

**Santa Ana Unified School District
School Plan for Student Achievement Summary
2023-24**



Jim Thorpe Fundamental

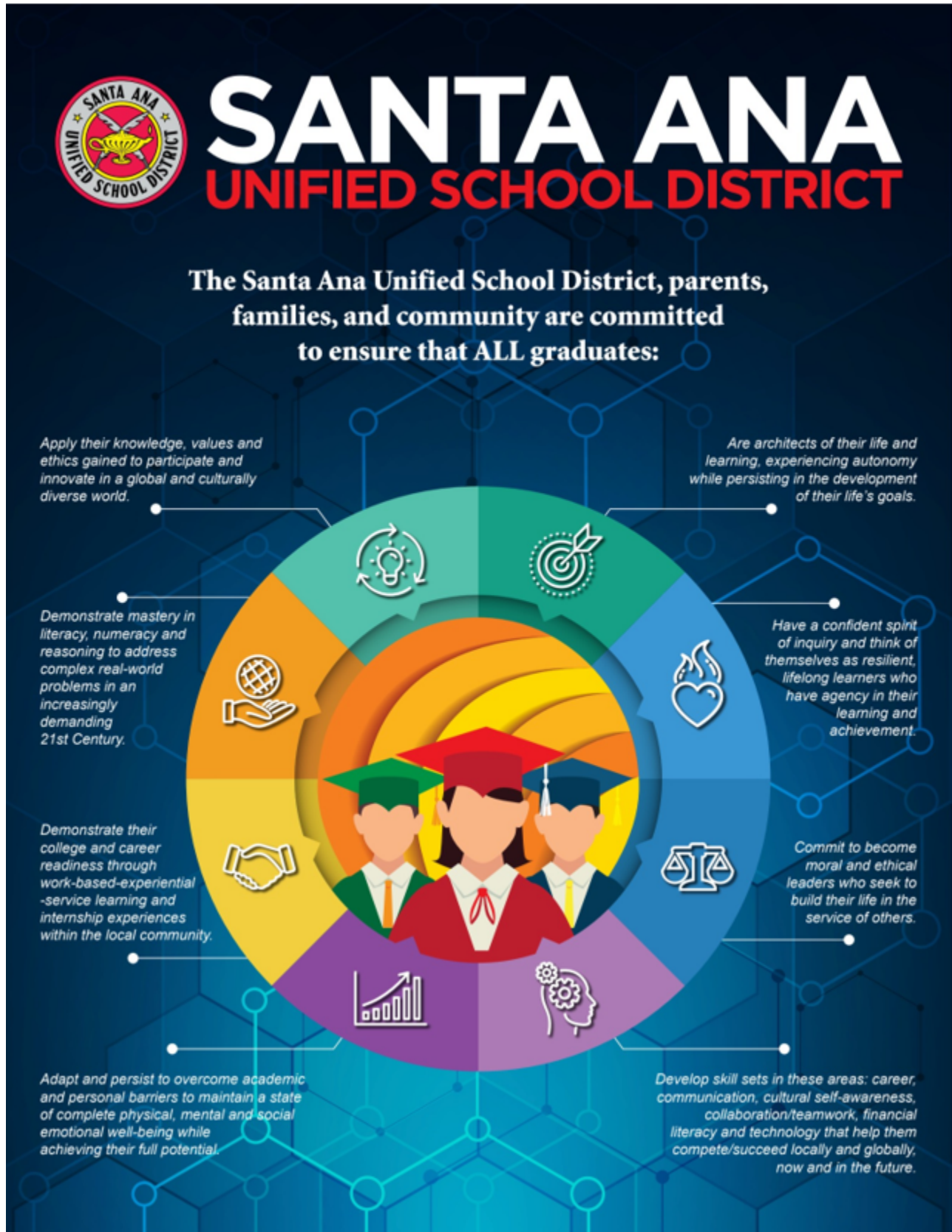
Superintendent

Jerry Almendarez

Board of Education

Carolyn Torres, President • Alfonso Alvarez, Vice President
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

School Climate and Vision Goal:

At Jim Thorpe Fundamental School, all students will demonstrate the knowledge, skillsets, and ethics necessary to become productive citizens of the 21st century. We engage students in meaningful and rigorous instruction that practices standards of diversity, equity, and inclusion. Students will be provided equitable access to a high-quality social-emotional program, Second Step for grades TK-5. Students and staff will work in a healthy, safe, and encouraging environment, that promotes learning through Positive Behavioral Interventions and Supports (PBIS). Positive behavior traits will be instilled in our young scholars and the school community to become ethical, productive, and contributing members of their local and global community. Through the implementation of PBIS strategies, we will target all students. In addition, our mission is to provide a clear, cohesive Multi-Tier System of Supports (MTSS) that will support and promote the academic, social-emotional, and behavioral needs of all students.

