

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



Woodrow Wilson Elementary School

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 Wilson Elementary, our mission is to educate, nurture, and prepare our students to reach their potentials as learners and citizen's of a multi-cultural society. Our school climate goal is as follow:

One of Wilson's two goals for cultivating a healthy, safe, secure and respectful school is to ensure a 10% reduction in the number of students considered truant. The number of tardies will be reduced a minimum of 10% as well. Our second goal is to increase the overall percentage of "Key Indicators of School Climate and Student Well-Being" in the annual CHKS/CORE/SEL student and parents surveys by 5%.

Strategy/Activity 1

The Expanded Learning Restorative Practices Specialist will work with students to lead Restorative Practices, including conflict resolution, and leadership skills. The purpose of this expenditure is to promote the physical, mental, and emotional well-being of all Wilson students, resulting in fewer students referred for discipline or to site-based health care staff.

Budgeted Amount:

9,115

Strategy/Activity 2

Padres Unidos Community Liaison - The community liaison will be dedicated to outreach services for our families three days per week throughout 22-23 school year. Under the direction of the site principal, the community liaison will provide the following services: Services will include: individualized assessment of home routines, identify families with unmet basic needs affecting student attendance and achievement and link the families to resources available in the community, conduct home visits, assist families of students with chronic absenteeism individually or in small groups to educate them regarding the short and long-term effects of poor attendance, especially during the elementary years, facilitate workshops and classes for parents (based on needs), provide information regarding services available in the community and work closely with the FACE worker to ensure to maximize resources available and provide different supports for students and families as needed

Budgeted Amount:

21,076

Strategy/Activity 3

Turning Point Mental Health Services will provide counseling services to referred students as well as up to two additional on site counselors provided by the district. Counselors, will be available to meet individually with individual students and/or small groups to provide Tier II socio-emotional supports based on specific needs. Students may be referred to counseling by the teacher, parent or other school staff through the COST process.

Budgeted Amount:

Strategy/Activity 4

Schoolwide Program to promote a culture of success, growth mindset, self-determination, and maintain a level of rigor that challenges and supports students. Teachers will be trained on best practices to maintain rigor and implement growth mindset. Teachers, counselors and support staff will collaborate to monitor student progress in personal growth and best practices to promote self-efficacy. Furthermore, technology use will be implemented to supplement classroom instruction and make learning streamlined and in line with the demands of 21st century college and careers. Teachers will be shown to integrate technology into their curriculum. In addition, various college and career promotion events will be held to pique students interest in possible fields of study and future careers. Students at risk of falling off college and career success will receive close monitoring and careful guidance through various student success committees.

Budgeted Amount:

Strategy/Activity 5

Wilson's PTO collaborates with Wilson PBIS committee to offer materials & supplies for individual students and groups of students. The purpose of this expenditure is to promote respectful, responsible, and safe behavior and decrease the number of students referred for discipline or to site-based health care staff.

Budgeted Amount:

2,000

Strategy/Activity 6

Wilson's PBIS student economy uses Scholar Dollars as incentives for students engaging in respectful, responsible, and safe behavior. The PTO sponsors a Roadrunner Store every 2 months at which students can exchange Scholar Dollars for positive reinforcements. Bumper stickers will be also ordered to promote "Student of the month" recognition. The purpose of these expenditure is to promote respectful, responsible, and safe behavior and decrease the number of students referred for discipline or to site-based health care staff.

Budgeted Amount:

840

Strategy/Activity 7

School Wide Positive Behavior Program

School Wide Program to support positive behavioral outcomes for all students. This strategy includes teachers training and all staff working together to create a climate of success and positive behavior. Teacher's and staff members will use effective practices for supporting positive behavior throughout the school day, implementing the Second Step SEL curriculum daily and administrators will support and monitor those practices. Teams will be formed to investigate root causes of student misbehavior and support students in making good decisions and demonstrating positive behavior.

