in grades 1-2 at the mid-year benchmark level on DIBELS universal screening for grades when compared to the 2013-2014 mid-year screening score.
- A minimum of 40% of 3rd grade students will score within the "core support" range on the 2014-2015 school year with an expected 10% increase per year thereafter.
- A minimum of 75% of kindergarten and TK students will score within the "core support" range on the end of year DIBELS 2014-2015 school year with an expected 5% increase per year thereafter.
- MAP baseline data will be collected for grades 3-5 students in ELA.

These school goals will provide the foundation of literacy that is necessary for students to develop strong fluency, vocabulary, and comprehension skills in reading. These proficiencies are required for students to be successful in meeting the A-G course requirements and being college ready at the end of 12th grade.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10%
Schoolwide will increase percent proficient on Benchmark ELA by:	10%

**To accomplish this we will:**

- Ensure that the instructional core is rigorous, aligned to the common core state standards (CCSS), and sensitive to the needs of all students in all sub-groups through data driven planning, alignment of instruction to CCSS, and tailoring instruction to the differentiated needs of our students.
- Opportunities for extended learning will be provided to increase student learning through summer tutoring, intervention groups, after-school programs, and after-school tutoring.
- Technology access to computer lab time as well as laptops, desk tops and tablets within the classroom will be utilized to support student learning as a tool for motivation, and individualized instruction. These resources will also provide re-teaching opportunities using research-based and individualized programs such as Imagine Learning, and Accelerated Reader. Teachers will increase student engagement and concept development using ELMOs, SmartBoards, and Student Response systems. Mobile technology including laptops, tablets and chrome books will be utilized to enhance reading instruction through reading reinforcement programs as well as research opportunities.
- On-going collaboration and communication among teachers, ILT, and the principal will provide feedback to school improvement efforts and will be the platform for data driven decision-making for continuous improvement in ELA. Illuminate reports will provide instant access to student achievement results that are necessary so that best first teaching, differentiation, and intervention programs are designed around the most current information about student proficiencies and needs.
- Parents will have input into the ELA program at the school and will be informed of their students' progress as well as available resources that are available in the community via parent meetings, newsletters, ELAC and School Site Council meetings.
- Wallace R. Davis Elementary School faculty will receive training to support their professional development and improve practices that will lead to increased student achievement. Focus will be transitioning to the CCSS, student engagement, Thinking Maps, and universal use of GATE strategies school-wide.

**Goal IIb: Writing Across the Curriculum**

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**School Goal:**

District LCAP Goals: 1

1d: All students will complete the required course sequence for entrance into the California university system

1e: All students will demonstrate college readiness

**School Goal:**

- 75% of students will score proficient or advanced on the 3rd trimester writing proficiency assessment
- This goal will provide the foundation of writing proficiency that is necessary in order for students to be successful later in the high



school academic setting so that they are able to meet the A-G requirements and be ready for college by the end of 12th grade.

English learner subgroup :

- 75% of students will score proficient or advanced on the 3rd trimester writing proficiency assessment

**To accomplish this we will:**

- Teachers will implement a California Curricular State Standards aligned writing program based on Write From the Beginning, and District support materials that are to be embedded in our current ELA program. CCSS units will support a high rigor or writing opportunities for all students. Writing samples and District proficiencies will be reviewed to monitor student progress in writing. Opportunities for vertical alignment procedures will be in place to ensure a well sequenced writing program that builds from one grade to another in alignment with CCSS.
- Students will have multiple opportunities to write using a variety of media including technology for a diverse set of communicative purposes. Additional computer time will be utilized to provide students with opportunities to research for writing assignments and use publishing and presentation tools to express their learning individually and collaboratively. Mobile technology devices as well as desk top computers in the classrooms will be utilized to support typing instruction which ultimately will improve writing performance for all students.
- Extended Learning Opportunities will allow students to strengthen their literacy skills through after-school, and summer program settings.
- Wallace R. Davis Elementary School Faculty will receive professional development to ensure access to rigorous, standards-aligned, writing instruction for all students. Training will include CCSS units which will include high rigor writing tasks that will require students to apply writing strategies, collaboration skills, research skills, and critical thinking.
- Parents will be informed of the writing program implemented at the school as well as the progress their students are making in the area of writing.

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

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**School Goal:**

District LCAP Goal:

1b: All English learners will be reclassified within 5 years of entering the SAUSD program.

- By October 2015, at least 10% more students will increase a CELDT level.
- By October 2015, at least 10% more students will meet the CELDT proficiency requirement.
- 55% of 4th and 5th grade students who have been in the SAUSD schools consistently since kindergarten for the 2014-2015 school year, with a 5% increase per year thereafter.

**To accomplish this we will:**

- All ELs will have access to a high quality and effective ELD instructional program that is designed to address their needs at their current EL proficiency level. Teachers will team to provide differentiated ELD instruction to students based on their ELD proficiency levels (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.) In addition, teachers will provide differentiated output opportunities across the curriculum so that EL students may express their learning in writing and speaking that reflects their proficiency level. Linguistic patterns and sentence frames will support EL students in the expression of CCSS aligned concepts with accuracy and success.
- Supplemental programs will be available in order to provide extended learning opportunities as needed. Imagine Learning supports vocabulary and literacy development with primary language support and visuals that are proven effective for English Learners. The Carousel of Ideas and English to a Beat provide opportunities for students to practice and apply English vocabulary, grammar, and concepts in a fun and motivating environment.
- Technology will support English learners in acquiring English proficiency through individualized instruction, access to visuals, and increasing student motivation. Imagine Learning will supplement ELD progress for students that require more exposure and interaction with comprehensible input in English. Teachers will use technology resources to provide visuals and photographs to make new concepts in English understandable to English learners.
- Professional development opportunities will be utilized to increase the effectiveness of ELD, SDAIE, and Frontloading instruction.
- Parent will receive information about the programs for English learners, the progress their students are making, and available resources both within the school and the community.

## Goal IId: Mathematics

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### School Goal:

District LCAP Goal:

1c: All students will demonstrate readiness for Algebra I before entering 9th grade.

1d: All students will complete the required course sequence for entrance into the California university system.

School Goal:

- MAP baseline data will be collected for grades K-5 students in Mathematics with an expected 10% increase in performance per year thereafter.

This goal supports the district goal 1c as it has been determined that a score of 245 on the MAP is demonstrative of Algebra I readiness. Further, goal 1d requires strong mathematics proficiency in order for students to be successful in the necessary mathematics classes which at a minimum require a C or better in Algebra I, II, and Geometry.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10%

English learner subgroup will increase percent proficient on CST Mathematics by.

### To accomplish this we will:

- Ensure that the instructional core is rigorous, standards-based, and sensitive to the needs of all students in all sub-groups. Teachers will monitor student attainment of number sense concepts and re-teach until students have mastery of key concepts. Teachers will utilize manipulatives and visuals to make math concepts concrete and support students in transitioning from the concrete to abstract understanding. Vertical alignment of numbers sense and computation skills outlined in CCSS will be put in place for grades TK-5.
- Extended learning opportunities will be provided to support mastery of key mathematics concepts in after-school, Saturday school, and summer program settings.
- Technology will be used to provide visuals, individualized instruction, and increased motivation to learn and master mathematics concepts and skills. Students will utilize MIND Institute's ST Math on the computer in order to build their cognitive understanding of math across all math strands. Teachers will manipulate the order of the lessons so that the pacing is aligned with their classroom instruction.
- Professional development will be provided to improve the effectiveness of mathematics instruction in order to increase student proficiency levels in all sub-groups. Teachers will receive professional development and support in order to implement a CCSS unit in mathematics. These units will provide concept mastery oriented activities that promote collaboration and critical thinking skills.
- Parent will receive information about the mathematics instructional program, the progress their students are making, and available resources both within the school and the community.

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

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### School Goal:

District LCAP Goals:

2b: All students will participate in more than one extracurricular activity

3a/b/c: All students, parents and staff will report feeling safe or very safe at school

3d/e: Efforts to engage students in school will result in a reduction in the number of lost instructional days

3f: All parents will participate in an annual school satisfaction survey

At Davis, we will increase involvement by promoting and developing positive relationships with all parents and community members, in order to foster open communication, accessibility, and pride in the school. Parent meetings will include GRIP presentations to empower parents to

promote student safety and learning within the community. Parents will learn about resources to support their needs that are offered at school and within the community. Parents will be made aware of enrichment opportunities at school and in the community including instrumental music, choir, after school program, local tutoring and enrichment programs. Students will be encouraged to read for pleasure at home. Parents will receive information regarding attendance expectations and will be provided with notifications and site level meetings as needed to support student attendance at school.

**To accomplish this we will:**

- Grade Levels will provide bilingual learning activities focused on helping parents support children’s in the areas of ELA and Math. Translation and child care will be provided at all meetings to support and encourage parent attendance.
- Monthly bilingual parent meetings will include presentations of strategies that are being used during the school day to work with their children at home. At each meeting, through our Network for a Healthy Tomorrow representative, a healthy recipe will be prepared and samples will be provided to parents and students to promote a healthy diet for our families.
- Parents will work together with the teacher and other site staff to create a mutually agreed upon intervention program in the event that their child is underperforming. Plans may be academic improvement plans (AIP) and/or Student Success Team plans.
- The library media technician and the school librarian will accommodate parents who wish to check out books and/or use the library computers and support student participation in the Accelerated Reader (AR) program.
- Davis will foster open communication and maintain parents and the community informed of school activities, educational practices, finances and school needs. The GRIP parent greeter program will create a positive presence around the school perimeter during the morning before school starts. PTA will organize activities to foster parent involvement and partnership with the school.
- Parent-to- Parent discipline and parenting classes will be offered to parents in need of support in addressing the behavior concerns with selected students.
- Parents will receive information regarding Think Together and community based enrichment opportunities. Davis will continue to offer a chess club. In addition, the PAL program will be implemented and will encourage students to take on a leadership role within the community.

**Funding**

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
\$83,319.00 in Title I Funds will be utilized to support the common core through professional development, collaboration, and interventions. Funds will be utilized to support the common core through professional development, collaboration, supplemental technology, materials, research based programs, and interventions. Funds will be utilized to provide English learners with meaningful access to the common core through supplemental technology, materials, and research-based programs. Funds for parental involvement activities for the parents and guardians of our English learners are also provided.	Title I	
Tutoring-Extra Duty	Title I	\$31,060
Sub Days	Title I	\$27,300
Aide Extra Duty	Title I	\$1,000

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Office Extra Duty	Title I	\$2,400
Activity Supervisor	Title I	\$1,000
Instructional Materials	Title I	\$1,900
Non-Cap Equipment	Title I	\$13,549
Consultants	Title I	\$1,200
Printing	Title I	\$4,000
	<b>Total</b>	<b>\$83,319.00</b>

# Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

**School:** Wallace R. Davis Elementary School

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Students engaged in student-driven discussions and collaborative activities.
  - Teachers utilizing internet capable computers for student group presentations and research.
  - Students participating in collaborative academic conversations that has been supported by text complexity strategies including close reads, text annotation, citation of evidence.
  - Students interacting with multiple text sources within language arts as well as social science and science instruction in order to build concepts and knowledge about big ideas from all disciplines.
  - ELD instruction integrated into the science and social science curriculum as well.
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Teachers actively teaching students collaborative conversations strategies including discussion stems, active listening, paraphrasing and affirmation statements.
  - Teachers presenting opportunities for opposing points of view to be presented during collaborative conversations with non-fiction text sources.
  - Students practicing computer literacy skills including keyboarding, powerpoint presentations, and software features in order to prepare students for the SBAC.
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Students reading more non-fiction reading throughout the school year.
  - Restructuring of our incentive programs, students have participated more in the Accelerated Reader program, therefore reading more books at their independent reading level and passing more quizzes.
  - Completion of more of the MIND Institute curriculum – reaching 62% school-wide through the addition of more computer time in the lab for grades 2-5 and providing individual and classroom level incentives.
  - Targeted intervention groups targeted based on need with interventions including SIPPS, Imagine Learning, REWARDS, and Smarty Ants.
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Less one-on-one assessments which has increased instructional time.
  - Less loss of instructional time, with one substitute day for each ADEPT and DIBELS assessment time periods
  - Reduced suspensions due to our PBIS interventions and alternative consequences thus increasing instructional time for students.
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Use of computers to create student group projects.
  - Pilot of Imagine Learning and Smarty Ants language arts program.
  - Student oral and computer-based presentations including mock Public Presentation “Announcements,” research reports, poetry, reader’s theatre and data graphing.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Diamond Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Diamond Elementary School  
Vision Statement**

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Diamond Elementary School's vision is to ensure our students achieve their optimum potential while demonstrating safe, responsible, and respectful behavior. Our staff consistently uses research-based standards driven instructional practices and maximizes effective use of time. We empower parents and foster community involvement and partnerships in order to assist our students in attaining state standards.

**Diamond Elementary School  
Mission Statement**

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Diamond Elementary School, through a partnership involving the students, parents, staff, and community, will empower all students to develop the skills and strategies necessary to maximize their success in all curricular areas and become productive and contributing members of society, while being provided a safe, nurturing environment with high expectations for academic and social growth.

## Student Achievement Goals

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

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Diamond Elementary School has a clear vision that involves all stakeholders, including students, staff, parents, and the community. All students will develop the skills and strategies necessary to be career and college ready, while being provided a safe, nurturing environment with high expectations for academic and social growth. Through equal access to core curriculum and high quality instruction, students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

- All students will participate in College readiness activities through No Excuses University program.
- All students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.
- All students will have routine access to internet-enabled technology at home and school.
- All students will participate in more than one extracurricular activity.
- All teachers will receive instruction from highly qualified instructional staff.
- Our students and staff need healthy, safe, and secure environments in which to learn.
- All students and staff work in a healthy, safe, and secure environment that supports learning.
- All students will report feeling safe or very safe at school on the California Healthy Kids Survey (CHKS).
- All parents will report they agree or strongly agree that school is a safe place for my child on the California School Parent Survey (CSPS).
- All staff will report they agree or strongly disagree that their school is a safe place for students on the California School Climate Survey (CSCS).
- Efforts to engage students in school will result in a reduction in the number of lost instructional days due to suspension and expulsion.
- All parents will participate in an annual school satisfaction survey.
- Annual facility surveys will ensure that issues are brought forward and addressed quickly.

#### To accomplish this we will:

Using data driven instruction, curricula will be fully and effectively implemented to assure that all students achieve their optimal proficiency in preparation for college and career readiness.

- Open Court, Language!, Houghton Mifflin, Carousel of Ideas, and content curricula are fully implemented using "best practices" with the emphasis on Common Core Standards.
- Regular assessments are given and the results are continuously analyzed to modify and adjust instruction to meet student needs.
- Use of Illuminate to collect and analyze student data.
- Implementation of No Excuses University to create a college and career ready culture.
- Implementation of district Mini ELA and Math Mini lessons.
- Alignment of instruction to Common Core State Standards.
- Students will be instructed on how and expected to explain their thought process, ideas, and opinions.
- Provide extended learning opportunities, including intervention programs, field trips, and after school enrichment, to assure that all students meet or exceed grade level standards.
- Intervention programs are used and monitored to support student success in reaching grade level standards. Small group support is provided for "intensive" and "strategic" students.
- The TOSA along with interventions subs. will support the MTSS model by providing small group instruction in ELA and ELD. In addition the TOSA will support students and staff with assessments.
- Students will have the opportunity to participate in educational field trips and after school academic and enrichment programs to support the whole child in their learning.
- Provide increased access to technology (through hardware, software, and staff) to assure that all students meet or exceed state standards and are ready for the technology they will encounter in future endeavors.
- A computer lab instructional assistant will be provided to support instruction and maintain the computer lab and classroom computers.
- Students will have access to a variety of educational software that supports the core instruction in ELA, Math, ELD, and Science.
- Provide staff development in Common Core Strategies as well as regularly scheduled collaboration, to assure staff members are best equipped with the knowledge and information they need to teach as effectively as possible.
- Diamond Staff will participate in staff development based on a comprehensive staff development plan. Staff development will focus Academic Vocabulary, Collaborative Conversations, Text Complexity, Writing Across the Curriculum, and Integration of Technology in the classroom.
- Diamond Staff will participate in monthly collaboration two times a month to analyze data and student work. Additional release days will also be offered for further grade level data analysis of district benchmarks and assessments and student mastery of the California State Common Core Standards.



- Diamond staff will provide targeted academic and behavioral interventions using research-based programs through the MTSS model in grades K-5th. Student progress will be monitored to ensure are progressing in reaching grade level standards.
- Regular COST and SST meetings held to support students, teachers, and parents. Action plans will be developed as a result of these meetings.
- Students' attendance will be monitored regularly and support will be provided through district programs and the GRIP program.
- Student will receive incentives for academic, behavioral, and attendance progress.
- Individual and group counseling and social skills sessions will be available through Turning Point to meet students' social needs. This supports Tier II interventions for behavior under MTSS.

## Goal IIa: Reading Across the Curriculum

### School Goal:

Diamond strives for all students to be proficient readers by the end of third grade. A new baseline will be established on the initial DIBELS Next assessment for third grade for 2014-2015 school year. Using the initial DIBELS Next assessment as a base in 2015-2016 third grade students will show a 10% growth above the base on the 2014-2015.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10%
Schoolwide will increase percent proficient on Benchmark ELA by:	10%

### To accomplish this we will:

- Continue alignment of instruction, strategies, and materials with content standards, particularly addressing the Common Core Standards in ELA.
- Student will focus on complex text using a variety of strategies to gain a deep understanding.
- Students will be exposed to a variety of genres.
- The library media tech will assist students in selection of books that are appropriate.
- Students in grades 1st-5th will participate in Accelerator Reading program
- Provide students with extended learning opportunities, such as intervention groups, buddy reading groups to develop their reading skills. In addition, a book club and other reading incentives will be implemented throughout the year to promote reading.
- Provide increased access to technology, through the internet and other computer based programs, to support growth in reading. Students in grades 1st-5th will participate in using the Accelerator Reading program to encourage reading at their appropriate reading level.
- Provide staff development in Common Core Standards and professional collaboration time to support student reading skills.
- Involve parents and community members in the support of student reading skills through parent workshops, a parent resource room, and regular communication about student progress in reading.
- Parent trainings and workshops will be offered in the areas of reading skills and family literacy.
- A parent room will be maintained to allow parents to check-out reading materials to support their child's learning.

## Goal IIb: Writing Across the Curriculum

Diamond students will be exposed to a variety of writing exercises across the content areas. Students will write for a variety of purposes, express ideas, thoughts, and use of supporting evidence. Using the first district writing assessment in November as a baseline, Diamond Elementary students will show growth from the first assessment in the Fall to the third assessment in the Spring. Using the first district writing assessment in November as a baseline, students will show growth from the first assessment in Fall to the third assessment in the Spring. English learner subgroup will increase percent proficient on CST ELA by .

**To accomplish this we will:**

- Continue alignment of instruction, strategies, and materials with writing standards, particularly addressing the Common Core Standards related to writing.
- Provide extended learning opportunities for student to develop writing skills through small group workshop, intersession, after school groups, and individualized assignments such as journals.
- Provide increased access to technology to support writing skills through scaffolded report writing and software to reinforce writing conventions and strategies.
- Staff development and professional collaboration are provided to enable teachers to support student writing skills. Emphasis is placed on Common Core standards related to writing.
- Involve parents and community in supporting the students as they develop their writing skills through progress reports and suggested strategies to use at home.

**Goal IIc: English Language Development**

All English learners will reclassify within the first 5 years of entering the program.

Goal #1: 65% of EL students will reclassify within the first 5 years of entering the program for 2014-2015.

Goal #2: 70% of EL students will reclassify within the first 5 years of entering the program for 2015-2016.

Goal #3: 75% of EL students will reclassify within the first 5 years of entering the program for 2016-2017.

**To accomplish this we will:**

- Continue alignment of instruction, strategies, and materials with ELD standards to assure that all students are progressing adequately in their English proficiency.
- Provide students with extended learning opportunities to develop their English language proficiency through leveled instruction, intersession, after school groups, and Imagine Learning, an individualized computer based ELD program.
- Diamond staff will continue to implement schoolwide ELD time providing leveled instruction to students 1st-5th grades.
- Students in kindergarten and newcomers will have access to Imagine Learning a software program aimed in increasing English proficiency.
- Provide students with increased access to technology to support their English language development.
- Additional license will be purchased to provide greater student access to Imagine Learning.
- Provide opportunities for staff development and professional collaboration to support teachers in effectively developing their students' English language proficiency.
- Involve parents and community in supporting the students' English language development by providing them strategies and giving parents the opportunity to use Imagine Learning to develop their own language proficiency.
- Parents will be offered ESL evening classes throughout the school year.

**Goal IId: Mathematics**

All students will be engaged in a high quality mathematics program aligned to Common Core State Standards and designed to build a solid foundation in preparation for Algebra I before entering 9th grade.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10%

**To accomplish this we will:**

- Continue alignment of instruction, strategies, and materials with math standards while incorporating strategies that particularly address the Common Core Standards in mathematics.
- Teachers will implement units of study and mini units of study in ELA and math.

- Implement problem of the day to allow students to engage in deeper thought process in solving math equations.
- Students engaged in hands-on experiences using manipulatives.
- Provide extended learning opportunities for students to meet or exceed grade level standards and to develop mathematical reasoning through Think Together, intersession, and small group math intervention.
- Provide students with increased access to technology (such as STMath and Study Island) to develop their mathematical skills.
- Students in K-3 will use ST MIND Math and ST Math Fluency to increase mathematical skills.
- Students in 2nd-5th will use Study Island web based program to reinforce and master mathematical skills taught.
- Provide staff with opportunities to collaborate and to attend professional development in order to improve their effectiveness in teaching mathematical concepts.
- 4th and 5th grade teachers will attend 5-day math institutes to support their instructional planning and practice.
- Give parents and community members the opportunity to support the students' development of mathematical skills by keeping them informed of student progress, providing strategies which can be used at home, and providing access to internet based math support programs.

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

#### **School Goal:**

Parents at Diamond and members of the surrounding community are an integral component of our students' education. Through regular effective communication between school staff, parents, students, and community members, all stakeholders will be active participants in the decision making process. The school will provide programs that facilitate parental involvement, such as PTO meetings, parent conferences, and a Parent Resource room. Diamond School will continue to build partnerships with local agencies and businesses in order to support our students, parents, and community.

#### **To accomplish this we will:**

- Provide parents with opportunities to learn how to support their students' acquisition of reading skills.
- Provide the parents with opportunities to learn how to support their students' acquisition of math skills.
- Have the parents work with instructional staff, administration, and community resources to ensure that all aspects of the children's education, health, and wellbeing are fully addressed.
- Strengthen family and community involvement by providing multiple opportunities for participation and leadership in school activities.
- SSC and ELAC committees will be conducted in accordance.
- Parent workshops and trainings will be offered in family literacy, nutrition and health, and other social issues.
- Ample opportunities for parent volunteers through out the year will be available. Parents may serve as "Greeters" in the morning to greet students and families. Parent volunteers will use during recess and lunch to help provide structured play activities through Padres in Action program.

**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Substitutes (Intervention Substitute, Data Chats and Planning)	Title I	\$2,500
Classified Support (translating and child care supervision)	Title I	\$1,386
Extra Duty (Tutoring/Intervention) to interventions to in ELA in Math using the computer lab "Computer Lab" Time.	Title I	
Padres En Accion	Title I	\$5,000
Supplemental and instructional materials to support student achievement with core instruction-Print Shop Orders.	Title I	
Contract counseling services with Turning Point	Title I	\$1,200
Purchase new and upgarde computers, technology, and audio visual equipment. Purchase new and renewal online programs: Lexia, Smarty Ants, Kahn Academy, and Imagine Learning.	Title I	\$10,000
Culture and College Career Readiness	Title I	\$214
Student educational field trips	Title I	\$3,000
Supplemental and instructional materials to support the core instruction	Title I	\$3,000
Instructional Materials	Title I	\$2,000
Contract Consultant for Playworks to support school climate.	Title I	\$30,000
	<b>TOTAL</b>	<b>\$64,414</b>

# Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

**School:** **Diamond Elementary School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Writing Across the Curriculum to process information and express ideas, thoughts, and understanding
  - Focus on a particular reading selection for a longer period of time to go deeper into curriculum/standards
  - Structured technology time in order to be more efficient with a computer instructional
  - ESL classes for parents in order to support students at home
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Teachers use Math Common Core Mini-Units (K-3) and ELA Common Core Mini-Units (4-5)
  - Students use manipulatives during math to solve problems.
  - Students are expected to explain (written/orally) their thought process in solving math equations.
  - Students provide evidence during ELA, science, and social studies when responding to questions.
  - Implementation No Excuses University to create a school culture of college and career readiness.
  - School wide (K-5) reports to support scholarly writing, research (providing evidence), and oral presentations (speaking and listening).
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Release of responsibility to students in their learning.
  - More positive reinforcements for students as part of PBIS.
  - Teacher and students tracking their own data in ELA, Math, and ELD.
  - Principal holding compelling conversations around data.
  - More inquiry-based instruction, small group instruction, and collaborative conversation
  - Teachers doing practice SBAC and keyboard skills to support testing preparation
  - Training for activity supervisors in engaging students in healthy play and conflict resolution
  - Assemblies for student presentations, Awards and Special performances
  - Computer /Technology classes for parents so they can support their children
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Whole group instruction and less teacher talk
  - Decrease suspensions and discipline referrals
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Teacher and student training in google apps to support instruction and student learning.
  - Gooru will be used to provide teachers ready access to depositing of CCSS aligned Resources and materials
  - Use of online resources for instructional planning and integration of technology.
  - Use of media forms such as Edmoto and Google Docs for peer editing in writing.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Edison Elementary Academy**

**Superintendent**

Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Edison Elementary Academy  
Vision Statement**

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The 4 E's of Edison's Vision:

Educate all children to meet state standards

Enrich intellectual, social, and physical growth

Engage staff and parents through mutual collaboration

Empower all students to be life-long learners and productive members of our community to accomplish their goals in life

**Edison Elementary Academy  
Mission Statement**

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Edison Elementary Academy is dedicated to high academic achievement through standards-based instruction and assessment-driven planning which addresses the educational and language needs of all students through collaboration between school staff, parents, and the school community in order to develop students who have a life-long love of learning and who are well prepared to accomplish their goals in life.

## Student Achievement Goals

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

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#### School Goal:

By June 2015, all school stakeholders will collaborate to improve student values and academic proficiency so that students are prepared to become productive citizens in the 21st century by working to improve Edison's school culture (using PBIS and the Leader in Me Program) and Edison's learning environment as measured by the effectiveness of the instructional program, the assessment results, the participation in the Leader in Me Program and activities, and the effectiveness of the collaboration of administration, teachers, parents, and students.

#### To accomplish this we will:

- Continue alignment of school-wide strategies and practices with standards through shared high expectations, student accountability, and a healthy school environment.
- Provide extended learning opportunities through a focus on the Common Core State Standards, the use of Depth and Complexity Icons, the implementation of the Leader in Me program, and through intervention including PALS, Six Minute Solution, Lexia, and ST Math.
- Increase access to technology by providing current technology and by providing staff development in technology.
- Provide staff development, planning time, and collaboration time to improve school climate and instruction including focusing on best educational practices for English language learners, the Common Core State Standards, The Leader in Me program, PBIS, interventions, the Single plan for Student Achievement, and parent training.
- Provide access to illuminate to facilitate analyzing data including state and district assessments, intervention results, and instructional program results.

### Goal IIa: Reading Across the Curriculum

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**School Goal:** By June 2015, all third grade students will be proficient readers. Third grade students who are not proficient readers will show 10% growth in reading on DIBELS Next.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10%
Schoolwide will increase percent proficient on Benchmark ELA by:	10%

#### To accomplish this we will:

- Continue alignment of Reading/Language Arts with standards by following district pacing and standards-alignment documents, adjusting classroom instructional focus based on student data, and providing intervention as needed.
- Provide extended learning opportunities to support reading achievement including the use of Depth and Complexity Icons, interventions (Language!, PALS, SIPPS, QuickReads, Lexia, Accelerated Reader, and others), and field trips to develop increased background knowledge and schema.
- Provide increased access to technology including computer programs that focus on reading and multimedia devices used to actively engage students in the learning process.
- Provide staff development and collaboration time to support reading instruction including training in the Common Core State Standards, best practices in reading, and training in intervention programs.

### Goal IIb: Writing Across the Curriculum

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#### School Goal:

By June 2015, all students will demonstrate proficiency on one of the skills needed to become productive citizens of the 21st century by either attaining proficiency on grade level writing standards or improving achievement in writing by a minimum of 10% growth as measured



by monthly writing prompts and district writing assessments.

**To accomplish this we will:**

- Continue alignment of instruction with standards by focusing instruction on student products that are clear, coherent, and focused and by using Thinking Maps to support the writing process.
- Provide extended learning and intervention in writing using strategies such as Thinking Maps, Depth and Complexity Icons, student and teacher rubrics, and by providing small group intervention during workshop.
- Provide increased access to technology including the use of word-processing programs and technology-based presentation programs to produce written documents.
- Provide staff development and collaboration to support writing instruction including training in the Common Core State Standards, Thinking Maps, Write from the Beginning, word processing, and PowerPoint. Teachers will also meet in collaborative grade level teams to review student writing and to discuss next steps for instruction.

**Goal IIc: English Language Development**

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**School Goal:**

By June 2015, all students will demonstrate proficiency in some of the skills needed to become productive citizens of the 21st century by either attaining English proficiency or by showing 10% growth in their English language proficiency as evidenced by District and/or State assessments which could include ADEPT, CELDT, and/or other English language development assessments.

**To accomplish this we will:**

- Continue alignment with standards by providing differentiated instruction to English language learners on grade level standards using grade level materials.
- Provide extended learning opportunities for newcomers and other at-risk students through opportunities to participate in small-group instruction.
- Provide increased access to technology to improve ELD instruction through the integration of technology into a variety of instructional strategies to provide enhanced visual support and to actively engage English language learners in instruction.
- Provide staff development to improve ELD instruction through training including best practices, systematic ELD, GLAD, academic vocabulary training, and technology training.

**Goal IId: Mathematics**

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**School Goal:** By June 2015, all students will demonstrate proficiency in some of the skills needed to become productive citizens in the 21st century by either attaining proficiency on grade level math standards or by showing 10% growth in their math assessment scores as evidenced by MAP assessments, district benchmark assessments, and/or other math assessments.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10%

**To accomplish this we will:**

- Continue alignment of instruction, strategies, and materials with math Common Core State Standards by using best practices, adjusting pacing and instructional focus based on student data.
- Provide opportunities for extended learning for students in small group instruction as needed.
- Provide increased access to technology to improve mathematics instruction by integrating technology into math instructional strategies to increase student engagement and by using technology based mathematics programs.
- Provide professional development to improve instruction in mathematics in Common Core State Standards and best practices training.

- Provide access to ST Math to foster conceptual understanding and basic facts fluency.

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

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**School Goal:**

By June 2015, Edison will increase parent and community involvement by providing opportunities for parents in areas of volunteering, school decision making, collaboration, and involving parents in fostering their child’s achievement through activities such as attending parent meetings, supporting PTA activities, participating in parent trainings, working on school events, collaborating on school projects, and assisting in the office and classrooms.

**To accomplish this we will:**

- Provide opportunities to train parents in ideas and strategies to help student achievement in reading by having mid-trimester and end-of-trimester conferences, by offering parent trainings on grade level standards and technology, and by providing translators for parent conferences and parent meetings.
- Provide opportunities to train parents in ideas and strategies to improve student achievement in mathematics by offering parent trainings in grade level standards and technology, by holding parent teacher conferences, and by providing translators for parent conferences and parent meetings.
- Provide opportunities to train parents in fostering positive student behavior and excellent attendance to promote student success by offering parent training, parent meetings, and Student Success Team Meetings.
- Provide resources and training to develop leadership skills and to encourage family and community participation in the school by providing parent training in The Leader in Me (seven leadership habits).
- Provide opportunities for parents to collaborate with students on school projects.

**Funding**

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
Tutoring	Title I	16,962

**State and Federal Funding**

<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Sub Days	Title I	21,250
Aide Extra Duty	Title I	2,287
Activity Supervisor	Title I	2,287
Benefits	Title I	6,959
Instructional Materials	Title I	13,879
Communications, parent set-aside	Title I	1,442
	<b>Total</b>	<b>\$67,018</b>

# Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: **Edison Elementary Academy**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Expanded the Awards program into kindergarten to support improved oral language and pre-literacy skills.
  - Increased teacher collaboration opportunities to create additional, common core aligned lessons which support improved early literacy and fluency skills.
  - K teachers are collaborating together to design additional lessons that will provide students with stronger blending skills as they exit kindergarten.
  - Implemented K PALs early in the school year to help students to blend with fluency. First grade is providing an earlier introduction to long vowels patterns.
  - Assigned three Hacia Adelante tutors to support 60 selected students from grades 3-5 who need extra support after school with multi-syllabic words and fluency skills.
  - Targeted second and third grade students for additional support from the intervention teacher during and after school.
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Providing “targeted parent workshops” by grade level for selected K-2<sup>nd</sup> grade parents to better train parents in strategies to practice high frequency words, fluency and blending at home.
  - Implementing new Units of Study for ELA and Math
  - Engaging students using the collaborative conversation models.
  - Planning year for PBIS: Created our Behavior Matrix and Referral System
  - Added more academic and behavioral motivation programs to encourage students
  - Practice on SBAC and keyboarding skills to support online assessment
  
- (3) What is your site doing *more of* this year to improve student achievement?
  - More teacher-to-teacher collaboration to support students through differentiated instructional grouping utilizing effective, research-based approaches
  - Differentiated workshop lessons for students using pre- test data for instructional planning.
  - More *Close Read* Strategies for students to interact with complex text.
  - More engagement with SmartBoard strategies and Thinking Maps. Use of researched-based intervention programs: *PALs*, *6 Minute Solution* and *Rewards*
  
- (4) What is your site doing *less of* this year to improve student achievement?
  - We have one less intervention tutor working with grades K-2, and less intervention support for grades 3-5
  - Less whole group instruction
  - Fewer discipline referrals
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Use of Classroom Responders and SmartBoards to engage students in lessons.
  - Laptop labs for students to do research projects and create Power Points. Students collaborate on these projects and make class presentations.
  - Continued implementation of the *Leader in Me* program (Sean and Steven Covey), teaching students and parents the 7 habits of highly effective people. These habits will support all students to have the confidence to let the leader within them shine.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Esqueda Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Esqueda Elementary School  
Vision Statement**

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Manuel Esqueda Elementary School Vision Statement

Manuel Esqueda Elementary School is known as the “Home of the Scholars”. Esqueda’s community ensures that all students envision themselves as “scholars” on the road to college. Esqueda’s staff collaborates with parents and community members to create an academic culture and a welcoming environment. A student-friendly motto is broadcast daily at morning opening assemblies, “Esqueda scholars do their best, achieve on tests, acquire knowledge, and go to college.”

**Esqueda Elementary School  
Mission Statement**

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Academic excellence is the number one priority at Manuel Esqueda Elementary School. The Esqueda community supports a rigorous, standards-based academic environment in which students envision themselves as “Esqueda Scholars”. The staff, students and parents of Esqueda are committed to developing a professional learning community based on collaboration, data inquiry, access to technology, extended-enrichment learning extracurricular activities, and systematic intervention programs to increase student achievement.

Manuel Esqueda will pursue the following main goals identified in the Local Control Accountability Plan (LCAP):

1. All students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.
2. All students will have equitable access to a high quality curricular and instructional program that is accessible from school and home
3. All students and staff will work in a healthy, safe, and secure environment that supports learning.

## Student Achievement Goals

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

Staff, students, parents and community will work collaboratively to create a healthy and safe scholarly environment to support the learning process, and improve student motivation, engagement, and achievement. Students will make significant academic growth toward mastery of state standards through equitable access to high quality curricular and extracurricular programs in diverse subject areas: English Language Arts, English Language Development, Social Studies, Science, Art, Technology, Music, Dance, or Mathematics. Promoting a high level of parent involvement, leadership will be shared among all teachers and administration to make effective instructional decisions and promote co-responsibility and commitments that will impact teaching, learning, good behavior, and good study habits on students. Esqueda will increase internet access and instructional programs that will be accesible from school and home.

#### To accomplish this we will:

- Implement standards-based and data-driven instruction within the Professional Learning Community Model. Through a schedule time frame, monitor student performance results to guide instructional decisions related to curriculum alignment activites, intervention programs, professional development and allocation of resources; and use local, district and state assessments to monitor student progress and adjust instruction.
- Provide extended learning opportunities for GATE, high achievers, special ed., and at-risk students before, during, and after school.
- Utilize technology to enhance classroom instruction, data inquiry, and curriculum alignment and staff development activities. California Department of Education and Illuminate program in SAUSD will provide the tools needed to analyze state and local assessment data to create effective instructional programs for students according to ther individual personal, emotional, and academic needs.  
Continue building a Professional Learning Community with a higly qualified, caring, and student-centered staff. Professional development activities at Esqueda will focus on
  - Use of technology and available resources and programs.
  - Science and mathematics
  - ELD and writing
  - Intervention strategies
  - Best teaching practices
  - Common Core standards, strategies, and assessments
  - General students and educational community needs.
- All staff development will be research-based and aligned to the state standards.
- A Positive Behavior Intervention Support Program will be implemented, to promote a positive and caring school environment where students are taught, practice, and receive feedback from school staff regarding the thegeneral expectations on personal and social skills development and growth. Data will be used to design goals and outcomes.  
Provide a school calendar that supports the systematic horizontal and vertical collaboration among grade level teams and teachers by subject areas, in order to plan together, and share best practices, materials, or resources

### Goal IIa: Reading Across the Curriculum

Esqueda will increase the English Laguage Arts proficiency level of all students through all content areas implementing the Common Core Standards.

- Using 2013-14 Benchmarks as a baseline test, 10% more students will be proficient of advanced in ELA during the 2014-15 school year
- As measured by DIBELS all students will be proficient readers by 3rd grade. In 2014-15 using the DIBELS baseline of the 2013-14 school year, students will increase their scores on Oral Reading Fluency by 10% in 1st grade and 15% in 2nd grade.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10
Schoolwide will increase percent proficient on Benchmark ELA by:	10

**To accomplish this we will:**

- Continue the implementation of our core curriculum program to grade level standards, identifying students' needs and areas of focus. Design action plans and interventions based on students' performance data. In addition, we will incorporate the District scheduled Common Core Language Art Units.
- Establish a systematic, target intervention program to meet the needs of all learners in reading with the implementation of the following Common Core strategies:
  - collaborative academic conversation
  - close reading, and
  - complex text
- Promote the use of technology at school and home. Implement programs that enhance reading instruction and develop independent reading learning strategies like Lexia, Accelerated Reader, and Award Reading online.
- Provide ongoing staff development giving opportunities to observe and learn good teaching strategies and approaches from other colleagues and professionals. Encourage teacher accountability as a positive part of the school culture through individual teacher, grade level, and district comparative data analysis.

**Goal IIb: Writing Across the Curriculum**

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**School Goal:**

All students will be involved in challenging, standards-based writing experiences and processes. Teachers will utilize a variety of materials, strategies and resources to monitor student progress, adjust instruction and actively engage students in the writing process and to connect reading to writing. Teachers will emphasize writing across the curriculum reinforcing critical thinking and academic language development

School Goal: 10% more students will pass the Writing Proficiency Exam in 2015.

English learner subgroup will increase percent proficient on CST ELA by.

**To accomplish this we will:**

- Promote school wide focus on writing and critical thinking using core curriculum and research-based best practices. Promote extracurricular activities on this area.
- Differentiate instruction on writing based on test results. Schedule conferences with students to evaluate strengths, areas of needs and learning strategies to follow. Share needs with parents to assist students at home.
- Promote the use of softwares and programs to enhance writing instruction and students' level on writings text structure, conventions and usage.
- Provide ongoing staff development and professional collaboration to examine writing samples, identify needs and share best practices.

**Goal IIc: English Language Development**

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**School Goal:**

Esqueda will increase the English Proficiency level of all English Learners to improve comprehension and motivation towards learning. Teachers will utilize a variety of strategies and resources to teach ELD, monitor student progress, adjust instruction, and actively engage students. Through a communicative approach, the use of sentence frames, frontloading, SDAIE & GLAD strategies, thinking maps, visuals, realia, and graphic organizers, teachers will ensure comprehension, access to the core curriculum, and support English Learners' learning process.

All English Learners students at Esqueda School will be reclassified within 5 years entering the Structured English Immersion program.

During the 2014-15 school year

- 15% more students will move up a proficiency level on 2014 CELDT
- 10% more students will score Early Advanced/Advanced on the CELDT in 2014
- Reclassification will increase by 15% in 2014-15.
- Esqueda will meet all CELDT AMAO growth targets.



**To accomplish this we will:**

- Implement school wide focus on English Language Development (ELD), emphasizing the implementation of evidenced-based teaching strategies. Monitor quality differentiated instruction in every classroom. Equip English Learners with multiple independent learning strategies to improve one proficiency level per year and be reclassified as FEPs
- Implement a systematic intervention program to meet the needs of English Language Learners and improve their proficiency level and performance in all content areas.
- Use technology and team teaching as needed to enhance ELD instruction at the students' proficiency levels.
- Provide time for staff development and professional collaboration in ELD. Expand use of data.

**Goal IId: Mathematics**

Esqueda School will emphasize the development of the students' conceptual academic mathematical skills providing rigorous, relevant, and meaningful activities that can inspire and encourage curiosity, motivation, and high levels of academic achievement.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10

**To accomplish this we will:**

- Implement our Math core curriculum program identifying areas of focus, differentiating instruction, providing extra support to high achievers, English Learners, and students with difficulties in math, and finally ensuring timely an systematic interventions in classrooms based on students' needs.
- Provide extended-enrichment learning opportunities before, during and after school, for students to master state standards in Mathematics.
- Increase access to technology to enhance teaching and learning in Mathematics. Use of the Mind Institute ST Math software that offers a visual understanding of difficult math concepts and reduces the language barrier in the learning process.
- Provide ongoing staff development based on data inquiry to identify best practices, instructional gaps and targeted intervention programs.

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

Esqueda has a strong commitment to build parent capacity through collaboration and constant communication. Families will receive information in their primary language.

Parents will be regarded as partners in planning, making decisions, solving problems, and providing opportunities for students to achieve content and performance standards.

School Goals: We will increase parent participation on committees by 15% (SSC, ELAC, PTA). We will improve parent attendance at Title I Meetings, ELAC Advisory Meetings and Parent Workshops by 25%.

**To accomplish this we will:**

- Provide relevant information on proficiency levels, grade level Common Core standards and expectations to parents on regular basis. Organize workshops about the importance of developing reading literacy at early ages. TOSA and teachers will provide meetings and training with demo-lesson on ways to improve vocabulary, fluency, comprehension, and writing, which will equip parents to support their children education.
- Parents will be involved in their children math skills development by participating in math classes and parent workshops. Parents will be informed about Common Core standards and assessments, test results and award assemblies, intervention programs, and ways they can help at home.

- Provide parent workshops and promote parent involvement on action plans at Esqueda that will be conducive to achieve high levels of efficacy on implementing programs and monitoring student’s progress in English Language Development (ELD), attendance, behavior, positive attitudes and good work habits (Positive Behavior Intervention Support Program).
- Increase parent voice & community involvement. Encouraging parents to participate as decision-makers. Expand parent notification network in a language parents can understand. Offer a wide range of parent educational opportunities on site in collaboration with Santa Ana College or other Educational Institutions (English, GED, Computer, Nutrition, and physical Education among others) providing childcare which will facilitate their attendance and commitment.

**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Personal Resources, Sub days to support schoolwide focus on data-driven, curriculum alignment, and staff collaboration	TITLE I	\$10,000.00
Activity Supervisors. School programs and activities support.	TITLE I	\$3,810.00
Extra-tutoring before, during, and after school targeting at-risk students	TITLE I	\$24,000.00
Parent Participation and Involvement. Services to parents: flyers, newsletters, workshops about standards, expectation, behavior, emotional and physical development of children, assessments and state test, translation, meetings, and babysitting	Title I	\$4,037.00
Programs and Services, Supplies and Licences. Field-trips	TITLE I	\$25,000.00
Instructional Materials	TITLE I	\$27,000.00
	<b>TOTAL</b>	<b>93,847.00</b>

## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

**School:** **Esqueda Elementary School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Implementing effective multi-tiered support systems to proactively intervene and enhance students' opportunities for success, giving special support to English Language Learners.
  - Emphasizing writing and English language development across the curriculum to reinforce *critical thinking* and *academic language acquisition*.
  - Focusing on developing scientific and mathematical skills
  - Providing ample extended-enrichment learning opportunities to develop the students' educational background, motivation, and good work/study habits.
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Preparing and adapting facilities, staff, resources, and programs to become a PreK-8 school that can provide High Educational Services for students and parents.
  - Facilitating Staff Development to increase the use of technology and make a successful transition into the New Common Core Curriculum and Testing Programs.
  - Scheduling vertical Team Collaboration meetings to focus and address basic common academic levels students' needs in order to achieve academic success toward the next grade level.
  - Providing more support and services to students and families including counseling and referrals to community programs and services.
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Promoting School-Family Collaboration on the teaching-learning process through systematic Parent Workshop planned and presented by teachers, psychologist, and TOSA before the school year (for New Kindergarten Parents) and during the school year (explaining how parents can help their children at home academically, developing better attention, work habits, and social skills.)
  - Continue the implementation of a Keyboarding Program to prepare students with the skills needed to be prepared as 21<sup>st</sup> century citizens.
  - Creating a healthier, safer learning environment that will contribute to improve students' confidence, participation and engagement.
  
- 4) What is your site doing *less than* this year to improve student achievement?
  - Decreasing suspensions and office discipline referrals
  - Developing less classroom disruptions due to inappropriate behavior by providing counselor and site family therapist services.
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Promoting grade level and vertical collaboration by subject areas.
  - Coordinating with Santa Ana College and Art Schools in the community educational extracurricular programs for parents and students (GED and computer classes for parents; music, dance, and art for students)

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Franklin Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Franklin Elementary School  
Vision Statement**

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School staff, in collaboration with parents, and education partners is committed to providing a safe and motivating academic environment that allows all students to achieve academic success. Students are encouraged to be respectful and responsible and reach their maximum potential. Franklin staff, parents and students will work together as partners to create a positive and caring environment that promotes creativity, academic development, values and self-motivation. At Franklin we promote our students to be a community of students and staff that are ready to STRIKE, (to be Safe, Truthful, Respectful, Insightful, Kind and Enthusiastic).

**Franklin Elementary School  
Mission Statement**

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The Franklin School mission is to increase student achievement to meet or exceed Common Core Standards in all academic areas by providing a research based curriculum. Teachers are committed to providing data driven instruction based on the California Common Core Standards. Consistent and regular teacher data analysis of students' performance on district, state and site based assessments will enhance differentiated instruction and intensify first instruction. All staff is encouraged to participate in ongoing site and district professional development as mandated by the district to implement the core curriculum, provide ongoing instructional practices that are researched-based and administer all assessments, as needed to modify instruction and increase student learning.

At Franklin, we recognize the important role family plays in a child's academic and social development. We encourage parent participation through weekly Family Literacy days, where parents come to read with their students, parenting classes provided through Padres Unidos and Hijos Altamente Capaces, parent participation in School Site Council, and English Learner Advisory Committee. We also invite parents to be part of their child's academic life at Franklin by encouraging them to become volunteers in field trips, volunteers on classroom activities, and to attend student recognition ceremonies, back to school night, open house and parent conferences.

## Student Achievement Goals

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

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#### School Goal:

Franklin Elementary School will use the School Site Council, the English Language Advisory Committee, Grade Level Team meetings, and the Instructional Leadership Team to guide instruction and practices focused on improving student academic achievement in education. The staff community will promote a caring and nurturing climate in a safe, clean and orderly environment incorporating the PBIS Model.

To accomplish we will:

- Implement Multi-tiered Systems of Support (MTSS), with the support of the administration, TOSA (Teacher on Special Assignment), COST (Coordination of Student Services Team) and ILT/PBIS (Instructional Leadership Team and Positive Behavioral Interventions and Supports members). The teachers and teams will focus on analyzing data to determine the needs of intervention, using researched-based curriculum to increase student learning and to increase a positive learning environment.
- Inform parents regarding their student's progress toward attaining grade level standards in all subject areas, through report cards, Academic Improvement Plans, parent-teacher conferences, Student Success Team meetings (SST) and award recognition ceremonies.
- Provide resources to ensure that all students (homeless, special education, limited English proficient and migrant etc.) have access to the academic curriculum, resources and services available at the school.
- Maintain a K-5 Instructional Leadership Team (ILT), English Language Advisory Committee (ELAC) and School Site Council (SSC) that effectively and positively analyzes student achievement data and comprehensive needs assessment.
- Ensure that effective classroom instruction and grade level collaboration is supported and facilitated through daily learning goals and class agendas that meet Common Core Standards for increased student success.
- Ensure there is on-going support to teachers implementing Common Core Units of Study and providing small group differentiated instruction to students by having an Intervention Teacher or Literacy coach. These consultants and/or substitute teachers would be hired by the school to provide coaching for the teachers, and/or small group differentiated instruction to the students. (As funds become available).
- The instructional computer assistant and librarian will provide support for teachers and students to log on to Jiji, Renaissance Enterprise, or Accelerated reader in the computer lab.
- The TOSA will meet with the principal and teachers to analyze student performance on the District Benchmarks, Renaissance Enterprise and DIBELS, to identify key instructional strategies and to increase student performance in Language Arts and Mathematics. The TOSA and principal will offer ongoing staff development as needed.
- Provide ongoing training on Illuminate so that teachers have the the tools needed to analyze state and local assessment data, teacher created tests, and demographic information together in one secure location.
- Staff and community members will be nominated and elected to participate in the School Site Council and English Language Advisory Committee.
- Representatives from the grade level teams will meet regularly with the principal and TOSA to analyze student achievement and data to determine changes in instructional practices, to ensure that parents are informed of on-going district and school assessment results.
- Elections and monthly meetings will be held with members who were voted to participate in SSC and ELAC.
- Leadership Team, along with the School Site Council will participate in Strategic Schooling staff development and develop a Strategic School Plan.
- Monthly parent meetings will be held to encourage parent participation in the school as well as to provide important incoming information to the parents.

### Goal IIa: Reading Across the Curriculum

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In order to increase the percentage of students scoring proficient or advanced in ELA, growth will be measured using Benchmark assessments from 1 trimester to another.

Students will be reading at a proficient level by the end of 3rd grade as shown in DIBELS *NEXT*. An annual 10% growth over the 2014-15 baseline, current 49%.

**Goal 1:** 40 percent of First through Fifth grade students will achieve proficient or advanced on the end of year ELA Benchmark Assessment.

**Goal 2:** 30% or more of K-3rd students will reach the composite level of CORE (proficient) on the end of year DIBELS *Next* Universal Screening Assessment.

**Goal 3:** 30% or more of 4th and 5th grade students will read the: " On Watch" or "At/Above Benchmark" status on the end of year STAR Reading Enterprise (Universal Screening) assessments.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10
Schoolwide will increase percent proficient on Benchmark ELA by:	10

**To accomplish this we will:**

- Grade level standards are being taught through the use of Common Core Standards using Open Court and Common Core Units of study with an emphasis on the use of strategies to increase student achievement and engagement.
- Students, who are identified, as per data analysis, will receive additional support through differentiated instruction at their grade level by the classroom teacher and the intervention teachers.
- Teachers and students will have access to computer lab and classroom computers to utilize technology to support instruction and student learning.
- Student Success Team (SST) meetings will follow the MTSS Problem-solving model to provide school and home interventions to help all students reach their highest potential.
- Parents will receive training in understanding the grade level standards and student assessment reports, through parent meetings.
- Principal and TOSA will meet with teachers to analyze students' performance on the Benchmarks, and DIBELS *NEXT* to identify key instructional strategies to increase students' performance in Fluency and Comprehension.
- TOSA will coordinate CELDT, Benchmark test, ADEPT, Writing proficiency and SBAC.
- TOSA will help coordinate parent involvement meetings. TOSA will coordinate small group interventions.

**Goal IIb: Writing Across the Curriculum**

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**School Goal:**

Franklin Students will increase performance level by one level on the District's Writing Proficiency Exam.

**To accomplish this we will:**

- Grade level Standards are being taught with the support of Focused Approach, Thinking Maps, District Writing Binder and Write From the Beginning instruction to increase student achievement.
- Students will receive additional support through differentiated instruction at their grade level.
- Increased Access to Technology:
- Teachers will utilize technology to support instruction including the use of computers, iPads projectors, ELMO and other equipment and software to engage student learning.
- Franklin Elementary will involve parents and students in data analysis through the use of individual and group achievement reports.

**Goal IIc: English Language Development**

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**School Goal:**

There will be a 5% increase in the percentage of students meeting AMAO I. The number of EL students performing at the CELDT Early Advanced and Advanced levels will increase by 5%. A minimum of 65% of English learners will grow one proficiency level in English Language

Development (ELD) based on the California English Language Development Exam (CELDT) and on the ADEPT assessment.

**To accomplish this we will:**

- Grade level teachers will identify students' English proficiency levels and provide differentiated instruction by grouping students according to students' proficiency levels with the support of the TOSA and the intervention teachers.
- Students will increase background knowledge, vocabulary and hands on experiences through field trips, assemblies and special program
- Students will use the classroom computers to have access to a variety of academic resources.
- Teachers will collaborate and plan together for Language Arts and ELD instruction and identify students according to their English proficiency.
- Franklin will involve parents and students in data analysis through the use of individual and group achievement reports.

**Goal IId: Mathematics**

**School Goal:**

In order to increase the percentage of students scoring proficient or advanced in Math; growth will be measured using Benchmark assessments from one trimester to another.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10

**To accomplish this we will:**

- All students will have access to standards-based grade level materials.
- Students will receive additional support through differentiated instruction at their grade level.
- Students will have access to computers in the computer lab. Kinder through fifth grade students will have access to the Mind Institute Program. MIND Research Institute's ST Math is scientifically research-based integrated and individualized instructional software proven effective in helping close the achievement gap for struggling students in attaining math proficiency. It is a self-paced, language independent, instructional system aligned with Common Core Standards.
- Parents will receive regular individualized student reports and information related to Math standards at specific grade levels.

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

**School Goal:** Parent involvement will increase, through a variety of strategies based on literacy and at-home support. Franklin Elementary School will provide parent meetings and trainings. Teachers will send home individualized student assessment reports for Language Arts, Mathematics and English Language Development.

**To accomplish this we will:**

- The administration and resource personnel will assist parents in the interpretation of student grades and school achievement through meetings and conferences.
- Parenting classes through Padres Unidos, Think Together and Monthly Parent meetings.
- The school will provide Friday Family Reading in the Classroom to support parent involvement and literacy.
- Child care and refreshments to encourage participation at parent meetings.
- Ongoing communication between the school and parents, including Monthly Bulletin, telephone announcements, and the school web-site.



**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Sub Days are used for data chats and intervention teachers to benefit instruction, data analysis to fortify instruction and intervention teachers to provide assistance with differentiated instruction. Franklin Elementary School will provide parent meetings and trainings. Child care and refreshments will be provided to encourage participation. Teachers will send home individualized student assessment reports for Language Arts, Mathematics and English Language Development.	Title 1: (1104)	\$9,000
Activity Supervisor	Title 1 : (2930)	
Supplies: Instructional supplies and copies needed to support Common Core Implementation, and first instruction.	Title 1: (4300 and 4338)	
Services and Other Operating Expenses	Title I	11,854
Communications	Title I	1072
Benefits	Title I	1584
	<b>TOTAL</b>	<b>\$49,810</b>

## Santa Ana Unified School District

### 1 Page SPSA Questionnaire Summary

**School:** Franklin Elementary School

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Conduct daily classroom walk-throughs during the school day to monitor instruction, ensure differentiation, alignment to CCSS, student engagement, and effective classroom management.
  - CLAS teachers conduct ELA demo classes in third grade language arts, using a coaching model.
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Developed Third Grade Academy for struggling readers, grouped based on identified needs. During Workshop, teachers work with students working below grade level in reading using Open Court Reading Interventions, “6 Minute Solution” and “Rewards.”
  - Student progress is monitored every week. For students who are still struggling, teachers are required to conduct SST’s. Parents and Special Ed teachers are invited to attend SST, and work as a team to determine strategies to help students succeed.
- 3) What is your site doing *more of* this year to improve student achievement?
  - All teachers use CCSS strategies to help students to cite evidence in the text.
  - Every grade level participates in “PALS” at least 3 times a week.
  - School-wide “REWARDS” for students below required reading fluency. School-wide implementation of “6 Minute Solution” to improve the reading fluency.
- 4) What is your site doing *less of* this year to improve student achievement?
  - Reduced the number of suspensions and detentions due to PBIS implementation, along with posted students’ behavior expectations in bathrooms, hallways, and lunch areas.
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - New strategies include: school wide PBIS, “Coffee with the Principal”
  - Increasing parent participation through SSC, ELAC, parenting classes every Tuesday, home visitations and making community resources available.
  - Increasing technology through iPADS during writing instruction.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Fremont Elementary School**

**Superintendent**

Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Fremont Elementary School  
Vision Statement**

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Fremont Elementary School expects that all students will achieve high academic success, enabling them to prepare for college and career and develop into socially responsible, contributing members of society with a life-long commitment to learning.

**Fremont Elementary School  
Mission Statement**

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Fremont Elementary School promotes high academic achievement through an integrated common core state standards based curriculum. To accomplish this, accountability will be consistently monitored through a systematic assessment process. Parent and community partnerships will form an integral component that maximizes every child's individual academic, social, and emotional growth.

## Student Achievement Goals

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

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#### School Goal:

Fremont Elementary School has a clear vision that includes all stakeholders, including students, staff, parents, and the community. Fremont Elementary School promotes high academic achievement through a standards-based, integrated curriculum.

#### To accomplish this we will:

- Accountability will be consistently monitored through a systematic assessment process. Parent and community partnerships will form another integral component that maximizes every child's individual academic, social, and emotional growth.
- Staff will deepen their understanding of Common Core State Standards by attending grade level meetings, staff meetings and release days in which CCSS instructional shifts and strategies are presented.
- The PBIS team will address school climate by participating in the OCDE PBIS Grant professional development in order to implement PBIS School wide.
- The Instructional Leadership team will meet on a regular basis to decide on an instructional focus and seek effective instructional strategies.
- Members of the School Site Council will regularly attend monthly meetings.
- The RtI team will serve in a leadership capacity to monitor and discuss the academic progress of individual students in K - 5th grades.
- The school safety committee will ensure that Fremont is a safe, clean and orderly learning environment for all students, staff and community.
- Implement the use of Illuminate to analyze state, district, and teacher created assessments to create effective instructional programs for students.
- 50% or more of Fremont families will attend Title I informational meetings.

### Goal IIa: Reading Across the Curriculum

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#### School Goal:

Fremont Elementary will work toward meeting the AYP goal through Safe Harbor. School-wide, students will increase the percent proficient or advanced by 6 percent of non-proficient students in Language Arts CSTs (from 43.1% to 49%). In addition, all sub-groups will make similar gains.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	6.22%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	6.21%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	7.19%
Schoolwide will increase percent proficient on Benchmark ELA by:	6.18%

#### To accomplish this we will:

- Alignment of Instruction, Strategies and Materials with Content Standards: Open Court Curriculum is used to teach grade level standards, CCSS Units of Study are implemented and benchmark exam data is analyzed to identify standards that need to be re-taught. There is K-5 school wide implementation of Response to Intervention model & SST Process which include universal DIBELS screening, data review team meetings, weekly progress monitoring of intensive students and 30 minutes of targeted intervention daily.
- Extended Learning Opportunities: Students are given the opportunity to attend after school tutoring, SES, Saturday School and THINK Together. Long term substitutes provide push in and pull out support during each grade level reading intervention instructional block.

- Staff Development & Professional Collaboration: The CLAS teacher offers staff development in support of the CCSS shifts, teachers have release days to analyze data and collaborate on curriculum and instruction.
- Involvement of Parents and Community: Parent meeting are offered in order to give parents skills and strategies to support their children at home. Reading campaigns are designed to inform parents how to help their children reach their goals.

### **Goal IIb: Writing Across the Curriculum**

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The number of students that will make or exceed grade level proficiency by maintaining a passing score of 4 or 5 on District End of Trimester writing assessments and in the end of the year District's writing proficiency test will increase by 10%. Students who do not make grade level growth will increase, by a minimum of one level, their writing proficiency in the end of the year District writing assessment.

#### **To accomplish this we will:**

- Alignment of Instruction, Strategies and Materials with Content Standards: Teachers will use the district writing handbook to teach the different writing genres through the writing process. Mini lessons focused on specific writing strategies & conventions will also be taught.
- Extended Learning Opportunities: Students performing below proficient will receive scaffold & differentiated instruction in writing.
- Increase Access to Technology: Students will access the internet to research for writing assignments.
- Staff Development & Professional Collaboration: Teachers will receive on going staff development through District Staff Development and grade level meetings. Integration of research based strategies including Thinking Maps and GLAD.
- Involvement of Parents & Community: Parents will be informed of student's progress on district writing proficiency exams.

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

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Students will make a minimum of one proficiency level growth on CELDT. Fremont will also meet growth targets for AMAO 1 and AMAO 2.

#### **To accomplish this we will:**

- Alignment of Instruction, Strategies and Materials with Content Standards: Carousel of Ideas will be used for students to receive systematic ELD instruction at their proficiency level 30 min. per day 5 days per week. ADEPT will be administered twice per year and data analyzed to determine student instructional level in ELD.
- Extended Learning Opportunities: TOSA will provide additional instruction for students less than 12 months in the US and in grades 2nd – 5th. Students in 3rd or 4th grade who have been at the intermediate level for two or more years will participate in Imagine Learning Intervention.
- Increased Access to Technology: Students will have access to Imagine Learning.
- Staff Development and Professional Development: TOSA will provide staff development, resources, monitor student progress and coordinate ELD program.
- Involvement of Parents and Community: ELAC will meet to discuss English Learner programs and make recommendations to SSC. Parents will receive information regarding their English Learner's progress on CELDT and ELD proficiency.
- ELD Teaming at each grade level based on a student's English Proficiency.

## Goal IId: Mathematics

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### School Goal:

Fremont Elementary will work toward meeting the AYP goal through Safe Harbor. School wide students will increase the percent proficient or advanced by 10 percent of non proficient students in Mathematics as demonstrated on the CSTs (from 66.4% to 70%). In addition, all sub-groups will make similar gains.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	4.19%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	4.19%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	6.25%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	4.11%

### To accomplish this we will:

- Alignment of Instruction, Strategies and Materials with Content Standards: Grade level standards are being taught through the use of Houghton Mifflin curriculum with an emphasis on the use of strategies to increase student engagement during instruction. 4th & 5th grade teachers will implement CCSS Units of Study.
- Extended Learning Opportunities: Data Analysis meetings will take place to identify standards needing to be re-taught and students needing additional support. After school and Saturday school will be made available.
- Increased Access to technology: The Kinder – 5th grade students participate in ST Math (Jiji Math) twice per week.
- Staff Development & Professional Collaboration: The CLAS teacher will support in the Common Core Shifts.
- Involvement of Parents & Community: Parents will receive information regarding their student's progress on benchmark exams and curriculum at conferences and through parent meetings.
- Continue with the implementation of ST Math

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

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**School Goal:** Encourage parent involvement and engagement in academics. The number of parents who attend regular monthly parent meetings will increase by 20% (from 90 to 110).

### To accomplish this we will:

- Monthly parent meetings will focus on health, safety and academics. Parents will have the opportunity to hear guest speakers from the community, administration and TOSA. Bilingual meetings will be made available in the AM & PM and offer babysitting (PM only). Meetings will be communicated through school notices, marquee and EduLink.
- Teachers will inform parents of student expectations and academic progress through Back to School Night, Open House, report cards, conferences, notes home, student work, mid trimester progress reports, Academic Improvement plans, Student Success Team, IEP Team meetings and EduLink.
- The office staff, TOSA and administration will work with parents for referrals to community resources, attendance and student achievement.
- Build partnerships with community groups such as GRIP, OCDE, PTA & local businesses
- Provide opportunities for parents to participate in decision making process affecting student achievement through parent leadership group, SSC, ELAC, etc.

## Funding

**State and Federal Funding**

<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Extra Duty Tutoring	Title I	\$20,000
Sub Days	Title I	\$35,000
Aide Extra Duty	Title I	\$600
Activity Supervisor	Title I	\$600
Benefits	Title I	\$8,744
Instructional Materials	Title I	\$8764
Parent Food	Title I	\$500
Non-Cap Equipment	Title I	\$7,500
Printing	Title I	\$2,500
Consultant	Title I	\$5,000
Communications	Title I	\$224
	<b>TOTAL</b>	<b>\$89,432</b>



# Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

**School:** Fremont Elementary School

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Teachers will receive the new district professional development module in the area of student vocabulary development.
  - Administrator classroom visitations will be focused on specific content areas and provide feedback.
  - All staff knows, understands and implements the essential components of PBIS in order to improve school culture and provide students with a safe learning environment.
  - Teachers use universal screening data to differentiate and provide intervention.
  - TOSA works in collaboration with all staff to support the school's effort in improving student achievement through the efforts described above.
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Provide staff development in vocabulary development, use of MAP assessment system and integration of technology during instruction.
  - Increase student access to technology and usage during instructional time.
  - Use of Math Common Core Mini-Units (K-3) and ELA Common Core Mini-Units (4-5).
  - Increase parental involvement by offering classes for ESL, technology, anti-bullying, and drug awareness.
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Teachers are increasing practices effective in CCSS implementation such as collaborative academic conversations, closed reading, scaffolds for ELs. etc.
  - Provide students extended learning opportunities before or after school for enrichment or remediation.
  - Maximize the number of special education students that are being fully included in the general education class setting.
  - Increase school wide incentives for students reaching ST Math, Accelerated Reader, and Lexia goals.
  
- 4) What is your site doing *less than* this year to improve student achievement?
  - Minimize interruptions to the instructional day during ELA and Math instruction.
  - Decrease the time that students spend in whole group instruction.
  - Decrease the number of student suspensions, minor and major office discipline referrals.
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Teachers will use Gooru in order to access CCSS aligned resources and materials.
  - Focus on college and career readiness by promoting a college- bound school culture.
  - Partnering with local agencies such as OC GRIP, Phoenix House, DIS Counseling to provide social and emotional support to students and families.
  - Teachers provide diagnostic data to intervention teacher for more specific targeted intervention.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Garfield Elementary School**

**Superintendent**

Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Garfield Elementary School  
Vision Statement**

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The vision of Garfield Elementary is facilitate optimal learning by building a strong academic foundation and foster respect for all students to empower them to lead fulfilling and productive lives in an ever-changing, diverse, and global society.

**Garfield Elementary School  
Mission Statement**

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The staff, students, parents and community of Garfield Elementary are dedicated to providing a positive, safe learning environment that is driven by the use of proven systematic research, and developmentally appropriate instructional practices, for all students guided by the Common Core Standards. Students will be taught and encouraged to be good citizens, independent logical thinkers, respectful and responsible individuals and appreciative of different cultures. Staff will articulate across the grade levels to ensure that our students attain and maintain grade level competency. Proactive parent involvement is critical to the overall success of each child and is highly valued and encouraged. Through this supportive and caring environment, it is expected that the students will become confident and successful lifelong learners as well as active participants and contributors on campus and in the community.

## Student Achievement Goals

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

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All Students demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st Century.

A key component of our District's "Launch to the Future" goals is reading proficiency for all by third grade. In order to measure that the core foundation of early literacy skills has been developed, our goal is by June 2015 at least 65% of our first and second graders will score At/Above the Benchmark level on DIBELS (composite) and at least 50% of our third graders. For grades four and five, based on the Renaissance Learning STAR Reading Enterprise assessment (STAR reading) and MAP, increase the number of students scoring At/Above Benchmark by 10% on each of the Universal Screenings. Additionally, on Extended Response items, increase proficiency levels by 10% from one assessment to the other.

In English Language Development, for those students who have been in US schools for five or more years, increase the reclassification rate to more than 55%. Additionally, it is our school goal to move 70% of the general education English learner population who are currently at Level 3 (Intermediate) in listening and/or speaking to Level 4 (Early Advanced) giving students the opportunity to become fluent English proficient by the end of fifth grade.

In order for all of our students to be algebra ready, increase the number of students scoring proficient on District measures (e.g. Benchmarks, Extended Responses, and/or MAP) by 10% for each reporting period.

For preparation for their child's success in college and career, conduct parent in-services about college and career options and opportunities as well as A-G requirements. All students will demonstrate College readiness as indicated by Measures of Academic Performance (MAP) and/or Smarter Balanced Assessment Consortium (SBAC) as it is released.

For preparation for life in the 21st Century, all students will have routine access to internet-enabled Technology at home and school. Based on a parent survey conducted in the Winter of 2013, approximately 66% of our families have some type of internet access either through a phone, tablet, or computer and approximately 68% students have some sort of technology accessible at home (with or without internet access). However, out of those surveyed, approximately 18% of our parents had emails. Our goal is to increase the number of parents with emails to at least 50% or more and increase by 10% of those students surveyed who said that they did not have access to technology. Parent sign-in sheets will include a column for email and will be verified and updated through AERIES as necessary.

A District, as well as school-wide goal, is to have all students participate in more than one extracurricular activity (THINK program, sports, tutoring, outside enrichment, etc.). This will be monitored through student surveys and teacher tracking matrices given out twice a year. Based on the survey, Students can be better matched to programs as they become available.

## To accomplish this we will:

- Ensure that instruction will be provided by a highly-trained and qualified Staff. The Administrator, TOSA, and classroom teachers will participate in comprehensive staff development throughout the year to design and implement quality curriculum based on our academic focus of Common Core implementation. Provide professional study groups, collaboration, training, and projects aimed at using data to increase student achievement in reading, writing, ELD, and mathematics.
- Conduct professional development on administrating, analyzing, and interpreting data from MAP and other assessments to better identify causes and to design targeted, individualized instruction. Appropriately track and monitor student goals and adjust instruction when needed, and monitored more frequently by support staff. Encourage staff members to discuss alternatives with one another (and support staff) when one approach is not working.
- Encourage teachers to observe model lessons from colleagues and their students and to share best practices. Encourage teachers to attend the District's professional development and serve as liaisons for those who cannot attend.
- Ensure that all GATE students have a trained GATE teacher.
- Fourth and Fifth grade teachers to participate in differentiated professional development utilizing academic language and text deconstruction; second grade teachers to participating in professional development through the CRLP focusing on foundational skills.
- All students, through daily explicit ELD instruction at the students' proficiency level, will make growth as measured by both the District (ADEPT) and State (CELDT) assessments. Out of the population of students who have been in our District 5 or more years, it is our goal is to have more than 55% of these ELs to be reclassified.
- School-wide implementation of Cognitively Guided Instruction (CGI) and provide support, as needed, from our nationally trained CGI coach on staff.
- Provide professional development on the 8 Math Practices and use of Math Talk. Provide the opportunity for fifth grade to attend the Math Institute professional development.
- Maximize instructional time by maintaining grade-level schedules with protected, uninterrupted times for core instructional programs—mathematics, reading/language arts, and ELD. Establish a common grade-level workshop to target the individual needs of all students and group students according to assessment data.
- Monitor student progress in all grades and intervention implementation by the Administration (and TOSA) through: walk-throughs, grade level meetings, and analyzing DIBELS and classroom data with teachers. Regularly monitor the reading progress of our primary students by utilizing RESULTS assessments in conjunction with AWARDS in Kinder and DIBELS with first-third grades and in grades 4-5, the STAR reading assessment.
- Meet regularly in grade level teams to discuss curriculum, Common Core implementation, and student data. Meet regularly with students and the Principal to discuss student progress and set goals. Track and celebrate school wide progress on: Benchmark, Accelerated Reader (AR), and Spatial-Temporal Math (ST Math) from the Mind Institute, by prominently displaying Data Walls in the front office, throughout the school, and in all classrooms.
- Conduct strategic and focused walk-throughs on a regular basis utilizing a "look for" approach based on the school's current, articulated focus. Regular review of weekly lesson plans by the administration to ensure that the adopted curriculum and school-wide reform strategies are being implemented and questions and concerns, addressed.
- Have the TOSA support the school's core goals and mission.
- Maintain open communication between and among the staff, parents, and administration through staff, grade-level and ILT meetings, as well as the School Site Council, monthly parent meetings, Edulink phone messaging, email blasts, marque, and newsletters. Make every effort to actively involve and inform parents in a timely manner of their children's education and progress; this includes sending home information in their home language.
- Parent newsletters, reminders, email blasts, invitations to award assemblies, assessment results mailed home, phone calls, progress reports, report cards and conferences are many of the ways we will communicate with our parents. Every effort will also be made to arrange for a translator so that conferences are conducted in the parent's home language.
- Implement and utilize the Illuminate data assessment program to provide teachers the tools to analyze State and local assessment data, teacher-created tests, and demographic information together in one location. Illuminate's tools will allow our site 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 academic achievement.
- Multiple opportunities for setting up parent email accounts (Back to School Night, Parent Conferences, Open House, Parent Meetings, etc.) will occur throughout the year. Based on our Technology survey, for those students and parents stating that they did not have access to technology, referrals to the Community Center, opportunities to participate in technology enrichment and practice before and after school, and offering parent technology classes on campus, will be offered.

## Goal IIa: Reading Across the Curriculum

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### School Goals:

All students in reading will have equitable access to a high quality curricular and instructional program that is accessible from school and home.

By the end of the 2013-14 school year in first through fifth grades, there will be a 10% increase in the number of proficient students between the first ELA Benchmark to the second ELA Benchmark.

By the end of the year in Kindergarten, 90% of our kinder students will know all of their letter names and sounds; 80% will be able to blend and segment regular CVC words; and, 60% will be able to blend real words.

A key component of our District's "Launch to the Future" goals is reading proficiency by third grade. In order to measure that the core foundation of early literacy skills has been developed, our goal is by June 2015 at least 65% of our first through third grade students will score At/Above the Benchmark level on DIBELS (composite). For grades four and five, based on the Renaissance Learning STAR Reading Enterprise assessment (STAR reading) and MAP, increase the number of students scoring At/Above Benchmark by 10% on each of the Universal Screenings. Additionally, on Extended Response items, increase proficiency levels by 10% from one assessment to the other.

To ensure that all students are working towards reaching proficiency in meeting grade level standards and are prepared for the full implementation of the Common Core State Standards (CCSS) by the 2014-15 school year, Garfield Elementary will continue to implement both the District adopted reading programs and Common Core units of study and to fortify these programs with rigorous, research-based, instructional approaches found within the CCSS and the 21st Century Learning and Innovation Skills.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	N/A
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	N/A
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	N/A
Schoolwide will increase percent proficient on Benchmark ELA by:	N/A

### To accomplish this we will:

- In order to ensure that all students will reach proficiency in the Common Core Standards, provide differentiated and personalized Language Arts instruction in all grades. Teachers will also provide small group, differentiated workshop with focus on foundational skills.
- First through fifth grades will also regularly progress monitor Intensive students (based on DIBELS and/or STAR Reading Assessment and/or MAP) at least twice a month in order to: 1) better personalize instruction; 2) to monitor increase levels of growth; and, 3) to prevent regression. Teachers will also regularly monitor Strategic and Core students to prevent sliding.
- Grade level teams will regularly analyze and interpret action plans based on previous extended response trainings in order to anticipate student needs for upcoming units of instruction.
- If funding is available, an additional Intervention teacher will be added to the second and third grade workshops to lower the teacher to student ratio and provide an additional level of intervention as well as added to the kindergarten rotations to provide supplemental phonemic awareness activities to enrich the OCR curriculum and to assist all teachers in progress monitoring.
- District professional development support will offered for kinder and first grades in foundational skills.
- Use instructional technology to support students' reading development (e.g. AR, Read Naturally, Imagine Learning, LEXIA, Smarty Ants, etc.).
- Monitor and track student performance on an ongoing basis by administering: weekly standards based units (2-5), the District Language Arts Benchmark assessments, DIBELS/STAR Reading Assessment, MAP, teacher standards-based assessments, reading logs, RESULTS assessments (or similar reading measure as directed by the District), Accelerated Reader (AR) progress, Imagine Learning, LEXIA, and SMARTYANTS.
  
- Teachers will analyze and interpret assessment data gathered from Illuminate and other sources (e.g. DIBELS and STAR data systems, MAP, progress monitoring, etc.) to plan and adjust instruction and to provide intervention and individualized remediation in the

classroom. Instruction will be monitored through weekly lesson plans, assessment data analysis and interpretation, Administration walk-throughs, and workshop implementation.

- Students will receive intervention services in accordance with the MTSS model and be referred to the SST process as needed in accordance with the District SST master plan. Services will be provided in direct response to their needs.
- Provide release time for all classroom teachers to meet with the administrator for quarterly Data Response Team (DRT) meetings.
- Strive for teachers to meet with their students on a regular basis for Data Chats to discuss their progress on the key District assessments, to set goals, and to create a plan on how to accomplish their goals.
- Participate in personalized professional development support that focus on best practices (Common Core implementation, Collaborative Conversations, Thinking Maps, Basal Alignment Project, The 8 Math Practices, Academic Math Talk, Personalized Tech training, Chromebooks, etc.) for all students.
- Continue to be an inclusion school, Special Education teachers will meet with teachers on a regular basis to discuss Special Education students' progress and modification of instruction, as needed. Students are serviced on both a push-in and pull-out basis according to students' needs.
- Special Education teachers may also lead, and participate, in Special Education staff development.
- Provide multiple opportunities to communicate with parents and provide workshops that support their children's literacy skills and instill a love of reading. Provide Monthly (grade specific) Literacy Nights.

## **Goal IIb: Writing Across the Curriculum**

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### **School Goal:**

All students will have equitable access to a high quality writing curriculum and instructional program that is accessible from school and home. In order to achieve our District's "Launch to the Future" goals (9 Steps to Success for College and Career Ready Students) for writing, all students will work towards reaching proficiency in grade level standards in writing. We will achieve this through: 1) adhering to the Curriculum Maps newly revised for the CCSS; 2) faithful implementation of the District developed writing curriculum; 3) regular utilization of Thinking Maps across content areas to support writing across disciplines; 4) successful integration of reading with writing across the curriculum; 5) teacher and student collaboration; 6) use data to guide instruction (rubrics, benchmark data, student artifacts, etc.); 7) in grade level teams, discuss how the Writing program can best be differentiated to ensure that it is challenging, engaging, rigorous, and aligned with content, student needs, and performance standards; 8) video-taping or providing opportunities for teachers to learn from colleagues implementing "best-practices" in writing; and, 9) Integrate typing lessons at school and at home so that students can successfully achieve the typing standard for their grade level.

Additionally, in order to give students the foundation to write with increased complexity and sophistication and proficiency in writing by the end of grade four, our goal is to increase the number of students who score at or above proficient from one Writing Benchmark to the next, by 10%.

The importance of writing will be exhibited throughout the school by displaying students' writing in every classroom and throughout the hallways. The instructional writing program will be differentiated to ensure that is challenging, engaging, rigorous, and aligned with content, student needs, and performance standards.

Writing will be celebrated school wide at least twice every trimester by posting exemplary samples and conducting "Author's Hall of Fame" presentations. These presentations will help develop students' presentation skills and reinforce what they are learning in class by: providing a different audience for their writing, a chance to speak before an audience, learn to appropriately critique and comment, and participate in collaborative conversations.

**To accomplish this we will:**

- Aim for all students to reach proficiency in writing through implementation of the District’s differentiated, comprehensive, and standards-aligned writing curriculum.
- Provide multiple opportunities for oral language practice prior to writing for students to discuss what they want to write and “talk off the map” prior to writing.
- Teachers will ensure students write daily for a variety of purposes, to clearly and consistently write, based on what was read, throughout all content areas with facts from their reading incorporated into their writing.
- The use of mentor texts (exemplars for both writing and reading) will be used on a regular basis to discuss what good writing contains, to provide opportunity to deconstruct text and use it as a model for their own writing, provide additional opportunities to develop oral language and vocabulary, and incorporating Talk-Moves into discussions about writing.
- In grade level teams, teachers will continue to discuss daily writing implementation, especially how to provide a balance between independent, collaborative, teacher-directed, and student-centered work. Student artifacts and results will also be discussed in order to refine writing lessons to meet the instructional needs of all students.
- Monitor student performance on an ongoing basis by administering the District writing assessments, the use of rubrics (both student and teacher graded), peer revision and editing, and through teacher observation of student work. Teachers and staff will analyze results from these assessments to plan instruction and provide intervention and remediation support as needed.
- Use instructional technology and applications to support the writing process (e.g. Publisher, Powerpoint, Google docs, Word, etc.) and provide time for students to become proficient in keyboarding.
- Teachers to participate in personalized professional development opportunities which support best practices in writing.
- Provide multiple opportunities to communicate with parents about writing. Invite parents to the “Author’s Hall of Fame”, conduct workshops in regards to how best to support their children’s writing development and instill a love of writing.

**Goal IIc: English Language Development**

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All students will have equitable access to a high quality English Language Development instructional program. All students, through daily explicit ELD instruction at the students’ proficiency level, will make growth as measured by both the District (ADEPT) and State (CELDT) assessments.

For those students who are currently at Level 3 (Intermediate) in listening and/or speaking, it is our goal to move at least 60% of this population to Level 4 (Early Advanced) giving more students the opportunity to become fluent English proficient by the end of fifth grade. Approximately 65% (142/220) of our students who have been in school 5 or more years (4th and 5th graders) are ELs. Out of this group, 50% (36) achieved CELDT proficiency this past year. Our goal is to have more than 55% of our ELs who have been in school for five or more years, to be reclassified.

**To accomplish this we will:**

- Continue to implement the District’s Systematic ELD plan. All students within the first month of school will be assigned to ELD groups based on their ADEPT and CELDT performance as well as teacher recommendation. The ELD block of instruction (150 min weekly total) will utilize flexible, homogeneous grouping utilizing District ELD materials and content ELD.
- We will ensure that all English Learners receive Systematic Instruction at their specific proficiency. Grade level teams will meet to address student areas of need. They will modify existing curriculum on an ongoing basis to ensure that the instructional program is challenging, engaging, rigorous, and aligned with content and performance standards. Supplemental ELD instruction, infusing ELD instruction within content (Social Studies, Science, etc.), best practices, materials, and approaches will be provided to English Learners students based on individual needs.
- Use student data to drive instruction and improve academic achievement. Teachers and staff will monitor students’ ELD performance on the CELDT, ADEPT, and other lesson assessments and observations. As student data becomes available, groups and instructional focus will be adjusted as needed.
- Frontload key vocabulary, stress word knowledge, vocabulary development, and background knowledge and continue to incorporate GLAD, Thinking Maps, Frontloading, standards test practice, and Specially Designed Academic Instruction in English (SDAIE) strategies into OCR and other content area lessons as needed.



- Teachers will be encouraged to participate in professional development opportunities given by the District that focuses on best practices for English Learners and the new ELD standards. Provide additional targeted professional development as directed by the District.
- Ensure that students use instructional technology to support their English language development.
- Provide students who are performing at the lowest proficiency levels (Beginning and Early Intermediate) additional individualized computer-based learning opportunities before, during, and after school utilizing *Imagine Learning*.
- Conduct meetings and provide training for parents to inform and assist them with test results, programs, resources, and services for English Learners.
- Provide newcomers to our country in grades 2-5 with additional English language support delivered by our Rtl teacher.

## Goal IId: Mathematics

In Mathematics, all students will have equitable access to a high quality curricular and instructional program that is accessible from school and home. All students will have the foundational skills necessary to be successful in algebra.

In order to build a strong foundation in mathematics (and for our students to be successful in algebra in middle school), by the end of the school year, at least 60% of our primary students in K-1 will score at the Proficient level on the District Benchmark test in Mathematics. By the end of the school year in grades first through fifth there will be a 10% increase in the number of students scoring proficient between subsequent Math Benchmarks (MAP).

To ensure that all students meet grade level CCSS, we will continue to fully implement the District adopted Houghton Mifflin Program as it applies to the CCSS, as well as, fortify the program with Common Core Units of Study in Math provided by the District and District trainings. All teachers will implement strategies that support students in attaining the CCSS in mathematics at their grade level which will include personalized professional development that will include: continued refinement of the CGI approach, continued professional development that raises awareness of the new standards (and what no longer are standards for the grade level), math units, and how to implement Math Talk throughout lessons. Utilizing research based strategies in mathematics and implementation of CGI, coupled with analyzing student data to inform instruction, will help enable students to connect existing knowledge, construct meaning, elaborate beyond content, and modify their own learning in Mathematics, and be prepared for 21st century careers.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	N/A
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	N/A
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	N/A
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	N/A

### To accomplish this we will:

- Strive for all students to reach proficiency in the Common Core Standards. Teachers will meet regularly with students to discuss progress and set goals as well as communicate with parents as to their child's progress.
- Regularly assess student performance using the Houghton Mifflin unit tests, math unit assessments, ST Math progress, math fluency progress, MAP, and other District's benchmark assessments. Teachers and staff will analyze and utilize the data attained from these assessments to more effectively plan classroom instruction, individualize instruction according to specific students' needs, and to provide intervention and remedial support.
- Students may receive extended learning opportunities throughout the school day as well as before and after school.

- Continue to implement ST Math school-wide. This language-independent software reduces the language barrier to learning math and offers a visual understanding of difficult math concepts through a series of computer activities and lessons. This will continue to be available for students to access at home as well as after school. More effective monitoring by the administration as to individual and grade level progress in ST Math will be a focus. Additional group incentives for classes reaching ST benchmarks will also be implemented.
- Provide professional development on the 8 Math Practices and use of Math Talk. Provide the opportunity for fifth grade to attend the Math Institute professional development.
- Encouraged the staff to participate in professional development opportunities provided by the District and strive for school-wide Cognitively Guided Instruction (CGI) implementation across grade-level by utilizing our CGI teacher-trainer to continue to deliver personalized coaching to teachers throughout the year.  
Ensure that students use instructional technology that supports the development of mathematical skills and understanding.
- Provide opportunities to communicate with parents and offer workshops in order to support the development of their children's mathematical understanding and to instill a love of mathematics.

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

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All Students and staff will work in a healthy, safe, and secure environment that supports learning. This will be measured by annual surveys given to students (CHKS), parents (CSPS), Staff (CSCS) as well as measured by data collected through PBIS at the site level. All parents, staff and students will also participate in an annual school satisfaction survey developed by the school. PBIS will continue to be a focus for our school evolving and improving its implementation based on active staff, parent, and student feedback.

Garfield Elementary will actively seek the participation and involvement of parents and improve the rate of parent participation by 10% in school events, parent meetings, and/or activities each year. Improve and increase communication and interaction between school staff and students' families by utilizing social media (emails, internet, text, school website, etc.)

#### **To accomplish this we will:**

- Continue to support Garfield's Student Council and the development of engaging school-wide events (McTeacher Nights, Carnivals, Book Fairs, Jog-a-Thon, etc.).
- Continue to evolve the PBIS implementation by conducting regular PBIS team meetings to discuss problem solve issues related to discipline, analyze data (surveys, office referrals, suspensions, class *OOPS!* Notes, etc.), make recommendations to the SSC for purchases related to PBIS supplies and incentives, and discuss new suggestions. Monitor and record, student office referrals, suspension and expulsion rates through the AERIES and SWIS systems and actively work with parents to reduce referrals. Discuss results with Staff on a regular basis. Support the PBIS team by providing release time as needed for training, PBIS related tasks, and Check-In-Check-Out duties.  
Support Mental Health counseling as funding permits.
- Provide a clear process to report facilities issues to the custodial staff in a timely manner and monitored by the administration.
- Provide opportunities for parents to participate in school activities, celebrating their children's successes, committees, leadership opportunities, and events that support the school's goal to increase student achievement. Monitor parent attendance rates and compare them to previous attendance rates. Actively seek out parents to participate in school functions and actively involve parents, through school committees and in recruiting. Engage parents as full, accountable partners in the support of their children's education and in the school decision making. Develop parent leadership that enhances the overall school effort to increase student achievement and success with the Common Core State Standards (CCSS). Encourage at least two parent members from each grade level to be actively involved in the PTA, ELAC, DLAC, or SSC. Continue to encourage parents to report highlights of these meetings to the larger community at parent meetings and events.
- Provide grade level workshops that equip parents to support their children's education in school readiness, math, English language arts, and the CCSS. Conduct parent informational meetings to expose them to college requirements, college possibilities, and career opportunities for their children.
- Continue to improve communication in a timely manner between families and school staff through: Bilingual parent meetings (general, SSC, ELAC, GATE), Edulink messages, the School Marque, posters, banners, monthly newsletters, electronic and social communication, individual phone calls, and conferences.
- Continue to foster community partnerships with: Garfield's Community Center and the City of Santa Ana, Turning Point (counseling), Reading Partners (Jewish Federation), CHOC (Breathmobile), Northgate Grocery, Latino Health Access, Puente Dental, local area churches, and other local agencies and businesses. Continue to seek out additional community partnerships that support families in our area.

### **Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Extra Duty (Tutoring/Intervention) (#1103)	TITLE I	\$8,000
Sub Days: Instructional Data Chats, Rtl, Parent Involvement/Support (SST, Rtl, Board of Review) (#1104)	TITLE I	\$17,000
Instructional Asst. Extra Duty: Translation (#2103)	TITLE I	\$2,420
Office Worker Extra Duty (#2403)	TITLE I	\$1,000
Activity Supervisors: child care – parent meetings (#2930)	TITLE I	\$1,000
BENEFITS: 3101, 3202, 3313,3314, 3356,3501,3502,3601,3602,3751, 3752)	TITLE I	\$5,360
Textbooks (#41100) and Other Books (#4200)	TITLE I	
Non-Instructional Consultant (Counseling) (#5865)	TITLE I	\$1,000
Instructional Materials, Supplies, Equipment (e.g. technology) (#4300, #4200, #4400)	TITLE I	\$10,152
Food-Snacks (#4338)	TITLE I	\$1,136
Office Supplies (#4330)	TITLE I	\$1,000
Non-Cap Equipment (#4400)	TITLE I	\$8,000
Transportation: buses for field trips (#5155), Admissions (#5800)	TITLE I	\$7,000
Mileage (#5200)	TITLE I	\$600
Travel/Conferences (#5210)	TITLE I	\$3,500
Maintenance Contracts (#5630)	TITLE I	\$1,050
Print Shop (#5711)	TITLE I	\$5,000
Printing/Parent communication, postal (#5900)	TITLE I	\$1,610
	<b>TOTAL</b>	<b>\$74,828</b>

# Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: **James Garfield Elementary**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Differentiate & personalize core instruction including during small group Workshop time
  - More oral language development practice & academic language during writing instruction
  - Deeper analysis and interpretation of data to inform instruction across all content areas
  - Personalized professional development so teachers have more choices
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Strategic Focus on the 8 Mathematical Practices and sharing of artifacts
  - CCSS Foundational Skills assessments to support small group personalized instruction
  - ESL classes for parents to support their students at home
  - Kindergarten DIBELS and Smarty Ants Early Literacy Computer Adaptive Program (K-1)
  - Professional development in supporting Special Education students in the classroom
  - Using text sets connected to Big Idea and Essential Questions (K-3) across all content areas
  - Text deconstruction to improve reading comprehension
  - Building a college- going climate through motivating students and informing parents of A-G Requirements
- 3) What is your site doing *more of* this year to improve student achievement?
  - Analyzing and interpreting student writing/ extended response assessments as grade levels
  - Student goal setting, planning, and monitoring
  - Incentives for meeting goals in ST Math, Writing, and AR
  - Collaborative Conversations across all content areas
  - CGI Math Coaching Lessons
  - Focus instruction around the six 21<sup>st</sup> Century Skills
  - Project-based learning and presentation using rubrics so students know expectations & receive timely and appropriate feedback
  - Technology classes for parents to improve home/school communication, their computer literacy, and ability to support their children in their education
- 4) What is your site doing *less of* this year to improve student achievement?
  - Whole group instruction and teacher talk
  - Workbooks pages including spelling activities that are not best practices; looking up words in the dictionary and copying definitions
  - Lower-level questioning
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Student Forums to elicit student input about what interests, motivates, and worries them at school
  - Gooru will be used to provide teachers ready access to CCSS aligned Resources, materials and text sets
  - Brain Breaks to help support the need for movement-(eg.Gonoodle.com)
  - 3 students per technological device (iPADs, iPAD minis, Chromebooks-Google Docs)
  - Author's Hall of Fame to Celebrate Writing

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Godinez Fundamental High School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Godinez Fundamental High School  
Vision Statement**

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Godinez Fundamental High School is a community in which all are engaged in academic achievement and character development.