Strategy/Activity 1

- Develop a common language visual reference to use to identify feelings with students, discuss how they are showing their feelings, and tools they can use to get to where they need to be in order to learn.
- School Wide and age appropriate Zones of Regulation lessons around expected and unexpected behavior and related social competencies.
- Year long professional development of Zones of Regulation for staff members with an emphasis on developing an understanding of the needs of our students to help build empathy instead of frustration with our more challenging students.
- Developing conversations among our staff and students to create a conversation that is more hopeful and skill based instead of punishment based.
- Zones of Regulation assemblies at the beginning of the year, middle of the year, and end of the year assemblies.
- Develop a Tier 2 intervention based on The Zones of Regulation for small groups of students.
- Develop Tier 3 individualized plans for students to support and practice skills as it pertains to the Zones of Regulation that may include increased access to tools or strategies, check-ins and self-monitoring throughout the day.

Budgeted Amount:

4,000

Strategy/Activity 2

- Develop a common language for Growth Mindset vs. Fixed Mindset
- School Wide and age appropriate Growth Mindset lessons
- Year long professional development of Growth Mindset strategies and tools to instill this mindset among our scholars.
- Growth Mindset activities at the beginning of the year, middle of the year, and end of the year activities.
- Develop a Tier 2 intervention based on Growth Mindset for small groups of students.
- Develop Tier 3 individualized plans for students to support and practice skills as it pertains to Growth Mindset that may include increased access to tools or strategies, check-ins and self-monitoring throughout the day.
- A book study on Carol Dweck's book, Mindset: The New Psychology of Success.

Budgeted Amount:

4,000

Strategy/Activity 3

The Coordination of Service Team (COST) meetings will be bimonthly to review data and determine who may be or may become eligible for our Tier 2 interventions. Interventions will be linked directly to school-wide expectations and/or academic goals.

interventions will be matched to specific student needs and will be implemented within 5 school days after COST decides on the applicable interventions. Student referred to mental health services will be screened by SAUSD social workers. Progress Monitoring will be in effect after interventions have been matched to the student's specific needs. After a 6-8 week progress monitoring window, the team will come to reevaluate the referral to see if the student is considered Tier 1, Tier 2, or Tier 3. Use the Intervention Tree to audit and inventory Tier 2 services for individual student needs.

Budgeted Amount:

6,500

Strategy/Activity 4

All stakeholders will collaborate to keep students healthy and improve social emotional wellness in an effort to increase daily attendance. Counselors will engage with students who have chronic absences thorough Tier 2 intervention groups. Administrators and our FACE Liaison will meet with families with chronic and high absences (SART meetings) to offer support and encouragement to get students to school on time everyday. School nurse will work with parents to offer supports necessary to support the health of scholars.

Positive reinforcement will motivate attendance including: We Beat the Bell, monthly perfect attendance awards and dog tags, Thorpe Olympics and special attendance events.

Budgeted Amount:

4,000

Strategy/Activity 5

- Make effective and intentional use of our Positive Office Referral with a 2 x 10 Relationship Builder.
- Promote and publicize our Eagle Ticket experiences that students can earn with their Eagle Tickets.
- Implement organized and structured recess games that are taught, organized, and monitored at each recess which will result in a decrease in behavior incidents and office referrals.
- Make productive use of our Jim Thorpe Recess Playbook with videos and rules of our recess activities.
- Training for our staff on how to access, use, and lead activities in our playbook.
- Make a scope and sequence of our playbook activities.

Budgeted Amount:

3,000

Strategy/Activity 6

Our Positive Behavioral Interventions and Supports consist of extrinsic rewards program for our four Bs- Be Respectful, Be Responsible, Be Honorable, and Be Safe. Our four Bs align with our classroom and school wide matrices. The purpose of our PBIS behavior matrix is to identify, teach, and display positive behaviors that meet behavioral expectations across all school contexts and settings. When students meet the behavioral expectations across all school contexts and settings they can earn an Eagle Ticket. On Friday's students can visit the Eagle Ticket Store at the designated time to make their purchases with tickets. We then collect the Eagle Tickets and enter them into a spinner for weekly raffle awards.