Budgeted Amount:

300

Total Expenditures

33,331.00

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:

Student academic progress in English Language Arts will be monitored systematically by the Principal, the AP, Future Ready Coach, ILT, grade-level teams, and individual teachers every six-week period. Progress towards grade-level standards will be measured using multiple data points/sources, including MAP, DIBELS, BPST, Accelerated Reader/STAR, and Lexia Reading. Additionally, teachers will utilize Benchmark Advance assessment data and other formative assessments to determine and report student progress in Language Arts. The Principal will schedule data conversations with individual teachers or grade-level teams twice per year to identify at-risk students and discuss both in-class and after-school interventions, as available. The number of students meeting grade-level standards in reading (as measured by the PBST, CORE 5 Lexia, and Benchmark Advance) will increase by 10 percentage points compared to the prior year. The number of students enrolled in grades 3 - 5 who received a RIT score one or more years below grade-level in the 2022 Fall MAP Reading administration and demonstrated 1.5 years' growth or more measured by the RIT score received in the 2023 Spring MAP Reading administration will increase by 10 percentage points compared to the

prior year.

Strategy/Activity 1

School will purchase Accelerated Reader school-wide license to increase student access to digital titles at their independent reading levels . School-wide goals for each trimester will be reviewed and will be included in the 2022-2023 PBIS Incentives Chart, and communicated to students and parents throughout the year. Students will be encouraged to meet their reading goals each trimester.

Budgeted Amount:

3,300

Strategy/Activity 2

Core ELA Program

All students will have access to the core ELA program through the benchmark curriculum.

Teachers will differentiate instruction to meet the needs of all students and identify and monitor students needing additional support and possibly entering Tier II or Tier III programs. To promote reading fluency and proficiency supplemental curriculum materials will be purchased as well as school wide reading texts at each grade level for the library. Teachers will be trained on best practices to promote language development and create an environment where rigor & language production is valued.

Training will include supplemental reading program (SIPPS, REWARDS & Phonics for Reading) for intervention.

The following intervention programs will be piloted: 1) SIPPS intervention materials to teach phonics, phonological awareness, fluency, sight words & comprehension. 2) Rewards program for grades 3rd through 5th, 3) Phonics for reading

Budgeted Amount:

19,300

Strategy/Activity 3

In order for teachers to keep students engaged with their work, they are recommending seesaw platform. Seesaw is a digital app-based platform that allows students, teachers, and parents or guardians to complete and share classroom work. As the company itself says, Seesaw is a platform for student engagement. Using the Seesaw app, students can show what they know using various media, from photos and videos to drawings, text, links, and PDFs. This is all on the Seesaw platform, meaning it can be seen and appraised by teachers and even shared with parents and guardians. The student portfolio grows over time, allowing users to carry it through their academic career. This is a great way for other teachers to see how the student has progressed over time – even showing how they worked to get the final result.

Budgeted Amount:

900

Strategy/Activity 4

The school library will extend operation hours to increase student and parent access to books and digital reading programs to mitigate learning loss. Librarian will be available to support students and parents before/after school and select Saturdays. Parents will have access to check-out up to ten books to support students' independent reading at home.

Budgeted Amount:

Strategy/Activity 5

Time magazine is a highly engaging magazine and it is a great way to get students into different types of media. For many students this will be one of the only ways that they are exposed to magazines as a source of news information. This could provide a connection to reading future magazines and help see the value in reading diverse materials.

Budgeted Amount:

500

Strategy/Activity 6

At Wilson Elementary we are encouraging parents to attend our trimester "Family Book / Literacy Club". Reading together strengthens physical and emotional connections. Studies show that children whose parents make time to meaningfully connect in this way show greater social and emotional development, including more resilience to stress, greater life satisfaction, and better mental health. Reading a book together brings the added joy of building and expanding a sense of community among students, parents, teachers, and staff.

Budgeted Amount:

750

Strategy/Activity 7

Small group interventions focusing on literacy skills.
Students at risk of not meeting ELA standards are identified for academic intervention and provided during (through Future Ready Teacher/after school tutoring as well as given access to differentiated online programs such as Lexia. Student progress will be monitored on a monthly basis and modifications in the program will be made as necessary.

Budgeted Amount:

Strategy/Activity 8

Tier III ELA Program
Extending learning focusing on literacy skills will increase students achievement for students performing far below grade level standards and expectations. Collaborative meetings will be held between teachers, parents, students, counselors, and administration to plan steps to improve academic outcomes in ELA and monitor student progress.