**Godinez Fundamental High School  
Mission Statement**

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**The mission of Godinez Fundamental High School is to provide a safe, supportive environment with clear, consistent expectations and high academic standards.**

**Expected Schoolwide Learning Results (ESLRs)**

<p><b>Godinez Students are Champions of Scholarship Who Are:</b></p> <p><b>Critical and Creative Thinkers</b></p> <ul style="list-style-type: none"><li>* receive and evaluate Information</li><li>* identify problems and formulate solutions</li><li>* appreciate originality and aesthetics</li></ul> <p><b>Effective Communicators</b></p> <ul style="list-style-type: none"><li>* listen actively</li><li>* articulate ideas and thoughts clearly</li><li>* write effectively across the curriculum</li></ul> <p><b>Collaborative Workers</b></p> <ul style="list-style-type: none"><li>* develop interpersonal skills</li><li>* value individuals</li><li>* contribute to the team</li></ul> <p><b>Empowered Learners</b></p> <ul style="list-style-type: none"><li>* develop interests and talents</li><li>* set and monitor goals</li><li>* apply skills and knowledge</li></ul> <p><b>Technology Explorers</b></p> <ul style="list-style-type: none"><li>* research and analyze information</li><li>* present information and ideas</li><li>* adapt to change</li></ul>	<p><b>Godinez Students are Champions of Character Who Demonstrate:</b></p> <p><b>Respect</b></p> <ul style="list-style-type: none"><li>* for self and others</li><li>* for academics and the arts</li><li>* for the environment</li></ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"><li>* in education</li><li>* in personal contact</li><li>* in role-modeling</li></ul> <p><b>Integrity</b></p> <ul style="list-style-type: none"><li>* in words</li><li>* in actions</li><li>* in decisions</li></ul> <p><b>Servant Leadership</b></p> <ul style="list-style-type: none"><li>* by giving of oneself</li><li>* by being a good follower</li><li>* by inspiring others</li></ul> <p><b>Sportsmanship</b></p> <ul style="list-style-type: none"><li>* in setting highest standards</li><li>* in justice and fair play</li><li>* in civility</li></ul>
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**Godinez ESLRs represent a powerful vision and drive the development of our programs and curriculum.**

## **Student Achievement Goals**

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

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#### **School Goal:**

All staff members will work collaboratively to implement a cohesive, effective, school-wide instructional program based on academic standards, the Vision and Mission statements, Expected School-wide Learning Results (ESLRs), test results, and sound, research-based curricular strategies required to effectively implement a standards-based educational program. This schoolwide collaboration will allow GFHS to continue to meet all established student achievement targets during the 2014 – 2015 school year.

#### **To accomplish this we will:**

Communicate the school's vision, mission, and expected student learning results to everyone and use these to drive all curricular and instructional activities, staff development, time and resource allocation and program development. Teachers analyze disaggregated data to identify students in need of intervention.

- Vision, mission, ESLR's posted in all areas, including classrooms and offices.
- All curricular decisions are focused on the vision.
- Staff has reported, through staff meetings and the California School Climate Survey, that they feel that their school is a healthy, safe, and secure environment for students and staff that supports learning.
- A common learning objective that includes level of thinking, lesson content, and proving behavior will guide daily lessons.
- Instructional Leadership Team (ILT), representing all stakeholders, serves as the leadership team to propose and make site decisions.
- Maintain a School Site Council representing all stakeholders, with regular meetings scheduled.
- All students will receive instruction from highly qualified instructional staff. Staff has standardize the use of a posted daily agenda that outlines student objectives, state standards, and activities.
- In order to maintain a clean and well running school teachers and other staff members are asked to complete a yearly survey that details and issues or repairs that need to be made by school and/or district staff. As additional issues arise their is a process in place that enables staff members to report the problem to the office manager who then reports it to the necessary site or district staff for repair.

Tutoring is available for all students in Language Arts, math, social studies, science, and foreign language. The library and the computer labs are available for student use before school, after school, and during lunch. Students have the opportunity to attend a variety of off campus events in collaboration with local colleges and business partnerships.

- AVID is comprised of students who have college-bound potential but represent underserved populations and traditionally will be the first in their family to attend college. There will be an AVID coordinator that organizes the program. AVID materials that support the student academically will be provided. A college going culture will be developed and students will have the opportunity to visit college campuses and to meet the college representatives.
- Tutorials and/or support classes will be available for those students who are not meeting expectations. College tutors will be available for small group tutoring.
- Attendance by ninth grade students at the UCI Saturday Academy of Law.
- All students are encouraged to participate in more than one extracurricular activity. These activities include music, drama, sports, clubs, leadership, pep assemblies, the 9th grade mentor program, and many others. Teachers and other staff members support students in getting involved in both on and off campus groups and activities.
- All students will complete the required a-g course sequence that enables them to be eligible to apply to any college within the California university system. Students are given the opportunity to visit college campuses and participate in other field trips that promote the college going culture.
- Identify and implement effective support strategies and programs (such as SHMOOP) to improve student performance on PSAT/SAT/ACT as well as on AP and CAHSEE exams. Students will also be able to demonstrate College readiness as indicated by the Early Assessment Program (EAP), Measures of Academic Performance (MAP), or Smarter Balanced Assessment Consortium (SBAC) as it is released.
- CAHSEE classes are offered after school and on Saturdays to assist students in passing and in attaining proficiency. Supplemental materials that support student learning, especially English Learners or students with special needs, will be purchased.
- Students are required to complete 10 hours of community service per year prior to graduation. Community organizations and clubs will provide opportunities for service both on campus and throughout the community.
- Seven tutors work with AVID classes (two 12th, two 11th, two 10th, two 9th grade) which are comprised of students who have college-bound potential but represent under served populations and traditionally will be the first in their family to attend college.
- Seniors will apply for and enroll in post secondary education institutions and will show consistent enrollment in that institution into their second year of school
- Seniors will apply for and enroll in post secondary education institutions and will show consistent enrollment in that institution into their second year of school

Students have access to technology in the classroom and through the use of computers in the computer labs, library, and higher education center that are used for support programs which enhance student learning (ie. CAHSEE prep and online tutorial) before school, during lunch, and after school.

- Instructional strategies, including the use of various forms of technology, will be utilized to assess student progress and to actively engage students in the learning process.
- Students and parents can access grades, assignments, test scores, and attendance information through the student/parent portal on aeries, there is also general information available on the Godinez' website.
- iPads and Nooks are available for student use in the Library. This technology is used to support the core curriculum, assist students in doing research for class projects, and to assist students in finding other resources in the library.

Maintaining school wide expectations for learning, behavior and accountability is supported by all members of the learning community (staff, parents, and students). All teachers are part of several Professional Learning Communities (interdisciplinary team, course-alike, department) which meet regularly to improve instructional strategies based on student results on common assessments and benchmark results.

- Staff is held accountable for enforcing school wide expectations including the use of assignment, tardy, and dress code cards, as outlined in the Handbook.
- Students are held accountable for maintaining high standards of student conduct, attendance, and achievement to enhance quality instruction as described in the Handbook. Clear procedures and intervention steps promote accountability. Positive incentives are put into place such as 3.0 and higher GPA assemblies, Grizzly Gear Days, field trips, other motivational programs as needed. Students also receive awards such as the Perfect G award, the Great Grizzly award, athlete of the month, and scholar athlete.



- Training and implementation of Common Core is on-going in all classes. Administrators monitor improvement of teaching and learning throughout the school by providing for regular and frequent classroom observations and teacher feedback. Additional Staff members necessary to support and administer student programs are funded through categorical. The learning director will provide direction to ensure quality teaching and learning in support of eliminating achievement gaps: Learning Director/ Amy Scruton.
- Additional staff members necessary to support and administer student programs are funded through categorical. The ELD coordinator/TOSA will assist in developing and implementing programs which will meet students' academic needs. The focus being on English learners, disadvantaged students and students with special needs. To include data collection, analysis, and site data dialogues to drive instructions, staff development on strategies for English learners. Working with student placement, reclassification, testing, and supplemental instruction and/or assessment as needed. Participation in site leadership committees and parent advisory committees and meetings. ELD Coordinator/TOSA: Annette Jackson
- The counseling department is committed to supporting student achievement, cultivating positive, caring student relations, assessing and advocating student needs, and creating a college-going environment. Additional staff members necessary to support and administer student programs are funded through categorical: Higher Education Coordinator/Counselor - Jimmy Bravo.
- All teachers are part of several Professional Learning Communities (interdisciplinary team, course-alike, department) which meet regularly, during department meetings and modified days that are bundled with staff meeting time, to improve instructional strategies based on student results on common assessments and benchmark results. Teachers will meet to develop learning objectives, common core curriculum and strategies. Promoting the culture and vision of the school.
- Ongoing training is provided for teachers, counselors, and support staff.
- A school committee was formed to assist in the Implementation of Positive Behavioral Interventions and Supports (PBIS) to improve student academic and behavior outcomes. It ensures that all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. These efforts to engage students in school have resulted in the reduction in the number of instructional days lost due to suspensions and expulsions.
- The counseling department is committed to supporting student achievement, cultivating positive, caring student relations, assessing and advocating student needs, and creating a college-going environment. Additional staff members necessary to support and administer student programs are funded through categorical: Counselors - Veronica Chavez and Elizabeth Castro.

## Goal IIa: Reading Across the Curriculum

### School Goal:

Common reading expectations and strategies will be utilized to provide a coherent, rigorous, standards-based instructional program. Consistent with SAUSD non-negotiable instructional goals for 2014 – 2015, all students will increase their CST scale score in Language Arts by a minimum of 5% and 70% of all students will receive a grade of C or better in their Language Arts class. These common reading expectations and strategies will continue to be a focus during the 2014-2015 school year.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	5%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	5%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	5%
Schoolwide will increase percent proficient on Benchmark ELA by:	5%

**To accomplish this we will:**

Common reading comprehension strategies will be utilized in all classrooms. Common instructional strategies, such as Cornell note taking, Thinking-Maps, and vocabulary building will be utilized school-wide. Teachers analyze student performance trends. Use disaggregated data to target specific student subgroups for intervention and remediation. Determine specific areas of need to be addressed, collaborating to improve/modify instructional strategies.

- ELA benchmark assessments will be administered twice a year. CAHSEE prep materials will be incorporated in the tenth grade language arts classes the month before the test.
- All students will have equitable access to a high quality curricular and instructional program that is accessible from school and home. Department-wide pacing charts and alignment to standards have been established and will be adjusted based upon student data.
- School-wide summer reading program has been established. All Godinez students read the same book and complete an assigned worksheet over the summer. The first week of school the students are held accountable in their language arts classes for completing all related assignments. Activities in all classes support and enhance the summer reading program. Books are purchased for all students.
- All departments incorporate reading strategies to ensure students access to their curriculum.
- Analyze student performance trends. Use disaggregated data to target specific student subgroups for intervention and remediation. Determine specific areas of need to be addressed, collaborating to improve/modify instructional strategies.
- CAHSEE data/cluster reports will be reviewed by 10th grade teachers. Teachers will focus on key standards in each area of need to assist students in scoring proficient on the CAHSEE.
- Common Core materials, curriculum, and pacing guides will be provided as resources are made available.

Tutoring is available for all students in Language Arts, math, social studies, science, and foreign language to support student achievement. The library and the computer labs are available for student use before school, after school, and during lunch. Students are given the opportunity to visit college campuses and participate in other field trips that promote the college going culture.

- The library will provide support for student reading through providing a wide variety of classic and contemporary literature, magazines, newspapers, and online information.
- Tutorials and/or support classes will be available for those students who are not meeting reading expectations.
- Attendance by ninth grade students at the UCI Saturday Academy of Law.
- Extra credit opportunities are given in core curricular areas through movie nights, afterschool book clubs, field trips, etc.
- Students are given the opportunity to visit college campuses and participate in other field trips that promote the college going culture.
- Encourage reading for pleasure with after school reading club. Incentives/rewards will be available for students to support reading for pleasure.

Students have access to technology in the classroom and through the use of computers in the computer labs, library, and higher education center that are used for support programs which enhance student learning (ie. CAHSEE prep and online tutorial) before school, during lunch, and after school.

- Instructional strategies, including the use of various forms of technology, will be utilized to assess student progress and to actively engage students in the learning process.
- Nooks and iPads will be used to encourage reluctant readers. These can be used in the library, during the school day, during the reading club, and/or during an after school reading class.
- All students will have routine access to internet-enabled technology at school and at home

Parents and community are regarded as partners in providing opportunities for students to achieve content and performance standards.

- Regular updates are provided to parents about individual student achievement through parent/teacher/counselor conferences and other home/school communication.
- Structure and implement regular parent meetings with an emphasis on effective communication. Such meetings include Principal's Coffee Chat, ELAC, PTSA, and SSC.

**Goal IIb: Writing Across the Curriculum****School Goal:**

Common writing expectations and strategies will be utilized to provide a coherent, rigorous, standards-based instructional program. Consistent with SAUSD non-negotiable instructional goals for 2014 – 2015, all students will increase their District Writing Assessment (DWA)

scale score in writing by a minimum of 5% and 70% of all students will receive a grade of C or better in their Language Arts class. These common writing expectations and strategies will continue to be a focus during the 2014-2015 school year.

**To accomplish this we will:**

Common writing strategies will be utilized in all classrooms. Writing plans are developed and implemented by each department. Common instructional strategies, such as Cornell note taking, Thinking Maps, and vocabulary building will be utilized school-wide. Teachers analyze student performance trends. Use disaggregated data to target specific student subgroups for intervention and remediation. Determine specific areas of need to be addressed, collaborating to improve/modify instructional strategies.

- All students are expected to write clear, coherent, and focused essays that convey a well-defined perspective and tightly reasoned argument.
- Writing plans are developed and implemented by each department.
- Analyze student performance trends. Use disaggregated data to target specific student subgroups for intervention and remediation. Determine specific areas of need to be addressed, collaborating to improve/modify instructional strategies.
- All students will have equitable access to a high quality curricular and instructional program that is accessible from school and home. Department-wide pacing charts and alignment to standards have been established and will be adjusted based upon student data.

Tutoring is available for all students in Language Arts, math, social studies, science, and foreign language to support student achievement. The library and the computer labs are available for student use before school, after school, and during lunch. Students are given the opportunity to visit college campuses and participate in other field trips that promote the college going culture.

- Tutorials and/or support classes will be available for those students who are not meeting grade level writing expectations.
- Extra credit opportunities are given in core curricular areas through movie nights, afterschool book clubs, field trips, etc.
- Students are given the opportunity to visit college campuses and participate in other field trips that promote the college going culture.
- Tutorials in writing strategies will be provided for students who have passed the CELDT, have scored high enough on the CST for two years to be redesignated but have not passed the district writing proficiency test.

Students have access to technology in the classroom and through the use of computers in the computer labs, library, and higher education center that are used for support programs which enhance student learning (ie. CAHSEE prep and online tutorial) before school, during lunch, and after school.

- Students will be expected to utilize available technology (such as databases, graphics, spreadsheets, and turnitin.com) to produce word-processed documents.
- All students will have routine access to internet-enabled technology at school and at home

Staff has the opportunity to meet regularly during modified days as Departmental Professional Learning Communities and/or Interdisciplinary Smaller Learning Communities. Staff also regularly meets on an informal basis to assist each other in the delivery of curriculum.

- Departmental Professional Learning Communities will meet to examine student data and make adjustments to the curriculum and instructional strategies based on the data.
- Interdisciplinary Smaller Learning Communities meet to discuss cross-curricular strategies, student interventions, and student recognition
- Materials to support standards-based writing instruction will be purchased.
- Explore and implement a professional development plan based on a needs assessment survey.
- Teachers will be provided with buy out days that will be used to analyze CAHSEE data by curricular strands and to develop curriculum that can be used within the classroom and after school or on Saturday to assist students in achieving proficiency on the CAHSEE.

Parents and community are regarded as partners in providing opportunities for students to achieve content and performance standards.

- Parents and community are regarded as partners in providing opportunities for students to achieve content and performance standards through support of student learning opportunities (i.e. Tutorials as needed, homework supervision, etc.).
- Regular updates are provided to parents about individual student achievement.
- Structure and implement regular parent meetings with an emphasis on effective communication.

## Goal IIc: English Language Development

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### School Goal:

Godinez provides a comprehensive, standards-based core curriculum grounded on high expectations and accountability for all. Consistent with SAUSD non-negotiable instructional goals for 2014 – 2015, all students, including English Learners, will increase their CST scale score in Language Arts by a minimum of 5% and 70% of all students will receive a grade of C or better in their Language Arts class. These common Language arts expectations and strategies will continue to be a focus during the 2014-2015 school year.

### To accomplish this we will:

All students are expected to succeed with grade-level-appropriate materials in all content areas. Common instructional strategies, such as Cornell note taking, Thinking Maps, vocabulary building, pair share or group activities, and scaffolding of information. Teachers analyze student performance trends. Use disaggregated data to target specific students subgroups for intervention and remediation. Determine specific areas of need to be addressed, collaborating to improve/modify instructional strategies.

- Teachers will utilize instructional strategies in all classrooms to enable students to connect existing knowledge, construct meaning, modify their own learning and be successful in a challenging, standards-based curriculum. Teachers will use learning objectives and student response to check for understanding. Teachers will work in PLC's to implement common core curriculum and strategies. Additional instructional strategies will include, but are not limited to collaborative and academic conversations, scaffolding, thinking maps, vocabulary development, GLAD strategies, audio books, power points, other technology based instructional methods, and literacy strategies within the specific content areas.
- Analyze student performance trends. Use disaggregated data to target specific student subgroups for intervention and remediation. Determine specific areas of need to be addressed, collaborating to improve/modify instructional strategies.
- All departments incorporate reading and writing strategies to ensure students access to their curriculum.
- Through the use of instructional strategies that incorporate common core and scaffolding English learners will be prepared to be reclassified within 5 years of entering the district EL program
- All students will have equitable access to a high quality curricular and instructional program that is accessible from school and home. Department-wide pacing charts and alignment to standards have been established and will be adjusted based upon student data

Students have access to technology in the classroom and through the use of computers in the computer labs, library, and higher education center that are used for support programs which enhance student learning (ie. CAHSEE prep and online tutorial) before school, during lunch, and after school.

- Instructional strategies, including the use of various forms of technology, will be utilized to assess student progress and to actively engage students in the learning process.
- Nooks are engaging and can be used to encourage English Learners to read. Nooks can be used to provide reading material to students that is interesting and engaging at and slightly above their reading ability.
- All students will have routine access to internet-enabled technology at school and at home

Staff has the opportunity to meet regularly during modified days as Departmental Professional Learning Communities and/or Interdisciplinary Smaller Learning Communities. Staff also regularly meets on an informal basis to assist each other in the delivery of curriculum.

- Departmental Professional Learning Communities will meet to examine student data and make adjustments to the curriculum and instructional strategies based on the data, particularly in regards to English Learners.
- Interdisciplinary Smaller Learning Communities meet to discuss cross-curricular strategies, student interventions, and student recognition.
- District approved supplemental grade level materials to support standards-based English Language instruction are used in classroom instruction.
- Explore and implement a professional development plan based on a needs assessment survey.
- The counseling department is committed to supporting student achievement, cultivating positive, caring student relations, assessing and advocating student needs, and creating a college-going environment. Additional staff members necessary to support and administer student programs are funded through categorical: Counselors - Elizabeth Castro.
- Additional staff members necessary to support and administer student programs are funded through categorical. The ELD coordinator/TOSA will assist in developing and implementing programs which will meet students' academic needs. The focus being on English learners, disadvantaged students and students with special needs. To include data collection, analysis, and site data dialogues to drive instructions, staff development on strategies for English learners. Working with student placement, reclassification, testing, and supplemental instruction and/or assessment as needed. Participation in site leadership committees and parent advisory committees and meetings. ELD Coordinator/TOSA: Annette Jackson

Parents and community are regarded as partners in providing opportunities for students to achieve content and performance standards.

- Regular updates are provided to parents about individual student achievement.
- Parents and community are regarded as partners in providing opportunities for students to achieve content and performance standards through support of student learning opportunities (i.e. Tutorials as needed, homework supervision, etc.).
- Structure and implement regular parent meetings with an emphasis on effective communication. Parents are invited to attend "Coffee Chats"/ELAC meetings once a month. These meetings provide parents with information on schoolwide performance, the SPSA, interventions available to students inside and outside of the classroom, grades, attendance, transcripts, college readiness and we also provide guest speakers and other experts on a wide range of parenting issues.

## Goal IId: Mathematics

### School Goal:

Common expectations and strategies will be utilized to provide a coherent, rigorous, standards-based instructional program in mathematics. Consistent with SAUSD non-negotiable instructional goals for 2014 – 2015, all students will increase their CST scale score in math by a minimum of 5% and 70% of all students will receive a grade of C or better in their math class. These common mathematics expectations and strategies will continue to be a focus during the 2014-2015 school year.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	5%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	5%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	5%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	5%

### To accomplish this we will:

A wide variety of research based strategies: Collaborative tasks, essential instructional strategies, and higher order thinking activities have been implemented. All students are taught to utilize logical reasoning inherent in the study of mathematics, which allows for applications to a broad range of situations in which answers to practical problems can be found. Teachers analyze student performance trends. Use disaggregated data to target specific student subgroups for intervention and remediation. Determine specific areas of need to be addressed, collaborating to improve/modify instructional strategies.

- Department-wide pacing charts and alignment to standards have been established and will be adjusted based upon student data. Logical reasoning is expected to be taught in all levels and is assessed through standards based test. In addition, both short and long term projects are completed where students apply this knowledge.
- Mathematics benchmark assessments will be administered every 6 weeks, and Problems of the Day for CAHSEE prep will be given daily.
- Use mathematics benchmark results to identify program strengths and growth areas in order to fully implement research based mathematics instruction aligned to standards in all mathematics classes.
- Analyze student performance trends. Use disaggregated data to target specific student subgroups for intervention and remediation. Determine specific areas of need to be addressed, collaborating to improve/modify instructional strategies.
- CPM (College Prep Math) has been instituted for algebra I and geometry students. The program stresses the use of real world applications in math. CPM students complete a learning log each day that summarizes concepts learned in two to three sentences.
- A common learning objective that includes level of thinking, lesson content, and proving behavior will guide daily lessons.
- Common Core materials, curriculum, and pacing guides will be provided as resources are made available.
- College math tutors will be utilized in Algebra I classrooms to help struggling students.
- All students will have equitable access to a high quality curricular and instructional program that is accessible from school and home. Department-wide pacing charts and alignment to standards have been established and will be adjusted based upon student data.

Tutoring is available for all students in Language Arts, math, social studies, science, and foreign language to support student achievement. The library and the computer labs are available for student use before school, after school, and during lunch. Students are given the opportunity to visit college campuses and participate in other field trips that promote the college going culture.

- Tutorials and/or support classes will be available for those students who are not meeting mathematics expectations.
- The MESA (Math, Engineering, Science Association) connects students with Chapman University, USC and UCIrvine providing students with the materials needed to compete in several engineering and research competitions.
- Students are given the opportunity to visit college campuses and participate in other field trips that promote the college going culture.
- The ACE (Architects Constriction and Engineering) program connects students to architects and engineers and involves them in real-world design projects.

Students have access to technology in the classroom and through the use of computers in the computer labs, library, and higher education center that are used for support programs which enhance student learning (ie. CAHSEE prep and online tutorial) before school, during lunch, and after school.

- Instructional strategies, including the use of various forms of technology, will be utilized to assess student progress and to actively engage students in the learning process.
- Math teachers are looking at the use of smartboards to integrate smartboard lessons into their curriculum.
- All students will have routine access to internet-enabled technology at school and at home

Parents and community are regarded as partners in providing opportunities for students to achieve content and performance standards.

- Regular updates are provided to parents about individual student achievement.
- Parents and community are regarded as partners in providing opportunities for students to achieve content and performance standards through support of student learning opportunities (i.e. Tutorials as needed, homework supervision, etc.).
- Structure and implement regular parent meetings with an emphasis on effective communication.
- Parents are invited to attend Coffee Chats that are held once a month.

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

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#### **School Goal:**

Godinez involves families, other community members, community agencies and businesses in supporting students in their learning. This schoolwide collaboration will allow GFHS to continue to meet all established student achievement targets during the 2014 – 2015 school year.

#### **To accomplish this we will:**

Parents are invited to attend a variety of meetings, workshops, and classes to better support their child's development and learning.

- Progress reports are sent home periodically by all teachers, in addition to the 6-week progress reports produced by the district.
- Explore proven research-based strategies to involve secondary parents in assisting their high school student succeed in English.
- Parent nights are held for various curriculum areas and student programs to explain standards, curriculum, and expectations.
- Edulink, electronic calling systems, will be utilized to inform parents about classroom performance and campus events.
- Parents can access the current grading program (Aeries) to view their student's grades, assignments, and comments from all teachers.

Invite parents to attend a variety of meetings, workshops, and classes to better support their child's development and learning.

- Parent nights are held for various curriculum areas and student programs to explain standards, curriculum, and expectations.
- Progress reports are sent home periodically by all teachers, in addition to the 6-week progress reports produced by the district.
- Edulink, electronic calling systems, will be utilized to inform parents about classroom performance and campus events.
- Parents can access the current grading program (Aeries) to view their student's grades, assignments, and comments from all teachers.
- Explore proven research-based strategies to involve secondary parents in assisting their high school student in being successful.

Parents are invited to attend a variety of meetings, workshops, and classes focused on graduation requirements, college entrance requirements, and career opportunities.

- Parents are informed of the GFHS progressive discipline program for attendance, discipline, and homework, graduation requirements, and how students transition from high school to college during Freshman Orientation, tenth grade counseling, Back-to-School night, Open House, and other parent informational meetings.
- Parents attend 10th grade counseling sessions with their students where the student's academic plan is reviewed and revised, graduation requirements and college entrance requirements are discussed, and ways in which parents can support their children are discussed.
- Counselors invite parents and student to participate in weekly college application late night meetings followed by weekly financial aid application late night meetings. Counselors also host parents and students for Achieving College Financial Aid Night; an informational meeting designed to assist parents and students with college planning and A-G Parent Night; an informational meeting outlining university course requirements.
- Parents are held accountable for their student's attendance and conduct as described in the parent agreement.
- The school has a system for communicating with parents and community members and regards them as partners in the school and its outcomes.
- Parent-teacher conferences are often attended by a team of teachers and a counselor in addition to parents, creating a team approach to supporting student success.
- Parents are invited to attend a field trip to a local college or university. Parents are taken on a campus tour and are presented with information regarding what students need to be accepted into college, financial aid, and college life.
- Godinez has had the second highest percentage of California School Parent Surveys completed and returned the last two years in a row. These surveys have indicated that parents feel that the school is a safe place for their children to be. This has been facilitated through parent meetings where parents are given the opportunity to hear from SAPD on school and community safety. Parents were also given the opportunity to be a part of classroom visitations.
- Parents were happy to report that their children report feeling safe at school. This was supported by questioning students on campus and through the use of the California Healthy Kids Survey (CHKS).

Parents participate as decision-makers in school leadership teams such as PTSA, ELAC, DELAC, and SSC.

- Parents are elected to serve on the School Site Council. All parents are invited to participate in the Parent/Teacher/Student/Association. English Learner parents are invited to participate on, and are elected to, the English Learners Advisory Committee.
- Parents are invited to attend "Coffee Chats"/ELAC meetings once a month. These meetings provide parents with information on school wide performance, the SPSA, interventions available to students inside and outside of the classroom, grades, attendance, transcripts, college readiness and we also provide guest speakers and other experts on a wide range of parenting issues. Each year parents are asked to participate in an annual school satisfaction survey.
- Various parent organizations (PTSA, Booster Clubs, etc.) and advisory committees (ELAC, etc.) are established to provide opportunities for parents and community members to solve problems and make decisions.
- Business partnerships are established with local businesses to provide resources to the school community.
- Community and business members are recruited as advisors who can also provide resources and services.
- Encourage community members to support students with academic tutoring services and higher education services. For example, teachers partner with the heritage museum to provide a variety of hands on learning and volunteer opportunities.
- Some Regional Occupational Programs will be offered on campus while other ROP programs are offered to students on other campuses throughout the city.
- Students pursue a summer law office internship through Project SELF and the Santa Ana City Hall apprenticeship.

## Funding

State and Federal Funding

Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
ELD Coordinator/TOSA (Includes Parent Involvement/Communication): Annette Jackson	Title I	\$151,998.00
Non-Cap Equipment and Materials	Title I	\$75,966.00
Parent Communications/Involvement/Food and Snacks	Title I	\$5,012.00
	Total	\$232,976.00



## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

**School:** **Godinez Fundamental High School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Students complete an A-G data grade tracker each grading period which is located in their student agenda.
  - Teachers assist students in completing the A-G data tracker and assist in monitoring student progress.
  - Modified CAHSEE tutoring calendar to extend number of weeks for students to attend tutoring in both Language Arts and Math.
  - Greater focus on placed on Writing Across the Curriculum.
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Teachers use a common rubric to assess school wide writing in order to maintain a high level of consistency to gauge student writing progress.
  - Classroom walk-throughs focused on academic language and collaborative conversations.
  - Focused parent training on A-G requirements, college and career readiness, the four-year plan, collaborative conversations and academic language
  - Offered credit recovery APEX classes to provide credit deficient students the opportunity to be on track to graduate.
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - In order to align the curriculum with CCSS, there has been an increase of common core based lessons in all content areas.
  - Increased monitoring of student District Writing Assessments (DWA), common writing assessments and student overall writing progress.
  - Teachers are conducting more one-on-one conversations with students regarding grades and their academic progress.
  - Utilized assessment data to identify higher level of needs for special education students to ensure that their IEP's identify these needs.
  - Increased academic support based on students' needs.
  - Classroom walk-throughs focusing on collaborative conversations and academic language.
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Focus has been shifted from Individual student work to a more collaborative and project based learning.
  - As a result of the state's reduction on state testing, there is less test preparation instruction.
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - School-wide summer reading program will imbed cross-curricular writing
  - Increase the use of technology in instruction with Chrome Books and iPads.
  - Investigate, identify and implement new ways in which to increase the use of technology in daily instruction.
  - Working with community partners to raise funds for school-wide technology increase.
  - Incoming 9<sup>th</sup> grade students are provided homework assistance in order to help them have a better understanding of what is expected from them in high school.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Greenville Fundamental Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Greenville Fundamental Elementary School  
Vision Statement**

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Staff and Parents of Greenville School are committed to a K-5 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**

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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.

## Student Achievement Goals

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

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Greenville Fundamental will continue to demonstrate distinction through high academic achievement and maintenance of high expectations for all its students. The selection of staff will include Highly Qualified teachers (who meet the state criteria) who strive to provide consistent, rigorous curriculum to all students. Our goal is:

- \*Students demonstrate the knowledge, skills and values necessary to become productive in the 21st century
- \* All students will have equitable access to high quality curriculum and instructional program that is accessible from home and school
- \*All students and staff work in a health, safe, and secure work environment that supports learning

Parents will continue to support student learning through their involvement in the academic program and progress of students.

Teachers will be trained in the strategies to further transition to the Common Core Standards, as well as the use of technology-aligned instructional techniques to provide engaging and purposeful instruction. These techniques and strategies will help the students improve their performance and meet or exceed the state and local standards in: a) ELA Literary Response and Reading Comprehension. b) Writing Strategies to increase communication and voice throughout content areas and genres. c) English Language development and acquisition in all academic areas. d) Math and Science experiential curriculum designed for problem-solving and analysis of authentic data, preparing for college and career readiness.

#### To accomplish this we will:

- Greenville Fundamental will continue to educate students to be college and career ready by Identifying and supporting all students to reach the District Benchmark Advanced or Proficient Levels, or increase by one level by the end of the year.
- Students will be recognized for outstanding performance in progress toward proficiency on standards.
- Use targeted data from Illuminate for the identification of nonperforming students.
- Address under-performing students with academic or social concerns through Student Success Team (SST) process and the use of school wide PBIS (Positive Behavior Intervention Strategies)
- Weekly school-wide staff, collaboration, or grade level meetings to support the identification, monitoring, and discussion of data in order to identify key strategies.
- Provide training and materials to support teachers in addressing school wide instructional goals.
- Use intervention and support strategies and programs like Mind Math, Accelerated Reader, and intervention groups across all grade levels.
- Establish a culture of reading across the genres and content areas to build upon critical thinking skills.
- Writing lessons incorporating student friendly rubrics, writing frames, thinking maps and collaboration.
- Parent involvement in the student's daily learning, communication of school goals and academic philosophies, parent trainings, and access to technology and library facilities.
- Increase parent involvement and increase after school learning opportunities: provide newsletters, bulletins, notices on the marquee and extend phone messages to keep parents and community informed in English and Spanish. Continue to provide our after school Science2U and Think Together supplemental enrichment programs.
- Teachers and administration will analyze data to reflect Greenville's school-wide focus: Continue administration and teacher data chats as well as teacher student data chats to discuss academic focus and goal setting.
- Teachers will continue to implement "Best Practices": continue the implementation of student engagement strategies, teacher collaboration in the grade level on the implementation of writing instruction and the scoring of the district writing proficiency test, and differentiated instruction for English Language Learners using Quality Teaching for English Learners (QTEL) across the curriculum.
- Administration and teachers will analyze district and state assessments to improve instruction. Continue to provide training to analyze student data. Grade levels will meet monthly to analyze data provided by weekly unit assessments along collaborative projects.
- Implement Illuminate to provide tools needed to analyze state and local assessment data, teacher created tests and demographic information together in one location. The use of this data will drive instruction.

- Administrators, Curriculum Specialist or teachers will continue model different lessons, such as "CLOSE Reads" and writing "Text Dependent Questions" to help with Depth of knowledge, as well as support the implementation of Common Core units through modeling and coaching. In addition, teachers will strengthen student's use of Collaborative Conversations using more Academic Language and higher level questioning.
- Greenville will implement Positive Behavior Intervention strategies (PBIS) along with a second focus on Youth Development to help motivate students beyond elementary. Social skill groups and counseling will be offered to those students that need opportunities to work on specific behaviors.

## Goal IIa: Reading Across the Curriculum

All Greenville students will improve their reading and understanding, and demonstrate their comprehension by using Academic Language and by writing complete and coherent sentences in all content areas. Students will be proficient readers by the end of the 3rd grade. Students in grades K-3 will be utilizing the DIBELS assessment as a mean for monitoring progress in Reading Readiness and Reading, along with comprehension. Students in grades 4-5 are utilizing the Renaissance Enterprise, as a means for monitoring progress in Reading. Standards-Based Mini- Assessments in grades 2-5 from the OCR stories and grade-level reading content. District Benchmark that will given in grades 1-5 in the area of English Language Arts that will include a writing response to measure common core standards. Use of MAP Survey Tests to monitor students in the areas of Reading and Language

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10%
Schoolwide will increase percent proficient on Benchmark ELA by:	10%

### To accomplish this we will:

- Sub-group proficiency goals above, the District will not being CST as an assessment measure. The District approved usage of District Benchmarks as a measure of growth.
- Alignment of Instruction, Strategies and Materials with Content Standards: implementation of Open Court with an emphasis on the California
- State Standards utilizing "Replacement Units" and strategies provided by the District.
- Teachers will continue to follow the districts pacing guide. Continue to implement AR grades K-5 to help with student reading fluency and comprehension so they can increase their reading level.
- Extended Learning Opportunities: using data for students identified at-risk, who will receive additional instruction in ELA in small group pull-out by credentialed teachers using research based interventions such as 6 Minute Solution, SIPPS, OCR Intervention, Read Naturally and Rewards.
- Increase Access to Technology: provide students with integrated lessons that will help meet the technology standards for their grade level. They will continue to do AR in their classrooms as well as the computer lab. Grades K-5 will commit to participating in the MIND Institute math program. Students will participate in integrating technology during computer lab time as well as in their classroom.
- Staff Development and Professional Collaboration will continue in the following areas: Common Core Academic Language, Student Engagement, and data analysis, MIND Institute, along with researched based intervention programs for struggling students and Structured Language Practice and sentence frames to improve instruction for our EL learners.
- Involvement of Parents and Community: Greenville will hold parent meets to explain the reading of the Star data reports, how parents can help their students at home. Parents are welcomed to volunteer in the classroom and here at school. Parents attend parent meetings to discuss their child's progress.
- Refined training and support of staff in Peer Assisted Learning Strategies (PALS) and Six Minute Solution (Gr. 1-3) and Six Minute Solution as reading intervention with older students.
- Extended learning opportunities through incentives aligned with Accelerated Reader program, MIND Math online home access, and technology skills (Type to Learn).

## Goal IIb: Writing Across the Curriculum

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All students will work toward meeting or exceeding proficiency standards at grade level in the area of writing through the implementation of *Write from the Beginning*, supplemented by District writing lessons and established Best Practices at each grade level. Writing will be infused across the curriculum throughout the instructional day in other content areas such as Math.

Students in grades K through 5 will take the District writing assessment that is administered three times a year. The goal is that all students will meet proficiency or advanced in the area of writing. Those students not meeting proficiency standards in writing on the first benchmark will show growth by at least one level as measured by the end of the year writing assessment or the third benchmark.

Students will continue to work on "Extended Response" in writing on both Math and ELA district benchmarks.

English learner subgroup will increase percent proficient on CST ELA by (District Benchmark) English Learners will continue to receive support at their language level, established by CELDT, through explicit instruction in language structures along with support and scaffolding to help guide them in their writing and accessing the core curriculum.

The goal is that these students will move at least one level a year as they move towards proficiency.

### To accomplish this we will:

- Alignment of Instructional Strategies and Materials with Content Standards : Teachers will implement the OCR writing program supplemented by *Write from the Beginning* and the SAUSD Writing Program covering the domains of writing in a consistent manner with high standards across the grade level aligned with the state standards. Teachers will continue to use *Thinking Maps* in all writing. Teachers will be given release time to observe colleagues using Best Practices, and will implement Writers Workshop in their classroom. The SAUSD revised "Writing Binder" is to be used by all teachers to help guide them with different writing genres for the individual grade-levels. In addition, an effort will be made to have staff development in the areas of writing using the District Writing Binder, with the implementation of the Common Core Standards.
- Extended Learning Opportunities: Beginning in 1st grade students are guided in writing a report which is grade level appropriate. Each grade level meets and agrees on the project.
- Increase Access to Technology: Teachers will continue to use technology in the classroom to offer comprehensible input for students. Student will continue to use technology to write reports or create power point which include visuals. In addition, we will continue to implement Accelerated Reader schoolwide to motivate students to read more, increasing their vocabulary and understanding.
- Staff Development and Professional Collaboration: Teachers will be offered additional district sponsored writing training to help them aide students in organizing their thoughts to improve their writing across the curriculum. Teachers will collaborate after analyzing student's performance on district writing assessments and other writing assignments. Teacher will develop lessons and implement instructional strategies to improve student writing. If available, teachers will participate in opportunities for staff development in the areas of Writing as presented District Curriculum Specialist.
- Involvement of Parents and Community to raise funds to enhance technology in the classroom.

## Goal IIc: English Language Development

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### School Goal:

Through explicit ELD instruction at the appropriate level of instruction for each student, along with Structured Language Practice, and sentence frames for EL students' adequate yearly progress will be made and satisfactory progress will be made each trimester toward meeting and exceeding proficiency in English language development. At Greenville English Learners will:

Reclassify within 5 years of entering program at Greenville

AMAO 1 which looks at Annual progress in learning English based on CELDT performance (2 years of data needed) the goal will be (based on 2014 CELDT Data)

AMAO 2 which looks as attaining English proficiency on the CELDT (2 years of data needed) the goal will be (based on 2014 CELDT Data)

AMAO 3 which looks at Adequate Yearly Progress for EL subgroup as measured by (based on 2014 CELDT Data)

## To accomplish this we will:

- Alignment of Instruction, Strategies and Materials with Content Standards: Teachers will provide all English Learners with differentiated instruction across the curriculum to address various levels until students are reclassified as Fluent English Proficient. EL students will be provided with equal access to grade level curriculum by using appropriate instructional strategies that will provide comprehensible input such as QTEL (Quality Teaching for English Learners), GLAD, Thinking Maps etc. In addition, Language and Content Objectives will be posted for all lessons to address what outcomes students are expected to meet. Sentence frames will be posted to help students respond to questions as well as to question while participating in "Collaborative Academic Conversations" and work collaboratively. We will continue to offer 30 minutes of structured English Language Lessons will be presented on a daily basis, addressing students' specific levels (3 levels according to new English Language Learner Standard).
- Extended Learning Opportunities for identified under-performing 4th and 5th grade EL students who will receive additional instruction in the area of English Language Arts in small group pull-out during their workshop time or after-school if permitted.
- Increase Access to Technology: Continue to use technology in the classroom to offer comprehensible input for students. Students will continue to use technology to write reports, create power point presentations, with visuals, and continue to use Renaissance Learning to motivate students to read more. Students beginning in Kindergarten will work on typing skills and finger placement to improve their ability to maneuver through technology. Instructional equipment, enhanced technology, and supplemental materials may be purchased to further English Language Development.
- Staff Development - Staff will continue to be offered training and opportunities for collaboration in the area of ELD. We will continue to be trained in QTEL and "Thinking Maps" to help EL students organize information in a meaningful way. Teachers will utilize different "talk strategies" to assist in the implementation of Collaborative Conversation across the curriculum which will provide more opportunities for students to converse with each other and negotiate meaning of content. .
- Involvement of the Parents and Community with our ELAC committee, and continue to provide all information in both English and Spanish to our parents. Teachers will meet with parents at least once a trimester to discuss their child's progress and upon parent request.

## Goal IId: Mathematics

All students will work toward meeting or exceeding proficiency standards at grade level in the area of Mathematics through the implementation of Houghton Mifflin and other supplemental materials that will help students access the State Adopted (Common Core) Standards. In addition, teachers in grades 4 and 5 will administer three replacement Units and in grades K-3 they will administer one mini unit, that are written using the Common Core Standards to assist students in developing a strong conceptual understanding of mathematics.

Students in grades 3 through 5 will be taking the SBAC (Smarter Balance Assessment Consortium) this year as to gather information to form our Baseline data. The goal is that students will achieve proficiency along with students in the sub-groups of EL, Socio-Economically Disadvantaged, and Hispanic/Latino.

Finally, students in grades K through 2 will take the District Benchmark in the area of Math three times this year. The goal is for students (K-2) who did not achieve proficiency or advanced will grow at least one level between the 1st and the 3rd benchmark at the end of the year. Students in grades 3-5 will take MAP Survey Assessment three times a year. The goal for students (3rd-5th) who did not achieve proficiency or advanced will grow at least one level between the first and the final assessment at the end of the year.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10%

English learner subgroup will increase percent proficient on CST Mathematics by

RE: CST Proficiency Goals. District approved benchmarks will be used to measure proficiency and growth.

English Learner, Socio-Economically Disadvantaged, and Hispanic/Latino sub-groups will increase the number of students that are proficient

or advanced from the Beginning of the year to the end of the year Math Benchmark for grades K-2, and the MAP assessment will be used for grades 3-5. The Baseline for SBAC will be taken in the spring 2015.

**To accomplish this we will:**

- Alignment of Instruction, Strategies and Materials with Content Standards: Teachers will analyze results of chapter, and unit math assessments to plan subsequent instruction.
- Extended Learning Opportunities: For our 4th and 5th grade excelling math students they will have the opportunity to participate in the after school math club which competes in the district and county math competition. All students in grades in K-5 will be using the computer program MIND Institute (Jiji) to help improve math skills.
- Students will use instructional technology to motivate and support the knowledge and development of mathematical skills K-5 graders will use the computer program MIND Institute (Jiji). Mind Institute ST Math software in a non-language-based method offering a visual understanding of difficult math concepts through a series of computer activities and lessons. Students will be able to access this program at home as well, and will be able to work on it during winter and summer breaks.
- Teachers will be given opportunities to participate in Professional development: K-5th grade teachers will participate in training for the implementation of Jiji (MIND INSTITUTE).
- Parent and Community will be invited to participate in Family Math and Science Night as funding allows. Parents will be offered workshops on how they can help their child improve their math skills at home. Parent workshops will be offered to explain the Common Core practices and philosophy.

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

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**School Goal:** Parents will participate in all aspects of the school, including committees such as ELAC, PFO, and SSC. In addition, parents will attend meetings such as parent/teacher conferences, AIPs, SST'S and IEP'S and receive ongoing bilingual communication on student progress. Parents will also be invited to attend Literacy Workshops to help their students improve in fluency and comprehension. The Greenville instructional focus will be communicated through a parent pamphlet and parent meetings (SSC, ELAC and PFO). Parents will receive the Greenville Newsletter three times a year to communicate important school events and information.

**To accomplish this we will:**

- Increase Parent Involvement by welcoming parent volunteers in the classroom and at school to assist with school functions. Parents are encouraged to participate in SSC, ELAC and PFO as well as attend IEP and conference meetings regarding their child's progress. Parents will be encouraged to participate in Family Math and Science Nights, Literacy Night. We will provide information on district and community programs and parent training to our families.
- Continue effective communication with parents through school website, newsletter, weekly bulletins, and phone messaging system (Edulink).
- Provide workshops and/or Parent training (site or district sponsored) that equips parents to support children's education in school readiness, Math, and English language Arts. Discuss with parents what it means to be citizens in the 21st century, along with topics such as what children need to do in order to re-classified from LEP to FEP (As funds are available)
- Continue to improve communication between families and school staff through bi-lingual monthly meetings (general, SSC, ELAC, GATE) Edulink messages, newsletters, individual phone calls and conferences as needed in a timely manner.
- Parent Recognition: Greenville staff has an annual Parent Appreciation Tea to thank parents for their participation and assistance. We also honor one parent at the districts Parent of the Year Celebration.

**Funding**

State and Federal Funding
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Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
Materials and Supplies	Title I	\$10,692
Turning Point - Counseling	Title I	\$1,200
Lexia	Title I	\$3,300= 30 student
Intervention Substitutes	Title I	\$23,040=96 days of
Extra Duty - Computer Lab	Title I	\$2500
SST Facilitators	Title I	\$1750
DIBELs Support for Teachers and Students	Title I	\$1,020
Communication for Parents	Title I	\$1,459
Extra Duty-Classified Staff	Title I	\$1,500
Data Chats - Administration with Teachers	Title I	\$4,300=18 substitute (36
Catering	Title I	\$1000.00
Release time for teacher	Title I	\$2,400=24 days x 120
Printing Costs	Title I	\$3877
Grade Level Leader Planning Meeting	Title I	\$1,440
Non-Cap Equipment-Computers	Title I	
Extra Duty-Teachers	Title I	\$2,250
TOTAL		<b>\$66,351 (Includes benefits)</b>

# Santa Ana Unified School District

1 Page Questionnaire for Board

School: **Greenville Elementary School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Instructional Strategies shifts from direct instruction to collaboration
  - More varied of use of technology, and homework that reflects CCSS and units
- 2) What is your site doing this year that is considered *new* to improve student achievement?

Technology resources:

  - Typing Club to prepare for technological expectations of the SBAC test.
  - Extended Computer Tech's work schedule to work with students after school.
  - Two upcoming mobile laptop computer carts to increase access to technology

Teacher collaboration

  - Collaborative approach to scoring student benchmarks and examining instructional implications
  - Data chats are done with entire grade level as one group with support of district MTSS staff instead of teacher to administrator
  - Incorporating instructional strategies into classroom instruction based on results of benchmark extended response teacher collaboration

Assessments

  - Renaissance Place STAR testing for universal screening and progress monitoring of 3-5th grade students
  - District benchmarks include extended response writing section
- 3) What is your site doing *more of* this year to improve student achievement?
  - Training on ST Math/MIND Institute; more ST Math "homework" assigned
  - Primary resource materials such as articles, videos, audio clips and pictures.
  - Increased use of manipulatives and hands on activities, student collaborative conversations, weekly PBIS raffles (instead of monthly)
  - Grading rubrics for writing across the curriculum to assess student learning
  - Mild to Moderate teacher push-in to general education classrooms
- 4) What is your site doing *less of* this year to improve student achievement?
  - RSP Student pull-out from core instruction
  - Less Teacher talk and direct teacher driven instruction
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Teacher release for collaboration to analyze data by grade level
  - Flexible staff development options
  - Utilizing open ended student writing as part of assessment not only in benchmark assessments, but classroom assessments
  - Deeper data analysis to evaluate effectiveness of interventions and/or support resources including technology-based programs and assessments

## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: **Lorin Griset Academy**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - All departments participate in CCSS trainings and actively collaborated with Alternative Education's Certificated Learning and Achievement Specialist to address the implementation of the CCSS.
  - English department unites forces with all content area departments to focus on the implementation of Collaborative Conversation strategies to support all students, especially English Learners (EL) interaction with course content.
  - Offering one section of CAHSEE intervention with one-to-one interactions with an English teacher to specifically support literacy development for struggling readers, ELs, and students with disabilities (SWD)
  - Teachers design creative and engaging lesson plans to present career and higher education information to all enrolled 10<sup>th</sup>-12<sup>th</sup> grade students during their seminar class.
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - The Positive Behavior Interventions Supports (PBIS) team collaborates with all staff to improve the school's progressive discipline and attendance policies by revising school-wide expectations on campus and in classroom, in effort to increase instructional time and shared responsibility in supporting continued positive school culture.
  - To ensure all our students receive equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and increase engagement in school and the community, we are establishing an annual youth summit that provide students the opportunity to explore and venture their leadership in the community by engaging in intellectual dialogue amongst their peers and community members.
  - Parents and community have access to the library during the instructional day to build a partnership in community and offer parent workshops and forums that support student learning while increasing parental opportunities to engage with their children on campus and at home.
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - To support our Western Association of Schools and Colleges (WASC) accreditation three-year review, we are structuring departmental and focus team meetings on modified days
  - We are increasing the sections of on-line core subject opportunities for our students who excel in an independent learning environment.
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - The school will reduce the number of interruptions to the classroom instructional time by finding other creative ways of continuing to focus on recognizing student achievement and celebrating successes.
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Lorin Griset Academy is implementing a College and Career Readiness (CCR) Strategic Plan to address all students with a greater knowledge of college and career opportunities to grow in their understanding, planning and success in the future after high school.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Lorin Griset Academy**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Lorin Griset Academy  
Vision Statement**

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Alternative Education is a life saver for teenagers who have difficulties succeeding in large learning environments. We work together as professional educators to develop strong relationships with students, parents, and the community to establish a sense of unity designed to build and promote a shared vision.

Lorin Griset Academy's vision is that all students will recover their credits with sufficient proficiency and the skills necessary to be productive members of the community, and of a global society. We strive to produce academic achievers and responsible citizens by addressing the special academic, social, emotional, and physical needs of all students.

**Lorin Griset Academy  
Mission Statement**

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Lorin Griset Academy will provide students aged 16 through the 12th grade throughout the district the opportunity to participate in a comprehensive, yet individualized, program of study within a small-school setting. This offers students the opportunity to recover deficient credits and pass the CAHSEE in order to graduate or return to their home schools. Every member of the faculty will collaborate in order for each student to achieve academic success.

## Student Achievement Goals

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

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Lorin Grisnet Academy aims to provide rigorous, focused learning opportunities in a small learning environment, which is personalized to meet students' academic needs. We provide a nurturing, safe, and structured environment that fosters pride, inspires excellence, nurtures critical thinking skills, and promotes respect. We work with our students to cultivate social skills and values, encourage positive character, form strong relationships, and become contributing members of society. The staff at Lorin Grisnet Academy participates in meaningful professional development activities and articulation, collaborates with parents, community members, and higher education leaders to ensure college and career readiness for all students.

#### To accomplish this we will:

Course instruction will be aligned to the 45-day pacing guides. Instructional strategies and materials will be appropriately used so that students can successfully complete courses which lead to the completion of high school graduation requirements.

1. Create and maintain a positive school culture through implementing PBIS that enables students to reach high standards in attendance and behavior and strengths social-emotional well being.
2. Maintain a clean and orderly school environment supporting the goals of PBIS.
3. Support the development of 21st Century Skills through the daily Advisement Class.
4. Review data and ensure that the Common Core State Standards are implemented through the 45-Day Curriculum Maps.
5. Provide incentives that promote academic excellence.
6. Meet quarterly with the Academic Focus Team to review the school's academic program.
7. Provide group and individual presentations on planning for post-secondary college and career life.
8. Research and purchase a character-based literacy program and train teachers for its appropriate use.
9. Supply needed instructional materials.
10. Utilize Illuminate to allow analysis and interaction with state, district, and classroom assessment data against demographic and administrative data to create effective instructional programs, identify areas of need, and develop plans for improving student achievement.

Appropriate levels of support and resources will be provided for students so that they have a variety of relevant extended learning opportunities available to them. These extended learning opportunities will provide students with ways to prepare for the successful completion of the CAHSEE and to receive structured support to help them pass their classes.

1. Maintain and strengthen our leadership advisor/advisee structure fostering close ties to academic, social, and emotional development by providing a variety of school activities and clubs encouraging all students to participate.
2. Benefits for extra duty pay.
3. Offer Regional Occupational Programs to students in a variety of fields.
4. Provide support for students in the areas of conflict and anger resolution.
5. Provide formal and informal tutoring.
6. Provide opportunities for students to participate in field trips that encourage positive attendance, appropriate behavior, academic achievement, and exposure to out-of-school learning opportunities.
7. Provide tutoring, counseling, mentoring, health and fitness, leadership development, and community advocacy opportunities through collaboration with business and community service partnerships.
8. Provide opportunities for students to participate in CAHSEE Prep Workshops after school.

Students will be provided with increased access to a variety of technological resources that will assist them in meeting their course objectives, and teachers will be provided with reliable technological resources that will enhance their instructional program and support them as they work with students to successfully meet their course objectives.

1. Purchase and maintain laptop carts for classroom use.
2. Provide opportunities to complete classes in an on-line learning platform, including needed technology.
3. Continue to build a well supplied and supported computer lab.
4. Purchase appropriate material and technology to provide students with the supporting documents and career-planning tools needed to make an informed decision regarding their post secondary plans.
5. Utilize Illuminate to allow analysis and interaction with state, district, and classroom assessment data against demographic and administrative data to create effective instructional programs, identify areas of need, and develop plans for improving student achievement.
6. Provide needed infrastructure to support technology on campus.
7. Research and purchase appropriate site licenses.

Multiple opportunities will be afforded the staff for collaboration and professional development. These experiences will be designed to support teachers as they work to help students successfully meet their course objectives.

1. Provide monthly professional learning opportunities for all departments focusing on data analysis, effective instructional strategies, and understanding of Common Core State Standards to improve instruction, assessment, and accountability.
2. Revise and update current school safety plan and provide training for teachers and staff in the area of emergency and crisis response.
3. Provide teacher release time to visit other sites to broaden exposure to instructional strategies.
4. Train teachers on student engagement strategies and classroom management.
5. Support on-going training for faculty and staff regarding use of available technology.

**Goal IIa: Reading Across the Curriculum**

All Lorin Griset Academy students will improve their skills in reading, writing, listening, and speaking. Opportunities to read narrative, expository, persuasive, technical texts, and various pieces of literature will be provided for all students. A school-wide focus on academic language and vocabulary development will be implemented, and all students will be provided with the tools to pass the California High School Exit Exam (CAHSEE). Small schools and LEAs with fewer than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools and LEAs met the adjusted percent proficient criteria using a confidence interval methodology.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	n/a
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	n/a
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	n/a
Schoolwide will increase percent proficient on Benchmark ELA by:	n/a

**To accomplish this we will:**

All reading/writing instruction will be aligned to the California Standards. English Language Arts courses will be structured in order to support students to pass the classes required for high school graduation. Students will successfully complete the English Language Arts portion of the CAHSEE.

1. Review data and ensure that the Common Core State Standards are implemented through the 45-Day Curriculum Maps.
2. Provide support to classroom teachers through feedback from administrative walk-throughs and opportunities for staff development.
3. Review student performance data on a quarterly basis to determine necessary levels of support.
4. Purchase class sets of novels and other literary sources to support Common Core State Standards-based instruction.
5. Support the development of 21st Century Skills through the daily Advisement Class.
6. Provide the needed instructional materials.

Students will have the opportunity to further develop their English Language Arts skills in a variety of settings beyond the instructional day.

1. Provide tutorial services in English Language Arts before and after school with a focus on CAHSEE Intervention.
2. Implement a comprehensive CAHSEE support plan, including English Language Arts skills, based on identified student needs to increase the CAHSEE passing rate.
3. Provide opportunities for students to participate in field trips that encourage positive attendance, appropriate behavior, academic achievement, and exposure to out-of-school learning opportunities.

Students and staff members at Lorin Griset Academy will have access to technology that allow them to more efficiently and effectively complete the tasks assigned to them.

1. Purchase and implement diagnostic pre/post on-line assessments.
2. Maintain a well supplied and supported computer lab.
3. Purchase and maintain laptop carts for classroom use.
4. Provide opportunities for students to complete classes in an on-line learning platform, including needed technology.
5. Provide needed infrastructure, and maintenance to support technology on campus.

The staff of Lorin Griset Academy will participate in a variety of professional development activities and work collaboratively to more effectively perform duties assigned to them.

1. Participate in professional organizations and visit other programs to observe innovative instructional strategies, materials and implementation of Common Core State Standards.
2. Support on-going training for faculty and staff regarding use of available technology.
3. Provide professional development focused on teaching academic language to increase literacy, writing, and content comprehension.
4. Train teachers on student engagement strategies and classroom management.
5. Support teacher release time to create and revise 45-day pacing guides.

## **Goal IIb: Writing Across the Curriculum**

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**School Goal:** All students at Lorin Griset Academy will improve their English language literacy and reading comprehension through the implementation of a school-wide focus on academic language, vocabulary development and writing skills.

### **To accomplish this we will:**

All writing instruction will be aligned to the California Standards. English Language Arts courses will be structured in order to support students to pass the classes required for high school graduation. Students will successfully complete the English Language Arts portion of the CAHSEE.

1. Use school-wide assessment results to guide instruction and modify daily lessons to support all students.
2. Implement a comprehensive CAHSEE support plan.
3. Implement school-wide writing prompts aligned to Common Core State Standards addressing English Language Arts and the CAHSEE.
4. Utilize Thinking Maps in every classroom to increase critical thinking and writing across the curriculum.
5. Provide needed instructional materials.

Students will be provided opportunities to extend their learning beyond the instructional day.

1. Provide tutorial services in writing during and after school with a focus on CAHSEE Intervention.
2. Implement a comprehensive CAHSEE support plan including writing skills based on identified student needs to increase the CAHSEE passing rate.
3. Support students in preparing for the writing section of the CAHSEE by participating in CAHSEE workshops after school.
4. Support field trips to strengthen academics and broaden horizons.



Students and staff members at Lorin Griset Academy will have access to technology which allow them to more efficiently and effectively complete the tasks assigned to them.

1. Continue to work with the Academic Focus Team and English Language Arts department to evaluate English Language Arts curriculum and recommend web-based curriculum, classroom resources, and supplementary materials.
2. Purchase and maintain laptop carts for classroom use.
3. Provide opportunities for students to complete classes in an on-line learning platform, including necessary technology.
4. Maintain a well supplied and supported computer lab.
5. Provide needed infrastructure to support technology on campus.

The staff of Lorin Griset Academy will participate in a variety of professional development activities and work collaboratively to more effectively perform the duties assigned to them.

1. Participate in professional learning teams geared towards improving instructional strategies for English Language Arts and CAHSEE writing prompts and writing strategies.
2. Participate in meaningful professional development activities and articulation, collaborating with parents, community members, and higher education leadership to increase academic language, vocabulary development and writing skills.
3. Train teachers on student engagement strategies and classroom management.
4. Support on-going training for faculty and staff regarding use of available technology.

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

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**School Goal:** Lorin Griset Academy students will pass 95% of the English Language Arts classes in which they are enrolled. Students will take this information and use it to successfully pass the California High School Exit Exam (CAHSEE). They will use skills taught in these classes in their other classes, in their applications to college, and in preparing for post-secondary college and career opportunities. English Learners will consistently move up one band on the CELDT per year.

### **To accomplish this we will:**

All reading/writing instruction will be aligned to the California Standards. All English Language Arts courses will be structured in order to support the English Learners to pass the classes required for high school graduation. Students will successfully complete the English Language Arts portion of the CAHSEE.

1. Provide access to core curriculum through differentiated instruction for English Learners.
2. Review results of CELDT and other ELA assessments with administration and differentiate instruction to provide multiple opportunities for English Learners to use academic language both orally and in written form.
3. Provide needed instructional materials.

English Learners will have the opportunity to further develop their English Language Arts skills in a variety of settings beyond the instructional day.

1. Provide tutorial services in English Language Development during and after school with a focus on CAHSEE Intervention.
2. Implement a comprehensive CAHSEE support plan including English Language Arts skills based on identified student needs in order to increase the CAHSEE passing rate.
3. Provide opportunities for students to participate in field trips that encourage positive attendance, appropriate behavior, academic achievement, and exposure to out-of-school learning opportunities.
4. Identify English Learners scoring below proficient level and provide support services and/or interventions in all content areas.

Students and staff at Lorin Griset Academy will have access to technology which allow them to more efficiently and effectively complete the tasks assigned to them.

1. Offer small classroom environment by utilizing small group instruction and effective instructional strategies.
2. Purchase and maintain laptop carts for classroom use.
3. Provide opportunities for students to complete classes in an on-line learning platform, including needed technology.
4. Purchase auxiliary material (software or written) to augment classroom instruction and support language development and acquisition in English Learners.
5. Provide needed infrastructure to support technology on campus.
6. Maintain a well supplied and supported computer lab.

The staff at Lorin Griset Academy will participate in a variety of professional development activities and work collaboratively to more effectively perform duties assigned to them.

1. Supply professional development to reinforce the use of Thinking Maps and Common Core State Standards strategies in the classroom to support and improve instructional practice.
2. Provide purposeful, targeted professional development to support teaching and learning for English Learners.
3. Meet collaboratively to share ideas on the effective use of technology in the classroom based on data collected after use of various programs and technology.
4. Train teachers on student engagement strategies and classroom management.
5. Enable support staff to participate in district trainings as appropriate for their areas of expertise.
6. Support on-going training for faculty and staff regarding use of available technology.

**Goal IId: Mathematics**

Lorin Griset Academy will improve student knowledge and skills in mathematics through the use of explicit, strategic data and informed instruction. This will be based on the California Content Standards for mathematics classes as measured by local and state assessments. Small schools and LEAs with fewer than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools and LEAs met the adjusted percent proficient criteria using a confidence interval methodology.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	n/a
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	n/a
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	n/a
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	n/a

**To accomplish this we will:**

All mathematics instruction will be aligned to the California standards. Mathematics courses will be structured in order to support students to pass the classes required for high school graduation. Students will successfully complete the mathematics portion of the CAHSEE.

1. Review data and ensure tha the Common Core State Standards are implemented through the 45-Day Curriculum Maps.
2. Provide support to classroom teachers through feedback from administrative walk-throughs, and staff development.
3. Develop a master schedule conducive to small learning communities that support effective mathematics instruction in the classrooms.
4. Implement various instructional strategies, such as Thinking Maps in lesson preparation and delivery.
5. Purchase hands-on materials, such as manipulatives, in order to strengthen student engagement.
6. Provide needed instructional materials.

Students will have the opportunity to further develop their mathematics skills in a variety of settings beyond the instructional day.

1. Provide tutorial services in math during and after school with a focus on CAHSEE intervention.
2. Implement a comprehensive CAHSEE support plan including mathematics literacy skills based on identified student needs to increase the CAHSEE passing rate.
3. Provide opportunities for students to complete classes in an on-line learning platform.
4. Purchase auxiliary material (software or written) to augment classroom instruction and support mathematics concept acquisition.
5. Provide opportunities for field trips to foster positive school climate and broaden horizons.

Students and staff members at Lorin Grisette Academy will have access to technology which allow them to more efficiently and effectively complete the tasks assigned to them.

1. Utilize standards based supplemental instructional materials, including manipulatives, incorporated regularly into daily classroom activities and lesson plans.
2. Purchase and implement on-line, diagnostic pre/post math assessments.
3. Purchase and maintain laptop carts for classroom use.
4. Provide opportunities for students to complete classes in an on-line learning platform, including needed technology.
5. Include instructional strategies incorporating various forms of technology and math reasoning and computation skills to assess student progress and to actively engage students in the learning process.
6. Maintain a well supplied and supported computer lab.
7. Provide needed infrastructure to support technology on campus.

The staff of Lorin Grisette Academy will participate in a variety of professional development activities and work collaboratively to more effectively perform the duties assigned to them.

1. Work with the Academic Focus Team and mathematics department to evaluate curriculum and recommend mathematics web-based curriculum, classroom resources, and supplementary material.
2. Train certificated staff on Illuminate to be proficient in obtaining student data.
3. Collaborate with other mathematics teachers to discuss the progress of the students and develop strategies to help those students not at the level of proficient or above.
4. Support on-going training for faculty and staff regarding use of available technology.

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

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Lorin Grisette Academy will build a strong, informed, and productive partnership between the school, parents, and community. This will strengthen student academic performance, motivation, attendance, CAHSEE passing rate, graduation rate, and improve parent and community involvement by providing a safe and supportive environment within the community.

#### **To accomplish this we will:**

Lorin Grisette Academy will build a strong, informed, and productive partnership between the school, parents, and community that will support overall student academic performance, and student motivation to support literacy and reading skills.

1. Hold an Open House event that is a celebration of the school year for students, staff and families and provides opportunities for students to demonstrate their learning to parents.
2. Implement an informative Back-to-School Night that is based in the student's homeroom and provides parents with individualized assessment information, transcripts, schedules, and specific strategies to help their children pass the CAHSEE and stay on track to graduate.
3. Conduct quarterly ELAC meetings with a focus on informing parents of instructional programs and support services available.
4. Conduct quarterly new student/parent orientation meetings to familiarize students and parents with Lorin Grisette Academy.
5. Provide parents training to access the Parent Portal on Aeries so that they can track their student's academic progress and attendance.
6. Create a college information center to assist parents in learning about scholarships, college applications, community resources, financial aide, and other relevant information.
7. Maintain clear communication with all stakeholders, including needed printing.

Lorin Griset Academy will build a strong, informed, and productive partnership between the school, parents, and community, that will support overall student academic performance, and student motivation to support literacy and mathematics skills.

1. Hold an Open House event that is a celebration of the school year for students, staff and families and provides opportunities for students to demonstrate their learning to parents.
2. Implement an informative Back-to-School Night that is based in the student's homeroom and provides parents with individualized assessment information, transcripts, schedules, and specific strategies to help their children pass the CAHSEE and stay on track to graduate.
3. Conduct quarterly ELAC meetings with a focus on informing parents of instructional programs and support services available.
4. Conduct quarterly new student/parent orientation meetings to familiarize students and parents with Lorin Griset Academy.
5. Provide parents training to access the Parent Portal on Aeries so that they can track their student's academic progress and attendance.
6. Create a college information center to assist parents in learning about scholarships, college applications, community resources, financial aide, and other relevant information.

Lorin Griset Academy will build a strong, informed, and productive partnership between the school, parents, and community that will support overall student academic performance, and student motivation to increase attendance, CAHSEE passing rate, and graduation rate.

1. Ensure the Community Liaison is available to support students, parents, and community by developing home-school connections, acting as a liaison between parents, counselors, teachers and administrators, and working closely with the assistant principal to monitor attendance, truancies and severe discipline issues, as well as connections with the Juvenile Justice system.
2. Participate in the Principal for a Day event with a high profile community member.
3. Work in partnership with comprehensive high schools to ensure a smooth transition of students between schools during the enrollment periods.
4. Partner with Cal SAFE program to ensure students who are teen parents have appropriate levels of support to be successful students and successful parents.

The school will improve parent and community involvement by providing a safe and supportive environment within the community.

1. Maintain an inviting and user-friendly website and provide needed training and on-campus technology resources to parents.
2. Conduct quarterly ELAC meetings with a focus on informing parents of instructional programs and support services available.
3. Facilitate School Site Council to monitor and make decisions regarding the Single Plan for Student Achievement, budget, and on-going business of the school.
4. Partner with local businesses to share information and opportunities for collaboration which will improve student achievement and citizenship within the community.
5. Inform the school community of college and career opportunities and information.
6. Utilize electronic communication systems to inform parents of school activities, classroom performance, CAHSEE administration dates, and other relevant information.
7. Partner with local businesses to share information and opportunities that wil improve student achievement and citizenship within the community.

**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Tutoring	Title I	\$ 5,000.00
Technology	Title I	\$ 10,000.00
Field trips	Title I	\$ 2,000.00
Student incentives	Title I	\$ 1,353.00
Parent Communication, ELAC meetings	Title I	\$ 558.00
Instructional materials	Title I	\$ 6,000.00
Benefits for extra duty pay	Title I	\$ 763.00
	<b>TOTAL</b>	<b>+</b>

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Carl Harvey Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Carl Harvey Elementary School  
Vision Statement**

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The Harvey School Community vision is to empower students to become productive citizens, independent thinkers, and resourceful problem-solvers. We strive to establish a safe and engaging learning environment that is grounded in the belief that learning is a life long experience. Harvey students are encouraged to take risks, learn from their mistakes, and celebrate their achievements and successes. Harvey staff, parents, and students will work together as partners to create a positive and caring environment that promotes intellectual development, encourages creativity, values diversity, and establishes a tradition for achieving one's personal best. At Harvey, we Promote Resourcefulness, Intellectual Development, and Empowerment (PRIDE) among all students, teachers, staff, and parents.

**Carl Harvey Elementary School  
Mission Statement**

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Carl Harvey staff members are committed to providing a safe and academically challenging environment in which all students are valued, respected and provided standards based curriculum implemented through research-based instructional strategies. Consistent and regular teacher and administrative analysis of student performance on state, district, and site based assessments will drive differentiation of instruction in order to best meet all students' needs while working to meet the California Common Core State Standards (CCSS). All staff will participate in professional development in order to effectively implement the district mandated core curriculum, provide the best research-based instructional practices, and administer all state, districts, and site based assessments.

Here at Harvey we will continue to recognize parents as partners and the important role they play in the academic and social emotional development of the students. Harvey administration, teachers, support staff, certificated and classified will work together to fully inform parents of their student's progress and the interventions and/or enrichments available to their child. Therefore, all Harvey personnel will continue to invite parents to be volunteers and be involved on campus via parent education/ nutrition classes, the Harvest of the Month program, family literacy activities, Parent Staff Organization (PSO) events, School Site Council (SSC), English Learner Advisory Committee (ELAC), student recognition ceremonies, field trips, and the end of year talent and music festival. Regular opportunities for on-campus teacher-parent communication will also continue to be offered before and after school, at Back to School Night, Open House, and during parent conferences.

## Student Achievement Goals

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

Harvey staff will research and implement the best instructional practices. Through individual and collaborative efforts the staff will identify a curricular focus, establish best practices, and analyze student work, standardized test results and district assessment data. Lesson plans, interviews and surveys of students, staff, and parents will serve as a foundation for future planning for all our programs. Parents will be provided opportunities to support student learning.

#### To accomplish this we will:

- Support and facilitate efficient and effective classroom instruction and gradelevel collaboration with daily learning goals and clear agendas that meet Common Core State Standards for increased student success. Illuminate will facilitate in the secure access and interaction with student data so teachers and administrators can identify students' areas of need and develop a plan for improving achievement.
- Implement Multi-tiered Systems of Support (MTSS) [formerly known as Response to Intervention - RtI] and support the site MTSS team. The MTSS team will focus on the needs of "at risk" kindergarten through fifth grade students.
- Maintain and upgrade school wide technology, computer hardware and software to support the school's core goals and mission.
- Participate in and attend district approved and/or site provided staff development throughout the year as it becomes available in LanguageArts, Math, English Language Development (ELD), Sheltered Instruction Observation Protocol (SIOP), Thinking Maps, GLAD, Smartboard, Illuminate, Multi-tiered Systems of Support (MTSS), Positive Behavior Interventions and Support (PBIS), and Common Core StateStandards (CCSS) in order to improve student engagement, studentlearning, and ensure maximum access to grade level content standards.
- Provide resources to ensure that all students (Homeless, migrant, special education, limited English proficient etc.) have access to the academic curriculum, resources and services available at the school.
- Maintain a K-5 Instructional Leadership Team (ILT), English LanguageAdvisory Committee (ELAC), and School Site Council (SSC) that effectively analyze student achievement data and comprehensive needs assessments.
- Promote a safe, clean and friendly environment through the enforcement of clear and fair protocols.
- Inform parents regarding their student's progress toward meeting grade level standards in all subjects through mid-trimester progress reports, Academic Improvement Plans (AIP), report cards, parent-teacherconferences, and award/recognition ceremonies.

### Goal Iia: Reading Across the Curriculum

Goal #1: 55% of First through fifth grade (1-5) students will achieve proficient or advanced on the last or end of year (EOY) District English Language Arts (ELA) Benchmark Assessment.

Goal #2: 53% of K-2 students will reach a composite level of "Core" (proficient) on the last or EOY DIBELS Universal Screening assessment.

Goal #3: 51% of 3rd - 5th grade students will reach "On Watch" (25th-39th percentile) or "At/Above Benchmark" ( $\geq$ 40th percentile) on the EOY STAR Reading Enterprise (Universal Screening) assessment.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10%
Schoolwide will increase percent proficient on Benchmark ELA by:	10%

#### To accomplish this we will:

- All students on a daily basis will be instructed in standards based reading using Open Court Reading (OCR) and "best practice" instructional strategies to ensure that all students reach benchmark proficiency. Students in grades K -5 will receive explicit word analysis, intensive ELD (EL students only), reading fluency, vocabulary, comprehension, and writing instruction using OCR, SIOP, Thinking Maps, and the Write From the Beginning program. Teachers will collaborate in grade level and across grade levels on a regular basis to discuss student progress, strategies, and interventions.

- Provide RTI students in grades K–3 identified by DIBELS assessment with additional small group support in reading during the school day for at least 30 minutes two to four days per week. Provide small group intervention before, during, or after school to targeted (“at risk”) students in fourth and fifth grades for at least 30 minutes two to four days per week.
- Use technology and computer software programs (Accelerated Reader, Lexia) aligned to state standards to support the core curriculum and enhance student learning on a weekly basis in reading and writing.
- Support and foster opportunities for teachers to plan individually and in grade level meetings in order to articulate concerns and successes as well as evaluate instructional strategies and coordinate services needed by their students.
- Invite and encourage parents to participate in and attend parent education classes, school site and district sponsored meetings and workshops to strengthen their ability to support their children academically.

### Goal IIb: Writing Across the Curriculum

**Goal #1:** 62% of Kindergarten through fifth grade (K-5) students will achieve a proficient or advanced score of 4 or 5 on the District Writing Proficiency #3.

**Goal #2:** 18% of second through fifth grade (2-5) students will achieve a proficient or advanced score of 4 or 5 on the ELA Extended Response component of the District ELA Benchmark #2 assessment.

Sub-Group Proficiency Goals (gains): [2014-15 ELA AYP Target: _____% (ES/MS) and _____% (HS)]	Percent
Hispanic/Latino subgroup will increase percent proficient on SBAC ELA by:	
Socio-economically disadvantaged subgroup will increase percent proficient on SBAC ELA by:	
Students with Disabilities subgroup will increase percent proficient on SBAC ELA by:	
Schoolwide will increase percent proficient on SBAC ELA by:	

#### To accomplish this we will:

- Utilize and integrate the following identified “best practices” and writing programs to ensure improved student achievement including (but not exclusive to) Thinking Maps, Write From the Beginning, SIOP, Guided Language Acquisition Design (GLAD), and Focused Approach strategies into the core Language Arts (OCR), science, social studies, ELD, and math programs.
- Actively involve students in the analysis of writing and district writing rubrics to strengthen their writing strategies and application
- Provide all K-5 students the opportunity to journal, compose stories and reports using a word processing program in the computer lab on a computer and/or in the classroom with pen and paper.
- Support and foster opportunities for teachers to plan individually and in grade level meetings in order to articulate concerns and successes as well as evaluate instructional strategies and coordinate services needed by their students.
- Invite and encourage parents to participate in and attend parent education classes, school site and district sponsored meetings and workshops to strengthen their ability to support their children academically.

### Goal IIc: English Language Development

**Goal #1:** The percent of EL students meeting the 2014 AMAO 1 target will increase to 66% (from 60.8%).

**Goal #2:** The percent of EL students in less than 5 years of EL instruction meeting the 2014 AMAO 2 target will increase to 26% (from 21.4%).

**Goal #3:** EL students in more than 5 years of EL instruction will meet the 2014 AMAO 2 target of 45.1% (up from 39.4%).

**Goal #4:** 56% of EL students will meet the 2014 ELA "percent proficient or above" target for AMAO 3.

**Goal #5:** 75% of EL students will meet the 2014 Mathematics "percent proficient or above" target for AMAO 3.

**Goal #4:** The number of EL students meeting the 2013 ELA percent proficient or above target for AMAO 3 will increase to 56% (from 50.9%).

**Goal #5:** The number of EL students meeting the 2013 Mathematics percent proficient or above target for AMAO 3 will increase to 75% (from 68.5%).



**To accomplish this we will:**

- Utilize and integrate a variety of strategies and programs including: SLOP, SDAIE, Focused Approach, GLAD, the OCR English Learner Support Guide (ELSG), *Into English*, and *Explorations* to provide EL students with meaningful and maximum access to the Common Core standards-based content curriculum.
- Extend learning and oral practice opportunities in workshop, small groups, and in the ASLC/Think Together program.
- Use computer technology to enhance EL student learning in listening, speaking, reading and writing on a weekly basis in the computer lab
- Support and foster opportunities for teachers to plan individually and in grade level meetings in order to articulate concerns and successes as well as evaluate instructional strategies and coordinate services needed by their students.
- Inform the members of ELAC, SSC, and the Parent-Student Organization (PSO) on the programs and services offered to EL students as well as EL specific academic progress at monthly meetings.
- Inform parents regarding their student’s progress in meeting grade level standards in ELD through mid-trimester progress reports, AIP plans, report cards, and parent-teacher conferences.

**Goal IId: Mathematics**

Goal #1: 57% of K-5 students will achieve proficient or advanced on the last school wide District Math Benchmark Assessment.

Goal #2: 70% of K-5 students will achieve an 80% or above test average on third trimester Saxon Math assessments.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10%

**To accomplish this we will:**

- Instruct all students daily for at least 70 minutes in Common Core standards based (CCSS) mathematics using the Saxon Math program along with a variety of effective grade level appropriate supplemental materials and strategies.
- Supplement and support math instruction with standards based enrichment, additional instruction, and guided and independent practice.
- All students in grades K-5 will have access to a computer in the school computer lab for at least 30 minutes once a week during the regular school day. All computers in the lab will contain an instructional/ tutorial math software program appropriate for K-5 students.
- Support and foster opportunities for teachers to plan individually and in grade level meetings in order to articulate concerns and successes as well as evaluate instructional strategies and coordinate services needed by their students.
- Inform parents regarding their student’s progress toward meeting grade level standards in Mathematics through mid-trimester progress reports, AIP plans, report cards, and parent-teacher conferences.

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

Goal #1: Recognize daily that communication with parents and the surrounding community as well as their presence and participation are an integral component of our students’ academic success.

Goal #2: Regularly and effectively communicate with parents by providing information and notification of important school meetings, events, and assessments through the automated telephone call-out system, the Harvey monthly newsletter, letters/ reminders, as well as formal and informal parent conferences throughout the year.

Goal #3: Invite and diligently encourage parents to attend meetings such as ELAC, SSC, PSO, parent-teacher conferences, SST meetings, Board of Review, IEP meetings, and parent workshops/ trainings.

**To accomplish this we will:**

- Offer parenting and adult education classes and/or seminars to better support a child’s development and learning (as funding permits or sponsored opportunities arise).
- Sustain and promote the before and After School Learning Center (ASLC)/ Think Together program. Stressing the prime importance of providing help with homework and supplemental reading, writing, math, technology, physical education, and art enrichment. The ASLC/ Think Together program approximately serves 60 students before school and 105 after school.
- Encourage teachers to have a classroom parent representative/ volunteer that attends monthly parent and Parent-Staff Organization (PSO) meetings.
- Parents will be invited and encouraged to be involved in and supportive of the school's fundraising events, field trips, Harvest of the Month, Math Field Day, 5th grade promotion, and all parent committees [SSC, ELAC, PSO, DELAC, the Special Education Community Advisory Council (SECAC), GATE].

**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
[1103] Before or after school tutoring by a certificated classroom teacher	Title I	0
[1104] Substitutes for data chats, grade level collaboration and planning days	Title I	\$10,080
[2103] Aide extra duty: translation/ parent involvement	Title I	\$1,400
[2403] Office Worker Extra Duty: Common Core support staff	Title I	\$9,420
[2930] Activity Supervisors: childcare and parent involvement	Title I	\$779
[4300] Instructional materials and District Print Shop costs	Title I	\$9,753
[5810] Instructional Consultant: Common Core Support Specialist	Title I	\$9,840
	<b><u>TOTAL</u></b>	<b>\$47,206</b>

## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: **Harvey Elementary School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - We currently provide professional development on the implementation of the Common Core and Common Core units.
  - We have maximized teacher training in CCSS through staff meetings and release time (substitute coverage).
  - The CLAS teacher and Administrator are more involved in classroom observations and coaching to ensure that teachers feel confident in implementing new strategies and units of study.
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - We adopted text complexity as a school wide strategy. This has helped to prepare students for the new SBAC assessment system.
  - Curriculum Maps are used to guide instruction and break away from the Pacing Guides, so we can address the bundling of Common Core State Standards versus teaching standards in isolation.
- 3) What is your site doing *more of* this year to improve student achievement?
  - There are more opportunities for teacher collaboration to implement the Common Core units.
  - We held more SSTs to ensure that students are provided research-based interventions that are targeted to their specific needs, based on the DIBELS and STAR Enterprise assessments.
  - Teachers are beginning to implement the gradual release model of instruction (which encompasses collaborative conversations) rather than all day teacher-directed instruction.
- 4) What is your site doing *less of* this year to improve student achievement?
  - Less emphasis on pacing guides, with teachers hurrying to complete one story per week. Instead, teachers are beginning to feel more flexibility in teaching thematically, focusing on the Big Ideas and Essential Questions.
  - We are doing less pull-out. This is happening for two reasons: reallocation of resources, and a greater emphasis on best first teaching.
  - Substitute shortage has also impacted our ability to continue with Data Chats and grade level strategic planning.
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - In addition to Common Core, we are also focusing on best first teaching in conjunction with the coaching and monitoring of CCSS strategies. We also implemented PBIS, which will positively affect student achievement with fewer classroom behavior disruptions and fewer difficulties on the playground.
  - Through Parent Meetings, we are giving parents the opportunity to experience the Common Core State Standards first hand.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Heninger Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Heninger Elementary School  
Vision Statement**

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It is the vision of Heninger Elementary School that every student be given an opportunity to achieve success and to maximize his or her individual potential while being students at Heninger and members of this community. We will emphasize the use of student data that is specific, measurable, attainable, and relevant as a foundation for this vision. Our students will further enhance their compassion, optimism and nurture their individual creative spirit by becoming independent learners.

**Heninger Elementary School  
Mission Statement**

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The staff, students and parents at Heninger Elementary School are committed to the following mission:

The students at Heninger will receive instruction based on the California Common Core Standards using research-based strategies. Their progress will be measured using classwork and district benchmarks with an understanding that a majority of our students need English Language Development to fully access the curriculum. The results will be communicated to the students and parents and decisions on future instruction will be based on this data.

There is a culture of collaboration, communication, accountability, and parent involvement in place to ensure that staff, students, and parents are aware of the students' progress.

Teach, learn, show, communicate, support, and build.

## Student Achievement Goals

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

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#### School Goal:

The leadership team will meet with teachers in grade levels at least 4 times per year to analyze and measure student academic growth (CELDT, ADEPT, Writing, ELA/MATH Benchmarks,) and make necessary changes to the instructional program to better meet the needs of the students. The Heninger staff will implement all necessary tasks (STAR Reading {Renaissance Learning}, workshops, teacher created exams, analysis tools, demographic info, etc.) for effective use on Illuminate. All data will be analyzed and used as a vehicle to guide effective, comprehensive instruction for students to demonstrate knowledge, skills and values necessary to be College and Career Ready in order to be productive citizens in the 21st century. In addition, each grade level will meet within their Learning Teams 2-3 times a month to focus on learning objectives and discuss successful implementation of grade-specific academic standards. The Leadership Teams and all classroom teachers will establish clear learning objectives within each unit of study as well as providing necessary support for students to be successful. Furthermore, each grade level will work together to develop best practices in achieving the learning objective focusing on the College and Career Readiness (CCR) anchor standards with also having the goal of student in Third Grade being Proficient Readers. Teachers will also collaborate together to work on units of study that best optimize instruction that leads to successful implementation of the Common Core Standards. Further support will be utilized by having all students have access to the curriculum and access to the internet with a one-to-one tablet for use of instructional practice and research.

Students will improve their performance from Benchmark 1 to Benchmark 2 by increasing their percentage of students at the Proficiency level by an overall of 15% per grade level.

K-7 grade teachers will emphasize delivering content areas to EL students in a comprehensible manner with 55% of ELs working towards Become Reclassified Fluent Proficient student. They will teach structured ELD for at least 100 minutes every week.

Teachers will have their weekly lesson plans demonstrate that the units of study are implemented with grade-specific standards utilizing the following: a.) key ideas and details; b.) craft and structure; c.) integration of knowledge and ideas and d.) range of reading and level of text complexity.

Weekly English Language Development (ELD) skill focus will be established in grades Kindergarten through 7th.

Instruction will be supported and implemented using two factors from the Sheltered Instruction Observation Protocol (SIOP) Model.

Incentives will be given to reward teachers and students for outstanding performance on progress to proficiency on standards.

Implement School Social Program and Positive Behavioral Interventions and Support (PBIS) to provide positive support for students.

Positive interaction amongst students is imperative for the success of Heninger, both academically and socially. By partnering PBIS with Multi-Tiered Systems and Support (MTSS); the combination of these two systems places Heninger on the path of continually supporting staff and the students with consistent measures used to evaluate and discuss different means of support at all levels. In addition, by learning how to develop positive social skills, students will learn how to interact with one another when faced with challenging situations as well as celebrate positively amongst one another.

#### To accomplish this we will:

- Implement the schoolwide strategies utilizing the development of Learning Teams and will work towards meeting the California Common Core State Standards while also implementing the College and Career Readiness anchor standards for all students.

- Implement objectives in teacher lesson plans throughout the year and the teachers will effectively deliver the content specific to meeting academic goals.
- Reflect on student progress made and teachers will develop the action plan in order to have improvements in academic learning with support utilizing the Sheltered Instruction Observation Protocol (SIOP) Model
- Have parents actively involved in family oriented activities throughout the school year; students and parents will be held accountable for their progress and awareness on the key factors needed to be successful students.
- Have effective communication and leadership, the administration needs to continually be in communication with the Heninger community in order to effectively delivering the information necessary for students to be held accountable for their success.
- Use of ILLUMINATE, a district-wide data management system for teachers and administrators to access state and local assessment data, teacher-created tests as well as important demographic information together in one location. Administrators and teachers analyze data accessed through Illuminate in regularly scheduled data charts to:
  - Identify trends in student grade-level academic achievement
  - Target specific areas in need of intervention
  - Determine and prioritize students in need of academic support
  - Analysis of data results to develop plans for improving student achievement

## Goal IIa: Reading Across the Curriculum

### School Goal:

Heninger ES is committed to increase the percent of students scoring proficient and advanced in English/Language Arts by Benchmark 2 within the 2014-2015 academic school year by increasing the opportunity for and intensity of reading interventions in grades K-7.

Measurement will be attained from analysis of Benchmark 1 data. Teachers will then work in their grade levels analyzing the data and focus on continued teaching of Reading Standards for Literature, Reading Standards for Informational Text and Reading Standards focusing on Foundational Skills as each corresponds with the CCR and anchor standards.

Projecting throughout 2014-2015, Heninger will work towards establishing continued academic support for the future of Smarter Balanced Assessment Consortium (SBAC).

Heninger will also provide the best academic and instructional program utilizing the Open Court Reading Program in correspondence with the CCR anchor standards as well as having students become College and Career Ready by having equitable access both at school and at home while also bringing in technology use for research to further enhance many avenues of learning.

School-wide and in all significant subgroups, the Heninger students will work towards meeting the proficiency level goal.

Heninger staff will also work within grade levels in Learning Teams to assess, develop and deliver best lessons for all students with use within the common core standards.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	15%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	12%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10%
Schoolwide will increase percent proficient on Benchmark ELA by:	15%

### To accomplish this we will:

- Remain committed to stay on task within the Open Court Program and Common Core Units of Study in order to effectively implement the ELA standards for students to best meet their academic goals.
- Provide extended learning opportunities for students in order to attain and meet academic standards by providing intervention programs during the day and after school.
- Continue to implement and provide an increased access to technology by providing an appropriate one-to-one setting, a and classroom computer work stations and providing information for students to have opportunities to access technology from home.

- Seek appropriate staff development and professional collaboration opportunities for teachers to strengthen their skills as educators by establishing the Learning Teams, focusing on development of units and reading instruction with use of the common core standards as well as utilizing the SIOP Model.
- Provide opportunities for parent and community involvement by hosting monthly meetings, informational seminars, parent/child workshop and other workshops necessary to continue to build the relationship between school, parents and the community.

## **Goal IIb: Writing Across the Curriculum**

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### **School Goal:**

Heninger ES is committed to analyze student data following each SAUSD Trimester Writing Proficiency to meet the standards set forth by the California Common Core State Standards utilizing the College and Career Readiness anchor standards for grades K-7th. The standards in writing will provide students with the opportunity to develop the following: a.) use writing as a means of offering and supporting opinions, b.) demonstrate in writing their understanding of subjects learned and c.) ability to convey in writing imagined experiences or events.

District Trimester Writing Proficiency for grades K-7 to be used as a guide for improved academic performance on the Benchmarks.

Heninger will show a 20% gain of students at proficient level or above on District Trimester Writing Proficiency.

Investigate technology programs that support student writing and use of classroom sets of iPads

Use of Mobi Technology program to support Thinking Map software. Use of SMARTBOARDS to facilitate and promote positive interaction within instruction of all academic areas.

English learner subgroup will increase percent proficient on CST ELA by

Working on developing English Language Development by increasing reading and writing skills.

### **To accomplish this we will:**

- Work within the alignment of instruction; continue to develop strategies and materials with content standards in order to effectively develop writing.
- Provide extended learning opportunities to allow students time to develop and attain academic standards.
- Provide access to technology in order to effectively participate in active learning that will transfer knowledge to other academic areas.
- Work towards implementing writing standards for students to meet the academic standards of writing by utilizing Write from the Beginning and Growing Writers, two District writing programs provided to the teachers.
- Effectively implement parent workshops and sponsored reading events to promote reading in the home and community which will assist students in their writing.

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

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### **School Goal:**

To increase the proficiency level of all English Learner (ELs) students by one proficiency level as measured on the 2014-2015 California English Language Development Test (CELDT).

Students will focus on the development of English Language Development at all levels in relation to student academic base of knowledge.

Students will work on further development of their cognitive language skills in telegraphic stage and syntactic stage. This development will be taught utilizing the Carousel of IDEAS.

### **To accomplish this we will:**

- Establish that teachers and support staff work towards implementing an EL program to effectively meet the needs of all students in order to assist students to reach proficiency level on the ELA Benchmark as well as having ELs become proficient English speakers while also promoting projected progress for 2014-2015
- Continue to work collaboratively and support the Think Together Program.
- Focus on developing technology usage in the classroom as well as laboratories for students to interface with the internet community to assist ELs in becoming Reclassified Fluent English Proficient.



- Have teachers at Heninger ES work together to effectively create an environment where all students will benefit from learning English. ELs will increase their English knowledge and non-ELs will improve their grammar and knowledge of English language usage. In addition, teachers will provide a weekly instructional ELD focus in grade levels K-5 with the goal of having many of our ELs reclassified by the spring of their 5th grade year. Then, the goal is for students in 6th and 7th grade to view the emphasis needed in order for them to reclassify in the middle school grades. Strategies and skills will be taught, learned and executed. Students will have consistent practice time for oral language development and use of academic language. Best instructional practices will be Learning Teams and SIOP Model implementation.
- Heninger will also focus on the Beginner ELD group of students by using technology software that promotes their oral language skills in the classroom. From these students, there are approximately 8 Newcomer students who work with the TOSA 45 minutes a day, 4 days a week on English Language Development Skills.
- Have the Community Outreach Site personnel work with the Heninger staff to promote effective implementation of teaching tools for students to attain English proficiency.
- With ELAC to promote English awareness and present information to the public in reference to meeting the English needs of its students. By doing so, all students and the community will become aware of the active resources implemented for students to be successful.

## Goal IId: Mathematics

MIND Research Institute's ST Math is a scientifically research-based integrated and individualized instructional software system proven effective in

- Assisting in closing the achievement gap for struggling students in attaining math proficiency
- Providing engaging enrichment activities for student who are ready to move beyond mastery of grade level concepts and delve deeper into higher levels of math and mathematical concepts

This program is a self-paced, language independent instructional system aligned with California Common Core State Standards and build conceptual understanding and problem solving skills delivered in a variety of learning environments. Along with providing students with engaging, individualized and differentiated instructional support, teachers and administrators utilize the detailed reporting of student learning patterns provided through ST Math learning program to identify trends in student achievement and provide instructional interventions to improve academic achievement and close the achievement gap for students struggling with grade level mathematics and mathematical concepts.

Heninger will continue to increase the percent of students proficient in mathematics by 15% by continually monitoring and assessing math instruction at all gradelevels in order to meet the target rate of proficiency within the 2014-2015 academic school year.

Teachers at Heninger will continue to use the Math by Houghton Mifflin series to develop mathematical habits of mind for all students.

Participate in district and county Math Field Day for grades 4, 5, and 6 for the 2014-2015 school year.

Use district Benchmark assessments to guide instruction

Implement Mind Institute in grades1st through 7th.

Develop and use the 5 core components of Learning Teams.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	18%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	15%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	12%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	18%

English learner subgroup will increase percent proficient on CST Mathematics by.

### To accomplish this we will:

- Teach math skills in accordance with the mathematics program in order to have students reach the mathematics standards.