Staff is encouraged to give out at least five Eagle tickets a day, identifying the behavior that earned the ticket.

These extrinsic rewards motivate our scholars to Be Respectful, Be Responsible, Be Honorable, and Be Safe thus creating a positive school climate.

Budgeted Amount:

4,000

Strategy/Activity 7

Develop a school garden to to help students with Zones of Regulation and social emotional development.

It will be a place for building a community, working as a team, and where a walk-about path will be readily available to help students regulate.

The garden will also be used as our menu of experiences for our Eagle Ticket store.

Budgeted Amount:2,000

Strategy/Activity 8

- Develop a common language among respectful and kind forms of communication and actions.
- School Wide and age appropriate lessons on respect and kindness
- Year long professional development on respect for diversity for staff members.
- Ethnography and Cultural Sketch activity (The ADDRESSING Framework) for All staff members.
- Developing collaborative conversations among our staff and students to create a conversation that is respectful and kind.

Budgeted Amount:2,500

Total Expenditures

30,000.00

Goal 2 - English Language Arts**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Language Arts Goal:

Thorpe Fundamental students will be proficient readers by third grade and demonstrate the grade level proficiency necessary to succeed in college and career through state adopted standards and technology-driven curriculum and instruction. Students who fall short of this goal will have curriculum differentiated through small group classroom instruction using the Benchmark Advanced curriculum, SIPPS small group instruction in grades 1 and 2, and targeting areas of remediation looking at multiple points of data. Our goal is to support ALL students in becoming active, engaged, and efficient readers. Students will become active, engaged, and efficient readers by reading for specific knowledge acquisition, as well as for personal enjoyment.

Strategy/Activity 1

All students will have access to the core ELA program through the Benchmark curriculum which is accessible from school and home. Teachers will differentiate instruction to meet the needs of all students and identify and monitor students using data to determine needing additional support and possibly entering the tier II or tier III programs. Pacing guides and standards-based and aligned instructional materials will be used to support and differentiate where needed.

Instructional strategies such as AVID note-taking, Thinking Maps and Write From the Beginning will be utilized school-wide. In addition, the SIPPS program will be core replacement for phonics in grades 1 and 2 with small group SIPPS instruction 5 days a week. In order to promote reading fluency and proficiency, supplemental software such as IXL, Scholastic Magazine, Brain Pop and AR have been purchased. We will be replenishing library books to increase variety of multi-leveled books for the library. Teachers will be trained on best practices to promote language development and create an environment where rigor and a growth mindset are valued.

Instructional supports, including programs and materials needed for class, have been purchased. Training for new teachers and on-going professional growth in SIPPS, AVID, Thinking Maps, and GATE will be provided. Teachers will have the opportunity to be compensated for their time to meet as a grade level to professionally develop using their existing core curriculum and looking at data to make instructional decisions. Students will also get the opportunity to attend field trips that support the Benchmark themes and then use their writing skills to respond to what they learn/see. In addition, we will be offering teachers the opportunity to tutor small groups after school in ELA to provide intervention support.

Budgeted Amount:48,000

Strategy/Activity 2

Accelerated Reader (AR) is implemented and monitored by teachers in grades K-5 and supported by the librarian and technology instructional assistant. All students will be monitored and participate in LEXIA (K-5) and IXL (math and ELA 1-2), Scholastic Magazine (K- 4th), and Brain Pop (3-5) to support the core programs and encourage reading and math practice at home. (Tier 1) Classroom teachers will set goals per week/month for completion of the programs and consistently monitor and support and communicate progress with parents. Computer hardware and software will be updated to effectively integrate and utilize technology in instruction, intervention and assessment. AR book browsing and holding of books along with AR tests are done in the library during student's class library time or before/after school and first recess. Updated computers are needed for the library to support this.

Budgeted Amount:32,000

Strategy/Activity 3

SIPPS program material kits were purchased to implement the the core replacement of Benchmark Phonics in grades in grades 1-2. Additional training and materials will be added as needed.

Budgeted Amount:7,000

Strategy/Activity 4

New teachers will attend the Summer Institute to become AVID trained teachers and/or any teacher can get GATE certified or re-certified.