Budgeted Amount:

Total Expenditures

24,750.00

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:

English Language Learners will demonstrate English language proficiency in reading, writing, listening and speaking appropriate to their grade level by meeting district criteria for reasonable fluency/reclassification as evidenced District and/or State assessments. Through the implementation of the ELD standards and Benchmark Advance ELA/ELD program - the number of English Language Learners who scored at the Beginning and Somewhat Developed levels of ELPAC will decrease by 10% (including Migrant education and applicable sub-groups). A minimum of 80% of English learners will make one level of growth on the ELPAC exam. English learners at Wilson will receive integrated and designated ELD instruction in heterogeneous groupings daily. Students' language

acquisition will be monitored using the SAUSD ELD Rubric. An overarching goal in English Language Development at Wilson is to ensure that every student reclassifies within five years of initial placement in the EL program. We have two goals for 2022-2023. Our first goal is to increase our reclassification rate by 5 percentage points, compared to 2021-2022. Our second goal is to reduce the number of LTELs promoting to grade 6 at the end of 2022-2023 by 30%, compared to the prior year.

Strategy/Activity 1

Interested teachers will be compensated their hourly teaching rate for providing strategic English Language Development instruction to Newcomers and Emerging EL students in grades 3-5. Instruction will take place before or after school 4 times per week for 30 minutes.

Budgeted Amount:

6,000

Strategy/Activity 2

English Learners are less likely to be able to rely on parents and family members to help them understand and complete home work assignments due to language barrier. At Wilson Elementary interested teachers/staff will be conducting after school homework clinic for our English Learners in need of help completing their homework assignments.

Budgeted Amount:

7,200

Total Expenditures

13,200.00

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:

At Wilson Elementary teaching staff and administration support the district goals of algebra readiness by the beginning of 9th grade and college readiness by 11th grade. Increases in student achievement will be achieved through the implementation of the District-adopted Houghton Mifflin Math Expressions program, the application of specific lessons from Irvine Math Project (IMP) and consistent usage of the Mind Institute (ST Math) program. Staff will ensure that students increase their competency in mathematical fluency through the use of Imagine Math Facts. This online program provides opportunities for students to reduce the anxiety surrounding the memorization of basic math facts. The app provides for practice and proficiency of fact fluency through a game-based format. The Instructional Literacy Team and Principal reviewed assessment data and consulted with the District Mathematics Resource Team to develop this goal. Teachers will focus on two strategies: Mathematical fluency and the daily use of academic language in problem-solving - in both oral and written form. Data for Mathematics from the CAASPP and MAP assessment, as well as classroom assessments, indicate that less than a quarter of the students in grades 3 - 5 have met or exceeded State standards at their grade level. The specific use of academic language in both oral and written use will be evidenced by a 10% increase in outcomes on both the CAASPP and MAP Mathematics assessments.

Strategy/Activity 1

Reflex Math is a web-based computer program that promotes math fact fluency.

Budgeted Amount:

3,300

Strategy/Activity 2

Wilson Elementary is promoting Family Math Night to be held at least once per trimester for parents and their children to: 1) Promote family involvement with math. Family Math Night is unique because it purposefully connects parents to classroom learning and reinforces the role they have as active participants in the education of their children. 2) Build strong family-school partnerships. 3) It reinforces what goes on in the classroom. Its aligned activities are hands-on, fun, and engaging, making them the perfect way to build on learning. 4). Generate excitement about math. When kids are excited about what they're doing, they develop confidence and learning increases. And when confidence and learning in math increases, there's no room for math anxiety to creep in. Instead, what develops is a life-long appreciation of math. 5) Support success. When schools and families partner together around the common goal of educating our children, kids exhibit more positive attitudes, attendance rates go up, and test scores increase. And when students succeed, we all succeed. And finally, 6) Family Math Night creates a sense of community. Parents, kids, teachers, and administrators all gathered together for a common purpose. This shared experience contributes to a positive school climate and builds community.

Budgeted Amount:

Strategy/Activity 3

Wilson implements the core curriculum Math Expressions while supplementing with learning experiences designed by the Irvine Math Project (IMP). These lessons require additional math manipulatives and materials to deepen student understanding of math concepts by making them more concrete.