- Continue to provide support to the Think Together Program in their efforts to provide service and support to Heninger students in order to achieve academic success.
- Continue to provide students access to technology in order to provide them the opportunity to practice their mathematical skills in a non-language-based method offering a visual understanding of difficult math concepts through a series of computer activities and lessons. This program is called the MIND Institute.
- Meet in grade levels to analyze data within their grade level and use the analysis to guide instruction in order to best meet the academic needs of Heninger students with guidance from Learning Teams and utilization of the SIOP Model.
- Work towards bringing students and parents together to promote mathematical awareness by having students compete in district math competitions and also having students participate in a Heninger Math Fair in order to promote mathematical concepts and skills needed to achieve success.

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

**School Goal:**

To create an open and inviting environment where parents feel comfortable, safe and secure in expressing their views of the current educational trends or process of tasks completed at the site. This environment will provide opportunities to further strengthen and support learning.

Provide communication to parents so that they are aware of all the possibilities for involvement

Increase participation in PTO, SSC, and ELAC

Develop more parent leaders at site

**To accomplish this we will:**

- Be responsive and receptive towards individual ideas on best practices for the academic advancement of students. Heninger ES will also encourage parents to participate as volunteers as described in the School Parent Compact in order for parents to view the school and understand the process of having students work towards achievement.
- In addition, Heninger will utilize the results from California Healthy Kids Survey to monitor student and parent environment at school in order to establish the best possible safe environment for all students and parents in the Heninger community.
- Continue to correspond with outside agencies in order to best meet the needs of the parents and the community.
- PARENT COMMUNICATION:
- Develop Parent/Community page on website in order to be able to:
- Communicate effectively with parents on a monthly basis
- Provide communication to parents that teachers would like to discuss student progress with parents and encourage parents to participate as volunteers at the school
- Communicate important information through the extend system
- Develop more leadership within parent groups in order to have a voice in the community in regards to the developments and opportunities Heninger has for its students to achieve academic success.
- Continue General Parent Meetings to provide information and gather feedback.
- Use data from Parent Surveys to effectively improve areas in the school based on:
- Vision, Standards & Leadership
- Assessment & Accountability
- Support for Student Learning
- Parents and Community
- Promote workshops for parents to learn about effective teaching tools they could use at home to further support instruction given throughout the day. Effectively communicating with their child is of extreme importance.

**Funding**

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
Extra Duty (Interventions)	Title I	\$10,000

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
Sub Days	Title I	\$15,000
Benefits	Title I	\$3541
Instructional Materials	Title I	\$23,822
Non-Cap Equipment	Title I	\$29,127
Print Shop	Title I	\$5,000
Field Trips	Title I	\$5,000
Communication	Title I	\$2,063
	<b>Total</b>	<b>\$93,822</b>

## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: **Heninger Elementary**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Focus on staff development to support a more child-centered learning environment and the implementation of different instructional approaches. Emphasizing collaborative conversations throughout a variety of lessons across the academic disciplines.
  - Using small professional learning groups to pilot a blended learning model. The learning teams model will shift from grade level to individual teacher focus.
  - Focus on listening and speaking in all subject areas based on 2013-4 CELDT data.
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Moving towards a new continuous improvement process based on Teacher Collaboration
  - Essentials.
  - More focus on personalized learning paths through Gooru and the Khan Academy,
- 3) What is your site doing *more of* this year to improve student achievement?
  - A greater emphasis has been placed on integrating technology into everyday instruction. We are training teachers on productive ways to integrate technology into 21<sup>st</sup> century standards and continue to increase student access.
  - Each first and second grade class is equipped with iPads to be used in instructional centers during OCR workshop time. Sixth grade students have Edmodo and Twitter and use this technology to explore, research and present their findings to peers. Increased access to Lexia, Accelerated Reader, and ST Math.
- 4) What is your site doing *less than* this year to improve student achievement?
  - Less time focusing on the results of standardized testing, and more focus on the results of formative and authentic assessments to support the school's focus on creating a more child-centered learning environment. Decrease the emphasis on summative assessments (by focusing on formative outcomes we believe these will improve).
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Heninger's shift to Learning Teams has facilitated an innovative way to empower teachers through a distributed leadership format following research tested protocols to examine: student achievement, lesson plan design and its effect on student achievement, and when to adjust a lesson or move on alternate effective strategies.
  - Teachers reflect on instruction and student outcomes.
  - Small groups have the freedom to experiment with technology, instruction, and student outcomes.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Heroes Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Heroes Elementary School  
Vision Statement**

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Heroes Elementary School is in a collaborative partnership with students, parents and the community providing a safe, positive educational environment that prepares students for college and careers in the 21st century.

**Heroes Elementary School  
Mission Statement**

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The Heroes Elementary community utilizes high expectations and positive innovative strategies that engage, inspire, and challenge students to be independent, productive citizens. All students use technology, collaboration, and critical thinking in order to be successful.

## Student Achievement Goals

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

Heroes Elementary School will be collaborative partners with students, parents and the community to provide a safe, positive educational environment. The Heroes Elementary community will utilize high expectations and positive innovative strategies that will engage, inspire, and challenge students to be independent, productive citizens. All students will use technology, collaboration, and critical thinking in order to be successful in their future college and career paths. Throughout the year at Heroes Elementary, the teachers, students and parents will promote positive values. The staff and community will encourage ongoing communication to ensure high expectations, effective teaching strategies and collaboration. The Instructional Leadership Team and administrator will provide guidance to improve the culture of the school and the community. There will be an annual facility surveys to ensure that issues are brought forward and addressed quickly. Our students need the knowledge, skills, and values to become productive citizens in the 21st Century and demonstrate College readiness. Students need equitable access to high quality curricular and instructional program that is accessible from school and home. All students will have routine access to internet-enabled technology at home and school. Teacher credentialing and assignment shows that 99.4% meet the Highly Qualified Teacher criteria.

#### To accomplish this we will:

- Instruction will be supported by grade level collaboration that focuses on how to increase Common Core State Standards. Illuminate and MAP are programs that allow teachers and administrator to student data which helps them identify areas of student's needs, thus being able to provide an action plan to increase student achievement.
- The Instructional Leadership Team and administrator will provide support in the areas of professional development, grade level collaboration and inform parents of academic achievement of students.
- Technology will be made available to all teachers with the support of the Computer Instructional Assistant supporting students and teachers
- PBIS will meet regularly to develop school wide behavior expectations and attend trainings.

### Goal IIa: Reading Across the Curriculum

**School Goal:** 100 % students will work towards meeting state and district approved assessments using the Open Court 2002 series, intervention programs and the MTSS intervention process. Heroes Elementary School will use a widerange of assessments to monitor and evaluate progress towards student achievement as a basis for guiding instruction towards increasing academic proficiency. We will use CCSS to plan instruction.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10%
Schoolwide will increase percent proficient on Benchmark ELA by:	10%

#### To accomplish this we will:

- Alignment of Instruction, Strategies and Materials with Content Standards: The Open Court language arts program will continue to be fully implemented. Teachers will use state approved researched based strategies which includes Frontloading, GLAD, and Thinking Maps strategies in conjunction with the Open Court Program to support the English Learners. The Accelerated Reading Program will also be used. Teachers will do mini lessons on specific standards. Leveled Books and Read Aloud Books, white boards and markers may be purchased to enhance and support their writing opportunities. ILT will meet and analyze assessment data and identify a specific area of focus to be implemented at each grade level during grade level collaboration. Administrator will meet with teachers to talk about student achievement, Benchmark Results, ELD, and any other teacher assessment that might show evidence of student progress. Teachers and students in grades 2nd-5th will monitor progress for various tests and create goals. Substitutes will be necessary. Materials may be purchased to support Common Core instruction to help map out lessons and generate key questions using current curriculum.

- **Extended Learning Opportunities:** THINK Together After School Program offers enrichment in the area of reading. Some teachers are tutoring before or after school to support the reading program which includes Accelerated Reader program. Some teachers may host a family reading night.
- **Increased Access to Technology:** The computers, document camera and projector, portable lab as well as the Computer Lab are available for instruction in order to engage students in instructional activities that promote literacy skills. Students will be given incentives based on growth in ELA. Structured technology time in order to be more efficient by getting to the different areas such as SBAC, Typing, Research, AR, STAR Renaissance, Lexia and Smarty Ants. Teachers will receive technology training by the District office personnel for Aeries, Document camera, projector, Lexia, and Accelerated Reader. Computers, color printers, cables, ink and programs will be purchased to support the curriculum. Teacher's will be doing practice SBAC and keyboarding skills to support test preparation.
- **Staff Development and Professional Collaboration:** Monthly grade level meetings are held in order to provide collaboration and discussion on data analysis with the emphasis in ELA. Teachers will be planning by grade level and vertically. Staff meetings will focus on supporting Accelerated Reader in ELA, MTSS, Student Engagement, Best Practices and TM. Teachers will be using Workshop for small group instruction and for intervention. Teachers will differentiate instruction throughout the day in all areas. Parents will be informed of student progress on an on-going basis through mid-trimester reports, AIPs, and the MTSS and SST process. GATE students are clustered and are provided differentiated instruction. GATE program planning will be implemented using content standards, GATE standards, and tools including, but not limited to, Depth and Complexity Icons, Themes and Generalizations, Enrichments, and Independent Study Projects. Substitutes will be needed to achieve this. Staff Development and supplemental support materials will be provided to teachers. Translators will be available to help teachers communicate with parents. Teachers will be able to order packets of instructional material through Print Shop.
- **Involvement of Parents and Community:** Monthly general parent meetings have a focus on curriculum. Parents will be informed during the trimester of current progress of their child. Grade levels may be assigned a month to present at parent meetings in order to give ideas and suggestions on reading instruction. Parents are informed of student progress through the mid-trimester reports, SSTs, AIP, report cards and parent/teacher conferences. Substitutes will be necessary to inform parents of student's progress. Family Reading Fridays is held monthly. Parents are invited to classrooms. Additional informal student progress correspondence with parents such as work samples and test folders will be provided.

## **Goal IIb: Writing Across the Curriculum**

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### **School Goal:**

Writing Across the Curriculum — All grades will increase by at least 10% the students meeting proficiency in writing conventions and in writing strategies on the district writing proficiency. Strategies will be complimented through the use of Thinking Maps, Common Core Lessons and the Write from the Beginning Program as well as other material to differentiate instruction.

### **To accomplish this we will:**

- Grade levels will continue to use the Open Court Language Arts Program to support the writing process in addition to, GLAD, Thinking Maps, Common Core and/or Write from the Beginning. Teachers will meet to discuss Best Practices to use for the writing process, rubrics and writing data in order to modify lessons, engage students and differentiate instruction.
- THINK Together After School Program offers enrichment in the area of writing.
- **Increased Access to Technology:** The computers, document camera and projector, as well as the Computer Lab, are utilized to enhance and support students' writing. Bulbs for projectors educational and other technology will be purchased.
- **Staff Development and Professional Collaboration:** Thinking Maps and Write from the Beginning training will be offered at the beginning of the year. Grade level teachers will share ideas during grade level meetings. Teachers including SST Facilitators and ILT members can attend writing training provided by district personnel at staff meetings.
- **Involvement of Parents and Community:** The SSC will make decisions and recommendations for expenditure of categorical funding to promote student progress and academic achievement. Parents are informed of students' writing progress through the mid-trimester reports, AIP, report cards and parent/teacher conferences and general parent meetings.



## Goal IIc: English Language Development

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Each student will receive explicit ELD instruction using Carousel of Ideas, at the appropriate level and will make adequate progress to meet proficiency in English Language Development. ADEPT and CELDT scores will be used for proper instruction. All English Learners will be reclassified within 5 years of entering program.

### To accomplish this we will:

- Alignment of Instruction, Strategies and Materials with Content Standards: English Learners will participate in a 30 minute block of ELD instruction using the Carousel of Ideas program. Teachers will use Frontloading, GLAD, Vocabulary Builders, and English to a Beat! Exploration and Thinking Maps strategies throughout the curriculum to support English Learners. Teachers will meet during collaboration to discuss the results of assessments including ADEPT to regroup students according to their needs.
- Extended Learning Opportunities: The THINK Together After School Program will offer enrichment in the area of English Language Development to students participating in the program.
- Increased Access to Technology: Teachers will utilize computers, document cameras, Accelerated Reader, and projectors as well as the Computer Lab to support ELD during the weekly classroom times. Teachers will receive technology training by the Technology Assistant.
- Staff Development and Professional Collaboration: Teachers will be trained in understanding the assessment data in ELD. Teachers may go to trainings for ADEPT, ELD or Focused Approach and CELDT. Teachers will work together during grade level collaborative meetings to adjust ELD groups and instruction. Substitutes will be needed.
- Parent/teacher conferences will assist parents with understanding educational needs of English Learners. The SSC/ELAC will make decisions and recommendations for expenditures of categorical funding to promote student achievement. ELAC will receive information from the district concerning attendance, R-30 data and EL issues. Parents will be informed of student progress through the mid-trimester reports, AIP, SSTs, report cards and parent/teacher conferences. Translators will be provided.
- Teachers will be using workshop for small group instruction. Teachers will differentiate instruction using the SIOP model. Students will be grouped by level for ELD instruction based on CELDT, ADEPT and Carousel of Ideas assessments. Grade level will collaborate for ELD instruction and monitor growth.

## Goal IId: Mathematics

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100% of students will work towards meeting the state and district approved assessments and improve their score on each trimester's benchmarks using the Houghton Mifflin Mathematics Program, ST Math, CCSS, Common Core units, Curricular Maps, and school-wide intervention support. All students will demonstrate readiness for Algebra I before entering 9th grade. Teachers will focus on CCSS standards that would support Algebra.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10%

**To accomplish this we will:**

- Alignment of Instruction, Strategies and Materials with Content Standards: The Houghton Mifflin Mathematics program will be fully implemented. Teachers will use the curriculum map provided by the district. Teachers will use differentiated instruction throughout the program when needed to support student achievement. Teachers will have math projects in the classroom, the use of math manipulatives and Problem of the Month will be done throughout the year.
- 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. Students in grades Kinder -5th will be using this math program. Students will receive incentives when showing growth in Jiji. The language-independent software lessons reduce the language barrier to learning math. Teachers will be doing Math Talks to develop Number Sense.
- Common Core will also be implemented. Materials and training to support the Common Core will be provided. Teachers will attend trainings. CCSS Math Units in 4th and 5th grades will be implemented. Common Core Mini-Units in Math will be done in grades kinder - third.
- Extended Learning Opportunities: Think Together After School Program offers enrichment in the area of mathematics. Student Support Providers will assist students working below grade level. Students will participate in the district's Math Field Day and math club. Math tutoring will be available after school if funds permit.
- Increased Access to Technology: The computers, document camera, portable lab and projector as well as the Computer Lab are available for instruction in order to engage students in instructional activities that promote math skills. Computer programs may be purchased to support the curriculum. Computers, IPADS and/or other technology items may be purchased to help with instruction. ST Math through the Mind Institute will be implemented.
- Staff Development and Professional Collaboration: Monthly grade level meetings are held in order to provide collaboration and discussion on data analysis with the emphasis in math.
- Involvement of Parents and Community: Parents are informed of student progress through the mid-trimester reports, AIPs, report cards, parent/teacher conferences and additional parent conferences held as needed. Translators will be available to help teachers communicate with parents. Teachers may hold workshops for parents.

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

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**School Goal:**

Parents and community members will be Heroes Elementary partners in the planning, and decision making as well as problem solving in order to provide opportunities for our students to achieve high academic success. All parents will participate in an annual school satisfaction survey.

**To accomplish this we will:**

- Parents and community members actively participate in monthly scheduled SSC and ELAC meetings.
- The ILT, SSC, and ELAC will collaborate with parents to design and implement a comprehensive parent education program and school-wide decision making.
- Increase parent participation at monthly meetings, Family Fun Reading, Classroom help and the District Annual Parent Conference.
- Involvement of Parents in parent meetings, AIPs and parent- teacher conferences.
- SSTs will be held at the school to inform parents of their child's progress.

**Funding**

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
Extra Duty (Tutoring/Intervention) Agenda Items	Title 1	\$15,000
Sub Days	Title 1	\$10,000
Aide Extra Duty	Title 1	\$500
Office Worker Extra Duty	Title 1	\$1,000
Activity Supervisor	Title 1	\$1,000
STRS	Title 1	\$2,375
PERS	Title 1	\$176
Medicare-Certificated	Title 1	\$363
Medicare- Classified	Title 1	\$36
OASDI	Title 1	\$93
State Unemployment- Certificated	Title 1	\$13
State Unemployment Insurance- Classified	Title 1	\$1
Workers Comp Insurance- Certificated	Title 1	\$430
Workers Comp Insurance- Classified	Title 1	\$430
Retiree Benefits- Certificated	Title 1	\$630
Retiree Benefits- Classified	Title 1	\$ 63
Other Books	Title 1	\$5,400
Instructional Materials	Title 1	\$13,384
Food- Snacks	Title 1	\$2,000
Office Supplies	Title 1	\$9,000
	<b>Total</b>	<b>77,093</b>

## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

**School:** **Heroes Elementary School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Writing Across the Curriculum to process information and express ideas, thoughts and understanding
  - Focus on a particular reading selection for a longer period of time to go deeper into curriculum/standards
  - Structured technology time in order to be more efficient (SBAC, Typing, Research , Accelerated Reader and Jiji Math)
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Teachers will be using Math Common Core Mini-Units (K-3) and ELA Common Core Mini-Units (4-5)
  - ESL classes for parents in order to support students at home
  - Kindergarten DIBELS
  - Use of multiple informational text to support CCSS, Science and Social Studies
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Rubrics across the curriculum and Close Reads
  - Students tracking their own data
  - More inquiry based instruction, small group instruction, collaborative conversation
  - More projects in the classroom, the use of math manipulatives and Problem of the Month
  - Teachers doing practice SBAC and keyboard skills to support testing preparation
  - Teacher planning time by grade level and vertically
  - Training in PBIS and Social Skills for the staff including activity supervisors
  - Incentives for meeting goals in AR & ST Math
  - Technology classes for parents so they can support their children
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Decrease whole group instruction
  - Decrease suspensions and referrals for discipline so student is in class
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - The use of CCSS to help map out lessons and generate key questions using current curriculum
  - Parent Support Provider to increase communicate with parents, help with trainings, meetings and events
  - Playworks to help with structuring play and supporting PBIS in order to keep students in class
  - Health/Wellness Classes for parents to help with attendance
  - Gooru will be used to provide teachers ready access to depositing of CCSS aligned resources and materials
  - Math Talks to develop number sense

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Hoover Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Hoover Elementary School  
Vision Statement**

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Our vision is to maximize student achievement to:

- Demonstrate the knowledge, skills, and values necessary to become independent learners and productive citizens.
- Provide equitable access to a high-quality curricular and instructional program.
- Implementing comprehensive systems to monitor individual student progress and provide extra support to students as soon as it is needed.
- Using instructional time effectively in reading and math maximize effective instruction in the content areas to meet the Common StateStandards.
- 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, 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**

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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.

## Student Achievement Goals

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

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#### School Goal:

Hoover Elementary School will use the School Site Council, the English Language Acquisition Committee, Grade Level Team meetings, and the Instructional leadership Team to guide instruction 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 Collaborative Academic Conversations to shift instruction for students to be prepared for college and career. Students have equitable access to a high-quality curricular and instructional program that is accessible from school and home

#### To accomplish this we will:

- Hoover will achieve our District and State goals through the instruction on the Common Core State Standards through Collaborative Academic Conversations. Identified students will participate in K-5 intervention support for fluency and comprehension improvement, as well, as GATE identification.
- 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 healthy, safe, and secure environment that supports learning where every student has the opportunity to learn.
- Hoover will encourage student achievement gains by providing incentives and rewards for increased student growth on academic assessments and for positive classroom and playground behavior through strategies developed by the PBIS team and implementation program.
- Leadership Team will participate in professional development to review and revise improvement efforts through the Single School Plan and ongoing formative student achievement data that includes social-emotional student learning.
- Hoover teachers will work with the SAUSD professional development to:
  - o Implement the Common Core units of study with an emphasis on literacy and math with a focus on English Learners.
  - o Demonstrate and Model the use of academic language through Collaborative Academic Conversations .
  - o Provide support to teachers to support self-selected PD for the implementation of district-wide and site initiatives.
  - o Engage in instructional strategies that provide for reflection, critical feedback and coaching.
  - o Data driven decision making through analysis of students' formative assessments.
- The Hoover school community will use the Illuminate, data system and PBIS data collection on student's behavior to monitor individual and school-wide student achievement through the use of data reports. Teachers will use Illuminate reports to identify students in need of intervention support and to monitor their progress in the improvement programs.

### Goal IIa: Reading Across the Curriculum

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#### School Goal:

- Through the implementation of OCR, the Common Core units of study and schoolwide reading intervention, 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) Annual 10% growth over 2014-15 baseline
- English learners will redesignated within 5 years of entering the SEI program to achieve an Annual growth of 5%.
- All students will improve their reading skills by 10% on DIBELS (Kindergarten through Third grade) and Standards Based Mini-Assessments (grades 2-5). Students in grades 2-5 will show an increase academic achievement thought the year by 10% as demonstrated on the MAPP and on the STAR Renaissance.
- 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.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10%
Schoolwide will increase percent proficient on Benchmark ELA by:	10%

**To accomplish this we will:**

- Alignment of Instruction, Strategies and Materials with Content Standards.  
Teachers will meet twice monthly to analyze student's performance on the Reading and identify key instructional strategies to increase student's performance in Fluency and Comprehension through data review team meetings.
- Extended Learning Opportunities
- Students receive 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 our TOSA and Intervention substitute teacher. DIBELS Progress Monitoring reports and other formative assessments will be analyzed by the teacher, administrator and intervention teachers to determine achievement growth.
  - a. Teachers will have groups of 5-6 students for tutoring in Fluency and Comprehension. Our TOSA and Intervention substitute teacher will have intervention groups during the school day.
  - b. 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.
- Increased Access to Technology  
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.
  - a. 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.
- 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 administrator and shared across grade levels. 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
  - a. Parents will receive training in the student's performance levels and literacy. Parents will participate on home literacy and receive training on the performance levels for all formative assessments. Parents and students will have access to school technology resources in their homes. Parents will participate in training to support increased literacy in the home.

**Goal IIb: Writing Across the Curriculum**

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**School Goal:**

Through the implementation of the District, Open Court Writing program and supplemented by SAUSD Writing Curriculum, 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.

**To accomplish this we will:**

- Alignment of Instruction, Strategies and Materials with Content Standards  
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 the Open Court writing and use of the:
  - b. ESL Support Guide: Write From the Beginning
  - c. Thinking Maps and Writing Process
- Extended Learning Opportunities  
Students receive a 1 in Language Arts will participate in tutoring with an intervention substitute teacher and 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 three times 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 use classroom computers, and class sets of computers, and lab to publish finished writing assignments.
  - a. Scheduled computer lab time and completed students writing on new computers in the lab and in their classrooms.



- Staff Development and Professional Collaboration: Teachers will incorporate Thinking Maps and Write From the Beginning instruction.
  - a. Teachers will meet and record their improvement strategies and examinations 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: Parents will receive assessment reports and participate in evaluation of student rubrics.
  - a. Parent will participate in training to support students with writing when responding to informational and literary texts.

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## Goal IIc: English Language Development

### School Goal:

- Through the full implementation of schoolwide ELD groups and 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 and the number of students meeting proficiency will increase by 10%.
- EL students entering school in Kindergarten will be redesignated by the end of fifth grade, and will increase annually that number of students by 10%.

### To accomplish this we will:

- Alignment of Instruction, Strategies and Materials with Content Standards:
- 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 the students opportunities to engage in rich and rigorous evidence based conversations about text, both informational and literary text.
- Extended Learning Opportunities: Students at the Beginning level of ELD growth work with the Teacher on Special Assignment. a. Students at the Beginning level of English Language Development will have the access of the Teacher on Special Assignment.
- 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, 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 the California Reading and Literature Project and other self-directed opportunities to guide students in collaborative activities that are focused on rich and rigorous evidenced based conversations.
- Involvement of Parents and Community: Parents will learn the levels of ELD development. A Parent meeting will include information on ELD progression, development and reclassification.

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## Goal IId: Mathematics

### School Goal:

- Through the implementation of the District adopted Houghton Mifflin Mathematics program and ST Math and CCSS units of students in mathematics, Hoover Elementary will ensure that all students work towards reach at a minimum, proficiency in grade level math common core standards as demonstrated on the MAPP and on other formative measures. Students will increase by 10% their achievement on the MAPP pre and 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.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10%

**To accomplish this we will:**

- Alignment of Instruction, Strategies and Materials with Content Standards:
- All students will have access to standards-based grade level materials, CCSS units of study and formative assessments. 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 have instruction in the Mathematic's Common Core State Standards through CCSS lessons.
- Extended Learning Opportunities:  
Students will receive support though 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:  
Students will use new computers and ST math in the computer lab, and in their classrooms with the Smart Boards. Student achievement will be measured through program assessment reports to determine growth and computer program usage. 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 the computer lab technician.
- Staff Development and Professional Collaboration:  
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 only theconcepts that are prioritized in the CCS standards.
- Involvement of Parents and Community:  
Family 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. Students will keep achievement portfolios and monitor their own improvement areas with teacher/student data chats three times during the year. A District developed benchmark assessment program will allow for regular ongoing assessments and regular, individualized student reports will be sent home. Parents will have access to ST math at home.

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

**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. All parents will participate in 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 in Language Arts, Mathematics and English Language Development, as well as, having parent/teacher conferences. 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.

**To accomplish this we will:**

- Hoover will support parents participation in their child 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.

- Parents will participate in Padres Unidos parenting Class to learn parenting skills and activities for the home use. Classes for parents will be provided bilingually in morning and evening sessions. Childcare and refreshments will be provided for parents. The school will provide monthly newsletters and parent meetings (AM & 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
- Invite parents and provide incentives for parent participation & keep sign-in agendas.
- In collaboration with Think Together, Hoover will provide an early Literacy and Math program that includes 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.

## Funding

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
Extra Duty, Certificated tutoring	Title 1	\$3,000.00
Substitute Days, Certificated Intervention Teacher	Title 1	\$17,000.00
Instructional supplies	Title 1	\$7,724
Reading Intervention support materials, LEXIA and ReadWorks	Title 1	\$5,000
Computers for classroom, student use	Title 1	\$15,000
Parent Set aside, Padres Unidos, parenting classes	Title 1	\$3,000
BENEFITS	Title 1	\$3048
	<b>TOTAL</b>	<b>\$53,772.00</b>

# Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

**School:** Hoover Elementary School

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Allocate funding for on-site student counseling.
  - Providing parents with career and college readiness trainings.
  - Providing more computers to students for computer-based resources and assessments
  - Teacher instruction will focus on balance of informational and literary text for more collaborative academic conversations.
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Counseling for students and families at Hoover
  - Computer-based instruction with students using computers and smart boards
  - Students using journals in ELA and Math to provide written explanations for their responses
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Collaborative academic conversations with students
  - Students citing evidence from both informational and literary texts
  - Structuring EL student's use of academic language across the curricular areas
  - Use of language and content objectives to promote students' focus
  - Providing home-based technology resources to parents
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Use of fluency (only) intervention programs
  - Less whole group instruction, less teacher talk
  - Less focus on lower level skills
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Classroom walkthroughs to support and reward Collaborative Academic language used by teachers and students.
  - Focus on Social Emotional Learning through use of the Growth Mindset model, a social-emotional competency that helps students succeed.
  - Providing student, parent and family support through on-site counseling services through Turning Point.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Andrew Jackson Elementary School**

**Superintendent**

Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Andrew Jackson Elementary School  
Vision Statement**

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The scholars at Andrew Jackson Elementary School will be academically prepared and technologically proficient to effectively compete in the twenty-first century global economy.

**Andrew Jackson Elementary School  
Mission Statement**

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The teachers and staff at Andrew Jackson Elementary School envision their students in the twenty-first century as accomplished literate and technologically proficient citizens of the world. The teachers and staff will foster, promote and encourage all students to reach their highest academic potential. In order to assist students in attaining academic excellence and technological competence, student learning will be facilitated by adhering to meaningful lessons using state adopted curriculum with fidelity that honors students' rich cultural background and provides multiple opportunities for student learning. Challenge based active learning environments will be created that support all students in a fair, equitable, and respectful manner while keeping with a rigorous curriculum that meets the Common Core State Standards for Academic Performance.

## Student Achievement Goals

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

Our Students need the knowledge, skills, and values to become productive citizens in the 21st century. Furthermore, Jackson School will continue to adhere to its clearly stated school wide vision based on local, state, and national standards. This vision drives all curricular and instructional activities, staff development, time and resource allocation, and program development. Administration will continue to promote the culture and vision of the school and district, empower the staff, ensure community and staff involvement, and encourage ongoing communication, assessment and improvement. All staff members will continue to hold high expectations for all students and enhance student learning by providing personalized learning environments and networks that incorporate digital strategies.

#### To accomplish this we will:

- Consider student performance data to be at the core of all decision-making and instructional planning.
- Continue to cultivate a schoolwide focus on academic success by promoting distributive leadership between the Administrators, TOSA and ILT. Grade-specific release days for data chats, planning and analyzing student work will also be provided.
- Provide opportunities for teachers to engage in their own continuing professional development, including training in the use of social media, digital devices and online tools and resources that enhance student learning.
- Have students effectively utilize a variety of strategies and digital tools to access CCSS units of study.
- Have students effectively utilize a variety of effective ELD strategies across all subject areas.
- Have teachers and administration utilize the Illuminate program to analyze classroom, school, state and local assessment data.
- Provide funding for additional support staff in order to increase student academic achievement in ELA, ELD and math.
- Have access to tutoring outside the school's instructional day for designated students in need of specific academic support, and provide school wide enhanced challenge-based active learning opportunities that utilize digital resources.

### Goal IIa: Reading Across the Curriculum

All students need equitable access to a high quality curricular and instructional program that is accessible from school and home. Through the implementation of state and board approved instruction, strategies and materials aligned with State standards, Jackson School will strive to ensure a minimum of 10% growth in proficiency on the final DIBELS test results for kindergarten through third grades. In fourth through fifth grades, there will be a minimum of 10% yearly growth in proficiency on the final district Benchmark assessment. Additionally 65% of EL students will be reclassified within 5 years of entering school.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10%
Schoolwide will increase percent proficient on Benchmark ELA by:	10%

#### To accomplish this we will:

- Implement and adhere to District state-adopted curriculum to ensure that all student instruction is aligned to grade level Common Core State Standards.
- Have teachers and administrators analyze student assessment data and base instructional strategies/interventions on students' academic needs.
- On an ongoing basis, have students utilized a variety of effective reading strategies and best practices which target academic levels and units of study.
- Provide opportunities for teachers to engage in their own continuing professional development, including training in the use of social media, digital devices and online tools and resources that enhance student learning.

- Offer multiple, varied, and productive ways for our parents and community to feel that they are an integral part of the overall school plan for student success.
- Support self-directed and group-based learning designed around each student's reading goals and academic needs through the use of personalized learning and adaptive learning tools.

### **Goal IIb: Writing Across the Curriculum**

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All students will have equitable access to a high quality curricular and instructional program that is accessible from school and home. Jackson School will strive for a minimum growth of 10% of all students achieving a passing score on the final writing assessment of the school year, and the remaining show growth of at least one level.

English learner subgroup will increase percent proficient on CST ELA by .

#### **To accomplish this we will:**

- Ensure alignment of instruction, strategies, and materials through grade level collaboration, backward planning, data analysis, and student work analysis.
- Utilize grade-specific rubrics and anchor papers aligned to grade level writing standards to instruct students on expected outcomes for achieving a passing score.
- Implement a variety of effective writing strategies, including Thinking Maps and the writing process. Throughout the year, students will have multiple opportunities to learn and demonstrate proficiency in various writing genres integrating all subject areas.
- Provide opportunities for teachers to engage in their own continuing professional development, including training in the use of social media, digital devices and online tools and resources that enhance student learning.
- Support self-directed and group-based learning designed around each student's writing goals and academic needs through the use of personalized learning and adaptive learning tools.

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

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All students will have equitable access to a high quality curricular and instructional program that is accessible from school and home. Jackson School will strive for 100% of EL students to increase at least one proficiency level as measured by the CELDT and final ADEPT assessments of the school year. Jackson School's goal is to ensure growth in language proficiency by delivery of rigorous ELD lessons, block scheduling, grouping, instruction at one level above CELDT results, and alignment to the newly revised CCSS ELD Standards.

#### **To accomplish this we will:**

- Embed SDAIE, GLAD and Focused Approach strategies across the curriculum to support English Learners.
- Differentiate instruction according to CELDT results, Carousel of Ideas unit assessments, student academic need and student progress.
- Instruct our EL student population at one level above their CELDT results.
- Provide opportunities for teachers to engage in their own continuing professional development, including training in the use of social media, digital devices and online tools and resources that accelerate ELD achievement.
- Use physical and virtual learning environments to engage students in a broader variety of ways and extend the learning day.
- Provide extended opportunities outside the instructional calendar for students scoring less than Early Advanced on the ADEPT to participate in intensive "ELD Boot Camps."
- Provide opportunities for students to work collaboratively in groups and project-based activities, while using the network to access readings, videos, and other digital learning materials.



## Goal IId: Mathematics

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All students will have equitable access to a high curricular and instructional program that is accessible from school and home. Kindergarten through fifth grade students will demonstrate a 10% yearly growth in proficiency on the district Math Benchmark assessments through rigorous implementation of effective tools, such as access to core curriculum, CCSS units of study and ST Math.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10%

### To accomplish this we will:

- Implement with rigor and fidelity the District adopted HM Math program, units of study, and the ST Math program in order to ensure that all students are taught math skills and concepts that are aligned to grade level and CCSS standards.
- Have teachers and students utilize the grade-level math blueprints to ensure that all required math standards are being taught.
- Provide opportunities for students to work collaboratively in groups and project-based activities, while using the network to access apps, videos, and other learning digital math materials.
- Provide opportunities for teachers to engage in their own continuing professional development, including training in the use of social media, digital devices and online tools and resources that accelerate Math achievement.
- Use physical and virtual learning environments to engage students in a broader variety of ways and extend the learning day.

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

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Parents are offered a variety of options for contributing to school and student success, and are encouraged to participate as decision-makers on school leadership teams. Community members will be recruited as advisers and partners to provide resources and services to our parents.

### To accomplish this we will:

- Invite parents to trimester award assemblies that recognize student growth and achievement in ELA, ELD, and Math
- Inform parents in their home language, of their child's academic progress via progress reports, telephone calls, and parent/teacher conferences
- Inform parents at the end of the first trimester if their child is at risk of retention, and actively involve parents in developing and implementing their child's Academic Improvement Plan.
- Offer multiple, varied, and productive ways for parents and community members to become an integral part of the overall school plan for family and community involvement.
- Provide ELD, parenting and digital orientation classes.

## Funding

**State and Federal Funding**

<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
1103-1104: Certificated Staffing	Title 1	20,000
2103-2930: Classified Staffing	Title 1	6,000
3101-3752: Benefits	Title 1	5216
4110-4400: Supplies	Title 1	52,076
5100-5900: Services and Other Operating Expenses		40,667
	<b>TOTAL:</b>	<b>123,959</b>

## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

### School: Jackson Elementary School

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Full Implementation of the Common Core State Standards including academic language
  - Support self-directed and group-based learning designed around each student's goals and academic need through the use of personalized learning and adaptive learning tools
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Provide access to tutoring outside the school's instructional day for designated students in need of specific academic support
  - Provide hands-on, active learning opportunities utilizing the Teaching Garden on campus
  - Have students effectively utilize a variety of strategies and digital tools to access CCSS units of study
- 3) What is your site doing *more of* this year to improve student achievement?
  - Collaboration within grade levels to develop Common Core State Standards-based lessons
  - More academic language in connection to the Common Core State Standards-based lessons
  - Year 2 implementation of University Starts Now
  - Provide opportunities for teachers to engage in their own continuing professional development, including training in the use of social media, digital devices and online tools and resources that enhance student learning
- 4) What is your site doing *less of* this year to improve student achievement?
  - Less practice of vocabulary and grammar in isolation
  - Less teacher talk with more emphasis on student collaboration
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Provide school wide enhanced challenge-based active learning opportunities that utilize digital resources
  - Utilization of academic metrics associated with such programs as Illuminate, DIBELS, MAP,
  - AR, Lexia, and ST Math for use in determining student outcomes and promoting purposeful Instruction
  - Using family projects to further academic achievement

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Jefferson Elementary School**

**Superintendent**

Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Jefferson Elementary School  
Vision Statement**

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Jefferson Elementary will provide a superior learning environment for all students by presenting intellectually challenging material to help all students become successful lifelong learners who contribute to society while developing social skills and building self-esteem.

**Jefferson Elementary School  
Mission Statement**

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Jefferson staff will provide a high quality standards-based instructional program that will strive to meet the academic, social, psychological, and physical needs of all students. Appropriate strategies, teaching materials and assessment tools will maximize student learning. Mutual respect and collaboration will be fostered among students and staff. Attention to building self-esteem, integrity, and confidence will contribute to the positive development of each student. Staff, parents and school community will provide quality learning opportunities to promote achievement for all students in a rich academic environment that is safe and supportive.

**Student Achievement Goals**

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

Jefferson Elementary School is committed to significantly improve student achievement in the core curriculum, by focusing the school's vision on disaggregated data-driven decision-making, implementing best instructional practices based on the Common Core, establishing ongoing communication, and maintaining a safe, clean and nurturing environment.

Jefferson will provide evidence of a visible school-wide vision through weekly staff meetings; group data chats; lesson plans with adopted reform strategies; effective teaching strategies in classrooms observed through walkthroughs; parent participation in SSC, ELAC, DAC/DELAC meetings as well as volunteering in class and school-wide projects; and an open communication with parents and community through parent surveys, parent meetings, mid-trimester reports, report cards, AIP, SST and IEPs. Kinder through 5th grade students will show improvement by 10% in the Benchmarks and establish a baseline for DIBELS/ IDEL for the 2014-2015 school year.

All students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

**To accomplish this we will:**

- Jefferson will support and facilitate an efficient classroom instruction to meet all standards set by local, state and federal government. Staff will focus on Data analysis as a driving force for planning and decision making for curriculum based on the Common Core State Standards. Kinder through 5th grade students will show improvement by 10% in the Benchmarks and establish a baseline for DIBELS/ IDEL for the 2014-2015 school year. Jefferson English Learners will reclassify by 4th and 5th grade. Reclassification will increase by 10% for the 2014-2015 school year.
- Jefferson Elementary will analyze student progress and apply best practices in the delivery of curriculum. Students below grade level proficiency will be provided with extended learning opportunities including Response to Intervention (RtI), tutoring and the Think Together after school program.
- Jefferson will improve student achievement through the use of technology in the classroom and in the computer labs. All students will have access to computers to support English Language Arts, writing, and mathematics.
- Jefferson Administration, CLAS, TOSA, and classroom teachers will participate in ongoing staff development per including Common Core Standards, Multi-Tier Support System (MTSS), RtI meetings and trainings on intervention programs, PBIS training, ST Math training, and technology training to strengthen student achievement.
- Parent Involvement will be significantly increased to improve student achievement.
- Implement Illuminate Data System to analyze state and local assessment data, teacher created tests and demographic information.

**Goal IIa: Reading Across the Curriculum**

Through the implementation of the District-adopted Open Court Reading Program and reading interventions, Jefferson Elementary School will ensure that all students will read fluently at grade level or higher each academic year. Staff will continue to be trained in the California Common Core Standards. All students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	
Schoolwide will increase percent proficient on Benchmark ELA by:	

**To accomplish this we will:**

- Jefferson Elementary teachers will work to align instruction, strategies and materials with California Language Arts content standards to ensure that the required reading State standards are met. Teachers in grades K-6 will apply best first standard based instruction and researched-based strategies, such as Higher Order Thinking Skills, Questioning strategies, Thinking Maps, Front loading strategies, backward planning, and GLAD strategies.
- Jefferson Elementary will provide extended learning opportunities to at-risk students according to their needs. Students performing below grade level proficiency will receive strategic interventions during their instructional day, before and after school to improve their performance in Language Arts.

- Jefferson Elementary students will receive increased access to technology through differentiated instruction to improve student performance in English and Spanish Language Arts and writing.
- School wide Language Arts reform strategies will be provided utilizing a Site based Professional Development Plan to improve student performance in Language Arts. Jefferson Elementary staff will participate in staff development, collaboration and data analysis. Staff development will include Common Core Standards, Thinking Maps training, MTSS, RtI meetings and trainings on intervention programs, Language! training and technology training. Based on school and teacher needs, staff will attend additional staff development.
- Staff will significantly increase the involvement of parents and community members to improve student performance in Language Arts.

### **Goal IIb: Writing Across the Curriculum**

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Jefferson Elementary will ensure that all students work toward reaching Proficiency or Advanced in grade level standards through the implementation of the District-adopted Open Court Writing Program and school-wide writing classroom interventions. Through the use of Thinking Maps, GLAD strategies, Jefferson will meet or exceed the yearly target on the District Writing Assessment by averaging 3.0 (benchmark) across all of the grade levels, K – 6.

#### **To accomplish this we will:**

- Jefferson staff will align writing instruction, strategies, and materials with the writing content standards. Teachers will utilize standards based, District approved writing strategies and best practices including Thinking Maps, Write-from-the-Beginning, District Writing Binder (Writing Curriculum) to improve student writing skills.
- Students will be provided with extended learning opportunities to improve writing achievement. Jefferson teachers and staff will analyze the California Standards Test (CST) (grades 2-5) writing strategies and conventions results and identify and provide additional support to students performing below proficiency in writing. Jefferson Elementary will extend learning opportunities for all students through the use of technology. Students will use technology for research and to published writing samples.
- Staff will participate in ongoing staff development in various writing techniques and strategies, and will engage in professional collaboration to improve writing instruction. Jefferson Elementary will increase communication to involve parents and community and will continue to encourage parent involvement through various functions, events and meetings.

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

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Jefferson Elementary School will ensure that students meet or exceed proficiency in grade level ELD standards through the full implementation of school-wide English Language Development groups and Systematic ELD instruction. Jefferson will meet or exceed the growth target for AMAO1 and the growth target for AMAO2 for 2014- 2015.

#### **To accomplish this we will:**

- Jefferson Staff will ensure the alignment of instruction to ELD content standards to improve student performance in English Language Development; and the Implementation of English Learner strategies including GLAD, Focused Approach, Frontloading, and Results for English Learners.
- Below Basic and Far Below Basic EL students will receive additional instruction using RtI intervention strategies from the Florida Center of Reading Research, SIPPS, Touchphonics, and PALS. Newcomers in grades 4-6 who are performing two or more years below grade level in English reading will receive English Language Arts instruction and English Language Development support through the district-approved reading intervention program Language!. Under performing EL students will receive first priority to participate in the THINK Together After school program, including additional instruction using the MIND Institute and Accelerated Reader. Challenging and high-interest reading materials will be purchased for high-ability EL readers and at-risk EL readers, in order to ensure that sufficient materials and intervention strategies are available for all students at their appropriate levels.
- Students at Jefferson will have increased access to technology across the grade levels with the assistance of the Computer Instructional Assistant in order to improve English proficiency.
- Teachers will participate in grade level planning to analyze English Language Development performance data, and to plan lessons based on student needs. Teachers will receive training in research based ELD strategies including Focused Approach, REL, ELD strategies to support proficiency in English Language arts and ELD proficiency in all areas including listening, speaking, reading, and writing.

- Jefferson staff will significantly increase communication to inform parents about the performance levels of English Learners. Parents will help to support the school with English Language Development.

### Goal IId: Mathematics

Jefferson Elementary School will ensure the implementation of the District-adopted Houghton Mifflin California Mathematics program and school-wide mathematics interventions. Jefferson staff will ensure that all students work towards reaching Proficiency or Advanced in grade level standards on Benchmark assessments given in each trimester.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10%

#### To accomplish this we will:

- Jefferson staff will ensure alignment of instruction strategies and concepts to the Mathematics content standards.
- Student will receive extended learning opportunities to improve achievement in mathematics.
- Students will receive increased technology support, such as the Mind Institute, standards based program, to improve student performance in Mathematics.
- Jefferson staff will engage in staff development and professional collaboration to improve student performance in mathematics
- Jefferson staff will increase communication with parents to improve student Mathematics performance.

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

Student achievement will significantly improve in English Language Arts, Writing, English Language Development and Mathematics, by focusing the school culture and vision on parent involvement through parenting classes, home/school compact, parent volunteering activities, parent supporting learning at home, parents involved in decision making and collaborating with the community. All students and staff work in a healthy, safe, and secure environment that supports learning.

#### To accomplish this we will:

- Jefferson staff will significantly increase parent involvement by setting clear expectations and maintaining a strong school-home communication. Parents will be encouraged to take a more active role in their child's education by attending parent meetings and workshops to improve student performance.
- Jefferson staff will promote parent's participation in their child's education in Mathematics through a strong school/home communication and parent meetings and workshops to improve student performance.
- Jefferson will encourage parent involvement in the school and in the academic success of their children through various parent classes and programs that will focus on improving reading, mathematics, as well as monthly parent meetings and a bilingual monthly newsletter.
- Jefferson staff will significantly increase parent involvement in school governance by encouraging and developing parent and community members as participants and decision makers for the school site council and advisory committees, as well as EIP's, SST's and Parent/Teacher meetings. Jefferson staff will significantly increase parent volunteerism in order to promote student achievement.
- Jefferson Staff will promote Community Collaboration through parent volunteerism and structured partnerships with local community organizations and businesses.
- Jefferson parents will complete a Parent Survey to help guide parental involvement and expenditure of Title I funds.



**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Non-Instructional Consultant -Playworks	Title I	\$30,000
Lexia Reading Program	Title I	\$19,000
Non-Capital Equipment (Computer mobile carts, iPads, Tablets, software, etc.)	Title I	\$7,783
Parental Involvement/Support/ELAC meetings,workshops - Foods , snacks	Title I	\$1,907
Transportation /Admission -Fieldtrips	Title I	\$10,000
Travel/Conferences	Title I,	\$500
Instructional Material	Title I	\$5,383
Communications/Parents/Community (Newsletters, report cards, brochures, flyers,	Title I	\$500
Printing	Title I	\$4,500
Sub Days: Instructional Data Chats, Staff Development, Collaboration, SST's, Rtl,	Title I	\$7,000
		\$1,000
	<b>TOTAL</b>	<b>\$87,573</b>

## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: **Jefferson Elementary School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Increased project-based learning and research projects.
  - Promoted collaborative conversations and discussion across curriculum
  - Trained staff on Playworks - activity supervisors, teachers, and junior coaches trained to implement during primary recess
  - Supported Hacia Adelante program in third and fifth grades to help struggling students access Common Core State Standards.
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Students created presentations for research projects
  - Our TOSA provided parents with monthly "Parenting Skills" workshops and provided teachers with training on Extended Response scoring for the Language Arts and Math Benchmark I. This training allows teachers to reflect on and adjust teaching techniques that will improve student learning and performing.
  - Introduced - "Annotating the Text" and the Frayer Model to teachers
- 3) What is your site doing *more of* this year to improve student achievement?
  - Our CLAS teacher providing more Common Core in-depth lessons training. Teachers use technology to enhance and reinforce language arts instruction through the use of appropriate computer hardware, software ( Accelerated Reader), and through access to the Internet resources (Discovery Education, ST Math, OCR website).
  - Classrooms are equipped with Smart Boards, which together with Common Core instructional materials, help increase phonemic awareness, systematic phonics instruction, spelling, and the structure of the English language. Students develop academic language with reading, writing, spelling, and literary response practice.
  - Our TOSA provides small group systematic ELD instruction as an intervention to "Newcomers."
- 4) What is your site doing *less of* this year to improve student achievement?
  - Less teacher talk and more student collaboration and research
  - Less paper/pencil activities and more computer research
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Teachers have been introduced to Gooru, a learning platform, to create a collection of videos, text, and images for student learning through instruction, building background knowledge, and introducing new concepts. Teachers enhance student engagement and achievement through homework assignments as parents and students access Gooru from home.
  - Through the CCSS units of study, students had the opportunity to viewed videos where they were able to respond extensively in preparation for the upcoming extended response.
  - PBIS - rewards system - lunch on the lawn, PAL students passing Jag Spots.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Kennedy Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Kennedy Elementary School  
Vision Statement**

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We at John F. Kennedy Elementary School envision a collaborative community which embraces the unlimited possibilities of our students to achieve their dreams.

**Kennedy Elementary School  
Mission Statement**

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Recognizing the unique needs and challenges facing our students, the mission of John F. Kennedy Elementary School is to help all children achieve their individual potential by providing them with research based, grade level instruction that aligns with the Common Core Standards. All students will be empowered by the parents, staff and the community to achieve excellence every single day. Furthermore, students will be provided a safe, inviting and nurturing learning environment. Our learning community is committed to literacy for all and developing a strong academic foundation for students. John F. Kennedy Elementary students will become responsible citizens, creative and critical thinkers who are life-long learners.

## Student Achievement Goals

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

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#### School Goal:

All students at Kennedy Elementary School will have equitable access to a high quality curricular and instructional program that is accessible from school and home and students and staff will work in a healthy, safe and secure environment that supports learning  
Kennedy students will need the knowledge, skills and values to become productive citizens in the 21st. century

#### To accomplish this we will:

- Kennedy Elementary will continue to implement data driven planning and decision making for instructional and schoolwide programs effectiveness. Teachers will attend collaborative grade level meetings to discuss, analyze and modify instruction.
- Targeted students will be identified and offered extended learning opportunities
- Staff will have the opportunity to attend site and district sponsored appropriate professional development
- Parent and community participation will be encouraged
- Technology knowledge and use at school and home will be encouraged for both student and parents
- School climate and culture will continued to be emphasized by staff, student and parent participation in programs such as PBIS, GRIP, and attendance at parent workshops/trainings offered by Minnie Street Family Resource Center and the Santa Ana Unified School District
- Kennedy Elementary will continue to strengthen classroom instruction by implementing various Common Core strategies. Targeted students will be offered to participate in extended learning opportunities
- Kennedy staff and students will continue to utilize technology to enhance instruction and learning in school and at home
- Kennedy Elementary staff will continue to strengthen schoolwide instructional programs and classroom instruction by attending appropriate site and/or district professional development
- GATE: Kennedy staff will continue to implement differentiated instruction to further the academic progress of GATE Students
- Special Education: Kennedy staff will Increase number and percentage of time students are mainstreamed into general education classes.
- School Site Council and ELAC: Kennedy staff will maintain councils that are informative, active and participatory in creating and maintaining high expectations for students and staff and promoting a schoolwide positive culture and climate.
- Kennedy Elem will continue to implement and strengthen and enhance the PBIS and GRIP schoolwide plan and policy

### Goal IIa: Reading Across the Curriculum

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#### School Goal:

All students will be proficient readers by the end of the 3rd. grade

Align curriculum, instruction and assessments to the Common Core standards to create consistency in understanding and implementing the common core instructional shifts thereby ensuring students are college and career ready and can complete the required course sequence for entrance into the California university system

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	6.35%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	6.3%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	6.48%
Schoolwide will increase percent proficient on Benchmark ELA by:	6.3%

**To accomplish this we will:**

- Kennedy staff will maintain grade level collaboration meetings to align instruction, strategies, and materials with Common Core standards.
- Grade level Intervention Assistance ( Grades 1-3) will provide targeted support to identified students in ELA with deficit
- Technology will be used to assist, support and enhance classroom instruction and at home
- Kennedy staff will attend on site and/or district professional development to support understanding of Common Core standards and strategies to enhance and strengthen ELA instruction
- Community participation will be encouraged to strengthen student academic growth.
- Software programs will be used to enhance and support reading instruction through explicit and systematic lessons. Through various software programs, students will further develop foundational skills in the following: automaticity and fluency, listening and reading comprehension with complex text, and vocabulary. Teachers will analyze data from these programs to plan differentiated instruction.

**Goal IIb: Writing Across the Curriculum**

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**School Goal:**

Students will demonstrate progress towards the Common Core writing standards through continue implementation of district writing curriculum and effective instruction .Students will achieve at a minimum one level of growth as demonstrated on the district's writing proficiency assessment

**To accomplish this we will:**

- Kennedy staff will continue to align the district writing curriculum, materials, instruction, strategies, and Common Core standards so that an effective writing program is maintained.
- Targeted students will have the opportunity to improve their writing skills by participating in extended learning opportunities
- All students and parents will have the opportunity to learn increase their technology skills and knowledge at school and at home
- All teachers will participate in site and district professional development on Common Core writing standards and instructional best practices.
- All students will participate in a technology generated writing assignment per trimester

**Goal IIc: English Language Development**

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All English Learners will be reclassified within 5 years of entering program

**To accomplish this we will:**

- A daily classroom ELD instructional time will be established and monitored to insure differentiated instruction. Students may be grouped by instructional need during ELD time.
- Supplemental software programs will be used to further extend and differentiate ELD instruction based on student need.
- Staff will participate in school and/or district sponsored professional training on Common Core Standards and instructional best practices.
- Students will have the opportunity to practice and strengthen speaking skills through oratorical opportunities
- Students will participate in a technology based writing per trimester

## Goal IId: Mathematics

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### School Goal:

All students will demonstrate readiness for Algebra 1 before entering 9th. Grade

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	4.98%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	4.97%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	5.93%%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	4.97%

### To accomplish this we will:

- All staff will use district approved curricular materials, technology based assessments and will be provided with collaborative time for alignment of lessons and materials, review of assessments, and alignment of instruction to student needs in order to increase achievement.
- Grade level intervention assistance will be provided to targeted students to strengthen math skills
- Software programs will be used to assist, support and enhance instruction at school and home
- Staff will participate in district and/or school sponsored professional development for understanding of Common Core Standards and to strengthen instructional best practices and Common Core strategies

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

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### School Goal:

Kennedy staff will increase, promote, develop and nurture positive relationships with parents, business partners, and community members to increase student achievement and success. Kennedy staff will continue to foster relationships with Minnie Street Family Resource Center, Big Brothers Big Sisters organization, Santa Ana GRIP program, Mariners' Church, Turning Point Counseling Service, Playworks, Padres En Accion and the Think Together After School program.

### To accomplish this we will:

- Increase parent and community participation will be encouraged to strengthen classroom ELA and Math instruction through site and district workshops and/or district trainings
- Community partners will assist, support and enhance the climate and culture of the school.
- Playworks will improve student behavior, climate, and learning environment thru teaching and organizing recess activities, providing Class Game Time, establishing student leadership with the Junior Coach program, offer Out-of School academics, community building, and physical activity support, and establish developmental sports leagues.
- For students needing counseling/interventions services, counseling through Turning Point will be provided.
- Padres in Accion will enhance student participation during recesses
- Community Involvement will be increased by encouraging participation in PTA, SSC, GRIP, ELAC and DAC/DELAC
- Parent and Community participation will be encouraged via Xtend messages, Marquee messages, Monday notices, parent contract, school website and newsletter
- Parents will be encouraged to attend Adult ESL offered by Santa Ana College
- Parents will be encouraged to participate in technology workshops and/or trainings to increase knowledge and skills for school and home use

**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Intervention Teachers- 3 days a week	Title 1	\$23,000
Extra duty (office and aides) for parent translations (Back to School, conferences, etc.)	Title 1	\$3000
Playworks (30,000), Turning Point Counseling (1,500), and Parents in Action (5,000).	Title 1	\$36500.00
Instructional Materials (including Lexia-4500)	Title 1	\$7900.00
Parent involvement and communication	Title 1	\$1900.00
Field trips (transportation)	Title 1	\$10000.00
Instructional Materials and supplementary material through district print shop	Title 1	\$6000.00
	<b>TOTAL</b>	<b>\$88,300.00</b>



# Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

**School:** Kennedy Elementary School

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Increased Professional Development on Common Core Standards, ELD Standards, and Common Core strategies and Vocabulary
  - Extended Response Scoring- in addition to scoring the responses, teachers collaborate in grade levels to discuss implications for future instruction targeting specific areas of need and identifying instructional practices to meet these needs
  - Focus on ELD instruction across the curriculum- in grade levels identify ways to incorporate oral language in all areas
  - Writing Across the Curriculum to process information and express ideas, thoughts and understanding
  - Structured technology time in order to be more efficient
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - CGI Math Instruction Training for interested teachers.
  - ESL classes for parents to support instruction at home
- 3) What is your site doing *more of* this year to improve student achievement?
  - Hacia Adelante tutoring for targeted students
  - Additional MTSS Grade Level Meetings including MTSS coaching with select teachers
  - Focus on academic conversations, highlighting academic language More inquiry-based instruction, small group instruction, and collaborative conversations
  - More classroom projects, more math manipulatives, and Problem-of-the-Day
  - Teachers starting SBAC practice sooner and keyboarding skills to support testing preparation
  - PBIS social skills training for targeted teachers and noon supervisors
  - Student recognition for meeting Accelerated Reader an ST Math goals
  - Computer technology classes for parents
- 4) What is your site doing *less of* this year to improve student achievement?
  - Less emphasis on ELD rotations, less interruptions during instructional time, less whole group instruction
  - Fewer suspensions and discipline referrals
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Increased number of monthly grade level collaborative meetings
  - Playworks- to maximize instructional minutes during transition from recess/lunch and minimizes student conflicts
  - Gooru will be used by staff to provide ready access to CCSS aligned resources and materials
  - Additional day for Turning Point Counselor

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**King Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**King Elementary School  
Vision Statement**

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Academic excellence is the priority at Dr. Martin Luther King, Jr. Elementary School. All scholars are challenged and supported to meet and exceed rigorous state standards. King staff members foster relationships with each scholar and family as a means of supporting their academic success. As a dynamic professional learning community, King Staff members collaborate with the parents to provide a stimulating learning experience ensuring that all scholars become critical thinkers and problem solvers. King Elementary staff effectively implements current research and best practices to deliver cognitively planned lessons. Through high expectations King School scholars develop positive character traits such as being responsible and respectful citizens, thus securing their position as future leaders of our society.

**King Elementary School  
Mission Statement**

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The mission of Dr. Martin Luther King, Jr. Elementary School is to create a culture of higher academic learning among all Kindergarten through Fifth grade scholars, their families, and surrounding communities by instilling in them an awareness and motivation towards obtaining a four year university degree. Recognizing that the school community inspires the highest level of academic commitment, scholars at King School are provided with a rigorous high quality instruction in order to meet and exceed the state standards in all the subject areas. King Elementary staff prepares all scholars with the knowledge and skills required to be productive members of their community.

## Student Achievement Goals

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

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King staff is committed to creating a school that gives every scholar the opportunity to develop their character, academic skills, and be successful. The King staff is dedicated to developing a culture of universal achievement in each classroom that will ensure academic success for all scholars. Every member of our school community will ensure that each scholar will be proficient or advanced in reading, writing, and math. All personnel are committed to implementing the three LCAP goals: 1. All students demonstrate the knowledge, skills and values necessary to become productive citizens in the 21st Century. 2. All students will have equitable access to a high quality curricular and instructional program that is accessible from school and home. 3. All students and staff will work in a healthy, safe and secure environment that supports learning.

#### To accomplish this we will:

- Clear targets and feedback-King School has clear academic targets and provides timely feedback on progress using a variety of best practices including data walls, scholar scorecards, and benchmark data chats for teachers and students. King staff will collaborate under the guidance of the CLAS teacher to introduce and implement the Common Core Standards through the unit of study lessons.
- The King School principal and leadership team will work together to guide the scholars, parents and teachers to create a Professional Learning Community-The King school leadership team will continue to develop exceptional systems including: culture of universal achievement, collaboration, standards alignment, assessment, data management, and interventions.
- Data Inquiry and Continuous Improvement. Teachers will continue to use research based best practices, such as Nancy Fetzter strategies to teach to the needs of the students.
- King School staff will collaborate in grade levels to discuss data, best practices, student engagement strategies and strategic schooling practices (monthly focus standards).
- Positive Feedback and Celebrating Achievement-Scholars will be honored for high achievement at or above grade level and great improvement as measured by their CST and Benchmark exams. Scholars will receive certificates and medals during the CST/Benchmark celebration assemblies.
- King School will use technology to support district curricular goals and enhance teaching and learning-Teachers will use technology to enhance their lessons and engage scholars. Scholars will have access to the Internet for research and to have an opportunity for interactive activities.
- King staff will use the district data base: Illuminate which provides the tools needed to analyze state and local assessment data, teacher created tests, and demographic information together in one location. Teachers will be able to print out student reports to analyze in order to modify their instruction to fit the needs of the students. Teachers will also be able to print out parent friendly reports to share with parents during conference time.

### Goal IIa: Reading Across the Curriculum

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King scholars will participate in the Smarter Balance Assessment Consortium (SBAC), which is a computer based assessment to measure student progress in English Language Arts and Mathematics. The number of scholars reading at grade level in grades kinder and first will increase by a minimum of 10% as measured by the end of year ELA Benchmark Assessment (first-fifth grade) and the DIBLES exam (first and second grade only).

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	
Schoolwide will increase percent proficient on Benchmark ELA by:	

**To accomplish this we will:**

- Alignment of Instruction, Strategies and Materials with Content Standards-Teachers will implement research based strategies that promote full scholar engagement including Collaborative Conversations, Text Complexity, Close Reading, GLAD, Thinking Maps, the Writing Process, and Comprehension Strategies and Skills.
- Extended Learning Opportunities: School Intervention Program during school and Language Enrichment Program for Dual students- Targeted scholars will participate in the King academic intervention program during their instructional day. King personnel will provide a summer Literacy/ELD boot camp during in 2015 to instruct students who are working below their grade level in Reading.
- Increased Access to Technology-King School staff will utilize technology to improve reading instruction including the use of: computers, projectors, smart boards, digital cameras, document camera, and other equipment in order to engage all scholars in learning.
- Staff Development and Professional Collaboration:-King staff will collaborate in order to implement the Common Core Units of Study. Staff will have a monthly "Strategy Refresher" as part of staff meetings in which teachers present one research based strategy that has been effective in promoting scholar engagement and classroom discipline and management.
- Involvement of Parents and Community-An Annual Parent Literacy Conference will be held in order to provide parents with tools and strategies to assist their children in reading.

**Goal IIb: Writing Across the Curriculum**

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King scholars will participate in taking the District Writing Proficiency every trimester. All scholars will improve by at least one level on the district writing Assessments.

**To accomplish this we will:**

- Alignment of Instruction, Strategies and Materials with Content Standards-A school wide writing campaign will be implemented in order to promote writing across the genres and to enable scholars to become proficient writers.
- Extended Learning Opportunities: King School scholars participate in a school wide writing campaign, outside writing contests are also encouraged
- Increased Access to Technology-King School staff will utilize technology to improve writing instruction including the use of: computers, projectors, smart boards, digital cameras, document cameras, and other equipment in order to engage scholars in learning.
- Staff Development and Professional Collaboration-Teachers will continue to use research based best strategies such as, Nancy Fetzer strategies to improve their writing instruction.
- Teachers will analyze scholars' published writing samples and District writing data and will develop grade level rubrics to support the writing process. Teachers will collaborate in implementing best practices and strategic lessons in writing.
- Involvement of Parents and Community-Parents will have the opportunity to visit the classrooms and view current individual scholar writing samples during Back to School Night, Open House, and parent walkthroughs. Teachers will share individual scholar progress with the parents during conferences.

**Goal IIc: English Language Development**

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The percentage of scholars that score Early Advanced or Advanced on the CELDT will increase from 29.49% to 35% by the end of the 2014 school year. A minimum of 56.0% of English learners will make one level growth on the CELDT exam.

**To accomplish this we will:**

- Alignment of Instruction, Strategies and Materials with Content Standards-All scholars will be instructed with the district approved Carousel of Ideas ELD program and will use all the accompanying materials from this standards based program. Scholars will be placed in flexible groups according to their proficiency level in ELD. Teachers will form ELD rotations by grade levels in order to provide systematic ELD (differentiated) instruction.
- Extended Learning Opportunities: King scholars participate in external learning opportunities. English learners are provided external learning opportunities to improve their English proficiency levels by being exposed to the CELDT Blueprints, CELDT Rubrics, and CELDT release questions.

- Increased Access to Technology-King School staff will utilize technology to improve ELD instruction including the use of: computers, projectors, smart boards, digital cameras, document cameras, and other equipment in order to engage scholars in learning.
- Staff Development and Professional Collaboration -Teachers will collaborate in grade levels and analyze the data in order to form ELD rotations and provide systematic instruction by levels of proficiency. Teachers will use the CELDT Blueprints, CELDT Release Questions, and CELDT Rubrics to guide their ELD instruction.
- Involvement of Parents and Community-Teachers will share individual scholar progress with the parents during conferences. To increase efficacy of communication, a monthly newsletter will be sent home in English and in the parents' primary language.

### Goal IId: Mathematics

King scholars in 3rd-5th grade will participate in the computerized Smarter Balance Assessment Consortium (SBAC). King school scholars in Kindergarten-5th grade will also continue to participate in the district Math Benchmarks every trimester. Teachers will analyze these data in order to modify their instruction to meet the needs of all students.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	

#### To accomplish this we will:

- Alignment of Instruction, Strategies and Materials with Content Standards. King teachers will track key blue print standards to insure their implemented curriculum is aligned to California’s Math Standards. Teachers will use a variety of standards based supplemental strategies to support the core mathematics program.
- Extended Learning Opportunities: King scholars will have extended learning opportunities.
- Scholars will be provided with multiple ways in which to practice their Math skills in and outside of school.
- Increased Access to Technology. Scholars in Kinder through Fifth grade will participate in the Mind Institute program. This program is a non-language-based method offering a visual understanding of difficult math concepts through a series of computer activities and lessons.
- Staff Development and Professional Collaboration
- Teachers will collaborate in grade levels to discuss best practices and instructional strategies to better improve scholar performance. Teachers will analyze CST and Benchmark Assessments data and look for trends which will assist them in improving their instruction.
- Involvement of Parents and Community- Scholars will be recognized for making progress in the area of Mathematics. Parents will be invited to Monthly Principal’s Showcase in honor of their child’s accomplishments.

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

**School Goal:** King School has a strong commitment to build parent capacity through collaboration and continuous communication. Parents are regarded as partners in planning, making decisions, solving problems, and providing opportunities for scholars to achieve content and performance standards.

#### To accomplish this we will:

- Parents participate as decision makers:
- Parent Leadership Committee
- Parent Teacher Organization (PTO)
- ELAC (English Language Advisory Committee)

- Parents serve on the School Site Council, English Learner Advisory Committee, and the District English Learner Advisor Committee.
- Parents will participate in the Student Success Team meetings in order to provide information and make decisions about their child's education.
- Multiple opportunities for parent meetings
- Parent input and participation for these meetings is always emphasized and encouraged.
- A monthly Principal's Showcase award ceremony will be held to honor one student in each class who shows academic progress in a selected subject area.
- Multiple means of communication- Administration will use the district Edulink (previously x-tend) message service to contact parents for parent meetings, Open House, Back to School Night and Parent/Teacher Conferences. All parents are expected to attend Back to School Night, Open House, and Parent/Teacher conferences. A monthly newsletter with important information and upcoming events will be sent home.
- King Parent University (Parent Education Classes)
- The Santa Ana Parent Project- 40 Development Assets Parenting Classes.
- The 10 Commandments of Education Leadership Institute will be provided in the Fall and in the Spring with the purpose of educating parents on the educational system and procedures.
- Parents of at-risk 3rd through 5th grade students will participate in the P.A.D.R.E.S. program to learn the skills to help their students succeed academically in school (Promoting Academic Development Responsibility Expectations and Success standards). This program was developed by Mr. Radon Rodriguez, Family / School Counselor
- Successful Family Relationship Enhancement Classes will be offered to promote personal development and improving of relationships and a better home life.
- Basic Parenting Classes with Patricia Huerta from Padres Unidos
- An Annual Parent Literacy Conference will be held at the end of the first trimester in order to provide parents with tools and strategies to assist their children in reading.
- Parents are encouraged to attend district and community parent conferences, institutes, and events which promote student achievement and parent involvement

## Funding

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
King Intervention Program/Certificated Extra Duty	Title 1	\$30,000.00
Instructional Assistant-Computer Technician Extra duty	TITLE 1	\$2,000.00
Certificate Substitute Days for Staff Development/Collaboration	TITLE 1	\$8,000.00
Office Worker Extra Duty	TITLE 1	\$6,000.00
INSTRUCTIONAL MATERIALS	TITLE 1	\$7,002.00
Food/Snacks	TITLE 1	\$2,000.00
Travel Conference Costs	Title 1	\$3,000.00
Non-Cap Equipment	TITLE I	\$11,915.00
Transportation	Title 1	2,000.00
Non-Instructional Consultant	Title 1	6,000.00
Communications (Parent Involvement)	Title 1	\$3,953.00
	<b>TOTAL</b>	<b>\$81,870.00</b>

## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

**School:** **Dr. Martin Luther King Jr. Elementary School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - We are fully implementing the New Common Core State Standards.
  - We are involving parents through the transition into the New Common Core State Standards.
  - We are fully implementing the strategies for Collaborative Academic Conversations.
  - We are utilizing STAR/Accelerated Reader benchmark data to plan interventions/differentiation in reading.
  - We are unpacking and implementing the new ELD Standards.
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - More rigor within the instructional program
  - More depth and complexity (i.e. citing evidence/details to support findings) within learning activities
  - Providing a summer literacy intervention program for students in grades 1<sup>st</sup> – 5<sup>th</sup> with the supplemental REACH Program published by National Geographic
  - Providing a summer ELD intervention program for identified students in grades 3<sup>rd</sup> – 5<sup>th</sup>.
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - More grade level based collaboration with implementation of New Common Core State Standards
  - More grade level based DATA analysis and “next steps” utilizing District Benchmark Extended Response, STAR Benchmark data
  - More alignment of instruction to District instructional expectations and assessment
  - More integration of technology into classroom instruction
  - Increased use of math manipulatives in all grade levels
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Less staff pullout for requested trainings that can be attended during non-instructional time
  - Less demands placed on teachers to allow for optimum focus on instruction
  - Less individual-based student work, more group-based projects
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Providing Summer Enrichment Program opportunities
  - Implementing the King Parent Academy with targeted, grade level-specific parent programs



**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Lathrop Intermediate School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Lathrop Intermediate School  
Vision Statement**

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Lathrop Intermediate School will develop its students into technologically proficient, academically prepared citizens who positively contribute to their community and who will be poised to face the challenges presented to them in high school and beyond.

**Lathrop Intermediate School  
Mission Statement**

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Lathrop Intermediate School is dedicated to educational excellence. Provided with a rigorous, standards-based curriculum, students are enabled to construct the academic and technological skills necessary for success in high school, college and career.

## Student Achievement Goals

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

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#### School Goals:

- All students demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st Century.
- All students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.

#### To accomplish this we will:

Provide effective instructional leadership to guide school-wide alignment of instruction, strategies and materials based upon research and data analysis with Common Core State Standards.

1. Maintain an Instructional Leadership Team (ILT) made up to guide the instructional program. The Administrative and ILT teams will hold meetings two times a month; will assist school personnel in focusing on the primary role of fostering excellence in teaching and learning for each student.
2. The Learning Director will facilitate curriculum development, staff development, data analysis, and testing with the focus on student achievement.
3. Illuminate provides the tools needed to analyze state and local assessment data, teacher created tests, and demographic information together in one location. Illuminate tools allow 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.
4. The AVID Program will support students in their college path through appropriate motivational and instructional strategies. AVID teachers will participate in AVID training which will develop a college-going culture and prepare students for High School and beyond. Assessment materials will be purchased as recommended by the AVID program. A stipend will be given to one teacher who will be the lead for the AVID program. Tutors will support the AVID program. Tutors will be available to facilitate student access to a rigorous curriculum.
5. The SSC and ELAC will meet 6 times per year and make program recommendations and/or decisions on how categorical funds will be used to support the academic program to facilitate high student engagement and interaction based on data analysis, academic priorities and grade-level standards.
6. Bilingual staff will provide translations of documents provided at SSC meetings as well as translation of the meetings.
7. Student will utilize agendas in every class to develop responsibility in their daily work. Teachers, counselors and administrators will assist students in becoming high school and college ready through a developed sense of responsibility. Teachers will communicate with parents through use of the student agenda.
8. State adopted texts and materials will be used by all teachers in the four main content fields: math, science, social studies and language arts.
9. The school day will consist of six academic periods with teachers teaching 5 periods and having one period of planning. Teachers will collaborate during a portion of their monthly collaboration time to increase high expectations, culture and the vision of Lathrop Intermediate.

Provide a variety of extended learning opportunities that meet the needs of our diverse student population:

1. Content area tutoring will be offered by certificated classroom teachers for targeted students to support content area deficits and who are most at risk of failing.
2. Support will be given to student-led clubs and organizations which provide extended learning in areas of interest to students. Teachers will support clubs by mentoring students in these areas of interest.
3. Students will have access to free tutoring before or after school to gain knowledge, strengthen skills and acquire values to become productive citizens in the 21st Century.
4. Students will have access to internet-enabled technology at school. Access to computer labs and library will be provided before and after school.
5. The Think Together program will utilize classrooms and facilities afterschool to provide students with a safe environment that supports their academic studies in the afterschool hours.

Provide relevant research-based learning opportunities geared toward maximizing student learning through engagement. Technology will support and enhance the instructional and enrichment programs.

1. To facilitate and enrich the academic experience of all students, supplies, support materials and equipment will be purchased - to include, but not limited to, software and other technology. Purchase licenses that will provided teachers with engaging technology to enhance their lesson delivery.
2. Computer technician to support the use and maintenance of technology and support the transition to Common Core Standards.
3. Provide training for District and school sponsored technology ( i.e. Aeries Grade book, Illuminate, ST Math, etc).
4. Offer computer literacy classes for parents.
5. The student to computer ratio will be 1:3 in an effort to increase student achievement.
6. Instructional strategies, including the incorporation of technology, will be utilized to enhance student progress and to actively engage students in the learning process.

Teachers will reflect on the rigor of their lessons and student work through collaboration with colleagues and will continue to grow professionally by participating in staff development opportunities.

1. The Master Schedule reflects the creation of common planning periods for the majority of teachers by grade level and department to facilitate collaboration.
2. Modified Wednesdays will be utilized to support a collaborative system that shares effective teaching strategies, reviews student achievement data, and supports staff learning and professional development.
3. Teachers will work to vertically align instructional program using data analysis of core and intensive intervention programs and promote the use of student data to provide adequate scaffolding to access complex tasks/tests.
4. During release time subject-alike teams will conduct comprehensive reviews of data aligned to the instructional plan for differentiation of instruction. Teachers will participate in classroom visits and post-visit feedback dialogues to share best practices.
5. Teachers will be released up to two days during the school year to meet/ collaborate in grade level and subject matter groups to review achievement data, develop common assessments, and plan lessons
6. Teachers will attend appropriate subject specific conferences that support school wide goals.
7. Provide differentiated professional development for teachers including collaborative culture, lesson design, classroom environment, increasing time on task and student engagement, writing across the curriculum, and strategies to support English learners including academic and content vocabulary.
8. Support District professional development plan by attending District trainings (SIOP, Thinking Maps, RTI, GATE, PBIS, etc..).
9. Monthly new teacher meetings led by the Learning Director designee to discuss curriculum, lesson design, and student engagement strategies.
10. Teachers will collaborate to review curriculum guides, essential standards, common assessments, benchmarks and critical data to drive instruction and determine next instructional steps. Lesson plans will incorporate learning objectives, Thinking Maps, and follow District pacing guides as they pertain to the California State Common Core Standards.

Staff will maintain the components of the School-wide Positive Behavior Interventions and Support Program; provide a safe, clean, friendly and inviting environment in which all students can learn with a focus on high expectations and achievement; and provide appropriate student incentives and recognition to build a positive school spirit.

1. A welcoming, safe, and civil environment for students will be a priority for the school community.
2. The condition of facilities will be reported in the School Accountability Report Card (SARC) and through Williams' documentation each year.
3. Staff will continue to participate in the Positive Behavior Intervention and Support Program which provides immediate action for problematic behaviors, increases classroom support for teachers, provides data-driven results, develops individual support plans for severe/chronic behaviors, and increases parent involvement in behavioral and academic changes by promoting a positive and supportive environment.
4. Members of the Positive Behavior Intervention and Support Committee will participate in the district training and provide staff development for cultural change at Lathrop Intermediate.
5. Administrators, counselors, and support staff will respond to student discipline issues and major student offenses by going to the classroom as soon as they arise thereby keeping students engaged in the classroom learning
6. Teachers and students will construct and implement a positive behavior classroom matrix that will be posted in all classrooms to show clear behavioral expectations.
7. Teachers will create warm and inviting classroom environments to engage and motivate students in their learning.
8. Provide student incentives including, but not limited to, certificates, pins, medals, banners, bumper stickers, and school supplies.

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

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### **School Goal:**

60% of all Lathrop students will read at grade level by the end of 8th grade.70% of all students will receive a grade of C or better in their

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10%
Schoolwide will increase percent proficient on Benchmark ELA by:	10%

**To accomplish this we will:**

Provide staff with the resources to ensure the alignment of instruction, strategies and materials with the new State Standards:

1. All Language Arts/ELD teachers will receive staff development to plan and implement the district-wide Language Arts benchmarks blueprint, curriculum maps, Intervention and supplemental materials in supporting teaching and learning.
2. All Language Arts/ELD teachers will analyze results of district benchmark assessments to modify instruction and provide students access to grade level materials.
3. Teachers will provide instruction; strategies and materials that are aligned with content standards and are grade level appropriate using district approved textbook programs and supplemental materials.
4. READ 180 and System 44 supplemental Language Arts program will be utilized for the lowest achieving readers to increase fluency, comprehension, and writing and literacy skills. Consultants from Scholastic will help support the implementation of these intervention support programs.
5. Use of QTEL (Quality Teaching for English Learners) strategies across content areas to provide access to complex texts and increase literacy skills for all students.
6. Language arts teachers will use Accelerated Reader to promote improved reading fluency.
7. Content area classes will include reading instruction to provide vocabulary development, use of Tier II, III words and Language Objectives to support the specific content and ELA skills.
8. School wide implementation of SOAPStone to help increase literacy and critical thinking skills.

Provide extended learning opportunities that target needs of all students and assists in development of proficient readers:

1. The After School Program through Think Together opportunity to strengthen literacy skills.
2. Extended learning opportunities will be provided to students who who are not reading at grade level before and after school as needed.
3. The library will open each morning at 7:30 to enable students to use technology for Accelerated Reader, exchange books or use resource materials.
4. Student engagement in reading will increase through the use of online books and iPads.
5. The District will provide intervention programs for 20 - 25 most At Risk English Learner Students through an after school tutorial program at each site.

Provide staff and students with increased access to technology that will support the Language Arts curriculum:

1. Teachers are trained to infuse technology into content areas to enhance reading skills. (Subs for Professional Development)
2. Technology Committee, Computer Tech & Librarian available to assist classes with technology rich lessons.
3. Accelerated Reader
4. PPT, Email, Search engines and Collaborative projects
5. Multi-media
6. Language Arts teachers will collaborate in designing projects for students to research and present using internet sources, and PowerPoint software.
7. Teachers will receive training and support to utilize Aeries Grade book, a web-based grading program.
8. Maintain upgraded computer labs and purchase necessary software and hardware for full implementation.
9. Purchase and maintain necessary technological equipment and resources for teachers to create highly engaging lessons.
10. Technology licenses will be utilized in computer lab (Digital Art classes) for animation to enhance technology, reading, and writing.
11. 50% of students will have routine access to internet enabled technology at home and school.
12. Teachers and students have access to technology.
13. All teachers will provide opportunities for students to collaborate communicate and use critical thinking skills to demonstrate learning via multiple projects that require students to research and synthesize information.

Provide opportunities for staff development and professional collaboration to increase the rigor and alignment of Language Arts instruction:

1. Provide teachers with planning time for professional collaboration to ensure assignments are rigorous and aligned to the new state standards, and share lesson plans that include strategies with high levels of engagement.
2. Teachers will participate in professional development from Learning Director and TOSA to improve instructional practice ensuring improved student literacy in academic language, writing and content comprehension.
3. Support Staff, Teachers will meet regularly to develop intervention plans for students in at-risk situations. Provide training for student engagement especially with EL students.
4. Provide release time for departmental program planning, alignment of lessons to the new state Standards for ELA, and matching materials and strategies to best meet the needs of students.
5. All teachers will collaborate to develop best practices to teach academic language, collaborative conversations and develop strategies for high level engagement.

## **Goal IIb: Writing Across the Curriculum**

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### **School Goal:**

All Lathrop Intermediate School students will write to demonstrate understanding of concepts learned throughout the educational day. Students will illustrate their writing abilities by reaching proficiency or by answering ten more questions correctly on the English Language Arts section of the 2013 California Standards Test. Consistent with SAUSD non-negotiable instructional goals for 2014 – 2015 all students, including English Learners, will increase growth by a minimum of 5% using an internal assessment. 70% of all students will receive a grade of C or better in their Language Arts class. 30% of Lathrop students will score proficient on the 2014-2015 Santa Ana Unified School District Writing Exams.

### **To accomplish this we will:**

Provide all staff with the resources to ensure the alignment of instruction, strategies and materials in support of writing across the curriculum

1. Teachers will provide instruction, strategies and materials that are aligned with California State Common Core Standards for ELA and their relation to writing utilizing District Writing Binders for 6th and 7th grade and for 8th grade the writing portions of the ELA adopted textbooks.
2. Student writing samples will be studied to identify areas to modify instruction in writing.
3. Teachers will collaborate during release days to plan, align curriculum and analyze data.
4. Curriculum maps and pacing guides will be used by all teachers to guide instruction throughout the year.
5. GLAD and Thinking Maps plan will ensure there is a common visual language for transferring thinking processes, integrating learning, and for continuously assessing progress. Tier I and Tier II vocabulary will be reinforced in both speaking and writing by all students, every day.
6. All ELA classes will participate in the District writing proficiency exam.
7. All Lathrop students will understand and utilized Language Objectives as a measure of checking for understanding in all classes.
8. All teachers will collaborate on appropriate resources to teach academic language that helps develop vocabulary use and improve students' thinking and writing skills.
9. Common planning periods and modified Wednesday collaboration will allow teachers to meet and review student achievement data and discuss effective writing strategies.

Extended learning opportunities to assist students in becoming proficient writers using their writing skills across the curriculum:

1. Extended learning opportunities will be provided to students who score Basic, Below Basic, and Far Below Basic in English Language Arts before or after School as needed.
2. The After School Program through Think Together Program will provide ELA support.
3. Promote site based and community based writing contests.

### Increased Access to Technology:

Provide staff and students with increased access to technology that will support writing across the curriculum

1. Maintain upgraded computer labs, including mobile labs, and purchase necessary software and hardware for full implementation of writing programs.
2. Curricular area teachers will collaborate in designing projects for students to research and present using internet sources and presentation tools.
3. Computer Labs are utilized by Science, Social Studies and ELA classes using Inspiration, PPT, Email, Internet Research, and Collaborative projects.
4. Assistance provided by Aeries trainer for inputting and monitoring assignments, tracking grades, and reporting to students & parents.
5. Computer Technician will maintain all systems, monitor students' internet usage and regulate updates to hardware and software.
6. Students in Science and Social Studies use mobile computer labs to teach language, reading and research skills. Mobile labs are also available to ELA classes.

### Staff Development and Professional Collaboration:

Provide opportunities for staff development and professional collaboration to increase the rigor and alignment of instruction in support of writing across the curriculum

1. Provide Teachers with Planning Time for staff to meet for professional collaboration, to ensure assignments are rigorous and aligned to state standards, and share lesson plans that include strategies with high levels of engagement.
2. Train teachers in strategies that help develop academic language and improve students' thinking and writing skills.
3. Teachers will engage in data dialogues with administrators and colleagues to determine student knowledge gaps and share effective lessons/instructional strategies.
4. Teaching staff and CLAS representative will meet regularly in grade-level and subject teams to collaborate, examine student work, review student assessment data, design instruction (including cross-curricular units) and assessments moving toward implementation of Common Core Standards.
5. Teachers will participate in professional development to improve instructional practice ensuring improved student literacy in academic language, writing and content comprehension.
6. Common planning periods and modified Wednesday collaboration will allow teacher to meet and review student achievement data and discuss effective writing strategies.
7. ELA teacher will be encouraged to assist other content area teachers in designing appropriate and effective writing lessons.

## Goal IIc: English Language Development

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### School Goal:

All Lathrop Intermediate School English learners will demonstrate improved English skills by scoring a minimum of one level higher on the California English Language Development Test (CELDT) annual assessment. 65% of EL students will be reclassified within 5 years of entering school.

### To accomplish this we will:

Provide staff with the resources to ensure the alignment of instruction, strategies and materials with content standards in all curricular areas to support English Learners:

1. Teachers use complex texts at the appropriate levels utilizing QTEL strategies to engage and provide sufficient scaffolding for English Learners.
2. Teachers will integrate ELD Common Core State Standards to access content
3. SSC and Administration will ensure concept development for English learners in the content areas by purchasing necessary supplemental materials, manipulatives, and equipment to create engaging lessons and demonstrations that illustrate standards-based concepts utilizing visual and kinesthetic methods.
4. All students will receive instruction in academic conversations, vocabulary development, Language Objectives, Tier II and III vocabulary in all content area classes by grade level. All teachers will collaborate to use appropriate resources to teach academic language.
5. All teachers will know language proficiency level of their EL students.
6. Use tools strategically such as Thinking Maps and technology as a common visual language for transferring thinking processes, integrating learning, and for continuously assessing progress.
7. At-risk students are enrolled in a two period, grade level, standards-based language arts course to provide time for corrective teaching and/or enrichment. Provide staff with the resources to ensure the alignment of instruction, strategies and materials with content standards in all curricular areas to support English Learners.
8. Lathrop will maintain a functional English Language Advisory Committee (ELAC) that monitors EL programs, provides advice to the SSC on program implementation, and conducts a Needs Assessment survey on English learner programs.
9. Additional supplemental materials will be utilized to support student learning. Materials may include level appropriate books to support reading and develop writing skills.

Provide students with extended learning opportunities to support their English Language Development:

1. Intervention elective classes for low performing students (including EL) through READ 180 and System 44.
2. Field trips, AVID, Science Club, OC MESA, OC Math Club, computer labs, and tutorials
3. Students who scored Basic, Below Basic, and Far Below Basic in English Language Arts and will receive extended learning time opportunities after school.
4. Extend the study of academic vocabulary and direct instruction in conducting academic conversations in all subjects and in all classes.
5. The After School Program through Think Together Program will provide EL/ELA support

Provide staff and students with increased access to technology that will support language acquisition for English Learners:

1. Maintain upgraded computer labs and purchase necessary software and hardware for full implementation.
2. Staff will receive training in the use of Aeries for attendance and grade book, and Illuminate to access student results in various assessments.
3. Teachers will collaborate to design projects for EL students to research and present using internet sources and presentation tools.

Provide opportunities for staff development and professional collaboration to increase the rigor and alignment in all curricular areas in support of English Learners:

1. Provide teacher planning time for staff to meet for professional collaboration, to ensure assignments are rigorous and aligned to Common Core standards, and share lesson plans that include strategies with high levels of engagement.
2. Train teachers in strategies that help develop academic language and improve students' thinking skills.
3. The TOSA will provide staff development and coaching on Content Area Language and Literacy.
4. Provide training, coaching and support for teachers in QTEL to improved EL students' access to the rigorous curriculum and complex texts/tasks.
5. Use of Accelerated Reader school wide. Enhance library and Access to AR books.



**School Goal:**

All students will demonstrate readiness for Algebra I before entering 9th grade. 65% of all 8th grade students will score 235 (RIT) or higher on MAP assessment. All students will demonstrate readiness for Algebra I before entering 9th grade.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10%

**To accomplish this we will:**

Provide staff with the resources to ensure the alignment of instruction, strategies and materials with the Mathematics new State Standards

1. Students are placed in math classes based on multiple measures that include grades, teacher recommendations, and ongoing assessments.
2. Teachers use standards aligned district approved curriculum map to provide appropriate instruction based on the new State Standards and district pacing guides.
3. Math teachers will understand how to use the various components of the adopted materials to effectively address and meet the needs of all students in attaining proficiency on the new State Standards.
4. All students will receive instruction in vocabulary development, Language Objectives, Tier II and III vocabulary in all content area classes by grade level. All teachers will collaborate to use appropriate resources to teach academic language as well as literacy skills.
5. Use of common planning periods by sharing tested instructional strategies, analyze student work and assessment data, create action plans and adjust instruction to address and meet the needs of all students.
6. Teachers will analyze results of multiple assessments to identify knowledge gaps, connect prior knowledge and create opportunities for mastery.
7. Purchase necessary materials and equipment to supplement the adopted textbooks and create engaging lessons for all students.
8. All students and teachers will use sample SBAC items to help support teaching and learning in classrooms.
9. Students are to demonstrate learning in complex tasks in mathematics via multiple tools.

Provide students with extended learning opportunities in Mathematics

1. Before and after school tutoring will be available for students who are below grade level and/or need additional support.
2. MIND Research Institute's ST Math is a scientifically research-based integrated and individualized instructional software system will be utilized as an intervention for students who preform Far Below Basic and Below Basic on their CST Math assessment.
3. Extend the study of academic vocabulary in all subjects and in all classes. Study guides (i.e. Cornell Notebooks) to develop note taking and study habits.
4. Math Club will be provided for students interested in math related activities and projects.
5. Grade level teams of students will participate in the District wide Math Field Day.
6. The After School Program through Think Together Program will provide Math support.
7. Students performing below expected levels will be provided with additional support to access the curriculum through the use of Math Support classes.

Provide staff and students with increased access to technology that will support language acquisition for Mathematics and increase engagement with mathematics

1. Increase use of LCD projectors, digital presenters, SMART Boards by the math teachers to enhance student learning.
2. SMART Boards, SMART Slates and computers– students will use technology in math classrooms to engage in learning.
3. Staff will receive training in the use of SBAC performance tasks and Formative Assessment Lessons to help students demonstrate learning.
4. Maintain upgraded computer labs and purchase necessary software and hardware for full implementation.
5. Utilize the ST Math, a web-based math program, and a computer lab schedule so students can utilize technology to increase math skills.
6. Empower students learning through the strategic use of tools.

Provide opportunities for staff development and professional collaboration to increase the rigor and alignment in all curricular areas in support of Mathematics

1. Provide Lathrop Teacher planning time for staff to meet for professional collaboration, to ensure assignments are rigorous and aligned to state standards, and share lesson plans that include strategies with high levels of engagement.
2. Math teachers will meet at least twice per month during common prep to review, analyze and adjust the scope and sequence, and depth of the math program based on student assessments.
3. Train teachers in strategies that help develop academic language and improve students' thinking skills.
4. Train staff in Sheltered Instruction Observation Protocol (SIOP) to ensure incorporation of powerful planning (specific content and language objectives) and engaging strategies that improve EL students' access to the curriculum through Speaking, Writing, Reading and Listening.
5. TOSA will provide staff development and coaching on Content Area Language and Literacy.
6. Utilize district coaches to implement professional development, deliver demo lessons and plan with grade-alike teams, using data to drive instruction.

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

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#### **School Goal:**

Lathrop will promote, develop and foster positive relationships with parents and the community by providing opportunities to demonstrate pride in our school.

All parents will report they agree or strongly agree that Lathrop is a safe place for their child on the California School Parent Survey (CSPS).

#### **To accomplish this we will:**

Work with parents to provide them with strategies and assistance to improve students' Reading and Mathematics. Community and parent Involvement will establish transparent, credible processes for community and stakeholder involvement by:

1. Orientation meetings will be held to inform parents of expectations and procedures encouraging them to support the school's academic success.
2. Progress reports and achievement data distributed to parents in a timely and consistent manner; bi-weekly grades are communicated with students and parents
3. Notices sent home prior to parent conferences, Back to School and Open House. Parent, student, teacher conferences will be in home language to address student needs
4. XTend and Teleparent assist teachers in providing timely notifications to parents in multiple languages and will notify families of events.
5. Student Success Team (SSTs) meetings will be held to get targeted students on track in reading and mathematics
6. Monthly parent meetings will address academic progress and understanding of reading, writing, literacy and comprehension.
7. Parents are invited to attend a variety of meetings, workshops, and classes to provide them with strategies and assistance to improve students' attendance and behavior and to support their learning.
8. The Home-School Compact outlines responsibilities on the part of each stakeholder which promotes student success
9. Aeries Parent Portal provides parents with attendance and grading information for their child
10. The Health Office is staffed with one school Nurse 2-3 times a week
11. Lathrop Student agendas detail expectations of students
12. Parent meetings to inform parents of school culture, teaching strategies, and strategies to support student achievement
13. A Parent Center will be maintained by the Parent Community Liaison providing computer access, supports and classes.