Budgeted Amount:3,000

Total Expenditures

90,000.00

Goal 3 - English Learner Progress**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Learner Progress Goal:

Jim Thorpe Fundamental will strive to meet the objective of reclassifying ALL English language learners within five (5) years of entering the English learner program. Additionally, it is our objective that each English learner will demonstrate annual progress towards this goal as measured by the English Language Proficiency Assessments for California (ELPAC) Test. Every English language learner will be provided access to high-quality, standards-aligned instructional materials in ALL subject areas including Language Arts (Integrated English Language Development (ELD) and English Language Development (Designated English Language Development (ELD) to assist them in meeting this goal. Our English Learners will receive 30 minutes of Designated English Language Development (DELD) in the 23-24 school year to help them improve upon their language proficiency levels and focus on the critical language that they needed to acquire for effective communication skills in speaking, listening, reading, and writing.

Strategy/Activity 1

Designated English Language Development (ELD) will be provided by all teachers who have English Learners assigned to their roster, TK-5. Teachers will use a differentiated, comprehensive, standards-aligned curriculum, such as Benchmark Advanced, Learning How English Works strategies, and Ellevation lesson activities for Designated ELD. Teachers will be provided with the proper instructional materials for effective lesson delivery and have Designated ELD minutes as well as Integrated ELD minutes built into their daily instructional minutes.

Budgeted Amount:

2,000

Strategy/Activity 2

Support the development of our English Learners language proficiency through extended language interactions in ELA and Math using Collaborative Conversations and Number Talks along side sentence frames and/or sentence stems.

Budgeted Amount:

2,000

Strategy/Activity 3

Lexia English Learning Lab for 45 minutes, Monday- Friday for our English Learners with a Proficiency Level of a 2 or 1. The Lexia English Learning Lab is an opportunity for students to utilize the adaptive blended learning program that supports students' English language acquisition through academic conversations. The program integrates speaking, listening, and grammar in the subjects of math, science, and social studies. Students are given from 30-45 minutes to use this program on a weekly basis.

Budgeted Amount:

5,000

Strategy/Activity 4

During English Language Advisory Council meetings families will be trained on ELPAC Task Types for speaking, listening, reading and writing. Language acquisitions instructional practices will be modeled at our ELAC meetings that can be implemented both at home and school in ELA, Math, and Content areas. With the support of our Future Ready Coach, we were able to plan for four English Language Advisory Council meetings that will focus on the four domains-speaking, listening, reading, and writing. Each session will consist a practical ways to support their child at home and leave with a take home strategy/activity. Most importantly, each session will allow our families to try out ELPAC sample test items through Classtime.

- We will improve ELAC engagement by having our EL students perform-theater, music, dance
- We will improve ELAC engagement by having STEAM activities following our meetings.

Budgeted Amount:

5,000

Strategy/Activity 5

English Conversations Skills Groups, Mondays-Friday, 7:30-8:15 a.m. Our Instructional Assistants will use Hello! to build to support our NewComers with English language acquisition skills in a small group setting for the 2023-2024 school year.

Budgeted Amount:

6,000

Total Expenditures

20,000.00

Goal 4 - Math

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Math Goal:

Students at Thorpe Fundamental will develop conceptual understanding, procedural skills, and application of problem solving strategies through strategic instruction covering the Common Core Mathematics Standards. Their proficiency will be assessed with their ability to solve mathematical tasks that reflect real-life problems. Thorpe Fundamental students will demonstrate grade appropriate mathematical knowledge and skills as well as the foundational skills needed for Algebra through formative and summative assessments given throughout the year. All students will have access to high quality, standards-aligned instructional materials (Math Expressions and Irvine Math Project) and will master the grade level skills necessary to prepare for college/careers of the 21st century. STEAM instruction and the increased use of instructional technology will enhance a student's ability to think critically and understand broader mathematical concepts. Teachers will get PD in the use of the new math Diagnostic Tool developed by the math curriculum specialist to assist in remediation of standards that can be supported in intervention small groups. A continued focus will also be on Number Talks through PD and demos done in the classroom to build upon what we did last school year.

Strategy/Activity 1

Implementation of Math Expressions and the Irvine Math Project (IMP) and following the SAUSD math pacing guide ensures that all students are taught math skills and concepts aligned to the Common Core State standards. The district math pacing guide will be followed by all teachers to prepare for state math assessments. To supplement with the conceptual understanding, the Irvine Math Project (IMP) lessons will be integrated into the core math program as indicated on the pacing guide. Wednesday collaborations allows for discussions of successes and difficulties in the math program and how the team can best support the students. 3rd grade teachers will pilot the software Classtime with their students. This is research-based assessment software designed to support teachers in real-time assessing of their students through formative and summative assessments.