Budgeted Amount:

2,700

Total Expenditures

6,000.00

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:

Students in grades K-5 will engage in STEM lessons and hands-on activities aligned to the New Generation Science Standards (NGSS) to develop understanding of systems and their interaction with the environments in which they take place. The number of 5th grade students meeting NGSS standards as measured by the 2022-2023 California Science Test (CAST) will increase by 5 percentage points from the 2021-2022 administration

(% met standards). Students also need real life experiences to develop language and make connections to their learning.

Strategy/Activity 1

Field Trips and Assemblies

Budgeted Amount:

932

Strategy/Activity 2

Enrichment Opportunities

For students in need of additional support and/or enrichment (e.g. Science Nights / Science Club)

Budgeted Amount:
1,900

Total Expenditures

2,832.00

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:

Wilson has a strong commitment to building parent capacity through collaboration and clear, ongoing communication. Parents are regarded as partners in planning, making decisions, solving problems, providing opportunities for students to achieve academically. They are notified in advance and have access to participate in General Parent Meetings, School Site Council, the English Language Advisory Committee, our annual LCAP Stakeholder Meeting and other collaborative opportunities with their children's school. Other opportunities for involvement are provided via Parent Teacher Organization (PTO), Santa Ana Early Learning Initiative (SAELI), Family Literacy, Family Math, Family Science, and other special events.

Strategy/Activity 1

Communication and Creating a welcoming environment:

Parent participation is encouraged at Wilson Elementary in a wide variety of venues. Parents serve on the District Advisory Committees, School Site Council (SSC), Parent/Teacher Organization (PTO), English Learner Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC). All parents are expected to attend Back to School Night, Open House, the annual LCAP Stakeholder Meetings, and parent/teacher conferences. Both parents of students currently enrolled with us as well as parents of potential enrollees have an open invitation to tour Wilson's campus.

In understanding that parents play a key role in student achievement, parent participation and communication will be maintained throughout the year. Parents are notified of special events (Back to school night, Open house, Parent teacher conferences, parent meetings in both English & Spanish through a variety of means: Weekly Principal Newsletter, teacher contacts, banners, ParentSquare, class DoJo and phone messaging). Classroom teachers are expected to communicate on a regular basis with their parents. Our school will be holding award assemblies, giving out prizes and holiday celebration events in order for our parents to feel welcome at the school and to take pride in their child's accomplishments.

We will continue to support seasonal events, book fairs, 5th & Kinder promotion activities, and school-wide exhibitions (STEM and Science/Math/ Holiday family nights).

Budgeted Amount:

6,300

Strategy/Activity 2

Parent Trainings to support Student's Success

Based on Parents feedback through surveys, parent meetings and committee suggestions parent workshops will continue to be supported as requested by our parents. Parents will be actively encouraged to help lead and recruit for these workshops.

Provide grade level and/ or topic specific family workshops lead by our staff that equip parents to support their children education for school readiness, success with the CCSS, and family learning activities at home. Involve parents in the planning of these events to capitalize on the strengths and knowledge they bring to the workshop and build parent capacity. So that incoming students transition smoothly into kindergarten, offer parent training in the Spring and/or Summer that focuses on best practices to help prepare their children for kindergarten that can be easily implemented in their home.

School Counselor , FACE Liaison and Padres Unidos provide workshops every Tuesday of the month for families (parent involvements) on mental health (SEL support) , food pantry, craft hour, attendance, homework, academic development for parents as well as technology support and Makinney Vento.

Budgeted Amount:

Strategy/Activity 3

Building Capacity for parent Leadership

Encourage parents to participate as volunteers, chaperons, attend meetings, workshops or events, and/or participate on school committees.

Actively recruit new members for Title I committee (SSC , ELAC & PBIS) other school committees and volunteer in classroom to build parent capacity. Provide for childcare as needed.

Budgeted Amount:

1,200

Total Expenditures

7,500.00

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	33,331.00
Goal Area 2, English Language Arts	24,750.00
Goal Area 3, English Learner Progress	13,200.00
Goal Area 4, Math	6,000.00
Goal Area 5, Content Area Goal	2,832.00
Goal Area 6, Parent Engagement	7,500.00
Total Funds Budgeted	87,613