Implement strategies to strengthen family and community involvement with the school:

1. Parents are surveyed annually on how to best meet the needs of the students, families and community
2. Lathrop School will provide events for parents to support student achievement.
3. Back to School Night and Open House allow the parents and community members to observe Lathrop programs
4. Provide guest speakers for parent meetings based upon Needs Assessments and interests of the parents
5. Student recognition assemblies allow families to celebrate and support student achievement
6. Student performances such as music, theater, sporting events and academic fairs allow families to share in student activities

Support student and family participation and encourage more training opportunities through partnerships with parent groups, community groups and community leaders:

1. Parents will acquire skills to effectively communicate with teachers. Parenting classes will be provided and required for parents of the most at-risk students.
2. Parents will be trained on report card program, attendance procedures, test scores and their significance promoting student success
3. Provide SSC training to parent members to inform them of their role as decision makers
4. Provide training to parent volunteers to understand school procedures and protocols resulting in recruitment of more parents
5. Administrators will invite parents to join the Principal's Advisory Committee to become parent leaders who will work with the school staff to improve parent participation to increase student success in school programs as well as give input and advice on programs that will promote high expectations. Parents will be invited to volunteer during school functions.
6. ELAC and SSC provide opportunities for parents to take a leadership role in the school. Provide training to parent members to inform them of their role as decision makers.
7. Provide events for parents to support student achievement.
8. Student performances: music, theater, sporting events and academic fairs allow families to share in student activities.
9. Parents will be invited to awards and recognition nights to celebrate student achievement and success
1. Student recognition assemblies allow families to celebrate and support student achievement.
10. Parents are surveyed annually on how to best meet the needs of the students, families and community. (Needs Assessment Survey)

Branding, promoting school identity, marketing, etc.: Promote the unique identity of Lathrop Intermediate School to the community:

1. The Administrative Team will foster community partnerships to provide students with opportunities to learn about various career opportunities.
2. Newsletters, brochures and letters will be created and mailed in English and Spanish to communicate with families and the community the school's programs, progress, and events.
3. Sustain participation of students and families in an after-school health, nutrition, and physical fitness program to promote healthy lifestyles that lead to higher achievement in Physical Education classes.
4. Parent Patrol will assist in keeping our students safe when entering the campus in the morning as well as by communicating to our school community, all the positive thing occurring at Lathrop Intermediate.

#### Funding

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Interventions / Tutoring/Agenda Items/Extra Duty	Title I	\$20,000.00
Professional Development Opportunities / conferences, collaboration days/subs	Title I	\$13,000.00
Instructional Materials for Common Core	Title I	\$23,000.00
Support for Orientation, Back to School Night, Parent meetings	Title I	\$13,500.00
Intervention Materials (READ180 & System 44), Consultant	Title I	\$21,000.00
Parent Support (food for mtgs., printing, messaging)	Title I	\$2,302.00
Agendas, Common Core Printing (Printing @ Printshop)	Title I	\$11,500.00
Benefits for personnel services	Title I	\$9,460.00
Non Cap Equipment	Title I	\$20,000.00
	<b>Total</b>	<b>\$145,262</b>

# Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: **Lathrop Intermediate School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - School-wide implementation of SOAPStone, a reading and writing strategy, across content areas
  - Access to additional academic and social emotional support via different Intervention programs
  - Grading policy – implementation of departmental and/or grade level consistency of grading policy
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Implementation of peer-coaching and co-teaching models in a blended learning classroom environment
  - Providing routine access to internet-enabled technology to all students at school
  - Providing access and scaffolds to rigorous curriculum via the support of before-school tutorial center
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Additional support in both vertical and horizontal collaboration models across grade levels and contents
  - Promotion of extracurricular activities for all students
  - Teacher-lead committees to support academic programs
  - Collaborative effort of teachers, parents, counselors, and admin to ensure student success via grades and assessments
  - Additional parents meeting and training sessions to ensure parental awareness of College and Career readiness
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Less detention; students are assigned to attend tutorial to improve academic and social emotional growth
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Supporting best teaching and learning practices via blended learning model in pilot classrooms
  - All students will have access to and use *google doc* account to demonstrate learning via ELA, Science, and Social Science classes
  - Strong encouragement of communication via the use of technology such as teacher's website, gooru, and parent portal.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Lincoln Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Lincoln Elementary School**  
**Vision Statement**

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Abraham Lincoln Elementary is a school of 21st Century learners who can be successful in the global community by mastering challenging academic standards. Lincoln Elementary will develop scholars into exemplary citizens who will be positive and responsible contributors to both local and global communities. Lincoln staff will work closely with parents and the community to ensure that students acquire and demonstrate the necessary knowledge, skills and values necessary for becoming productive, responsible and respectful members of the society.

**Lincoln Elementary School**  
**Mission Statement**

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It is the mission of Abraham Lincoln Elementary School to effectively and rigorously deliver the California Content Standards using researched-based best practices and strategies in order to reach academic proficiency. Lincoln Scholars and staff will set achievement goals based on classroom, SAUSD, and state assessments and periodically monitor the progress towards attaining these goals. Furthermore, Lincoln staff will recognize students who are proficient and/or making considerable gains. In order to develop 21st Century Global citizens who are not only academically equipped but also possess a proper character, Lincoln students, staff, and parents practice throughout the day at school, at home, and the community, our three Rs values (Respectful, Responsible, Results Driven), which reinforces positive character traits and citizenship.

## Student Achievement Goals

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

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#### School Goal:

All Lincoln scholars will excel in mastering academic standards and continue to develop a diligent work ethic that will help them to be successful in college and career pursuits. Furthermore, Lincoln scholars will develop a positive character with the values necessary to be productive and contributing members of the local and global community. Lincoln school will maintain inviting, healthy, safe, secure, orderly and attractive school buildings and grounds that promote student learning, achievement and wellness.

#### To accomplish this we will:

- Leadership will be shared with all stakeholders in order to ensure that processes are in place to carry out, monitor and communicate the school's vision, mission, goals, and action plan.
- Students will participate in the PBIS Character Development and Progressive Discipline Programs.
- Students will participate in an Attendance Incentive Program.
- Staff and students will share the responsibility of maintaining a safe, secure, clean, orderly and attractive school buildings and grounds
- The Illuminate database program will provide the tools needed to analyze state and local assessment data, teacher created tests, and demographic information in order to support student achievement.

### Goal IIa: Reading Across the Curriculum

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#### School Goal:

All students will improve their English Language Arts scores by 10% as evidenced by Benchmark Assessments every six weeks, OCR mini assessments and Smarter Balanced Assessment Consortium (SBAC) Assessment/California Alternate Performance Assessments (CAPA) California Modified Assessment (CMA) by May 2015.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10%
Schoolwide will increase percent proficient on Benchmark ELA by:	10%

#### To accomplish this we will:

- Lincoln Elementary School will align instruction, strategies, and materials with content standards.
- Implement a School-wide Reading Comprehension Campaign, Collaborative Academic Conversation Campaign, and Writing Campaign.
- Fully implement the Open Court Reading to effectively teach the grade level standards, skills, and concepts to all students by following the District's Curriculum Maps to ensure that students are taught all grade level standards in a systematic manner.
- Furthermore to prepare students for the Common Core State Standards, teachers will teach the District published Common Core State Standards Units of Study and provide students with opportunities to: access complex text, hold collaborative academic conversations, and engage in performance tasks to demonstrate mastery of learned standards.
- Also, to develop comprehension and vocabulary, periodic Accelerated Reading Raffles will be coordinated and held by the Librarian to encourage independent reading by the students above and beyond the regular school day.
- Meet Bi-monthly to provide analyze data, students' work and plan instruction of Board approved programs.
- Utilizing Document Cameras and LCD projectors, and laptop computers in all classrooms to enhance instruction with visual aids.

- Provide Open Court Reading Workshop time, where the teacher differentiates instruction to both small groups and individual students on a daily basis by using the English Learner Support Guide (ELSG), Re-teach, Challenge, and Intervention Guides and provide Math Workshop time, where the teacher differentiates instruction to both small groups and individual students on a daily basis by using the SAXON Curriculum, ST Math, and supplemental materials. Furthermore, using the MTSS Model, teachers will identify students that are struggling with reading and provide appropriate interventions and progress monitoring to those students.
- Implement the Accelerated Reader Program at all grade levels to further hone their comprehension.
- Utilize Strategic Schooling Strategies to further align state standards to instruction, tap into student's prior learning, and increase active student engagement.

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## **Goal IIb: Writing Across the Curriculum**

### **School Goal:**

Through the implementation of the District Writing Program, all students will work toward reaching proficiency on the end of the year district writing proficiency test.

### **To accomplish this we will:**

- Lincoln Elementary School will align instruction, strategies, and materials with content standards. Teachers will implement the standards-based district adopted Open Court writing program.
- Lincoln will provide extended learning opportunities to all students by providing academic support during OCR Workshop time for students who score below proficiency in writing as determined by the OCR unit assessments and informal observations. Student will have the opportunity to belong to clubs related to ELA.
- Students will have routine access to internet-enabled technology. All students including Special Education and English Learners will have the opportunity to conduct research on the internet and use word processing and spreadsheet programs to create standards based writing projects, and make presentations using power point and SMART Boards.
- At Lincoln, staff will participate in staff development and collaborate professionally in order to improve student writing proficiency. Staff will attend district provided Writing trainings and workshops. Furthermore, teachers will use the Common Core Units of Study to teach writing and assess students' writing abilities.
- Involvement of parents and community by Parent Workshop on the Writing Process will be provided.
- Students will be recognized for making progress in writing during end of the trimester assemblies.

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

Lincoln's ILT identified ELD as one of the areas that needs to be addressed during the 2014-15 school year. By June 2015, 10% of LEP students will make progress from the previous year's English language proficiency (ELP) assessment by moving up a proficiency level in the 2014-15 CELDT. 10% will score Early Advanced /Advanced on the 2014-15 CELDT and 15 % of EL will reclassify. Lincoln will meet all the AMAO growth targets.

### **To accomplish this we will:**

- Align instruction, strategies and materials with state standards. ELLs will be placed in flexible groupings at the beginning of the school year according to the English proficiency level determined during the previous CELDT administration
- Provide extended learning opportunities in ELD by providing small group ELD instruction for ELs working at an Intermediate CELDT level after 5-6 years in US school and for Beginners/Newcomers.
- Teachers will integrate the use of technology such as ELMOS, digital cameras, computers, laptops, power point presentations, etc. to enhance ELD instructions and increase EL engagement and improve performance
- Provide time for staff development and professional collaboration in ELD. Bi-Weekly Collaboration meetings to analyze the data, discuss ELD progress, identify and share best practices
- Involve parents and the community in ELD. Parent Notification Letters are sent home to notify parents of their child's performance on the CELDT. ELAC and DLAC Meetings for parents to provide input into the school's program for ELs



## Goal IId: Mathematics

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### School Goal:

Through the continued implementation of the SAXON Math Program, all students will meet or exceed grade level standards as measured by the district Math benchmark assessments by May 2015. Furthermore, students in all grade levels will improve their math proficiency by 10% as indicated from their proficiency scores from Math Benchmark 1 to Math Benchmark 2 in the 2014-2015 school year.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10%

English learner subgroup will increase percent proficient on CST Mathematics by .

### To accomplish this we will:

- Curriculum, materials and strategies will be aligned to content standards. Fully implement the SBE (SAXON) Math program to ensure that all students receive grade level appropriate instruction
- Extended learning opportunities in Math will be provided to all students such as the D.O.D. Starbase Program where students will have practical experience in S.T.E.M. based activities. Classroom teachers will utilize student data from the SAXON assessments, and SAUSD Benchmarks to provide small group re-teaching and individualized learning opportunities.
- Increased access to technology and the Internet will be provided. Students will be given an opportunity to use the computers in the lab to access software and Internet based programs such as ST Math to increase their Mathematics skills using highly motivational self-pacing drill and practice games. Furthermore, students will collaborate on authentic performance tasks to demonstrate mastery of mathematical standards.
- Ongoing staff development and collaboration in the area of mathematics. Bi-monthly grade level meetings to analyze data and student work in order to drive instruction.
- Involvement of parents and community with mathematics. Administration will meet monthly with parents during parent meetings to educate parents on Data, Best Practices, Accountability, Math Instruction, Standards
- Furthermore to prepare students for the Common Core State Standards, teachers will teach the District published Common Core State Standards Units of Study and provide students with opportunities to: access complex text, hold collaborative academic conversations, explain and demonstrate mathematical reasoning, and engage in performance tasks to demonstrate mastery of learned standards.

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

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**School Goal:** Parent and community involvement will increase by providing abundant opportunities for strengthening an inclusive, responsive, supportive, respectful and collaborative environment for all parents and stakeholders, with an overall emphasis on building a strong partnership.

### To accomplish this we will:

- Maintain the average attendance of parents meetings to 115 parents for the 2014-15 school year.
- Recruit at least 100 parent volunteers.
- Educate and engage Lincoln parents on student achievement, best practices and parent rights.
- Pre-school Parents will participate in transition workshops focused on how to prepare children for Kindergarten
- Provide workshops in the area of ELA, Math, ELD and Positive Discipline.
- In addition, the Computer Lab Tech will provide parents training on Basic Computer Skills.

## Funding

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
LIBRARY TECH	TITLE I	\$2000
Tutoring	TITLE I	\$20000
Release Day Subs	TITLE I	\$10000
FOOD AND SNACKS	TITLE I	\$2000
IA Computer LAB	Title I	\$2000.00
Instructional Supplies for ELD.ELA/Math	TITLE I	\$29035.00
Printing (Composition Books, Handwriting, Journals, Scholar Binders)	TITLE I	\$5,000.00
<b>Transportation and mileage</b>	TITLE I	
OFFICE WORKER EXTRA DUTY	Title I	\$1000.00
Parent Workshops/Childcare	TITLE I	\$2000.00
Non-Cap Equipment	TITLE I	\$20000.00
Instructional Consultant	TITLE I	\$10400.00
Instructional Assistant/B.I.A. Subs Translations	TITLE I	\$800
Communicatios	TITLE I	\$2375
	<b>TOTAL</b>	\$111,310.00

## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: **Lincoln Elementary School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Utilized STAR reading program to differentiate and individualize instruction.
  - Increased in-class interventions for students performing below grade level.
  - Structured professional development for collaborative conversations and extended response.
  - Parents are invited to student achievement celebrations a minimum of three to five times per year.
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Second grade teachers met with small groups during PALS instruction to re-teach missing reading skills identified in STAR reports (2<sup>nd</sup> semester).
  - Built parent capacity by offering computer classes for parents two days each week.
  - Deeply analyzed student CELDT performance by domain to target “Reading” strand during ELD instruction.
  - Implemented units of study with emphasis on linguistic patterns and collaborative conversations.
  - Encouraged the use of a grade level lesson plan format to include uniform intervention time.
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Increased certificated staff tutoring across all grade levels before, during, and after school.
  - Increased the implementation of Reading, Math, and Vocabulary Campaigns by holding more Reading and Math raffles throughout the school year.
  - District Curriculum Specialists presented targeted staff development on new ELD standards.
  - Provided additional Project2Inspire and 40 Developmental Assets Parent classes. We had 2 graduation ceremonies for each class.
  - Enrolled more students in the Tzu-Chi Foundation Weekend Food Backpacks Program to ensure healthy weekend meals.
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - After PBIS implementation, we have less focus on discipline, more on instruction.
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Used K-5 STAR Reading Program to identify students’ reading skill gaps for re-teaching.
  - Promoted Tzu-Chi Foundation sponsored Health Fair (dental, vision, medical services).
  - Implemented Phoenix House small group behavior intervention and character development lessons targeting 5th graders to prepare them for intermediate school and beyond.
  - Organized STAR Base Academy field trips for 5<sup>th</sup> graders to explore STEM fields of study.
  - School-wide focus on student use of academic language; students encouraged to answer questions in complete sentences.
  - Implemented the Meals4Minds food distribution program once a month.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**James Russell Lowell Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**James Russell Lowell Elementary School**  
**Vision Statement**

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The staff, students, and parents of Lowell Elementary School are committed to ensuring our students are career and college ready creating a safe and nurturing Professional Learning Community. The staff is dedicated to providing all students with a rigorous, standards-based instructional program. With high expectations for all, support and guidance, we expect every student to take responsibility for their learning and achieve academic excellence.

Our highly trained and competent staff will ensure that our students achieve their optimum potential by using research-based, standards-driven, instructional practices. Staff will scaffold the learning by differentiating instruction, and utilizing student engagement strategies, in order to implement adopted standards. The staff will establish a positive learning environment that is conducive to learning and the achievement of high academic success for all students. As a developing Professional Learning Community, we will collaborate, reflect, and make innovative decisions to better meet our student's needs, to increase student achievement, and ensure our students are career and college ready.

At Lowell, students will be engaged in a meaningful, standards-based curriculum that integrates literacy across all curriculum areas and encourages high-level critical thinking skills. Our students will gain a life-long love of reading and learning, and will attain the social and citizenship skills necessary to face a diverse and dynamic world. Students will learn to critically solve problems both individually and cooperatively.

Parent participation is essential to the success of every child. The school community will motivate parents to participate in comprehensive parent education programs, so that they will be empowered to assist their children to become contributing members of the community.

**James Russell Lowell Elementary School**  
**Mission Statement**

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Lowell Elementary School, through a partnership involving the students, parents, staff, and community will empower students to reach their maximum potential in academic excellence, and develop respect for individual differences, as they become productive and contributing members of our community.

## Student Achievement Goals

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

Lowell Elementary is a school where all stakeholders emphasize respect, responsibility and rights as the pathway to high academic achievement, unlocking each individual's maximum potential and developing the leaders of the future. Lowell Elementary will prepare students to be career and college ready. We will establish a positive climate with high expectations in which we ensure the safety of students and staff, building trusting relationships, driven by the core values of Respect, Results and Responsibility. We will establish a specific vision of what high quality personalized learning, instruction and learning looks like in classrooms based on the Common Core State Standards. Lowell's vision is based on District and State standards, and an additional focus on beginning implementation of the Common Core State Standards. We will develop, define and deepen understanding of the District's vision internally and with the community through the creation of a unified message, including avenues for two-way communication. It will be data driven and focus on best first, standards based instruction. This goal will be met by increasing the quality of its teachers and administrators, and engaging parents and members of the community.

The vision of the school will promote school-wide student achievement goals as identified by the following overarching goals.

- All students demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century
- All students will have equitable access to a high quality curricular and instructional program that is accessible from school and home
- All students and staff work in a healthy, safe, and secure environment that supports learning
- 10% decrease in the number of staff who disagree or strongly disagree that school is a safe place for students.
- 10% decrease in the number of parents who disagree or strongly disagree that school is a safe place for their child.
- Reduce the number of expulsions by 10% to 71
- 75% of SAUSD parents will participate in annual survey.

#### To accomplish this we will:

- Lowell will achieve the Local Control Accountability Plan ( LCAP) Goals in all areas, and work to reduce the number of students working below grade level. Lowell will continue to establish a culture of high expectations and implement and refine: school-wide reform strategies, PBIS, COST, Interventions, RtI/MTSS, and focus on standards based, best first instruction. We will strengthen our core instruction through scientifically researched based strategies and implement interventions to support students needing additional academic and emotional support based on data analysis. Student learning will be assessed in order to inform instruction and monitor the implementation of best practices. Student performance goals and analysis of student progress towards these goals will be the driving force for decision-making related to resources, staff development, program development and curriculum. In depth data analysis will drive instruction with additional focus on the implementation of the Common Core State Standards.
- Identify key indicators and measures to monitor student achievement toward college & career readiness aligned with Local Control Accountability Plan ( LCAP) Goals.
- Extended learning opportunities will be provided for all students including the after school program, summer program, before and after school tutoring, and interventions during the school day, for those students needing additional support in meeting grade level proficiency.
- Technology will be utilized to improve student achievement through instruction, prepare for the SBAC assessment, data analysis, parent education, and the implementation of technological programs for students. Technology will be utilized in all curricular areas and will be key in establishing school goals and determine next steps for instruction.
- We will focus on commitment and capacity by ensuring that all employees feel valued and enact the instructional vision through professional training, implementation, support, and monitoring of performance in order to strengthen student achievement.
- With PBIS implementation, Lowell Elementary School will provide a well maintained and safe learning environment where students feel safe and are able to focus on their learning.

- Various assessments will be utilized to monitor students progress and achievement. We will utilize DIBELS to monitor ELA progress for Kinder through 3rd grade. STAR Renaissance will be utilized for grades 4- 5. MAP will also be utilized to monitor students progress in both ELA and Math. Illuminate is a district-wide data management system which provides teachers and administrators with tools needed to access the results of state & local assessment data, teacher-created tests, as well as important student demographic information all together in one location. Administrators and teachers analyze the data accessed through Illuminate during regularly scheduled data conversations to:
  - Identify trends in student grade-level academic achievement;
  - Pinpoint specific areas in need of intervention;
  - Target and prioritize students most in need of academic support;
  - Develop plans for improving achievement based upon the analysis of these results.

**Goal IIa: Reading Across the Curriculum**

- Lowell students will meet or exceed the target growth –
- Meet Adequate Yearly Progress (AYP) with an increase of 10% of students reaching proficiency on the English Language Arts benchmark assessment, MAP and identified district measures for the 2014-15 school year, and with a minimum of 75% of students scoring at or above proficient; including an increase of 10% of students achieving proficiency.
- Meet Adequate Yearly Progress (AYP) with an increase of 10% of students reaching proficiency on each of the Mathematics benchmarks, MAP and identified district measures for the 2014-15 school year, and with a minimum of 75% of students scoring at or above proficient; including an increase of 10% of students achieving proficiency.
- As evidenced by Benchmark results, DIBELS and STAR Renaissance Learning assessments. The percentage of students performing at below basic, far below basic, and intensive levels will decrease by at least 10%. We will decrease the number of students at the Intensive level on DIBELS and STAR Renaissance to a single digit, 9 % or below. An additional goal will be to have all students improve their English Language Arts scores by one proficiency level on the the Benchmarks by June of 2015, and as monitored by DIBELS, ELA Benchmark, and STAR Renaissance assessments.
- 10% growth above the base in 3rd grade reading proficiency based on the 2014-15 DIBELS Next performance levels.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10
Schoolwide will increase percent proficient on Benchmark ELA by:	10

**To accomplish this we will:**

- Teachers in grades K-5 will implement best first standards based instruction and integrate research-based strategies focused on academic language, foundational skills, higher order thinking skills, questioning strategies, Thinking Maps, frontloading strategies, differentiated instruction, backwards planning, Common Core State Standards instruction, GLAD strategies, and response to literature strategies, in their daily instruction.
- Lowell students will receive strategic, systematic, and targeted interventions in English Language Arts for further, intense instruction in Language Arts. Targeted students will participate in Lowell's intervention program during their instructional day, after school, before school, and on Saturdays, if needed.
- All grade levels will have a common workshop/intervention block of time to address language arts skills and standards, in order to differentiate instruction and to implement programs that will improve students achievement in all areas of our literacy program.

- Lowell staff will participate in differentiated professional development opportunities and collaboration and data analysis meetings. Teachers will participate in researched based practices in English Language Arts trainings. Lowell teachers will bundle, teach and track key Common Core Standards, in order to ensure that the implemented curriculum is aligned to the California Language Arts standards, and the implementation of the Common Core State Standards.
- The expertise of support staff and identified lead teachers will be utilized to provide staff development, demonstration lessons, and to serve as a resource and support for teachers. Administrators and support staff will provide staff development trainings in the Common Core Standards, academic language, English Language Development, cognitively guided instruction, close reading strategies, text dependent questions, argument writing and various other strategies to assist teachers with the implementation and development of the Common Core Units of Study.

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### **Goal IIb: Writing Across the Curriculum**

All students will improve their writing scores by one level or maintain at the Proficient or Advanced levels, as evidenced by on-going District writing assessments, Open Court, District writing prompts, writing samples, and the end-of-year writing proficiency assessment. We will increase by 10% the number of students achieving proficiency on the District writing proficiency test from the beginning of the year until the end of the year. Common Core Unit Strategies- argument writing, Write from the Beginning, Nancy Fetzler strategies, opinion writing, Extended Response, and Thinking Maps will be implemented to enhance the District Writing curriculum.

A minimum of a 10% increase will be made in order to meet targets on Benchmarks, MAP, DIBELS and STAR Renaissance Learning assessments. A variety of English Language Learner strategies will be implemented including GLAD, SDAIE, SIOP and Thinking maps, along with the use of linguistic frames. Units of study will also provide scaffolds, with a focus on the gradual release of responsibility, including collaborative work.

#### **To accomplish this we will:**

- Teachers will utilize a standards based, District approved writing strategies and best practices, including Thinking Maps, Writing Process, Write-from-the-Beginning, District writing binder (Writing Curriculum), error analysis, revising and editing strategies, extended response and published student work, as writing tools.
- Teachers will use student engagement strategies to focus on the writing process, writing for various purposes and audiences, small group instruction to maximize learning and engage all students in the use of Thinking Maps. Students will also participate in interventions for Writing. Enrichment opportunities such as interventions and writing contests in writing will also help to motivate students to write.
- Technology will be utilized for students to publish writing samples, conduct research and analyze the District writing data. Strategies will be selected by grade level teams for implementation in order to improve student achievement in writing. Team members will select grade level anchor papers in various genres, in order to establish high expectations and writing success for our students.
- All staff will participate in on-going staff development in various writing techniques and strategies, in order to improve student achievement in the areas of Writing.
- Support staff will provide staff development in the Common Core State Standards, Academic Language, extended response, close reading, text dependent questions, opinion & argument writing, and various other strategies, in order to assist teachers with the implementation and development of the Common Core Units of Study.

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

A comprehensive analysis of the student performance data indicates that there was an overall decrease in performance on both the English Language Arts and Mathematics portions of the California Standardized tests, thus resulting in the school's API decrease from 763 to 749 in 2013. A minimum of 60% of English Learners will increase by one proficiency level, evidenced by the district ADEPT and CELDT assessments given every school year. Lowell Elementary will ensure that students meet or exceed proficiency in grade level ELD standards. Lowell will meet or exceed the AMAO I, II, and III targets. The AMAO I target goal was 57.5% in 2013-14. The AMAO II target for students in US schools less than five years was 21.4% in 2013-14. The AMAO II target for students in US schools more than five years of 47% was 2013-14. We will meet LCAP goals for English Language Development.



The district reclassification targets will also be a schoolwide goal. We will increase the percentage of students reclassified from 10% to at least 12%. Lowell school did not meet the English Language Arts target goal of 89.2% set by NCLB. Only 34.5% of Lowell students scored at the proficient or advanced level on the ELA CST. Lowell did not meet the Mathematics target goal of 89.5% set by NCLB. Only 64.2% of Lowell students scored proficient or advanced on the Math CST, an increase of 1.4%. On the Mathematics California Standards Test, an increase was seen in the percentage of students achieving proficiency. A 3.7% decrease was seen on English Language Arts and a .4% increase was seen on the Mathematics assessment. While the percent of English Learner subgroup achieving proficiency was lower than the school-wide population, the percent of English Learners was 30.9% in English Language Arts. Lowell Elementary School will implement the District adopted ELD program, Carousel of Ideas, and Systematic ELD Strategies. District approved materials such as Vocabulary Builders, English to a Beat, and Explorations will supplement the District adopted ELD program.

**To accomplish this we will:**

- Alignment of ELD Instruction, strategies and materials with Content Standards. A proper identification of all students' ELD levels will be performed at all grade levels in order to facilitate team teaching and collaboration. Implementation of English Learner strategies including GLAD, Focused Approach, Frontloading, and Results for English Learners will provide support.
- Extended learning opportunities including interventions, small group instruction and Newcomer support will be provided for students not making progress in ELD, and to ensure all students make one level growth per year.
- Lowell students will have increased access to technology across all grade levels with the assistance of our Computer Instructional Assistant. Students will have access to programs that support English Language development, Reading, Writing, Listening and Speaking.
- Teachers will receive training in research based ELD strategies including Focused Approach, Results for English Learners (REL), ELD strategies, in order to support proficiency in English Language Arts and ELD proficiency in all areas including listening, speaking, reading, and writing.
- Involvement of parents and community: Parents will help to support the school with English Language Development. In collaboration with community organizations, Santa Ana College and the Boys and Girls Club, ESL classes will be offered to the parents and community.

**Goal IId: Mathematics**

Lowell students who do not meet or exceed grade level proficiency in the Mathematics benchmarks will increase by a minimum of one performance level. An additional goal of a 10% increase in proficiency in Mathematics for all subgroups will also be a school goal. In order to meet our target goal, our teachers will select focus standards in Mathematics and target students will also be selected for additional small group instruction.

- Meet or exceed the 2014-15 goals as established by district and state.
- Continue to meet the LCAP goals for Mathematics.
- Goal for Mathematics is to increase proficiency by 10% on district benchmarks and MAP.
- A minimum of 10% of students in grades 2 – 5 taking the Mathematics benchmarks and MAP will move to the proficient or advanced level by the end of the 2014-15 school year.
- In grades K-5, 80% of our students will score 65% or above on the end of year Benchmark, Map Assessment.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10%

**To accomplish this we will:**

- All teachers will adhere to the Mathematics curriculum maps and pacing guides, to ensure that all students are taught the mathematics skills and concepts aligned to grade level standards. Teachers will implement common core units of study and Cognitively Guided Instruction CGI strategies.
- Teachers will collaborate by grade level and discuss instructional strategies, analyze data, plan instruction, and reflect on the effectiveness of current instructional practices and interventions based on student academic needs.
- MIND Research Institute's ST Math is a scientifically research-based integrated & individualized instructional software system proven effective in:
  - Helping close the achievement gap for struggling students in attaining math proficiency
  - Providing engaging enrichment activities for students who are ready to move beyond mastery of grade level concepts & delve deeper into higher levels of math & math concepts
- It is a self-paced, language independent instructional system aligned with Common Core standards & builds conceptual understanding & problem solving skills delivered in a variety of learning environments. Along with providing students with engaging, individualized & differentiated instructional support, teachers & administrators utilize the detailed reporting of student achievement & provide instructional interventions to improve academic achievement & close the achievement gap for students struggling with grade level Mathematical concepts.
- Lowell teachers will track key blueprint standards to ensure the implemented curriculum is aligned to Common Core Math Standards.

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

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The school community fosters a culture that regards parents and community members as significant partners in education. Parents are trained in school leadership roles, which enable them to actively participate in the school-decision making process. Parents participate in a variety of trainings that help them support their child's development and academic learning. Lowell will increase parent participation and involvement by reinforcing:

- Parenting
- Communication
- Volunteering
- Learning at home
- Decision making
- Collaboration with community

Student academic progress will increase as measured by District benchmarks.

An analysis of a needs assessment survey will determine successful program and services implementation. Lowell will receive input for SPSA to help determine additional programs and services needed.

Lowell School will establish parent and community partnerships and processes for parent and community involvement. We will welcome parents and maintain open and ongoing communication with parents. Lowell Elementary will recruit and develop parents and community members as advocates and decision makers for parent associations, school site council and advisory committees that monitor school improvement. Through the Counseling services, we will have an advisory council and will review and monitor services and programs provided. District will provide support to families through counseling and case management.

**To accomplish this we will:**

- Have parents take an active role in their child's education in reading through participation in parent meetings, trainings, and through programs promoting school-home communication and parent child interaction. Lowell School will assist families with parenting classes, child development classes, and literacy training that will support children as students.
- Parents will take an active role in their child's education in Mathematics through participation in parent meetings, trainings, and through programs promoting school-home communication and parent child interaction. Lowell School will assist families with parenting classes, child development classes, and training that will support children as students.

- School staff will work with parents to provide additional support for students, including counseling, socio-emotional support and family support.
- Lowell school will establish parent and community partnerships. We will also establish processes for parents and community involvement. We will welcome parents and maintain open and ongoing communication with them. Lowell Elementary will recruit and develop parent and community members as advocates and decision makers for parent associations, school site council and advisory committees that monitor school improvement.

## Funding

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
Extra Duty: Tutoring/Intervention	Title I	\$6,000
Sub Days for Intervention and assessment analysis	Title I	\$18,000
Office Worker Extra Duty	Title I	\$2,573
Activity Supervisor	Title I	\$4,000
Benefits	Title I	\$5,512.00
Instructional Materials	Title I	\$26,511.00
Food- snacks	Title I	\$2,391.00
Non-cap Equipment	Title I	\$4,000.00
Transportation	Title I	\$10,000.00
Maintenance Contracts	Title I	\$3,000.00
Printing Cost- District Print Shop	Title I	\$4,500.00
Field Trip Admissions- site licenses	Title I	\$3,000.00
Non-instructional Consultant	Title I	\$5,000.00
Communications- Parent set aside	Title I	\$2,077.00
Current Allocation 14-15	<b>TOTAL</b>	<b>\$96,564.00</b>

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**MacArthur Fundamental Intermediate School**

**Superintendent**

Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**MacArthur Fundamental Intermediate School  
Vision Statement**

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Parents, students, and staff are committed to academic excellence, citizenship, patriotism, and respect for all.

**MacArthur Fundamental Intermediate School  
Mission Statement**

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To provide a balanced, comprehensive, standards-based core curriculum with a steadfast emphasis on high expectations and accountability for all students.

## Student Achievement Goals

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

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#### School Goal:

1. MacArthur will provide a highly structured, rigorous academic intermediate program to endow students with a sense of responsibility, patriotism, pride of accomplishment and a positive self-image.
2. All MacArthur community members will supply students with the 21st Century skills and strategies necessary to be successful in high school, college and life.
3. Students will be required to take personal responsibility for their academic success.

#### To accomplish this we will:

- Create and maintain school-wide, high expectations in academics, patriotism and civility through collaborated lesson plans, data driven instruction, professional learning communities and parent groups. MacArthur will use staff committees to analyze student data and make recommendations to improve specific areas of concern. Students will have the opportunity to participate in various on-campus clubs and associations such as ASB, CJSF, Science Club, and American Heritage.
- Develop and promote student responsibility in academics, health, safety, patriotism, school and community involvement. Students will have the opportunity to do this through classes such as AVID, Choir, Orchestra, PLTW (Robotics and Design), PAL, Speech, Spanish, Technology and Journalism.
- Recognize student achievement by holding various assemblies to motivate for success as well as use Student of the Month recognition by teachers to encourage student achievement.
- Provide students with opportunities to participate in extracurricular activity to promote and support student learning. This includes student concerts, school plays, field trips and service projects. Students are encouraged to participate in MESA competitions, Pentathlons, Math Field Day, Heritage Club, Spanish Club, Environmental Club, CJSF and ThinkTogether to gain further knowledge regarding various communities and cultures. Increase extracurricular involvement by providing enrichment activities in art and sports.
- We will place students in appropriate rigorous, standards-based academic courses so that every student has the opportunity to achieve optimum success. Each student will have numerous opportunities to grow academically and be exposed to 21st Century college bound, goal-oriented curriculum. Utilize funds to lower class size if applicable to maximize learning.
- All staff will participate in ongoing staff development in common core standards to support the learning environment. This will include, but not be limited to the Common Core Standards, SIOP, PBIS, Thinking Maps and Technology as well as content specific best practices. Staff members will collaborate on lesson plans and data analysis to create lessons for differentiated instruction in all classrooms. The TOSA will help create and facilitate the professional development throughout the school year.
- Create a summer enrichment/intervention program that bridges gaps in ELA, Mathematics, and Science utilizing the new state standards and 21st Century skills.
- Students will have routine access to the internet in all subject matters. We will work with families to increase access for internet at home.

### Goal IIa: Reading Across the Curriculum

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#### School Goal:

1. All MacArthur Fundamental Intermediate school students will demonstrate mastery of literacy skills by increasing student proficiency levels by 3 to 5 percent on the MAP or SBAC test.
2. Students will demonstrate improvement in reading and comprehension by using grade-level-appropriate material across the disciplines and through implementation of effective reading strategies.
3. Targeted students (those performing more than 2 years below grade level) will be placed in strategic ELA classes and utilize common core strategies to engage students in their learning.
4. Create intervention programs to address specific need of literacy. Promote programs such as AVID and Hacia Adelante to engage students in their learning.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	3.9%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	4.2%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	5.5%
Schoolwide will increase percent proficient on Benchmark ELA by:	3.5%

**To accomplish this we will:**

- Align instruction, strategies, and materials with Common Core Standards. This includes use of Thinking Maps, CHAMPs and SIOP to reach all students and promote proficiency.
- Offer students extended learning opportunities including tutoring before and after school as well as during the lunch period. In collaboration with SES and Think Together, other tutoring will also be available through at home tutoring or Saturday Academies. Provide students with opportunities to take elective courses of Geography, AVID, Spanish, Speech, Literature, Technology, Music, PAL, MESA, and Art to increase reading opportunities.
- Increase access to technology by using Smart Boards in the classrooms and providing access to computers via the lab or chrome book in the classrooms as necessary, as well as, in the computer lab. The computer lab hours are given to each student as well as posted in classrooms and on the web site. Students will also use the program Reading Counts to increase their proficiency levels.
- Provide staff development and professional collaboration to promote student engagement. This includes site training among teachers as well as district training for the Common Core Standards, SIOP, PBIS and Thinking Maps. Use of technology in the classroom will be a focus of professional development for the 2014-15 school-year. Teachers will use the Reading Counts program to promote literacy as well as analyze student data provided by the program.
- Involve our parents and community in events that promote literacy such as the History Faire, Career Day, Read Across the Nation, Coffee with the Principal, Parent Academies and our bi-annual book fair.
- Open the library for 30 minutes before and after school to promote literacy and allow students to use the computer lab.

**Goal IIb: Writing Across the Curriculum**

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**School Goal:**

1. Students will write clear, coherent and focused compositions across the contents areas.
2. Students will demonstrate mastery of literacy skills by increasing student proficiency levels by another three to five percent on the MAP or by scoring a proficient grade on the SAUSD Writing Proficiency Test.

**To accomplish this we will:**

- Promote students writing clear, coherent and focused compositions across all content areas. Teachers will provide numerous opportunities within the curriculum for students to practice and understand the writing process.
- Extend learning opportunities to students as needed, including but not limited to, before and after school tutoring, lunch time tutoring and Saturday Academies. Students are encouraged to participate in extra-curricular activities such as MESA competitions, Pentathlons, Heritage Club, Drama, Environmental Club, Crafts Club, ABC, Spanish Club and ThinkTogether to gain experience and perspective to enhance writing.
- Increase access to technology when possible. This includes having computers in the classrooms, where appropriate for student use, as well as access to the computer lab before and after school and during lunch. Smart boards are available for use in all classrooms to provide enhanced learning environments. Teachers will continue to take advantage of professional development in the technology area. Use Chromebooks and create digital portfolios from 6th to 8th grade.
- Provide ongoing staff development and professional collaboration so that teachers stay current and focused with best practices including but not limited to those used in Thinking Maps, Academic Conversations, PBIS, the Common Core Standards and Technology.
- Engage with parents and our community to keep all partners involved in the learning process. MacArthur's success depends on the involvement and response of our parents. Monthly coffee chats with parents will be topical and include parents into the MacArthur community. We will continue to use the support from all community members through the SSC, ELAC, DLAC, MacFis, and all business partners.

## Goal IIc: English Language Development

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### School Goal:

1. All EL students will improve their ability to read, write and speak English as measured by formal and informal assessments.
2. All English learners will receive instruction within our regular language arts programs that will develop proficiency in English as rapidly and effectively as possible.
3. All English learners will develop to gain proficiency in the district curriculum.
4. All English learners will participate in the core curriculum.
5. Increase the percentage of students who reclassify each year.

### To accomplish this we will:

- Align instruction, strategies, and materials with Common Core and content standards. This will include the use of, but not limited to best practices in CCSS, Thinking Maps, PBIS and SIOP.
- Provide extended learning opportunities for students including tutoring before and after school as well as during lunch. Offer students the opportunity to participate in extra curricular activities such as Drama, Music, Crafts, MESA, Rocket Science, Heritage Club, Environmental Club, Spanish Club and ABC. Provide and encourage tutoring through SES and ThinkTogether.
- Increase access to technology by having computers in the classroom for student use as well as a computer lab opened before and after school and during lunch. Provide students with the opportunity to learn more about technology through the use of Nooks (with SES tutoring) and school technology classes. Students will also use the Reading Counts program to increase their English reading proficiency. Class sets of Chromebooks will be dispersed throughout each department to engage the students.
- Provide staff development and professional collaboration opportunities for all staff members. Training will include but not be limited to Technology, SIOP, PBIS and Thinking Maps. Teachers will work together in department and grade level meetings to improve instruction and analyze data.
- Involve parents and the community to enhance learning opportunities for all students. The parents of English language learners are encouraged to participate in ELAC, PFO, American Heritage Club and are encouraged to participate in the Student Site Council. Parents and the community also participate in on campus events such as Career Day and the History Faire.
- Promote literacy on campus by having school wide literacy campaign. 7th grade will have a school book for summer enrichment. A reading lab for students will be created to foster literacy.

## Goal IId: Mathematics

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### School Goal:

1. All students will be participate in challenging, standards-based learning experiences and are taught to use mathematical reasoning strategies, skills, and concepts in finding solutions.
2. Targeted students will take an extra period of math using intervention programs adopted by the District for students performing two or more years below grade level.
3. All students will demonstrate improvement in mathematics by increasing proficiency levels four to five percent on district measure or MAP. Baseline TBD.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	4.4%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	4.4%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	5.0%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	4.1%

### To accomplish this we will:

- Align instruction, strategies and materials with Common Core Standards. This includes use of Thinking Maps, CHAMPS and SIOP to reach all students and achieve proficiency.



- Extend student learning opportunities including tutoring before and after school as well as during the lunch period. In collaboration with SES and ThinkTogether other tutoring will also be available. Students will have the opportunity to participate in elective courses such as Robotics/Design and Automation (PLTW), AVID, Spanish, Geography, Music, PAL, Art, Speech, PAL and Technology to increase math opportunities.
- Increase access to technology by providing computers in the classroom and promote use of the computer lab. ST Math will also be used to engage students and promote proficiency in Mathematics. Smart Boards may be used by teachers in the classroom to engage students and differentiate instruction as needed.
- Provide staff development and professional collaboration time to promote student proficiency. This includes site training among teachers and shared best practices as well as data analysis. Teachers will be given the opportunity to attend district trainings including but not limited for the Common Core Standards, SIOP, PBIS and Thinking Maps.
- Involve parents and the community in events that promote mathematical proficiency such as Saturday Math Academies, Math Field Day, MESA, ABC and Pentathlon. Students who are not proficient are encouraged to attend ThinkTogether's summer program to practice math skills. Local universities and colleges are encouraged to send student teachers and tutors to help provide encouragement and support to all levels of math students.

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

**School Goal:**

1. Students, parent, staff, and community will work as knowledgeable partners to provide students with a sense of responsibility patriotism, pride of accomplishment, and a positive self-image.
2. Increase communication regarding failing grades and promote use of aeries to track and communicate with teachers.

**To accomplish this we will:**

- Provide parents with a variety of opportunities to participate and support school events and promote students achievement. Parents are encouraged to participate in school activities such as the History Faire, Career Day, PFO, SSC, ELAC, the Heritage Club, 8th grade activities, parent academies, Science Night, Back to School Night, Open House and fund raisers.
- Communicate with parents regarding student achievement. Progress Reports will be sent home every six weeks. Parents are called and communicated with by all staff members regarding their student's academic and social behaviors. Extend messages communicate with parents regarding school events. Monthly school calendars are sent home as well as printed announcements.
- Promote and develop positive relationships with all community members. This includes an open door policy for all community members to express ideas and concerns to the administration. Teachers welcome support from community members in the form of donations and time. AVID tutors will be from local colleges and geared to mentor with students in the school. Community members are encouraged to attend SSC and PFO meetings. Business partnerships are promoted through specific events such as Principal for a Day, Career Day, Intramural Sports, Volunteer tutors, the History Faire and the Heritage Club. This support provides our students with a sense of community and motivation to achieve success.
- To promote parent involvement, the principal will have monthly meetings called Coffee with the Principal where pertinent topics will be discussed. This is an opportunity for the community to feel welcome and ask any questions they may have.

**Funding**

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
Certificated Staffing	Title 1	\$26,000.00
Sub Days		\$6,000
Aide Extra Duty		\$1,000
Office Extra Duty		\$4000
Benefits		\$6,833
Instructional Materials		\$32,246
Parent Food		\$1,000
Transportation		\$10,000
Conferences		\$2,500
Testing/Dues/Participation Fees		\$4,000
Print Shop		\$7,000
Communications, parent set-aside		\$2,211
	<b>Total</b>	<b>\$102,790</b>

## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

**School:** MacArthur Fundamental Intermediate School

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Increased structured tutoring opportunities
  - Academic Conversation focus in classrooms (common core strategies)
  - Literacy – 6<sup>th</sup> grade common book for all students
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Parent Communication – increased opportunities
  - 21<sup>st</sup> Century Skills – integrated technology into curriculum
  - Increased enrichment after school programs
  - TOSA will coordinate interventions to increase all students' success
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Check in – Check out (CICO) program
  - Academic conversations across all disciplines– Tiger Talk form created.
  
- 4) What is your site doing *less than* this year to improve student achievement?
  - Decreased open tutoring; eliminated lunchtime Reading Lab at lunch
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Use of Chromebooks to begin creating a digital portfolio
  - Re-structuring of conferences to increase productivity and implementation

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Madison Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

## **Madison Elementary School**

### **Vision Statement**

Madison's vision is to prepare students to be lifelong, high-level thinkers and learners – who are eager to realize their greatest potential and achieve their own dreams.

We want our students to be well-prepared to make positive contributions to their community – and the larger society. We believe that all students are capable of academic excellence and learning far beyond normal expectations when provided with the support, guidance and care from the community, administration, faculty, staff, parents, and fellow students.

Our vision will be achieved by:

- Providing a safe and creative environment
- Providing a rigorous and engaging standards based curriculum
- Giving all students every opportunity to maximize their intellectual potential
- Nurturing their individual creative spirit
- Guiding them in their acquisition of knowledge and problem solving skills
- Working cooperatively with the community
- Maintaining open communication between all stakeholders

Our vision will be guided by the sum total of all the stakeholders' rich experiences, wisdom, and deepest passions for excellence.

## **Madison Elementary School Mission Statement**

Our mission as Madison School, staff, parents, and community is to work together to provide a balanced comprehensive core curriculum that will promote academic excellence and student achievement based on state and common core standards. We will ascertain the level of student success indicated by standardized tests and school data and maintain a safe and highly academic environment where students are engaged and vested in achieving academic excellence. All stakeholders commit to a system of support to ensure a foundation for lifelong learning, and are willing to change and evolve according to the needs of Madison's community.

## Student Achievement Goals

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

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#### School Goal:

Our goal at Madison School is to maximize student achievement by maintaining high expectations, a positive school culture and learning environment, and strong leadership. We provide a high quality standards based instructional program and data driven instruction for all students. Teachers and administrators take responsibility for communicating high expectations to students and parents in order for students to reach state standards. Teachers and administrators promote a climate of caring and nurturing, and share data with students and parents to facilitate goal-setting.

All stakeholders at Madison are an integral part of a decision-making process to increase student achievement. Success is celebrated for those students who attain proficiency or who make progress. We provide opportunities for parents to be meaningfully involved in the education of their children, and we maintain our facility open beyond school hours in order to provide extended learning time.

We provide teachers with training that includes research-based strategies and "best practices".

#### To accomplish this we will:

- Continue implementing Response to Intervention in grades first, second, third, fourth, fifth and sixth grade to increase proficiency levels in both English Language Arts and Mathematics as measured by SAUSD benchmark assessments. We will continue with data driven instruction, implementing "best practices". Substitute teachers will provide interventions for "at risk" students in need of additional academic support.
- Continue implementing district approved curriculum and providing instructional supplies to support the curriculum.
- Continue recognizing student achievement and celebrating in a variety of ways. We will continue with weekly grade level incentives program for classes gaining the higher scores in Accelerated Reader and Jiji.
- Continue with grade level meetings to analyze assessments and adjust instruction based on the results to differentiate instruction to meet students' needs and increase student performance.
- Maintain a safe, clean and orderly school environment as described in the Madison School Safety Plan.
- Utilize Illuminate to analyze state and local assessment data, teacher created tests and to create effective instructional programs for students.
- Offer extended hours for students to receive assistance with their homework, small group support, as well as opportunities to participate in extra curricular activities.

### Goal IIa: Reading Across the Curriculum

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#### School Goal:

Through the implementation of the district-adopted Open Court Reading Program and Units of Study prepared by the district for Common Core Implementation, all students at Madison will make progress on the SAUSD Benchmarks in Language Arts. The proficient and advanced level will be increased from one benchmark to the next.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	5%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	5%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	5%
Schoolwide will increase percent proficient on Benchmark ELA by:	5%

**To accomplish this we will:**

- Align Instruction, Strategies and Materials with Common Core Standards in English Language Arts. Teachers will follow the grade level specific curriculum maps for ELA.
- Provide Extended Learning Opportunities for students to develop reading fluency and comprehension. Students are selected to receive Academic Support and Enrichment focusing on the Common Core Standards in English Language Arts before, during and after school
- Utilize collaboration meetings to share effective researched-based instructional strategies, analyzing student work and assessment data and creating action plans, through data chats, to adjust instruction to meet and address identified reading gaps and needs.
- Increase the access to technology by purchasing computers and extending opportunities for students to receive computer assisted instruction and support.

**Goal IIb: Writing Across the Curriculum**

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**School Goal:** Teachers will align instruction with writing standards according to grade level. All students will make progress towards meeting the standards on the District Writing Assessment. There will be a 20% increase in students meeting the standards on the district writing assessment. Assessments results will be evident in classrooms and diagnostic information will be used to focus instructional planning.

**To accomplish this we will:**

- Align curriculum, materials, instruction, strategies and Common Core Standards.
- Continue utilizing GLAD, the District Writing Binder and Thinking Maps strategies and materials to support student writing. Areas of focus will be developed by grade levels and individual teachers to address areas of student underachievement in writing.
- Continue providing access to technology through the four Madison Computer Labs. Computers are also available in all classrooms for word processing by students. Teachers may use computer labs for writing instruction.
- Students are selected to receive academic support and enrichment focusing on the State standards during extended learning opportunities before school.

**Goal IIc: English Language Development**

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**School Goal:**

All students will make progress on the California English Language Development Test. There will be at least a 2% increase in the number of students meeting the Annual Measurable Objectives 1, for annual growth, and 2, for attaining English proficiency.

**To accomplish this we will:**

- Align ELD and ELA instruction, strategies and materials with state standards.
- Provide extended learning opportunities to promote the increase of English Language acquisition.
- Inform parents and the community of our ELD goals as well as involve them in providing more opportunities to develop English proficiency.
- Provide time for staff development and professional collaboration in ELD.

## Goal IId: Mathematics

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### School Goal:

Increase the percentage of students scoring proficient on the Math District Benchmarks Assessments across grade levels. All students will make progress on the Benchmark Assessments, particularly addressing Common Core Standards in Mathematics8

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	5%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	5%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	5%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	5%

### To accomplish this we will:

- Align instruction, strategies and materials with content standards utilizing scientifically research-based instruction and strategies to continue improving students' achievement in Mathematics.
- Have additional opportunities to increase students' math facts fluency by utilizing the MIND Institute math fluency program before, during and after school.
- Review pertinent available assessment data through a series of staff meetings and data chats opportunities in the area of Mathematics.
- Increase opportunities for students to have access to technology through the MIND Institute ST Math software, a non-language-based method.

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

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**School Goal:** Madison School strives to achieve the highest quality of parent involvement through effective communication and structured partnerships.

### To accomplish this we will:

- Welcome parents and encourage them to become partners in school decisions and advocacy through School Site Council, English Learners Advisory Committee, open-door policy and Monthly "Cafecito con la Directora." Provide parents with opportunities to participate in the educational process for the benefit of their children and themselves.
- Use community resources to strengthen families and student learning. Offer Parenting Classes to Madison Parents such as Grupo Crecer, "Los Diez Mandamientos para la Educacion" and The 40 Developmental Assets.
- Ensure that communication is ongoing, two-way and meaningful with all our parents. Provide opportunities for parents to give feedback and to discuss school issues directly with school leadership
- Provide parents with opportunities to participate in their children learning process. Conduct grade level parents meetings to assist parents in understanding and supporting their children to achieve the Common Core Standards.
- Provide parents with opportunities to discuss their children's progress with teachers. Translation services will be readily available whenever needed for conferences and meetings.



**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Teacher On Special Assignment		
Instructional Assistant Computer		
Parent and Community Involvement	Title 1	\$5,000.00
Instructional Assistants Extra Duty		7,000.00
Substitute Teachers (Data Chats)	Title 1	\$5,000.00
Intervention Teachers	Title 1	\$20,000.00
Instructional Materials		15,316.00
Consultant --Playworks		
Technology		
Accelerated Readers Books		2,000.00
Printing Cost - District Print Shop	Title 1	
Staff Development		
Activity Supervisors-Parent Meeting	Title 1	\$1,500.00
		<b>104,941.00</b>

## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

**School:** [Madison Elementary School](#)

1. What is your site doing *differently* this year from last year to improve student achievement?
  - Offered extended hours for students to receive assistance with their homework, small group support, as well as opportunities to participate in extra-curricular activities.
  - Started pull-out intervention groups for select grades earlier this year. Modified format of pull-out intervention. Administered pre and post tests to at-risk students to groups based on specific academic needs.
2. What is your site doing this year that is considered *new* to improve student achievement?
  - Provided release time for teachers to observe grade level demo lessons. Offer professional development on text complexity and close reading to intervention teachers.
  - Provided training and demo lessons to all teachers in the use of Socratic Circles, collaborative academic conversations, and text dependent questioning.
  - Created PBIS behavior matrix and token reward system. Refined tiers of behavior interventions.
3. What is your site doing *more of* this year to improve student achievement?
  - Identified “Writing to Show Understanding” as critical academic need based on the SBAC pilot.
  - Teachers utilized Scholastic News as supplemental material for students to practice close reading strategies with non-fiction materials of high interest.
  - Expanded the use of Behavior SSTs and Check In and Check Out (CICO) program to support at-risk students.
4. What is your site doing *less of* this year to improve student achievement?
  - Fewer formal suspensions due to a new focus on PBIS, behavior interventions, and reinforcement of our 3BRs (Madison Behavior Expectations)
5. What is your site doing this year that is *innovative* to improve student achievement?
  - Conduct grade level parents meetings to assist parents in understanding and supporting their children to achieve the Common Core Standards.
  - Increased parent voice through: Cafecito con la Directora” Monthly ELAC Parent Meetings, SSC Meetings, and Parent Leadership classes provided by MPNA Green project
  - Parent leadership group (Madres en Acción) has organized regular meetings to learn, support each other and the school.
  - Joint use of Madison Park Community Garden with the city of Santa Ana.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Glenn L. Martin Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Glenn L. Martin Elementary School  
Vision Statement**

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Our vision is to prepare students using research-based, standards-driven, instructional best practices for academic success and to motivate all students to become lifelong learners by guiding them in their construction of knowledge and development of problem solving skills.

**Glenn L. Martin Elementary School  
Mission Statement**

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The mission of Glenn L. Martin Elementary School is to successfully empower our students through high expectations, a commitment to academic standards, an emphasis on building language fluency and providing equal access to a comprehensive educational program. With the support of staff, families, the district, school partners, and our community, our students will be prepared to become contributing members of their communities through consistent modeling and participation in community activities that promote the well-being of society.

## Student Achievement Goals

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

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#### School Goal:

At Glenn L. Martin Elementary School, staff, parents, and community members will work to improve the achievement of every child. We will ensure that every child has access to the core curriculum and will meet the Common Core State Standards within a positive school climate, in order to prepare each student for college and career.

#### To accomplish this we will:

- Martin has a clearly established vision focused on meeting all standards set by local, state and federal government. Martin Elementary will implement data driven decision making and instruction.
- Martin Elementary will work closely with the parent community and communicate the school's expectations. We will empower parents and encourage participation in improving student achievement.
- Martin Elementary will increase parent involvement in order to increase student achievement.
- Martin Elementary will provide a safe, clean and orderly environment with high academic and behavioral expectations, utilizing the PBIS framework.

### Goal IIa: Reading Across the Curriculum

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#### School Goal:

- In the following measures, there will be an annual 10% growth rate over 2014-15 baseline.
  - Dibels (Gr. K-3)
  - MAP Test (Gr. 4-5)
  - district writing proficiency tests
  - SBAC
- All students will read widely, including non-fiction and using our school library and Accelerated Reader as resources, in order to increase reading proficiency as well as develop a joy for reading.
- Staff members will continue to be trained in the California Common Core Standards, and will implement changes to instructional practices, according to the district time-line for implementation in English Language Arts and literacy. Emphasis will be on students increasing their use of academic language in English.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	
Schoolwide will increase percent proficient on Benchmark ELA by:	

#### To accomplish this we will:

- Alignment of instruction, strategies, and materials with content standards.
- Provide extended learning opportunities.
- Teachers and administrators will use technology and interventions to improve student achievement

## Goal IIb: Writing Across the Curriculum

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### School Goal:

- Students will write for a variety of purposes and in a variety of genres, to increase writing skill and gain writing practice.
- Students will write in all of the content areas, as writing skills will be integrated in to topics such as social studies, science, English language arts and math.
- Students will write to explain their careful analysis of a given topic, to make claims and to give evidence to support their claims.

### To accomplish this we will:

- Alignment of curriculum, materials, instruction, strategies and content standards.
- At Martin, extended learning opportunities will be provided.
- Students will have increased access to technology.
- Staff development and professional collaboration.
- Involvement of parents and community.

## Goal IIc: English Language Development

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### School Goal:

- English Learners will be redesignated within 5 years of entering the program, with annual 5% growth. (AMAO II)
- Glenn L. Martin EL students will grow by at least one proficiency level on the CELDT, according to AMAO 1.
- Of students who have been in school less than 5 years, at least 22%of the students will attain English Proficiency on the CELDT (AMAO II).
- All R-FEP students will maintain and/or improve to achieveproficiency in English Language Arts as measured by end of year MAP andstate SBAC tests.

### To accomplish this we will:

- Alignment of Instruction, Strategies and Materials with Content Standards
- Extended learning opportunities
- Increased access to technology
- Staff development and collaboration
- Parents will be involved in school through participation in parenting workshops and classes.

## Goal IId: Mathematics

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### School Goal:

- The number of students who will be proficient in math by 5th grade, according to the MAP (SBAC assessment results may also be used, if valid) will grow by 10% over the2014-15 baseline.
- Students will reach 100% completion rates in ST Math, K-5, in the 2014-15 school year.
- Staff members will continue to be trained in the California Common Core Standards, and will implement changes to instructional practices, according to the district time-line for implementation in mathematics.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	

**To accomplish this we will:**

- Alignment of Instruction, Strategies and Materials with Common Core State Standards
- Extended Learning Opportunities
- Increased Access to Technology
- Staff Development and Professional Collaboration
- Involvement of Parents and Community
- Use Illuminate as a tool to analyze data and modify instruction

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

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**School Goal:** Martin 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.

**To accomplish this we will:**

- Involve parents and our community in the planning, review and improvement of our programs.
- Communicate with parents and our community about all aspects of the learning program and to inform them of opportunities to be partners in planning, making decisions, solving problems and providing opportunities for students to achieve content and performance standards.
- Parents will receive information about their individual child’s progress and achievement results, support services available and ways to support individual student achievement
- Information distributed to families will be accessible and comprehensible. Families whose home language is other than English receive information in their primary language(s).
- Martin Elementary will have parents assist in planning workshops and volunteer opportunities at Martin Elementary School.

**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Vision, High Standards, Culture and Leadership	Title I	\$28,780.00
Reading/Language Arts	Title I	\$37,377.00
Writing	Title I	\$2,500.00
English Language Development	Title I	\$2,500.00
Mathematics	Title I	\$2,000.00
Parent and Community Partnerships for Student Learners	Title I	\$9,823.00
	<b>TOTAL</b>	<b>\$82,980</b>



## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

**School:** [Martin Elementary School](#)

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Targeted professional development on “Academic Language” across the curriculum.
  - ST Math professional development to integrate computer lab math learning with classroom lessons.
  - Implement Year 2 of PBIS, to accommodate students in need of Tier 3 (intensive) interventions and support.
  - Grades 4-5 will implement English Language Arts Common Core mini-units of study; grades K-3 will implement math Common Core mini-units of study to improve student achievement.
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Staff development on the new California English Language Development standards, to align with staff development on “Academic Language” to increase EL re-designation rates and meet AMAO’s.
  - Utilizing data from Kindergarten DIBELS data analysis and responsive teaching.
  - Reviewing MAP assessment to ensure consistent measurement of progress across grade levels in Math (K-5) and English Language Arts (gr. 4-5), allowing for data analysis and responsive teaching by teachers, and personal goal-setting by students.
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Emphasize the bundling of standards in lessons, and authentic application of knowledge and skills, to prepare students for success on new assessments (SBAC) and lay the groundwork for success in college and career.
  - Continue the school-wide mantra of “Analyze it. Claim it. Prove it.” for use across the curriculum, to teach students to think deeply and provide evidence from texts to support their ideas, as required by Common Core State Standards.
  - Increase parent involvement through parenting classes from Padres Unidos, Project 2 Inspire, Learning Link, Padres en Acción and Criando Niños Altamente Capaces, so that parents can be partners at home in increasing student achievement and preparation for college and career.
  - Increase one-on-one data analysis (using MAP, DIBELS, district benchmarks) between teachers and principal to discuss individual student’s achievement and need for support.
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - De-emphasize teaching one standard at a time, as well as the use of workbook pages; instead we are emphasizing the bundling of standards in lessons, and authentic application of knowledge and skills.
  - Decrease suspensions and office discipline referrals, in order to increase time learning in classrooms.
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Pilot the use of devices such as Chromebooks or iPads in classrooms at a 2:1 ratio of device to student in blended/personalized learning configurations, in select classes, to increase student engagement in learning.
  - Introduce college-related vocabulary and activities, following the University Starts Now model, to establish a college-going culture and mindset in our elementary-age students.
  - Use of Padres en Accion volunteers to give structured, health-promoting activities to students at lunch recess time, to increase student health and well-being.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**McFadden Intermediate School**

**Superintendent**

Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**McFadden Intermediate School**  
**Vision Statement**

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It is the expectation that all McFadden staff and students will work toward the common goal of creating a learning environment that is inclusive, safe, and worthy of admiration. All McFadden staff and students will:

- Collaborate with others to achieve common goals
- Communicate effectively using multiple modes of communication
- Be creative, thoughtful, and effective problem solvers
- Think critically and use prior learning as a building block for new learning
- Act with a strong sense of personal, social, and civic responsibility
- Be respectful of the views, values, and cultures of others
- Set achievement goals and strive to meet them

**McFadden Intermediate School**  
**Mission Statement**

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It is our mission at McFadden Intermediate School to create a learning environment that fosters autonomy, strives for mastery, and develops the academic skills and character traits necessary to meet the challenges of college and career in the 21st century.

## Student Achievement Goals

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

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McFadden will improve academic performance and close achievement gaps among its subgroups by improving the school's culture and learning environment.

#### To accomplish this we will:

- Continue to provide common planning periods within departments to allow teachers the opportunity to collaborate and work together in implementing the CCSS and to address student needs by grade and subject level
- Implement the AVID program in grades seven and eight with the vision of expanding the program annually to reach more students
- Provide AM and PM tutoring to meet the needs of our under-achieving students in math and ELA
- Maintain an effective Instructional Leadership Team, Parent Advisory Groups, and grade level department teams that analyze student achievement data and comprehensive needs assessments.
- Maintain a School Climate Committee and implement PBIS to promote a safe, clean, and friendly environment
- Ensure that communication between the school administration, Instructional Leadership Team, School Site Council, certificated staff, classified staff, and Student Council is frequent and ongoing.
- Effectively use the six period day to best meet the needs of all students
- Continue to provide release time for teachers to work together to plan lessons aligned with the CCSS, develop common assessments, and review student performance data using Illuminate

### Goal IIa: Reading Across the Curriculum

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As a result of the passing of AB 484 and the suspension of the CST, all McFadden Intermediate School students will be given District Benchmark exams as a means for measuring student growth. Initial results will formulate a base line in which student growth can be measured. Additionally, all McFadden Intermediate students will increase their reading comprehension skills by one grade level or more as measured by the Renaissance Learning STAR Assessment given in September 2014 and June 2015. McFadden teachers will be expected to provide well planned lessons that align with the Common Core State Standards (CCSS) and allow for collaboration, communication, creativity, and critical thinking.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	48.9%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	49%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	65%
Schoolwide will increase percent proficient on Benchmark ELA by:	48.1%

#### To accomplish this we will:

Alignment of Instruction, strategies and materials with Content Standards:

- Place students in ELA classes based on multiple measures that include District Benchmarks, STAR Assessment, CELDT, grades, and teacher recommendation
- Provide release time for departmental program planning, alignment of lessons to the California Common Core Content Standards, and the matching of materials to these standards
- Support the use of common planning periods by utilizing the time to share tested research-based instructional strategies and analyze student work and assessment data while creating action plans to adjust instruction to address the CCSS and meet the needs of all students
- Continue to use the Accelerated Reader program to promote independent reading
- Continue to provide support and training so our ELA teachers understand the various components of the adopted core text to effectively address and meet the needs of all students
- Provide teachers and students access to the SAUSD board approved supplemental novels to further reading opportunities
- Offer two AVID sections in grades seven and eight

Extended Learning Opportunities will be provided to students who need this type of support:

- Provide AM and PM tutoring for students reading below grade level
- Provide access to the computer lab before and after school for students to take Accelerated Reader tests and accelerate their progress in Lexia
- Encourage all students to read independently within their lexile level and monitor their progress through Accelerated Reader and STAR Assessments
- Maintain an elective reading intervention program during the school day to assist students in improving the reading skills (Accelerated Reader, Lexia, Reading Plus)
- Extend the study of academic language and use of complex text to all students in all subject areas
- Promote the "McFadden- Barnes and Noble Book Fair" to support literacy

Increased Access to Technology:

- Use available technology and resources to make content reading relevant and accessible
- Use Accelerated Reader and STAR Assessment to measure student reading comprehension growth and assist in proper placement
- Use Scholastic Reading Counts to monitor student reading and provide incentives to read
- Use the "2Know" responder system to assist in student engagement
- Use classroom computers to take Accelerated Reader tests
- Use the computer lab to provide students access to the Lexia and Reading Plus reading programs
- Use iPad mini-labs to assist with collaborative interaction and instruction

Staff Development and Professional Collaboration:

- Support the District professional development plan by attending District trainings (CCSS, SIOP, Thinking Maps, RTI, GATE, etc...)
- Train all ELA teachers to use the Renaissance Learning STAR Assessment, Accelerated Reader, Lexia and Reading Plus reading programs
- Use common planning periods and modified Wednesday collaboration to allow teachers to meet and review student achievement data and discuss effective instructional strategies

Provide release time for departmental program planning, alignment of lessons to the California Common Core Content Standards, and the matching of materials to these standards

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## **Goal IIb: Writing Across the Curriculum**

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All McFadden Intermediate School students will write to demonstrate understanding of concepts learned throughout the educational day. Students will illustrate their writing abilities by reaching proficiency on the district writing assessment and by successfully responding to the written portion of the District Benchmark exams. McFadden teachers will make writing a focus of their Common Core State Standards (CCSS) based lessons. English Learners will attain CELDT proficiency in writing and score proficient on the District Writing Assessment.

**To accomplish this we will:**

Alignment of Instruction, Strategies and Materials with Content Standards:

- Follow the District created pacing guide for writing
- Use the District created writing notebook
- Strive to meet a 100% participation rate for the District Writing Proficiency Exam
- Provide release time for departmental program planning, alignment of lessons to the California Common Core Content Standards, and the matching of materials to these standards
- Provide training for content teachers in the area of writing instruction
- Address the California Common Core Standards as they relate to writing
- Require all students to write to show what they know/ have learned in all subjects

Extended Learning Opportunities:

- Extend writing throughout the curriculum in all classes including physical education and electives
- Provide AM and PM tutoring for students who have not scored proficient on the District Writing Proficiency Exam
- Promote and encourage students to participate in site based and outside writing contests

#### Increased Access to Technology:

- Purchase technology, equipment, and software that supports McFadden's goal of all students writing to show what they know/ have learned
- Provide students access to the computer lab before and after school to research, draft, and print written work
- Provide computer lab sign-up for teachers to use computer lab during the school day so students can research, draft, and print written work
- Allow students to use classroom computers to research, draft, and print written work
- Use iPad mini labs to assist writing instruction

#### Staff Development and Professional Collaboration:

- Support the District professional development plan by attending District trainings (CCSS, SIOP, Thinking Maps, RTI, GATE, etc...)
- Provide site based staff development in writing across the curriculum
- Use common planning periods and modified Wednesday collaboration to allow teachers to meet and review student achievement data and discuss effective instructional strategies
- Encourage ELA teachers to assist teachers in other subject areas in designing grade level appropriate writing lessons

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

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All McFadden Intermediate School English Learners will demonstrate their improved English skills by scoring a minimum of one level higher on the 2012-2013 California English Language Development Test (CELDT) or by attaining CELDT proficiency. In addition, McFadden's English Learners will demonstrate growth on the District Benchmark exams. McFadden teachers will provide their students appropriate, challenging lesson that align with the Common Core State Standards (CCSS) and English Language Development standards.

#### **To accomplish this we will:**

##### Alignment of Instruction, Strategies and Materials with Content Standards:

- Use Inside Language and Holt for Intensive, Strategic, and Special Education ELA classes to provide students with standards-aligned texts, assessments, and materials
- Continue to provide support and training so our ELA teachers understand the various components of the adopted core text to effectively address and meet the needs of all students
- Provide release time for departmental program planning, alignment of lessons to the California Common Core Content Standards, and the matching of materials to these standards
- Incorporate the English Language Development standards across the curriculum in conjunction with the CCSS
- Continuing to use learned strategies for teaching English learners (Thinking Maps, SIOP, and SDAIE)
- Teachers will incorporate academic vocabulary and complex text into their lesson plans
- Continue to closely monitor EL and RFEP students

##### Extended Learning Opportunities:

- Provide AM and PM tutoring for students in need of additional reading and writing instruction
- ELD/ ELA teachers will continue to use the Lexia and Reading Plus reading programs to supplement reading curriculum
- ELD/ ELA teachers will use the Accelerated Reader program to encourage and monitor the independent reading of their students
- Maintain an elective reading intervention program during the school day to assist students in improving their reading skills (Accelerated reader, Lexia, Reading Plus)
- Extend the study of academic language and use of complex text to all students in all subject areas

#### Increased Access to Technology:

- Use available technology and resources to make content reading relevant and accessible
- Use Renaissance Learning STAR Assessment to measure student lexile growth and assist in proper placement
- Use Scholastic Accelerated Reader to monitor student reading and provide incentives to read
- Use the "2Know" responder system to assist in student engagement
- Use classroom computers to take Accelerated Reader tests
- Use the computer lab to provide students access to the Lexia reading program
- Use iPad mini labs to assist in collaborative interaction and instruction

**Staff Development and Professional Collaboration:**

- Support the District professional development plan by attending District trainings (CCSS, SIOP, Thinking Maps, RTI, GATE, etc...)
- Train all ELD/ ELA teachers to use the Scholastic Reading Inventory, Scholastic Reading Counts, Lexia, and Reading Plus reading programs
- Use common planning periods and modified Wednesday collaboration to allow teachers to meet and review student achievement data and discuss effective instructional strategies
- Provide release time for departmental program planning, alignment of lessons to the California Common Core Content Standards, and the matching of materials to these standards
- Provide training to all ELD/ ELA teachers in reclassification criteria and CELDT administration

**Goal IId: Mathematics**

As a result of the passing of AB 484 and the suspension of the CST, all McFadden Intermediate School students will be given District Benchmark exams as a means for measuring student growth. Initial results will formulate a base line in which student growth can be measured. McFadden Intermediate School students will compute for understanding and apply their learning to real world situations. McFadden teachers will be expected to provide well planned lessons that align with the Common Core State Standards (CCSS) and allow for collaboration, communication, creativity, and critical thinking.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	38.4%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	38.2%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	61%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	36.9%

English Learners will demonstrate proficiency on the District Benchmark exams.

**To accomplish this we will:**

**Alignment of Instruction, Strategies and Materials with Content Standards:**

- Place students in math classes based on multiple measures that include Benchmark exams, grades, and teacher recommendation
- Provide release time for departmental program planning, alignment of lessons to the California Common Core Content Standards for mathematics, and the matching of materials to these standards
- Support the use of common planning periods by utilizing them to share tested research-based instructional strategies and analyze student work and assessment data while creating action plans to adjust instruction to address and meet the needs of all students
- Continue to provide support and training so our math teachers understand the various components of the adopted core text to effectively address and meet the needs of all students
- Offer two AVID sections in grades seven and eight

**Extended Learning Opportunities:**

- Continue to offer AM and PM tutoring for students performing below grade level
- Provide access to the computer lab before and after school for students to use the ST Math program "Jiji"
- Encourage students to access the ST Math program "Jiji" at home so they can receive additional practice and make progress independently at their own pace
- Extend the study of academic language and use of complex text to all students in all subject areas
- Offer Rocket Science Tutors (volunteers from the aerospace industry) to approximately 40 8th grade algebra students on a weekly basis to reinforce and apply learning to real life situations
- Project Lead the Way is a STEM elective for 7th and 8th grade math students to explore robotics and engineering design.

**Increased Access to Technology:**

- Use available technology and resources to make mathematics relevant and accessible to all students
- Use the "2Know" responder system in classrooms to assist in student engagement
- Offer classroom use of the computer lab on a sign up basis to support the ST Math program "Jiji"
- Use iPad (ten unit) mini labs to assist with collaborative interaction and instruction
- Project Lead the Way students have daily access to a technology classroom

#### Staff Development and Professional Collaboration:

- Support the District professional development plan by attending District trainings (CCSS, SIOP, Thinking Maps, RTI, GATE, etc...)
- Provide training for math teachers on how to use the ST Math program "Jiji"
- Use common planning periods and modified Wednesday collaboration to allow teachers to meet and review student achievement data and discuss effective instructional strategies
- Provide release time for departmental program planning, alignment of lessons to the California Common Core Content Standards, and the matching of materials to these standard

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

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McFadden strives to achieve the highest quality of parent involvement through effective communication and structured partnerships.

#### **To accomplish this we will:**

##### Helping Parents Improve Student's Reading:

- Incorporate training and ideas on how to assist children with reading at home within our parent meetings
- Provide parents with Renaissance Learning STAR Assessment and Accelerated Reader reports
- Provide parents with literacy classes that teach strategies for helping their children with reading
- Report grades and testing data to parents in a timely and consistent manner
- Schedule parent conferences to discuss student progress and provide suggestions for assistance in reading
- Offer AM and PM tutoring for students reading below grade level
- Provide support and training on how to use the Aeries Parent Portal

##### Helping Parents Improve Student's Math:

- Incorporate training and ideas on how to assist children with mathematics at home within our parent meetings
- Show students how to access the ST Math program "Jiji" at home thus allowing students to receive additional mathematics practice and providing both parents and students with immediate feedback
- Provide parents with math classes that teach strategies to assist for helping their children with mathematics
- Report grades and testing data to parents in a timely and consistent manner
- Schedule parent conferences to discuss student progress and provide suggestions for assistance in mathematics
- Offer AM and PM tutoring for students performing below grade level in math
- Provide support and training on how to use the Aeries Parent Portal

##### Helping Parents Improve Student's Attendance/ Behavior/ Health:

- Continue parent/ student orientation meetings during registration before the start of the school year
- Continue to use Edulink telephone message systems to provide timely notifications to parents in multiple languages
- Continue to use classified staff to support teachers by making parent contacts via phone call
- Continue to use the Aeries Parent Portal to provide parents with attendance and grading information
- Continue to require all students to possess a student agenda where McFadden student expectations are detailed
- Continue to promote healthy living through our "Run Strong" Club
- Continue to offer Saturday Attendance Recovery and Friday School for students to make up absences and reflect on their behavior choices

##### Strengthen Family and Community Involvement:

- Continue to hold monthly parent meetings on a variety of relevant topics
- Continue to encourage parents to participate in the School Site Council (SSC) and English Language Advisory Committee (ELAC)
- Continue to hold Back to School Night and Open House for parents and community members to observe McFadden's programs
- Work closely with McFadden families to build support networks via our Community & Family Outreach Liaison
- Utilize Edulink telephone message systems to inform parents of upcoming activities and events
- Survey McFadden parents annually on how to best meet the needs of the students, families, and community
- Continue to recognize student achievement via awards assemblies
- Continue to celebrate students interests via student performances (music/choir/theater), academic fairs, and athletics

### **Funding**



State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
Extra Duty (Certificated Tutoring)	Title I	\$15,000.00
Sub Days	Title I	\$10,000.00
Extra Duty (Office Workers)	Title I	\$6,000.00
Activity Supervisor	Title I	\$1,000.00
Benefits (STRS, PERS, Medicare, OASDI, Unemployment, Worker Comp, Retiree)	Title I	\$6,371.00
Supplies (Instructional)	Title I	\$70,031.00
Supplies (Food/Snacks-Parent Meetings)	Title I	\$1,000.00
Office Supplies	Title I	\$3,500.00
Mileage	Title I	\$500.00
Travel/Conference	Title I	\$2,500.00
Testing / Dues / Participation Fees	Title I	\$2,750.00
Printing Cost- District Print Shop	Title I	\$12,500.00
Communications	Title I	\$2,884
	<b>TOTAL</b>	<b>\$134,036.00</b>

# Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: **McFadden Intermediate**

1. What is your site doing **differently** this year from last year to improve student achievement?
  - Transitioning from CST tested skills to a focus on Common Core State Standards
  - School-wide focus on deeper learning, application of concepts and practical skills that relate to real world situations and 21<sup>st</sup> century skills to prepare students for college and the workplace.
  - Transitioning from learning to identify the correct answer, to the ability to recognize why an answer is the right one and understanding the thought processes which took place to arrive at ascertaining that answer
  - Revised and improved identification process for students most in need of academic interventions and support
2. What is your site doing this year that is considered **new** to improve student achievement?
  - New, common core aligned curriculum, lesson delivery and design (District units of study)
  - Professional development from CLAS teacher on research-based instructional strategies to support common core implementation resulting in more student centered learning environments
3. What is your site doing **more of** this year to improve student achievement?
  - Increased opportunities for academic assistance for all students, in all grade levels and in all subject areas before and after school
  - Increased hours of access, before and after school to the computer lab for support with research, completing assignments and work on programs such as Accelerated Reader, ST Math, Lexia, Reading Plus, and Core5.
  - Identifying and providing support to more students in need of extra motivation and mentoring through the SCOTS program.
4. What is your site doing **less of** this year to improve student achievement?
  - Less focus on isolated test preparation skills to a focus on knowing the “why” of an answer and the ability to accurately elaborate and reflect upon the process of arriving at an answer
5. What is your site doing this year that is **innovative** to improve student achievement?
  - Implementing daily SBAC questions to help students with the paradigm shift to the next generation of academic testing
  - Implemented an innovative robotics elective to the school’s offerings as a tangible application of concepts and practical skills that relate to real world situations and 21<sup>st</sup> century skills

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Mendez Fundamental Intermediate School**

**Superintendent**

Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Mendez Fundamental Intermediate School**  
**Vision Statement**

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Mendez Fundamental will provide all students with the tools and instruction necessary for success in high school and college. Along with this instruction, we seek to instill within each student a sense of responsibility, patriotism, accomplishment, and a positive self-image.

**Mendez Fundamental Intermediate School**  
**Mission Statement**

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At Mendez Fundamental Intermediate School, a California Distinguished School, it is our mission to provide students with a rigorous learning environment that encourages high expectations for success through standards-based, student-centered instruction. We believe education is the shared responsibility of the student, parents, school and community. Together, we provide an academically rich, caring, and supportive environment that promotes respect and motivates students to learn, to act responsibly, to monitor their own academic progress, and to develop skills for life-long success.

## Student Achievement Goals

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

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1. Mendez Fundamental Intermediate School will provide students with the tools and instruction necessary for them to (a) meet state standards and (b) prepare them for the rigors of high school, college and life.
2. Teachers, Administration, Support Staff, Parents, and Students will work together to implement and support school-wide policies and expectations which promote student success.
3. Students will take personal responsibility for their academic success.

#### To accomplish this we will:

Place students in rigorous, standards-based academic courses with an emphasis on engaging, data driven instruction:

- All students are placed in classes according to grade level.
- All students are placed in 2 periods of English Language Arts and 2 periods of math.
- A Standards-based grading system is used.
- School-wide AVID strategies, consistent department expectations and grading policies, and best practices for instruction support high expectations for all students.
- Illuminate provides the tools needed to analyze state and local assessment data, teacher created tests, and demographic information together in one location.
- Physical Education courses focus on the Presidential and Fitness-gram standards.
- All students participate in science courses, which focus on experimentation and investigation. Students participate in weekly labs and maintain science journals.

Develop and promote Students' Academic, Organizational and Study Skills as well as Personal Interests and Personal Responsibility:

- Teachers, counselors, and administrators develop and promote students' organizational and study skills as well as personal responsibility through the use and monitoring of agendas, Data Trackers, online grades, homework, tardy card policies and dress code.
- Lessons during PE classes focus on character development, and reinforce school-wide expectations and personal responsibility.
- AVID tutors work with students in the Language Arts, Math and science classrooms one-on-one and in small groups for immediate intervention and assistance.
- A wide range of elective choices are provided including music, fine arts, media, technology, MESA, leadership, yearbook, AVID and college prep.

Provide Schoolwide Access to Technology: All students have access to the technology tools necessary to facilitate the development of digital literacy skills and to promote independence, understanding, and collaboration. All staff has access to technology tools which facilitate instruction, engage students, promote understanding and foster collaboration.

- Computers labs are open before and after school and during both nutrition and lunch for student use.
- All students and staff have Mendez G-mail accounts and use *Google Apps for Education* for E-mail, file sharing & collaboration.
- Laptop carts in 7th grade science and 8th grade social studies provide opportunities for technology infused collaborative projects.
- Teacher laptops, SMART Boards, projectors, document cameras and responders in the classroom increase student engagement and faceplate the use of QTEL/ SDAIE/ GLAD and SIOP teaching/ learning strategies.
- Illuminate provides teachers and students with immediate feedback on Common Assessments.
- Class sets of iPod Touches and iPads provide opportunities for technology infused collaborative projects.
- Site BYOD (Bring Your Own Device) policy provides students access to content and media-rich activities on demand in the classroom.

Continue Schoolwide Staff Development and Professional collaboration which is focused on coordinated school-wide expectations, collaboration, and engaging, data driven instruction:

- Staff meet in grade-level and subject-matter teams bi-monthly after school to collaborate, examine student work, review student assessment data, and design instruction.
- The Instructional Leadership Team, Safe & Civil Schools Team, GATE and Technology Committees coordinate the implementation of school-wide policies, procedures and expectations.
- AVID coordinator provides support and training relating to the implementation of AVID strategies school-wide.
- Thinking Maps & Path to Proficiency training continues to ensure school-wide continuity.

- The SIOP model will be shared as another research based tool for implementing Sheltered English Instruction.
- Expertise of staff members is utilized to facilitate the implementation of best practices and new technologies in the classroom.
- Staff will use Illuminate to analyze student data and guide instruction.
- Teachers attend conferences related to the implementation of the Common Core State Standards.
- Teachers meet in subject matter teams by grade level for 2 release days per year.

Maintain a school climate based on coordinated school-wide expectations, policies and recognition of student accomplishments:

- Schoolwide expectations are communicated to students, parents, and staff via presentations and in the student agenda.
- PBIS Team meets regularly and attends trainings, which promote school-wide policies consistent with the Mendez Vision.
- All staff supports the school-wide homework card, tardy card, referral, and dress code policies.
- Recognize Student Achievement through STAR performer recognition program in PE, Mendez Tickets and Good News postcards, department awards and twice yearly Academic Renaissance assemblies.

## Goal IIa: Reading Across the Curriculum

All Mendez Fundamental Intermediate School students will demonstrate the ability to:

1. Read grade level text independently
2. Organize thoughts both verbally and in writing
3. Use appropriate academic language in both discussions and in writing
4. Know how and where to access information
5. Evaluate whether information retrieved is valid
6. See connections across disciplines/genres
7. Accurately summarize textual passages
8. Actively seek information to problem solve or complete a task (research)
9. Apply reading skills to non-fiction texts and real life situations
10. Earn grades of proficient/advanced (4's & 5's) in performance & proficiency
11. Be prepared for college, the work force and adult life
12. Develop a love of reading, writing and learning English

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	NA
Schoolwide will increase percent proficient on Benchmark ELA by:	

### To accomplish this we will implement:

Alignment of Instruction, Strategies, and Materials with content standards:

- All students are enrolled in two periods of English Language Arts.
- Accelerated Reader is used to encourage reading and promote positive reading habits.
- Thinking Maps, word walls, Cornell Notes, SQ3R, interactive- journals, reader response and many other strategies are used by all teachers to foster comprehension and higher level thinking skills.
- Literature Circles encourage students to discuss and analyze novels in a structured setting.
- Students read a variety of genres including informational texts
- Response to literature is a strategy used by all English Language Arts teachers to analyze specific pieces of literature.

Extended learning opportunities will be provided for all students:

- College tutors provide one-on-one and small group support in the regular classroom.
- Before & After school homework help is available to all students.
- Language rich supplemental instruction and homework help is provided by the Boys & Girls club after-school program.
- GATE identified and high achieving students are placed in Honors English Language Arts.
- The Saturday Social Studies and Science Academy targets Basic students and focuses on improving their English Language skills through engaging social studies and science based activities.

All students have access to the technology tools necessary to facilitate the development of digital literacy skills and to promote independence, understanding, and collaboration.

All staff have access to state of the art technology tools to facilitate instruction, engage students, and and promote understanding and collaboration.

- Technology tools such as document cameras, SMART Boards, projectors and audio systems with microphones are used to enhance student engagement in the classroom.
- Accelerated reader is used to encourage independent reading and promote positive reading habits.
- BYOD activities are used by all teachers to support instruction and learning.
- Edmodo, Mendez G-mail and teacher websites provide opportunities for students to engage in academic conversations in and out of the classroom.

Staff Development and Professional Collaboration:

- Teaching staff meet regularly in grade-level and subject matter teams to collaborate, examine student work, review student assessment data, design instructional units.
- Professional Development focuses on best practices and common core implementation.

### **Goal IIb: Writing Across the Curriculum**

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All Mendez Fundamental Intermediate School students will demonstrate the ability to:

1. Write for a variety of purposes
2. Use correct spelling, punctuation & grammar across disciplines and content areas
3. Support ideas with details and textual evidence
4. Summarize information and draw conclusions
5. Communicate effectively through structured English language
6. Earn 8 or higher on the District Writing Proficiency
7. Earn grades of Proficient/Advanced (4's & 5's) in ELA performance & proficiency
8. Develop a love of reading, writing and learning English

#### **To accomplish this we will:**

Alignment of Instruction, Strategies and Materials with Content Standards:

- All ELA teachers use the district created curriculum maps to guide instruction.
- Language Arts teachers administer 1 writing assessment each grading period as part of the Standards-based grade.
- All content teachers implement structured writing assignments aligned with the curriculum. Rubrics created by departments are used to assess writing.
- Assessments & Benchmarks in the content areas include extended response items
- Effective writing strategies are used across all curriculum and content areas and teachers evaluate prompts and results to monitor students' proficiency in writing.
- Cornell Notes, Thinking Maps, Word Walls and many other strategies are used in all content areas to foster students' development of ideas and fluency in writing.
- Students in science participate in weekly labs and maintain detailed science journals.
- Performance tasks in all content areas place a strong emphasis on student's articulation of their meta-cognitive processes through written responses to tasks.

Extended Learning Opportunities will be provided for all students:

- All students are enrolled in 2 periods of Language Arts.
- Students respond to informational and expository text in all content areas.
- Electives and 6th grade Exploratory classes incorporate writing instruction within the context of the class.
- *Google Docs* share capabilities allow teachers and students to collaborate on assignments and projects and teachers are able to provide immediate feedback on student writing.
- Writing is a key component of the Character Education program in PE.

All students have access to the technology tools necessary to facilitate the development of digital literacy skills and to promote independence, understanding, and collaboration.

All staff have access to state of the art technology tools to facilitate instruction, engage students, and and promote understanding and collaboration.

- Technology, including Google docs and document sharing are used to facilitate student writing.
- Computer labs and laptop carts are provide students with the opportunity to create, revise, and publish original works.
- 8th grade Social Studies classes use laptops to aid in writing and project creation. Blogs, wikis, and other web 2.0 tools are utilized.
- BYOD, iPod Touches and iPads provide all students access to technology tools for writing in the classroom.

Staff Development and Professional Collaboration:

- Teacher participates in trainings focus on writing in all curricular areas.
- Teachers collaborate on effective writing strategies, prompts and grading.
- Teaching staff meet regularly in grade-level and subject matter teams to collaborate, examine student work, review student assessment data, design instructional units.
- Professional Development focuses on best practices and common core implementation.

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

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### **School Goal:**

1. Improve their ability to read, write, and speak Standard English
2. Participate fully in rigorous courses
3. Score Early Advanced or Advanced on the CELDT
4. Meet the criteria for reclassification
5. Organize thoughts both verbally and in writing
6. Use appropriate academic language
7. Know how and where to access information
8. See connections across disciplines/genres
9. Apply writing and reading skills to nonfiction texts and real life situations
10. Be prepared for college, the work force and adult life
11. Earn grades of proficient/advanced (4's & 5's) in performance & proficiency in all content areas
12. Develop a love of reading, writing and learning English.

### **To accomplish this we will:**

Alignment of Instruction, Strategies, and Materials with Content Standards:

- All EL students are placed in English Language Mainstream classes based on parent request or due to demonstrated proficiency on CELDT. Full inclusion of all students exposes English Learners to rich academic language and high expectations.
- All teachers utilize QTEL, SDAIE, SIOP and GLAD strategies to help English Learners access the curriculum.
- Teachers are provided with adequate materials and supplies to support the above teaching/ learning strategies.
- Thinking Maps are used in all content areas.
- All teachers know who their EL students are, their levels of proficiency, and monitor their progress.

Extended Learning Opportunities will be provided for all students:

- All electives (Art, music, technology, MESA etc...) stress vocabulary development as well as general reading and writing literacy skills.
- Differentiated instruction is provided to meet the needs of English Learners

All students have access to the technology tools necessary to facilitate the development of digital literacy skills and to promote independence, understanding, and collaboration. All staff have access to state of the art technology tools to facilitate instruction, engage students, and and promote understanding and collaboration.

- Technology tools in the classroom including document cameras, projectors and SMART Boards to facilitate the use of SDAIE/ GLAD teaching/ learning strategies.
- BYOD, iPod Touches, iPads and laptops support student learning.



**Staff Development and Professional Collaboration:**

- Teaching staff meets regularly in grade-level and subject-matter teams to collaborate on lesson development, examine student work, review student assessments and data.
- Teachers work with site ELD coordinator to insure that differentiated instruction is included in daily lessons.
- Professional development focuses on best practices for English Learners

**Goal IId: Mathematics**

All Mendez Fundamental Intermediate School students will demonstrate the ability to:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	NA
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	

**To accomplish this we will:**

Alignment of Instruction, Strategies and Materials with Content Standards:

- All students are enrolled in two periods of math.
- All 8th grade students are enrolled in Algebra I.
- Investigations utilizing manipulatives, Problem of the Month and a variety of other strategies are used to help students develop deeper understanding and make connections within mathematics.
- Students maintain math notebooks, which include Cornell notes, practice work and review activities.
- All 6th and 7th grade teachers are modifying scope and sequence to reflect the transition to common core state standards.
- All math teachers are implementing common core strategies and best practices to support the Standards for Mathematical Practice.

Extended Learning Opportunities will be provided for all students:

- *ST Math*: Algebra Readiness Program focuses on conceptual development for low performing students (including ELs)
- *MESA* electives and clubs include science and engineering based activities and trips to regional completions.
- *Rocket Science Tutors* is an after school club focus on engineering skills run by engineering professionals and students from UCI's engineering program.

All students have access to the technology tools necessary to facilitate the development of digital literacy skills and to promote independence, understanding, and collaboration. All staff have access to state of the art technology tools to facilitate instruction, engage students, and and promote understanding and collaboration.

- Use of technology, including SMART Boards, documents cameras, student responders, and programmable calculators are used to increase and assess students' understanding of math concepts.
- CGP (6th and 7th grade) texts and workbooks are available online.
- Teacher webpages and blogs provide opportunities for remediation and refinement of skills outside the classroom.
- Edmodo provides students access to to resources, activities, peer assistance and feedback in a timely manner.
- ST Math is used for intervention with struggling 6th graders.
- BYOD program provides students with access to additional resources inside and out of the classroom.

Staff Development and Professional Collaboration:

- Teachers meet weekly for collaboration.
- Teachers are being trained on and are implementing new Units of Study based on the Common Core State Standards.

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

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Teachers, Administration, Support Staff, Parents, and Students will work together to:

Implement and support school-wide policies and expectations, which promote student success.

1. Provide opportunities for parents to become more knowledgeable regarding our school policies, expectations, the educational system, and strategies to assist their children at home.
2. Promote and develop positive relationships with all segments of the community in order to foster open communication, accessibility and pride in our school.
3. Inform parents of student progress in a timely manner and provide support for students and their families as needed.
4. Provide opportunities for parents to take an active role in campus life.
5. Provide opportunities for parents and community members to volunteer on campus.

#### **To accomplish this we will:**

Communicate effectively with parents and community regarding school policies, activities and strategies to assist their children:

- Monthly Coffee Chats with parents provide time for informal discussions and participation in campus activities.
- Evening parent meetings combine school and PTSA business with topics of relevance to parents.
- Parents are informed of school-wide events via flyers, Edulink, the Mendez website, and *Cel.ly* (text communication).
- *Edulink* (recorded phone calls to parents from specific teachers) provides parents with timely information regarding their student's as well as information about school-wide events.
- All meetings are held in English and Spanish.
- All flyers and *Edulink* phone calls are provided in English and Spanish.

Provide Individual Achievement Results to parents to increase student-parent communication and to foster the home-school relationship:

- Grades can be viewed online by both parents and students 24/7.
- Schoolwide policies including the use of Data Trackers, Student Agendas, Homework and Tardy cards, 6-week progress reports etc... keep parents informed about student progress.