Budgeted Amount:

5,000

Strategy/Activity 2

MIND Institute ST Math software is a non-language-based method of instruction offering a visual understanding of complex mathematical concepts through a series of computer activities and lessons. The language-independent software lessons reduce the language barrier to learning math. Again, this school year, the ST Mind Institute will be implemented for grades K - 5 with 33% completion of the syllabus being made each trimester. IXL program to help fluency practice will be utilized in the lower grade classrooms. Our Technology Instructional Assistant will work with teachers and administrators overseeing the ST Math program in grades K-5, IXL math program for 1st-2nd, Brain Pop in grades 4-5 and Classtime program in K-5 (emphasis with coaching of Classtime usage in 3rd grade) where teachers can conveniently prepare or import questions and activate them on the students' devices during a lesson for instantaneous checking for understanding before moving on. Computer hardware and software will be updated to effectively integrate and utilize technology in instruction.

Budgeted Amount:

9,000

Strategy/Activity 3

Teachers run small group after school tutoring that supports those that need math intervention and are performing below the grade level math standards.

Budgeted Amount:11,000

Total Expenditures

25,000.00

Goal 5 - Content Area Goal**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Content Area Goal:

Having teachers plan as teams rather than in isolation will benefit instruction. It is believed that If teachers truly work in Professional Learning Communities, guided by a data driven Instructional Leadership Team, share best practices, analyze student work and calibrate grades, then Thorpe will see academic growth for all learners in the 2022-2023 school year and the future.

Strategy/Activity 1

Each grade level will have multiple opportunities for their students to attend field trips to locations that support the grade level science and social studies curriculum.

Budgeted Amount:13,000

Strategy/Activity 2

The Instructional Leadership Team meets once a month to make data driven decisions regarding teaching, research based programs, best practices, etc. and to discuss schoolwide areas of focus.

Budgeted Amount:5,000

Strategy/Activity 3

PLTW (Project Lead the Way) is project based learning that teachers get trained in so that students acquire a deeper knowledge through active exploration of real-world challenges and problems.

Budgeted Amount:3,363.78

Total Expenditures

21,363.78

Goal 6 - Parent Engagement

LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

School Parent Engagement Goal:

Thorpe's Triangle of Achievement (parents, students, staff) work together to ensure that all students have academic and social success. Strong academic curriculum and instruction plus a robust instruction in SEL will be taught throughout the school year. Clear and regular communication between students, staff and parents along with decision making by all stakeholders will help us to reach this goal.

Jim Thorpe Fundamental school has a long-established history of parent involvement. Our school will continue to strengthen its parent and community partnerships in keeping with its goals of student achievement and the creation of a healthy, safe, and secure learning environment through parent meetings with parent classes, Coffee Chats with the Principal, Parent Square, and PTA sponsored family nights and activities.

Parents are encouraged to get involved in the PTA in order to be a part of the school community and help organize events with the committee.

School events and student progress will be communicated to parents regularly through Parent Square, progress reports, student success team meetings, electronically generated phone, text and email messages, the school website, the school marquee and the trimester-scheduled report card conferences. Additionally, parents are contacted by teachers using the Classroom Dojo app which allows instant communication through text with parents and their child's teacher.

Strategy/Activity 1

Family meetings/classes will be offered and vetted through our board approved community resources, Coffee Chats will include topics based on social-emotional well-being, attendance, and academics needs.

Budgeted Amount:

2,000

Strategy/Activity 2

- Student performances of selected students at Tier 2 will open and/or close our trainings to increase attendance.
- Trainings will center around ELPAC, student leadership, Growth Mindset, Zones of Regulation, social emotional needs, mental health support.

Budgeted Amount:

3,000

Strategy/Activity 3

- Develop a calendar around the book studies that pertain to Growth Mindset, Zones of Regulation, Social Emotional Supports, attendance and academic performance.
- Host book discussions in person and/or zoom
- Develop a reflection questions for our book study discussions.
- Counselors will help facilitate our book discussions.

Budgeted Amount:

5,000

Total Expenditures

10,000.00

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	30,000.00
Goal Area 2, English Language Arts	90,000.00
Goal Area 3, English Learner Progress	20,000.00
Goal Area 4, Math	25,000.00
Goal Area 5, Content Area Goal	21,363.78
Goal Area 6, Parent Engagement	10,000.00
Total Funds Budgeted	196,363.78