Provide a wide variety of opportunities for parents to participate in school activities and to have positive experiences on campus:

- SC, ELAC, PTSA meetings are open to all parents and community members and provide opportunities for sharing of information and community input.
- The 40 Developmental Assets workshops are provided by parents for parents on campus.
- Parent volunteer hours are part of the Mendez Contract. Families fill out a Parent Volunteer Contract and commit to a minimum of 2 hours of service per family per year.

Involve students and parents in the community through a variety of outreach opportunities:

- Opportunities to visit college campuses and participate in activities that promote a college going community are provided for both parents and students.
- Running Club, Green Club, MESA, and other extra-curricular activities encourage student participation in community events.
- Guest speakers are invited to present at parent meetings.
- Career Day brings a wide variety of professionals onto campus to connect with students.
- Parents are encouraged to participate in district trainings including the *Annual Parent Conference*.

Provide support for struggling students and their families:

- Staff educate parents regarding supplemental services available to students and parents both at school and in the community
- An SST process provides early, coordinated intervention for struggling students.
- Teachers provided content specific tutoring before and/or after school for students.
- Tutoring is available for students before and after school and during nutrition and lunch for all students.

## Funding

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
Tutoring Extra Duty		\$33,000
Substitutes for teacher release days, planning and conference attendance	Title I	\$11,700
Aide Extra Duty/College Tutors	Title I	\$29,000
Benefits	Title I	\$18,158
Instructional Materials	Title I	\$18,000
Office Supplies	Title I	\$2,000
Transportation	Title I	\$5,000
Printing	Title I	\$18,608
Communications		\$3,022
	<b>TOTAL</b>	<b>\$140,487</b>

## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

### School: Mendez Fundamental Intermediate School

- What is your site doing *differently* this year from last year to improve student achievement?
  - Changing to an A-F grading system to facilitate the transition to high school
  - Placing college tutors in classrooms to provide timely intervention and support individualized instruction
  - Saturday Math and STEAM Academies
  - Transitioning to the Next Generation Science Standards in 6<sup>th</sup> and 7<sup>th</sup> grades
  - Structured homework intervention
  - Parent access to grades via Aeries
- 1) What is your site doing this year that is considered *new* to improve student achievement?
- Full-time TOSA to closely monitor student achievement and English Learners
  - Implementing A-F grading system
  - Inclusion of Engineering standards in science classes
  - Full implementation of the CCSS for math
  - Implementing an accelerated math track for 7<sup>th</sup> and 8<sup>th</sup> grade students in Math Honors
  - Orientation for returning 7<sup>th</sup> and 8<sup>th</sup> grade students and parents
- 2) What is your site doing *more of* this year to improve student achievement?
- CELDT Meetings with Parents of English Learners (We've been holding 1 each spring to review new CELDT scores and student's progress towards proficiency, but parents have requested an additional fall meeting kick off the school year.)
  - Use of Google docs for student and teacher collaboration
  - Reduce class size in all content areas
  - Staff collaboration on CCSS implementation
  - Collaborative Conversations in the classroom
  - Use of teacher blogs and Edmodo for blended learning and student engagement
  - Project-based and inquiry-based learning
- 3) What is your site doing *less of* this year to improve student achievement?
- Multiple-choice assessments, level-one answer responses
  - Eliminating proficiency-based grading
  - Placing all 8<sup>th</sup> graders in Algebra I
- 5) What is your site doing this year that is *innovative* to improve student achievement?
- GATE Symposium
  - BYOD (Bring Your Own Device)
  - Blended Learning
  - iPADS and tablets for project creation
  - Text and email-based parent communication (Cel.ly or Remind 101)
  - Parent Volunteer Contract and Parent Volunteer Coordinator

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Middle College High School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Middle College High School  
Vision Statement**

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Middle College High School is a learning community that strives for excellence of all its members. Our students will achieve academic and informational literacy, write coherent expository essays, develop strong written and oral communication skills, understand how to use appropriate resources to gather information, become independent thinkers, use evidence to support their opinions, and become problem solvers. MCHS students will seek to earn a minimum of 30 transferable college units and apply to four-year universities by the end of their senior year. Many students will earn their Associate's degree and transfer to the university as upper classmen.

**Middle College High School  
Mission Statement**

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The mission of Middle College High School is to provide an academically rigorous and safe learning environment that prepares students for success in high school and higher education.

## Student Achievement Goals

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

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Middle College High School holds high expectations of all its members; provides standards-based instruction; a safe, clean and orderly environment; promotes a climate of caring and nurturing of students; and develop as a community in which the administration serves as leader and facilitator. As a result of the Spring 2014/Fall2014 WASC Self Study, Middle College schoolwide focus will be on: 1.) effective teaching and learning strategies related to CCSS, Math Literacy Standards, and NGSS, 2.) Providing students with quality support programs such as college academic support classes, tutoring and leadership/volunteerism to support students in attaining the school's Student Learning Outcomes;3.) Increase student and teacher access to technology in order to provide innovative instruction and student learning, and having a positive impact on student achievement 4.) continue professional development and staff collaboration centered around effective teaching and student learning. (*District LCAP Goals I - Student Learning Outcomes; Goal II- Engagement; and Goal III- Conditions for Learning*).

#### To accomplish this we will:

All MCHS faculty will participate in an ongoing review of instruction and best practices to ensure they are aligned to Common Core State Standards, Math Literacy Standards and NGSS. (*SAUSD Goal 1: All students demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century; Goal 2: All students will have access to a high quality curricular and instructional program that is accessible from school and home.*)

#### Actions:

- All teachers and counselor will attend the bimonthly ILT (Instruction and Learning Team) meetings to review best practices and student achievement.
- Teachers will begin to implement instructional shifts that inform instruction to meet the Common Core State Standards.
- All teachers will write daily Learning Objectives, the Big Idea and Essential Questions on the board and explicitly discuss them with students.
- The AVID Coordinator will assist all teachers with the implementation of AVID strategies in all curricular areas
- Teachers will follow the SAUSD Curriculum Map and utilize the Common Core State Standards CCSS and Common Core Units of Study related to their content area during this transition year in order to continue working towards CCSS implementation in 2014-15.
- Use categorical funds to purchase materials (both instructional and office) and maintain the technology equipment that support instruction and increase student achievement in all content areas.
- Members of each department will meet as a small learning community in a pull-out day or after-school to explore, share, and discuss pedagogical best practices related to their discipline area and the CCSS.

Provide students with quality support programs such as college academic support classes, tutoring and leadership/volunteerism to support students in attaining the school's Student Learning Outcomes *SAUSD Goal 1: All students demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century; Goal 2: All students will have access to a high quality curricular and instructional program that is accessible from school and home.*)

#### Actions:

- Maintain our AVID Site Certification and enroll 100% of our students in AVID classes to support them in both their high school and college courses.
- Provide afterschool tutorials in all core subject areas on a weekly basis.
- Provide CAHSEE Math Boot Camp and ELA prep classes; provide afterschool tutorials in all core subject areas on a weekly basis; provide test prep tutorials including CAHSEE and SAT.
- Actively recruit students to participate in academic and leadership programs available through SAC, SAUSD, and the community.
- Hire AVID tutors to support tutorials in all AVID classes.
- All students will participate in at least one extended learning field trip opportunity during the year to visit a university, college, or partner organization or business.
- Provide additional counseling support for students to ensure academic success in high school and college classes.
- Provide facilitation/support/resources for leadership and volunteer opportunities through AVID. Students should volunteer a minimum of 10 hours per semester.
- Provide students with materials and instruction to increase their SAT/ACT scores.

Increase student and teacher access to technology in order to improve instruction and increase student achievement (SAUSD Goal 1: All students demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century; Goal 2: All students will have access to a high quality curricular and instructional program that is accessible from school and home.)

Actions:

- Seek alternative funding sources to increase and maintain technology in all classrooms and computer labs for instruction and student use.
- Ensure all staff is trained and proficient in utilizing Illuminate, Aeries, website creation and maintenance, and innovative ways to use technology within their classroom.
- Provide students who need to remediate "D"s and "F"s with in house online instruction via APEX in a classroom with a certificated teacher within the master schedule and school day.
- Provide students with online materials and technological access for SAT/ACT instruction.

Staff will participate in ongoing staff development and professional collaboration to improve instruction and student achievement. SAUSD Goal 1: All students demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century; Goal 2: All students will have access to a high quality curricular and instructional program that is accessible from school and home.)

Actions:

- All faculty will meet bimonthly as members of the ILT (renamed to Instruction and Learning Team).
- Teachers, counselor and administrator will attend and share information from district and/or outside the district professional development and conferences in order to improve instruction and student achievement. This may include, but is not limited to: AVID conferences, Middle College National Consortium conferences and workshops.
- Teachers, counselor and administrator will attend and share information from district and/or outside the district professional development and conferences in order to improve instruction and student achievement. This may include, but is not limited to: AVID conferences, Middle College National Consortium conferences and workshops.
- Provide substitutes for teachers to allow them to attend meetings, conferences and staff development in order to improve instruction.

### Goal IIa: Reading Across the Curriculum

Using district approved textbooks and supplemental resources, all teachers will use appropriate instructional activities to teach reading comprehension and vocabulary development specific to the content area. Common Core instructional shifts for ELA/Literacy will include

- 1.) Building knowledge through content-rich nonfiction
- 2.) Reading, writing and speaking grounded in evidence from text, both literary and informational, and
- 3.) Regular practice with complex text and its academic language. Strategies will include the use of collaborative academic conversations, close reading of complex text, and text-dependent questioning.

Teachers will also continue to implement effective, research-based instructional strategies such as

- Cornell note taking, think-pair-share
- Thinking Maps
- Socratic seminar and other critical reading strategies.

All students will attend school regularly and complete assignments to support their learning. Our learning outcomes will be measured by maintaining a proficiency rate of greater than 96% on the interim use of the District Benchmark assessment. (District LCAP Goal 1- All students demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century; Goal 2- All students will have equitable access to a higher quality curricular and instructional program that is accessible from school and home.)

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	98.7%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	98.5%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	NA
Schoolwide will increase percent proficient on Benchmark ELA by:	1.3%



**To accomplish this we will:**

Align curriculum and instruction to content standards in all English classes, and incorporate reading/language arts skills throughout every subject area. *(SAUSD LCAP Goal 1- Student Outcomes; LCAP Goal 2- Student Engagement)*

## Actions:

- Provide time through monthly staff development/collaboration for program planning, alignment of lessons to standards, and the matching of materials and strategies to the Common Core State Standards.
- Daily learning objectives, Big Ideas and Essential Questions are written on the board and explicitly discussed with students.
- Teachers will follow the revised District Pacing Guides aligned to the new Common Core State Standards and will use the District's Benchmarks that are aligned to SBAC type of assessments to inform their teaching and assessment.
- Utilize Collaborative Academic Conversations, close reading, text dependent questioning and Thinking Maps in all subject areas to support reading comprehension and CCSS literacy skills.

Provide additional academic support in all core content areas to support reading and language arts and improve student achievement. *(SAUSD LCAP Goal 1- Student Outcomes; Goal 2- Student Engagement)*

## Actions:

- Maintain electives within the master schedule (drama, leadership, future teacher, AVID and reading) and provide after school programs to enhance elective choices for students (i.e. Yearbook, Journalism).
- Provide afterschool or lunch tutoring in other content areas, emphasizing content-specific reading, to support students in their classes and increase student achievement.
- Provide ELA CAHSEE preparation through AVID, English and afterschool tutorials.

Increase the use of technology to enhance curriculum and instruction in all content areas to increase student reading proficiency *(SAUSD LCAP Goal 1- Student Outcomes; LCAP Goal 2- Student Engagement)*.

## Actions:

- Seek out funding sources to increase and maintain technology in all classrooms and computer labs for instruction.
- Ensure staff is trained in the use of Thinking Map software, SBAC computer adaptive testing, Illuminate and Aries and other instructional technology programs as they become known.

Engage in staff development and professional collaboration to support classroom instruction with particular emphasis on building students' reading skills to complete the literacy tasks within the CCSS *(SAUSD LCAP Goal i- Student Outcomes; Goal II - Student Engagement)*

## Actions:

- Continue Thinking Map training for all teachers.
- Provide time for departmental collaboration and/or staff development either during regularly scheduled meetings or as paid time outside of the work day to focus on instructional strategies related to the new CCSS (e.g., Collaborative Academic Conversations and Text-Dependent Questioning).

Obtain instructional materials in all content areas to support reading across the curriculum *(SAUSD LCAP Goal 1 - Student Outcomes; Goal 2- Student Engagement)*.

## Actions:

- Use categorical funds to purchase materials that support reading of fictional and non-fictional complex text across the content areas.

**Goal IIb: Writing Across the Curriculum**

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All teachers will focus on developing CCSS writing skills. All courses will require students to complete writing assignments and be able to use appropriate resources to write coherent expository essays, argumentative essays and research in all content area courses. Literary analysis will be emphasized in all English classes. Other content areas will emphasize CCSS expository writing genres as they pertain to their disciplines. Students will complete high school and college assignments to ensure progress with writing literacy. All students will demonstrate gains of writing skills as measured by teacher assessments, District Writing Proficiency Exam, the District Benchmark assessment and standardized tests. *(District LCAP Goal 1- All students demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century; Goal 2- All students will have equitable access to a higher quality curricular and instructional program that is accessible from school and home.)*

**To accomplish this we will:**

Teachers in all content areas will support the teaching of writing by assigning content-specific writing tasks to promote writing fluency within the CCSS (*SAUSD LCAP Goal 1- Student Outcomes; Goal 2 - Student Engagement*).

## Actions:

- The CCSS, District's CCSS Units of Study, revised District Pacing Guides and CAHSEE released test questions will be used by all teachers to guide the assigning of standards-based writing assignments in all classes.
- Teachers in Science, Social Studies, Math and AVID will support teaching of writing by collaborating with ELA teachers and assign appropriate writing assignments that support the CCSS.
- Teachers use CCSS aligned complex texts (fiction and non-fiction) to provide appropriate materials and strategies for rigorous writing assignments.

Provide additional academic support for students to improve their writing skills (*SAUSD LCAP Goal 1- Student Outcomes; Goal 2 - Student Engagement*).

## Actions:

- Maintain electives: drama, leadership, reading, Future Teacher Program, college classes as well as other opportunities for creative and critical thinking advancement, in alignment with the state standards.
- Maintain the AVID program with tutors in all grades.
- Provide students with: access to SAC writing center, after school ELA tutorial to address student academic needs, access to digital media and print media after school programs, online resources and practice exams for CAHSEE success.

Integrate access to technology that supports writing instruction in all content areas (*SAUSD LCAP Goal 1- Student Outcomes; Goal 2 - Student Engagement*).

## Actions:

- Ensure all students have access to and are comfortable using the SAC Academic Computing Center and available software and the MCHS computer lab in room B11.
- Increase/maintain the number of computers available to students in all MCHS classrooms.

Continue support for professional collaboration and staff development to strengthen writing across the curriculum including the continued use of Thinking Map applications and new instructional approaches to the teaching of writing ( e.g., Close Reading, Questioning the Text, AVID WICOR strategies) as needed for students to master the CCSS.

## Actions:

- Provide time for teams and departments to meet for professional collaboration and growth.
- All teachers/tutors will continue to incorporate Thinking Maps into their curriculum and will receive additional professional development by the Thinking Map trainers, as needed.
- Teachers and administrator will attend and share information from outside professional development regarding literacy and writing across the curriculum.

**Goal IIc: English Language Development**

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All teachers will utilize a variety of instructional strategies for English language development to ensure that the English Learners understand core concepts and improve English language literacy (Speaking, Listening, Reading and Writing) to increase proficiency in mastering the CCSS and in all areas and on the California English Language Development Test (CELDT). English learners and Redesignated students will be monitored and supported to ensure access to high level academic instruction and literacy. Students will attend school regularly and participate in additional intervention classes after school and/or on weekends if necessary to increase student achievement. Student achievement will be measured by performance on teacher assessments, the District's Benchmark Assessment, the California High School Exit Exam, EAP, and PSAT. (*District LCAP Goal 1- All students demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century; Goal 2- All students will have equitable access to a higher quality curricular and instructional program that is accessible from school and home.*)

**To accomplish this we will:**

Use research based instructional strategies to ensure student engagement and understanding (*SAUSD LCAP Goal 1- Student Outcomes; Goal 2 - Student Engagement*).

**Actions:**

- Explicitly post Daily Learning Objectives, Big Ideas and Essential Questions stated for students by the teacher.
- Provide professional development that focuses on the teaching of CCSS and the use of scaffolding teaching strategies, such as close reading and collaborative academic conversations, effective in the teaching and learning of EL and all students.
- Integrate discussion of Common Core State Standards as an integral part of the MCHS daily vocabulary. Instructional strategies related to CCSS are shared with parents in parent meetings
- Incorporate the use current, research-based effective instructional strategies, such as Thinking Maps and AVID WICOR daily in the teaching and learning of students.

Monitor student progress in all classes by content area teachers and by AVID teachers. Require after school interventions such as content area tutoring when needed. Train students and parents to utilize the Aries Student/Parent Portal to self-monitor their academic progress, particularly related to their English Language Development (*SAUSD LCAP Goal 1- Student Outcomes; Goal 2- Student Engagement*).

**Actions:**

- Maintain the AVID program with tutors to support student with specific questions.
- Offer SAT preparation after school, either online or delivered in real time.
- Provide CAHSEE tutorial and prep classes for 10th grade students needing review and additional instruction to increase ELA literacy in language and mathematics
- Provide after-school tutorials in all core subjects to improve student achievement and proficiency on standardized tests.
- Provide student (9th grade students in particular) and parent training on the use of the Aries portal.

Increase and maintain technology access (*SAUSD LCAP Goal 1- Student Outcomes; Goal 2- Student Engagement*).

**Actions:**

- Site Technology hardware and software will be upgraded and maintained.
- Students will demonstrate proficiency through classroom demonstrations and use.

Use staff development and professional collaboration opportunities to review data and share best practices (*SAUSD LCAP Goal 1- Student Outcomes; Goal 2- Student Engagement*).

**Actions:**

- Provide time for teams and departments to meet for professional collaboration regarding the use of strategies such as collaborative academic conversations, close reading and text-dependent questioning to enable our re-designated EL students to reach mastery of the CCSS in all content areas.
- Use professional support personnel from District Office, SAC resources, and the Middle College National Consortium (NCREST/JFF) to support the use of data to drive instruction and school improvement
- Provide time for teachers to collaborate in the use assessment data to determine the areas of instructional need related to mastering the Common Core State Standards

Hold parent meetings in Spanish and English to disseminate information on college preparedness, college access and high school graduation requirements (*SAUSD LCAP Goal #3- Culture and Community*)

**Actions:**

- Communicate with parents of English Learners to ensure access for their students to college courses
- Parent representation at DAC, PTSA, and School Site Council to communicate with parents and build partnership and support.

**Goal IId: Mathematics**

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Middle College High School teachers will support mathematics literacy in the CCSS by reinforcing mathematical concepts in core classes. Teachers will focus on the Common Core shifts in Mathematics: 1.) Focus strongly where the Standards focus, 2.) Teach with coherence:

Think across grades and link to major topics within grades, and 3.) Teach with rigor: In major topics, pursue conceptual understanding, procedural skill and fluency, and application. District's Benchmark assessments will be used for Middle College High School students demonstration of mastery of the required skills needed for success in algebra, geometry and math analysis. (*District LCAP Goal 1- All students demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century; Goal 2- All students will have equitable access to a higher quality curricular and instructional program that is accessible from school and home.*)

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	100%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	100%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	100%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	maintenance

**To accomplish this we will:**

Align instruction, strategies, and materials with content standards (*SAUSD LCAP Goal 1- Student Outcomes; Goal 2- Student Engagement*).

Actions:

- Appropriately place students in math classes based on multiple measures that include CST data, grades, SAC Placement tests, and teacher recommendation
- Utilize the District's math CCSS Units of Study to guide math teachers in their transition towards full implementation of the CCSS and new assessments.
- Support CCSS math standards in the science curricular area through labs and other content specific information. All other content area teachers support math literacy in their instruction to build connections between math and other subject areas.
- Monitor math progress every 6 weeks; struggling students referred to tutoring and/or online resources.

Provide students with enrichment, review, and intervention opportunities to ensure success in mastering CCSS (*SAUSD LCAP Goal 1- Student Outcomes; Goal 2- Student Engagement*).

Actions:

- Maintain AVID as 9th-12th grade requirements with tutors available for all grade levels.
- Provide CAHSEE math tutoring outside of the school day.
- Provide lunch time and afterschool math tutorials.

Attend technology training that supports math instruction(*SAUSD LCAP Goal 1- Student Outcomes; Goal 2- Student Engagement*).

Actions:

- Teacher training to incorporate technology into instruction as a means to improve student engagement, understanding of difficult concepts, and performance on computerized SBAC performance assessments.

Maintain departmental collaboration and continue collaboration with SAC and other high schools in SAUSD (*SAUSD LCAP Goal 1- Student Outcomes; Goal 2- Student Engagement*).

Actions:

- Provide time for teams and departments to meet for professional collaboration
- Ensure proper placement of students into college math classes.

Obtain instructional materials needed to support math instruction (*SAUSD LCAP Goal 1- Student Outcomes; Goal 2- Student Engagement*).

Actions:

- Support math program by obtaining instructional materials (e.g., CCSS District Units of Study) that lead to student engagement and success.
- Support struggling students with online resources/programs; expand access to technology for students to use the math online enrichment software/programs.

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

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Middle College strives to achieve the highest quality of parent involvement through effective communication, education and structured partnerships (*LCAP Goal # 3 Conditions for Learning*).

#### To accomplish this we will:

Maintain timely, informative and regular communication (*LCAP Goal # 3 Conditions for Learning*).

#### Actions:

- Send home progress and grade reports in timely manner.
- Make one-on-one telephone contacts to communicate concerns and utilize "Edulink" phone system to notify parents of upcoming events.
- Send home Calendar of Events monthly.
- Conduct parent, student, teacher, and counselor conferences to address student issues or concerns as needed.
- Convene monthly School Site Council, PTSA and Parent meetings and "Coffee with the Principal" meetings in English and Spanish
- Provide on campus parent Training Series "Raising Highly Capable Kids"

Parents are welcomed and encouraged to become partners in school decisions and advocacy (*LCAP Goal # 3 Conditions for Learning*).

#### Actions:

- Conduct annual Parent Orientation meeting in August
- Provide the following meetings to provide access and promote positive school-to-home communication: Back to School, Open House, Academic Award events, School Site Council, PTSA, and monthly parent meetings

Community resources are sought to assist in strengthening school, family, and student learning (*LCAP Goal # 3 Conditions for Learning*).

#### Actions:

- Continue existing, and seek out new, higher ed and business partnerships and community resources.
- Assist parents with referrals to outside agencies for counseling services, parent education programs and/or other services that will support student attendance, health and welfare.
- Provide grade level parent meetings to disseminate information on academics, college preparedness, college applications, financial aid and other relevant topics.

### Funding

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
Tutoring support, teacher professional development, subs	Title I	\$15,530
Classified Extra Duty	Title I	\$1,000.00

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
Instructional materials and supplies	Title I	\$3,150.00
Benefits		\$3,139
Non-Cap Equipment	Title I	\$2,000
Parent Involvement and communication	Title I	\$602.00
	<b>Total</b>	<b>\$27,921 0</b>

# Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: **Middle College**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Engaging in the continuous cycle of improvement, focusing on creating new Student Learner Outcomes and studying our data, particularly in relation to four-year college-going rate.
  - In regards to CCSS implementation, we are working within departments with common disciplinary foci and purpose (e.g., social studies has a focus on document based questions and embedding this practice across all four grade levels).
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Implementing CCSS District Units of Study.
  - Engaging in the WASC Continuous Cycle of Improvement Self-Study Process.
  - Participating in District Benchmark (by discipline) Benchmark Reviews and Scoring.
  - Incoming 9<sup>th</sup> grade summer school session focused on providing Algebra and Geometry foundational skills review and support so that the students are “ready to go” in the fall.
  - Incoming 9th grade students participate in Summer Seminar 9 in which they will read “7 Habits of Highly Effective Teens” and “The Book Thief” to bolster Writing, Inquiry, Collaboration, Organizational and Reading (AVID’s “WICOR” skills). The theme of this summer class is “Leadership”.
  - Students study the idea of “volunteerism” and become involved in collaborative group community projects.
  - SAT prep via the website, Shmoop.com, and integrating SAT prep into Junior AVID.
  - Implementing APEX online credit recovery on campus.
  - Implementing an after school tutor support center, utilizing AVID tutors to help with tutoring.
  - Continue the expansion of preparation for the Senior Exit Portfolio process to all grade levels.
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Focused decision-making based on our findings of our Self-Study Report, and spending resources based on these findings.
  - Continuing our strategic focus on tracking students’ progress towards completing a specific continuum of college courses that are transferrable in order to complete the AA degree or at least 30 units of college credit.
  - SAT preparation so that students have the greatest opportunity for the highest results
  - “Job-embedded” professional development in which disciplinary teams will participate in pull-out days to learn together about best practices and AVID strategies that will facilitate the deeper understanding of, and teaching of, the CCSS with all disciplines.
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - A “narrowed laser-like focus” on those initiatives we have in place that promote the understanding and learning of the new CCSS, NGSC, Math Literacy Standards and our counseling strategic plan goals.
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Promoting the use of Google Docs with students to save their work; exploring teaching strategies that include technology such as “flipped classrooms”.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Monroe Elementary School**

**Superintendent**

Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member



**Monroe Elementary School**  
**Vision Statement**

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The Monroe Elementary School educational program is dedicated to the achievement of academic excellence that prepares students for college and career readiness, coupled with the development of a desire among all students to enthusiastically pursue the acquisition of knowledge throughout their lives. Teachers and support personnel are dedicated to actively engaging students in meaningful learning activities through direct, systematic, and purposeful standards-based instruction that is driven by ongoing assessment of progress. Assessment results are analyzed regularly to foster improvement of both group and individual student performance. Professional development sessions for certificated staff, paraprofessional training, and parent education are concentrated on assisting children with reaching or exceeding National Common Core Standards. The school's academic focus is on: Reading Comprehension, with an emphasis on proficient readers by the end of 3rd grade and the redesignation of English Learners within 5 years of entering program.

**Monroe Elementary School**  
**Mission Statement**

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It is the mission of Monroe Elementary School to build a population of lifelong learners who will strive to achieve their highest academic potential in a safe educational environment. Students will have access to a high quality curricular and instructional program that utilizes rigorous standards and research based curriculum derived from the National Common Core Standards for all students. Supported by a highly qualified certificated and classified staff, parents, business partners, and community members, students will acquire the necessary knowledge, high level thinking ability, character attributes, and social/personal skills that will enable them to become productive, contributing members of society in the 21st century.

## Student Achievement Goals

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

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**School Goal:** Monroe is dedicated to providing a safe, clean, orderly, learning environment that promotes academic excellence for all students. Administration will empower the staff; ensure community, parent, and student participation; and encourage ongoing communication, assessment analysis, and scholastic improvement. Based on data analysis, Monroe will adopt an instructional focus on reading comprehension and expansion of academic language through the implementation of the National Common Core Standards that result in proficient readers by 3rd grade and reclassification of English Learners after 5 years in program.

#### To accomplish this we will:

To enable Monroe Elementary to meet its high standards and expectations for student achievement, Monroe will continue to implement and refine: schoolwide reform strategies and RTI in all grades K-5, and "best practices". To meet this objective, Monroe will adopt a school-wide instructional focus on reading comprehension that includes academic language development. We will continue to have student data driven instruction based on District Benchmark scores. Instructional staff will use the Illuminate system to analyze student data and create effective instructional programs for students. 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, and provide students access to technology both in school and at home.

Under the leadership of the Principal, TOSA, and Instructional Leadership Team (ILT), the grade level teams will continue to monitor grade level progress using authentic student data by the following:

- Analyze and post test scores (Benchmark, ADEPT/CELDT, DIBELS)
- Data, along with Common Core Blueprints, will drive instruction
- Conduct data chats with teachers and students
- Results from student data will be discussed at Staff, Grade Level, ILT, SSC, ELAC and Title I meetings.

The administrator will maintain the school vision and provide leadership to increase shared decision-making skills for parent and community members of the SSC/ELAC, inviting input from all stakeholders.

Monroe Elementary School students will continue to make sufficient progress to achieve Common Core grade level standards. Using the 1st Benchmark Assessment in ELA and Math as a baseline, teachers will monitor student progress moving a minimum of 10% of students up a band, with a goal of all students being proficient readers by the end of third grade and English Learners reclassifying after 5 years in program.

Teachers will focus on the implementation of the National Common Core Standards. This includes:

- Implementing current Units of Study
- Developing additional Units of Study per grade level
- Implementing best strategies of Common Core instruction
- Continue student engagement strategies
- Data chats with students on Benchmark Assessments
- Student recognition on meeting goals of Benchmarks.

Teachers will use Benchmark/RTI/DIBELS analysis by grade level teams to identify and develop lessons to teach specific ELA/Math standards. Benchmark/RTI/DIBELS analysis will be used to identify students for intervention and tutoring.

Administration will meet regularly with Safety Committee and PBIS team to monitor maintenance of a clean, safe and orderly site, and the implementation of PBIS. Staff, students, and parents will give input on the safety of the school site. Monroe will hire Activity Supervisors as needed to ensure a safe and orderly environment for all students. Students will attend a safe, clean and orderly school that promotes productive citizenship and academic excellence.

Staff will encourage parents to attend monthly parent meetings, parent trainings/workshops, SST meetings, parent-teacher conferences, and other special events as needed. Parents will also volunteer in classrooms.

### Goal IIa: Reading Across the Curriculum

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#### School Goal:

All students will participate daily in challenging; standards based learning experiences based on Common Core Standards for ELA, utilizing the Open Court Reading 2002 language arts program and Common Core Units of Study. The Instructional Leadership Team and grade level teams will meet to discuss strategies and resources to plan standards based lessons and units of study that will actively engage students and help them succeed in the development of meaningful comprehension and high levels of thinking. In the 2014-2015 school year, teachers will continue training on integrating the National Common Core Standards and the best strategies that go with them.

Monroe will measure student achievement by reviewing and comparing Benchmark scores, disaggregated by sub-group goals in ELA, disaggregated by sub-group goals. Students who do not meet grade level expectancies on Benchmark goals will receive tutoring/intervention and will increase a minimum of one level of proficiency with the school goal of all students being proficient readers by the end of third grade.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10%
Schoolwide will increase percent proficient on Benchmark ELA by:	10%

**To accomplish this we will:**

The alignment of instruction, strategies and materials with Common Core Standards will be accomplished by:

- Bi-monthly grade level meetings that discuss student data, standards implementation, and teaching/student engagement strategies.
- On-going training in the development of units of study that reflect National Common Core Standards
- Instructional Strategies will include: SIOP, GLAD Strategies, Thinking Maps, Collaborative Conversations, and Sentence Frames
- Classroom intervention programs will include: PALS, 6 Minutes to Success, and Rewards.
- Student progress will be monitored through Benchmark data, Writing Proficiency Assessment, RTI/DIBELS, and SST
- Supplies/materials will be purchased as needed.

Monroe will provide extended learning opportunities both during the school day and before/after school to all identified students in grades K-5 and will include the following:

- Classroom teachers and an intervention teacher will provide intervention/tutoring for students who score Far Below Basic, Below Basic, and Basic on Benchmark Assessments.
- RTI monitoring in grades K-5.
- Language! program for grades 4-5 that supplements Open Court/Common Core Lessons
- SST interventions.
- Extended Learning Program through Think Together

Monroe will increase access to technology to students by:

- Providing Laptops in K-2 classrooms and desktops in 3-5 classrooms.
- Provide students with education programs in English Language Arts, using Accelerated Reader and Lexia.
- Provide teachers with the most updated technology in their classrooms, including Smart Boards, Elmos, and Laptops.
- 2 Computer Labs will be available before and after school for students to practice Language Arts and Math skills and keyboarding.
- Providing a Computer Lab Technician as a resource for students and teachers.
- Providing extended time in the Computer Lab after school through Monroe's Extended Learning Program
- Students will have access to Lexia and Mind Institute programs at school and at home for extended learning support.

Monroe will provide staff the following staff development and professional collaboration opportunities:

- Weekly data analysis grade level meetings.
- Monthly ILT meetings to facilitate data analysis.
- Data Analysis using data from Lexia, I-Ready, and Accelerated Reader
- National Common Core Standards Updates

Monroe will involve the parents and community by:

- Data analysis/training on Benchmarks at SSC/ELAC and Title I meetings.
- Training materials provided to parents/community such as cd's, educational articles, academic games, etc.
- Bilingual monthly newsletter containing parenting ideas and curricular updates.

**Goal IIb: Writing Across the Curriculum**

**School Goal:**

All students will be involved in Common Core Standards based learning experiences utilizing the Open Court Reading 2002, Common Core

Units of Study, SIOP strategies, Thinking Maps, and Write from the Beginning writing programs. The Instructional Leadership Team and grade level teams will meet to discuss strategies and resources to plan Common Core lessons and units of study that reflect the National Common Core Standards and that will actively engage students and help them succeed in written communication while applying different writing formats and styles.

Students will reach or exceed grade level proficiency by achieving a passing score of 3 or 4 on District writing assessments. Data will be analyzed by grade level teams. Students who do not reach grade level benchmark will improve at least one proficiency level.

English learner subgroup will increase percent proficient on CST ELA by All subgroups, including the English Learner subgroup; will have equal access to instruction, technology, and materials that increase English Language Development. All English Learners who fall in the Far Below, Below, and Basic levels of proficiency will have access to tutoring and intervention that focus on writing skills development. .

**To accomplish this we will:**

Monroe will align curriculum, materials, instruction, strategies and grade level content standards by:

- Grade Level planning on writing standards and implementation
- Providing students with writing rubrics to use to evaluate and edit their writing.
- Teachers will score writing assessments, including Extended Responses from Benchmark Assessments, as a grade level and hold data analysis meetings every 6-8 weeks
- Integrate implementation of the writing component of Open Court Reading with Write From The Beginning, Sheltered Instructional Observation Protocol (SIOP), and Strategic Schooling Strategies
- Students will be taught writing in all domains.

At Monroe, extended learning opportunities will be provided in the area of Writing by:

- Providing both during and before/after school tutoring in writing to identified students in grades K-5.
- Monroe's after school Extended Learning Program will incorporate student writing assignments into the monthly themes.
- Writing to a prompt will be part of homework assignments.

Monroe students will have increased access to technology through writing by:

- 2 Computer Labs will be open before school, after school, and throughout the school day for student access to research and word processing of assignments/projects.
- Smart Boards are available in each classroom for hands on editing and proofing of student drafts.
- Grades K-2 will have laptops available in classrooms. Grades 3-5 will have desktops available in classrooms.

District and site Staff Development and professional collaboration will take place to broaden understanding of the writing curriculum by:

- Monthly data analysis grade level meetings.
- Grade Level collaborative conversations analyzing District writing assessments
- District trainings in the implementation of writing throughout the Common Core Units of Study.

Monroe will provide the following opportunities for parent and community involvement:

- Students will be encouraged to enter writing contests sponsored by the community.
- Parent training on the writing process will be presented by staff and other professionals
- Students will write to community service providers and partners.

**Goal IIc: English Language Development**

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**School Goal:**

All English Learners will acquire higher levels of English, including listening, speaking, reading, and writing skills using Carousel of Ideas. The Instructional Leadership Team and grade level teams will meet to discuss strategies and needed resources to plan standards based lessons that will actively engage students and help them succeed in achieving the next ELD level based on the California ELD standards. Progress of EL Students will be monitored using the most up to date data with the goal being reclassification within 5 years of program.

The number of students making the AMAO 1 and AMAO 2 will continue to increase a minimum of 5%, or better than the SAUSD. Students who do not achieve EL proficiency will show minimum growth of one ELD performance level on the CELDT assessment, with the school goal of all English Learners being reclassified to Fluent English Proficient by 5th grade.

**To accomplish this we will:**

Monroe will align instruction, strategies and materials with state standards by:

- Grade Level teams will plan and implement standards based ELD lessons
- Staff will deliver systematic ELD instruction to students during a school wide 30 min. block of time at the beginning of the school day.
- Instructional strategies will include: GLAD, Frontloading, Focused Approach, SIOP, and Thinking Maps.
- ADEPT will be administered 2x per year to group students for instruction and to monitor progress of EL students.

Monroe will provide the following opportunities for extended learning:

- The after school Extended Learning Program provides ELD opportunities through homework help, academic enrichment, fitness, and club activities.
- After School Tutoring for Basic, Below Basic, and Far Below Basic students.
- Supplemental instructional materials purchased as needed to support the ELD program.

Monroe will increase access to technology to enhance EDL instruction by:

- Providing teachers with computers, projectors, smartboards, digital cameras, ELMO's and other equipment to promote student engagement.
- Supplemental instructional software such as Mind Institute, Accelerated Reader, Lexia, and keyboarding programs.

Monroe will provide time for staff development and professional collaboration in ELD by:

- Providing staff development in the administration of CELDT and ADEPT instruments.
- Teachers will attend trainings on new ELD standards.
- Teachers work together to adjust ELD groupings as students progress during the year.

Monroe will involve parents and community in ELD by:

- Train/Inform SSC/ELAC committees on R-30 data, CELDT/ADEPT Assessments, and EL issues.
- Promote attendance of parents to ELD classes at the Delhi Community Center through parent meetings and trainings.
- Provide Sed de Saber Program to develop English language skills.
- Invite parents to special recognition/award assemblies for students who reclassify from EL to FEP.
- Parent-teacher conferences will assist parents with understanding educational needs of English Learners and program requirements for the SEI program.

**Goal IId: Mathematics****School Goal:**

All students will be involved in standards based learning experiences utilizing the Houghton Mifflin Mathematics program. Based on the APS (Academic Program Survey) results, the Instructional Leadership Team and grade level teams will ensure that collaboration meetings will include discussion of strategies and needed resources to plan Common Core Standards based lessons and units of study that will actively engage students and help them succeed in attaining high levels of mathematical skills and thinking. In the 2014-2015 school year teachers will continue training on the National Common Core Standards.

Monroe will monitor student achievement by analyzing and comparing Math Benchmark scores throughout the year.

Students who do not achieve proficiency will increase progress by a minimum of one proficiency level on the Math Benchmark instrument.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10%

**To accomplish this we will:**

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

- Grade level teams will plan, implement, modify, and supplement lessons as needed using CDE Blueprints and National Common Core Standards.
- Teachers will provide remediation, acceleration, and enrichment as needed.
- Teachers will use Benchmark Assessments to evaluate student progress and plan interventions for students who score Far Below Basic, Below Basic, and Basic
- Materials and supplies will be purchased as needed.

Monroe will provided the following extended learning opportunities in the area of mathematics by:

- Before and After School tutoring to students who score Far Below Basic, Below Basic, and Basic
- After school Extended Learning Program offers math instruction and homework assistance as needed.
- Teachers in Grades 4 and 5 offer flexible math groupings to accelerate and enrich mathematics instruction.
- Students will utilize ST math at school and at home to increase knowledge of concepts and standards.

Monroe will increased access to technology by:

- Providing teachers with Laptops, smartboards, digital cameras, ELMO's, and other equipment to promote student engagement in the learning.
- 2 Computer Labs will be available weekly for student use of computers and Internet applications to increase student's math skills.
- Mind Institute intervention and enrichment software will be utilized throughout the day and during the after school Extended Learning Program by students K-5.
- Grades K-2 classrooms will provide additional laptops and grades 3-5 classrooms will provide additional desktops for student use to practice math concepts.

Monroe will offer ongoing professional development and collaboration in the area of mathematics by:

- Weekly data analysis grade level meetings that discuss student performance, interventions, and instruction.
- Teachers have opportunities to attend district, county, and other professional training in mathematics instruction.

Monroe will involve parents and community with mathematics by:

- Offering trainings through SSC/ELAC/Title I/Parent Workshops that focus and explain assessment data, curriculum, and learning.
- Producing a monthly bilingual newsletter that contains parenting ideas and curricular updates in the area of mathematics.

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

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**School Goal:** Families, community members, community agencies and businesses will be considered Monroe Elementary School's partners in planning, making decisions, solving problems and providing opportunities for students to achieve the highest possible levels of academic success.

**To accomplish this we will:**

Help parents improve students' reading and provide support for their children by:

- Inviting and encouraging parents to participate in all activities and attend trainings as needed in the area of Language Arts. Incentives and training materials will be distributed such as cds, flashcards, educational games, etc.
- Encourage parents to attend parent-teacher conferences to discuss student progress in Reading/Language Arts. Support staff will be available when needed for translating for parents.

- Offer Sed de Saber program to parents in increase English language abilities.
- Offer Kinder and 1st grade parents CD's of High Frequency Words that support Reading and Language Arts instruction.

Help parents improve students' math skills by offering the following opportunities:

- Inviting and encouraging parents to participate and attend trainings as needed in the area of Mathematics. Incentives and training materials will be distributed such as CD's, flashcards, and educational games.
- Encourage parents to attend parent-teacher conferences to discuss student progress in Mathmatics. Support staff will be available when needed for translating.

Offer the following opportunities to assist parents in addressing student needs in attendance, behavior, social/emotional and health:

- Monthly parent meetings/ trainings/workshops that address parenting skills, discipline, interpretation of assessment scores, graduation goals, and motivational techniques for students.
- The 40 Developmental Assets program will continue school wide.
- Healthy Tommorrow's Social Worker will see students and families and work on social needs and issues.
- Provide a student counselor/parent educator that works with students and parents on social/emotional/behavioral objectives.
- Hispanic Bar Association and the OC District Attorney's Office will work with 5th grade students on civic awareness and the judicial system.
- Staff and parents will participate in the GRIP parent greeter/mentor program.

Strengthen family and community involvement by encouraging parents as partners in school and district decision making process by offering the following opportunities:

- Provide training to SSC members in interpretation of Benchmark, ADEPT, CELDT assessments and give opportunities to make decisions on needed programs and materials for student success.
- Send a parent representative to DAC/DELAC.
- Provide training to ELAC members on EL issues and give opportunities to participate in school wide decision-making process.
- Monthly bilingual bulletin for ongoing communication between school and home.
- VIP Luncheon at end of year to honor school volunteers, parents, and community members
- Support Monroe's PTO.
- Encourage parents to utilize the Delhi Center for services and training.
- Encourage parents to participate in Room Parent Program.
- Encourage parents to participate in the GRIP parent greeter program.

## Funding

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
Sub days	Title I	\$5,000.00
In-House Postage		
Provide academic interventions for students not meeting proficiency criteria on	Title I	\$10,000.00
Food/snacks for parent involvement meetings, trainings, and events.	Title I	\$1,000.00
Instructional Materials will be purchased on an as needed basis for the	Title I	\$5,352.00
Activity Supervisors will be available during parent meetings and trainings for child	Title I	\$5,352.00
The following will be funded for subsitite certificated and classified personnel STRS,	Title I	\$3,136.00
Instructional Consultant Costs-A student counselor/parent trainer will be available	Title I	\$3,500.00
Materials printed by the District Print Shop will be available to implement the	Title I	\$3,000.00
Non-Cap Equipment will be purchased as needed to effectively implement all	Title I	\$7,000.00
Supplies will be purchased for parent/community and school communication.	Title I	\$500.00
Site Licenses-Illuminate/Accelerated Reader/Other Technology Programs	Title I	\$3,500.00
	<b>TOTAL</b>	<b>\$46,188.00</b>

## Santa Ana Unified School District

### 1 Page SPSA Questionnaire for Board

School: **James Monroe Elementary**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Common Core: Implemented instructional methods using Common Core units/strategies, including: collaborative conversations, language frames and patterns, finding evidence in text, and using text dependent questions.
  - Technology: Implemented Accelerated Reader and Lexia programs to increase English Language Arts instruction instead of Success Maker.
  - PBIS: Implemented a school-wide positive behavior incentive program to increase instructional time and decrease student interruptions. Strategies included: expectation matrix, lesson plans, and positive incentives.
  - ELD: Changed after school tutoring curriculum to focus on ELD/Common Core State Standards through Hacia Adelante program.
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Common Core: Implemented new units of study in both English Language Arts and Mathematics.
  - Technology: 40 new laptops for student use in an additional computer lab.
  - PBIS: Implemented Tier 3 interventions (CHICO Club)-even though Monroe is a Tier 1 school.
- 3) What is your site doing *more of* this year to improve student achievement?
  - Common Core: Increased professional development on Common Core implementation.
  - Technology: Increased professional development on analyzing student data.
  - Increased small group instruction.
  - ELD: Increased opportunities for oral presentations.
- 4) What is your site doing *less of* this year to improve student achievement?
  - Common Core: Scaled down ineffective instructional strategies-less teacher talk vs. more student talk.
  - Common Core: Decreased emphasis on fiction passages in English Language Arts.
  - Data: Scheduled one less DIBELS and ADEPT assessment to increase instructional time.
  - Less variety of student academic interventions, focus those that have been proven successful.
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Technology: Allowed older students to bring tech devices to use in classrooms during instruction.
  - PBIS: Principal/parent meetings for chronically tardy/absent students.
  - PBIS Positive Behavior Lunch with the Principal for students who earned 100 tickets.



**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Monte Vista Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Monte Vista Elementary School  
Vision Statement**

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Monte Vista Elementary School's vision is to ensure that *each* student will succeed and **CARE** by becoming a **(Cooperative, Accountable, Respectful and Excellent)** citizen of Monte Vista. Monte Vista promotes lifelong learning and is committed to the academic, physical, emotional, and social well being of all students. We emphasize student achievement, the implementation of best practices aligned with Common Core Standards, analysis of data to drive instruction and collaboration with parents and community as partners in learning.

**Monte Vista Elementary School  
Mission Statement**

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Our belief is that all children can learn. Our mission is to provide a safe learning environment in which all students are valued, confident and successful critical thinkers. We will motivate students to become responsible risk-takers and contributing members of society while being given a safe, nurturing milieu inclusive of high standards for academic and social achievement.

## Student Achievement Goals

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

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#### School Goal:

Monte Vista Elementary Community envisions that all investors (students, staff, parents, and community) hold high expectations for student success involving Common Core Standards. Students will improve their performance and meet or exceed levels of proficiency in all curricular areas while being engaged thru Common Core Standards aligned with technology instructional strategies. Monte Vista will foster student learning in a safe, clean and orderly learning community where all teachers are caring and well qualified. Evidence of a positive school culture, student accountability, high expectations and student achievement are the focused goals in every classroom: a.) For English Language Arts the emphasis will be Close Reads with multiple opportunities for in depth reading with different purposes with proof of evidence b.) For Writing students will demonstrate college and career readiness by bringing it all together through close reads for real-world relevance c.) For Math and Science students will be provided opportunities for rigorous conversations and engage the many ways to problem solving d.) English Language Development will have implementation of the ELD program and accelerating English acquisition. Parents will be invited to participate in all school activities in order to help guide their child's educational success.

#### To accomplish this we will:

- Use with fidelity data driven instruction stemmed from disaggregated data, curricula based on Common Core State Standards will be fully and effectively implemented to assure that all students achieve the high standards of a life long learner.
- District elected curricula are fully implemented using best practices with the emphasis on CCSS.
- Based on regular assessments data is analyzed and curricula modified accordingly to improve student academia
- Illuminate is used as the school's data base for guiding curricula.
- Involve parents in their child's daily academia via a broad spectrum of strategies: SST's, grade-level training by staff, access to school's library and computer lab.
- School-wide multiple opportunities /extended learning. Monte Vista staff will sustain communication with the after-school extended learning program, "THINK TOGETHER." This will be accomplished in order to provide, ELD, homework, literacy, math, and school enrichment opportunities.
- Grades 1-2 Intervention Program is used for students not at grade level, small group environment.
- TOSA provides small group instruction for ELD and ELA intervention including a Newcomer group. This includes supporting staff and students with assessments.
- Academic field trips are a part of Monte Vista learning curricula.
- School-wide professional development will be enhanced as all staff will engage in Common Core Standards Training. As part of the district-led professional development Monte Vista will invite MTSS staff to conduct DRT's for each grade level. (3-5) Teachers will attend Renaissance STAR Reading trainings. Teachers have also attended trainings on Common Core Standards practice aligned to Big Idea and Essential Questions, Close Reads, and Text Complexity Model and math. There will also be access to technology (via hardware, software, and staff) to ensure all staff and students will be able to address life long learning computer skills.
- Monte Vista staff will engage in monthly collaboration twice a month to review data and student work (data review team from district will be invited). There will be extra release days for staff to engage in data analysis of benchmarks.
- A computer lab instructional assistant will provide instructional support and maintain a student accessible environment.
- Educational software will support core, in ELA, Math, ELD, and Science.

- Parent Involvement at Monte Vista will continue to promote a strong parent involvement policy where parents are regarded as partners in school planning, problem solving, and decision making for a school community of life long learners.
- Monte Vista staff will provide academic goals and behavioral interventions following district provided program MTSS for grade K-5. Student progress monitoring will be enforced by all staff.
- SST meetings will be conducted three times a year.
- Monte Vista holds a close partnership with the GRIP program.
- Positive incentives will be conducted throughout the year based on academics and behavior (PBIS)
- Individual and group counseling will be available for students by district provided counselors.

## Goal IIa: Reading Across the Curriculum

### School Goal:

Based on passing of Assembly Bill 484, 10/02/13 STAR testing was replaced by (MAAP) Measurement of Academic Performance and Progress. Monte Vista staff will use other measures to show growth for 2013-2014. Based on first given district benchmark the percentage of students scoring below proficiency in ELA/Math will decrease by 7% from one benchmark to the other.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	7%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	7%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	5%
Schoolwide will increase percent proficient on Benchmark ELA by:	7%

### To accomplish this we will:

- Keep alignment with Common Core Curriculum Maps will be guided adhering to full implementation of Open Court mirrored with district suggested ELA benchmark blueprints. Instructional time will be given priority and will be protected from interruptions, and supported by administration. There will be use of technology and software aligned to Common Core Standards, and AR to support the core curriculum and enhance student learning in reading and writing on a daily basis. Professional development will be a continual practice by staff to participate in district- supported and site-driven workshops to ensure the use of "best practices," in Reading/Language Arts mirrored with the Common Core Standards.
- Extended Learning/Intervention will be administered to students in need upon teachers using district benchmarks, DIBELS, Renaissance STAR Reading, district and state assessment data extracted from *Illuminate* to identify intervention students. Intervention teachers will provide intervention to small groups based on assessment data as well as teachers suggestions. Extended responses will be analyzed by grade levels at benchmark time.
- Technology access will be utilized by all students throughout the day including sub-groups. All students will have equal opportunities to participate in technology-assisted activities ranging from skills practice and can include project-based learning.
- Invite and engage all parent community to support students at home by parent workshops and classes that will empower the families in the home.

## Goal IIb: Writing Across the Curriculum

### School Goal:

Based on passing of Assembly Bill 484, 10/02/13 STAR testing was replaced by (MAAP) Measurement of Academic Performance and Progress. Monte Vista staff will use other measures to show growth for 2013-2014. Based on first given district benchmark the percentage of

students scoring below proficiency in ELA/Math will decrease by 7% from one benchmark to the other.

English learner subgroup will increase percent proficient on CST ELA by

The English Learner Subgroup will increase the percentage of students achieving proficiency on the district writing proficiency overall be a minimum of 7%. This will be accomplished the following: Keep alignment with the CCSS., extended learning opportunities, technology access, professional development, and parent engagement.

**To accomplish this we will:**

- Keep alignment with Standards will be accomplished with WFTB (Write From the Beginning) district-driven writing curriculum, Thinking Maps, and Focused Approach for EL students. These research-based methods will be used to meet the needs of all students and provide a balance between teacher directed, collaborative, independent and students centered work.
- Extended Learning/Intervention will be administered to students in need upon teachers using district benchmarks writing assessment data to identify intervention students. Intervention teachers will provide intervention to small groups based on assessment data as well as teachers suggestions.
- Technology access will be utilized by all students throughout the day including sub-groups. All students will have equal opportunities to participate in technology-assisted activities ranging from skills practice and can include project-based learning for writing necessities.
- Professional Development that is site-driven or district supported staff development, trainings, and workshops focusing on research-based writing per grade level will be attended by all staff.
- Keep parents engaged in supporting the students as they develop their writing skills through progress reports and instill a home-school connection.

**Goal IIc: English Language Development**

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**School Goal:**

Monte Vista will have a 100% participation rate on the CELDT and continue to meet or exceed the target percentages for AMAO 1 and AMAO 2 cohorts. Monte Vista will meet the AMAO 3 target for attaining English Language proficiency on the 2013 CELDT. Lastly, 10% more students will reclassify in 2013-2014.

**To accomplish this we will:**

- Continue a differentiated, comprehensive, standards-aligned curriculum for all students in English Language Development (English Learners, students who are Economically Disadvantaged, Gifted and Talented, Students with special needs and Migrant Education students), using the Carousel of IDEAS provided by all K-5 teachers. Language Newcomers! is district-driven curriculum for all Newcomers at Monte Vista Elementary. Enhance student engagement by using a variety of supplemental strategies such as GLAD, Front Loading, Structured Language Practice, and Focused Approach will occur throughout all classes and all mirrored with the Common Core Standards
- Extended Learning/Intervention is based upon regular student assessments that focus on language acquisitions needs with the main goal to advance EL's to next level of instruction. ELD grouping is formed and inter-changed according to these assessments: CELDT, ADEPT, and unit assessments from Carousel of Ideas. Collaboration at grade level meetings, data analysis of the Carousel of Ideas, ADEPT, and CELDT assessments are also used for lesson planning and intervention strategies.
- Technology is used to enhance student learning in speaking, reading, and writing on a daily basis based on standard based lessons. The software "LEXIA" is used by 100 licenses to promote all learning modalities. Smartboards and enhanced audio are integrated in grades K-5 to capture the learning of all EL learners for ELD.
- Parents will be offered extensive learning opportunities for learning how to meet their children's various language needs in the home. A majority of parents were given the Leap Pads Sed de Saber to learn Basic English Skills.

**Goal IId: Mathematics**

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**School Goal:**

Based on passing of Assembly Bill 484, 10/02/13 STAR testing was replaced by (MAAP) Measurement of Academic Performance and Progress. Monte Vista staff will use other measures to show growth for 2013-2014. Based on first given district benchmark the percentage of students scoring below proficiency in ELA/Math will decrease by 7% from one benchmark to the other.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	7%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	7%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	7%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	7%

English learner subgroup will increase percent proficient on CST Mathematics by

The English learner subgroup will demonstrate a minimum of 7% improvement on the Benchmark II Assessment for math.

**To accomplish this we will:**

- Continue alignment with Common Core State Standards is teacher-driven by K-5 district grade level Curriculum Guide Maps and Benchmark Schedule for Houghton Mifflin instruction implemented by classroom teachers to all students. Full implementation of Houghton Mifflin with instructional time that is given priority and is protected from interruptions, and supported by administration.
- Extended Learning/Intervention led by MIND Institute will be implemented in grades K-5. Students will receive additional support in learning their math facts with parent volunteers and or college level student partners in education. Think Together program will serve 120 students in math this school year. Benchmark assessments as well as end of unit assessments will be used to evaluate intervention students and strategies. Extended responses will be analyzed by grade levels at benchmark time.
- Technology includes K-5 participation in Mind Institute and the use of ST Math (Jiji). Students work and progress at their mathematic level for 45 minutes twice a week during school and can be extended at home. Computer lab technician facilitates ST Math program.
- Professional Development will be encouraged for all staff members to participate in site-driven and district-supported workshops focusing on math strategies and "best practices" in Common Core Instruction/Implementation especially for 4th/5th grades.

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

The families of Monte Vista including the members of the neighboring community are a fundamental component of our students' success. By way of routine and effective communication among school staff, parents, students, and community members, all stakeholders will be engaged participants in the decision making process. Monte Vista will grant programs that facilitate parental involvement, such as PTO meetings, parent conferences, ELAC meetings, Grade Level Academic Parent meetings including Family Literacy nights, and School Site Council Meetings.

Monte Vista will continue to promote a strong parent involvement policy where parents are regarded as partners in school planning, problem solving, and decision making. Monte Vista will continue to afford partnerships with local agencies and businesses in order to support our students, parents, and community.

**To accomplish this we will:**

- To evaluate progress toward this goal, Monte Vista expects an increase in parent participation at parent classes, PTO meetings, and parent conferences. It is expected that more than 90% of Monte Vista Families will engage in family events. The increase in parental and community involvement will be reflected in student academic growth and a clearer understanding of the academic goals of their children. Monte Vista's Parent Involvement Policy will promote parent participation in a variety of school based activities. Parent surveys and sign-in sheets will be used to document participation. Parents will receive multiple notices of parent meetings, conferences or other school events in parent newsletters, flyers, reminders, and personal invitations.
- Regular SST meetings will be scheduled with families of students referred due to unacceptable attendance, behavioral concerns, or health issues. MTSS interventions will be suggested at closing of such meetings.

- Strengthen family and community involvement presents itself to decision-making allocation of state, federal and
- Categorical budget funds, an annual vision statement, family/school compact and school wide focus are all generated at SSC meetings. The Single Plan for Student Achievement is voted by School Site Council. English Language Advisory Committee involves parents of English Language Learners to participate and voice any concerns four-six times within the academic school year. Participation in DAC/ DELAC involves the community to attend a district monthly meeting and return to the school site and disseminate all pertinent information during an ELAC meeting. The PTO (Parent Teacher Organization) helps to elicit community help for fund raising and example would be school carnival.
- Data assessment and accountability for parents is officially held three times a year. A conference is held with or without a translator to analyze student data with parent. These conferences are scheduled to involve parents in their child's learning with attendance for Academic Intervention Plan (AIP) or Student Study Team (SST). Parent Needs Assessment Survey is created as to keep an on-going communication from the home to the school at the end of each school-year.
- GRIP, a gang intervention reduction program, is utilized to improve students behavior inclusive of guiding students in making decisions which will engage them a more positive outcome. GRIP strike team meetings are held with families as needed. Parents of GRIP referred students receive monthly communication from their students' mentor.
- PBIS (Positive Behavioral Intervention & Supports) will be implemented to engage students to meet the behavioral including academic expectations at school. Parents will be informed of the purpose, implementation, and benefits of the PBIS program. Parents will be sent written and/or verbal notification of behavioral issues and the consequences of their child's actions. Mike Perry classroom management consultant/social worker will be on hand to assist staff with any concerns. Monte Vista will engage students in internalizing and living the motto's of the Positive physical signs throughout the school.
- A class requested by our parents, *Padres en Acción*, will be presented to parents this year. In January 2014 English class instruction for parents will be implemented. *Padres en Acción* is a parent program Monte Vista will engage in for 2013-2014 and continue for 2015. *Caring School Community*- is a program that will help us expand the culture of kindness and respect at our school. We anticipate that students will improve academically over a period of time and may be less likely to engage in problem behaviors such as cigarette smoking, drug and alcohol abuse, and violence. This program will provide specific lessons and activities that build a caring community for students and their families. As parents being an integral part of the school community a Homeside Activity will be sent home in English/Spanish. Other school wide activities will bring parents into the school for exciting activities and events. **\*Playworks** this year there will be a parent involvement component added to Playworks during recess times. A component to Playworks will be Junior Coaching for grades 3-5.

## Funding

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
PLAYWORKS	Title 1 (013010)	\$25,000. from (5865) \$5,000.00 from (5100)

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
Food & Snacks (Parent Meetings)	Title 1 (013010)	\$2,000.00 from (4338)
Office Supplies	Title 1 (013010)	\$5,000.00 from (43300)
Instructional Materials	Title 1 (013010)	\$10,000.00 from (4300)
SUB Days	Title 1 (013010)	\$1,000.00 from (1104)
Extra Duty	Title 1 (013010)	\$1,000.00 from (1103)
Aide Extra Duty	Title 1 (013010)	\$500.00 from (2103)
Non -Equipment	Title 1 (013010)	\$7,400.00 from (4400) Computers
LEXIA Licenses	Title 1 (013010)	\$6,000.00 from (5800)
Transportation	Title 1 (013010)	\$3,000.00 from (5155)
Printing Cost (District Print Shop)	Title 1 (013010)	\$2,000.00 from (5711)
	<b>TOTAL</b>	<b>Total Available to use \$72,904.00 Indirect Amount \$5,417.00 Current Allocation \$78,321.00</b>



# Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

**School:** Monte Vista Elementary

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Concentrating less in teaching to the test
  - Concentrating more in teaching grade level skills
  - Combining strategies from Open Court and Common Core units
  - Setting up rooms for collaborative conversations
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Pull out intervention groups in second grade
  - Rearranging classrooms environment for collaborative conversations
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Spending more time in collaborative conversations
  - Teaching common core units and completing the units
  - Intervention done by classroom teachers during workshop time
  - Using our PBIS strategies that eliminate classroom interruptions.
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Interruption during instructional time such as limiting one assembly per month
  - Using less time with behavior interruptions by using PBIS strategies
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Playworks that has help with the transition between recess and instructional time.
  - Padres en acción that has help with the transition between recess and instructional time.
  - PBIS strategies by grade level and school-wide

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**John Muir Fundamental Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**John Muir Fundamental Elementary School**  
**Vision Statement**

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John Muir Fundamental School staff and parents are committed to a Transitional Kindergarten through Fifth Grade instructional program that provides *all* students with the opportunity to acquire the knowledge and skills needed to become persistent and passionate learners, to develop problem-solving and critical thinking skills, and to gain the cultural understanding, democratic principles and civic values necessary for effective participation in a democratic society. The success of our fundamental school program is based on a continuum of learning experiences that address the individual ranges of academic, social and physical needs of all students. In addition, our school's program provides for the access of all staff members to professional development opportunities to expand the knowledge and skills required to meet the identified needs of students. Muir Fundamental staff will continue to build upon the long-existing collaborative partnerships between the students, parents and the community.

**John Muir Fundamental Elementary School**  
**Mission Statement**

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The mission of John Muir Fundamental School is to ensure academic success for all students through the design and implementation of effective Common Core instruction and assessment practices.

## Student Achievement Goals

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

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Teachers will be continue to master current, research-based strategies to further the transition to the Common Core Standards, in addition to the use technology-aligned instructional techniques to provide purposeful and focused instruction. Through efficient use of these strategies, students will improve their performance and *exceed* the state and local standards in: 1) English Language Arts emphasizing Literary Response and Reading Comprehension; 2) Writing Strategies to increase proficiency in written communication and voice; 3) English Language Development emphasizing implementation of the ELD program and accelerating English acquisition; and 4) Integration of Mathematics and Science to provide experiential use of mathematics for problem-solving and gathering/analyzing real-life data.

#### To accomplish this we will:

##### School Wide Strategies for Improvement:

- Use targeted, disaggregated data - obtained from the Illuminate Data System - for the essential identification of underperforming students.
- Address individual underperforming students' academic and/or social concerns through the Student Success Team process and the individually-tailored use of intervention strategies.
- Conduct both teacher and student data chats at regular intervals (STAR Reading Test results, DIBELS, Benchmark exams, quizzes, observational data) to raise awareness of their own efforts and their continued progress toward specific achievement goals.
- Establish a motivational environment for success and an enthusiasm for learning where student *efforts* are praised on the same level as student achievement.
- Provide staff with timely access to high-quality materials to address school wide instructional goals.
- Monthly school wide staff meetings and monthly collaborative meetings within grade levels will be scheduled and monitored to ensure that staff are analyzing and discussing data, as well as identifying key strategies necessary to remediate student learning gaps.
- Continue use of powerful interventions that are guided by authentic data, including Lexia Reading, ST Math, and Accelerated Reader.
- Continue to establish a reading culture in which students choose to read books as a leisure activity. Non-fiction literature such as biographies, science-related topics and current events will be emphasized more frequently to build upon critical thinking skills.
- Students are exposed to the "kid-friendly" standards daily. Lesson objectives are posted and stated clearly to students prior to each instructional lesson. Students are reminded of the lesson objective again at the culmination of each lesson
- Writing lessons will incorporate rubrics that are comprehensible to students at each grade level. Students will be trained during writing workshop to become self-sufficient editors of their own literature creations.
- Involve parents in their children's daily learning through a wide variety of strategies: Student Success Team process, on-line learning resources, grade-level specific parent trainings, and access to the school's library.

##### Professional Development:

- Train all staff in the use of presentation strategies for interactive whiteboards *and* the use of Illuminate software for student data management/analysis.
- Ensure that teaching staff in the transitional kindergarten through 5th grades receive essential training and support in the use of iPads, SmartBoards, ST Math curriculum, Lexia and Common Core Standards.
- Revisit training in both ST Math and Lexia Reading during staff development Buy-Back Days prior to beginning the school year to ensure that teachers are using the full range of abilities of these programs for intervention purposes. Additionally, ensure that staff promote the use of both programs at home whenever possible.
- The Positive Behavior Intervention and Support (PBIS) will be led by a cohort of four Muir Fundamental staff members who will provide training to all instructional and administrative staff in strategies to support a positive school climate.

### School Interventions and Planning:

- Allocate state and federal funds to create intervention programs to meet the unique needs of both the underperforming students, English learners, and special needs students - our most challenged subgroups of students.
- Ensure all students have access to their school-level Google Accounts to fully access all learning tools.
- Continue to investigate novel approaches to teaching and learning and foster a collaborative environment that encourages the open sharing/implementation of innovative ideas in education.
- Utilize the Student Success Team process to involve both parents and the school in individually-tailored interventions to fulfill the academic needs of their children.
- Train staff in the best uses of Illuminate software to identify the gaps revealed by CST results, Benchmark assessments and other assessments.
- Make use of QuickChecks Common Core curriculum in English Language Arts and Mathematics to achieve mastery within the weakly represented standards revealed by assessments.
- Ensure that all staff with SmartBoard technology in their classrooms are provided sufficient training to become proficient in the use of this engaging medium for instruction. Training will focus not only on developing mastery of the SmartBoard tools themselves, but the ability to extend lessons and involve students in cooperative learning.
- Maintain instructional staff current in the updated features of ST Math Generation 5 and Lexia Core5 programs.
- Students will have both home and school access to Typing Club software to ensure a comfort level with keyboarding prior to SBAC Testing.

### Academic Assessment:

Illuminate is a district-wide data management system which provides teachers and administrators with tools needed to access the results of State and local assessment data, teacher-created tests, as well as important student demographic information together in one location. Administrators and teachers analyze the data accessed through Illuminate in regularly scheduled data chats to:

- \* identify trends in student grade-level academic achievement
- \* pinpoint specific areas in need of intervention
- \* target and prioritize students most in need of academic support
- \* develop plans for improving achievement based upon the analysis of those result.

### Goal IIa: Reading Across the Curriculum

*Increase the median percentage of students scoring proficient on the District Common Core Benchmark Assessment for English Language Arts by a minimum of 10% by March 31, 2014. Students in all subgroups will demonstrate measurable improvement on the Benchmark II Assessment for Language Arts.*

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10%
Schoolwide will increase percent proficient on Benchmark ELA by:	10%

## To accomplish this we will:

### Alignment of Instruction, Strategies and Materials with Content Standards:

- Transitional Kindergarten, Kindergarten, and grades 1 through 5 will begin implementation of Common Core Standards with the assistance of the school's designated CLAS Teacher. The use of "Replacement Units" will be used to assimilate the Common Core into the classroom and provide a vehicle for feedback. Training will also be provided by District in strategies to support the Common Core.
- Refine training of staff in Peer-Assisted Learning Strategies in Reading (PALS) and "Six-Minute Solution" in grades TK - 3. Upper grades will focus on extended implementation of Renaissance Learning's STAR Reading Assessment for all 4th and 5th grade students.
- Academic Improvement Plans in Reading - specific to each underperforming student's needs - will be created via the Student Success Team (SST) process. The use of DIBELS newly renormed reading goals will be used to set a more rigorous bar through which to evaluate success in both reading fluency and comprehension for Transitional Kindergarten through 3rd grade students. Data from the STAR Reading Assessments will be used in part to determine growth in fluency and comprehension for upper grade students. Data will be analyzed for Response to Intervention practices and effective use at SST meetings. The data will also guide best practices interventions for students with academic concerns.

### Extended Learning Opportunities:

- Planning for 2014-15 intervention strategies will continue to be conducted through benchmark analysis, DIBELS/STAR data and CELDT results to determine the most current levels of academic success. Interventions for lower-performing students will be aggressively sought out to provide optimum learning opportunities through pull-out and after school interventions.
- The continued use of both Lexia Reading and ST Math online - beyond the school day - at students' homes, will be monitored for use as an effective intervention practice.
- The use of student Google Accounts will be emphasized across all grade levels.
- Repetitive study elements - math facts, spelling bee, and the Science, Geography and American Heritage Challenges will be placed online in the Quizlet App for all students to access with their school Google account.
- Online keyboard practice with Typing Club will be made available both at school and home for all 2nd through 5th grade students in preparation for SBAC Testing (and as a life skill).
- Online curriculum and practice materials will be highlighted on Muir Fundamental's website to provide parents and students with valuable reinforcement of skills.
- Incentives - aligned with the Accelerated Reader Program and Newela.com - will ensure that students are rewarded for their diligent reading habits at home.
- Additional partnerships with outside agencies and resources (e.g. parents volunteers, college interns, McKinney-Vento funding, and grant opportunities) will be investigated to provide individualized assistance to students in need of remediation.

### Increased Access to Technology:

- Staff will continue to be trained in the effective delivery of English Language Arts instruction via the interactive SmartBoard medium.
- More efficient use of the school's two computer labs will be investigated to ensure both equity in learning and adequate access for students most at risk. Expansion to a third computer lab to align with SBAC testing needs, will allow needs in this area to be further evaluated.
- Additional computers will be purchased to maintain, and if possible, expand the computer labs so that students have access before and after school to take Accelerated Reader tests, complete class projects and make additional progress in both Lexia and ST Math.
- Library access will be expanded in the morning to accommodate students in taking Accelerated Reader tests on a more consistent basis.
- The Apple Computer lab will be opened a half an hour before school each day to allow the use of the Lexia Reading Program for at-risk readers without online access at home.

### Staff Development and Professional Collaboration:

- The teaching staff in transitional kindergarten, kindergarten, 1st and 2nd grades will be rigorously trained in Common Core Standards curriculum throughout the year as they lead the forefront of the conversion to the new National Standards.
- The teaching staff in 3rd through 5th grades will begin the transition to Common Core Standards with sample lessons, monthly trainings and opportunities for staff development.
- Teachers at all grade levels will be consistently informed of training opportunities after school, weekends and over school breaks with respect to English Language Arts, Mathematics and other disciplines.
- A greater focus on vertical teaming will be implemented in order to assist the Transitional Kindergarten through 5th grades with the Common Core transition.

#### Involvement of Parents and Community:

- In support of the fundamental school agreement, parents will consistently assist their children with language arts homework and ensure that focused, uninterrupted time for *daily* reading is maintained at home.
- The PTA will ensure the involvement of both teachers *and* parents in reading by providing two Book Fairs annually, as well as sponsoring activities for Read Across America. The PTA and a strong volunteer contingent continue to maintain a well-visited library for both students and parents.
- The PTA and volunteers from the community will sponsor a school wide fair to recognize and celebrate student achievement on the state SBAC Exam.

#### Goal IIb: Writing Across the Curriculum

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**School Goal:** There will be a 10% increase overall in the number of students achieving writing proficiency on the District Writing Proficiency.

The English Learner subgroup of students will increase the percentage of students achieving proficiency on the District Writing Proficiency overall by a minimum of 10%. This will be achieved through:

- Effective grouping of English learners by proficiency levels
- The use of a no-excuses list for common spelling words
- Directed instruction in English Language Arts on grammar rules and punctuation
- Emphasis on the correct use of conditional and preterite tenses
- Use of word lists to provide alternatives to simple, overused adjectives
- Daily practice in the writing of focused, clear sentences and paragraphs.

#### To accomplish this we will:

Alignment of Instruction, Strategies and Materials with Content Standards:

- Teachers will align instruction with grade level writing strategies and begin vertical alignment to ensure that both the proficiency and complexity of writing increases with each successive grade mastered. All teachers will follow the district required pacing guide for the writing genres, which are provided at each grade level.
- Both Thinking Maps and Write from the Beginning strategies will continue to be incorporated into all TK-5 writing activities. These strategies will now be implemented even earlier with this year's incoming Transitional Kindergarten students.
- The use of exemplars, anchor papers, and rubrics will provide guides for optimal writing outcomes for all students.
- Purchase or develop standards-based supplemental materials to support areas of writing (e.g. sentence combining) that are not adequately addressed through the Open Court curriculum.
- The use of "Extended Response" questions in the Benchmarks and practice SBAC questions will ensure that students have an opportunity for frequent practice in the application of writing skills at a rigorous academic level.

Extended Learning Opportunities:

- Learning through the use of project-based, meaningful writing activities will be employed more frequently by teaching staff. An excellent example of such, is the 5th grade capstone project - "The Wax Museum" - in which students investigate biographical facts on a famous American, write a report, a brief speech, and orally present a one-minute summary of their life history.
- Writing contests sponsored by outside agencies (e.g. "Why Mom Deserves a Diamond") and authentic uses of writing (e.g. school yearbook, Science Camp journals, etc.) will be advertised and highlighted to ensure students are enthusiastic of their newly learned craft.

Increased Access to Technology:

- Teachers will incorporate the use of interactive Smartboards into writing instruction.
- Student will make use of AlphaSmart keyboards to facilitate the rough draft writing process, prior to visiting the computer lab for final drafts.
- Students in upper grades will use the computer lab as possible to extend writing opportunities which will include the use of common technology software such as Microsoft Word, PowerPoint or Google Docs.

#### Staff Development and Professional Collaboration:

- Continued training in the use of Thinking Maps and Write from the Beginning will focus on the incorporation of SIOP strategies into the writing process. More specifically, this would include front-loading conceptual knowledge and vocabulary prior to writing first drafts.
- Collaboration at and between grade levels on themes and genres of writing will be posted monthly on the office bulletin board.
- A Weekly Writer's Workshop employing the use of the Thinking Maps process to create a finished writing product will be emphasized. This collaboration in the multipurpose room during the winter months will be provided for all 3rd and 4th grade students.
- Infusion of training in the Common Core standards, specifically addressing a greater focus on expository writing skills.

#### Involvement of Parents and Community:

- Parents will assist their children at home with prewriting activities and will nurture a love of leisure reading in their homes for all family members.
- Exemplary and creative examples of student writing will be proudly displayed both in the classrooms and through monthly grade selected themes and genres. The latter will be prominently posted in the front office for all visitors to enjoy.
- Student writers who exemplify high quality authorship will be honored at trimester awards assemblies.
- The use of family-oriented projects over winter and summer school breaks will involve parents and their children in the use of writing for recreational and project-based purposes.

### Goal IIc: English Language Development

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**School Goal:** Redesignate a minimum of 25% of the school's English Learners in 2014-15 as measured by the District reclassification process and CELDT outcomes. This increase will be accompanied by a 20% increase in the number of students meeting AMAO I and a 10% increase in the number of students meeting AMAO II (less than five years). AMAO II (five years or more) was not recorded by the California Department of Education in 2013-14 as fewer than 30 English learners (19) remained after five years at Muir Fundamental.

#### To accomplish this we will:

##### Alignment of Instruction, Strategies and Materials with Content Standards:

- An emphasis on vocabulary development will be vigorously pursued through proper language expectations: the use of complete sentences, front loading of explicit vocabulary sets prior to instruction, vocabulary review, and sheltered strategies involving student dictionaries/journals.
- Teaching staff will continue to use the District-approved curriculum for English Language Development: Open Court English Learner Resources, Carousel of Ideas and the Focused Approach.
- SIOP (Sheltered Instruction, Observation Protocol) training will be encouraged for all instructional staff when it becomes available.
- The Teacher on Special Assignment (TOSA) will coordinate closely with the office staff on incoming Transitional Kindergarten/Kindergarten students and the Registration and Testing Center prior to the start of the school year to ensure that students are identified properly as English Only or English Learners.
- The TOSA will provide staff with lists of students identified by language groupings and ability levels (as measured by CELDT and ADEPT scores) at the beginning of the school year, and after each language assessment period.

##### Extended Learning Opportunities:

- Students who are not making adequate ELD progress will receive additional small-group and individualized instruction provided by teachers during ELD workshop, which may include the use of the Rosetta Stone language software or Lexia Reading.

##### Increased Access to Technology:

- The use of both Lexia Reading software for vocabulary development and Rosetta Stone software for vocabulary and grammar will be available during and after school for students identified with slower than average English acquisition. Lexia online access can be made available at home to students in need of additional remediation. Websites that have proven both of high interest *and* quality are posted and routinely updated on the school's website by grade level appropriateness.

#### Staff Development and Professional Collaboration:

- Staff will be provided with specialized SIOP (Sheltered Instruction, Observation Protocol) training when available in order to enhance their skills in English language development.
- Training in the use of the interactive SmarBoards will be hosted throughout the school year in order that teachers will best utilize the technology to shelter instruction, as well as to ensure optimum student engagement in all learning experiences.



#### Involvement of Parents and Community:

- At Back to School Night and at monthly meetings, parents will be presented with opportunities to participate in the English Learner Advisory Committee, as well as be informed of the role of English Language Development in their child's acquisition of English.
- The TOSA will meet with the parent of each new English learner student to ensure that they understand the path necessary for their child to redesignate as fluent English proficient. Parents of English learners will be provided with annual results of CELDT testing and the "Annual Parent Notification Letter" to inform them of their child's current learning levels.
- Learning opportunities in the community and online will be shared frequently with parents for the purpose of benefitting their children's learning and personal enrichment. These opportunities are sent home with students, posted on the school's website and marquee and discussed at monthly parent meetings.
- Data and practices used with the school's English learner students will be shared at each School Site Council meeting via the ELAC/DELAC report and school's TOSA.

#### Goal IId: Mathematics

**School wide, the percentage of students in grades 2 – 5 proficient or above on the Mathematics Benchmarks will increase by 10%. Students in all subgroups will demonstrate a minimum of 10% improvement on the Benchmark Assessment for Mathematics over the 2013-14 school year.**

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10%

*The English Language Learner subgroup will demonstrate a minimum 10% improvement on the Benchmark II Assessment for Mathematics.*

#### To accomplish this we will:

##### Alignment of Instruction, Strategies and Materials with Content Standards:

- Focus more specifically on advancing 3rd grade performance in Mathematics on the SBAC to achieve 75% total proficient or advanced. Students at the Kindergarten level will also be provided more practice with number sense. The use of math manipulatives and practice with estimation skills will be increased. This will dovetail well with the transition to Common Core Standards which emphasize critical thinking.
- A sizable percentage of students in 1st through 3rd grades continue to demonstrate a weaker knowledge of math facts fluency in addition, subtraction, multiplication and division. Those students will require additional practice to ensure mastery, which forms a strong base for all future math skills. This will be accomplished through Eagle Math Facts practice, Timez Attack online practice, math fluency contests held weekly by various grade levels (such as the "Math Ruler" contest in 4th grade) and repeating of the math fluency sequences in ST Math online.
- Students in grades four and five require more frequent staged practice in algebraic concepts. The regular use of SBAC released test questions and Common Core Quick Checks curriculum will ensure that the formal logic required for proficiency in Algebra is acquired. This is critical as lack of proficiency in this area is the single greatest factor in high school students not passing the California High School Exit Exam (CAHSEE).

##### Extended Learning Opportunities:

- Students at risk of failure in mathematics, as measured by grades 2 - 5 Benchmark exams, will be offered specialized group instruction to be held after school upon return from winter break.
- The use of the Problem of the Week and Problem of the Month strategies will be implemented more thoroughly in 2014-15.
- Instruction through technology-based mathematics intervention - such as ST Math - will be offered after-school to identified students who do not have access to a computer at home.
- The Think Together Program will work collaboratively with the school to ensure that academic activities provided during the summer intervention sessions reinforce the regular curriculum.

#### Increased Access to Technology:

- Ensure equitable access to ST Math a minimum of twice weekly for 45 minutes in grades 2 - 5.
- Provide access to the computer lab to the Think Together Program so students have access to Timez Attack for Math Fluency practice, to Study Jams ([www.scholastic.com/studyjams](http://www.scholastic.com/studyjams)) for concepts in Mathematics and Science, and to the Houghton-Mifflin website for supplementary instruction/reinforcement in the classroom textbook.
- Provide link and instructions to parents for access to ST Math use at home to ensure that all students have the ability to reach 75% or greater completion of concepts prior to SBAC testing in April/May 2014.
- Train students for the District Mathematics Team competition in the late Spring. This is generally offered as a GATE challenge and four finalists (and two alternates) in both grades four and five will be ultimately selected for competition.
- Students in the Transitional Kindergarten will have daily access to the use iPads for individually-paced exposure to Mathematics concepts during group rotations.

#### ST Math:

MIND Research Institute's ST Math is a scientifically research-based integrated and individualized instructional software system proven effective in:

- \* helping close the achievement gap for struggling students in attaining math proficiency
- \* providing engaging enrichment activities for students who are ready to move beyond mastery of grade level concepts and delve deeper into higher levels of math and math concepts.

It is a self-paced, language independent instructional system aligned with Common Core Standards and builds conceptual understanding and problem solving skills delivered in a variety of learning environments. Along with providing students with engaging, individualized and differentiated instructional support, teachers and administrators utilize the detailed reporting of student learning patterns provided through the ST Math learning program to identify trends in student achievement and provide instructional interventions to improve academic achievement and close the achievement gap for students struggling with grade level mathematics and math concepts.

#### Staff Development and Professional Collaboration:

- Renewed staff development in the new Generation 5 ST Math will be conducted in the fall of 2014 as a buy-back day with an emphasis on analyzing data. It will include alignment of the Common Core curriculum and practice in coaching students through challenging concepts. Updates to the Common Core curriculum in Gen 5 ST Math will be provided to staff as soon as that information is received.
- Grades TK, Kindergarten, and 1st through 3rd grade staff will attend trainings in the Common Core standards for Mathematics over the summer.

#### Involvement of Parents and Community:

- Parents will be provided with access to additional Mathematics links for enrichment via the school's web page.
- Parents will be offered online access at home to ST Math for additional practice. ST Math access will also be offered at all grade levels over the summer months to provide students with optimal opportunities to revisit and extend their skills.

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

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#### **School Goal:**

Muir parents will be encouraged to play an integral part in the education of their children.

#### **To accomplish this we will:**

Parent Volunteers will Support Students and School Events:

- Muir Fundamental will collaborate closely with the PTA to ensure that parents volunteer 12 hours per family annually at school activities as part of the fundamental commitment. Among these: The School Carnival, the Spelling Bee, the Science Fair, Wax Museum, 5th grade end-of-year activities, Read Across America, and through support of literacy activities sponsored by the school library.
- Parents are advised at Back to School Night, through monthly newsletters, and the school marquee of the numerous opportunities to volunteer in the classroom, to assist with student supervision on field trips, and to support their child's classroom through activities at home.

Communication System for Parents, Staff and Community Members:

- Parent communication will be ongoing throughout the year through the school's marquee, the monthly newsletter and the school's web page.
- Monthly Parent Meetings on the third morning of every month will provide parents with an opportunity to become better informed and involved.
- Student progress will be communicated to parents regularly through a variety of means: the Mid-Trimester Progress Report, Academic Improvement Plan, Report Card Conferences, Student Success Team meetings and Board of Review. The English Learner Advisory Committee and School Site Council are also open forums for parents and community members to attend.
- The EduLink system to deliver a recorded school message to all school families at home will be utilized for important reminders and/or emergencies.
- The use of Edulink for text-messaging and email messages in 2014-15 will be explored as a further modality for reaching out to parents and improving lines of communication.

Parent Collaboration and Decision Making:

- All parents will be offered the opportunity to become members of the school's Parent Teacher Association.
- Parents will be encouraged to participate in elections for School Site Council and the English Language Advisory Council.
- Parents are informed of the DELAC and Parent Advisory Council, as well as other opportunities to become involved in education at the District level as a liaison for our school site.

Parent Education Classes:

- Parents may receive training in Standards-based education, English Language Development, requirement for reclassification to Fluent English Proficiency status and other topics such as the path to college. These are offered through participation in the English Language Advisory Council.
- Opportunities to represent Muir Fundamental at the District level and to serve as a parent representative are available at District Advisory Council and District English Language Advisory Council levels.
- The Title I Notification is provided to all parents at the Back to School Night meeting in early September each year or at one of the fall parent meetings.
- Parents are provided opportunities at various grade levels to attend trainings in Family Math, Family Reading Night, GATE Informational meetings, Special Education and Common Core Trainings, and information on other relevant topics throughout the school year.
- The English Language Advisory Council at Muir will offer bilingual training to parents in the 40 Developmental Assets in January 2014.

**Funding**

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
2103 - Instructional Assistants Salaries - Extra Duty (OT):	Title I	\$1,000.
<b>2403 - Office Salaries - Extra Duty (OT):</b>	Title I	\$400.
2930 Activity Supervisors' Salary - Regular:	Title I	\$100.
4200 Other Books:	Title I	\$4,000.
<b>4300 Instructional Supplies:</b>	Title I	\$20,714.
4338 Food - Parents:	Title I	\$100.

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
5711 Print Shop:	Title I	\$15,000.
5800: Software Licensing:	Title I	\$4,000.
5900 Parent Set Aside:	Title I	\$1,369.
7310 Indirect/Central Allocation:	Title I	4727.05
	<b>TOTAL</b>	<b>\$63,621.</b>

## Santa Ana Unified School District

One-Page SPSA Questionnaire for Board

School: **John Muir Fundamental School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - We are focusing on technology upgrades; replacing eight-year old teacher laptops, adding an additional computer lab to allow students time to develop technology skills, and working with the Instructional Technology Department to augment school bandwidth.
  - Our site has increased the number of non-fiction books in the library to support Common Core goals.
  - Special needs teachers are piloting the use of several general education assessments to evaluate and ensure their students are prepared to mainstream successfully.
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - The CLAS teacher is working closely with teachers to model questioning and collaboration techniques that move classroom instruction away from the outdated “sage on the stage” model and take risks with the “guide on the side” approach.
  - As a commuter school, only two or three percent of our students live within a mile-radius of our campus. Holding family movie nights, skate nights, school carnivals, and other schoolwide events ensures that students develop friendships outside the classroom.
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - There has been a substantial increase in the number of project-based learning activities. Teachers are experimenting with rubrics that allow the students to better understand how the quality of multiple facets of their classwork impacts their performance grade.
  - Parent training was a successful endeavor this school year. An average of 90 to 110 parents attended the ten-session “Raising Capable Kids” workshops each week on our campus.
  - Staff is leveraging the power of cross-age tutoring. Capable and mature students in the upper grades are tutoring struggling students in the lower grades in letter/sound recognition, phonics and math fact fluency skills.
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Instructional staff is reducing the number of worksheet-driven assignments.
  - Teachers are less isolated, and are planning more closely across each grade level. They collaborate on projects, rubrics and team-teaching of key concepts.
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Students are being encouraged to bring their Kindles, Nooks, iPads and other tablets to school for reading and research.
  - Students in upper grades are beginning to use the Quizlet™ flashcard application to more efficiently study math facts, spelling, vocabulary and factual information.
  - Teachers are receiving the “Framing Your Thoughts” manual and will be in-serviced on effective use of questioning techniques to guide class inquiry and discussions with any quality literature.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Pio Pico Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Pio Pico Elementary School  
Vision Statement**

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Our vision is to develop lifelong learners and thinkers who are eager and well prepared to make positive contributions in a diverse global community. The Pio Pico Learning Community is committed to creating a safe and nurturing learning environment where students can develop to their fullest potential in order to be better prepared to meet the rigor of college and fulfill their career goals. The staff is dedicated to the implementation of the Common Core State Standards and the alignment of classroom instruction to these standards. They are committed to providing all students with Common Core State Standard based instruction supported by research-validated and data driven best practices such as Sheltered Instruction Observation Protocol (SIOP), Results for English Learners (REL), and Multi-tiered Systems of Support (MTSS) assessments and interventions.

**Pio Pico Elementary School  
Mission Statement**

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Pio Pico Elementary School Mission Statement: Our mission is to serve as the hub of our school community, centralizing efforts and resources to address all needs of our students and families while providing a meaningful and rigorous Common Core State Standards-based instructional program that leads to high academic achievement, college and career readiness, and active citizenship.

## Student Achievement Goals

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

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**School Goal:** The school vision, mission, and school-wide literacy focus will drive all decisions made by the school's stakeholders. Pío Pico will meet or exceed yearly District Benchmark target goals with 10% increase toward proficiency in SEI and Dual Language Arts. Pío Pico is committed to creating a safe culture that accepts and celebrates diversity, fosters respect among adults and children, and values parents and community partners as an integral part of the schools expectation of making all our students lifelong learners who are prepared for college and careers that will allow them to make exceptional contributions in a diverse global society.

#### To accomplish this we will:

- Commit to providing all students with rigorous Common Core instruction using research-validated, and data driven practices such as SIOP and REL, in order to better prepare our students to be college and career ready. Pío Pico will continue to implement Response To Intervention (RTI), Multi-tiered System of Supports (MTSS) for the early identification of students in need of intervention, and in order to better meet the needs of all students.
- Pío Pico will continue to refine the implementation of best instructional practices with the support of the Certificated Learning Achievement Specialist (CLAS) and the implementation of District Common Core Units of Study. The focus on a meaningful and rigorous instructional program centered on Common Core State Standards will lead us to high academic achievement that will allow us to meet or exceed yearly District Benchmark target goals. Pío Pico's instructional program will prepare our students to continue their education beyond high school and fulfill their future career goals.
- The Instructional Steering Committee (ISC), staff members and parents will work together to review and update the Single Plan for Student Achievement.
- The ISC will work collaboratively with the entire staff to promote high expectations for student achievement and support the implementation of Common Core Units, and a curriculum that aligns with Common Core State Standards and frameworks. Student achievement, data analysis, and common core-based instruction will guide our decision making process towards increased student achievement and progress towards preparing our students to become college and career ready.
- ISC will meet monthly to review SPSA goals and priorities and evaluate progress made towards meeting those goals. They will assist in identifying further curricular needs with input from Pío Pico staff, SSC, and ELAC. In addition, ISC will provide input for determining professional development needs and will be responsible for developing ISC meeting agendas.
- Staff will continue to meet on Wednesday during minimum days for whole staff planning and grade level collaboration meetings. Teachers will meet bi-monthly to plan, review student work, and analyze current data in order to monitor student academic achievement, program effectiveness, interventions, and progress made toward District Common Core Units of Study implementation. Teachers will collaborate in order to provide a challenging, quality instructional program for all students that will prepare them for the rigors of college and future career goals.
- Pío Pico will provide a clean and orderly campus in order to provide an excellent learning environment. Clear standards for scholarly behavior that support high academic expectations will be promoted through the school-wide implementation of Positive Behavior Intervention and Support (PBIS). PBIS is an organizational system that helps create a school culture that promotes a positive academic environment and the social norms to motivate students to achieve to their highest potential so they can be better prepared to meet their college and career goals.
- Pío Pico Elementary will continue to promote and encourage increased parent involvement to support high academic student achievement. Parents will be invited to participate in Parent Trainings and monthly parent meetings. Parents will also be encouraged to attend meetings and become members of District/site committees (i.e. School Site Council, English Learners Advisory Committee, and Parent Teacher Association-PTA). The School will assist parents in understanding curriculum, Common Core State Standards, and District and state assessments. Pío Pico will provide parents with strategies to monitor the academic progress of their child. Parent participation will be encouraged through the following: Extend messages, posters, flyers, and monthly bilingual parent bulletins.
- Illuminate provides Pío Pico with the tools necessary to analyze state and local assessment data to drive and inform instructional practices that will improve student academic achievement. Illuminate also provides demographic information necessary to monitor and inform student program placement. This web-based data and assessment program allows sites secure access and user-friendly interfaces with student data so they can create a wide variety of reports with specific data to direct and guide instruction for particular groups of students i.e. students far-below basic and in need of intervention. Illuminate also gives sites the ability to compare state, district, and classroom assessment data and contrast it with demographic and administrative data to provide comprehensive, effective instructional programs that specifically target student individual academic and socio-emotional needs.

### Goal IIa: Reading Across the Curriculum

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#### School Goal:

Goal #1: Pío Pico will meet or exceed 10% gains towards proficiency in SIE and Dual Language Arts as demonstrated on District Benchmark



Assessments.

Goal #2: Students in grades 1-2 will make 10% growth towards core proficiency as evidenced in their Dibels fluency trimester assessment data.

Goal #3: Students in grades 3-5 will make 10% growth towards proficiency as evidence by STAR Reading benchmark assessment data.

In alignment with District LCAP Goals:

- All students will be proficient readers by the end of 3rd grade.
- All students will be provided with a rigorous, challenging, and comprehensive reading program through the implementation of the District's Common Core State Standards Units of Study.
- In Kindergarten, evidence of students' mastery in foundational literacy skills will be evidenced by 60% scoring proficient on Results assessments.
- Phonological awareness, alphabetic principles, and fluency with connected text will be measured in 1st through 2nd grades with 60% scoring at the Core level on the DIBELS assessments.
- Students in 4th-5th will score at 60% at or above benchmark and students scoring at the intervention level will decrease by 10% on the Renaissance STAR reading assessment. STAR is aligned with Common Core State Standards, and will measure students' reading foundational skills and students' ability to read and comprehend a range of literary works including informational text.
- Pio Pico is committed to ensuring that all students have access to the Open Court core curriculum and Common Core State Standards (CCSS) through the implementation of the Districts Common Core Units of Study that are aligned with CCSS.
- All teachers will follow the District's Grade Level Common Core Curriculum Maps K-5 and adhere to instructional time and implementation assurances.
- Teachers will support the Common Core Units through proven effective instructional strategies such as Sheltered Instruction Observation Protocol (SIOP), Results for English Learners (REL), Guided Language Acquisition Design (GLAD), and Thinking Maps.
- Multiple measures such as assessment data, COST, and SST recommendations will be utilized to identify students in need of focused and defined CCSS skills reinforcement and interventions such as Language!
- Rewards, and tutoring. These students will be monitored consistently in order to identify any instruction or intervention modifications needed to ensure the reading success of all students.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10%
Schoolwide will increase percent proficient on Benchmark ELA by:	10%

To accomplish this we will:

- Follow the District's Grade Level Common Core Aligned Curriculum Maps including the Common Core Shifts for English Language Arts and the integration of other content areas.
- Adhere to instructional time and implementation assurances.
- Implement research based strategies and programs that support District adopted curriculum and Common Core Units of Study. To promote academic achievement and ensure access to the curriculum for all students the following strategies will be utilized: SIOP; Thinking Maps; Study Island; GLAD; Accelerated Reader; 6 Minute Solution; PALS; Results for English Learners (REL); Intervenciones tempranas de lectura. The following proven effective instructional practices will also be utilized: student engagement strategies; front-loading; close reads; collaborative group work; collaborative academic conversations.
- Utilize grade-level District benchmark, DIBELS NEXT, and teacher assessment data to monitor pacing and fidelity of implementation of District Common Core Units of Study and Common Core Standards-based instruction. These data analysis will assist Pio Pico in evaluating the effectiveness of instructional programs and will be utilized to review, guide, and monitor instruction.
- Implement Language! for students in grades 4th and 5th who are performing two or more years below grade level.
- Utilize Renaissance Learning STAR Assessment data to assess student fluency and comprehension in order to identify students requiring additional support or intervention.
- Utilize the Accelerated Reading Program (AR) to monitor students' progress toward College and Career Readiness expectations with the new Common Core Reading State Standards and personalize and guide independent reading practice. AR utilizes the ATOS readability formula—a verified measure of quantitative text complexity for the Common Core State Standards. Data results from the STAR Renaissance Reading Assessments will be used to guide instruction and interventions.
- Implement REWARDS a specialized reading program designed to teach fourth through fifth grade students a flexible strategy for decoding long words and to increase their oral and silent reading fluency.

## Goal IIb: Writing Across the Curriculum

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### School Goal:

Goal #1: Pío Pico will meet or exceed 10% gains towards proficiency in SIE and Dual Language Arts writing standards as demonstrated on District Writing Proficiency Benchmark Assessment results.

Goal #2: Pio will increase by 10% in the number of students at or above proficiency in writing on District extended response assessments.

- All students will receive a rigorous, challenging, and comprehensive Common Core State Standards based writing program through instruction that provides students with lessons that include writing across curricular areas using various domains and implementation of the writing activities in the District's Common Core Units of Study.
- In Kindergarten through 5th grades students will make progress toward proficiency in all grade levels on the District Trimester Writing Proficiency assessments.
- Posted Student work samples will demonstrate students' progress in writing.
- Pio Pico is committed to ensuring that all students have access to grade level Writing Common Core State Standards (CCSS) through the implementation of the District's Common Core Units of Study that are aligned with the core Open Court curriculum.
- All teachers will follow the District's Grade Level Common Core Curriculum Maps K-5 and adhere to instructional time and implementation assurances.
- Teachers will support writing in the District's Common Core Units and across content areas through proven effective instructional strategies such as Thinking Maps, Sheltered Instruction Observation Protocol (SIOP), Results for English Learners (REL) sentence frames, Write from the Beginning, and Guided Language Acquisition Design (GLAD).
- Teachers will improve student writing through collaborative grading, calibration of anchor papers, and a consistent application of grade-level rubrics.
- Writing proficiency data will be used during Grade level Data Chats to improve and differentiate Writing instruction.
- Multiple measures such as assessment data, COST, and SST recommendations will be utilized to identify students in need of focused and defined CCSS writing skills reinforcement and interventions such as Language!, Rewards, and tutoring.
- Students will be monitored consistently in order to identify any instruction or intervention modifications needed to ensure the writing success of all students.

### To accomplish this we will:

Align our instruction, Strategies and Materials with Common Core State Standards:

- Pio Pico will implement with fidelity the District's Common Core State Standards Units that incorporate writing instruction and assessments and are aligned with the Open Court/Foro Abierto reading program.
- All teachers will:
  - Follow the District's Grade Level Common Core Curriculum Maps K-5
  - Adhere to instructional time and implementation assurances
- Teachers will use research-validated strategies to ensure Common Core Writing Standards proficiency for all students such as SIOP, Thinking Maps, GLAD, and REL Sentence Framing.
- Teachers will assess and monitor student progress in writing using State, District, and site assessments. During Grade level collaboration meetings, teachers will meet to analyze writing assessment data and identify students' strengths and needs, and to determine instructional modifications and interventions as necessary.
- Pio Pico will incorporate writing across all content areas and provide explicit instruction on the specific skills necessary for all writing domains.
- As grade level teams implement District Common Core Unit writing activities the CLAS will provide coaching, modeling, or co-teaching lessons to give teachers the skills and strategies necessary to provide students with Common Core State Standards based writing instruction
- Write from the Beginning (WFTB) will be used to support the implementation of writing within the District's Common Core Units of Study. Staff will participate in vertical-grade level articulation to strengthen students' writing development.
- Every grade level will use the District's anchor papers and grade level rubrics to assess students' writing for the extended response section on the District's Benchmark assessments. Collaborative grading of this assessment will ensure consistency of grade level writing expectations. Teachers will provide a copy of the rubric to students to enable them to set goals for their writing

### Extended Learning Opportunities:

#### School Goal:

- At Pio Pico all students will receive appropriate support to help ensure their academic success in writing.
- Students are placed in classes that reflect equal access to a rigorous Common Core State Standards writing program.

- Students, who need support in meeting writing proficiency, include the following populations: English Learners, low-income students, Gifted and Talented students, and students with exceptional needs. These students will have access to a network of integrated and fully articulated services, including counseling, and/or health services. Students' progress made towards proficiency in Writing Common Core State Standards will be monitored as they are provided with rigorous Common Core State Standards based instruction using research-validated, data driven best practices.

**To accomplish this we will:**

Staff will analyze Illuminate data every 6-8 weeks to monitor student progress and identify students that are not meeting writing proficiency and will receive intervention services, or remedial and modified instruction.

1. A variety of interventions will be provided to students including:
  - K-2 students at risk will be provided state approved intervention lessons from SIPPS, Touch Phonics, or OCR Intervention lessons by the classroom teacher during school hours. After, and before school tutoring may be provided by classroom teachers for students who continue to struggle to meet grade appropriate Common Core State Standards writing progress as measured by the District's Writing Benchmark Assessment results and the Extended Response items.
  - Students in grades 1st-5 will participate in Accelerated Reader Program, in order to receive language modeling and proper usage of grammar and syntax through the printed work of various authors.
2. Students in grades 4th and 5th performing two years below in ELA will be offered the intensive Language! intervention program that integrates reading, writing, spelling, vocabulary, grammar, and spoken English, rapidly advancing students to excel in reading and writing.
3. Students in First grade will receive additional writing intervention instructional support with an Intervention Teacher. The classroom teacher will identify students in need of intervention and will work collaboratively with the intervention teacher to provide strategies and lessons that include writing support using the Common Core State Standards.
4. Teachers will refer at-risk students to the Coordination of Services Team (COST) that meets monthly to identify and support students not meeting academic proficiencies. COST determines next steps, including SST and possible MDA referrals. Through COST meetings there will be ongoing identification of students in need of remediation and intervention plans to provide support.
5. The SST Team will be instrumental in eliciting comprehensive intervention support to include parents, teacher, and other staff such as counselors. Recommendations made by the SST and COST will be monitored in order to determine the effectiveness of interventions provided for at risk students.
6. Study Island will be provided for students for 45 minutes once a week for grades 3-5 in the computer lab and through the use of IPADS in class to provide standards-based instructional practice and skills assessments that improve student performance on web-based platforms. The interactive features and games engage students and enables teachers to track student performance in real-time to address individual learning gaps in grammar and writing skills.
7. Appropriate technology will be utilized to provide teachers with the instructional tools necessary to teach the District's Common Core Units of Study. Microphones will be used to allow students the opportunity to make class presentations of collaborative final written assignments as prescribed within the Common Core Units of Study. Technology based intervention programs and equipment such as IPADS will continue to be identified and purchased as funds become available and will be utilized as a tool to promote student writing achievement.

**Goal IIc: English Language Development**

Goal #1: 60% of Pío Pico students or more will grow by at least one proficiency level on the CELDT.

Goal #2: At least 42% of the students will attain English Proficiency on the CELDT.

Goal #3: 80% R-FEP students will maintain and/or improve proficiency on the District's Language Arts Benchmark Assessments

- In alignment with District LCAP goals, all English Learners will be reclassified within 5 years of entering program.
- At Pio Pico Elementary School all EL students will receive explicit and systematic ELD instruction and best practices for English language acquisition using Carousel of Ideas and the District's Common Core Units of Study.
- Students will receive leveled instruction with targeted goals based on assessment results from CELDT and ADEPT, student work, and in-class oral language expression.
- Teachers will utilize strategies in the District's Common Core units such as collaborative learning to promote oral language, active listening skills, and scaffolded lessons so teachers can lead discussions and develop academic language about content and big ideas.
- Materials and resources in these units will build EL students' background knowledge and allow them to develop contextualized communication.
- EL students will meet the targeted yearly growth of one level increase in ELD proficiency to make progress toward

reclassification criteria.

- All EL students will receive research-validated ELD instructional strategies such as SIOP, GLAD, and REL sentence frames.
- EL students in the Dual immersion program will benefit from explicit instruction, modeling, and practice in ELD.
- Dual Teachers will capitalize on the cognitive and metacognitive language strategies students already use in their first language, as they will transfer to English.
- As students in the Dual Program become more proficient in English they will have ample opportunities to use more sophisticated and effective language skills.
- EL students not making sufficient progress based on ELD assessment results will be monitored and have access to a variety of interventions such as after school tutoring, differentiated instruction, and peer tutoring in order to ensure that all EL students in Pio Pico make sufficient progress in ELD and reclassify.
- After reclassification students will be monitored to ensure they continue to make adequate progress in all academic areas.

**To accomplish this we will:**

**Alignment of Instruction, Strategies and Materials with California English Language Development Standards:**

- Teachers will receive training on the newly adopted California English Language Development Standards and proficiency level descriptors
- Teachers will receive training in the implementation of the District's Common Core Units of Study to include specific staff development in academic collaborative conversation that will increase vocabulary and the use of academic language for EL students.
- Teachers will continue to implement the Carousel of Ideas ELD program and use ADEPT assessment results to guide and differentiate instruction based on students' needs. Grade level teams, TOSA, and principal will review ADEPT scores each trimester to monitor ELD progress and to determine student ELD instructional placement.
- First thru fifth grade teachers will team for Systematic ELD instruction for 30 minutes per day. Flexible grouping of students will be established based on their levels of proficiency. Instruction will be provided with Carousel of Ideas curriculum, Focused Approach to ELD, Systematic ELD, SIOP, GLAD, and strategies from the Results for English Learners (REL) Assessment, Instruction, and Intervention Framework.
- Teachers will have access to supplemental ELD materials English to a Beat, Vocabulary Builders, and Exploration to augment English Language Development lesson objectives for systematic instruction.
- Teachers will differentiate and scaffold instruction according to students' ELD levels and implement Focused Approach strategies to ensure attainment of one ELD level annually.
- Teachers will meet in teams to identify language functions and forms to teach at each proficiency level in order to ensure sufficient progress English language development.
- CLAS will provide coaching on the use of ELD components and differentiated instruction embedded in the Common Core Units of Study.

**Extended Learning Opportunities:**

**To accomplish this we will:**

Staff will analyze English proficiency assessment results from ADEPT and CELDT to monitor EL student progress and identify students in need of intervention services. EL Students not meeting the expected goal of progressing one language proficiency level for every year of instruction will be provided additional learning opportunities.

**A variety of interventions will be provided to EL students including:**

- 1st - 2nd Grade at risk students will be provided District MTSS research validated intervention programs. Peer Assisted Learning Strategies (PALS) will promote communication and oral English language skills.
- K - 2nd Grade intervention support will also include lessons from SIPPS, and Open Court Reading ELD intervention.

- These EL student interventions will be provided by the classroom teacher during school hours.
- EL Students in grades 1st-5th will participate in Accelerated Reader Program to promote the development of English Language skills from informational text, build academic vocabulary, and increase English reading fluency.
- EL Students in grades 4th-5th performing two years below in ELA will be offered the Language! and REWARDS intervention programs to provide vocabulary development and grammar skills instruction.
- Teachers will review and analyze the previous year's CELDT assessment data, and the current year's ADEPT scores and scaffold and differentiate their instruction based on the student's ELD achievement levels.
- Coordination of Services Team (COST) will meet monthly to identify and support students in need of ELD intervention. COST determines next steps, including SST referrals and possible MDA referral. These meetings provide ongoing identification of EL students not making sufficient ELD progress and an opportunity to develop individual plans for remediation and intervention.
- The SST Team will be instrumental in eliciting comprehensive intervention support to include parents, teacher, and other staff including counselors. Recommendations made by the SST and COST will be monitored in order to determine the effectiveness of interventions provided for at risk students.
- Study Island will be provided for 3rd-5th grade EL students for 45 minutes once a week in the computer lab and IPADS in class to provide California English Language Development Standards practice and skills assessments that will improve student ELD performance on web-based platforms. The interactive features and games engage students and enables teachers to track student performance in real-time to address individual learning gaps in English.
- Appropriate technology will be utilized to provide teachers with the instructional tools necessary to teach the ELD standards. Microphones will be used to allow EL students to make class presentations of collaborative unit assignments as prescribed within the Common Core Units of Study and IDEA activities. Technology based intervention programs and equipment such as IPADS will continue to be identified and purchased as funds become available and will be utilized to promote student achievement in ELD.
- EL students not making sufficient ELD growth will be provided after school tutoring through the District's ¡Hacia Adelante! after school program.

#### **Access to Technology**

- In alignment with District LCAP goals, all students will have access to internet-enabled Technology at home and school.
- EL students access to content through technology will be augmented with the purchase of iPADS, Microphone Systems, and a keyboard program in order to prepare students for the new Smarter Balanced Assessment Consortium (SBAC) that requires typing and maneuverability of complex computer based response options.
- Based on student and instructional needs, ongoing research on effective and research-validated technology to enhance English language learning opportunities for students will provide direction for future technology purchases.

#### **Staff Development**

- Pio Pico's staff will participate in staff development and collaboration in order to provide students with ELD instructional strategies that will improve their academic achievement through the following:
- Categorical funding will support access to technology. Under the direction of the site administrator, the computer lab assistant will support teachers in providing electronic learning resources to students in order to reinforce ELD and the California English Language Development Standards. The lab assistant will be responsible for the maintenance of the computer lab and equipment.

#### **As part of the implementation of the English Language Development Standards teachers will:**

- Collaboration meetings will be scheduled bi-weekly to provide teachers, administrators, TOSA, and CLAS teacher an opportunity to discuss EL student work and identify best ELD practices based on District and teacher assessments.
- Collaboration will allow staff to monitor EL students' ELD progress, and align IDEA program components with California English Language Development Standards in order to promote student English Language proficiency.
- Through collaboration meetings, teachers will identify and address areas of concern regarding ELD instruction, materials, and curriculum.
- Provide teachers in the Dual Program with the opportunity to attend the California Association of Bilingual Educators (C.A.B.E.) conference for training on ELD instruction best practices and to research effective English Language materials and ELD resources. Representative parents in ELAC and DELAC would also be invited to attend.
- Pio Pico will provide training in the following:
  - District Common Core Units of Study that include embedded ELD strategies such as academic collaborative conversations that promote English language development.

- California English Language Development Standards
- RTI– MTSS District recommended research validated programs such as PALS to encourage student conversations about text in English
- Language!
- Rewards
- Results for English Learners
- Study Island
- Thinking Maps
- SIOP
- GLAD

#### **Involvement of Parents and Community:**

- During Back to School Night classroom teachers will conduct a parent orientation meeting regarding grade level standards and expectations for ELD, and recommendations on how they can support their child’s ELD progress.
- Everyday Literacy for Families (ELF) parent trainings will be provided through our partnership with UCI and the California Reading and Literature Project (CRLP).
- Community organizations and business partners will promote and support the Pío Pico Mentoring Program. Community volunteers will provide mentoring to EL students identified as not making sufficient progress in ELD as identified through ADEPT and CELDT data. Mentors will provide tutoring twice a week for 45 minutes sessions. They will provide individualized support to under-performing students.
- Parents will receive training on ELD strategies, SIOP, GLAD, California English Language Development Standards, Thinking Maps and strategies to support their child's English Language development.
- Parents and members of the community are invited to EL students’ classes for Pio Pico’s “Dia del Nino” event and are given the opportunity to listen to their child read a book they have written and illustrated. This culminating Language Arts event allows parents to see the progress their child has made in English.
- Parents are highly encourage to participate in the school’s E.L.A.C. and D.E.L.A.C. committees to obtain information regarding English Language Learner programs such as reclassification criteria, and their role in committees such as E.L.A.C and S.S.C. Parents are provided with information regarding resources that will support their child’s English language development.
- Parents are also encouraged to run for a seat on the School Site Council in order to become an active voice in the decision making process regarding the selection and financing of school programs and materials that will support students’ English language development.
- Members of the P.T.A. hold regular meetings with their members and with the principal in order to make decisions regarding fundraising activities that support events and programs to motivate students' progress in ELD and reading such as purchasing prizes as reading incentives for the Accelerated Reader program.
- Teachers are aware of the importance of parent participation in their child's education and consistently encourage them to volunteer in the classroom in order to create a partnership that supports the teacher in educating their child. Parents will provide such assistance as preparing materials, assisting students with projects, and setting up bulletin boards.

#### **Goal IId: Mathematics**

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Goal #1: Pío Pico will meet or exceed 10% gains towards proficiency in Math asdemonstrated on District Benchmark Assessments.

- Pio Pico students will attain mastery of grade level Math Common Core State Standards as demonstrated in gains in proficiency levels on Math Benchmark Assessments.
- All 4th and 5th grade teachers will implement with fidelity the District’s Math Common Core Units of Study and follow the District Grade Level Math Common Core Aligned Curriculum Maps.
- All teachers will adhere to the core Houghton Mifflin math instructional time-lines and program goals and objectives. All teachers will implement with fidelity the math K-5th ST Mind Institute web-based program to assist all students in reaching math proficiency through self-paced, language-independent, mastery-based objectives.
- ST math is aligned to Common Core State Standards and integrated with the Houghton Mifflin core math program.
- ST Math provides class/individual student progress reports that will assist in identifying trends in student achievement and will build conceptual understanding and problem solving skills for students in need of intervention, and enrichment activities for students who are ready to move beyond mastery of grade level concepts.
- The Principal, teachers, and TOSA will analyze Illuminate reports for state and local assessments to identify students in need of remedial instruction and intervention on specific Math Common Core Standards so that all Pio Pico students can obtain the math skills required to be successful in their future educational endeavors.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10%

**To accomplish this we will:**

**Alignment of Instruction, Strategies and Materials with Common Core State Standards**

- Follow District Grade Level Math Common Core Aligned Curriculum Maps
- Teachers will implement the core Houghton Mifflin (HM) math program in all classrooms, and will follow the Districts Grade Level HM Common Core State Standards Blueprint Summary to guide their instruction.
- Teachers will analyze Math benchmark assessments during Data Chats to monitor student progress, determine interventions, and guide instruction.
- Teachers will consistently provide formative assessments using HM or teacher assessments throughout their instruction to assess progress towards proficiency of Common Core State Standards.
- 4th and 5th Teachers will implement with fidelity the Math Common Core Units of Study and will adhere to instructional time and implementation assurances. Coaching, lesson modeling, and planning will be provided by the CLAS.
- Adhere to instructional time and implementation assurances for Common Core Units of Study
- To promote academic achievement and ensure access to the math curriculum for all students the following proven effective instructional strategies will also be utilized: student engagement strategies; front-loading; close reads of math word problems; collaborative group work; collaborative academic math conversations.
- Utilize grade-level District benchmark and teacher assessment data to monitor pacing and fidelity of implementation of the District Common Core Units of Study and Math Common Core State Standards based instruction. These data analysis will assist Pio Pico in evaluating the effectiveness of instructional programs and will be utilized to guide or modify instruction.
- Implement with fidelity the district adopted K-5th ST Mind Institute instructional web-based program to assist all students in reaching math proficiency through self-paced, language-independent, mastery-based objectives. ST Math is aligned to Math Common Core State Standards and the math core Houghton Mifflin curriculum. Interactive games and animations that visually represent mathematical concepts will improve students' mathematical conceptual understanding and problem-solving skills. Students are provided a 1:1 learning environment, the games gradually increase in difficulty, and students receive immediate feedback.
- ST Math embedded assessments provide detailed reports of student learning patterns and will be used by teachers to identify students in need of further instruction or intervention in math concepts.
- Teachers will utilize the teacher-guided integrated ST Math software activities in the classroom for a blended learning model
- To further immerse students in the ST Math interactive on-line program, IPADS will be used in the classroom to allow students to make progress in obtaining math concepts and completing the program.
- Provide students with achievement feedback via Test Chats after District Math Benchmarks.
- Establish data walls with achievement targets to track and monitor student progress throughout the year.
- Provide trimester awards assemblies to recognize student math achievement, and motivate and encourage all students to aspire to higher academic achievement in math.

**Extended Learning Opportunities**

**School Goal:**

- At Pio Pico Elementary School students receive appropriate support to ensure that all students reach math proficiency.
- Students are placed in classes, that reflect equal access to rigorous Math Common Core Units of Study in 4th-5th grades and Common Core State Standards based instruction in all grades.
- Students who need support in meeting the rigorous demands of the units or Math Common Core Standards based instruction, include the following student populations: English Learners, low-income students, Gifted and Talented students, and students with exceptional needs. These students have access to a network of integrated and fully articulated services including counseling, and/or health services. As students are provided with rigorous Common Core State Standards based instruction using research-validated and data driven best practices, progress towards Common Core State Standards proficiency will be monitored utilizing data results from District Benchmarks and Houghton Mifflin assessments.

- Extended Learning Opportunities will be provided to all students not meeting proficiency on Math Common Core State Standards assessed on District Benchmarks. A variety of interventions/programs will be provided to students in need of math interventions including:
  - K-5 ST Math program that will be provided for 45 minutes, two times per week, and in class through the use of IPAD's. Teachers will use ST Math in-class interface lessons to provide visual representations of concepts and to present remedial instruction for math skills that have not been mastered.
  - Study Island will be provided for students for 45 minutes once a week and included math skills review and remediation lessons.
  - Technology based intervention programs will be identified and purchased as funds become available and will be utilized to promote student math achievement.
  - Houghton Mifflin intervention program components will be used to support students not achieving proficiency as identified on District Benchmark results.
  - Teachers will develop an AIP for math and as needed will refer students in need of further interventions to the COST, or SST process to determine instructional interventions, programs, or services such as counseling.
  - The SST Team will be instrumental in eliciting comprehensive intervention support to include parents, teacher, and other staff such as counselors. Recommendations made by the SST and COST will be monitored in order to determine the effectiveness of interventions provided for at risk students in math.

### **Increased Access to Technology:**

In alignment with District LCAP goals, all students will have access to internet-enabled Technology at home and school. Access to Math Common Core State Standards through technology will be augmented with the purchase of IPADS and a keyboard program in order to prepare students for the new Smarter Balanced Assessment Consortium (SBAC) that requires typing and maneuverability of complex computer based math response options. Based on student and instructional needs, ongoing research will provide direction for future technology purchases for effective and research-validated technology-based programs to enhance math skills for students.

- The Principal, teachers, and SSC will recommend technology based programs such as a keyboarding to support Common Core State Standards based instruction and on-line math assessments such as SBAC. ?
- Teachers will utilize technology including ELMOs, laptops, projectors, IPADS, and microphone systems to support the implementation of Common Core State Standards unit lessons that include activities such as on-line collaboration projects, web-based research, and presentations.
- Teachers will use technology to support Math Common Core State Standards instruction by providing computer-based programs such as Study Island and ST Math to reinforce math skills and concepts.

### **Staff Development**

Pio Pico's staff will participate in staff development and collaboration in order to provide students with instructional strategies that will improve their academic achievement in math. Professional collaboration through data discussions using District math benchmark results will allow grade levels to communicate, strategize, and target priority standards for effective instructional interventions. The CLAS teacher will continue to provide training for math Common Core Units of Study in 4th-5th grades according to District implementation timelines. Staff development and Professional Collaboration will be provided to enhance and support instructional practices that will improve math academic achievement through the following:

- Categorical funding will support access to technology. Under the direction of the site administrator, the computer lab assistant will support teachers in providing electronic math learning resources to students in order to reinforce Math Common Core State Standards. The lab assistant will be responsible for the maintenance of the computer lab and equipment.
- As part of the Math Common Core State Standard implementation, the teachers will:
  - Work collaboratively to identify specific target Common Core Standards in which students did not meet proficiency as demonstrated by District benchmark assessment data and re-teach that standard explicitly through the use of mini lessons, and the intervention strategies embedded in the Common Core Units of Study and the core curriculum.
  - Meet at least twice a month will provide teachers, administrators, TOSA, and CLAS an opportunity to discuss student work and analyze District and site assessment data. Collaboration will allow staff to align Houghton Mifflin math components to the Common Core State Standards to support the District Common Core Units of Study.
  - Through collaboration meetings, teachers identify and address areas of concern regarding instruction, materials, and curriculum.



- Grade level teams will meet to monitor and assess the effectiveness of Math Common Core State Standards implementation by analyzing District Math Benchmark Assessments and extended responses during grade level Data Chats.
- Teachers will share instructional strategies to address the rigors and expectations of the in-depth application of math skills and concepts as they analyze student work in this new assessment format.
- Staff development will be provided for proven effective instructional strategies that will provide teachers with the tools necessary to ensure that all students are receiving effective Math Common Core State Standards based instruction. Coaching, modeling, and planning support will be provided by the CLAS.
- Teachers will be provided with collaboration time to familiarize, discuss, and analyze the Math Common Core State Standards and align them to the Houghton Mifflin core curriculum and assessments.
- Teachers will be provided with information regarding all District Common Core State Standards training. District trainers will be asked to provide site training on programs or strategies requested by the staff.
- Teachers will be trained in the use of SIOP, GLAD, Thinking Map strategies to provide scaffolded and differentiated instruction in Math Common Core State Standards lessons.
- Teachers will be provided with ST Mind staff development through the Pio Pico ST Math representative and trainer.
- Pio Pico will provide training in the following:
  - ST Math Program
  - District Common Core Units of Study in math for 4th and 5th grades
  - Study Island
  - Thinking Maps
  - SIOP
  - GLAD

#### **Involvement of Parents and Community:**

- The Instructional Steering Committee, SSC and ELAC will meet to review the School Action Plan, vision and school-wide focus and to monitor progress toward meeting our math goals.
- During Back to School Night classroom teachers will conduct a parent orientation meeting regarding grade level standards and expectations for math achievement, and recommendations on how they can support their child's math academic progress.
- Community organizations and business partners will promote and support the Pío Pico Mentoring Program. Community volunteers will provide mentoring to students identified as not meeting proficiency on District and teacher assessments. Mentors will provide tutoring twice a week for 45 minutes sessions. They will provide individualized support to under-performing students.
- Parents will receive training on the Math Common Core State Standards, operations/strands of math, math rubrics, Thinking Maps and ideas/strategies to support their child's math academic progress.
- Parents will have the opportunity to conduct classroom walk-throughs to observe math instruction.
- Pío Pico will work with community partners to support parent activities such as our annual Parent Recognition Event. This event recognizes the generous efforts of parent volunteers, and serves as a motivation to increase parent participation that will promote student math achievement.
- Parents are highly encouraged to volunteer in their child's class and participate in school committees such as ELAC, DELAC, SSC, and PTA in order to be an active voice in the decision making process regarding the selection and financing of school programs and materials that will promote their child's math achievement.

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

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Goal #1: Pio Pico School will involve families, community members, community agencies and businesses in supporting the school and improving student achievement in order to meet our academic goals of meeting or exceeding 10% gains towards proficiency in Math and SEI and Dual Language Arts as measured by District Benchmark Assessments.

Goal # 2 Parents and community members will be active participants in the decision-making process with the administrator and staff in order to promote all students' academic achievement and monitor progress towards student access Common Core State Standards based instruction

- Pio Pico will maximize the role of parents as educational partners in order to ensure the achievement of our goals of increasing student achievement and preparing students to be college and career ready.
- Pio Pico seeks to develop parent leaders so they have an active voice in the decision making process that affects student academic achievement.
- Parents will receive training regarding committee positions that include PTA, SSC, ELAC, and DELAC, and their role as decision makers such as SSC voting on fund allocations for instructional support programs, technology purchases, and intervention programs.

- Community organizations will continue to support Pio Pico's instructional program through the mentor program and contributions. Parent participation will increase by 10% as parents will be given many opportunities to become an active participant in their child's education through several school programs, activities, and events.
- Pio Pico will increase collaboration and communication between teachers, student families, and community members through several media, and technology resources.

**To accomplish this we will:** In order to increase, promote, and support parental involvement, parents will be provided with the opportunity to contribute to the school's success through the following:

- Parents and staff will work collaboratively to develop the school's Single Plan for Student Achievement (SPSA).
- Twice a year, the Instructional Steering Committee, SSC and ELAC will meet to review the (SPSA), vision and school-wide literacy and math focus in order to monitor progress toward meeting our academic achievement goals and to provide input regarding modifications to the action plan.
- During Back to School Night classroom teachers will conduct a parent orientation meeting regarding grade level standards and expectations for reading and fluency, discipline policy, parent compact, and recommendations on how they can support their child's academic progress.
- Everyday Literacy for Families (ELF) parent trainings will be provided through our partnership with UCI and the California Reading and Literature Project (CRLP).
- Parents will receive training on reading strategies, Common Core State Standards, Developmental Assets, Thinking Maps, and strategies to support their child's academic progress.
- Parents and members of the community are invited to students' classes for Pio Pico's "Dia del Nino" event and are given the opportunity to listen to their child read a book they have written and illustrated. This culminating Language Arts event allows parents to see the progress their child has made in reading.
- Parents are highly encouraged to participate in the school's E.L.A.C. and D.E.L.A.C. committees to obtain information regarding English Language Learner programs such as reclassification criteria, and their role in such committees as E.L.A.C and S.S.C. Parents are also provided with information regarding and resources that will support their child's education.
- Parents are also encouraged to run for a seat on the School Site Council in order to become an active voice in the decision making process regarding the selection and financing of school programs and materials that will support students' Language Arts academic achievement.
- Members of the P.T.A. hold regular meetings with their members and with the principal in order to make decisions regarding fundraising activities that support events and programs to motivate student progress in reading such as purchasing prizes as reading incentives.
- Teachers are aware of the importance of parent participation in their child's education and consistently encourage them to volunteer in the classroom in order to create a partnership that supports the teacher in educating their child. They provide such assistance as preparing materials, assisting students with projects, and setting up bulletin boards.
- The Conexiones Mental health services program in partnership with the Orange County Department of Education will provide a full range of free mental health and counseling services by four mental Health Clinicians who are bilingual, culturally competent, and experienced to meet the needs of our targeted student population. This valuable program will lead to students' improved academic achievement, attendance, behavior, and social emotional development. Parents will be incorporated at all levels of Conexiones servides.
- Community organizations and business partners will promote and support excellence in education through the Pío Pico Mentoring Program. Community volunteers will provide mentoring to students identified as being intensive, strategic, or far below basic, and below basic on District assessments as identified on District and STAR Benchmark results. Mentors will provide tutoring twice a week for 45 minutes sessions. They will provide individualized support to underperforming students.
- Pio Pico will work with community partners to support parent activities such as our annual Parent Recognition Event. This event recognizes the generous efforts of parent volunteers, and serves as a motivation to increase parent participation.
- Pio Pico provides an annual school-wide Christmas event that gives parents an opportunity to have their child receive a gift from a community business partner. Businesses in the community adopt an entire classroom and provide each student with a gift. Parents volunteer to decorate and provide food for this special event.
- In alignment with District LCAP goal 3b, all parents will participate in an annual school satisfaction survey with a participation rate of 85% by 2016-17
- Comprehensive system for involvement and communication (bilingual as appropriate) from community members and families via:

- Written bilingual monthly calendars of school activities and programs
- Written bilingual bulletins notifying and reminding parents of important events such as parent conferences
- Announcement of SSC meetings through posters (bilingual)
- Posting upcoming events on marque/ Main Office
- Meetings are advertised and notices are sent home inviting parents
- Monthly school-wide parent meetings as well as ELAC and SSC
- Parent training opportunities are advertised in class by teachers and notices sent home
- PTA meetings offer a platform for presenting achievement programs and school activities
- Edulink used to communicate via phone messages for events, meetings, and parent training

**Process for communicating individual student achievement:**

Parents will receive notification of their child's achievement through participation in several recognition ceremonies. Student district and state achievement reports will be shared with parents during monthly meetings. Parents will participate in training on how to read and use the valuable information on these reports to acknowledge their child's achievement, or improve their child's progress toward meeting Common Core State Standards.

- Parent/teacher meetings
- Progress Reports
- Report Cards and Parent Conferences
- Academic Improvement Plans (AIPs)
- IEP's
- SST's
- CELDT Parent Notification Letters
- Benchmark Student Assessment Reports
- Teacher phone calls, notices, and home visits
- Student Achievement Assemblies

**Parents participate in decision making process:**

Pío Pico will hold scheduled elections and will encourage all parents to participate in decision making committees such as SSC, ELAC, DELAC, and PTA. Parents will receive training and information regarding each committee, and each member's role in these committees. These Committees will provide input regarding school programs and activities that support the school action plan's instructional focus and increase student achievement. The following committees reflect the many opportunities parents have to become involved in their child's education:

- SSC
- ELAC
- DELAC
- Parent monthly meetings
- EIP's
- SST's
- Parent/Teacher conferences

**School forges links to the community:**

Pío Pico will work with community partners to support parent activities such as our annual Parent Recognition Event. This event recognizes the generous efforts of parent volunteers and committee members that includes SSC, ELAC, DELAC, and PTA. It serves as a motivational tool to increase parent participation in these committees.

- Site parent meetings and training (40 Developmental Assets)
- District level parent conferences and training
- Boys & Girls Clubs
- School Partners
- Conexiones Grant
- Think Together After School & Summer Enrichment Programs

**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Students not performing at the proficient level will be offered additional learning opportunities. Students performing at the Far Below Basic, Below Basic, and Basic level will be offered intervention support.	<b>Title I</b>	\$13,000.00
Categorical funding will support access to technology. Under the direction of the site administrator, the computer lab assistant will assist teachers in providing electronic learning resources to students in order to reinforce concepts in the areas of reading and math. The Lab assistant will be responsible for the maintenance of the equipment in the computer lab and will oversee the proper use of the equipment.	<b>Title I</b>	\$20,000
Instructional Materials & Classroom Libraries	<b>Title I</b>	\$14,618
Staff Development Conferences	<b>Title I</b>	\$1,500
Teachers will meet with principal and TOSA to review CSTs and set goals for the students at the beginning of the year. This data analysis process will be repeated three more times throughout the school-year.	<b>Title I</b>	\$5,000.00
The SST Team will support at risk students by determining along with COST the next steps to be taken.	<b>Title I</b>	\$4,500.00
Activity Supervisors to support parent involvement	<b>Title I</b>	\$4,500.00
Food for Parent Involvement and schoolwide Programs	<b>Title I</b>	n/a
Printing Cost- District Print Shop & office supplies	<b>Title I</b>	\$1,000.00
Professional Development/Travel/assessments return mileage	<b>Title I</b>	\$300.00
Office Supplies for Parent Involvement and Schoolwide projects	<b>Title I</b>	\$1,000.00
Communications for Parent Involvement/Schoolwide Projects	<b>Title I</b>	\$1,629.00
Illuminate Licensing for Data Analysis (Illuminate)	<b>n/a</b>	
Mind Institute/ST Math (Schoolwide)	<b>n/a</b>	
<b>Total Funding</b>	<b>Title I</b>	<b>\$75,734</b>

# Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: **Pio Pico Elementary School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - We are fully implementing New Common Core State Standards
  - We are involving parents through the transition into the New Common Core State Standards
  - We are utilizing STAR/AR benchmark data to plan interventions/differentiation in reading
  - We are assigning our intervention teacher to focus on first grade
  - Providing summer kindergarten readiness program for incoming kindergarten students (40 hours)
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - More rigor within the instructional program
  - More depth and complexity (i.e. citing evidence/details to support findings) within learning activities
  - Third grade students will be participating in the MyOn Summer Reading Program with tablets
  - Providing summer kindergarten readiness program for incoming kindergarten students (40 hours)
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - More grade level based collaboration with implementation of New Common Core State Standards
  - More grade level based DATA analysis and “next steps” utilizing District Benchmark Extended Response, STAR Benchmark data
  - More student recognition for academic achievement-benchmarks
  - More alignment of instruction to District instructional expectations and assessment
  - More imbedding of technology into instruction
  - Increased use of math manipulatives amongst all grade levels
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Less staff pullout for requested trainings that can be attended during non-instructional time
  - Less demands placed on teachers to allow for optimum focus on instruction
  - Less surface instruction; more rigorous and depth instruction
  - Less individual-based student work, more group-based projects
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Providing Summer Enrichment Program opportunities with six teachers on site
  - Providing Summer Kindergarten Readiness Program for incoming kindergarten students (40 hours)
  - Third grade students will be participating in the MyOn Summer Reading Program with tablets
  - Beginning of Parent Academy with trimester focus for parent training throughout the year

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Remington Elementary School**

**Superintendent**

Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Remington Elementary School  
Vision Statement**

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The administration, parents, and staff of Remington Elementary School are committed to promoting academic excellence and developing lifelong learners through the implementation of research and standards-based curriculum, provided by highly qualified professionals, with parents as active participants, in a cooperative and supportive learning environment that promotes safety, teamwork, achievement, and respect.

**Remington Elementary School  
Mission Statement**

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The Remington Elementary staff and the community believe that all students should have a sense of purpose that will lead them to achieve success by attaining goals that will provide them an opportunity to work toward their maximum potential and ensure all students are college and career-ready.

The goal of the Remington staff is to offer all students access to a school climate that has a high quality, rigorous, research and standards-based curriculum to help all students meet the California Common Core State Standards (CCSS) by promoting critical thinking skills and accelerating academic progress in all areas. We believe in incorporating the valuable resources available from parents and the community to foster each person's unique talents and abilities. Our purpose is to provide a safe and positive environment that promotes high academic achievement and supports all students in reaching academic and career goals.

## Student Achievement Goals

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

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At Remington Elementary School, staff, parents, and community members will work together to continuously improve student performance and achievement so that all Remington students achieve academically at their highest potential and develop a personal responsibility for their education. Remington will provide the skills, based on District, State, and National Standards, which are required for students to be college and career-ready. Teacher accountability and transparency are a positive part of the school culture, in which teachers share data results and effective instructional strategies. All stakeholders' input is an integral part of the decision-making process to increase student achievement, which is aligned to the District LCAP's goals as follows:

#### LCAP Section I - Student Learning Outcomes

***All students need the knowledge, skills, and values to become productive citizens in the 21st Century.***

In alignment with this goal, Remington will promote school-wide student achievement goals as identified below:

- 10% growth from baseline in the number of students scoring within the “core support” range in grade 1 and grade 2 at the midyear benchmark level on DIBELS *Next* universal screening, with an expected 10% growth each year thereafter.
- A minimum of 49% of 3
- rd grade students will score within the “core support” range on DIBELS *Next* with an expected 10% growth each year thereafter.
- A minimum of 75% kindergarten and TK students will score within the “core support” range on the midyear and end-of-year DIBELS *Next* with expected 5% growth each year thereafter.
- Measures of Academic Progress (MAP) baseline data in English Language Arts will be collected for all students in grades 3-5.
- 75% of students will score proficient or advanced on the 3
- rd trimester writing proficiency assessment.
- Measures of Academic Progress (MAP) baseline data in Mathematics will be collected for all students in grades K-5 with an expected growth of 10% each year thereafter.
- 55% of English Learners who have attended SAUSD consistently will be reclassified within 5 years of entering the program, with an expected 5% growth each year thereafter.

#### LCAP Section II - Engagement

***Our students need equitable access to a high quality curricular and instructional program that is accessible from school and home.***

In alignment with this goal, Remington will ensure all students have equitable access to a high quality curricular and instructional program as identified below:

- All classrooms have access to wireless and wired internet service.
- All students have routine access to technology in the classroom and computer labs in the form of desktop computers and laptop computers.
- Remington will gather baseline data to establish the percentage of students participating in extracurricular activities, such as Think Together, to promote participation in programs available to students during the school year and summer.
- All staff will have access to professional development in order to enhance English Language Development instruction, Common Core curriculum implementation, technology integration, and student engagement strategies.

#### LCAP Section III – Conditions of Learning

***Our students and staff need healthy, safe, and secure environments in which to learn.***

In alignment with this goal, Remington will promote a healthy, safe, and secure environment that supports learning as identified below:

- All staff will complete the Self-Assessment Survey through PBIS. Results will be reported, with an expected 10% growth each year thereafter.
- Through PBIS Implementation, 95% of students will be able to state the Remington behavioral expectations (STAR: Safety, Teamwork, Achievement, Respect) and provide at least one example of each rule.
- 76% of students in grade 5 will report feeling safe or very safe at school on the California Healthy Kids Survey (CHKS), with an expected 10% growth each year thereafter.
- Baseline data for office referrals will be collected through SWIS.
- Interventions will be provided to 100% of students as identified through SWIS data as needing Tier I and Tier II supports, such as check-in and out contracts, counseling, structured lunch and recess, and assistance with specific assignments.
- There will be a 10% reduction in the formal suspension rate of students.

#### To accomplish this we will:

- Support and facilitate efficient and effective classroom instruction and grade level collaboration with daily learning goals and clear objectives that meet Common Core State Standards (CCSS) for increased student success. Remington Elementary will implement data-driven planning and decision making for instruction and school programs.



- Remington Elementary will analyze student progress and integrate best practices in the delivery of core and supplemental curriculum. Remington will support the implementation of the Common Core, Response to Intervention (RtI), and ELD level teaming. Remington will monitor student progress through the SST process and provide interventions through the Safety Net teacher, after school tutoring, and the Think Together after school program to ensure all students succeed.
- Remington Elementary will extend learning opportunities for all students through the use of technology. Every classroom will have working computers, projectors, ELMOs and smartboards, in order to maintain school wide cutting-edge educational programs, as well as facilitate teacher access to data, collaboration, and communication with parents and staff. All students will have access to computers in the classroom and/or the computer lab to support English Language Arts, writing, and mathematics. All Remington students will participate in the Mind Institute ST Math Program.
- Administration, TOSA, and classroom teachers will participate in ongoing staff development based on teacher needs and as per district recommendations. Staff development will include training on Common Core implementation, PBIS training, Thinking Maps training, RtI meetings and trainings on intervention programs, ST Math training, and technology integration. Based on school and teacher needs, staff will attend additional staff development.
- Remington will utilize academic metrics associated with such programs as Illuminate, DIBELS, Measures of Academic Progress (MAP), Accelerated Reader (AR), and ST Math for use in determining student outcomes and promoting purposeful instructional programs for all students.
- Students who are performing below Early Literacy benchmarks as outlined by LCAP Goal I will receive additional academic support through the Safety Net Intervention teacher, who will provide individualized or small group reading intervention instruction, the Think Together After School Program, and the after-school grade-level tutoring program.
- Remington Elementary will work in partnership with parents and the community and maintain open and ongoing communications with parents. Remington will maintain effective Instructional Leadership Team (ILT), English Language Advisory Committee (ELAC), School Site Council (SSC), and grade level teams that support Goals I - III and analyze student achievement data and comprehensive needs assessments.
- Remington will promote a healthy, safe, and secure environment that supports learning with all stakeholders as an integral part or maintaining a safe and welcoming environment.

### Goal IIa: Reading Across the Curriculum

Through the implementation of the District-adopted Open Court Reading Program and school-wide reading interventions, Remington Elementary School will ensure that all students achieve early literacy benchmarks and are proficient readers by the end of third grade:

- 10% growth from baseline in the number of students scoring within the “core support” range in grade 1 and grade 2 at the midyear benchmark level on DIBELS *Next* universal screening, with an expected 10% growth each year thereafter.
- A minimum of 49% of 3
- rd grade students will score within the “core support” range on DIBELS *Next* with an expected 10% growth each year thereafter.
- A minimum of 75% kindergarten and TK students will score within the “core support” range on the midyear and end-of-year DIBELS *Next* with expected 5% growth each year thereafter.
- Measures of Academic Progress (MAP) baseline data in English Language Arts will be collected for all students in grades 3-5.

All students will improve their reading skills levels on the Basic Phonics Skills Test (BPST), Results, and GRI Phonemic Awareness Assessments (Kindergarten), Open Court assessments (grades 1-5), DIBELS assessments (grades 1-3), Renaissance Learning (grades 3-5), Measures of Academic Progress (3-5), and Standards-Based Mini-Assessments (grades 2-5). Students in grades 1-5 will show increased mastery of grade level Language Arts standards on Benchmark assessments given each trimester.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10%
Schoolwide will increase percent proficient on Benchmark ELA by:	10%

**To accomplish this we will:**

- Remington will implement and adhere to the District-adopted Language Arts program, ensuring that the required reading Common Core State Standards are met. Students will effectively utilize a variety of strategies and digital tools to access Common Core units of study. Remington teachers will monitor student performance on an ongoing basis by administering Basic Phonics Skills Test (BPST), Results, and Phonemic Awareness Assessments (Kindergarten), Open Court assessments (grades 1-5), DIBELS assessments (grades 1-3), Renaissance Learning (grades 3-5), Standards Based Mini Assessments (grades 2-5), district-adapted Open Court writing assessments (K-5), and the Santa Ana Unified School District Language Arts Benchmark Assessments (grades 1-5) to measure students' instructional and individual reading levels, plan classroom instruction, individualize instruction according to student needs, and provide intervention and remediation support.
- Remington will provide extended learning opportunities according to student needs. Students performing below proficiency will secure additional academic support during the school day through Rtl, district approved intervention programs, and the Safety Net intervention team. Students who are performing below proficiency will receive additional support in the after-school grade-level tutorial program and the Think Together after school program.
- Remington Elementary will provide school-wide enhanced challenge-based active learning opportunities for all students that utilize digital resources. Every classroom will have working computers, projectors, ELMOs and smartboards, in order to maintain school wide cutting-edge educational programs, as well as facilitate teacher access to data, collaboration, and communication with parents and staff. All students will have access to computers in the classroom and/or the computer lab to support English Language Arts.
- Administration, TOSA, and classroom teachers will participate in ongoing staff development based on teacher needs and as per district recommendations. Staff development will include training on the Common Core (Collaborative Academic Conversations, Common Core unit implementation, Text Complexity, Performance Assessments, etc.), Thinking Maps training, Rtl meetings and trainings on intervention programs, and technology integration. Based on school and teacher needs, staff will attend additional staff development and technology training.
- Encourage parent involvement in the school and in the academic success of their children through various parent education classes that will strengthen their ability to support their children academically. Parents will be invited and encouraged to attend monthly parent meetings and school site and district sponsored parent meetings and workshops, parent conferences, and SST meetings.

**Goal IIb: Writing Across the Curriculum**

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Through the implementation of the District-adopted Open Court Writing Program and school-wide writing interventions, Remington Elementary School will ensure that all students work towards reaching, at a minimum, proficiency in grade level standards.

- Measures of Academic Progress (MAP) baseline data in English Language Arts will be collected for all students in grades 3-5.
- 75% of students will score proficient or advanced on the 3
- rd trimester writing proficiency assessment.

All students will improve their writing skills levels on the district-adapted Open Court writing assessments.

**To accomplish this we will:**

- Remington will implement and adhere to the District-adopted Language Arts program, ensuring that the required writing Common Core State Standards are met. Remington teachers and staff will analyze and monitor student performance on an ongoing basis by administering the SAUSD writing assessments. Students will effectively utilize a variety of strategies and digital tools to access Common Core units of study that support a higher rigor and writing opportunities for all students. Teachers and staff will analyze writing assessments, trimester district writing proficiency, and other classroom writing projects to measure students' writing progress and implement instructional strategies and interventions that will support and increase student writing levels.

- Remington will provide extended learning opportunities according to student needs. Students performing below proficiency will secure additional academic support during the school day through RtI, district approved intervention programs and the Safety Net intervention team. Students who are performing below proficiency will receive additional support in the after-school grade-level tutorial program and the Think Together after school program.
- Remington Elementary will provide school-wide enhanced challenge-based active learning opportunities for all students that utilize digital resources and technology. Every classroom will have working computers, projectors, ELMOs and smartboards, in order to maintain school wide cutting-edge educational programs, as well as facilitate teacher access to data, collaboration, and communication with parents and staff. All students will have access to computers in the classroom and/or the computer lab to support English Language Arts and writing standards.
- Administration, TOSA, and classroom teachers will participate in ongoing staff development based on teacher needs and as per district recommendations. Staff development will provide opportunities for teachers to engage in their own professional development, including training in the use of social media, digital devices, and online tools and resources that enhance student learning. Staff development will also include Common Core training (Collaborative Academic Conversations, Common Core unit implementation, Text Complexity, Performance Assessments, etc.), Thinking Maps training, RtI meetings and trainings on intervention programs, and technology integration. Based on school and teacher needs, staff will attend additional staff development.
- Remington will encourage parent involvement in the school and in the academic success of their children through various parent education classes that will strengthen their ability to support their children academically. Parents will be invited and encouraged to attend monthly parent meetings and school site and district sponsored parent meetings and workshops, SSC meetings, ELAC meetings, parent conferences, and SST meetings. Parents will receive information about the reading instructional program, reports on their student's progress, available interventions, and existing resources within the school and the community.

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

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Through the full implementation of school-wide English Language Development groups and Systematic ELD instruction, Remington Elementary will ensure that all English Learners are reclassified within 5 years of entering the SAUSD program.

- 55% of English Learners who have attended SAUSD consistently will be reclassified within 5 years of entering the program, with an expected 5% growth each year thereafter.
- 10% more students will increase a CELDT level, with a 10% increase each year thereafter.
- 10% more students will meet CELDT proficiency requirements, with a 10% increase each year thereafter.

#### **To accomplish this we will:**

- Remington School will implement the District's Systematic English Language Development plan and provide effective strategies and digital tools for English Learners to effectively access CCSS units of study. Teachers and staff will monitor students' English Language Development (ELD) performance in the California English Language Development Test (CELDT) assessment, the Developmental English Proficiency Test (ADEPT) assessment, and on an ongoing basis through the Carousel of Ideas lesson assessments. Teachers will group students according to ELD levels to provide differentiated ELD instruction. Teachers will measure students' ELD progress and implement instructional strategies and interventions that will support and increase student ELD levels, including: SDAIE, Focused Approach, the OCR English Learner Support Guide, and Carousel of Ideas.
- Remington will provide extended learning opportunities according to student needs. English Learners performing below proficiency will secure additional academic support during the school day through RtI, district approved intervention programs, and the Safety Net intervention team. Students who are performing below proficiency will receive additional support in the after-school grade-level tutorial program and the Think Together after school program.

- Remington Elementary will provide school-wide enhanced challenge-based active learning opportunities for all students that utilize digital resources and technology. Technology will support English Learners in acquiring English proficiency through individualized instruction, access to visuals, and increasing student motivation. Teachers will utilize technology resources to provide visual comprehensible input and make new concepts in English accessible to English Learners. Every classroom will have working computers, projectors, ELMOs and smartboards, in order to maintain school wide cutting-edge educational programs, as well as facilitate teacher access to data, collaboration, and communication with parents and staff. Teachers and students will utilize computers equipped with internet access in the classroom and implement programs that support and facilitate English Language Acquisition.
- Administration, TOSA, and classroom teachers will participate in ongoing staff development based on teacher needs and as per district recommendations. Staff development will provide opportunities for teachers to engage in their own professional development, including training in the use of social media, digital devices, and online tools and resources that enhance student learning. Staff development will include Common Core training (Collaborative Academic Conversations, Common Core unit implementation, Text Complexity, Performance Assessments, etc.), Thinking Maps training, RtI meetings and trainings on intervention programs, and technology training. Based on school and teacher needs, staff will attend additional staff development.
- Remington will encourage parent involvement in the school and in the academic success of their children through various parent education classes that will strengthen their ability to support their children academically. Parents will receive information about English Learner program placement, student progress, reclassification criteria, and available resources within the school and the community. Parents will be invited and encouraged to attend monthly parent meetings and school site and district sponsored parent meetings and workshops, SSC meetings, ELAC meetings, parent conferences, and SST meetings.

**Goal IId: Mathematics**

Through the implementation of the District-adopted Houghton Mifflin California Mathematics program and school-wide mathematics interventions, Remington Elementary School will ensure that all students work towards reaching, at a minimum, proficiency in grade level standards.

- Measures of Academic Progress (MAP) baseline data in Mathematics will be collected for all students in grades K-5 with an expected growth of 10% each year thereafter.
- Students will show increased mastery of grade level math standards on Benchmark assessments given each trimester.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10%

**To accomplish this we will:**

- Remington Elementary will analyze student progress and integrate best practices in the delivery of the Common Core and supplemental curriculum. Remington teachers and staff will monitor student performance on an ongoing basis by administering the Houghton Mifflin California Mathematics assessments as required by the program. Teachers and staff will analyze these test results, Mathematics Benchmark Assessment reports and performance assessment data to plan classroom instruction, individualize instruction according to student needs, and provide intervention and remediation support. Teachers will support self-directed and group-based learning designed around each student's goals and academic need through the use of personalized learning and adaptive learning tools.
- Remington will provide extended learning opportunities according to student needs. Students performing below proficiency will secure additional academic support during the school day during math intervention time, the Mind Institute ST math program and the Safety Net intervention teacher. Students who are performing below proficiency will receive additional support in after-school grade-level tutorial program and the Think Together after school program.

- Remington Elementary will provide school-wide enhanced challenge-based active learning opportunities for all students that utilize digital resources and technology. Every classroom will have working computers, projectors, ELMOs and smartboards, in order to maintain school wide cutting-edge educational programs, as well as facilitate teacher access to data, collaboration, and communication with parents and staff. All students will have access to computers in the classroom and/or the computer lab to support the mathematics standards. All Remington students will participate in the Mind Institute ST Math Program.
- Administration, TOSA, and classroom teachers will participate in ongoing staff development based on teacher needs and per district recommendation. Staff development will provide opportunities for teachers to engage in their own professional development, including training in the use of social media, digital devices, and online tools and resources that enhance student learning. Staff development in math will include implementation of Common Core standards units, ST Math training, and technology integration. Based on school and teacher needs, staff will attend additional staff development.
- Remington will encourage parent involvement in the school and in the academic success of their children through various parent education classes that will strengthen their ability to support their children academically. Parents will be invited and encouraged to attend monthly parent meetings and school site and district sponsored parent meetings and workshops, SSC meetings, ELAC meetings, parent conferences, and SST meetings. Parents will receive information about the mathematics instructional program, reports on their student's progress, available interventions, and existing resources within the school and the community.

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

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Remington Elementary will actively seek the participation and involvement of parents and the community to be partners with the school in the positive and productive cognitive, social and emotional development of all our students.

Remington Elementary will engage parents as full, accountable partners in the support of their children's education and in school decision making.

Remington Elementary will have a high rate of parent participation in school events and activities.

#### **To accomplish this we will:**

- Set clear expectations for students and family responsibilities to ensure academic success in English Language Arts. Parents will be kept informed of their child's progress in English Language Arts through progress reports, report cards, SST meetings, and conferences. Teachers will set clear expectations and objectives and continuously communicate with parents on children's progress. Teachers will provide parents with strategies, materials, and resources to help their children in reading.
- Set clear expectations for students and family responsibilities to ensure academic success in Mathematics. Parents will be kept informed of their child's progress in mathematics through progress reports, report cards, SST meetings, and conferences. Teachers will set clear expectations and objectives and continuously communicate with parents on children's progress. Teachers will provide parents with strategies, materials, and resources to help their children in mathematics.
- Remington will encourage parent involvement in the school and in the academic success of their children through various parent education classes that will strengthen their ability to support their children academically. Parents will be invited and encouraged to attend monthly parent meetings and school site and district sponsored parent meetings and workshops. Monthly bilingual parent meetings will include presentations of strategies that are being used during the school day to work with their children at home.
- Parents of an underperforming student will work together with the teacher and staff to create a mutually agreed upon intervention program, including an Academic Improvement Plan and/or a Student Success Team Plans.
- The library media technician and the computer technician will accommodate parents who wish to check out books and/or use the computers to access online tools and resources that enhance their child's learning.
- Remington will foster open communication and maintain parents and the community informed of school activities, educational practices, finances, and school needs. Remington Elementary will provide resources and services to the school community and promote parent leadership and participation. Parents will be invited and encouraged to attend monthly parent meetings, SSC meetings, ELAC meetings, and district DAC, DELAC, and Superintendent's Cabinet meetings.

- As funds allow and as approved by SSC, parents will be invited to participate in family classes where they will learn how they can be involved in their child's education. Family classes will focus on strategies to improve student learning and increase student achievement. An example of a program conducted at Remington is *Padres Unidos School Readiness and Parenting*, a program to educate parents about childrearing skills, provide a guided path to support students from home, teach how to identify the earlier signs of dangerous behaviors, model and provide information of socio-emotional growth and how to nurture it, foster parent and school support, increase parent resilience, and increase parent involvement.

Parents will be invited and encouraged to attend trimester awards assemblies.

- Parents will be updated on their child's progress through progress reports, report cards and parent conferences, CELDT results, individual district Benchmark results, and SST meetings

Monthly parent meetings will include parent information on how to help students be successful in school.

Childcare will be provided for parent meetings and workshops approved by SSC. Food snacks might also be provided.

A bilingual monthly parent newsletter will be sent home to inform parents of school activities and other school news.

Remington will organize parent meetings to inform and instruct parents on data analysis and applications to help parents understand student performance and how to support their children.

### Funding

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
Safety Net/Professional Development (Salary + Benefits)	TITLE I	\$15,000.00
Instructional Materials	TITLE I	\$10,000.00
Non-Cap Equipment (technology)	TITLE I	\$12,108.00
Parent Involvement (set-aside)	TITLE I	\$816.00
	<b>TOTAL</b>	<b>\$37,924.00</b>

# Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: **Remington Elementary School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - We are fully implementing New Common Core State Standards
  - We are involving parents through the transition into the New Common Core State Standards
  - Technology: Implemented AR to increase Language Arts instruction
  - We are utilizing STAR AR benchmark data to plan interventions/differentiation in reading
  - We are assigning our intervention teacher to focus on first and second grade only
  - Providing summer kindergarten readiness program for incoming kindergarten students (40 hours)
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - More rigor within the instructional program utilizing Common Core Units of Study in Language Arts and Math.
  - More depth and complexity (i.e. citing evidence/details to support findings) within learning activities
  - Providing summer kindergarten readiness program for incoming kindergarten students (40 hours)
  - PBIS Year 1 Implementation
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - More grade level based collaboration with implementation of New Common Core State Standards
  - More grade level based DATA analysis and “next steps” utilizing District Benchmark Extended Response, STAR Benchmark data
  - More alignment of instruction to District instructional expectations and assessment
  - More imbedding of technology into instruction
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Less surface instruction; more rigorous and depth instruction
  - Less individual-based student work, more group-based projects
  - Data: One less DIBELS and ADEPT assessments to allow for additional instructional time
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Providing Summer Kindergarten Readiness Program for incoming kindergarten students (40 hours)
  - Providing parent training throughout the year with focus on Common Core
  - Using family projects to further academic achievement

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Romero-Cruz Elementary School**

**Superintendent**

Richard L. Miller, Ph.D

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member



**Romero-Cruz Elementary School  
Vision Statement**

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Romero-Cruz Elementary school is a welcoming and committed learning environment where each student is motivated, enthusiastic about learning, and prepared to meet grade level standards. Teachers will work collaboratively and be provided with the necessary resources to achieve the highest learning goals in a clean and safe learning environment. Competent and caring staff welcome parent involvement. There will be a mutual trust and respect between the district, the community, and the school where input will be valued as an integral part of decision making.

**Romero-Cruz Elementary School  
Mission Statement**

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The mission of Romero-Cruz Elementary School is to align our purposeful actions with our vision above. We will strive to ensure that each student masters the state standards for their grade level. Together we will create a safe environment, which fosters the development of responsible, caring students, critical thinkers, and lifelong learners in pursuit of personal excellence, adapting to the challenges of the future.

## Student Achievement Goals

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

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#### School Goals:

1.100% of the school staff will consistently demonstrate enthusiastic support of the school's vision of meeting or surpassing our proficiency level in district benchmarks in 2013-2014, by fostering a committed learning environment where each student is motivated, enthusiastic about learning, and prepared to meet grade level standards.

2.100% of Parents will collaborate closely with the teaching staff and administration on supporting their children's education during the 2013-2014 school year, especially in pursuit of reading excellence.

#### To accomplish this we will:

- To achieve benchmarks targets in Language Arts and Mathematics, Romero-Cruz will continue to implement and refine strategic schooling strategies. Student data, collected through Illuminate, will drive instruction and we will continuously monitor students and collaborate to ensure we focus on potential academic strengths and weaknesses as well as exceptional behaviors.
- Staff and students will be offered extended learning opportunities to increase student achievement.
- Students will have access to technology in the classroom and in the computer lab in order to support student achievement.
- Schoolwide Staff Development and Collaboration will be utilized in order to increase student achievement and help foster a community of support committed to providing students and teachers with a motivating and enthusiastic learning environment.

### Goal IIa: Reading Across the Curriculum

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#### School Goal:

Through the implementation of the District adopted Open Court reading program, roll out of Common Core, and school-wide reading interventions, Romero-Cruz Elementary School will strive to have all students work toward reaching proficient or higher in grade level reading standards. By May 2014, the number of non proficient students will decrease by a minimum of 10% on the districts benchmarks. The school will strive to continue meeting the target goal requirement.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	5.19
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	5.18
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	6.40
Schoolwide will increase percent proficient on Benchmark ELA by:	5.19

#### To accomplish this we will:

- Full fidelity to the Open Court Reading program will be ensured for regular education students and to the Language! Program for identified students with special needs.
- Extend Learning Opportunities will be offered in the area of Language Arts to support student learning and assist students in reaching proficiency.
- Increased access to technology will enable students and teachers the opportunity to increase student achievement through current research based programs
- Staff will be provided the opportunity for staff development and collaboration in order to develop strategies that will enable students to meet proficiency in Language Arts.
- Parent and Community Involvement opportunities will be offered in order to foster a caring environment conducive to student learning.
- Teachers will implement Common Core Units of Study provided by the district. Teachers will begin to create these units for future learning.

## Goal IIb: Writing Across the Curriculum

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**School Goal:** A minimum of 70% of students in each grade level will score proficient or advanced in the District writing assessment. Students who do not make grade level growth will demonstrate a minimum increase of one level.

### To accomplish this we will:

- The district adopted Open Court writing program will be utilized to align instruction, strategies and materials with content standards. The writing program will also be enhanced through the use of the Write from the Beginning program as well as other standards based writing strategies.
- Extended Learning opportunities will be made available to students through additional workshop time.
- Students will have increased access to technology to enhance their writing strategies.
- Staff Development and Professional Collaboration will be provided as needed in order to develop an environment of teamwork and dedication to student learning and to keep staff abreast of current strategies designed to increase student achievement.

## Goal IIc: English Language Development

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### School Goal:

In 2013-2014 students will increase by a minimum of one ELD performance level on the CELDT Exam and ADEPT assessment. Teachers will focus on the key grammatical and syntactical elements in reading and writing that will ensure students will move up one ELD level, thus ensuring growth in their awareness of the impact that purposeful ELD has upon academic growth in English Language Arts.

Increased focus in ELD will take place in these identified weak areas:

- Proper usage of the prepositions and other common parts of speech
- Correct syntax, especially in phrasing questions
- Common expressions, colloquialisms and euphemisms
- The use of auxiliary verbs in sentences
- Double negatives
- Indefinite articles (“a” versus “an”)
- Irregular verbs
- Future, conditional/subjunctive and past tenses
- Possessive case and contractions

### To accomplish this we will:

- Align Instruction, strategies, and materials with state standards through the use of district adopted assessments, materials and intervention strategies.
- Extended learning opportunities for ELD will be offered during workshop, ELD blocks and after school.
- Increase access to technology to enhance ELD instruction will be offered to enhance Language Development through research based technology programs.
- Provide time for staff development and professional collaboration in ELD to analyze data and design strategies to increase language development.
- Provide English Language Arts Computer Classes to students who scored Intermediate on CELDT.

## Goal IId: Mathematics

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**School Goal:** By May 2014, 80% of students will meet or exceed grade level proficiency on the District Benchmarks tests. We will also strive to ensure that we continue to meet state and federal requirements in mathematics by raising 10% or more of the students from each of the lowest three performance bands into the next highest performance band.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	3.29
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	3.27
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	4.8
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	3.31

**To accomplish this we will:**

- Alignment of instruction, strategies and materials with content standards will occur through the use of the district adopted Houghton Mifflin curriculum and intervention programs and strategies. Parents and students will be informed of progress and achievement on a regular basis.
- Extended Learning Opportunities in mathematics will be offered in a small group setting, after school and at home.
- Increased Access to Technology will be offered at school as well as at home using research based programs.
- Staff development will be provided on an as needed basis. Staff will also utilize professional collaboration to enhance student achievement.

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

**School Goal:** Throughout the 2013-2014 school year, Romero-Cruz Elementary will encourage and seek the involvement and contribution of 100% of our parents - and the community - to be partners with the school in an effort to develop opportunities that will assist students in achieving the content and performance standards. Parent's home language will be used for school communications to every extent possible. A PTO will be formed and multiple service projects and educational supports will become the fruits of this collaboration.

**To accomplish this we will:**

- Monthly parent meetings will focus on how to increase student achievement. Teachers will inform parents of student expectations and academic progress through various avenues of communication.
- Parents will be involved in helping their children to improve in Mathematics through homework assistance, attendance at parent conferences and utilizing the technology based home school connection computer programs.
- Parents will assist in improving their child's progress toward promotion and graduation by being actively involved in their child's education. Parents will attend monthly meetings, report card conferences and parent classes.
- Parents will have the opportunity to participate in various ways to strengthen school, family and community.
- Parent classes will be provided to strengthen families and provide foundational skills.

**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Teachers will collaborate with students, parents, peers, and administration to	Title I	\$2,305
Increase parent involvement.	Title I	\$662
Translation Services	Title I	\$417
Childcare for parental involvement	Title I	\$606
Printshop	Title I	\$1000
Instructional Supplies	Title I	\$25,301
Catering for staff and parent development		\$500
	<b>Total</b>	<b>\$30,791</b>

# Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: **Romero Cruz Elementary School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Focus on Common Core Standards/Units of Study throughout grade levels
  - Closely monitoring lesson plans and pace
  - Holding teachers accountable through progressive discipline process
  - Weekly monitoring of ST Mathematics. Monthly incentives to promote achievement
  - Monthly monitoring of classroom writing
  - Monthly awards and incentives vs. trimester awards and incentives
  - Focused on best first instruction; reduced to 1 intervention teacher
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Imagine Learning Pilot for English Learners stuck at Beginning and Early Intermediate levels
  - ASCD/CUE Conference to bring innovative ideas to our campus
  - Two month vision process to refocus on student outcomes and best practices
  - Increased classroom technology – 3:1 device to student ration in Kindergarten, 1<sup>st</sup> Grade, 4<sup>th</sup> Grade, and 5<sup>th</sup> Grade
  - SmartBoards in Kindergarten, 4<sup>th</sup> Grade and 5<sup>th</sup> Grade
  - 4<sup>th</sup> Grade Extensive Math Training
  - Inclusion Special Education Model in 2<sup>nd</sup> and 3<sup>rd</sup> Grade
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Monthly incentive programs
  - Careful monitoring of classroom and intervention data
  - Utilizing instructional assistants to assist in am/pm intervention programs
  - All Kindergarten classrooms are using Awards Reading through the use of IPADs
  - Additional parent trainings and surveys
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Less discipline due to Playworks and consistent classroom progressive discipline plans
  - Less wasted time, focus on bell -o bell teaching
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Playworks- maximizes instructional time through learned problem solving techniques and physical education
  - Meet the Masters is provided three times/year to expose students to famous artists and bridge the gap between visual arts and literacy
  - Grade level performances to encourage communication skills

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Roosevelt Elementary School**

**Superintendent**

Richard L. Miller, Ph.D

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Roosevelt Elementary School  
Vision Statement**

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At Roosevelt our vision is to provide an environment where our students will recognize their full potential. They will understand that at school we respect and care for everyone and everything around us. Students will see that learning and achievement is supported and celebrated by Roosevelt staff, their peers, parents, and their community.

**Roosevelt Elementary School  
Mission Statement**

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The mission of Roosevelt Elementary is to provide and promote high academics for all students. We encourage our children to make connections between new learning and prior knowledge. We believe that students should know what standards are expected of them and achieve them. Children thrive when expectations are high. Children learn best when they are in a clean, safe and caring environment. At Roosevelt we make connections with our parents, families, and community. We support our children learning life and social skills as well as academics. Roosevelt provides opportunities for our students to become successful, productive, contributing members of society.

## Student Achievement Goals

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

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Students will improve their performance and meet or exceed state and local standards in:

- English Language Arts, emphasizing fluency in reading and writing
- Mathematics, emphasizing computation of basic facts, measurement, and geometry
- English Language Development, emphasizing annual progress of one level each year

Students will also demonstrate the values necessary to become productive citizens in the 21st century (District Goal):

- as taught and reinforced through PBIS strategies.
- as practiced by students grades 1- 5 setting goals for their personal achievement/growth.

#### To accomplish this we will:

Share a vision that focuses on student improvement involving instruction, strategies and best use of materials with content standards.

- 100% of certificated classroom teachers have certification declaring them, "highly qualified".
- Roosevelt will align resources to support development/implementation of best practices
- Review and evaluate available data.
- Roosevelt works together as a team to improve student achievement.

Promote extended learning opportunities for students, parents and community.

- There are several school programs during school hours and after school programs that assist our students with extended learning opportunities.
- There are several programs in place for extended learning opportunities for both parents and the Roosevelt community.

Provide increased access to technology for students in all grades to improve academic success.

- Provide support for a comprehensive system for technology at Roosevelt in various locations of the school.
- Provide support to teachers and students to integrate technology into the curriculum that aligns with Common Core State Standards.
- Provide software that promotes improvement in academic achievement in all grade levels and programs.
- Encourage and support student access to technology afterschool.
- Promote professional development to Roosevelt's staff.
- Purchase additional technology to enable us to maintain computer labs and to purchase additional iPads/printers/computers/laptops/document readers/projectors as needed.
- Purchase technology accessories (cables, mouse, mouse pads, bulbs, headphones, etc.) as needed.
- Provide meaningful staff development and professional collaboration for staff members.
- Roosevelt meets weekly for staff meetings and collaboration meetings.

Illuminate provides the tools needed to analyze state and local assessment data, teacher created tests, and demographic information together in one location. Illuminate tools allow 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.

### Goal IIa: Reading Across the Curriculum

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**School Goal:** Roosevelt will show a 10% increase in students scoring proficient or advanced by June 2015, as confirmed by the ELA District Benchmark results. Roosevelt students will be proficient readers by the end of third grade based on district assessments. (District Early Literacy Goal)

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	
Schoolwide will increase percent proficient on Benchmark ELA by:	



**To accomplish this we will:**

Teachers will be provided SBE adopted core materials in reading/language arts including strategic interventions that will be in use daily in every classroom and for every student.

Classrooms will implement the policy of uninterrupted instruction times for Language Arts instruction depending on the grade level of students. Administration will monitor implementation of instructional time including additional time for the intervention programs. With support from teachers, students will read a variety of materials: classic and contemporary literature, informational text, and on-line information with a focus on reading comprehension, fluency, and vocabulary development.

- Teachers will provide instruction and daily interventions with SBE adopted core materials for every student.
- Teachers will implement the Common Core State Standards.
- A schoolwide block of uninterrupted reading/language arts time will be given priority and protection from interruptions.
- Teachers will build into their lesson plans daily strategic interventions. These interventions will be implemented during scheduled student workshop time. Target students will be chosen.
- Teachers will meet monthly to discuss and develop best practices to be utilized when teaching reading across the curriculum.
- K-5 curriculum maps for Open Court instruction will be implemented by classroom teachers and monitored by best practices.
- Roosevelt's TOSA will work with individual teachers and grade level teams.

Teachers and Support Staff will use SBE-adopted reading/language arts interventions daily for identified students. Teachers will provide additional time for reading/language arts workshop and/or intervention reading programs.

- Classroom teachers and our RSP teachers along with an instructional aide and deployment team will be using the SIPPs and Open Court intervention materials on a daily basis for student interventions. The classroom teacher will identify below grade level students to receive small group remediation.
- Teachers will structure their daily schedules to ensure that additional intervention time is provided for students in language arts.
- School and classroom bulletin boards will reflect student work that is at grade level and aligned to Common Core State Standards.
- The school's library and classroom libraries will contain leveled readers and allow access to challenging reading materials
- Students achieving proficiency will receive award medals during a school assembly.

Roosevelt will increase access to technology:

- Classroom computers, iPads together with the computer labs will provide students opportunities to use technology to access programs that supplement the core curriculum. Training, and schoolwide use of the computerized Accelerated Reader Program will be used to monitor and assess reading growth by students through individual student reports, classroom teacher reports, and grade level reports. Teachers will be able to access the Accelerated Reader Program through the computer labs and classroom computers.
- Introduction and ongoing Accelerated Reader student participation.
- Ongoing Illuminate training for teachers.
- Data analysis training
- Computer programs for Early Interventions
- Differentiated instruction through technology.
- Reading and Writing in the content areas through technology.
- Content presented through technology.

Staff members will participate in site-driven staff development and district supported staff development. Wednesdays are devoted to collaboration, staff, or grade level meetings. During these meetings, staff will learn new strategies, analyze data, and learn new best teaching practices to implement in their classrooms.

- Ongoing Common Core Standards training.
- Ongoing Accelerated Reader training for staff.
- Ongoing Aeries Report Card training for teachers.
- Ongoing Illuminate/ Analysis training for teachers.
- Early Reading Interventions training
- Differentiated instruction training
- Classroom Management
- Inservices
- Content standards
- Instruction
- Reading in the content areas training.

## Goal IIb: Writing Across the Curriculum

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Roosevelt will show a 10% increase in students scoring proficient or advanced by June 2014, as confirmed by the District Writing Proficiency exams.

### To accomplish this we will:

Align instruction, strategies and materials with content standards that maximize the pacing and delivery of grade level standards. By using district guidelines, all students are guaranteed exposure to the grade level expectancies.

- TOSA will work with individual teachers and grade level teams.
- Instruction using the Common Core Standards.
- Teachers will meet monthly to discuss and develop best practices to be utilized when teaching writing across the curriculum.
- Analysis of student work samples.
- Grade levels will use “student friendly” rubrics.
- All grade levels will post Proof-Reading Editing Checklist.
- Usage of Thinking Maps, Carousel of Idea Kit, and supplemental research based materials.
- K-5 curriculum maps for Open Court instruction.
- School and classroom bulletin boards will reflect student work that is at grade level and aligned to standards.
- Think Together after school tutoring
- Writing Assistance provided through a Deployment Team

Extend learning opportunities to provide help to students developing their emerging writing skills.

- Exemplary models available for all students.
- After School Tutoring by classroom teachers
- Think Together After school tutoring
- Writing Assistance provided through a Deployment Team
- After School District tutoring.

Increase access to technology:

- This will allow students to compose, edit, and publish their writings using technology.
- Students are able to access classroom computers, iPads and the computer lab during and after school.

Staff members will participate in site-driven staff development and district supported staff development that focuses on writing quality objectives, using thinking maps, and lessons that incorporate the writing process.

- Thinking Maps training
- Focused Approach strategies for EL students
- Grade Level Planning
- Curriculum Planning
- Staff members will participate in site/district driven staff development in writing.

## Goal IIc: English Language Development

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**School Goal:** Roosevelt will show a 10% increase in students scoring proficient or advanced by June 2015, as confirmed by the CELDT and ADEPT results. English learners will be reclassified within 5 years of entering the program at Roosevelt. (District Goal)

### To accomplish this we will:

Alignment of Instruction, Strategies and Materials with Content Standards maximizes the pacing and delivery of grade level standards. By using district guidelines, all students are guaranteed exposure to the grade level expectancies.

- Alignment of Thinking Maps, Systematic ELD, and Carousel of IDEA training
- K - 5 curriculum maps for Open Court, together with the ELD Interventions Guide will be implemented by classroom teachers and monitored by site administration.
- School and classroom bulletin boards will reflect student work that is at grade level appropriate and aligned to Common Core Standards.
- The library and classroom library will contain leveled readers of high interest.
- Thirty minutes of ELD instruction for homogeneous groups to be established and implemented in each grade level.
- Implementation of Carousel of IDEAS.
- Common Core Standards

Extended Learning Opportunities will be provided to help students develop their emerging writing skills.

- Expose students to English Language Development extended learning opportunities that allow for students to acquire the language skills they need to be successful in their education and careers.
- Deployment Team will instruct homogeneous groups to be established and implemented in each grade level.
- The library and classroom library will contain leveled readers: challenging reading materials for high-ability EL readers and high-interest, low ability materials for at risk EL students.
- Think Together after school program
- After school district tutoring.

Roosevelt will increase access to technology:

- Roosevelt's second computer lab will allow additional technology in the classrooms.
- Roosevelt will offer access to different types of technology to increase English learners' speaking, reading and writing skills of the English language.

Staff development for the school community will focus on:

- Common Core State Standards
- Data analysis
- Early Interventions
- Differentiated instruction
- Reading in the content areas
- Classroom Management
- Content standards
- SIPPS workshops
- Staff members can participate in site-driven staff development and district supported staff development.
- Thinking Maps, and Carousel of IDEAS workshops for teaching staff.
- Focused Approach strategies for frontloading vocabulary
- Accelerated Reader ongoing training for all staff

**Goal IId: Mathematics**

**School Goal:** Roosevelt will show a 10% increase in students scoring proficient or advanced by June 2014, as confirmed by the Math District Benchmark results.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	

**To accomplish this we will:**

Align instruction of mathematics by using district and site trained strategies and materials within the content standards.

- Teachers will be provided SBE adopted core materials as well as invention math materials that will be in use daily in every classroom and for every student.
- Teachers will implement the Common Core Standards.
- Teachers will provide additional time for math intervention programs.
- After school district tutoring
- Priority uninterrupted instructional time for adopted math program
- Teachers will provide instruction and daily interventions with SBE adopted core materials for every student
- Teachers will follow the curriculum maps which will be evident through lesson plans and walk throughs
- Teachers will meet monthly to discuss and develop best practices to be utilized when teaching math.

Extend learning opportunities that provide interventions:

- 
- After school district tutoring
- Think Together after school tutoring
- MIND Institute, (Jiji)
- Continue to implement the Mind Institute (Jiji) lab outside of the regular classroom visits.

Increase access to technology:

- Classrooms will have additional of computers, Ipads, laptops, and smart boards.
- Classroom document readers and projectors
- Mathematic software programs aligned to grade level standards
- The school computer lab contains and will maintain computers and varied math software. This software is used for interventions and challenging practices for Roosevelt students.
- Students have access to computer time during school, and after school.

Hold staff development and professional collaboration:

- Evaluate math data and develop plans to help students master the standards presented on district benchmarks.
- Staff Development aligned to grade level standards
- Using assessment to drive instruction
- Best instructional practices

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.

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

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**School Goal:** Roosevelt will increase parent involvement by building upon best practices, student engagement, and ongoing assessments. Parent meetings will include suggestions for regular school attendance, learning at home, how parents can engage their children and clarifying ongoing school assessments.

#### **To accomplish this we will:**

Coordinate efforts between administration, teachers and community members to provide support to Roosevelt parents in assisting their children's reading success.

- Roosevelt will conduct and support family learning activities focused on helping parents support their child's learning.
- Administration and teacher created home learning manipulatives that have been discussed and explained to parents.
- Access to the Starfall reading program at home.
- Parent participation in IEP meetings.
- Parent participation in SST meetings.
- Parent participation at report card conferences.
- Parent participation in the development and monitoring of AIPs
- Parents are invited and incentives are provided to increase participation in monthly school meetings.
- Parenting Classes – Planning for their children's future.

Coordinate efforts between administration, teachers and community members to provide support to Roosevelt parents in assisting their children's mathematical success.

- Roosevelt will conduct and support family learning activities focused on helping parents support their child's learning.
- Administration and teacher created home learning manipulatives that have been discussed and explained to parents.
- Access to the Mind Institute program at home.
- Parent participation in IEP meetings.
- Parent participation in SST meetings.
- Parent participation at report card conferences.
- Parents participation in the development and monitoring of AIPs
- Parents are invited and incentives are provided to increase participation to monthly school meetings.
- Parenting Classes – Planning for their children's future.

Inform parents about attendance, behavior and health facts that help their children improve to become successful students and respected members of their communities.

- Healthy Tommorrow's assists parents with various services that provide family support.
- School site tardy letters.
- District Attendance Program, School Innovations & Advocacy
- Weekly SART meetings between parents and administration.
- District SARB meetings
- Santa Ana Unified School District, Field Workers
- Attendance at parent conferences, schoolwide events, and recognition assemblies build student and family self esteem.
- Fundraisers that provide incentives for promoting good attendance
- Parent involvement in classrooms
- School nurse

Roosevelt staff, parents and community, work to provide academic success with positive character traits that develop responsible and respected citizens. This ongoing support is provided through several organizations.

- PTO
- ELAC
- DELAC
- SSC
- GRIP
- Parents provide positive role models as, "Greeters" they greet students every morning before school. This is one piece of the combined efforts of the Roosevelt staff, parents and community.

Roosevelt's commitment to involve staff, parents and community with data assessment and accountability are presented in various communications:

- Allocation of state, federal, and categorical budget funds presented at monthly school meetings.
- Annual vision and mission statement along with family/school compacts
- Comprehensive School Plan
- School Site Council
- ELAC Committee
- DELAC participation
- Superintendent's Parent Cabinet
- GRIP

## Funding

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
1000-1999 - Certificated Personnel Salaries	Title 1	\$38,000.00
2000-2999 - Classified Personnel Salaries	Title 1	\$5,000.00
3000-3999 - Benefits	Title 1	\$6854.00
4000-4999 - Books and Supplies	Title 1	\$41,089.00
5000 -5999 - Services and Other Operating Expenditures	Title 1	\$2,000.00
	<b>TOTAL</b>	<b>\$92,941.00.00</b>

## Santa Ana Unified School District

### 1 Page SPSA Questionnaire for Board

School: **Roosevelt Elementary School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Increased attendance monitoring of high risk students using the A2A (Attention to Attendance)
  - Jiji Mathematics in all grades (new in Kindergarten, first and fifth grades)
  - Additional Common Core State Standards units of study and lesson plans
  - More MDA testing and SST referrals
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Smart boards installed for grades K-2 classroom to increase student engagement and access to interactive technology
  - Collaborative conversations widely practiced in grades K-5
  - Collaboration among teacher teams for grading of extended response questions on benchmarks
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Collaborative group activities within the classroom setting
  - Intervention teachers class load raised
  - GRIP officer assigned to the school to assist with the greeter program and provide help for Tier II students.
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Low rigor class work and assignments
  - Lessons or activities that are not in the new state standards
  - Classroom interruptions (all call messages and phone calls)
  - Transition time between activities
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Added weekly medals in alignment with PBIS incentives and behavioral expectations.
  - iPADS in kinder and 1<sup>st</sup> grade
  - Padres en Acción to encourage collaborative non-competitive activities during lunch recess
  - Padres Unidos for pre-school students, with a school readiness parent component

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Saddleback High School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Saddleback High School  
Vision Statement**

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Saddleback High School is a learning community dedicated to educating all students to become respectful, literate, thinking, and contributing members of society. Students at Saddleback High School will demonstrate responsibility and commitment in meeting the challenges of a changing world.

**Saddleback High School  
Mission Statement**

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The staff strives for excellence in meeting the needs of an increasingly diverse student population. School programs are designed to stimulate and generate excitement for learning, the enhancement of self esteem, and the celebration of individual differences. Students will develop appropriate social skills, problem solving techniques, decision-making strategies, and career preparation skills as well as basic skills and technological expertise to promote life-long learning. We create an awareness and understanding of individual and civic responsibilities in our multi-ethnic society.



## Student Achievement Goals

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

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#### School Goal:

To offer a rigorous curriculum with personalized support services to attain academic proficiency for all students, as demonstrated by performance, grades and assessments.

The three critical areas of focus are:

1. Attainment of academic proficiency for the English Learner
2. Successful performance in higher levels of Math
3. Support services to help all students achieve academic proficiency

#### To accomplish this we will:

Provide equal access to a rigorous core curriculum for all students and use the adopted curriculum and supplementary materials to support attainment of Academic Proficiency.

Use research-based instructional models and strategies (SIOP, Thinking Maps, Miramonte, QAR, Three-Story Intellect Model) to address the needs of all students, particularly English Learners.

Address the needs of English Learners through analysis of English Learner (EL) disaggregated assessment data to identify instructional gaps; use annual student achievement targets to achieve academic proficiency; and use frequent assessments to ensure interventions are adequately supporting all students, particularly English Learners.

### Goal IIa: Reading Across the Curriculum

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All students will demonstrate attainment of Academic Proficiency as demonstrated by increased performance, grades and assessments.

- Attainment of academic proficiency for the English Learner
- Support services to help all students achieve academic proficiency

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	5%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	5%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	5%
Schoolwide will increase percent proficient on Benchmark ELA by:	5%

#### To accomplish this we will:

- Provide equal access to a rigorous core curriculum for all students and using the adopted curriculum and supplementary materials to support attainment of Academic Proficiency.
- Use research-based instructional models and strategies (SIOP, Thinking Maps, Miramonte, QAR, Three-Story Intellect Model) to address the needs of all students, particularly English Learners.
- Address the needs of English Learners through analysis of English Learner (EL) disaggregated assessment data to identify instructional gaps; use annual student achievement targets to achieve academic proficiency; and frequent assessments to ensure interventions are adequately supporting all students, particularly English Learners.
- Introduce Common Core instructional shifts in ELA/Literacy and Mathematics along with instructional strategies such as Big Ideas, Essential Questions, Close Reading, Content and Language Objectives, and Text Complexity embedded in lesson design and delivery.
- Provide student opportunities to practice technology skills (research, presentation, simulation, etc.) to demonstrate understanding of concepts and prepare for the next generation of assessments.

### Goal IIb: Writing Across the Curriculum

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All students will demonstrate grade specific writing competency by producing a range of high quality written works in core content and elective classes.

- Attainment of academic proficiency for the English Learner
- Support services to help all students achieve academic proficiency

**To accomplish this we will:**

- Provide equal access to a rigorous core curriculum for all students and use the adopted curriculum and supplementary materials to support attainment of Academic Proficiency.
- Use research-based instructional models and strategies (SIOP, Thinking Maps, Miramonte, QAR, Three-Story Intellect Model) to address the needs of all students, particularly English Learners.
- Address the needs of English Learners through analysis of English Learner (EL) disaggregated assessment data to identify instructional gaps; use annual student achievement targets to achieve academic proficiency and frequent assessments to ensure interventions are adequately supporting all students, particularly English Learners.
- Introduce Common Core instructional shifts in ELA/Literacy and Mathematics along with instructional strategies such as Big Ideas, Essential Questions, Close Reading, Content and Language Objectives, and Text Complexity embedded in lesson design and delivery.
- Provide student opportunities to practice technology skills (research, presentation, simulation, etc.) to demonstrate understanding of concepts and prepare for the next generation of assessments.

**Goal IIc: English Language Development**

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Decrease the percent of long term (6+ years) English Learners and conversely increase the percent of students reclassified to Fluent English Proficient (RFEP).

English Learners will demonstrate attainment of Academic Proficiency as demonstrated by increased performance, grades and assessments.

- Attainment of Academic Proficiency for the English Learner
- Support services to help all students achieve Academic Proficiency

**To accomplish this we will:**

- Provide equal access to a rigorous core curriculum for all students and using the adopted curriculum and supplementary materials to support attainment of Academic Proficiency.
- Use research-based instructional models and strategies (SIOP, Thinking Maps, Miramonte, QAR, Three-Story Intellect Model) to address the needs of all students, particularly English Learners.
- Address the needs of English Learners through analysis of English Learner (EL) disaggregated assessment data to identify instructional gaps; use annual student achievement targets to achieve academic proficiency and frequent assessments to ensure interventions are adequately supporting all students, particularly English Learners.
- Introduce Common Core instructional shifts in ELA/Literacy and Mathematics along with instructional strategies such as Big Ideas, Essential Questions, Close Reading, Content and Language Objectives, and Text Complexity embedded in lesson design and delivery.
- Provide opportunities to practice technology skills (research, presentation, simulation, etc.) to demonstrate understanding of concepts and prepare for the next generation of assessments.

**Goal IId: Mathematics**

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All students will be on target to meet UC/CSU requirement c (Mathematics) and thus successfully complete higher levels of Math classes (Algebra II or higher) with a grade of C or better. Successful performance in higher levels of Math:

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	5%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	5%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	5%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	5%

**To accomplish this we will:**

- Provide equal access to a rigorous core curriculum for all students and using the adopted curriculum and supplementary materials to support attainment of Academic Proficiency.
- Use research-based instructional models and strategies (SIOP, Thinking Maps, Miramonte, QAR, Three-Story Intellect Model) to address the needs of all students, particularly English Learners.
- Address the needs of English Learners through analysis of English Learner (EL) disaggregated assessment data to identify instructional gaps, use of annual student achievement targets to achieve academic proficiency and frequent assessments to ensure interventions are adequately supporting all students, particularly English Learners.
- Use reading, writing, speaking, and listening skills throughout the curriculum with an emphasis on students using technology to access mathematics curriculum through interactive explorations of complex concepts.
- Introduce Common Core Eight Shifts in Mathematics Practices along with instructional strategies such as Big Ideas, Essential Questions, Close Reading, Content and Language Objectives, and Text Complexity embedded in lesson design and delivery.

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

Offer a rigorous curriculum with personalized support services to attain academic proficiency for all students, as demonstrated by performance, grades and assessments.

The three critical areas of focus are:

- Attainment of academic proficiency for the English Learner
- Successful performance in higher levels of Math
- Support services to help all students achieve academic proficiency

**To accomplish this we will:**

- Help parents improve students' Reading.
- Help parents improve students' Math.
- Help parents improve students' Graduation Rate, Attendance, Behavior, and Health.
- Strengthen family and community involvement.

**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Tutoring/Interventions	Title I	\$8,000
Aide Extra Duty	Title I	\$6,000

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Benefits	Title I	\$5,364
Instructional Materials	Title I	\$100,616
Consultants	Title I	\$36,000
Printing	Title I	\$4,000
Postage	Title I	\$2,000
Other Contracts-Catering	Title I	\$4,000
Communication		\$3,763
	<b>Total</b>	<b>\$174,901</b>

## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

**School:** **Saddleback High School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Increased efforts to improve student achievement aligned with the Five Critical Challenges of High School Reform.
  - Focus on improving personalization and improving instructional content and practices.
  - Smaller action plans created to make effective use of the cycle of inquiry.
  - Student achievement efforts integrated into the College and Career Readiness (CCR) Plan.
  - Counselors meet with students twice each school year to review four-year plan.
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Professional development that is organized around teacher leaders and departments.
  - Use of staff protocol to select “Right Drivers” (a policy reform that achieves the desired results) for improving student achievement.
  - “Right Driver” of teacher-student relationships to motivate students to learn on a daily basis.
  - Establish sound grading practices that are aligned to assessment results.
  - Implement ‘Increasing Student Achievement in Mathematics Initiative’.
  - Use Mid-continent Research for Education and Learning (M cREL) Template to develop measurable goals, coordinate efforts and monitor results.
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Continue with instructional shifts in ELA/Literacy and Eight Shifts in Mathematical Practices.
  - Support the shift in instruction by implementing strategies such as Big Ideas, Essential Questions, Close Read, Content and Language Objectives, and Text Complexity into lesson planning and instructional delivery.
  - Use research-based instructional models and strategies (SIOP, Thinking Maps, Miramonte, and QAR) to address the needs of all students, particularly English Learners (EL).
  - Support school-wide writing practices. Presentations will focus on ELs and approaches to expository and informational writing.
  - Support teachers to change instruction through the use of technology, including software integration, conference attendance, and professional development.
  - Implement second year of College Majors Academic Academy, College Majors STEM Academy, and College Majors Career Pathways.
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Less time spent on operational items; staff uses electronic protocol to process information.
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Creating an emerging digital learning environment where students improve their productivity, comprehension, and academic performance.
  - Providing technology-based programs for reading interventions and to prepare students for the next generation of assessments.
  - Using Right Driver of Teacher-Student Relationships to Motivate Students to Learn on a Daily Basis.
  - Implementing Increasing Student Achievement in Mathematics Initiative.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Santa Ana High School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Santa Ana High School  
Vision Statement**

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Santa Ana High School will create a positive and productive learning environment that maintains high academic standards, recognizes achievement, and prepares students to compete successfully in the future.

**Santa Ana High School  
Mission Statement**

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Our mission at Santa Ana High School is to provide a successful educational environment through the unified effort of a highly qualified staff, parents, students, business, and government agencies. Each student will develop the essential skills to communicate effectively and process and analyze information in large and small group settings. Each student will acquire and develop a sense of responsibility and commitment to self, school, community and education as a life-long process and be empowered to excel in their academic, social and vocational endeavors.

## Student Achievement Goals

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

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#### School Goal:

- Each student will develop the essential skills to communicate effectively.
- Each student will be able to process and analyze information in large and small group settings using a variety of strategies and formats.
- Each student will acquire and develop a sense of responsibility and commitment to self, school, community and education as a life-long process.

#### To accomplish this we will:

- Promote and ensure high expectations throughout the school.
- Continue major focus on college and career readiness, including credit checks, completion of A-G requirements, the importance of standardized test scores (ACT, SAT, PSAT, CELDT, CAHSEE, EAP). Promote the "Adelante" pledge with freshmen. Promote greater participation in all ROP/CTE classes.
- Foster expectations within the vision and mission of the school so that they are known and shared with all stakeholders and that everyone is accountable to those expectations.
- Create and promote a culture of collaboration centered on student progress, development and learning.
- Develop and implement a structure whereby the personal, social and emotional needs of students are monitored and addressed on a daily basis by providing them with a link to a teacher.
- Develop policies for displaying student work, rubrics and exemplars..
- Identify and share key vocabulary and high frequency words.
- Continue to analyze data, especially grade mark analysis information and benchmark scores, through teacher/administrator data chats.
- Continue to provide staff support in the use of ILLUMINATE to promote strategic use of data.
- Use a variety of data sources to refine lesson plans for teaching and reteaching. Sources include grades, standards-based benchmarks and teacher-made written and other daily assessments of student work, CAHSEE, SBAC, EAP, AP and other standardized test scores.
- Train staff in Effective Classroom Observation (ECO) techniques.
- Provide opportunities for collaboration with recommended guidelines for staff in all academic areas.
- Continue to provide meaningful, research-based staff development to all teachers, including the implementation of Common Core strategies; i.e., Thinking Maps, Collaborative Academic Conversations.
- Continue to support all staff in the use of SmartBoards and Aeries applications.
- Promote the development of common units of study in subject area courses.
- Explore various growth models for all assessments.

School Governance monitors all aspects of educational program.

- Administrative team conducts collaborative lesson plan reviews with all staff to maximize effectiveness of teaching strategies and share out best practices.
- School Site Council (SSC) meets monthly to review all academic programs and the planned expenditure of categorical funds.
- Department chairs meet monthly to discuss school progress, academic programs and to coordinate the use of schoolwide strategies, including programs such as Article of the Week..
- The site English Language Advisory Committee (ELAC) meets monthly to review and provide input for all academic programs.
- The Vision and Mission of the school is shared with and understood by all members of the school community



## Build student responsibility and leadership

- Provide students with testing data to help them understand their areas of strength and weakness. Guide them in making their own specific academic plans.
- The Freshman Mentor Program (FMP) continues to provide peer guidance to 9th grade students.
- Positive Behavior Intervention and Support (PBIS) encourages, recognizes and rewards good student behavior. Teachers are provided with a classroom matrix outlining the expected positive behaviors, including attendance and arriving at school on time.
- *ASSET, a new after-school program, provides tutoring and enrichment, along with information about safety for teens.*
- The school and district provide timely notification of student behavior to parents.
- There is a wide variety of clubs on campus, which provide extensive opportunities for students to learn, mentor and lead their peers in worthwhile activities.
- Integrity, Respect, Responsibility and Tolerance are our positive schoolwide expectations.
- Continue to offer AVID program to students of all grade levels.
- Continue to promote the Phoenix House program for freshmen in PE classes.

## Review and Revise Department Action Plans

- Staff development in all Common Core strategies provided by the district.
- Peer reviews and other strategies designed to enhance collaboration will continue, including Effective Classroom Observation (ECO) techniques. This will make review of data and the revision and rewriting of lessons to meet student needs into a continuing process.
- Teacher collaboration is a planned activity, written into the agenda for department meetings.
- All department chairs will work in their curricular areas to institute the lesson planning method to increase differentiation in the classroom and to prepare for the advent of Common Core standards, and review grading practices.

## Monitor and Adjust Tutorial Programs.

- The library remains open before and after school as a resource for students, with homework assistance and tutoring provided upon request.
- La Escuelita, a new program from UCI MECHA, is held every Tuesday after school.
- Departments offer regularly scheduled after-school tutoring which students attend as needed or as assigned.
- A new program to support and improve student qualifying rates on Advanced Placement exams will be conducted Tuesdays and Thursdays after school, and on two Saturdays every month
- English Learners who score at Beginning and Early Intermediate levels of English acquisition will receive extra lessons in mathematics and English every Saturday through the English Learners Academy. Previously conducted only second semester, the EL Academy will be a year-long program in 2014-2015.
- Saint Academy (Saturday school) provides students with the opportunity to practice basic academic skills while addressing certain behavioral issues as well. Extra sessions of Saint Academy are scheduled as needed.
- CAHSEE prep classes, which meet after school and on Saturdays prior to each administration, provide targeted instruction for students, based upon Mock CAHSEE scores and scores from prior administrations of the CAHSEE.
- *ASSET, a new after-school program, provides tutoring and enrichment, along with information about safety for teens.*

## Goal IIa: Reading Across the Curriculum

**School Goal:** • Improve Reading/Language Arts instruction to increase student achievement to meet or exceed proficiency on all informal and formal assessments: benchmarks, ACT, SAT, PSAT, CAHSEE, SBAC,EAP, District Writing Assessment.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	5%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	5%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	5%
Schoolwide will increase percent proficient on Benchmark ELA by:	5%

**To accomplish this we will:**

Increase student reading scores and attainment of proficiency in ELA skills, as measured on all informal and formal assessments.

- Read 180 is being used in freshman Strategic and Support classes, which target students scoring Far Below Basic and Below Basic on CST English Language Arts, to increase reading levels.
- Scholastic 3D program for sophomore one ELA Support class.
- Beginning EL and Special Education students are using System 44 to decode the English Language, including phonics and pronunciation.
- Teachers work with students in Strategic and Support classes in small groups to discuss books.
- Teachers provide time for individual silent reading.
- *Article of the Week* is a school-wide program, through which all students read high-interest, reading level appropriate material and discuss what they have read. Topics vary as each department takes turns creating the articles for the entire campus
- Consistent homework policies that provide meaningful work and specific feedback will be utilized to generate data from homework to drive curricular decisions.

Extend learning time.

- Saint Academy is offered to students on Saturdays for the delivery of basic skills and, in some classrooms, standards-based curricula.
- APEX online credit recovery is offered to credit-deficient students during the school day.
- Individual teachers provide opportunities for tutoring in their classrooms.
- *The new AP tutorial program will offer students additional instruction and support in Advanced Placement curriculum in all subject areas.*

Improve access to technology.

- 9 computer labs exist in three buildings providing greater access to all students..
- Classrooms and the library have Smart Board technology
- Teachers and parents have greater access to Aeries.
- Special Education students (SH) have iPads for use in the classroom.
- The library checks out Nooks for student use.
- Thumb drives are available for all seniors to check out and use throughout the year

Provide differentiated instruction to match all learning styles.

- Staff development and collaboration opportunities promote a wide variety of techniques to help teachers provide differentiated instruction.
- District-supported training in Common Core curricula and strategies are provided for all staff.
- Advanced Placement teacher courses are offered as staff development for those staff who work with more advanced students.
- Thinking Map staff development classes for all staff help teachers to create and plan lessons that will meet all student needs.
- Using ECO, staff will gather evidence about how well students are learning in each lesson to update plans for learning, plan interventions for struggling students and create extended learning opportunities for higher achieving students.

Continue to support a quality educational program. Programs and materials purchased include:

- 225 student licenses for Read 180, which is used by freshmen who scored FBB or BB on CST English
- System 44 consummable materials for Beginning EL and Special Education students
- Scholastic 3D for sophomores
- 485 student licenses for APEX online credit recovery
- Staffing to keep the library open before and after school to allow students access to computers for research, word processing, and Accelerated Reader testing. This also provides students a place to study and do homework and receive tutoring.
- High interest, reading level appropriate materials in academic areas for Special Education students.
- High interest, language level appropriate materials for English learners
- Dictionaries in Vietnamese, Spanish and other languages are purchased as needed
- Materials to support CAHSEE: San Diego County Department of Education materials (including Teacher's Editions), Chariot online CAHSEE prep program.

**Goal IIb: Writing Across the Curriculum**

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**School Goal:** • Improve Reading/Language Arts scores on all informal and formal assessments, including benchmarks, District Writing

Assessment, AP, SAT, ACT, PSAT, CAHSEE, EAP and SBAC.

English learner subgroup will increase percent proficient on CST ELA by .

**To accomplish this we will:**

Increase student writing scores and attainment of proficiency in ELA skills in all informal and formal assessments.

School-wide programs:

- Thinking Maps to help students organize information
- *Article of the Week* reading and writing project.
- TurnItIn.com program.
- CAHSEE Problem of the Day in all English classes
- CAHSEE Support classes offered during the school day and after-school and weekend review sessions create multiple opportunities for students to practice writing as funding permits.
- ECO techniques will be used to gather evidence about how well students are learning and update lesson plans.

Extend learning time:

- The school library is open before and after school and on some Saturdays for students to use the computers
- English Learner Academy and Saint Academy provide extra support for language acquisition and reading on Saturdays.
- *The new AP tutorial program offers students extra instruction in all Advanced Placement subject areas.*

Improve access to technology.

- Nooks are available in the library for students to check out.
- Thumb drives are now available for all seniors to check out and use throughout the year
- New websites have been created for student use in completing homework, doing research and creating portfolios
- 9 computer labs in 3 buildings on campus provide computer access to all students

Provide differentiated instruction to match all learning styles.

- Schoolwide *Article of the Week* reading and writing selections are offered to all students as a high interest, reading-level appropriate activities. Topics are chosen by each department on a rotating basis.
- Teachers will be trained in the use of data to help drive instruction.
- In anticipation of the arrival of Common Core standards, English teachers collaborate among grade levels to prepare students to meet writing expectations for subsequent years.
- Staff development and collaboration opportunities promote a wide variety of techniques to help teachers provide differentiated instruction.
- Advanced Placement teachers attend summer courses every year to learn new strategies and to prepare for the delivery of new curricula.
- Thinking Map staff development classes for all staff help teachers to create and plan lessons that will meet all student needs.
- English Learner Academy provides differentiated instruction to Beginning and Early Intermediate students on Saturdays.

Continue to support a quality educational program.

- Saint Academy teachers provide opportunities for students to write and edit their own work and that of their peers.
- TurnItIn.com is purchased every year and used not only in English classes but by other subject areas as well.
- Materials to support *Article of the Week* throughout the school, all departments
- *The new AP tutorial program will help students better prepare for AP exams in the spring of 2015.*

**Goal IIc: English Language Development**

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**School Goal:** • Improve Core Curriculum instruction to help EL students meet or exceed all growth targets for informal and formal assessments, including CELDT, ACT, SAT, PSAT, CAHSEE, EAP, SBAC, AP, District Writing and benchmarks.

**To accomplish this we will:**

Increase student writing scores and attainment of proficiency in ELA skills, as measured on the CAHSEE, for all students.

- Staff development targeting language acquisition continues to be a focus, incorporating key vocabulary and high frequency words into daily lessons. Thinking Maps training classes have been attended by most of the staff.
- The staff will work to develop a comprehensive approach to raising EL growth and achievement that utilizes systemic programs, strategies and best practices.
- Staff will monitor student success to ensure the quality of curriculum that relates to the improved learning for English Learners

Extend learning time.

- The library is staffed before /after school Saturdays for students to access computers, improve their skills and receive homework assistance.
- The English Learner Saturday Academy, held during spring semester, will be expanded to a year program. The EL Academy enhances language acquisition for EL students as they get essential practice in basic English language arts and mathematics skills.

Improve access to technology.

- Computer labs exist in three buildings.
- Classrooms and the library have Smart Board technology
- Teachers and parents have greater access to Aeries.
- Special Education students (SH) have iPads for use in the classroom.
- The library has acquired Nooks for student use.
- Thumb drives are now available for all seniors to check out and use throughout the year

Provide differentiated instruction to match all learning styles.

- Staff will ensure that objectives and success criteria are communicated clearly to students in every lesson, including the use of common rubrics and examples of student work.
- Staff will gather evidence about how well students are learning to update plans for learning, plan interventions for struggling students, and create extended learning opportunities for higher achieving students.
- The English Learner Saturday Academy provides extra help in English for Beginning and Early Intermediate speakers.

Staff will continue to support a quality education program to ensure high expectations throughout the school

- 
- 225 student licenses for Read 180, which is used by freshmen who scored FBB or BB on SBAC English
- System 44 consummable materials for Beginning EL and Special Education students
- Scholastic 3D for sophomore ELA Support class
- 485 student licenses for APEX online credit recovery
- Staffing to keep the library open before and after school to allow students access to computers for research, word processing, and Accelerated Reader testing. This also provides students a place to study and do homework and receive tutoring.
- High interest, language level appropriate materials for English learners
- Dictionaries in Vietnamese, Spanish and other languages as needed
- Materials to support CAHSEE: San Diego County Department of Education materials (including Teacher's Editions), Chariot online CAHSEE prep program.
- Materials to support Article of the Week throughout the school

**Goal IId: Mathematics**

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**School Goal:** • Improve Mathematics instruction to increase student achievement to meet or exceed proficiency on all informal and formal assessments, including benchmarks, ACT, SAT, PSAT, EAP, CAHSEE and SBAC.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	5%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	5%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	5%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	5%

English learner subgroup will increase percent proficient on CST Mathematics by

**To accomplish this we will:**

- Ensure that objectives and success criteria are communicated clearly to students.
- Create consistent homework policies that provide meaningful work and specific feedback to students.
- Meet collaboratively monthly to review data collected from all sources (grades, standardized tests, ECO) to refine lesson plans and interventions.

Extend learning time.

- CAHSEE, English Learner Academy and AP prep classes are held prior to each administration of the California High School Exit Exam and AP exams, both after school and on Saturdays.
- The library is open before and after school and some Saturdays to provide students computer access and homework assistance.
- *ASSET, a new after-school program, provides tutoring and enrichment, along with information about safety for teens.*

Improve access to technology

- Maintain all computer labs.
- Classrooms and the library have Smart Board technology
- Teachers and parents have greater access to Aeries.
- Special Education students (SH) have iPads for use in the classroom
- Staff training for new district data system, ILLUMINATE, for greater access to student assessment information
- KUTA software is available to all students

Provide differentiated instruction to match all learning styles.

- Teachers will continue to monitor student progress on a daily basis through ECO techniques, using the information individually and collaboratively to update lessons and interventions for all levels of ability.
- Chariot online and Kuta software programs provide extra opportunities for students to access individualized assistance in mathematics.
- The English Learner Saturday Academy provides extra help in mathematics for Beginning and Early Intermediate speakers.

Staff will promote and ensure high expectations throughout the school and continue to support a quality educational program.

- Kuta software is used for re-teaching and enrichment.
- CAHSEE prep program materials, such as San Diego County Department of Education books and Chariot online test prep are used strategically by teachers to help students with a variety of needs get ready for the California High School Exit Exam.

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

To increase parent involvement and ensure understanding of the high school education system in order to improve student learning at home and at school. Meet or exceed all assessment targets.

- The Parent Liaison, Outreach Consultant, ELD Coordinator and site ELAC representatives will facilitate monthly ELAC meetings. Counselors and administration will conduct regular monthly meetings to present information to parents.
- Parent access to student information through Aeries has increased parent awareness and provided a new focus on topics for parent meetings.

- Facilitate timely parent meetings in which parents are taught to read and analyze test results (CELDT, benchmarks, ACT, SAT, PSAT SBAC, CAHSEE, AP, etc). Help parents understand how this will affect to academic future of their children. Create a glossary of frequently used school terms and acronyms (GPA, etc) for parents to have a clear understanding of material being presented/discussed.

**To accomplish this we will:**

Maintain a Parent and Community Center to ensure that parents, students and community members have access to support and resources.

- The Parent Liaison, Outreach Consultant and other staff members will maintain the Parent Center, providing hospitable surroundings for parents, including a small area for children.
- The Parent Liaison, Outreach Consultant and other staff members will facilitate communication with teachers and administrators for non-English speaking parents.
- Extra space for larger meetings has been provided by the school, as parent participation has grown.

School will provide ongoing educational opportunities to increase engagement, partnership and student success.

- The Parent Liaison, Outreach Consultant, ELD Coordinator, counseling staff and administration will schedule information sessions and classes for parents. These will include but not be limited to site-conducted Aeries access training, Higher Education workshops, CAHSEE information workshops, CELDT testing, academic presentations on site programs such as Accelerated Reader, Read 180, Saints Academy, the English Learner Saturday Academy and AP tutoring. Counselor will conduct parent information sessions on graduation and college attendance, PTA and Partnership activities.
- SAHS will promote parent membership and leaders in the English Learner Advisory Committee and School Site Council to serve as advisors to the Principal. SAHS parent leaders will work collaboratively with parent leaders of feeder schools.
- The Parent Liaison and the counseling staff will ensure that parents are made aware of extracurricular programs and academic programs available to students; ie, ROP, AVID, Talent Search, CSF, Nicholas Center, student selections process, registration deadlines, etc.
- Leadership training is available to parents through the Orange County Labor Federation.
- Provide mental health services to students as needed; Safety of Students (SOS) program, conducted through the psychologist's office.
- Offer Turning Point counseling services on campus

Parents will embrace and take an active part in defining the school culture through participation in ELAC, SSC, PTA and Padres Saints.

- Portions of the SPSA will be translated for parents and presented during ELAC meetings. Their questions and input are indicative of the high level of interest and a growing understanding of the functioning of the school.
- Parent Liaison and other staff will continue to develop ways for parents to become more involved in a school culture of support and learning, and actively recruit and welcome more Padres Saints volunteers to support the PBIS programs.
- Parent Liaison and other staff will track parent attendance to school meetings and workshops, work on developing high expectations for parents to attend at least one parent meeting per semester and schedule flexible times to accommodate parent needs.
- Parent Liaison and other staff will continue to build capacity in training parents to understand the principles of PBIS and how they can be implemented at home.

The school will work to develop community partnerships based upon the site focus and transform the perception of the school in the community.

- Community groups such as the Santa Ana Police Department and the Orange County Department of Education meet with parents on campus to reinforce the reality of the school as a safe environment and provide further support.
- The Santa Ana High School Visual and Performing Arts Coordinator has established many productive and enduring partnerships with the local artistic community, as evidences by several presentations by artists at our site, and the annual Arts on the Lawn
- As funding permits, parents will take field trips to nearby college campuses in order to become more comfortable with the concept of higher education for their students.

Teachers, staff and parents will collaborate to increase student achievement and to reach site goals.

- Parent Liaison and other staff continue to increase parent contacts this year, using bilingual translators and Teleparent (Blackboard).
- In order to increase parent awareness of the importance of student progress, assessment data and school attendance, regular weekly meetings are held on campus and a great variety of community resources are being brought onto campus. This will help to build support for our students, parents and school.

**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Certificated Salaries: Counselor (Ridoutt-Schonborn)	Title I	\$93,735
Certificated Extra Duty: English Learner Saturday Academy, library/detention	Title I	\$80,000
Benefits	Title I	\$40,874
Travel/conference (ASB leadership camp, AP teacher training, WASC, Academic	Title I	\$21,000
Instructional Materials, and books (Read 180, System 44)	Title I	\$25,934
Food for parent meetings	Title I	\$3,500
Equipment, office supplies for Parent Center	Title I	\$2,976
Communications: Teleparent, printing, postage	Title I	\$9,200
Other contracts (Chariot, TurnItIn.com)	Title I	\$12,753
Sub days for collaboration and staff development	Title I	\$3,000
	<b>TOTAL</b>	<b>\$292,991</b>

## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: **Santa Ana High School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - We are monitoring failing students more closely and will meet with them, their teachers and counselors every three weeks. Meeting participants will log all interventions into Aeries.
  - Targeting the instructional needs of ELs at the Beginning and Early Intermediate levels of English proficiency through the English Learner Saturday Academy.
  - Expanding the diversity of the lessons in the program to effectively support a broader inclusion of students in need of support, such as Special Education and at-risk students.
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - We are offering extra instruction and support to AP students after school and on Saturdays.
  - Focusing less on the results of state test scores, and more on genuine, authentic student work to drive decisions regarding instructional interventions
  - Targeting a narrower population of students to maximize the impact of the resources devoted to the English Learner Saturday Academy. This will, ostensibly, encourage better participation from students as the lessons and strategies employed in this program are specific to meet their unique needs.
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - We are expanding our English Learner Academy to a full year program and are targeting more students, beginning with our August parents' meetings.
  - More staff development focusing on instructional strategies to support the transition to the CCSS
  - Focusing more on analyzing all data, not just state scores only
  - Expanding English Learner Saturday Academy to create more classes and provide more support to an increased number of students.
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - There will be less general tutoring for students during after-school and Saturday programs, and more targeted instruction.
  - Focusing less on the results of state test scores, and more on genuine, authentic student work to drive decisions regarding instructional interventions
  - Targeting a narrower population of students to maximize the impact of the resources devoted to the English Learner Saturday Academy.
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - The inclusion of a Special Education component in our English Learner Saturday Academy represents a new way of offering extended learning opportunities for SE kids.
  - The new English Learner Writing Lab will not only provide EL students with expert assistance in writing, but will encourage teachers to create and assign more differentiated activities and lessons for individual students.



**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Santiago School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

## **Santiago School Vision Statement**

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Academic excellence in student achievement is our focus. Each student is a unique and precious individual, entrusted to us to nurture and develop. All students are capable not only of learning, but of exceeding expectations when provided the opportunities. Students must take responsibility for their own learning by striving to do their best and to continually improve their achievement on class work, homework and testing. Students are guided by Santiago's Three R's to be Ready, Responsible and Respectful in order to be the best scholar and citizen they can be.

Each teacher and staff member possesses strengths, gifts and the professional expertise needed to provide rigorous, standards-based instruction that includes the differentiated learning opportunities students need to reach their highest potentials. Teachers work collaboratively to review student work and assessment data on a regular and ongoing basis to make instructional decisions and to identify best practices that will spur continual improvement in student achievement. Teachers keep parents informed on their child's individual progress and recommend ways to strengthen his/her academic performance.

Teachers and school staff work together with students, parents and the community in order to create a Professional Learning Community that enriches the students' education and promotes academic excellence schoolwide. Parents and the community are partners that are informed and offer valuable feedback and support to their own children and all Santiago students. The adults in Santiago's Professional Learning Community model how the Three R's help students to be excellent scholars and citizens.

## **Santiago School Mission Statement**

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The mission of Santiago School is to promote excellence in academic achievement through the implementation of rigorous, standards-based instruction, provided by highly skilled professionals, supported by parent involvement, in an atmosphere of cooperation, high expectations, and clear focus.

## Student Achievement Goals

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

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#### School Goal:

At Santiago School, staff, parents and community will work together with a clear focus to promote academic excellence in student achievement through the implementation of standards-based instruction, provided by highly-qualified teachers and staff, and supported by parent involvement.

Santiago will maintain a positive school culture and safe environment that stimulates students to achieve at high levels by using the PBIS (Positive Behavior Interventions and Support) approach emphasizing our Three R's (Ready, Responsible, Respectful).

#### To accomplish this we will:

##### **Provide rigorous, standards-based instruction using District core curriculum.**

- Use Illuminate to analyze data from state, local & teacher created assessments in order to identify grade level achievement trends, pinpoint specific intervention needs, prioritize students in most need of academic support, monitor the efficacy of instructional programs, and develop plans to improve student achievement based on students' needs
- Use Common Core State Standards (CCSS), CC units of study and District curriculum pacing guides to backward plan in order to ensure coverage and opportunity for students to master key academic standards at their grade level.
- Provide strong first teaching of Common Core Standards using District core curriculum and supplemental materials as needed.
- Provide small group instruction for academic skills development and differentiation based on student needs
- Regularly review, regroup and refocus instruction based on analysis of student results on teacher-made, publisher, District and State assessments

##### **Ensure uniformly high expectations for student performance by organizing classrooms, groups and interventions to maximize all students' access and opportunity to achieve grade level standards so they succeed in college and career.**

- Use assessment results from teacher made, publisher and District and State tests to identify at-risk students/subgroups and design appropriate interventions
- Utilize the MTSS (Multi-tiered System of Supports) and SST (Student Success Team) process to monitor intensive students and modify instructional support to help them close the achievement gap
- Pay teachers to provide before/after school and Saturday tutoring in core academic subjects for at-risk students
- Hire intervention teachers to provide interventions to students with intense support needs in reading and math
- Utilize the Mind Institute's ST Math software program to close the achievement gap for students struggling in math by providing engaging, individualized and differentiated instructional support through a non-language and computer-based math activities designed to assist students in mastering grade level concepts

##### **Utilize technology to give all students increased access to core academic standards and additional support that promotes high academic achievement.**

- Use computer/internet-based intervention programs (i.e. ST Math and Lexia) to support at-risk students
- Provide support for internet-based interventions and assessments through the services of our Computer Lab technician

Create opportunities for students to develop the computer and keyboarding skills needed for taking SBAC tests, as well as, completing classroom assignments and projects

##### **Ensure participation of all teachers, staff, and administration will participate in ongoing staff development and collaboration.**

- Hold instructional leadership, grade level and whole faculty curriculum meetings to analyze student performance data and identify Best Practices that maintain consistently high standards across all grade levels and subgroups
- Continue the integration of CCSS through vertical, grade level collaboration, support from lead teachers, District in-service and the implementation of ELA and Math common core units
- PBIS team will provide support to school staff in the implementation of the next tiers of the school's Positive Behavior Interventions and Supports program
- Attend District and site-based training in Illuminate, Thinking Maps, MTSS, SST process and strong first teaching using instructional and assessment strategies for Common Core Standards
- Provide teacher release time for data analysis, collaboration and walk-through observations

**Provide a well maintained, safe and nurturing environment where students feel safe, are focused on learning and inspired to achieve at high levels.**

- Maintain a clean and orderly campus through the work of our custodial staff
- Ensure office staff welcomes all visitors and volunteers, issues campus passes, and carries out home-school communications
- Emphasize the 3R's (ready-responsible-respectful) at the beginning and throughout the school year. Offer reinforcements such as Speedy Shout-outs, Turtle Dollars, Golden Shell Awards and monthly awards presentations
- Implement a schoolwide incentive system for positive behavior that includes a Student Store where students can redeem Turtles Dollars they have earned
- Ensure that the Intermediate student Leadership will act as role models and facilitators for PBIS events, assemblies and campaigns that support positive school behavior and climate

**Goal IIa: Reading Across the Curriculum**

**School Goal:**

On the district ELA Benchmark Test, ten percent more students will score Proficient or Advanced using Benchmark 1 as a baseline.

- The following subgroups will improve by at least 10% more proficient/advanced on the district ELA Benchmark Test: English Learner, Hispanic/Latino, Socio-economically Disadvantaged and Students with Disabilities
- All students not yet proficient will demonstrate a minimum of one level of growth. All students meeting or exceeding proficiency will maintain their achievement level as a minimum
- On DIBELS and Renaissance STAR Reading or other screens, ten percent more students will score at the Core (grades K-3) or At or Above Benchmark (grades 4-8) levels using the initial September screen as a baseline

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10
Schoolwide will increase percent proficient on Benchmark ELA by:	10

**To accomplish this we will:**

**Align Instruction, Strategies and Materials with Content Standards**

- Continue to implement language arts Common Core units
- Use assessment results to align instruction to student needs, identify students needing interventions, and to make overall program adjustments
- Use Thinking Maps, Focused Approach, GLAD, Write From the Beginning to give EL's and struggling readers increased access to the core curriculum

**Extend Learning Opportunities**

- Provide before/after school and Saturday tutoring for students reading below proficiency
- Hire intervention teachers to provide intervention to students needing intensive intervention in reading and math
- Track interventions through data reports, management records and observation
- Develop and expand the MTSS (Multi-tiered System of Supports) program in order to target students needing reading interventions. For K-8th grades, use DIBELS, Renaissance STAR and/or Measures of Academic Progress (MAP) universal screenings and progress monitoring

**Increase Access to Technology**

- Utilize Lexia, internet-based reading intervention program, to provide support to underachieving readers in the primary grades
- Have Library and Computer Lab technicians run the Accelerated Reader program and facilitate the use of technology for skills development including extended library-lab hours for student family use
- Purchase new hardware (i.e. netbooks, iPads), software and applications to support intervention groups

### **Provide Staff Development and Professional Collaboration Time**

- Hold bimonthly grade level curriculum meetings and monthly whole staff professional development sessions for the analysis of the latest performance data in order to lesson plan, identify best instructional strategies and ways to increase student engagement in reading
- Highlight and inservice teachers on strong first teaching strategies and assessment that are part of the Common Core Standards (CCSS) ELA units they are implementing
- Have TOSA train and support staff on CCSS assessment and scoring of extended response items
- Initially train or update teachers on Thinking Maps and how to support strong first teaching and interventions in reading

### **Involvement of Parents and Community**

- Ensure that School Site Council makes decisions and recommendations for expenditures for categorical funding to promote student reading achievement
- Have PTA sponsor two yearly Book Fairs that include reading incentives and special events
- Hold schoolwide reading motivation campaigns to encourage families to support literacy development

## **Goal IIb: Writing Across the Curriculum**

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### **School Goal:**

Ten percent more students will score at the Proficient or Advanced levels on the district Writing Assessments using the initial test as a baseline

### **To accomplish this we will:**

#### **Align Instruction, Strategies and Materials with Content Standards**

- Continue to implement language arts Common Core units
- Assess student writing proficiency during and at the end of each Common Core unit. Plan instruction based on assessment data
- Scaffold writing using Thinking Maps, GLAD and other strategies to build student writing proficiency
- Implement Writer's Workshop individually or in small groups to guide students through the writing process

#### **Extend Learning Opportunities**

- Provide before/after school and Saturday tutoring for students writing below proficiency
- Utilize writing workshop to address specific writing skill deficiencies
- Use keyboarding programs to aid students in taking computer-based assessments and producing written assignments
- Develop and pilot a way to publish student writing online

#### **Increase Access to Technology**

- Utilize classroom computers, netbooks and computer lab time to enhance and support writing instruction
- Add keyboarding practice so that students are prepared to take computer-based Common Core Assessments
- Provide Computer lab technician to assist teachers and students

### **Provide Staff Development and Professional Collaboration Time**

- Highlight and inservice faculty on strong first teaching strategies that are part of the common core ELA units they are implementing
- Analyze student performance following each end-of-unit writing assessment, analyze and adjust lesson plans and instructional strategies accordingly
- Review student writing samples across the grade levels at a whole faculty staff meeting each trimester

### **Involve Parents and Community**

- Conduct monthly Top Turtle Awards include an Author of the Month for each class
- Ensure School Site Council makes decisions and recommendations for expenditures of categorical funding to promote student writing achievement

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

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### **School Goal:**

English learners will re-designate as fluent English proficient (RFEP) within 5 years of entering the program.

AMAO I: 65% of English Learners will improve on CELDT proficiency level.

AMAO II: 30% of English Learners with Less Than 5 Years will attain CELDT proficiency. 50% of English Learners with More Than 5 Years will attain CELDT proficiency.

**To accomplish this we will:**

**Align Instruction, Strategies and Materials with Content Standards**

- Provide daily, explicit English Language Development instruction for students at their appropriate level.
- Change ELD grouping based on regular student assessments to meet language acquisitions needs with the goal to advance EL's to the next level
- Use SIOP strategies to scaffold all core subject instruction for EL's through Thinking Maps, GLAD, frontloading and other research-based strategies
- Ensure that the TOSA coordinates CELDT and ADEPT testing, monitors R-FEP students, provides interventions for newcomers, and support for ELD instruction

**Extend Learning Opportunities**

- Provide additional small group and individual instruction by support staff and classroom teachers to EL's not making adequate ELD progress
- Offer extra support to newcomer students
- Provide before/after school and Saturday tutoring for underachieving EL students

**Increase Access to Technology**

- Provide access to the computer lab, netbooks/iPads, and classroom computers to offer motivating intervention activities to EL students
- Investigate programs and websites appropriate to help EL's to improve their English proficiency

**Provide Staff Development and Professional Collaboration Time**

- Collaborate on how to integrate ELD standards into the common core ELA units in order to support English Learners
- Offer updated training on research-based strategies (i.e. Thinking Maps, GLAD, frontloading techniques) that effectively scaffold instruction for ELs
- Facilitate ELD grouping and teaming across grade levels in order to meet individual needs of ELs
- Grade level teams meet throughout the year to review ELD assessment results and adjust instruction

**Involve Parents and Community**

- Offer parent workshops that show how to promote ELD and language development at home
- Ensure that the School Site Council makes decisions and recommendations for expenditures of categorical funding to promote student achievement
- Ensure that the English Learner Advisory Committee reviews EL programs and assessment results and offer recommendations

**Goal IId: Mathematics**

**School Goal:**

On the district Mathematics Benchmark Test, ten percent more students will score Proficient or Advanced using Benchmark 1 as a baseline.

- The following subgroups will improve by at least 10% more proficient/advanced on the district Mathematics Benchmark Test: English Learner, Hispanic/Latino, Socio-economically Disadvantaged and Students with Disabilities
- All students not yet proficient will demonstrate a minimum of one level of growth. All students meeting or exceeding proficiency will maintain their achievement level as a minimum

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10

**To accomplish this we will:**

**Align Instruction, Strategies and Materials with Content Standards**

- Continue to implement mathematics Common Core units
- Provide small group instruction and interventions, such as ST Math, to facilitate basic skills mastery
- Administer and analyze results of Math Benchmarks, and of teacher and publisher tests in order plan subsequent instruction

**Extend Learning Opportunities**

- Use Mind Institute ST Math software to offer a non-language based, visual method of learning and practicing difficult math concepts through a series of computer activities and lessons
- Provide before/after school and Saturday tutoring for students performing below proficiency in mat.
- Offer before-school hours in computer lab for students to work on Jiji Math (ST Math Institute)

**Increase Access to Technology**

- Implement Mind Institute ST Math in 2nd-5th grades. Provide computer lab or netbook cart time slots for Jiji (ST) Math Provide incentives for students meeting goals
- Provide Computer lab technician to support and facilitate ST Math program
- Utilize classroom computers, netbooks and computer lab time to enhance and support math instruction

**Provide Staff Development and Professional Collaboration Time**

- Highlight and provide faculty inservice on strong first teaching strategies that are part of the common core Mathematic units classroom teachers are implementing
- Conduct grade level collaboration and walk-through observations to monitor student achievement and engagement as well as provide information to assist in deciding on best practices to employ to meet unique student needs
- Offer additional training, including in ST Math, based on teacher needs

**Involve Parents and Community**

- Provide parent workshops to promote math skills development at home
- School Site Council will make decisions and recommendations for expenditures of categorical funding to promote student achievement in math

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

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**School Goal:** Promote a welcoming environment that values parents as partners in their students' education

**To accomplish this we will:**

**Provide parents learning and volunteer opportunities to enable them to better support their child's academic success in reading**

- Offer ongoing informational sessions at meetings and workshops that outline Common Core Standards instructional and assessment strategies.
- Provide Parents as Partners workshops that inform, equip and provide materials for parents to support their child's academic achievement in reading
- Utilize parent and community volunteers to support classroom reading activities

**Provide parents learning and volunteer opportunities that enable them to better support their child's academic success in mathematics**

- Offer ongoing informational sessions at meetings and workshops that outline Common Core Standards instructional and assessment strategies
- Provide Parents as Partners workshops that inform, equip and provide materials for parents to support their child's academic achievement in math
- Utilize parent and community volunteers to support classroom math activities

**Provide parent training and resources that inform and prepare families to effectively support their child's academic success**

- Pilot the Dad's University program in which Santiago fathers meet together and collaborate on how they can support their families and positively impact the children's achievement in school
- Expand the 40 Assets through the support of a core group of parents trained in the 40 Assets Program in offering the program for more Santiago families to learn how to foster positive habits and traits that support educational success in their children
- Provide Parents as Partners workshops that inform, equip and provide materials for parents to support their child's social and behavior development needed for high academic achievement
- Utilize parent and community volunteers to support classroom activities
- Provide information, activities and materials to parents of students participating in the SST process
- Share community resources available to families at parent meetings, committees and training

**Strengthen family and community involvement through shared decision making and participation in school committees and events**

- Recruit PTA and other parent volunteers to support PBIS events and campaigns
- Parent representatives on SSC, ELAC and PTA make decisions and recommendations as appropriate
- Actively solicit parent participation in the PTA and the events it sponsors such as cultural programs/assemblies, book fairs, jog-a-thon, sports day and student recognition tea.
- Promote parent participation in school events and programs including Honor Roll Assemblies, classroom presentations, Back to School and Open House nights, science fair and volunteer tea

**Maintain open, ongoing communication with parents**

- Maintain ongoing communication with parents through regular newsletters, phone extension messaging system and other bilingual comunicués.
- Ensure that teachers conference with all students' families the first trimester and as needed throughout the school year Teachers send home mid-trimester progress reports and end-trimester report cards
- Maintain an open door policy administration policy and respond to parents in a timely fashion
- Provide extra duty pay for bilingual staff to provide translation as needed

**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Teachers provide before/after school tutoring in core academic subjects for at-risk	Title I	\$7,665.00
Intervention teachers provide interventions for students with intense support	Title I	\$18,183.00
Purchase or print intervention materials for at-risk students.	Title I	\$1,800.00
Purchase netbooks/iPads that support internet-based intervention programs.	Title I	\$3,000.00
Provide extended library and computer lab hours to give more opportunity to work	Title I	\$10,000.00
Provide parent workshops and meetings that show parents how to support their	Title I	\$1,595.00
Provide bilingual translation and child care so parents can participate in	Title I	\$3,500.00
Professional development conferences, seminars and teacher release time for	Title I	\$5,000.00
Purchase instructional materials and printing costs to support core instruction.	Title I	\$13,840.00
Food and snacks for parent meetings and professional develop workshops.	Title I	\$500.00
	<b>TOTAL</b>	<b>65,083</b>



## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

### School: **Santiago Elementary School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Common Core and SBAC were discussed at every grade level.
  - Vertical teaming allowed us to review standards and each grade level understood the progression of learning.
  - SBAC released test questions were incorporated into daily instruction.
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - A greater emphasis was placed upon extended response (primary grades incorporated “oral extended response” and identifying text support evidence.
  - SBAC /link was also place on our school website for our parents.
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Our CLAS teacher was on site more this year, which allowed her to train AND support classroom teachers.
  - More time on campus enabled her to support teachers during the “actual” teaching of Common Core Units.
  - More time is spent on extended responses in all subject areas.
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Less time spent on multiple choice assessments and more time is spent on “open-ended questions”.
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Vertical Teaming across K-8 is an advantage at a K-8 school.
  - Our single subject teachers, especially mathematic teachers have been a support to our 4<sup>th</sup> and 5<sup>th</sup> grade teachers as they implement their common core units.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Segerstrom High School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Segerstrom High School  
Vision Statement**

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To create a community where all students do their best learning and all staff do their best teaching.

**Segerstrom High School  
Mission Statement**

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To provide a supportive and challenging environment where all students excel.

Expected Schoolwide Learning Results (ESLRs)

Reflective Communicators:

- Think, read, write, listen, speak well
- Use multi-media as tools for communication
- Develop creative and artistic abilities

Resourceful Learners:

- Set goals
- Take responsibility for learning
- Think critically
- Solve problems
- Manage time wisely
- Study effectively

Responsible Citizens:

- Practice American patriotism
- Demonstrate the elements of character
- Live a healthy lifestyle

## Student Achievement Goals

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

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**School Goal:** All decisions (curriculum, instructional activities, staff development, time allocation, resource allocation, program development) are driven by the school's vision, mission, instructional focus, and the expected student learning results.

#### To accomplish this we will:

Maintain school wide expectations for learning, behavior, and accountability by all members of the learning community (staff and students).

- All staff held accountable for enforcing school wide expectations including the use of assignment, tardy, and dress code cards, as outlined in the Staff agreement. These Fundamental School foundational interventions include Schoolwide Tardy Cards and Schoolwide Assignment Cards maintained in every class, while Schoolwide Dress Code Cards maintained through Student Seminar.
- All students held accountable for maintaining high standards of student conduct and attendance to enhance quality instruction as described in the Student Compact. Saturday School programs are provided as steps in the Schoolwide Progressive Discipline plan and as interventions on the assignment, tardy, and dress code cards.
- Provide teachers and staff the instructional materials and resources (including technology) they need in order to create an engaging learning environment for all students, especially English Learners and other special populations.
- A safe, clean and orderly school environment is expected and maintained as described in the School Safety plan. In addition, a positive school culture and learning environment will be fostered and maintained through the development and implementation of Positive Behavioral Interventions and Support (PBIS).
- Additional staff members necessary to support and administer student programs are funded through categorical, including teachers released on special assignments.
- Vision, mission, and ESLR's are posted in all areas, including classrooms and offices. All curricular decisions, along with time and resource allocation, are based on those vision, mission and ESLR statements.
- Student achievement will be recognized and rewarded in a variety of ways. Student of the Six Weeks, Night of the Scholar and Senior Awards will be announced throughout the year. Schoolwide incentives for students performing proficient and advanced or improving a proficiency level will motivate students to perform better on CST/CAHSEE exams.
- College prep (f & g courses) elective program will be supported throughout the master schedule.
- New student orientation, mentoring, and other informational materials are provided on an on-going basis to communicate the mission of the school to all students.
- Myriad of extra-curricular and co-curricular activities will be supported in order to assure a competitive, college-going environment.
- Senior Portfolio committee works with all departments to establish and refine the criteria and requirements of the student portfolio. Materials will be collected and housed in seminar classrooms until the Senior year. Assessment will be conducted by all members of the school learning community.

Communicate the school's vision, mission, and expected student learning results to everyone and use these to drive all curricular and instructional activities, staff development, time and resource allocation and program development.

- Departmental tutorials and Targeted Interventions provide support on an ongoing basis, designed as both mandatory for students at risk and voluntary for those who need additional support. This support may be in the form of concurrent intervention classes, formal and informal teacher tutorials, peer tutorials, guided study program, or other opportunities as designed by the staff to meet the specific needs of each student, designed to provide students with the skills, disposition, and direct supervision to ensure they complete their work and experience academic success.
- Extended hours for the library and Higher Education Center to provide places for students to work on class work and college applications.
- An AVID program will be supported including staff development, materials, field trips, AVID tutors and a coordinator.
- Summer School, Bridge, Credit Recovery, and ROP classes will be provided for those students at risk of not meeting graduation requirements and for those students who would like to explore other educational opportunities. Access for all students, particularly special population students, will be provided for career technical educational via ROP classes during the school day as well as after school hours. Current ROP classes include Animation, Digital Photography, Computer Technology, Health Careers, Sports Medicine and Child Development on campus; students will have access to ROP classes throughout the district.
- Migrant staff will ensure attendance in credit recovery courses for migrant students who are credit deficient and who are not on track to complete a-g requirements. A counselor will coordinate other migrant services at the school site.
- Student Seminar, a daily time for teachers to meet with a group of students throughout their four years at Segerstrom, provides instruction in study/organizational skills and forming a college-going culture as well as coordinating the development of each student's Senior Exit Portfolio.

- Both certificated and classified special education staff will work with classroom teachers during class periods, as well as provide support outside the school day too all students in need of assistance. Students will be placed in the educational setting which is most appropriate for them.
- A list of all interventions and extended learning opportunities available on site and in the community will be supplied to students and parents and available in a variety of methods through copies and the school's website.
- Segerstrom will support equal access to Advanced Placement courses and testing by encouraging students to enroll in AP courses, and by assisting them with gaining access to AP tests.

Technology will be used within classrooms to actively engage and involve all student in the learning process and to facilitate communication with all members of the learning community (staff, parents, and students)

- Current technology will be upgraded as well as new technology introduced throughout the school as part of an ongoing technology plan.
- Ongoing staff development as determined by needs assessment will be offered by site technology committee members or by district personal. Teachers will be trained on hardware (Mad laptops, iPads, document cameras, response systems, SmartBoards, etc.), software (Word, Excel, PowerPoint, Pages, Numbers, Keynote, GradeCam, etc.), and cloud applications (Edmodo, GoogleDocs, Prezi, etc.)
- Analyze state and local assessment data, teacher-created tests, and demographic information together in one location through the use of Illuminate. Illuminate tools allow sites the ability to analyze available data from multiple sources 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.
- Teachers will be provided the necessary supplemental technology tools so as to integrate them into their teaching. This will enhance the learning environment, improve student engagement, add interactive elements to the classroom, and ready students for 21st-century learning.
- Student will be allowed to use personal electronic devices throughout the school with newly installed student wi-fi. Use is restricted to instructional purposes only.

Maintain Professional Learning Communities for all staff members which promote the culture and vision of the school.

- All teachers are part of several Professional Learning Communities (interdisciplinary team, course-alike, department) which meet regularly to analyze data and make adjustments to the programs based on the findings.
- Ongoing training is provided on Professional Learning Communities, SIOP, Common Core Standards, Thinking Maps, Technology integration and other district required staff development.
- Committee structure is in place, with regular meetings scheduled, and all staff members volunteer to serve on at least one committee. This committee based accordion-style governance system is representative of all members of the learning community.
- Instructional Leadership Team, representing all program areas and course leads, serves as the leadership team to propose and guide site decisions. The Principal serves as leader and facilitator of this Team.
- Departments create (or use ones developed by the district) and administer benchmark assessments at least two times per semester, analyzing the data gathered from those assessments, and adjusting instruction based on the data.
- Various methods will be used for data collection throughout the year (Benchmarks, Standardized assessments, attendance data, discipline data, grade analysis, PLC discussions, walk-throughs, etc.). These results will be communicated with members of the school community through postings, newsletters or other communication methods.
- Data chats are facilitated by teachers, TOSA, and administrators. After administering a common assessment, teachers meet to analyze student data and plan next steps or intervention as is appropriate. Teachers also share best practices and teaching methods or activities that appear to be working well.

Provide targeted interventions to support the academic and social achievement of all students.

- Group parent conferences and SST's will be facilitated as necessary to assure student success and access to intervention and support programs throughout the campus. Project Arrow information will be used as one source for identifying students in need of additional support.
- Guidance department identifies students of special populations for appropriate interventions. Counselors will meet with students on an ongoing basis to connect students with a network of integrated and fully articulated services.

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

### **School Goal:**

A total school wide effort will be made to:

- Increase by 3% the number of students who score proficient/advanced on all CST exams by May 2013 (as reading ability is necessary on all CST tests)
- Increase annually by 5% the number of students who increase at least one proficiency level on the English CST exam by May 2013.

Common reading expectations and strategies will be utilized to provide a coherent, rigorous, standards-based instructional program.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	3
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	3
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	3
Schoolwide will increase percent proficient on Benchmark ELA by:	3

**To accomplish this we will:**

Continue alignment of instruction, strategies and materials with content standards, particularly addressing the Common Core Standards in English Language Arts

- All students are expected to read and understand grade level-appropriate materials in all content areas. Common reading comprehension strategies and other instructional strategies (such as Cornell notes and vocabulary building) will be utilized in all classrooms, enabling students to connect existing knowledge, elaborate beyond content, and modify own learning.
- Department-wide pacing charts and alignment to standards have been established and will be adjusted based upon student data. Reading is expected in all departments.
- Department-wide benchmark assessments will be administered at least two times per semester; Benchmark assessments in all content areas will include reading.
- Holt Strategic intervention textbooks and instructional materials are used in intervention freshmen English classes.

Provide extended learning opportunities for students to develop reading skills

- Students will read two million words annually by grade 12 (independent word count progressive by grade) on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. The Library will provide support for student reading.
- Student Seminar will include time for Silent Sustained Reading several times each week, with logs completed in seminar and graded through English classes.
- Students will participate in summer reading. The "one-book-one-school" philosophy helps to create connections and a feeling of community among all students and staff on campus.

Provide increased access to technology to support reading skills

- Instructional strategies and materials, including the use of computer programs and multimedia devices in all classrooms, will be utilized to assess student reading and to actively engage students in the learning process. Book reports will be submitted to turnitin.com for accountability.
- Instructional strategies and materials, including electronic readers like ebooks and Nooks, will be utilized within classrooms and at home to provide access to textbooks and other reading materials to actively engage students in the learning process.

Provide staff development and professional collaboration time to support student reading skills

- Professional Learning communities will meet to examine student data based on reading and make adjustments to the curriculum based on the data. Professional development on reading best practices will be available as requested.

Involve parents and community members in the support of student reading skills

- Regular updates are provided to parents about individual student achievement through parent/teacher conferences and other home/school communication.

## Goal IIb: Writing Across the Curriculum

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### School Goal:

A total school wide effort will be made to have at least 55% of Segerstrom students in College Prep English reach a score of four or above (proficient and advanced) on school wide (quarterly) writing assessments by June, 2013. A total school wide effort will be made to have at least 50% of Segerstrom students in Honors English reach a score of 5 or above (advanced) on school wide (quarterly) writing assessments by June, 2013.

All teachers will utilize common writing expectations and strategies to provide a coherent, rigorous, standards-based instructional program. Writing is expected in all classrooms.

### To accomplish this we will:

Continue alignment of instruction, strategies and materials with content standards, particularly addressing the Common Core Standards in English Language Arts

- All students are expected to write clear, coherent, and focused essays that convey a well-defined perspective and tightly reasoned argument. The stages of the writing process will be used as needed to produce student essays. Common instructional strategies focusing on various stages of the writing process will be utilized. These strategies enable students to connect existing knowledge, construct personal meaning, and elaborate beyond content in their writing which will be progressively evident in their school wide writing assessments, with grades recorded by English teachers.
- School wide benchmark writing assessments, based on Common Core Standards, will be administered three times per year. All teachers will be responsible for assessing student writing in a collaborative setting.
- 12th grade English classes now integrate ERWC units in order to prepare students for non-remedial college English courses and to assist them in mastering the Common Core standards in writing. Students must successfully complete 10 ERWC units for eligibility.

Provide extended learning opportunities for students to develop writing skills

- Tutorial support will be conducted for those students who are not meeting writing expectations, with particular attention to strategies that assist EL development. This support may be in the form of teacher tutorials, peer tutorials, or other opportunities as designed by the staff to meet the specific needs of each student.

Provide increased access to technology to support writing skills

- Students will be expected to utilize available technology to produce word-processed documents and other technology-based presentations. Many of these documents will be submitted for authenticity, peer comments, and/or assessment via technology such as TurnItIn.com.
- Students will use Google Apps to create and collaborate on various types of documents and presentations. Peers will comment on others' writing and assist in the revision and editing of essays and other types of writing. Students will also create Websites in which they incorporate writing and other forms of expression. One example of this will be students' digital Exit Portfolios.

Provide staff development and professional collaboration time to support student writing skills

- Professional Learning communities will meet to examine student data and make adjustments to the curriculum based on the data. English teachers will serve as mentors to various departments in the creation and administration of writing prompts.
- Professional development on best practices in writing instruction will be provided for ALL teachers. This includes developing writing tasks as well as assessing writing tasks. All teachers will take part in school wide evaluation of writing assessments.

Involve parents and community members in the support of student writing skills

- Regular updates are provided to parents about individual student achievement. Parents and community are regarded as partners in providing opportunities for students to achieve content and performance standards.

## Goal IIc: English Language Development

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### School Goal:

A total school wide effort will be made to...

...Increase annually by 5% the number of English language learner students who improve their CELDT level by one level on the fall 2012 CELDT administration.

...Increase annually by 5% the number of English language learners who improve their CST scores in ELA and math by one proficiency level by May 2013.

...Increase annually by 20% the number of students with special needs who improve their CST scores in ELA and math by at least 10 points on each exam by May 2013.

**To accomplish this we will:**

Continue alignment of instruction, strategies and materials with content standards, addressing the elements of the SIOP (Sheltered Instruction Observation Protocol) model

- Teachers will utilize common instructional strategies in all classrooms such as SDAIE (to enable students to elaborate beyond meaning, connect existing know ledge, construct meaning, and modify their own learning) as well as common instructional strategies, such as Cornell note taking, vocabulary building, and reading comprehension strategies, to improve student success in a challenging, standards-based curriculum. These instructional strategies will include English Language Development opportunities within the specific content areas.
- All students are expected to succeed with grade-level appropriate materials in all content areas, with support provided within and beyond the classrooms.
- EL students will be provided access to glossaries and Academic vocabulary sheets in each core content area to develop academic vocabulary, language skills, encourage literacy, and grow content know ledge while providing support for standardized tests as necessary.

Provide extended learning opportunities for students to develop academic English Language, as well as speaking and listening skills necessary in the classroom

- Staff development for 2012-13 will focus heavily on creating opportunities for student talk which allows students opportunities to do listening and speaking activities within content areas. A continued focus will be on classroom rigor which accesses the highest levels of Bloom's Revised Taxonomy.
- Teachers and staff will identify each of their EL's and RFEP's in order to purposefully offer them SDAIE or SIOP stratgies during regular instruction. Teachers will specifically reference these strategies in their lesson plans; they will also monitor the progress of their EL's and RFEP's and offer interventions as necessary.

Provide increased access to technology to support English Language Development

- A variety of instructional strategies, including integration of technology, are utilized by all teachers to actively engage English Learner students in the learning process.

Provide staff development and professional collaboration time to support English Language Development in teachers classrooms

- All core teachers are certified SDAIE or CLAD, and/or are currently in SIOP training.
- Staff development will be provided to teachers of English Language learners to improve effective classroom instruction.
- Professional Learning communities will meet to examine student data and make adjustments to the curriculum based on the data, particularly in regards to English Learners.

Involve parents and community members in the support of English Language Development

- Parents and community are regarded as partners in providing opportunities for students to achieve content and performance standards. Regular updates are provided to parents about individual student achievement via Teleparent and other multilingual resources.
- An English Learner Advisory Committee has been established, and meets regularly, to provide ongoing, two-way communication between the home and school. This committee is organized by the ELD Coordinator and the Higher Ed Coordinator.



## Goal IId: Mathematics

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### School Goal:

A total school wide effort will be made to...

- Increase by 3% the number of students who score proficient/advanced on all CST exams by May 2013.
- Increase annually by 5% the number of students who increase at least one proficiency level on the mathematics CST exam by May 2013.

Common expectations and strategies will be utilized to provide a coherent, rigorous, standards-based instructional program in mathematics.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	3
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	3
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	3
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	3

### To accomplish this we will:

Continue alignment of instruction, strategies, and materials with content standards, particularly addressing the Common Core Standards in Mathematics

- All students are expected to utilize logical reasoning inherent in the study of mathematics, which allows for applications to a broad range of situations in which answers to practical problems can be found with accuracy. Common logical reasoning strategies will be utilized in all classrooms to connect existing knowledge, construct meaning, elaborate beyond content, and modify their own learning.
- Department-wide pacing charts and alignment to standards have been established and will be adjusted based upon student data. Mathematics benchmark assessments will be administered at least two times per semester.

Provide extended learning opportunities for students to develop mathematical reasoning skills

- Tutorial support and/or mathematics support classes will be conducted for those students who are not meeting mathematics expectations. This support may in the form of teacher tutorials, peer tutorials, or other opportunities as designed by the staff to meet the specific needs of each student.

Provide increased access to technology to support mathematical reasoning skills

- Instructional strategies, including the use of various forms of technology, will be utilized to assess student progress and to actively engage students in the learning process.

Provide staff development and professional collaboration time to support mathematical reasoning skills

- Professional Development on best practices in mathematics and mathematical reasoning will be made available for ALL staff members.

Involve parents and community members in the support of student mathematics skills

- Regular updates are provided to parents about individual student achievement. Parents and community are regarded as partners in providing opportunities for students to achieve content and performance standards.

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

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**School Goal:** Segerstrom will increase by 5% involvement of families, other community members, community agencies and businesses in supporting students in their educational goals.

**To accomplish this we will:**

Explore proven research-based strategies to involve secondary parents in assisting their high school level student succeed in English Language Arts

- Progress reports are sent home periodically by all teachers, in addition to the 6-week progress reports produced by the district.
- Parent newsletters are produced and distributed through program verification. These newsletters are produced in English and Spanish. Ongoing information is also available on the school's website, which can be translated into a number of languages.
- Access to Aeries parent portal will allow immediate feedback on classroom progress. Grades and other student information will be available for parents to access via home computers or mobile devices. Assistance to parents needing access will be available in Segerstrom's Parent Center in the Counseling Center.

Explore proven research-based strategies to involve secondary parents in assisting their high school level students succeed in Mathematics

- Progress reports are sent home periodically by all teachers, in addition to the 6-week progress reports produced by the district.
- Parent newsletters are produced and distributed through program verification. These newsletters are produced in English and Spanish. Ongoing information is also available on the school's website, which can be translated into a number of languages.
- Access to Aeries parent portal will allow immediate feedback on classroom progress. Grades and other student information will be available for parents to access via home computers or mobile devices. Assistance to parents needing access will be available in Segerstrom's Parent Center in the Counseling Center.

Provide resources and assistance for parents and students to maintain two-way communication with the school in order to promote student success and achieve post-secondary goals

- Parent nights and other meetings are held for various curriculum areas and student programs to explain standards, curriculum, and expectations.
- PTSO meetings and other parent meetings will provide guest speakers and other experts on a wide range of parenting issues.
- Progress of student interventions (in specific programs such as Guided Study, CAHSEE prep, CTE classes, etc.) will be part of a scheduled reporting system.
- Electronic systems, including XTEND and the Aeries Parent Portal, will be utilized to inform parents about classroom performance and campus events.

Provide resources and services to the school community and encourage students, parents and community members to participate in various school leadership positions

- Parents are elected to serve on the School Site Council. All parents are invited to participate in the Parent/Teacher/Student Organization (PTSO). English Learner parents are also invited to participate on, and are elected to, the English Learners Advisory Committee (ELAC).
- Regional Occupational Programs are offered on campus in Animation, Digital Photography, Computer Technology, Health Careers, and Sports Medicine. Other ROP programs are offered to students on other campuses throughout the city.
- Business partnerships are established with local businesses to provide resources to the school community.
- Various parent organizations (PTSO, Booster Clubs, etc.) and advisory committees (ELAC, etc.) are established to provide opportunities for parents and community members to solve problems and make decisions.
- Students are required to complete 16 hours per year of community service. Community Service committee and clubs will provide opportunities for service both on campus and throughout the community.
- Parent Fairs and other district sponsored events are offered at various sites throughout the district throughout the year. Information will be disseminated via the school's website as well as flyers and posters on campus.

**Funding**

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
ELD Coordinator	Title I	\$117,749
Employee Benefits	Title I	\$34,249
Parent communications, set-Aside for parent organizations and advisory	Title I	\$4,250
Transportation: academic competition teams	Title I	\$1,000
Extra Duty Tutoring: Departmental tutorials and targeted interventions provide	Title I	\$10,000

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
Extra Duty Program Planning: Training on PLCs, SIOP, Common Core Standards, Thinking Maps, technology integration	Title I	\$4,000
Extra Duty Counseling: Extended hours for the library and Higher Education Center to provide student support and college application assistance.	Title I	\$5,800
Extra Duty Librarian: personnel will provide support for students independent reading	Title I	\$2,700
Non-Cap Equipment: Students use technology to produce word-processed	Title I	\$4,000
Turn-it in Site License	Title I	\$7,000
Instructional Materials	Title I	\$6,795
	<b>TOTAL</b>	<b>\$197,543</b>

**Santa Ana Unified School District**  
1 Page SPSA Questionnaire for Board

**School:** **Segerstrom High School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Going to allow more department autonomy in the development of academic intervention
  - Use first 6 week grading period as an indicator for student intervention
  - More individualized counselor meetings with alpha case loads to help students sustain acceptable grades
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Seminar will focus more on the needs of each grade level rather than a school wide approach that has not proved effective.
  - Less is more approach, have “quick strike” interventions instead of months of daily intervention (unsustainable).
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - More parent/student/teacher interaction.
  - Continual grade updates on Aeries, so parents can view more current grade status of their students
  - Earlier ‘Student Support Team’ intervention, utilizing the student teacher teams to address struggling students early.
  - More classroom visitation by administration
  - Continue to encourage more parent involvement in school
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Less school wide models of intervention and support,
  - Less teacher and counselor time away from class and school, conferences attended by one representative to share back to the whole group instead of entire department gone for the day.
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Complete make-over of personal electronic use culture, students may now use their devices in the
  - Updated mobile computer labs and classroom computer labs

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Jose Sepulveda Elementary School**

**Superintendent**

Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Jose Sepulveda Elementary School  
Vision Statement**

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Sepulveda Elementary School strives to facilitate optimal learning for students of all cultural and ethnic backgrounds and academic ability levels, in order to enable them to compete in a rapidly changing diverse and complex society and prepare them to become 21st century learners and leaders.

**Jose Sepulveda Elementary School  
Mission Statement**

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At Sepulveda Elementary School we will utilize a science and health instructional focus to generate our future scientists, engineers, and mathematicians through the integration of Common Core Standards and Inquiry-based hands-on curriculum.

We will also:

- Ensure a safe, clean, orderly and positive school culture that enables all students to become confident, self motivated life-long learners.
- Recognize that each student is a valued individual with unique intellectual, physical, social, cultural, and emotional needs.
- Emphasize student achievement as a priority at the school with the belief that all students can learn as a result of teachers implementing hands-on inquiry-based instructional strategies to promote optimal, meaningful learning with access to state of the art technology..
- Help students demonstrate their potential through a variety of on-going forms of formal and informal assessment.
- Utilize the Common Core Standards and the Next Generation Science Standards for classroom instruction and planning.

## Student Achievement Goals

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

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At Sepulveda Elementary, all staff, parents, students and community member's work together to continue to increase student achievement and meet necessary compliance levels utilizing student assessments and data driven instruction. We look to provide and maintain an educational environment with an emphasis on improving student academic performance and closing achievement gaps among individual students and sub-groups. We provide all students with access to state of the art technology during instruction. Teachers are focused on utilizing an inquiry based hands-on approach to promote optimal learning and improving the school's culture and learning environment. We will utilize an instructional focus of Science and Health and the implementation of the Common Core State Standards to reach our goals of Reading by 3rd Grade and Reclassification by 4th/5th Grade.

#### To accomplish this we will:

- Continue utilizing our Language Arts program along with Common Core State Standards alignment tools to ensure 21st Century learners and leaders.
- A school-wide RTI intervention plan which provides appropriate interventions to all students. In addition to providing academic interventions, Sepulveda will also provide a school-wide Positive Behavior Intervention and Support (PBIS).
- Sepulveda staff will provide access to research based technology that will help our students and parents engage in a variety of meaningful learning opportunities.
- Teachers will attend staff development with a focus on technology, Next Generation Science Standards, Common Core Units of Study and their alignment to student achievement in reading comprehension and English Language Development.

### Goal IIa: Reading Across the Curriculum

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Sepulveda student scores will increase by at least 10% on the Benchmark in Reading until 49% are proficient or advanced. Student scores will increase by at least 10% on the Benchmark in Math until 58% are proficient or advanced. Common Core State Standards based instruction will be utilized to align classroom instruction to SAUSD pacing charts and Benchmark assessments. Teachers will provide inquiry based and hands-on instruction that provides access to technology. We will focus our efforts on Reading by 3rd Grade and English Language Proficiency by 4th/5th Grade. We will work to align the Next Generation Science Standards across grade levels to support our science and health instructional focus.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10%
Schoolwide will increase percent proficient on Benchmark ELA by:	10%

#### To accomplish this we will:

Use of student data from available sources which include Benchmarks, SAUSD Open Court Assessments, STAR Reading, DIBELS, PALS, BPST(Kinder), CELDT, Adept and writing proficiency.

- Meet or exceed the yearly target on the AYP in all sub-groups in ELA by at least 10% each year until 850 is reached through standard aligned lessons.
- Computer Lab technician is provided through Title I and categorical funding to support technological programs.
- Sepulveda Staff will attend staff and grade level meetings for ongoing staff development and professional collaboration.

## Goal IIb: Writing Across the Curriculum

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Based on grade-level rubrics, Sepulveda teachers and staff will ensure that all students are able to write to grade-level standards with proficiency as measure by District and State writing tests. Teachers will utilize Thinking Maps, the SAUSD Writing Binder, GLAD and other instructional strategies necessary to provide students with the ability to pass their writing proficiency with a score of 4 or 5. We will align our current instructional practices with the New Common Core State Standards.

English learner subgroup will increase percent proficient on CST ELA by .

### To accomplish this we will:

- Sepulveda staff will use a variety of strategies to reinforce the state writing standards. Writing instruction will take place throughout all curricular areas across grade levels including the use of Thinking Maps to improve written work.
- Use of writing data to drive instruction and target intervention.
- Sepulveda staff will utilize daily journal writing to provide instructional writing practice. We will also utilize Science journals to document the inquiry based instruction and the schoolwide investigative process.
- Sepulveda teachers will be kept informed about all available writing workshops.
- All teachers will align their writing instruction to students needs and the SAUSD Writing Notebooks.

## Goal IIc: English Language Development

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The number of students making the AMAO I, AMAO II and AMAO III will meet or exceed the annual state requirements. Students who do not make ELD proficiency will increase by a minimum of one ELD performance level on the CELDT assessment or ADEPT. Sepulveda staff will also strive to increase the number of students who are re-designated, with a focus to provide English fluency for all 4th and 5th grade students. We will align ELD instructional practices to benefit students' success and increase student English levels. Students will receive ELD instruction aligned with the New Common Core Standards.

### To accomplish this we will:

- Sepulveda staff provides frontloading and systematic ELD instruction for all English Learners, according to their level of proficiency in ELD.
- Sepulveda will conduct data analysis of ADEPT assessments to determine grouping and instruction.
- Limited English speakers will be provided support by having access to research based ELD software.
- Sepulveda staff will receive ongoing staff development opportunities in Systematic ELD and Frontloading strategies.
- Utilize Frontloading strategies to align ELA, Math, Science and Health instruction with English Language Development.

## Goal IId: Mathematics

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The percentage of Sepulveda students who score Proficient or Advanced will increase by at least 10% on the Math Benchmark exams until we have 58% is reached. Students who do not make grade level growth will increase by a minimum of one level in CST mathematics. We will continue to utilize ST Math Program (Jiji) to enhance the Mathematics program. Students will participate in a schoolwide Math Facts contest to ensure proficiency in math fluency. We will work to align our current math instructional strategies with the New Common Core Standards.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10%

English learner subgroup will increase percent proficient on CST Mathematics by .



**To accomplish this we will:**

- Sepulveda teachers will collaborate during staff and grade level meetings to discuss best practices and instructional strategies to better improve proficiency in math.
- All Sepulveda students will participate in ST Math Program in the classroom, in the lab, after school and at home.
- Students will have Data Binders with Math test release questions with a focus on supporting their answers with explanations and data.
- Sepulveda teachers will use data to drive standard based instruction and to support student achievement.

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

Sepulveda Elementary School will ensure that parents and community partners are active participants in all students reaching grade level proficiency. Monthly meetings are held to inform parents of District and School goals and achievements. Parent/Community awareness is encouraged. Parents are encouraged to be involved and empowered by participating in SSC, PTO, and ELAC committees. Parent volunteers are needed in the classroom, in the library and on the yard. Weekly classes are held during the day on a variety of topics such as Nutrition, 40 Developmental Assets, Safety, Nutrition and Kindergarten preparedness.

**To accomplish this we will:**

- Encourage parent involvement and empowerment by participating in SSC, PTO, and ELAC committees.
- Sepulveda Elementary School will provide on going communication with parents and community via our Sepulveda webpage, monthly parent newsletters, flyers, posters, electronic marquee, and the use of Extend phone messaging to further ensure that important information regarding math is being shared with our parents.
- Parents are required to attend parent conferences, SST meetings, IEP meetings, Open House, Back to School Night, and Board of Review meetings.

Parents are encouraged to attend:

- 40 Developmental Assets Class
- Nutrition Classes
- Monthly Parent Meetings
- Green Carpet Award Assemblies
- Monthly Flag salute
- Holiday Program
- GATE parent meetings
- Grade Level meetings
- Any school planned activities that encourage parent involvement

**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
1104-Sub-days	TITLE I	\$6,495.00
2103-Instructional Assistants Salaries Extra Duty(OT)	TITLE I	\$5,000.00
2930-Activity Supervisor Salary Regular	TITLE I	\$500.00
4300-Instructional Supplies and Software	TITLE I	\$20,014.00
4338-Office Supplies Food	TITLE I	\$500.00
4400-Non-Capitalized Equipment	TITLE I	\$10,650.00
5810-Consultants Instructional	TITLE I	\$1,500.00
5210-Travel Conference	TITLE I	\$3,000.00
	<b>TOTAL</b>	<b>\$47,659.00</b>

# Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

**School:** Sepulveda Elementary School

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Utilizing Engineering is Elementary (EIE) kits at every grade level, to increase a hands-on inquiry based teaching of engineering and science concepts. EIE training provided by OCDE and Museum of Boston.
  - Providing grade level alignment and utilization of NGSS (Next Generation Science Standards) for school-wide aligned instruction.
  - Project-Based Learning (PBL): Six staff members will be trained to implement a PBL unit of study during the school year.
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Utilizing our district curriculum specialists to ensure RTI is fully implemented.
  - Utilizing the BPST assessment as needed for prescriptive data.
  - Increased access to technology for all students.
  - Year one implementation of “No Excuse University” philosophy.
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Providing the correct intervention for all students.
  - School-wide Accelerated Reader and JiJi Mathematics.
  - Attending STEM conference to gain instructional strategies in order to improve student achievement.
  - District Intervention coach to provide school-wide intervention plan and professional development as needed.
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - P.B.I.S. – Moving from uniform consequences to individual consequences while maintaining a safe campus.
  - Shifting from individual student work to collaborative student work.
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - School-wide alignment to Next Generation Science Standards, in the disciplines of Life Science, Physical Science, Earth/Space Science, and Engineering.
  - Aligning ELD instruction to Next Generation Science Standards.
  - Utilizing Instructional Assistants for student interventions.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Sierra Preparatory Academy**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Sierra Preparatory Academy  
Vision Statement**

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Sierra Preparatory Academy, an alliance of staff, students, parents, and community, is committed to providing quality academic achievement and social adjustment by expecting students to:

- Master grade level standards and apply them in a meaningful context;
- Learn how to gather information from a variety of sources including the use of technology;
- Practice cooperation and teamwork in problem solving and making informed decisions; and
- Exercise self-discipline and self-motivation to become responsible, contributing members of society.

**Sierra Preparatory Academy  
Mission Statement**

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The mission of Sierra Preparatory Academy is to help develop immediate and life-long goals that will result in purposeful, satisfying, and successful lives.

## Student Achievement Goals

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

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#### School Goal:

Effective leadership at Sierra Preparatory Academy will guide school-wide alignment of instruction, strategies and materials with the California Common Core State Standards (CCSS) to provide all students with a rigorous instructional and enrichment program and a safe, clean, friendly and inviting environment for all students and their families.

#### To accomplish this we will:

Provide effective operational and instructional leadership to guide school-wide alignment of instruction, strategies and materials with the California Common Core State Standards (CCSS):

- Sierra Instructional Leadership Team (SILT), Parent Leadership Team, ELAC, SSC, Department Teams, Administrative Team
- Learning Director and Principal will focus on Instructional Leadership
- open lines of communication between Administration Team and all staff - weekly Transformation Instructional Bulletins

Provide extended learning opportunities for all students as aligned with the CCSS:

- provide all students with electives with VAPA or college/career readiness focus
- provide targeted intervention opportunities after school
- provide Saturday Academy which will allow for reteaching, enrichment and reinforcement of identified California Standards
- provide "Excursions of Excellence" for students to experience rich learning beyond the school site
- sponsor "Career Day" to expose students to career options

Provide supplies, equipment and technology that will support the instructional and enrichment program as aligned with the CCSS:

- e-readers, e-books, support equipment and consultants to implement the "I heart Reading" campaign to increase reading comprehension and fluency
- technology and Illuminate site license that will give teachers immediate feedback on student progress and allow for reteaching
- mobile tablet-type technology and other technology that will enhance lesson delivery and increase student engagement
- supplies and equipment to support the elective program, including Industrial and Visual and Performing Arts

Teachers will reflect on the rigor of their lessons and student work through collaboration with colleagues and will continue to grow professionally by participating in staff development opportunities aligned with the CCSS:

- participate in classroom visits and post-visit feedback to share best practices
- staff development including collaborative culture, lesson design, classroom environment, increasing time on task and student engagement writing across the curriculum, strategies to support English learners including academic language and content vocabulary, Thinking Maps and SIOP training
- collaboration to include vertically aligning instructional program, data analysis of instructional programs and use of student data to inform instruction, deconstructing essential standards and writing shared lesson plans
- attend conferences and other learning opportunities
- attend staff development on Common Core Units of Study and scoring extended response tasks on benchmarks
- use TOSAs, district curriculum specialists and outside consultants to provide staff development

Staff will maintain the components of the Positive Behavioral and Interventions Support (PBIS) Schools Program; provide a safe, clean, friendly and inviting environment in which all students can learn with a focus on high expectations and achievement; and provide appropriate student incentives and recognition to build a positive school spirit:

- attend district sponsored PBIS trainings and provide regular inservices to staff
- administration will support the tenants of PBIS, holding staff and students accountable for maximizing instructional time
- maintain Check-In-Check-Out (CICO) system to provide support for problematic behaviors and encourage positive student-staff interactions
- construct and implement positive behavior classroom matrix to show clear behavioral expectations and create warm and inviting classroom environments
- recognize student accomplishments on a regular basis

**Goal IIa: Reading Across the Curriculum**

**School Goal:**

All Sierra Preparatory Academy students will become proficient in English Language Arts.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	n/a
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	n/a
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	n/a
Schoolwide will increase percent proficient on Benchmark ELA by:	n/a

**To accomplish this we will:**

Provide all staff with the resources to ensure the alignment of instruction, strategies and materials with the CCSS and ELD standards:

- support ELA/ELD teachers with staff development to ensure adherence to the district curriculum, curriculum maps, and interventions
- support VAPA focus infusion into the Language Arts
- provide materials to supplement the ELA curriculum
- provide students with daily two-period language arts class appropriate to their language level, that is rigorous and engaging

Provide students with extended learning opportunities in Language Arts as aligned with the CCSS and ELD standards:

- district-sponsored tutorial services
- targeted intervention
- after school Boys and Girls Club provide ELA support
- "I heart Reading" campaign to increase reading fluency
- community partners provide tutors after school
- Gifted Students program support

Provide staff and students with increased access to technology that will support the Language Arts curriculum as aligned with the CCSS and ELD standards:

- "I heart Reading" campaign e-readers, e-books and support equipment
- computer labs and media/reference library to support classroom projects
- maintain Accelerated Reader and Reading Plus computer programs
- support teachers with technology to create and present highly engaging lessons
- utilize Aeries and Illuminate to access and analyze data

Provide opportunities for staff development and professional collaboration to increase the rigor and alignment of Language Arts instruction with the CCSS and ELD standards:

- Sierra Teacher Planning Time (STPT) for collaboration during the school day and weekly collaboration after school on Wednesdays to provide time for shared lesson planning, data analysis, common assessment creation and share best practices
- continue staff development to improve instructional practice to ensure improved student literacy in academic language, writing and content comprehension
- Content Area Language and Literacy for Success in Middle and High School training and lesson study by UCI to increase content area reading comprehension
- Build sustainability and teacher self-efficacy

### **Goal IIb: Writing Across the Curriculum**

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#### **School Goal:**

All Sierra Preparatory Academy students will become proficient writers.

#### **To accomplish this we will:**

Provide all staff with the resources to ensure the alignment of instruction, strategies and materials with the CCSS and ELD standards, in support of Writing across the curriculum:

- use standards aligned texts and supplemental materials to provide opportunities for writing in every class, every day
- incorporate VAPA focus to encourage writing across the curriculum such as creating performances in drama, oral expression and artistic expression in story writing/poetry
- incorporate strategies to organize thinking for writing
- implement structured writing program to help students master writing standards
- Sierra yearbook will be a showcase for written and artistic expression by students

Provide students with extended learning opportunities to help improve their Writing skills across the curriculum as aligned with the CCSS and ELD standards:

- district-provided tutorial services
- after school Boys and Girls Club program
- targeted intervention in writing skills and conventions
- community partners tutors
- Gifted Students program

Provide staff and students with increased access to technology that will support Writing across the curriculum as aligned with the CCSS and ELD standards:

- computer labs and media/reference library provide support for research and writing projects
- technology for teachers to collaborate and create highly engaging lessons and projects that incorporate daily writing by every student
- additional technology that will support student writing and presentations, such as powerpoint

Provide opportunities for staff development and professional collaboration to increase the rigor and alignment of instruction in support of Writing across the curriculum as aligned with the CCSS and ELD standards:

- STPT and after school Wednesday collaboration time to develop lessons that incorporate writing
- continue staff development in strategies to develop and enhance academic language, to improve students' thinking and writing skills and comprehension, and in strategies to incorporate speaking and writing every day in every class by every student
- Build sustainability and teacher self-efficacy

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

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#### **School Goal:**

All Sierra Intermediate School English Learners will advance one CELDT level per year and exit the program within six years of entering.

**To accomplish this we will:**

Provide all staff with the resources to ensure the alignment of instruction, strategies and materials with the CCSS and ELD standards in all curricular areas in support of English Learners:

- schoolwide VAPA focus to provide opportunities for English Learners to develop reading, writing and oral expression skills
- support students English acquisition with supplemental materials, manipulatives and equipment to create engaging lessons that illustrate standards-based concepts utilizing visual and kinesthetic methods
- strategies to focus students on organizing and processing their thinking
- provide students with daily two-period language arts class appropriate to their language level
- maintain a functional English Language Advisory Committee (ELAC) that monitors EL programs, provides advice to SSC on program implementation and needs in EL programs

Provide students with extended learning opportunities to support their English Language Development as aligned with the CCSS and ELD standards:

- district-provided tutorial programs
- after school Boys and Girls Club program
- targeted intervention
- community partners tutors

Provide staff and students with increased access to technology that will support language acquisition for English Learners as aligned with the CCSS and ELD standards:

- computer labs and media/reference library provide resources for EL students to research and work on projects
- Accelerated Reader program provides books for EL students appropriate to their language level
- Reading Plus increases reading fluency for EL students
- provide additional technology that supports engaging lessons for EL students
- utilize Aeries and Illuminate to access and analyze student data to inform instruction

Provide opportunities for staff development and professional collaboration to increase the rigor and alignment of instruction in all curricular areas in support of English Learners as aligned with the CCSS and ELD standards:

- STPT and after school Wednesday collaborations provide time for teachers to plan shared lessons, create common assessments and share best practices
- staff development in academic language and improving student literacy (Pivot LP)
- UCI CALL, UCI IMP will provide staff development and lesson study for all content area teachers in accessing complex text, solving real world problems with additional staff development by Pivot LP to specifically target English Learners reading, writing, listening and speaking skills (ELD and Literacy CCSS)
- utilize strategies such as Thinking Maps as a common visual language for organizing thinking and integrating learning by EL students
- Build sustainability and teacher self-efficacy

**Goal IId: Mathematics****School Goal:**

All Sierra Preparatory Academy students will become proficient in mathematics.

## Mathematics Goals



<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	n/a
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	n/a
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	n/a
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	n/a

**To accomplish this we will:**

Provide staff with the resources to ensure the alignment of instruction, strategies and materials with the CCSS in Math:

- teachers access released SBAC practice questions and other item bank questions to help guide planning
- provide supplemental materials and manipulatives to create engaging lessons
- students enrolled in daily two-period math classes
- students track their own progress on standards mastery using "Instructional Road Maps" (IRMs) and/or Student Planners
- supplemental materials to prepare students for CAASPP administration

Provide students with extended learning opportunities in Math as aligned with the CCSS:

- district-provided tutorial services
- after school Boys and Girls Club program
- Gifted Students program
- community partners tutors
- target intervention in specific math skills
- MESA elective and after school Rocket Science Tutors provide science/technology/engineering/math (STEM) integrated activities

Provide staff and students with increased access to technology that will support the Math curriculum as aligned with the CCSS:

- computer labs to provide student activities and projects
- utilize Aeries and Illuminate to access and analyze student to inform instruction
- support and materials for the Algebra Academy, a common-core based program using technology and real-life, hands-on problem solving with approximately 1/3 of our 8th grade students

Provide opportunities for staff development and professional collaboration to increase the rigor and alignment of Math instruction with the CCSS:

- STPT and after school Wednesday collaboration to develop shared lesson plans, create common assessments and share best practices
- staff development by Pivot LP to support academic language acquisition and opportunities for students to speak and write in every class every day
- Math TOSA to coach math teachers in lesson creation, delivery, planning and using data to drive instruction
- UCI Irvine Math Project to provide content staff development and Lesson Study to develop and share best instructional practices
- Build sustainability and teacher self-efficacy

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

**School Goal:**

Sierra Preparatory Academy strives to achieve the highest quality of parent involvement through effective communication, required involvement and structured partnerships. All teachers will attend at least two parent functions during the year.

**To accomplish this we will:**

Work with parents to provide them with strategies and assistance to improve students' Reading:

- Counselors meet with parents and students to discuss grade level progress in reading and recommend interventions
- Student Success Team (SST) and Coordination of Services Team (COST) meetings to help get targeted students on track in reading
- standards-based grading provides timely and accurate feedback on student mastery of reading standards
- outside organizations to assist parents in establishing home learning environment and supporting and monitoring students' learning

Work with parents to provide them with strategies and assistance to improve students' Math:

- Counselors meet with parents and students to discuss grade level progress in math and recommend interventions
- Student Success Team (SST) and Coordination of Services Team (COST) meetings to help get targeted students on track in math
- standards-based grading provides timely and accurate feedback on student mastery of math standards
- outside organizations to assist parents in establishing home learning environment and supporting and monitoring student's learning

Work with parents to provide them with strategies and assistance to improve students' attendance and behavior:

- Office staff, counselors, teachers and administrators will support parents in ensuring their students are achieving, behaving and attending school regularly and on time.
- staff will ensure that communication is two-way and develop and clarify policies and practices which promote parent involvement and interaction with the school
- Home-school compact will delineate each stakeholder's responsibilities to ensure student success
- Saturday Academy will provide students with extended learning time to make up for absences
- counselors will work with students on time-management skills to help alleviate tardies
- partnerships with outside agencies to increase and support resources provided by the Parent Center

Implement strategies to strengthen family and community involvement with the school:

- maintain a functional and operational Parent Resource Center to ensure parent involvement and access to resources
- Community and Family Liaison hired to develop home-school connections to bind the school and community in a mutually sustaining partnership in support of the students and coordinate the resources and services of the school and community
- CICO parent meetings to discuss and celebrate student progress
- Multiple opportunities for parents to interact with the school including parent meetings, family dinner nights, workshops, Open House, Back to School Night, VAPA performances, parent orientation meetings, student awards and recognition celebrations, etc
- Leadership opportunities for parents including SSC, ELAC, Parent Leadership Team

Promote the unique identity of Sierra Preparatory Academy to the community:

- Create video and maintain website to showcase Sierra Preparatory Academy to the community
- newsletters, brochures and letters will be created in English and Spanish and mailed to communicate with families and community about school programs, progress and events
- foster community relationships, sustain participation of students and parents in various school/community activities

Maintain open lines of communication between school, home and community:

- focus on treating all with dignity and respect
- "customer satisfaction cards" provide feedback on treatment of parents, community members, and other guests
- administration will attend city/community meetings/events and provide information about Sierra Preparatory Academy
- parent, student, teacher conferences in family's primary language to address student needs
- student agendas provide regular communication between school and home
- use phones and EduLink message system to increase school to home communication
- materials and equipment to facilitate parent meetings

**Funding**

State and Federal Funding

Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
Extra Duty for staff to include, but not limited to: targeted intervention and	Title I	\$69,058
Provide sub days so teachers can collaborate, visit other classrooms to view best		\$8,500
Overtime for office staff to provide support for extended programs and parent		\$1,600
Provide instructional materials, including technology, that will enhance student		\$224
Communications expenses - postage, shipping, etc		\$2,019
	<b>TOTAL</b>	<b>\$93,847</b>

## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

**School:** **Sierra Preparatory Academy**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Focus is on sustainability and self-efficacy
  - Focus is on developing in-house teacher leadership for lesson study/professional development /collaboration teams
  - Focus is on regular infusion of technology into instruction (blended learning, flipped classrooms, iPads, mobile laptop carts, and Gooru)
  - Focus is on delving deeply into data
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - All staff will focus on the next “one big thing” – more rigorous academic conversations
  - Much more emphasis on data to drive instruction – teachers take ownership of their own data
  - Set school wide expectations regarding common assessments (quality and number) so they better reflect student progress towards mastery of CCSS/ELD standards
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - “Sierra Way” of Lesson Study which includes collaboration in planning lessons
    - Embed CALL strategies in all lessons
    - Focus on CCSS, ELD standards, complex text & academic language
    - Increase rigor and relevance of lessons for all students
    - Peers visiting each other and sharing feedback; debriefing/refining lesson
  - Continue Summer Transition Program for incoming 6<sup>th</sup> graders, teaching them the Sierra Way, embed CCSS/ELD standards, collaborative team teaching model, technology and creation of a project that reflects students’ learning
  - Strengthen use of data to drive Tier II/Tier III student interventions (PBIS/CICO)
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Consultants will focus less on direct delivery of professional development, consultants to facilitate and build teacher leaders to carry on the work
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Strengthen and fortify VAPA, enrichment, electives, athletics and connect those to academic learning (CCSS/ELD standards)
  - Increase and fortify parent involvement in school and in their child’s education
  - Increase parent education to focus on instructional program, high school and college preparedness
  - Increase use of technology as a tool, embedded in instruction on a regular basis

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Spurgeon Intermediate School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Spurgeon Intermediate School  
Vision Statement**

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We provide a balanced and equitable education in a safe, respectful, and positive 21st century school. By tapping into the diverse interests and needs of all stakeholders, we instill and encourage the passion to be lifelong learners.

**Spurgeon Intermediate School  
Mission Statement**

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We are creating a bridge of proficiency from the California Content to the Common Core State Standards by emphasizing critical thinking and problem solving skills. Our students will demonstrate mastery of effective oral and written communication and mathematical competency, allowing their curiosity and imagination to meet the challenge of an increasingly global society. We see academic excellence, collaboration and adaptability as instrumental in providing the necessary outcomes for achieving success in the 21st century.

## Student Achievement Goals

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

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#### School Goal:

Spurgeon students will improve academic performance in core subjects by developing and continuing a school culture in which instruction, assessment, and school procedures support the members of the learning community.

All students will have equitable access to a high quality curricular and instructional program and will receive instruction from highly qualified instructional staff.

All students and staff work in a healthy, safe and secure environment that supports learning as measured by students will report feeling safe or very safe at school as measured on the California Healthy Kids Survey and the California School Climate Survey (given to staff) annually. Efforts to engage students in school will result in a reduction in the number of lost instructional days as measured by suspension data and SWIS data.

#### To accomplish this we will:

- Support department governance, including collaboration meeting based around shared curriculum/ grade-level content.
- Collaborate with outside experts to develop and carry out a plan to improve instructional practices.
- Provide professional development in strategies that will assist English learners to better access a rigorous curriculum.
- Use local experts and outside SAUSD support providers, materials, and technology to assist department assessments and planning.
- Provide time in which departments are able to work together through the use of department time and release time.
- Expansion of the AVID program to ensure that students receive extra support in all core subjects. In order to meet their educational needs students will be exposed to guest speakers, educational field trips, and tutoring.
- Provide equipment and training for teachers to use a broad range of technology to assist with student understanding, such as Smartboards, digital document cameras, streaming video, and internet resources. Provide parents with an understanding of the curriculum, instructional practices, technology and assessment that are utilized in the school.
- Utilize expert resources to provide parent education classes.
- Provide Positive Behavior Interventions Support (PBIS) training and create a collaboratively developed school plan to deal with conditions and student behavior that interferes with learning.
- Create a positive environment through reinforcement, enrichment and spirit building activities in order to strengthen a sense of connection and purpose.
- Provide time and material resources that support student excellence such as certificates, rewards, assemblies, field trips, and rallies.
- Extended opportunities for participation in district provided professional development.

### Goal IIa: Reading Across the Curriculum

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#### School Goal:

All Spurgeon students will increase their reading comprehension skills by 100 points or more as measured by the STAR Reading Assessment in June 2014. Spurgeon teachers will be expected to provide well planned lessons that align with the CCSS that allow for collaboration, communication, creativity, and critical thinking.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10%
Schoolwide will increase percent proficient on Benchmark ELA by:	10%

**To accomplish this we will:**

- Continue to provide English language arts instruction consistent with state standards and the adopted curriculum in language arts. Students will be paced in the following language arts programs based upon a placement criteria which involves multiple measures including a curriculum embedded assessment in language arts.
- Purchase materials and provide training to augment and support standards based instruction in ELA.
- Purchase materials and provide training to augment and support standards based instruction in ELA.
- Purchase materials and provide training to augment and support standards based instruction in ELA.
- Provide release time for departmental program planning, alignment of lessons to CCSS for ELA and matching materials and strategies to best meet the needs of Spurgeon students.
- Support the use of common planning periods by using them to analyze student work, assess data, and create action plans to adjust instruction to meet the needs of all students.
- Spurgeon ELA teachers will continue to use Accelerated Reader to promote independent reading of novels and library books.
- Teachers and students will have access to SAUSD board approved supplemental novels to further reading opportunities.
- SAUSD instructional materials assist teachers and administration in providing students engaging, research-based instruction aligned with the CCSS.
- Collaborate with UCI through lesson studies to enhance student engagement through dynamic common core lessons.
- Instructional materials for the AVID program to enhance reading instruction that promotes college and career readiness.
- All Spurgeon teachers will teach literacy as it relates to their subject area. Teachers will provide students with reading strategies to assist them in navigating complex text as indicated by the CCSS.
- Support programs that extend learning independently beyond the classroom such as Accelerated Reader, BrainPop, Star Math, and incentive programs.
- Maintain elective ELA intervention programs during the school day to help students improve their reading and writing skills by implementing Read 180, LEXIA, and Accelerated Reader.
- Teachers will use available technology and resources to help make content accessible.
- STAR Reading Assessment will measure every student's lexile growth and assist in proper reading placement.
- Special Education teachers will sign up to use the computer lab so students can participate in the LEXIA program.
- Train staff in the use of Cornell Notes, Thinking Maps and other graphic organizers, and implement these strategies in all classes.
- Support District Professional Development Plan by attending district trainings, including but not limited to: CCSS, Thinking Maps, GATE, Curriculum Writing, QTEL.
- Present at parent meetings: ELA instructional practices, ELA/ELD standards, CELDT test and re-designation information, and the importance of A-G requirements, and preparing for CAHSEE.

**Goal Iib: Writing Across the Curriculum**

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**School Goal:**

All students will demonstrate the knowledge and skills necessary to become productive citizens in the 21st century. Spurgeon will focus on writing as a means of communication. Students will be able to use clear and coherent writing to express themselves, and demonstrate their understanding of concepts in all core subject matter textbooks at grade level. Spurgeon students will demonstrate effective writing skills across the curriculum by applying their knowledge of cognitive strategies. Students will demonstrate their writing abilities by increasing their scores on the District Writing Assessment by 1 point on the 6 point rubric.

**To accomplish this we will:**

- Support District professional development plan by attending district trainings (CCSS, Pathways, etc.)
- Purchase materials to augment and support standards based writing instruction. All classes will participate in District Writing Assessment exam.
- All Spurgeon teachers will understand that CCSS for ELA and their relation to writing.
- AVID teachers will use instructional materials for the AVID program to enhance writing instruction.
- Provide English language arts intervention classes consistent with state standards and the adopted curriculum in language arts as well as Read 180.
- Provide tutoring to students who have not scored proficient on the District Writing Assessment.
- Support extended use of the computer lab before and after school.



- Common planning periods and modified Wednesdays will be used to meet and discuss effective writing strategies.
- Present parent meetings: ELA instructional practices, ELA/ELD standards, and the importance of A-G requirements, and preparing for the CAHSEE.

### Goal IIc: English Language Development

**School Goal:** All English Learners will be reclassified within 5 years of entering the program. Using the reclassification baseline, English Learners will show an improvement rate of 10% annually.

#### To accomplish this we will:

- Continue to provide English language arts instruction consistent with state standards and the adopted curriculum in language arts. Students will be placed in a leveled language arts program based upon a placement criteria that involves multiple measures which include a curriculum, embedded assessment. While EL students who have demonstrated proficiency will be placed in net benchmark classes some students will be placed in intensive intervention or Read 180.
- All teachers will use learned strategies for teaching English learners (SDAIE, SIOP, Thinking Maps, etc.)
- Support programs that extend learning independently beyond the classroom such as Accelerated Reader, BrainPop, Lexia, and incentive programs.
- Provide time and resources for teachers to collaborate over data analysis of benchmark tests in order to inform instruction.
- Provide professional development in the use of technology, especially in the areas that increase access to the curriculum by English learners such as the use of Smartboards, streaming video, and internet resources, and implement this technology in classrooms.
- Maintain existing computers and other instructional technology upgrade these resources when necessary and provide technical support to teachers and support staff.
- Provide training on scaffolding instruction, technology and other instructional practices that will improve the learning environment and assist teachers in checking for student understanding.
- Provide support to teachers to increase content area literacy, and increase the effectiveness of student note-taking strategies, Cornell Notes, content vocabulary instruction, CPEC strategies and writing in the content area.
- Provide timely feedback to teachers regarding instruction and student engagement through the use of frequent administrative walk-throughs.
- Present to parents at parent meetings, information about CELDT testing and the re-designation process ELD-ELA Standards, CAHSEE, instructional practice, and ways to improve family and student literacy.

### Goal IId: Mathematics

#### School Goal:

All students will demonstrate readiness for Algebra I before entering 9th grade

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10%

#### To accomplish this we will:

- Adapt and supplement out curriculum to match the rigor and shifts presented by the new Common Core State Standards in Mathematics.
- Provide training for materials that enhance, augment and support instruction toward meeting the new CCSS in math.
- Support programs that extend learning independently beyond the classroom and can be accessed from home or other off-campus sites such as ST Math and Smart City.
- After school content area tutoring offered by certificated classroom teachers.

- Provide time for department members to develop curriculum, assessments, facilitate data analysis, and make use of data and feedback from walk-throughs to inform instruction.
- Provide training to the staff in building their capacity to utilize local, district and state held student assessment databases.
- Extended opportunities for participation in district provided professional development.
- Present at parent meetings: instructional practices in math, CCSS information, and the importance of preparing for CAHSEE, A-G requirements, and ways families can support math instruction.
- Present on a regular basis to ELAC the assessment information and examples of instruction in math.
- Provide information to students and parent regarding the importance of preserving and doing well in math across all levels of intermediate school.

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

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**School Goal:** Spurgeon will increase the quality of parent involvement by improving communication with the home and community, and increasing the opportunities for parents to have a voice in school planning. We will do this by providing parent training. Parents will understand how to access data in order to support their children in meeting their needs. Parents will participate in an annual parent satisfaction survey (within 3 years at least 85% of parents will participate).

#### **To accomplish this we will:**

- Include STAR assessment, CAHSEE, A-G requirements, and demonstrations of educational technology, instructional materials, and programs in parent meetings.
- Hold parent meetings such as PTO, ELAC, and Coffee with the Principal that will open opportunities to explore ways to include parent voice in decision-making, and provide parents with reliable information regarding parent meetings, workshops, and trainings available.
- Include parents in the program verification process to assure that they are aware of and in agreement with the courses their children are enrolled in and have a better understanding of the course offerings of the school
- Share results of student, staff and parent surveys at parent meetings.
- Support parent contact by the use of flyers, Edulink and TeleParent
- Present at parent meetings: core subject instructional practices, ELA/ELD and math standards, CELDT Test and redesignation information, and the importance of preparing for the CAHSEE and A-G requirements.
- Provide homework assignment planners in which students write their homework assignments and parents can support the school by checking homework.
- Conduct a parent orientation meeting for 6th grade parents at back-to-school-night showing parents the instructional program of the school, and ways they can be a partner in education.
- Provide a program for parents that will help them better understand the parenting and education of middle school students.

**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Instructional Materials and Supplies	Title I	\$5,505
Communications	Title I	\$2,691
Extra Duty (Tutoring/intervention) agenda items	Title I	\$14,000
Sub Days	Title I	\$5,000
Consultant Costs over \$25K	Title I	\$55,000
Printing Costs- District Print Shop	Title I	\$15,000
Instructional consultant costs up to \$25K	Title I	\$25,000
		<b>Total: \$125,092</b>

Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: [Spurgeon Intermediate School](#)

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Reschedule master schedule- common preps for all core subjects by grade level.
  - Teachers work in a collaborative model. They create lessons, common assessments and review data.
  - Special education has its own wheel. Depending on the student's need, they have access to all core subjects (self contained, mainstreamed, or both) and they have been hand scheduled.
  - Professional development on effective CCSS with CLAS teacher.
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - ELA intervention within the school day. Students who need additional support are placed in "READ 180" for an elective class. Special Education students who need additional support receive two periods of ELA and work with LEXIA to improve ELA skills.
  - SSR is done in all homerooms three times a week.
  - Implementation of the "Spurgeon Success Academy" (SSA) for the top 12-15 6<sup>th</sup> and 7<sup>th</sup> graders with low academic grades and high discipline incidents. Within the SSA students receive social emotional training as well as counseling services to help them reach their academic potential.
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Implementing Common Core: Academic conversations, close read, complex text, big idea/essential questions, math talks, Tier II vocabulary, more walk-throughs
  - More students in AVID, emphasis on college-going culture
  - More parent and community involvement: coffee with the principal, computer classes, 40 elements of child development training, English classes, community garage sales
  - More incentives for positive behavior and achievement (Student Store)
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Decrease student suspensions by half
  - Decrease of student expulsions
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Professional development on "Lesson Study" with U.C.I.
  - Common Core Steering Committee for Professional Development with Principal and all stakeholders
  - Having open and honest conversations about the best ways to improve all student achievement with staff.
  - ILT meeting to discuss best academic strategies for all students.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Taft Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

## **Taft Elementary School Vision Statement**

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We believe that all students can and will learn. To ensure that our students achieve to their highest potential, our focus will be on Common Core State Standards and research based instruction, student motivation and parent involvement. Our teaching staff is dedicated to engaging all students in meaningful and rigorous curriculum that integrates literacy across all subject areas and promotes high-level critical thinking skills. Our school promotes opportunities for students to work collaboratively as a community of learners. We believe students need to become lifelong learners and college ready in order to be prepared to face the challenges of a technological and diverse society. Parents are integral members of our school team. All school staff along with parents, students and our community share the responsibility for implementing and accomplishing these goals.

## **Taft Elementary School Mission Statement**

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Our mission is to raise student academic achievement and to address the educational and language needs of all students. To ensure students will achieve high standards of learning, we will facilitate effective collaboration and communication with all families and the community. Our focus is on school-wide learning: student learning, professional learning and organizational learning. We will develop students who have a lasting love of learning and who are well equipped to lead gratifying and productive lives in a technological and diverse society.

The SAUSD's Local Control Accountability Plan (LCAP) identifies the following 3 overarching goals, which are incorporated into Taft's Single Plan for Student Achievement:

### **GOAL 1**

- **All students demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century;**

### **GOAL 2**

- **All students will have equitable access to a high quality curricular and instructional program that is accessible from school and home and;**

### **GOAL 3**

- **All students and staff work in a healthy, safe, and secure environment that supports learning.**

## Student Achievement Goals

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

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**School Goals:** Taft School will continue to adhere to its clearly stated school-wide vision, based on local, state, and national standards. This vision drives all curricular and instructional activities, CCSS staff-development, time and resource allocation, and program development. Administration will continue to promote the data driven standards based focus of the school, empower the staff, promote community and staff member involvement and encourage ongoing communication, assessment and improvement. The school environment will be safe, clean, and orderly. All staff members will continue to share high expectations for all students and enhance student learning by promoting a climate of caring and nurturing.

#### To accomplish this we will:

##### Maintain High Expectations

- Taft School will continue to adhere to its clearly stated school-wide vision, based on local, state, and national standards. This vision drives all curricular and instructional activities, CCSS staff-development, time and resource allocation, and program development.

##### Promote and Foster a Positive School Culture

- The school environment will be safe, clean and orderly. All staff members will continue to share high expectations for all students and enhance student learning by promoting a climate of caring and nurturing.

##### Ensure Accurate Data Management in the Support of Student Achievement

- The district's data management program "Illuminate", will be utilized to assist in the recognition of all students who attain proficiency and who make progress on their assessments, as well as identify students in need of instructional interventions.

### Goal IIa: Reading Across the Curriculum

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**School Goals:** All Taft students will either attain proficiency on grade level ELA standards or improve their ELA assessment scores by one performance level as evidenced by District Benchmark Assessments, DIBELS assessments, RESULTS assessments, and/or the Renaissance Star Assessment for students in grades 3 – 6, and students K-2 grades will be monitored by DIBELS. Special education students will make adequate growth based on their IEP goals.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10
Schoolwide will increase percent proficient on Benchmark ELA by:	10

#### To accomplish this we will:

- Strictly adhere to the District adopted Open Court Reading Program and ensure that all students are taught the Language Arts/Reading skills and concepts, aligned to the grade-level standards.
- Utilize data to inform instruction.
- Incorporate the student use of technology to enhance classroom curriculum, learning and provide individualized instruction in multiple curriculum areas.
- Promote collaboration between teachers
- Provide multiple opportunities for professional growth in the area.
- Increase and improve communication between the school community and parents.
- Provide teacher training in PALS

Taft will offer multiple, varied, and productive ways for our parents and community to feel that they are an integral part of the overall school plan for student success.

## Goal IIb: Writing Across the Curriculum

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**School Goals:** Taft School will strive for a minimum of 70% of all students achieving a passing score on the final writing assessment of the school year with the remaining 30% showing growth of at least one level. Students in grades 2nd to 6th grades will improve by 10% on district Benchmark assessments.

### To accomplish this we will:

- Implement a school wide writing campaign promoting grade level specific writing across the genres and enabling students to become proficient writers
- Support the school wide writing campaign by recognizing and celebrating writing
- Incorporate the use of technology to enhance and support writing instruction
- Provide teachers with a yearly plan and writing prompts to support the various writing genres and domains
- Offer on site staff development and professional collaboration opportunities

## Goal IIc: English Language Development

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**School Goals:** The goal at Taft is that 100% of English Learners will gain at least one level or more on the California English Language Development Test. The percentage of students making AMAO I target will increase by 14%. The number of students making the AMAO II will increase by 14% as well. In addition, Taft will increase by 9% the number of students who reclassify from English Learner to Fluent English Proficient (R-FEP).

### To accomplish this we will:

- Provide access to professional development opportunities in the area of ELD instruction.
- Support EL's who need additional academic support through the use of Instructional Assistants, cross age tutors, student teachers and community volunteers.
- Incorporate the use of computers in the classroom and in the computer lab as a tool to expand their English Language skills.
- Provide teachers with multiple opportunities for professional development and data analysis.
- Improve communication between the school, home and community by providing information via phone, print and internet.
- Utilize and fully implement the district Common Core Units of Study, SIOP, GLAD, Thinking Map, and Front loading Strategies.

## Goal IId: Mathematics

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**School Goal:** Taft School's Mathematics goal is for all students to improve upon their district benchmark assessment scores by at least 5%.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	5
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	5
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	5
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	5

### To accomplish this we will:

- Strictly adhere to the District adopted Houghton Mifflin and California Mathematics Math programs and ensure that all students are taught the mathematics skills and concepts, aligned to the CORE.
- Analyze student data and develop lessons that support student learning.
- Ensure that 79% of students in the primary grades will meet proficiency in math as measured by benchmarks by the end of the 2014 – 15 school year
- Work with district support staff to provide staff trainings on successful implementation of the CCSS math units of study
- Promote a home-to-school technology connection for parents and training in how to access school technology from home (e.g. ST "Jiji" Math) on iPads and computers



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

**School Goals:** To promote the positive and productive cognitive, social and emotional development of all of our students, Taft will have an increase of 35% from last year in parent participation at school events and activities as evidenced by sign in sheets from a variety of parent and family meetings, activities and events, such as SSC and ELAC meetings, coffee with the principal, parent trainings and parent conferences.

**To accomplish this we will:**

- Increase and enhance communication with parents based on more frequent phone messages as well as e-mail
- Involve parents in the education of their children and in the decision making process of the school
- Offer American Sign Language classes to the community and parents of DHH students
- Foster relationships with community and business partners
- Assist parents with access to Adult English classes on site

**Funding**

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
TOSA	EIA-SCE, EIA-LEP	\$59,113.00
Instructional Computer Assistant	Title I	\$27,806.00
Intervention teachers	EIA-LEP	\$4,068.00
Teacher release days	EIA-SCE, EIA-LEP	\$7,045.00
District Priority-Illuminate License and MIND Institute	EIA-SCE	\$10,170.00
Communication with parents	Title I	\$8,816.00
Materials and supplies	EIA-LEP	\$5,586.00
	<b>TOTAL</b>	<b>\$122,604.00</b>

# Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

**School:** Taft Elementary School/Taft Deaf and Hard of Hearing Program

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Implementation of blended learning practices based on a one-to-one student to computer ratio in grades 4-6.
  - Full implementation of the Common Core State Standards with a focus on academic language. Integration of Common Core State Standards with lessons from the Gooru website
  - Increased use of physical activity coupled with reading activities.
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Increased involvement of parents and PTA in activities such as Moms and Muffins and Dads and Donuts. Increase in family literacy events using the new Taft Digital Learning Center
  - Integration of college readiness and awareness through University Starts Now program.
  - Integration of personalized/blended learning into classroom instruction.
- 3) What is your site doing *more of* this year to improve student achievement?
  - Collaboration within grade levels to develop lessons based on Common Core State Standards.
  - More academic language development related to Common Core State Standards.
  - More modification of learning environment student collaboration and engagement.
  - More focus on the sustainability aspects of PBIS at Taft.
- 4) What is your site doing *less of* this year to improve student achievement?
  - Less emphasis on basic mechanics and infrastructure in PBIS.
  - Less practice of vocabulary and grammar in isolation.
  - Less teacher talk, with more emphasis in student collaboration.
  - Less transiency in students seeking alternative education models.
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - The creation of a Taft Learning center in lieu of a separate library and computer lab.
  - Using family projects to further academic achievement.
  - Implementation of STEM in 6<sup>th</sup> grade with practical integration of newly installed solar panels.
  - Utilization of academic metrics associated with such programs as Illuminate, DIBELS, MAP, Accelerated Reader, Lexia, and ST Math for use in determining student outcomes and promoting purposeful instruction.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Thorpe Fundamental Elementary School**

**Superintendent**

Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Thorpe Fundamental Elementary School  
Vision Statement**

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Jim Thorpe Fundamental Elementary School staff and parents are committed to a K-5 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 students; and a strong, collaborative school partnership with parents and community.

**Thorpe Fundamental Elementary School  
Mission Statement**

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The mission of the school staff and parents is to work together to establish an excellent foundation for life-long learning, a strong sense of responsibility, and a 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.

## Student Achievement Goals

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

**School Goal:** Staff, parents and students will work together with a clear focus to develop exemplary character traits and to promote academic excellence in student achievement through an emphasis on good citizenship and student engagement in standards-based, data-driven instruction, provided by highly-qualified teachers and staff, supported by parent commitment and involvement.

#### To accomplish this we will:

1. Analyze of assessments using Illuminate (SBAC, CELDT, DIBELS, STAR, ADEPT, District Benchmark Assessments, and others) to plan differentiated curriculum in each classroom and with intervention teachers.
2. Provide staff development both at Thorpe and through the District to promote character development, higher levels of thinking, targeted differentiation of instruction, and Common Core Standards.
3. Upgrade and maintain technology available in the classrooms and throughout the school to facilitate instruction.
4. Promote School-parent communications through monthly bulletins, informational and committee meetings, SSTs, and parent trainings.
5. Target Intervention for students at-risk behaviorally and/or academically.
6. Support student achievement with TOSA, Intervention Teachers, and Computer Technician whose responsibilities will include working with students with intervention and supplemental programs.

### Goal IIa: Reading Across the Curriculum

**School Goals:** In grades 3-5, student proficiency school-wide as reported on the SBAC results will exceed our current 76.3% proficiency rate and will move toward meeting or exceeding 10% growth with all subgroups also progressing toward meeting that student proficiency rate in English Language Arts. All students will be proficient readers by the end of third grade and those who are not yet at proficiency will demonstrate a minimum of 10% growth. Those meeting or exceeding proficiency will maintain their achievement level at a minimum. On the Benchmark Assessments in grades 1-5, all students who are not proficient or advanced will demonstrate at least 10% growth. Those at or above proficiency will, at a minimum, maintain that achievement. On the kindergarten *Results*, all students who are not at Benchmark in the areas reading skill development will demonstrate proficiency in that area. In grades 1 and 2 on *Dibels*, 100% of students will be at core by the end of the year.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10
Schoolwide will increase percent proficient on Benchmark ELA by:	10

#### To accomplish this we will:

- Use Accelerated Reader (available school-wide) to improve reading comprehension with the addition of purchased computers and software for the classroom and library. AR will be expanded to grades K and 1 with a pre-literacy program.
- Provide identified at-risk students in grades 1-5 with additional instruction in ELA after school.
- Identify targeted students for intervention instruction. This have the added benefit of providing a reduced student to teacher ratio in grades 1-5.
- Ensure staff members participate in site and district-driven staff development in the areas including, but not limited to Collaborative Conversations, Student Engagement, Open Court, Thinking Maps, Data Analysis, Accelerated Reader, use of Scholarly and GATE icons in all classes, Instruction with Common Core Standards.

- Offer parent training classes in Language Arts (reading comprehension and fluency strategies).
- Use categorical funding to offer pre-reading and language development instruction to targeted kinder and first grade students.
- Conduct quarterly grade-level meetings to identify target standards and students requiring intervention.
- Extend library hours to support for our Family Literacy Program.
- Provide Reading Workshop daily in every classroom.

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### **Goal IIb: Writing Across the Curriculum**

Students will score as Proficient or Advanced in the area of writing on the District Writing Proficiency Tests. Those students not meeting proficiency standards in writing will show growth by at least one level as measured by the end-of-year writing assessment or fourth grade CST writing results.

English learners will progress at least one level of proficiency as measured by the CELDT, moving toward full English language proficiency.

#### **To accomplish this we will:**

1. Align instruction with grade level writing standards and will implement a grade level uniform K-5 rubric to monitor student writing.
2. Train K-5 teachers in the supplemental *Write From the Beginning* program and District writing program. They will meet individually and in small groups with students weekly to guide students in the editing process of writing.
3. Implement best practices in writing as identified at each grade level, including the use of student friendly rubrics and checklists.
4. Offer parent training classes in the writing process and in using strategies at home.
5. Conduct quarterly grade-level data meetings to identify target standards and students requiring intervention.
6. Incorporate writing opportunities into homework to increase writing practice.
7. Enhance technology in all classrooms to provide word processing experiences and to enrich writing instruction.

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

All English learners will reclassify as fluent English proficient (RFEP) within 5 years of entering the English Language Development program. By the year 2016-17, 75% or more of our English learner students will be re-designated as fluent English proficient.

The percentage of students reclassifying each year will increase by 10% from our current 53.3% to meet that goal. Students who have not reached proficiency in ELD will demonstrate an increase in ELD growth by a minimum of 1 performance level annually as measured on the CELDT.

#### **To accomplish this we will:**

- Provide tutoring for at-risk English learners in ELD before or after school.
- Purchase instructional equipment, enhanced technology, and supplemental materials to further English Language Development.
- Implement the District's Systematic approach to ELD instruction using Carousel of Ideas, with the Focused Approach/SDAIE strategies, frontloading techniques, GLAD strategies, and the Open Court English Learner Support Guide.
- Provide informational kinder meetings for parents of incoming students on how to get them prepared for school will include English Language Development activities.
- Establish teaming for ELD in grades 1-5, to ensure explicit, systematic instruction at each student's identified level of ELD proficiency.
- Ensure that English language development is incorporated throughout all areas of instruction, in addition to daily systematic, explicit ELD instruction.
- Conduct quarterly grade-level data meetings to identify target standards and students requiring intervention. Include identification of language objectives throughout all content instruction through ELD staff development.

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### **Goal IId: Mathematics**

In grades 3-5, student proficiency school-wide on the SBAC will exceed our current 86.7% proficiency rate and will move toward meeting or exceeding 10% growth with all subgroups also progressing toward meeting that student proficiency rate in Mathematics. All students who are not yet at proficiency will demonstrate a minimum of 10% growth and those meeting or exceeding proficiency will maintain their

achievement level at a minimum. On the Benchmark Assessments in grades K-5, all students who are not proficient or advanced will demonstrate at least one level of growth.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	/
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10

**To accomplish this we will:**

- Provide at-risk students with differentiated instruction during the instructional day either through teacher-directed workshop, through intervention, and in tutoring before or after school.
- Utilize Mind Institute software to further develop math concepts utilizing computers for students in grades 2 - 5.
- Ensure staff members participate in site-driven and District supported staff development on Math implementation.
- Ensure that math standards and best practices are discussed among grade levels during monthly collaboration meetings.
- Provide Family Math nights.
- Extend Computer Lab Tech's hours to provide a Math Lab for students.
- Experience a 10% increase in math proficiency across all major subgroups as indicated in Illuminate reports, MAPS and SBAC data.

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

**School Goal:** Promote positive relationships with parents by communicating often and promoting participation in regular school activities and special events.

**To accomplish this we will:**

- Promote parent communication through monthly bulletins, informational and committee meetings, SSTs, and parent training
- Encourage and maintain parent attendance at school functions such as Back to School Night, Parent- Teacher conferences, GATE parent meetings, ELAC meetings, PTA and SSC
- Work with PTA to log and track volunteer hours. Accurate accounting of the hours will be kept in the administration office.
- Establish baseline data from parents about satisfaction with the school through an annual survey beginning in 2014 – 15, increasing participation in the survey each year to reach or exceed 80% participation by 2016 – 17.

**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Sub Days (Intervention for differentiated instruction)	Title 1	\$63,383.00
Instructional Materials	Title 1	\$5,203.00
Non-Cap Equipment	Title 1	\$2,196.00
Parent Involvement	Title 1	\$1,556.00
	<b>TOTAL</b>	<b>\$72,338.00</b>

# Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: **Thorpe Elementary School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Set school wide benchmark goals for supplemental programs such as Accelerated Reader and Mind Research Math, supported with recognition programs.
  - Kinder students began Accelerated Reader as soon as they were able. Accelerated Reader began in all first grade classes in September. Jiji Math began in mid-year in Kindergarten and first grade.
  - Raised the bar for recognition programs in grade 2-5. Students met and exceeded expectations.
  - At first grade, intervention was only provided for the first 6 weeks of school.
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - K-5 required daily ELA workshop provided by the teacher of record. This teacher-provided small-group focused instruction is in addition to pull-out/push-in intervention.
  - All first grade teachers applied MTSS/Rtl strategies daily in small group instruction in the classrooms to identified students in place of pull-out intervention. This built the daily capacity of first grade teachers.
  - Established the Soaring Student (PBIS) monthly recognition. Prompted a focus on elevated, positive behaviors that effect school-wide climate.
  - Provided performing arts experience to fifth grade students with an outstanding production of Peter Pan, produced by parents and one teacher.
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Adding "Dressing for Success" as a scholarly goal for students. Raising the bar for independent reading goals by recognizing a million words read (Millionaire's Club) by individual students.
  - Integrated CCSS strategies across disciplines. Teachers acknowledged for integrating strategies and instructional techniques.
  - We held additional meetings to present fundamental expectations to students and families and to ensure that students are academically on-track.
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Less rote memory and "lower level" activities are used in the classrooms.
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Major focus of staff development this year has involved our own teachers presenting *great* instructional strategies to the whole staff. These meetings have been focused and intense and in all cases, teachers were riveted to the ideas being presented. Powerful.



**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Valley High School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Valley High School  
Vision Statement**

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Students graduate with the necessary knowledge and skills to enable their successful transition to chosen college and career paths. They are empowered to become productive members of the local and global community.

**Valley High School  
Mission Statement**

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In order to realize the vision of Valley High School, we commit to:

1. Building a school culture where all adults respond positively to high expectations for professional responsibility and accountability
2. Supporting students to meet the school's expectations for behavior, conduct and attitudes, and holding them to account regarding these expectations
3. Developing effective leadership that guides and manages school wide structures, systems and practices that enable effective learning and teaching.
4. Developing highly functional small learning communities where well designed curriculum is fully responsive to students' needs and interests, capitalizing on the opportunities provided through the High School Inc. Academies
5. Providing the necessary support to ensure teachers are empowered and confident to promote effective learning in all lessons
6. Listening to students' ideas and suggestions, and supporting them to plan and implement strategies for our school's continual development and improvement
7. Making effective use of review, assessment, and evaluation to monitor our progress
8. Providing consistent, regular, timely feedback to increase the rigor of development and improvement
9. Involving parents in meaningful ways that develop their understanding of the vital role they play in supporting teaching and learning, and help them to be advocates for their children
10. Working productively with the local community and external partners to enhance learning and teaching in supporting teaching and learning, and help them to be advocates for their children

## Student Achievement Goals

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

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#### 2014 WASC Action Plan Goals

Three key goals emerged as a result of our March 2014 WASC Accreditation Visit. These goals are aligned with our common vision that all students will graduate with the necessary knowledge and skills to enable their successful transition to chosen college and career paths.

Goal 1. Academic rigor and relevance derived from effective teaching and learning strategies, including learning linked with the community, with a particular emphasis on Common Core State standards as these relate to the progress of English Learners.

Goal 2. Continued development of learning communities (PLCs and SLCs) including the use of the Effective Classroom Observation (ECO) protocol to permit teachers to support each other.

Goal 3. Systematic support for all students through high quality relationships, aligned with the vision and mission statements of Valley High School.

#### LCAP Priorities

- All students demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century
- All students will have equitable access to a high quality curricular and instructional program that is accessible from school and home
- All students and staff work in a healthy, safe, and secure environment that supports learning

#### **To accomplish this we will:**

We will build a positive and professional collaborative environment where school leaders, staff, students, parents and community partners productively work together and learn from each other.

##### Instructional Focus

- Implementation of Common Core State Standards in all disciplines
- Standardization of grading and homework policies
- Use of data and assessment for instructional planning
- Learning observation protocol (ECO)

We will continuously improve teaching practices to ensure best learning outcomes that prepare all students for college and careers.

##### Instructional Focus

- Focus on schoolwide content area literacy strategies and academic language development to support English Learners and underperforming students.
- Hire safety net teachers to provide small group instruction in reading and writing.
- Update schoolwide technology to support implementation of CCSS.

We will create a college-going culture based on student self-efficacy. Staff, students, and parents will be supported in creating a school climate conducive to intellectual and personal growth, with high expectations and performance standards for all students. Policies and procedures in counseling, attendance, student relations and academic accountability will reflect a commitment by all stakeholders to promote and celebrate academic excellence.

##### Instructional Focus

- Full implementation of Valley's College and Career Strategic Plan.
- Additional resources and personnel to promote student self-efficacy through PBIS.
- Activities to support the freshman class, such as Freshmen Mentor Program.
- Academic awards and activities to support a college-going culture.
- Increased decision-making opportunities for "Falcon Parents".

We will ensure that all students are prepared to succeed in college and career paths through a schoolwide focus on higher expectations, support networks and increased academic rigor. We will make students believe they can go to college and let them know that we expect them to succeed.

##### Instructional Focus

- Schoolwide campaign for UC/CSU eligibility: A-G completion and SAT/EAP preparation.
- Schoolwide push for 3.0 GPA...no Ds, no Fs.
- Implement systematic intervention programs to prevent Ds/Fs (opportunities for students to relearn/retest, intervention subs, targeted tutoring).
- Pilot "Red Flag" intervention plan in Gr. 9. Identify students who are failing at first 6 weeks identify students, place on "watch list". Distribute to counselors and homeroom teachers.

- Create a university campus atmosphere with a “college buzz.” Plaster walls with college banners, posters. Invite college-bound alumni to return as guest speakers. Pilot “College Starts Now” strategies through homeroom. Display college banners and alumni posters.
- Maintain highly visible Higher Education Center.
- Offer parent UC/CSU workshops starting in grade 9 (Falcon Parents, Parent-to-Parent Meetings, and Freshman Orientation).
- Adjust homeroom program to focus on college.

**Implement English Learner Action Plan**

- Target long-term ELs interventions based on CELDT proficiency level, reading diagnostic tests, and writing samples.
- Monitor progress of R-FEPs (performing at basic and below on state tests).
- Examine student work and benchmark exams to adjust instruction.
- Collaborate with CLAS teachers to develop targeted PD to meet specific needs for ELs based on content area and English proficiency level.
- Offer mini-workshops to parents, students, and staff on CCSS.

**Goal IIa: Reading Across the Curriculum**

Implementation of CCSS in all curriculum areas, with a focus on academic discourse and close reading of complex text.

2014-2015 CCSS Reading Language Arts Goals:

- 1.) 10% increase in the number of students in all significant sub-groups passing the ELA CAHSEE with a score of 350 or better in the 10th grade,
- 2.) 10% increase in the number of students scoring 380 or better on ELA CAHSEE.
- 3.) 5% increase in students scoring proficient on EAP exam, and
- 4.) a 10% increase in baseline growth on ELA Measure of Academic Progress, and
- 5.) 50 point increase in average SAT reading score.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10%
Schoolwide will increase percent proficient on Benchmark ELA by:	10%

**To accomplish this we will implement the following strategies:**

**Diagnostic Testing**

Identify English Learners scoring at Beginning and Intermediate CELDT levels.  
 Administer diagnostic reading test to all students in Gr. 9 and 10 to be used as a baseline to measure to student progress and target students for appropriate interventions.  
 Administer pre-CAHSEE periodic benchmark assessments to Gr.10 students to monitor student progress on CAHSEE standards and provide targeted interventions based on results.

**Targeted Instruction**

**Read 180 Program:** Students whose academic achievement is significantly below grade level in reading are placed Read 180 classes (Intermediate CELDT above, 4 years plus in US)

**Welcome Academy:** The Welcome Academy ELA double-block class addresses the needs of "Newcomers".

**ELD/ELA Bridge Class:** ELD "B" and ELD 3-D classes to meet the language acquisition needs of ELs at the Beginning to Intermediate levels of CELDT.

**Safety Net Teachers:** work with small groups of English Learners during the school day through ELA classes to improve reading comprehension and writing skills.

**We will build a highly effective PLC focused on integrating CCSS with scaffolds for English Learners.**

- Provide time for teachers to collaborate to focus on integration of CCSS, academic language development, academic discourse, and cooperative learning structures.
- Provide release time for teachers to observe CCSS strategies/lessons using ECO protocol.
- Use local, district and state assessments to monitor student progress and adjust instruction.
- Monitor student progress and develop strategic and intensive tutorial programs.
- Recognize students who perform at/above proficient or make significant growth toward state standards at academic awards assemblies.
- Utilize technology to enhance data inquiry, curriculum alignment, and professional development activities.
- Allocate funds for supplemental materials to support re-teaching and enrichment activities.

**Establish schoolwide literacy initiative for English Learners.**

Implement summary writing and note-taking strategies to support interaction with complex text.

Conduct Effective Classroom Observations to share best practices and monitor progress of ELs. Develop high-quality, high-interest tasks (with an emphasis on project-based learning) to help students improve reading comprehension, fluency, and academic language development in relation to complex text. Provide targeted PD to train teachers to support English Learners' access to CCSS. Implement systematic interventions with mobile computer lab and "push-in" support of safety net teachers.

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**Goal IIb: Writing Across the Curriculum**

Schoolwide focus on writing across the curriculum, based on sentence frame use, and integrated with CCSS.

The 2014-15 Writing Across the Curriculum goals are: 1.) 10% increase in the number of students scoring a 2.5 or better on the essay sections of the CAHSEE in the tenth grade 2.) 10% increase in the number of students receiving a passing score on the District Writing Assessment, 3). Increase average SAT Writing score by 50 points. 4). 5 % increase in students scoring proficient on ELA EAP.5). Increase number English Learners scoring proficient on DWA or ELA benchmark by 10%. Maintain reclassification rate of 15+%.

**To accomplish this we will:**

Valley High School, using standardized tests and summative assessment data, identified a need to support all students in their writing. Beginning in 2012, course-alike teams began to compile instructional guidelines for cross-curricular writing lessons, rubrics, and exemplars. This text was distributed to staff at the beginning of the 2012 academic year. Since then, professional development supports teachers in their writing efforts in terms of CCSS.

**2014-2015 Priorities**

- Provide targeted professional development on Common Core State Standards with an emphasis on text complexity, academic discourse, and inquiry.
- Fully implement senior exit portfolios and interviews.
- Provide time for course-alike and cross-curricular teams to collaborate on writing across the curriculum.. Allow time for teacher teams examine student writing samples and performance data to address areas of need and adjust instruction.
- Publish samples of exemplary student work to share with students, parents and staff.
- Support ELs and under-performing students with 2-3 schoolwide content area literacy strategies.
- Allocate resources for intervention subs to provide small group instruction through ELA classes.

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**Goal IIc: English Language Development**

Additional support for English Learners through additional interventions, combining EL strategies with CCSS, and building programs to support long-term English Learners. Greater focus on our Welcome Academy, and increased numbers in this program.

English Language Development goals are: 1.) 15% increase in the number of English Language Learners reclassified to RFEP 2.) 10% increase in the number of students meeting AMAO #1, and 5% increase in AMAO #2.

**To accomplish this we will:**

- Collaborate with district support staff to maximize impact of "Welcome Academy" Newcomer and Bridge classes.
- Provide additional professional development for ELD site team: Newcomer teacher, Bridge Teacher, ELD Coordinator, and intervention subs
- Review EL scaffolds. Help teachers identify ELs and proficiency levels to scaffold instruction. Departments to select 2 strategies to use in all classrooms.
- Explain reclassification criteria to English Learners through test chats. Keep parents informed of student progress and program services.
- Conduct regular parent info meetings to give an overview of EI programs & reclassification criteria. Schedule (hands-on) mini-workshops on schoolwide EI strategies for parents.
- Monitor progress of ELs. Establish periodic monitoring and placement procedures for strategic and intensive classes. Plan master schedule to allow for movement based on student needs.
- Train counselors and support staff to use SAUSD placement matrix, CELDT, reading diagnostics, and writing samples to place students.
- Create individual student study plans and/or assign mentors to at-risk students, LTLs, and Non-Pass CAHSEE juniors and seniors.

**Goal IId: Mathematics**

Implement CCSS lesson in all Mathematics classrooms.

Mathematics Goals: 10% increase in the number of students in all significant subgroups passing the Math CAHSEE with a score of 350 or better in the 10th grade, 4.) 10% increase in the number of students scoring 380 or better on the Math CAHSEE, 5.) increase average Math SAT score by 50 points, and 6.) 5% increase in students scoring proficient on Algebra II EAP exam.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10%

The 2014-15 Mathematics goals are 1.) 10% increase in the number of ELs scoring Proficient and Advanced on all levels of Mathematics MAP, 2.) 10% decrease in the number of ELs scoring Below Basic and Far Below Basic on Math MAP, 3.) 10% increase in the number of students passing the Math CAHSEE with a score of 350 or better in the 10th grade, and 4.) 10% increase in the number of English Learners scoring 380 or better on the Math CAHSEE. 5.) Increase average Math SAT score by 50 points. 5% increase in students scoring proficient on Algebra II EAP exam.

**To accomplish this we will:**

- Implement CCSS in all Mathematics classrooms.
- Use local, district and state assessments to monitor student progress and adjust instruction.
- Provide additional program planning time for data analysis, curriculum alignment and lesson design.
- Develop strategic and intensive tutorial programs based on student performance data.
- Recognize students who perform at/above proficient or make significant growth toward state standards at academic awards assemblies.
- Utilize technology to enhance data inquiry, curriculum alignment and staff development activities.
- Provide tutors in Gr. 9 Math classes to provide individualized instruction.
- Support summer school classes for incoming freshmen to enroll in Algebra Readiness in order to master skills needed for Algebra I

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

Create meaningful opportunities for parents to participate in parent leadership institutes, advisory committees, and as volunteers. Provide hands-on parent training based on identified needs: Achieving College, A-G Workshops, Technology Access/Parent Portal Training, Common Core State Standards, Reclassification Workshops, and Effective Classroom Observations.

**To accomplish this we will:**

Welcome parents to VHS as partners in education through parent programs and services: parent center, parent liaison, translations services, workshops, and childcare. We welcome parents to VHS as partners in education through.

- Full-time Outreach Consultant and a full-time Community Liaison to support families and students who are in at-risk situations.
- Orientation for freshman parents to include A-G workshops
- Parent resources handbook
- Parent programs and services, such as childcare, translations services, refreshments, materials, and guest speakers.

We involve parents in meaningful ways to develop their understanding of the vital role they play in supporting teaching and learning. We have developed clear and consistent homework and attendance policies; we have scheduled mandatory orientation for freshmen parents. We have increased parent participation in advisory committees, such as our School Site Council and English Learner Advisory Council which meet monthly to discuss budget and schoolwide action plan issues. The SSC meetings involve staff members, students, parents and occasionally district personnel.

We have offered a variety of mini-workshops for parents on CCSS, study skills, steps to college, and other relevant topics. We offered parent technology workshops to increase access to web-based parent resources. We have trained parent volunteers to assist with online and tutorial programs before, during and after school. We have provided PBIS (Positive Behavioral Intervention and Support) training for parents. We regularly distribute university and school information through postcards, text messages, Edulink, and our electronic marquee.

Our most dedicated parents are our Falcon Parents, who closely connect with the campus and present the parent voice on critical issues. We will empower the parents and community members to improve academic achievement, and leverage the support of parents and community members to increase student involvement on our campus.

## Funding

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
Tutoring Extra Duty	Title I	\$13,000.00
Sub Days	Title I	\$33,710.00
Activity Supervisor	Title I	\$1,400.00
Benefits	Title I	\$7,416.88
Instructional Materials	Title I	\$90,025.00
Parent Food	Title I	\$3,000.00
Non-Cap Equipment	Title I	\$8,000.00
Conferences	Title I	\$15,000.00
Printing	Title I	\$5,000.00
Field Trips	Title I	\$13,000.00
Consultants	Title I	\$30,000.00
	<b>Total</b>	<b>\$219,730.88</b>

## Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: **Valley High School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Implementation of CCSS across all curriculum areas.
  - Schoolwide focus on writing across the curriculum integrated with CCSS.
  - Revised our Senior Exit Portfolio and Interview process.
  - Improved, structured homeroom lessons focused on College and Career Readiness, with an emphasis on writing.
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - We are focusing on our English Learners (ELs) in a variety of ways, providing additional interventions, pushing the blend of EL strategies with CCSS, and building programs to support our Long Term English Learners.
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Redoubled efforts to train every staff member, and many parents, on our Effective Classroom Observation (ECO) protocol, to provide timely accurate feedback to teachers regarding student learning.
  - Greater focus on our newcomers in our Welcome Academy, and increased numbers in this program.
  - Expanded focus on increasing attendance, punctuality and connectedness to school, while decreasing discipline incidents. This includes our revamped tardy program, and our nascent restorative justice program.
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - ILT has refocused its energy toward student achievement and school culture/climate, as opposed to the operational focus that filled our agendas during the SIG years.
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Intensified efforts to address credit deficiency, CAHSEE proficiency, graduation rates, and A-G completion.
  - Freshman Mentor Program has gained momentum, and the mentors to be trained by staff at SAC, CSUF, and UCI. Also, our FMP has joined forces with our ValleyTHINK program.



**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Villa Fundamental Intermediate School**

**Superintendent**

Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Villa Fundamental Intermediate School**  
**Vision Statement**

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Villa Fundamental Intermediate School is committed to providing students with a rigorous and engaging standards-based curriculum, focusing on reading, writing, mathematics, listening, speaking and thinking skills. With the support of teachers and parents, students will develop self-discipline, accountability and understand their responsibility in becoming proficient learners.

Additionally, all stakeholders: administrators, teachers, counselors, parents and teachers will work to support our "Villa Values" that emphasizes positive relationships; promotes a safe and civil campus and classroom environment; demonstrates mutual respect; encourages students to be critical thinkers and reaching their fullest potential; and promotes opportunities for open communication.

**Villa Fundamental Intermediate School**  
**Mission Statement**

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The mission of Villa Fundamental Intermediate School is to prepare students to be successful high school graduates with the reading, writing, mathematical and thinking skills and knowledge to pursue their goals for college and the world of work.

## Student Achievement Goals

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

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Villa Fundamental Students will be placed in appropriate English Language Arts and Mathematics classes based on multiple-measure criteria (placement assessments, District benchmarks, CELDT, Number of Years in Program).

Villa Fundamental administrators and teachers will continue to work with parents and community members to cultivate a school culture of high academic achievement and exemplary citizenship.

Villa Fundamental staff will participate in staff development to strengthen instructional practices by focusing on Villa's three areas of instructional focus, PBIS, and Writing Across the Curriculum.

Villa Fundamental students will understand their academic proficiency levels in all core subject areas.

Villa Fundamental will expand AVID by offering four sections, including an elective wheel, and provide staff development to teachers to implement the program successfully.

#### To accomplish this we will:

Objective #1: The vision and mission will serve as guidelines for improving instruction and increasing student achievement.

- Funding will be approved by the School Site Council for conferences inclusive of curricular support, classroom management, and increasing student achievement.
- Special Education teachers and instructional assistants will provide support to students, in a full inclusion setting, as specified in the Individualized Educational Program.
- A TOSA will oversee all aspects of the Title I program.

Objective #2: The School will approve the funding of school needs in accordance with the Single Plan for Student Achievement (SPSA).

- The SSC approve funding to support student achievement (intervention programs, tutoring, field trips, and other site needs) to meet SPSA goals.
- The School Site Council will follow state guidelines in its formation and will approve all budgetary requests by quorum.

Objective #3: Administration will support staff by providing opportunities for staff development and access to technology to increase student learning and achievement.

Teachers will be provided a variety of technology to enhance delivery of instruction and to increase student achievement.

- Classroom projectors
- Document cameras
- *Turning Point* Response Cards
- Laptops
- Thinking Map software
- SmartBoard (3)
- iPADS
- Nook (Available in library for check-out)

Objective #4: The Instructional Leadership Team (ILT) will ensure that all instructional decisions and school activities support the SPSA goals.

- The ILT will meet monthly to discuss achievement trends, instruction, professional development, and school-wide practices.
- The ILT will meet monthly to address and evaluate issues regarding standardized assessments, academic interventions, school-wide tutoring, and parent/school communication.

Objective #5: A progressive discipline plan and safe school practices will create a culture of respect, responsibility, and high expectation to maximize student learning and achievement.

- The Positive Behavior Interventions and Support (PBIS) framework of intervention practices and organizational systems was implemented. The purpose of PBIS is to establish a social culture, learning and teaching environment, and individual behavior supports needed to achieve academic and social success for all students.
- Activity supervisors will assist in promoting a safe and positive environment during lunch periods.

Objective #6: Students will receive awards and recognition for demonstrating academic excellence and improvement.

- Teachers will recognize students at a *Student of the Month* ceremony.
- Students will receive an Eagle Ticket, Villa bracelet, recognition certificate, parent letter, and a complimentary meal donated by a local eatery.
- Students will receive Eagle Tickets for demonstrating Villa Values: pride, respect, and achievement. Certificates and medals are awarded to students at *Awards Night* ceremony in the spring.

Objective #7: Interdisciplinary teams and departments will meet regularly to analyze District Benchmarks and Common Assessment data to identify instructional gaps and will adjust instruction accordingly.

- Teachers will meet regularly during monthly departments meetings to ensure appropriate implementation and pacing.
- On Modified Wednesdays, teachers, administrators, TOSA, and counselors will discuss CELDT, District Benchmarks, Common Assessment data to evaluate progress toward achieving academic growth goals.
- Identify students to participate in before/after school tutorials and organize/plan lessons and materials based on student needs

## Goal IIa: Reading Across the Curriculum

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### School Goal:

All students will advance by a minimum of 10% on District Benchmarks assessments and the STAR Reading Inventory.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10
Schoolwide will increase percent proficient on Benchmark ELA by:	10

### To accomplish this we will:

- Provide English Language Arts release days to analyze student data, set short/long term goals, plan instruction, and determine effective reading strategies to implement across the curriculum.
- Provide opportunities for staff collaboration in all departments to improve English proficiency of both English Learners and students reading below grade level.
- Provide staff development with an emphasis on Common Core State Standards (CCSS) to equip teachers with effective instructional and reading strategies.
- Utilize the Accelerated Reader Program in all English Language Arts classes to strengthen students' independent reading level and comprehension.
- Provide Extended Learning Opportunities: Through collaboration with ELA teachers and administration, student needs were accessed by analyzing assessment scores and overall performance level. Substitutes will work with small, targets groups of students to assist them with content and various academic needs.
- Teachers will conduct the following extended learning opportunities: Before/After School Tutorials, Saturday School
- Increased Access to Technology:
  1. All students will have access to fully functioning and upgraded computer labs with Internet access.
  2. All students and teachers will have access to upgraded technology-enhanced classroom.
  3. The computer lab and library is available for students during lunch and after school to access a variety of reading materials and Accelerated Reader online quizzes.
- Staff Development and Collaboration: Villa staff will use multiple-measure criteria to place students in one of following English Language Arts classes: Honors, Benchmark, and ELD Support class.

- Involvement of Parents and Community:
  1. Parent Needs Assessment results will be reviewed with staff and parents at staff, School Site Council, and annual Title I meetings.
  2. Parent-teacher conferences will be held school-wide after the first six-week grading period and as needed throughout the year with release time for facilitators.

## Goal Iib: Writing Across the Curriculum

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### School Goal:

The number of students receiving a passing score on the District Writing Proficiency test will increase by at least 10 percentage points from the previous year. Students who do not receive a passing score on the District Writing Proficiency test will show improvement from the previous year's score

### To accomplish this we will:

- Alignment of Instruction, Strategies and Materials with Content Standards:
- Teachers of all core subjects will have knowledge of District and State writing proficiency standards and assessments.
- All content areas, including Physical Education and electives, will conduct writing assessment to administer to students. I
- Teachers in all content areas will incorporate a variety of writing assignments relevant to the curricular area and will utilize the computer labs to word process assignments.
- Provide Extended Learning Opportunities: Students will have access to use the library and computer labs to conduct research, complete writing assignments, and PowerPoint presentations during lunch periods and after school.
- Increased Access to Technology:
  1. Students will have access to upgraded computer labs to word process written assignments, create presentations, and complete group assignments using a variety of software.
  2. Students and teachers will have access to technology-enhanced classrooms to support and increase student achievement.
- Staff Development and Professional Collaboration:
- Language Arts teachers will discuss lesson development, scaffolding, vocabulary, engagement strategies and writing assignments during monthly department meetings.
- A team of Language Arts teachers will participate in district-wide scoring of Writing Proficiency tests.
- Language Arts teachers will work collaboratively to review and revise common assessments to ensure alignment with district pacing guides for each grade level.

### Involvement of Parents and Community:

Villa students will be given the opportunity to participate in community sponsored writing contests, such as the *Orange County Department of Educations' Annual Young Authors' Faire*.

## Goal Iic: English Language Development

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**School Goal:** All English Learners will make progress in attaining English proficiency. By the end of the school year, 25% of Villa's English Learners will be reclassified to Fluent English Proficient (R-FEP). English Learners will receive language development support within content area classes while maintaining access to a rigorous curriculum inclusive of grade level expectations.

### To accomplish this we will:

- Alignment of Instruction, Strategies, and Materials with Content Standards:
- Grade level and department meetings will focus on analyzing assessment data (District Benchmarks, Common Assessments, CELDT, and District Writing Assessment) to determine EL student progress toward English proficiency.
- Effective English Learner instructional strategies, collaborative conversations, and use of academic language will continue to support English Learners across all content areas.
- Provide Extended Learning Opportunities: To provide extended learning opportunities, teachers will conduct Before/After School Tutorials and Homework Club

- **Increased Access to Technology:** Laptop carts are specifically utilized by English Learner students in ELA support classes and with the implementation of *Read 180*.
- **Staff Development and Professional Collaboration:** Teachers instructing English Learners will have release time to plan instructions, share strategies, and analyze assessment data.

**Goal IId: Mathematics**

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**School Goal:**

All students will advance by a minimum of 10% on District Benchmark assessments. English Learner subgroup will increase a minimum of 10% on Measure Academic Progress (MAP).

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10

English learner subgroup will increase percent proficient on CST Mathematics by .

**To accomplish this we will:**

- Alignment of Instruction, Strategies and Materials with Content Standards:
- Math Department will have release days for student data analysis, goal-setting, long/short range planning, and curriculum development.
- Instruction, strategies, and materials will align with Common Core Math Standards.
- Provide Extended Learning Opportunities for Teachers to conduct the following:
  1. Before/after school Tutorials
  2. UCI Math Academy
  3. Students will be placed in these interventions based on their instructional needs.
  4. Villa staff and *Think Together* will work collaboratively to support students in Mathematics.
- **Increased Access to Technology:** *Mind Institute* software will be implemented in before/after school tutoring to increase basic Mathematics skills and to support what students are learning in their core Mathematics classes. Students enrolled in the Math Mania elective course will utilize *Jiji* to support academic achievement in core math classes.
- **Staff Development and Professional Collaboration:** Administrators and teachers will schedule data chats to address specific student needs, implementation of curriculum/engagement strategies and to assess staff development needs. .
- **Involvement of Parents and Community:** School-wide Parent/Teacher conferences will be held after the first six week grading period and as needed throughout the year.

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

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**School Goal:**

Parents will participate in various school-sponsored activities and meetings/workshops to support students in achieving their academic goals. Parents and other community members will collaborate with Villa’s staff to promote a positive, safe, and healthy school climate.

**To accomplish this we will:**

Villa's administration and faculty use a comprehensive system for communicating and recruiting parents.

Families whose home language is other than English will receive information in their primary language. Specific information will include the following:

- Administration/teacher/counselor phone calls
- Student Conferences
- PTSA sponsored Parent Meetings
- Annual Title I Parent Meeting
- Student progress report/report card
- Xtend Messages
- Teleparent Messages & Notifications
- Principal's Monthly Newsletter
- Electronic Marquee
- Written Notification (via mail or hand carried by students)
- District/School website

Parent information meetings and parenting classes will be scheduled regularly to support student development and academic achievement. The following parent meetings will be scheduled:

- Annual Title I Parent Meeting
- General Parent Meetings
- School Site Council
- English Learner Advisory Committee
- 6th Grade Orientation
- 8th Grade Promotion Criteria Meeting

To promote wellness, a Scoliosis screening and vision/hearing screening is provided to students through health office/school nurse; classified staff and support staff members are trained to assist students when nurse is not available.

**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Extra Duty (Tutoring/Intervention) Agenda Items	Title I	\$26,000
Sub Days	Title I	\$11,940
STRS	Title I	\$3,604
Medicare-Classified	Title I	
State Unemployment Insurance-Certificated	Title I	
Worker Comp Insurance	Title I	\$653

**State and Federal Funding**

<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Retiree Benefits	Title I	\$956
Instructional Materials	Title I	\$39,757
Non-Cap Equipment	Title I	\$39,757
Travel/Conference	Title I	\$5,166
Print Cost-District Print Shop	Title I	
Communications (i.e. Fed Ex, Post Office)	Title I	\$3,147
	<b>Total</b>	<b>\$146,261</b>



# Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

## School: **Villa Intermediate School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?  
This year, Villa has restructured the master schedule to include common planning periods for English and Math course levels. All strategic students have been placed in benchmark level courses to increase rigor while also taking a support class. Special education students are being provided pull-out classes for ELA instruction and academic support if it in the best interest of the child. Villa's ILT has articulated common assessment agreements as well as agreements for writing across the curriculum. Every Villa student writes in multiple times throughout the year in each of his/her six classes.
- 2) What is your site doing this year that is considered *new* to improve student achievement?  
Intervention and academic support classes are beginning to support student learning through the use of Lexia Core5. Villa has been developing a plan to focus on college and career readiness at the intermediate level including a strong partnership with our parent community. The teachers have implemented the CCSS units of study and modified benchmark exams. For Villa's common assessment practices, all subject areas are incorporating the use of performance-based items, rather than the previous practice of multiple choice problems. Collaborative Academic Conversations have been a priority in staff professional development, including additional professional development designed by Villa's teacher leaders. The College and Career Readiness Committee has been started to create a CCR plan, increase parent involvement, and help students set goals.
- 3) What is your site doing *more of* this year to improve student achievement?  
Villa's teachers are increasing the use of complex text and close read strategies. All departments continue to provide students with opportunities to write through the writing across the curriculum initiative at Villa. Extra measures have been taken to use the writing samples as data points and talk about next steps. Site data are analyzed and used to drive professional development and instruction. Villa has increased the enrollment in AVID classes from last year and looks to spread AVID strategies across content areas.
- 4) What is your site doing *less than* this year to improve student achievement?
- 5) What is your site doing this year that is *innovative* to improve student achievement?  
Villa has established a group of teacher leaders, with representatives from each of the core areas, as the site professional development team (PD Team). The PD Team is tasked with providing the staff with regular professional development focused on an agreed upon set of instructional focuses. These areas of instructional focus include the district's areas of instructional focus. This team has been instrumental in moving teachers toward a change in instructional practice. The team drives and guides teachers to evaluate/create/modify/enhance their instruction, all tied to student achievement.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Walker Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Walker Elementary School  
Vision Statement**

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Through the collaboration of faculty, parents, and community, Walker students shall become life long learners who express their creativity, think critically, and take risks empowering them to become productive, responsible, and compassionate citizens of our global community.

**Walker Elementary School  
Mission Statement**

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The mission of Walker Elementary school is to provide a meaning-centered environment in which all students develop strong English literacy skills that enable them to become effective communicators, problem solvers, and critical thinkers in a changing society.

## Student Achievement Goals

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

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**School Goal:** Walker Elementary will improve academic performance and close achievement gaps among its subgroups by improving the schools' culture and learning environment.

**To accomplish this we will:**

- Place student performance data at the center of all instructional planning and decision-making
- Analyze student performance data to plan instruction and strategies to support and enhance the academic success of their student at all collaborative grade level meetings
- Welcome parents and maintain open and ongoing communication through the use of parent newsletters, the telephone XTEND system, and parent meetings
- Include parents in the decision making process through the School Site Council and ELAC
- Ensure that all students will receive instruction from highly qualified instructional staff
- Ensure that all students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.
- Provide all students with routine access to internet-enabled technology at home and school.

### Goal IIa: Reading Across the Curriculum

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**School Goals:** Elementary and Secondary Education Act-Goal I: All students will reach high standards at minimum, attaining proficiency or better in reading by 2013-2014

All students will be proficient readers by the end of third grade.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10%
Schoolwide will increase percent proficient on Benchmark ELA by:	10%

**To accomplish this we will:**

- Ensure that all students are taught the Language Arts/Reading skills and concepts aligned to the grade level standards through the Open Court Reading program (OCR) augmented with the district's CCSS units of study to ensure CCSS alignment and implementation of effective, research-based instructional strategies
- Provide intervention support to students who are working below grade level using the Language! (for 4th/5th grade students) program
- Monitor student performance on an ongoing basis by administering benchmark reading assessments every 6-8 weeks
- Analyze results from each assessment, as well as the CST results, to plan classroom instruction, individualize instruction according to students needs
- Ensure that all students in grades 1-5 participate in the Accelerated Reader program

### Goal IIb: Writing Across the Curriculum

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**School Goal:** Elementary and Secondary Education Act-Goal II: All students will reach high standards, at minimum, attaining proficiency or better in reading by 2013-2014.

**To accomplish this we will:**

- Monitor student performance on an ongoing basis by administering the district writing assessments three times a year

- Analyze writing assessments and other classroom writing projects to measure students' writing progress and implement instructional strategies and interventions that will support and increase student writing levels

**Goal IIc: English Language Development**

**School Goal:** Elementary and Secondary Education Act-Goal I: All limited English students will become proficient in English and reach high standards, at minimum, attaining proficiency or better in reading/language arts by 2013-2014.

All English Learners will be reclassified as fluent English proficient (RFEP) within 5 years of entering the program.

**To accomplish this we will:**

- Monitor ELD performance on the CELDT assessment and on an on-going basis through the ADEPT assessment/English to a Beat/Imagine Learning program
- Measure students' ELD progress and implement instructional strategies and intervention that will support and increase student ELD levels
- Provide intensive and strategic English Language Arts classes to assist students who are achieving below grade level.

**Goal IId: Mathematics**

**School Goal:**

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10%

**To accomplish this we will:**

- Monitor student performance on an ongoing basis by administering the Houghton Mifflin math chapter test, benchmark assessments, end of unit assessments and the MIND Research Institute ST Math online student progress reports
- Analyze tests results to plan classroom instruction, individualize instruction according to student needs and provide intervention and remediation support

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

**School Goal:** Walker Elementary strives to achieve the highest quality of parent involvement through effective communication and structured partnerships.

**To accomplish this we will:**

- Increase parent attendance rates and school involvement opportunities
- Renew efforts and explore new ways to engage students in school will result in a reduction in the number of lost instructional days due to suspension and expulsion
- Ensure that students will show progress and growth on all state mandated exams and district proficiency assessments

**Funding**

State and Federal Funding
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Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
Data chats, SST, Teacher tutoring after school	Title 1	\$25,258.00
Instructional materials, IMC, CORE books, Star Renaissance	Title 1	\$10,000.00
Field trips, Transportation	Title 1	\$4,000.00
Refreshments at parent meetings, translation, newsletters. Supervisors for parent meetings/ food at testing time	Title 1	\$3,081.00
Aide (extra duty), Imagine Learning, Translation, Child care	Title 1	\$5,000.00
Technology (Smarty Ants, Smartboards, Computers)	Title 1	\$7,000.00
Consultants (Turning Point Counseling Services), Padres en Accion, Padres Unidos	Title 1	\$12,000.00
	<b>TOTAL</b>	<b>\$66,339.00</b>

## Santa Ana Unified School District

### 1 Page SPSA Questionnaire for Board

**School:** Walker Elementary School

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - More small group instruction in ELA
  - TOSA and classroom teachers are working more collaboratively and doing more intervention groups with struggling students.
  - Teachers are using the CCSS standards to guide their instruction and incorporating more text-dependent Depth of Knowledge questions.
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Intervention groups in ELA for 1<sup>st</sup>/2<sup>nd</sup> grade
  - Set higher goals in ST Math and AR (Accelerated Reader)
  - Extended hours for Reading Club to three times a week after school
  - Computer lab is open before school, after school and lunch.
  - Monitoring students more closely as to whether or not they are meeting their reading and ST Math goals.
  - Set higher ST Math and Accelerated Reader's goals for the school, classes and students.
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Review data to target struggling students. Closer monitoring of STAR/DIBELS to target groups in ELA.
  - Reading club for students who are not meeting reading goals (in the AM 4 times a week for 1<sup>st</sup> graders.) Implementing the CCSS units of study with fidelity
  - CLAS teacher works closely with the classroom teachers by demonstrating lesson and having discussions about the units.
  - Teachers are using Big Ideas and Essential Questions in daily instruction
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Intervention groups outside the classroom
  - Staying away from worksheets and having a lot more student interaction (collaborative conversations) in all subject areas.
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Use of iPads in Kindergarten
  - Use of programs such as Smart Ants for Kindergarten and Imagine Learning for struggling students in 1<sup>st</sup>/2<sup>nd</sup> grade
  - Students are watching videos that pertain to their units of study and there is a strong emphasis on expository text.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Washington Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member



**Washington Elementary School  
Vision Statement**

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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. 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 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. We will work collaboratively and comprehensively with staff, parents, and the community to prepare students for college, career, and citizenship.

**Washington Elementary School  
Mission Statement**

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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 lead fulfilling and productive lives in a technological and diverse society.

## Student Achievement Goals

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

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Washington Elementary is committed to develop students who are creative, collaborative, critical thinkers, effective communicators, and college and career ready. We have high academic expectations, a positive and safe school environment, and a strong home-to-school connection. Through the use of current multiple measures on student performance, our teachers utilize data to drive their instruction. We provide targeted instruction to our students through our Multi-Tiered Systems of Support (MTSS). As we transition from the current state standards, our staff is being trained on a variety of effective strategies that will allow them to incorporate the Common Core State Standards.

Teacher accountability and transparency are viewed as a positive part of the school culture. Coaching and mentoring are encouraged within and across all disciplines. The administration actively promotes the fostering of a collegial environment, where all stakeholders are an integral part of decision-making process. School-wide, consistency of the implementation of our District's core programs is clearly evident across grade levels. Increased personalized learning opportunities will be offered through the expansion of digital devices in classroom to access digital content and blending learning programs.

As we adopt the Local Control Accountability Plan (LCAP), our school will be focused on the three overarching goals:

- Goal 1 - All students demonstrate the knowledge, skills and values necessary to become productive citizens in the 21st century
- Goal 2 - All students will have equitable access to a high quality curricular and instructional program that is accessible from school to home
- Goal 3 - All students and staff work in a healthy, safe, and secure environment that supports learning

#### To accomplish this we will:

- Utilize current student performance data analysis to support a backwards planning model.
- Assess progress with regular data chats on formative assessment measures scheduled throughout the year
- Provide best first instruction, which is well aligned to the CCSS instructional shifts
- Use small group instruction to provide students with personalized learning opportunities to target their needs
- Implement research -based strategies such as RtI/MTSS
- Use a systemic approach to implement PBIS with the goal of improving the learning climate for students and staff
- Extend learning opportunities for all students, including access to the computer labs before and after school, offering after school programs for at risk students, and Double Instructed Reading during the school day, for those students who need extra support.
- Provide students with a low teacher to student ratio to allow them access to digital content and blending learning opportunities to prepare them for success in a hyper-connected world.
- Continue to recognize all students who attain academic and English language proficiency as well as students who continue to make progress in both of these areas.

### Goal IIa: Reading Across the Curriculum

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#### School Goal:

A K-3rd Grade DIBELS Baseline will be established in the fall of 2014, with the percentage of students reading at the proficiency level . By the end of the 2014-2015 school year 10% growth will be reached above the base in reading proficiency based on DIBELS most current performance results.

A 3rd-5th Grade MAP Baseline will be established in the fall of 2014, with the percentage of students reading at the proficiency level . By the end of the 2014-2015 school year a 10% growth will be reached above the base in the MAP assessment.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10%
School wide will increase percent proficient on Benchmark ELA by:	10%

**To accomplish this we will:**

- Strictly adhere to the CCSS and related instructional shifts, using best practices and research based strategies. We will focus on the release of responsibility to promote student agency
- Focus on incorporating increasing level of complex texts, foundational skills, collaborative academic conversations and academic language
- Support small group instruction with an Intervention teacher providing Double Instructed Reading to assist struggling readers
- Increase personalized learning opportunities for students through the increase use of chromebooks and iPads in the classroom
- Provide increased the access to blended learning programs in school and at home.
- Identify lead teachers to provide staff development and to serve as a support for teachers regarding Common Core Units of Study, text dependent questions, collaborative academic conversations, academic language and data analysis
- Incorporate use of *Gooru* as a teacher collaboration tool and as a personalized learning tool for students.
- Provide for extended learning opportunities to all students who qualify.
- Provide a variety of during school and extended learning opportunities to gain access to technology in the school to promote student achievement such as: Accelerated Reader, LEXIA, Read Naturally, Mind Institute
- Refine and support staff development to promote the successful implementation of CCSS and research-based instructional strategies to support the implementation such as academic language and collaborative conversations
- Encourage professional collaboration and collegial sharing of innovative ideas and engaging lessons
- Embed the CCSS units of study and the 3 Key ELA instructional shifts in daily instruction

Parents and community participation will continue to be encouraged. Parents will be informed and involved participants in their children's education.

- Staff will monitor student achievement by administering DIBELS, Language Arts Benchmarks and classroom formative assessments and maintain regular communication with parents through progress reports, report cards and parent conferences
- Parents will continue to be educated on the CCSS and the district's implementation plan

**Goal IIb: Writing Across the Curriculum**

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**School Goal:**

We will increase by 10% the number of students achieving proficiency on the District Writing Proficiency Test, by the end of the 2014-15 school year.

**To accomplish this we will:**

- Explicitly teach the CCSS types of writing, informative/explanatory, narrative and argumentative writing
- Incorporate the following strategies in our writing instruction: Write from the Beginning, Extended Response, Thinking Maps and Linguistic Frames.
- Utilize district Units of Study to provide scaffolding activities with a focus on a gradual release of responsibility, including collaborative work.
- Provide extended learning opportunities in writing through rich language experiences, strategic standards-based instruction through the incorporation of media and technology
- Regular integration of technology resources to support writing instruction
- Encouraging teacher attendance in technology professional development

Washington Elementary School will ensure that all students work towards reaching proficiency in grade level standards through:

- 1) Implementation of the District designed CCSS units of study
- 2) Implementation of the District created writing curriculum
- 3) Implementation of a school-wide writing campaign throughout all contents areas

**Goal IIc: English Language Development**

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**School Goals:**

We will increase by 10% the number of students the number of students who reclassify from English Learner to Fluent English Proficient (R-FEP).

The percentage of students attaining AMAO I and AMAO II targets will increase by 10%.

**To accomplish this we will:**

- Supplement the systematic ELD curriculum with the use of Collaborative Academic Conversations, Academic Vocabulary and complex texts.
- Provide extended learning opportunities to English Learner Students to aid them in acquiring academic English
- Provide before and after school as well as at home access to technology targeted to meet the targeted needs of English Learners
- Inservice teachers on the new English Language Development standards and the district's Academic Language professional development module
- Create and provide additional instructional supports and interventions for students not achieving expected levels of progress in English language acquisition and development

The school will strive to increase involvement of parents and the community through various means of communication to build a positive school climate.

- School will employ a dynamic program to recruit new parents and community members to become active participants in the school's English Learner Advisory committee
- ESL classes will be offered for parents and the community through Santa Ana College.

**Goal IId: Mathematics**

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**School Goal:**

By the end of the 2014-15 we will increase by 10% the number of students scoring at the proficient or advanced level in the Mathematics Benchmark test.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10 %
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10 %
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10 %
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10 %

**To accomplish this we will:**

- Ensure that all students are taught the mathematics skills and concepts aligned to Common Core grade level standards by adhering, with fidelity, to the District mathematics curriculum maps
- Effectively implement the district CCSS Units of Study and CGI strategies.
- Provide extended learning opportunities, both intervention and enrichment, in the area of math
- Provide increased access to technology, both for the purposes of intervention and enrichment, in the area of math
- Provide ongoing professional development to support the successful implementation of the CCSS math standards through CGI, Khan Academy and the Fifth Grade Math Institute Model

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

Students will be able to connect existing knowledge, construct meaning, elaborate beyond content and modify their own learning through the full implementation of the district adopted Houghton Mifflin math series and research-based strategies and programs such as CGI and the Mind Institute's ST Math.

Washington's staff will continue to strive to increase Parent and Community participation in the area of mathematics through parent teacher conferences, data walls, trimester awards, and extended computer lab hours for ST Math

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

#### School Goal:

Washington Elementary will continue to improve the rate of parent participation by 10% in school events, parent meetings, and/or activities each year.

#### To accomplish this we will:

- Continue to offer and promote timely Parent communication, Parenting classes, Parent meetings, and Parenting support groups.
- Find opportunities to forge and improve home/school communication. We will improve communication through the use of the school website, and Edulink voice messages
- Seek out and involve parents and the community with volunteer opportunities
- Utilize the School Site Council and the ELAC as vehicles to recruit, and brainstorm new methods to recruit, new parents and community members as partners in the learning process
- Forge new relationships with local businesses and community organizations
- Continue to strengthen and cultivate our relationship with our dedicated business partner, GRACE
- Develop PTA membership and build capacity with the PTA board
- Continue to strengthen and cultivate relationships with Padres Promotores and Padres Unidos
- Partner with Padres en Accion, a group of parent volunteers, to provide structured recess and lunch activities

#### Funding

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
Instructional supplies provide for a broad spectrum of support services and materials intended to increase student achievement.	Title I	\$21,796
Extra Duty	Title	\$30,000
Intervention sub and substitute to release teachers for data chats, etc.	Title I	\$5,000.00
Extra duty for librarian to open library during summer	Title I	\$900
Babysitting for parent trainings and meetings	Title I	\$1,000
Non Cap Equipment for technology purchases	Title I	\$9,500
Parent Involvement	Title I	\$2,260
Transportation for field trips	EIA	\$5,000
Lexia, Padres en Accion and Counseling	Title I	\$14,700
Travel conference	Title I	\$1,000
Field Trip Admissions	Title I	\$4,000
Printing Costs	Title I	\$4,000
Benefits	Title I	\$5,898
	<b>TOTAL</b>	<b>\$105,054</b>

## Santa Ana Unified School District

### 1 Page SPSA Questionnaire for Board

School: **Washington Elementary School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Intervention is provided as Double Instructed Reading, providing reading support in the classroom instead of a pull-out
  - Backwards plan teacher and student goals from June 2015. Assess progress with data chats throughout the year, based on formative assessments.
  - Use of a systemic approach to promote PBIS with the goal of improving the learning climate for students and staff
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Incorporate Gooru as a teacher collaboration platform and as a personalized learning tool for students
  - Expand CCSS instructional shifts by implementing K-3 Math CCSS Mini Units of Study
  - Expand CCSS instructional shifts by implementing 4-5 ELA CCSS Mini Units of Study
  - Kinder DIBELS
  - Training on Academic Language Module
  - Math 5-Day Institute for 5<sup>th</sup> grade teachers, focusing on CCSS
  - Staff will participate in +15 hours of self-selected staff development
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - More release of responsibility to build student agency
  - More application of learning and higher Depth of Knowledge strategies during instruction to align instructional practices to SBAC assessment
  - More Collaborative Academic Conversations to optimize learning
  - More use of complex texts to increase academic rigor
  
- 4) What is your site doing *less of* this year to improve student achievement?
  - Less whole group instruction
  - No pull out program for interventions
  - Teachers are talking less, to allow students to interact collaboratively
  - Less visits to the computer lab and more use of digital devices in the classroom to increase personalized instruction opportunities for students
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Increased use of blended, personalized learning
  - Double Instructed Reading (DIR), reading support directly in the classroom
  - Khan Academy in the school to provide personalized learning, and Khan Academy in Spanish at home as a resource for students and parents
  - Padres en Acción to provide structured PE activities for students during recess
  - Summer learning opportunities to prevent “summer learning loss:” Library open during summer, ST Math and Lexia assigned as homework for all students. Bike and tablet raffles for students who meet pre-established goals at the beginning of September.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Willard Intermediate School**

**Superintendent**

Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Willard Intermediate School  
Vision Statement**

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Willard Intermediate School is dedicated to promoting an environment of respect, responsibility, and high expectations. As a Science, Technology, Engineering, Arts, Mathematics School (STEAM), we are committed to a culture of success through current research-based practices which instill positive student behavior and increasingly high levels of student engagement and achievement.

**Willard Intermediate School  
Mission Statement**

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Willard Intermediate School promotes the social, emotional and intellectual development of all in order to ensure academic and personal success.



## Student Achievement Goals

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

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All Willard Intermediate School students will become proficient in English Language Arts and mathematics through a focused instructional program.

#### To accomplish this we will:

- The Willard Intermediate School curriculum will be aligned to state standards and be both rigorous and relevant to students' needs.
- Willard Intermediate School teachers will utilize effective instructional strategies and activities that support achievement through experiential learning (high levels of student engagement, project-based learning, field trips, etc.) during the instructional day and outside of the school day.
- Willard Intermediate School has implemented a 1:1 iPad Initiative to ensure all students have daily access to technology using software that will enhance their skills to prepare them for higher education and careers in the 21st Century.
- Willard Intermediate School staff will participate in professional development activities to support their delivery of a rigorous instructional program which will include PBIS strategies, Kagan Structures, and content-specific lessons.
- Willard Intermediate School staff will analyze state, district and classroom data in order to increase student learning.
- Willard Intermediate School will utilize our TOSA (Teacher on Special Assignment) and District Support Staff to coach teachers, deliver demonstration lessons, provide feedback, and plan instructional activities with teachers across all subject areas and grade levels.
- Willard Intermediate School will expand its AVID program to serve six sections of students and to provide teachers the appropriate professional development necessary to implement the AVID program with fidelity.
- Willard Intermediate School will provide a wide range of extracurricular and co-curricular activities for students in order to prepare them for success in high school, college, and their chosen careers.

### Goal IIa: Reading Across the Curriculum

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#### School Goal:

All students will advance by a minimum of 10% on District Benchmark assessments and the STAR Renaissance Reading Inventory.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10%
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10%
Schoolwide will increase percent proficient on Benchmark ELA by:	10%

#### To accomplish this we will:

- Maintain a master schedule in which English Language Arts classes are structured to provide 53 minutes of instruction to include the Core Program. Intensive Intervention classes will be two-period classes.
- Provide opportunities for staff collaboration in all departments to improve the academic English of all students, including English Learners and struggling readers.
- Provide school-wide access to technology, before, during and after school, that offer a variety of instructional software applications and internet-accessible programs that address specific reading comprehension deficiencies as determined by STAR Renaissance Reading Inventory.
- Provide staff development in the areas of Common Core State Standards (CCSS) to ensure all teachers have access and training in current research-based learning strategies that support reading across the curriculum.
- Provide opportunities to improve family literacy through parent and community involvement in the Parent Center which promotes the importance of literacy.
- Employ a TOSA (Teacher on Special Assignment) to work collaboratively with teachers to improve students' reading skills.
- Implement a multi-tiered model of support to create the infrastructure necessary to systematically address students' needs.

- Implement the Summer Reading Program and the Accelerated Reader Program which will allow students to practice their independent reading skills.

## **Goal IIb: Writing Across the Curriculum**

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### **School Goal:**

All students will advance by a minimum of 10% on District Benchmark assessments. The reclassification rate of English Learners will increase a minimum of 5% over 2013-2014 rates.

### **To accomplish this we will:**

- Instruction, strategies, and materials will be used to attain levels of mastery addressed in the English Language Arts Common Core State Standards at each grade level.
- Academic tutoring will be provided for students who are scoring below grade level in writing
- Writing and word processing skills will be promoted with all learners through our school-wide iPad initiative.
- Provide staff development to math, science and history-social science teachers on expository writing strategies.
- Create and implement a school-wide Thinking Maps plan to increase critical thinking among students which will strengthen their writing skills.
- Implement a multi-tiered model of support to create the infrastructure necessary to systematically address students' needs.

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

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### **School Goal:**

All English Language Learners will advance one CELDT level per year and exit the English Learner program within five years of entering.

- The percentage of EL students meeting AMAO 1 will increase from 47.0% to 59.0% as measured by CELDT.
- The percentage of EL students meeting AMAO 2 (less than 5 years) will increase from 7.0% to 22.8%, and AMAO 2 (more than 5 years) from 39.2% to 49.0% as measured by CELDT.

### **To accomplish this we will:**

- Continue the alignment of instruction, strategies and materials with content standards to address the needs of English Learners.
- Provide extended learning opportunities for English Learners to increase their English proficiency in all domains.
- Students and staff will have access to technology which supports the development of their writing skills.
- A variety of professional development activities will be offered to support staff as they increase their skills in working successfully with English Learners.
- Provide incentives to increase the involvement of parents to support English Learners.
- Provide additional primary language support for English Learners who are less than proficient in core classes with support staff
- Provide professional development for teachers to become proficient in developing the academic language skills in their students.

## **Goal IId: Mathematics**

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### **School Goal:**

All students will advance by a minimum of 10% on District Benchmark assessments.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10%
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10%

English Learners subgroup will increase a minimum of 10% on Measure of Academic Progress (MAP).

**To accomplish this we will:**

- Align the instruction, strategies and materials with Common Core Math Standards.
- All students will have access to extended learning opportunities to improve/enhance their math proficiency.
- Staff and students will have access to technology to support math instruction.
- Willard Intermediate School staff members will receive the necessary professional development to ensure that they are prepared to support math achievement in all students
- Willard Intermediate School will implement a multi-tiered model of support to create the infrastructure necessary to systematically address students' needs.
- Students will have the opportunity to participate in math competitions.
- Students and their families will have the opportunity to participate in Family Math Events during the course of the year.
- AVID students will be supported with tutoring to increase their math proficiency.

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

**School Goal:**

Willard Intermediate School will promote, develop, and nurture positive relationships with parents, business partners, and community members in order to improve student achievement in all areas.

**To accomplish this we will:**

Increase parent participation in school leadership and advocacy activities.
Provide health and wellness programs for students and families.
Provide workshops for parents that empower them to better meet the needs of their children.
Inform parents of upcoming curricular foci every six weeks by subject and by grade level
Ensure that the Willard Intermediate School website is up to date and easy for parents and the community to use.
Establish relationships with community members who are able to support students' academic and personal goals.

**Funding**

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>

<b>State and Federal Funding</b>		
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Funding Source</b>	<b>2014-15 Budget</b>
Secure personnel and material resources to support parents including child care.	Title I	\$500
Provide technical assistance to support the Willard Intermediate School's	Title 1	\$2,000
Provide tutors to support the AVID program.	Title 1	\$24,000
Provide academic interventions, tutoring, and extended learning opportunities	Title 1	\$39,000
Provide technology classes for parents.	Title 1	\$3,000
Provide instructional materials to support current programs.	Title 1	\$31,183
Communications (i.e. Fed Ex, Post Office)	Title 1	\$2,258
	<b>TOTAL</b>	<b>\$104,491</b>

# Santa Ana Unified School District

1 Page SPSA Questionnaire for Board

School: **Willard Intermediate School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Alignment of math curriculum to reflect the integration/shift to Common Core State Standards
  - Providing lunch time tutoring, rather than afterschool tutoring, for 6<sup>th</sup>/7<sup>th</sup> graders in danger of failing their core academic courses
  - To promote improvement in reading skills and literacy, implementation and coordination of Accelerated Reader program is now school-wide across all ELA classes at all grade levels
  - Re-evaluating the alignment of school-wide practices that will lead to an increase in instructional time and efficacy.
  - Revising the identification and movement of students into and out of the intensive intervention ELA program to ensure that students are receiving the assistance they when they need it and are able to move into the core ELA program
  
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Implementation of 1:1 iPAD Mini program, including summer Tech Camp
  - Expansion of AVID program at all three grade levels as an elective class
  - Providing technology training for parents to support effective implementation of :1 iPad Mini program
  
- 3) What is your site doing *more of* this year to improve student achievement?
  - Increased tutoring support and opportunities before, during (lunch time) and after school
  - Providing more incentives and rewards for students participating in the Accelerated Reader program
  - More extracurricular opportunities available to students
  - Increase the number of Tier II interventions offered through our PBIS program
  
- 4) What is your site doing *less than* this year to improve student achievement?
  - Less focus on test preparation
  - Less focus on punitive measures to discourage negative behaviors (e.g. suspensions and detentions) and more focus on preventative interventions to support positive school climate through PBIS
  
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Creation and implementation of 1:1 iPad Mini program
  - Creation and implementation of the Tech Camp program to train students how to use and care for their iPads *before* the school year starts.
  - Technology training to support parents in understanding Willard's 1:1 iPad Mini program

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2014-15**



**Wilson Elementary School**

**Superintendent**  
Richard L. Miller, Ph.D.

**Board of Education**

Audrey Yamagata-Noji, President • Jose A. Hernandez, J.D., Vice President  
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

**Wilson Elementary School  
Vision Statement**

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Wilson Elementary is dedicated to preparing all students development into lifelong learners, problem-solvers and contributing members of our society. Academic excellence and the nurture of the individual learner is the priority, as specific and relevant data is used to guide instruction. Through high expectations and a commitment to research-based best practices, Wilson Elementary staff conscientiously guide their students as they lay the academic foundation for responsible citizens and future leaders of our society.

**Wilson Elementary School  
Mission Statement**

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Wilson School, through a partnership involving the students, parents, staff, and community, will provide students with high quality instruction rooted in the Common Core Standards in a safe, supportive, research-based learning environment, in which students acquire the knowledge and skills necessary to become effective problem solvers. Students' progress will be dynamically measured during the year with a variety of class, school, district and state datum, especially in the area of English Language Development, which is crucial for our students. Students, parents, staff and community members will effectively collaborate as partners to promote achievement and foster the necessary skills and values that will empower all students to become contributing members of a diverse and rapidly changing society.

## Student Achievement Goals

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

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#### School Goal:

All students will make significant academic growth based on results from district and state assessments. Wilson School staff, students and stakeholders will exemplify efficacy, scholarly achievement, responsible behavior, and a dedication to go above and beyond, at all times. Students and staff will be provided a safe, clean and orderly learning environment where they feel welcome and valued.

The vision of the school will promote school-wide student achievement goals as supported by the following, overarching goals:

- Goal 1 -All students demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21<sup>st</sup> century
- Goal 2 -All students will have equitable access to a high quality curricular and instructional program that is accessible from school and home
- Goal 3 - All students and staff work in a healthy, safe, and secure environment that supports learning \*Reduce number of suspensions by 10%

#### To accomplish this we will:

- Maintain clear targets and feedback in meeting all standards set by local, state and federal government.
- Ensure that the Wilson leadership team works together with students, parents and teachers to create a Professional Learning Community.
- Collaborate with parents to ensure that 75% or more of them complete the annual survey
- Implement data driven decision making and instruction.
- Provide positive feedback and celebrate achievement, attendance and attitude
- Use technology to support district curricular goals and enhance teaching and learning.
- Support teachers in the roll out of the CCSS with individual professional development.

Wilson staff will use classroom data along with online database, Illuminate, to facilitate secure access and interaction with student data so as to identify students' areas of need and develop a plan for improving achievement, inform practice and monitor implementation of best practices.

Wilson is in the second year of implementing PBIS - Positive Behavior Intervention Support – approach. It is a decision-making framework that promotes academic and behavioral practices, not only improving academic, but also, positive behavioral growth.

### Goal IIa: Reading Across the Curriculum

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Wilson School will meet or exceed target growth by 10 % as measured by benchmark, MAP and identified district measures with a minimum of 75% of students scoring at or above proficient (including Migrant education and applicable sub-groups). All students will move up one level. Advanced students will stay advanced. Sixty-five percent of students in grades kinder and first will be reading at grade level as measured by DIBELS former goals. We will utilize DIBELS to monitor ELA progress for Kinder through 3rd grade. STAR Renaissance will be utilized for grades 4- 5. MAP will also be utilized to monitor students' progress in both ELA and Math. All students at Wilson will be instructed daily in reading with the Open Court program and employ research-based best practices for engaging all students in learning the standards, augmented by the district Common Core Units of Study. Wilson staff will align the rigor of instructional practices to match that required by Common Core standards.

Wilson staff will provide explicit primary literacy instruction and early interventions to students who need assistance as indicated by a variety of current performance data. Students will analyze, predict and track their own progress in their Portfolio of Success binders. Opportunities for metacognitive reflection and extension beyond and across the curriculum will be encouraged on a daily basis. All staff members will implement a select list of "Wilson's Best Practices for English Learners," based upon the best practices of research-based, effective instructional strategies to promote language fluency and high achievement as well as provide meaningful opportunities for professional development in reading and language arts.



An emphasis will be placed on 21st Century Learning and Innovation Skills, or the “4 Cs”:

- Communication
- Collaboration
- Creativity and Innovation,
- Critical Thinking and Problem Solving.

Lessons may focus on any, or all, of the core academic areas, Reading, Writing, and Math while including other areas such as Science, Social Studies and Art in units of study. Blended, small group and more project based learning used to distribute lesson content.

<b>Sub-Group Proficiency Goals (gains):</b>	<b>Percent</b>
Hispanic/Latino subgroup will increase percent proficient on Benchmark ELA by:	10
Socio-economically disadvantaged subgroup will increase percent proficient on Benchmark ELA by:	10
Students with Disabilities subgroup will increase percent proficient on Benchmark ELA by:	10
Schoolwide will increase percent proficient on Benchmark ELA by:	10

**To accomplish this we will:**

- Implement research-based strategies that promote full student engagement and address standards.
- Use data to form small targeted groups for interventions and extensions of learning.
- Utilize technology to attain proficiency or better with English Language Arts content standards.
- Ensure teachers participate in professional development, collaboration and data analysis.

Wilson Parents will be informed and involved participants in their children's education.

- The Wilson staff will monitor student achievement by administering DIBELS, Language Arts Benchmarks and classroom formative assessments and maintain regular communication with parents through progress reports, report cards and parent conferences.

**Goal IIb: Writing Across the Curriculum**

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**School Goal:**

Wilson will increase the number of students scoring benchmark or above on the District Writing Test by 10% (including Migrant education and applicable sub-groups). All students will improve by at least one level on the district writing exam. All students at Wilson will be instructed daily in writing using the district approved Open Court program as well as other research based strategies that fully engage all students in the common core standards including 'Fetzer Strategies'. Wilson staff will provide explicit primary literacy instruction and early interventions to students who need assistance according to a variety of data. Opportunities for metacognitive reflection and extension beyond and across the curriculum will be encouraged in journal writing. All staff members will implement a select list of “Wilson’s Best Practices for English Learners” to promote language fluency and high achievement along with being given opportunities for professional development.

An emphasis will be placed on 21st Century Learning and Innovation Skills, or the “4 Cs”:

- Communication
- Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving

Lessons may focus on any, or all, of the core academic areas, Reading, Writing, and Math while including other areas such as Science, Social Studies and Art in units of study. Blended, small group and more project based learning used to distribute lesson content.

English learner subgroup will increase percent proficient on CST ELA by 10%

**To accomplish this we will:**

- Implement research-based, effective instructional strategies that promote full student engagement and address standards
- Utilize data to form small targeted groups for interventions and extensions of learning

- Use technology to motivate and facilitate writing
- Employ current, research-based best Practices and 'Fetzer strategies' to provide effective instruction
- Provide opportunities for professional development throughout the year
- Inform and involve parents as active participants in their children's education
- Continue after-school Writer's Workshop
- Promote and support a school wide writing campaign

## Goal IIc: English Language Development

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Wilson will increase the number of students scoring Early Advanced or above on the CELDT by 10% (including Migrant education and applicable sub-groups). All students will improve by at least one ELD level in the Carousel of Ideas Program as measured by the ADEPT assessment. A minimum of 80% of English learners will make one level growth on the CELDT exam in October 2010. All students at Wilson will be instructed daily in English Language Development (ELD) using the district approved Carousel of Ideas program as well as other supplemental strategies and materials such as GLAD and Thinking Maps that support the Carousel of Ideas program. Students will be administered the ADEPT exam and be placed in ELD rotations according to level. This form of systematic ELD instruction and commitment to student engagement will allow teachers to better serve the needs of the students at their level of proficiency while still maintaining high expectations. Opportunities for metacognitive reflection and extension beyond and across the curriculum will be encouraged on a daily basis. Wilson staff will integrate the use of "Wilson's Best Practices for English Learners" throughout the entire instructional day. District reclassification targets will also be a schoolwide goal. Specific attention will be given to identifiable factors preventing 1st-5th graders a smooth redesignation process.

An emphasis will be placed on 21st Century Learning and Innovation Skills, or the "4 Cs":

- Communication
- Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving

Lessons may focus on any, or all, of the core academic areas, Reading, Writing, and Math while including other areas such as Science, Social Studies and Art in units of study. Blended, small group and more project based learning used to distribute lesson content.

### To accomplish this we will:

- Use research-based strategies and current best practices, including GLAD strategies, to provide effective instruction of state ELD standards.
- Utilize data to form small targeted groups for interventions and extensions of learning
- Effectively integrate the use of technology in the instruction of writing
- Ensure effective grouping and intervention in ELD through the use of dynamic and current metrics and performance data
- Inform and involve parents as active participants in their children's education
- Employ the use of iPads and computers to give newcomers and differently leveled English learner targeted assistance in needed areas

The district reclassification targets will also be a school-wide goal for English learner students at Wilson

## Goal IIId: Mathematics

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Wilson will increase by 10% the number of students who score proficient or advanced on the Mathematics California State Standards Test in May (including Migrant education and applicable sub-groups). All students will move up one level. Advanced students will stay advanced. All students at Wilson will be instructed daily in Mathematics using the district approved Houghton Mifflin Math program as well as other supplemental strategies and materials such as Thinking Maps that support the Houghton Mifflin program. MAP will also be utilized to monitor students' progress in Math.

Students in grades first through fifth will participate in a weekly Mastering Basic Math Facts Program. Students will use the MindInstitute technology program which aides in mastering math skills, facts, and concepts. The Wilson staff will continue to refine their instructional practices to ensure that all students reach a proficient or advanced level in mathematics. Wilson staff will align the rigor of instructional practices to better match that required by Common Core standards. Wilson staff will provide explicit instruction in math and early interventions to students who need assistance according to a variety of data. Opportunities for meta cognitive reflection and extension beyond and across the curriculum will be presented in the form of writing the 'hows and whys' of problem solving. All staff members will implement a select list of "Wilson's Best Practices for English Learners" to promote language fluency and high achievement along with being offered opportunities for professional development where needed.

An emphasis will be placed on 21st Century Learning and Innovation Skills, or the "4 Cs":

- Communication
- Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving

Lessons may focus on any, or all, of the core academic areas, Reading, Writing, and Math while including other areas such as Science, Social Studies and Art in units of study. Blended, small group and more project based learning used to distribute lesson content.

Sub-Group Proficiency Goals (gains):	Percent
Hispanic/Latino subgroup will increase percent proficient on Mathematics Benchmarks by:	10
Socio-economically disadvantaged subgroup will increase percent proficient on Mathematics Benchmarks by:	10
Students with Disabilities subgroup will increase percent proficient on Mathematics Benchmarks by:	10
Schoolwide will increase percent proficient on Mathematics Benchmarks by:	10

English learner subgroup will increase percent proficient on CST Mathematics by 18%

**To accomplish this we will:**

- Implement research-based, effective instructional strategies that promote full student engagement and address mathematics standards
- Utilize data to form small targeted groups for interventions and extensions of learning math
- Effectively integrate technology to improve the instruction of mathematics.
- Incorporate the regular analysis of current data analysis and feedback to drive instruction
- Implement Mind Institute ST Math software, a non-language-based method offering a visual understanding of difficult math concepts through a series of computer activities and lessons.

Wilson Parents will be informed and involved participants in their children's education.

- The Wilson staff will monitor student achievement through ST Math results, administering district Math Benchmarks and classroom formative assessments and maintain regular communication with parents through progress reports, report cards and parent conferences.

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

**School Goal:**

Wilson has a strong commitment to build parent capacity through collaboration and constant communication. Parents are regarded as partners and stakeholders in planning, making decisions, solving problems, and providing opportunities for students to achieve content and performance standards.

**To accomplish this we will:**

- Promote and support parents as valued decision makers.
- Provide multiple opportunities throughout the year for a variety of parent meetings
- Provide regular and timely feedback on student performance

- Provide multiple means of communication for parents.
- Collaborate with the ELAC to develop parent surveys and communicate the findings to SSC and staff
- Gather a home and community perspective on methods and programs to improve attendance and achievement through consulting with the ELAC
- Provide access to dynamic parent personal growth classes such as “40 Developmental Assets” and “Padres en Acción.”

## Funding

State and Federal Funding		
Services provided by categorical funds to enable underperforming students to meet standards	Funding Source	2014-15 Budget
Parents will be apprised of the standards specific to each grade level and their child’s progress in respect to the norms. Parent trainings will be made available.	Title I	\$1,659.00
Intervention substitutes will provide extended learning via explicit instruction in math and reading along with early interventions to students who need assistance according to a variety of assessment data.	Title I	\$42,000.00
Extra Duty: Tutoring/Intervention/Data Chats	Title I	\$2,333.00
Activity Supervisors/Childcare/Parent Meetings	Title I	\$900.00
Instructional Materials	Title I	\$7,145.00
Supplies - Library Books	Title I	\$7,000.00
Illuminate/ Mind Institute	Title I	\$7,056.00
Professional Development- Instructional Consultants Wilson staff will attend staff development trainings as means of improving instruction and raising student achievement of English Learners.	Title I	\$9,000.00
Allocated funding for 2014-2015	<b>TOTAL</b>	<b>\$77,093.00</b>

## Santa Ana Unified School District

### 1 Page SPSA Questionnaire for Board

School: **Wilson Elementary School**

- 1) What is your site doing *differently* this year from last year to improve student achievement?
  - Grade level team planning: Each grade level is released an additional 2 hours each month to work directly with the site support (TOSA, Principal, District Curricular Specialist) on implementation of Common Core and Writing
  - Moving devices from a lab setting to a classroom setting. Integrate technology. More integrated and immediate use of interventions
- 2) What is your site doing this year that is considered *new* to improve student achievement?
  - Use of Best Practices for English Learners aligned to Common Core
  - School wide Writing and Oral Language development emphasis with support from site resources (TOSA, Principal)
  - More writing and presenting opportunities linked to Project Based Learning (PBL)
  - Expand club and intramural sports activities
- 3) What is your site doing *more of* this year to improve student achievement?
  - Continued Demonstration Lessons to work towards the implementation of a co-teaching/lesson study with our teachers to facilitate the metacognitive and reflective analysis that is required by Common Core.
  - Implementation of Units of Study that provide ample opportunities for students to demonstrate higher levels of thinking (Depth of Knowledge) while building background knowledge and focusing on ELL supports
  - Close reading, reading and analyzing complex text, Academic Collaborative Conversations and Talk Moves
  - Text Dependent questions paired with Linguistic Frames. Teachers will be using Math Common Core Mini-Units (K-3) and ELA Common Core Mini-Units (4-5)
- 4) What is your site doing *less of* this year to improve student achievement?
  - Whole Group instruction, less focus on isolated skills
  - Less whole group computer lab usage; more in class rotations
- 5) What is your site doing this year that is *innovative* to improve student achievement?
  - Implementation of Blended Learning using iPads and Desktops to progress through ST Math, Lexia, Reading Plus, Newsela and Khan Academy for personalized learning
  - Use of adaptive growth and mastery oriented online assessments (MAP)
  - Gooru will be used to provide teachers ready access to depositing of CCSS aligned resources/materials
  - Electronic student portfolio in which students publish and house collections of their work; Providing authoring and presenting opportunities via Educreations, Telegami, Google Docs, and other apps
  - Cross-age tutoring program in the area of Reading and Writing.
  - Check in Check out Program for student success to improve achievement and behavior of a select set of students.
  - “Padres en Accion” guided playtime during recess and lunch.