

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



Wallace R. Davis Elementary

Superintendent
Rick Miller, Ph.D.

Board of Education

John Palacio – Board President • Rob Richardson–Vice President
Valerie Amezcua – Clerk • José Alfredo Hernández, J.D. – Member • Cecilia “Ceci” Iglesias – Member

**Wallace R. Davis Elementary
Vision Statement**

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.

**Wallace R. Davis Elementary
Mission Statement**

At Davis, we are a safe and supportive community of learners.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	136	145	126
1	134	145	127
2	119	117	135
3	120	118	115
4	107	113	114
5	130	109	111

Percent Actual Attendance

2012-13	2013-14	2014-15
97.67	97.90	97.74

**Student Demographic
by Ethnicity**

	2013-14	2014-15
American Indian or Alaska Native	3 (0.40%)	2 (0.3%)
Asian	0 (0%)	0 (0.0%)
Pacific Islander	0 (0%)	0 (0.0%)
Filipino	1 (0.13%)	1 (0.1%)
Hispanic or Latino	732 (97.99%)	721 (99.0%)
African American	1 (0.13%)	0 (0.0%)
White (not Hispanic)	8 (1.07%)	3 (0.4%)
Multiple or No Response	0 (0%)	0 (0.0%)
Total Enrollment	747	728

Student Achievement Goals

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

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

LCAP Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.

LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal:

In alignment with the district's focus, Wallace R. Davis Elementary will adhere to its clearly stated school wide vision based on state, local and national standards. The vision drives all curricular and instructional activities, professional learning, time and resource allocation, and program development.

We will provide a healthy, safe, and secure environment for students and teachers through our implementation of Positive Behavioral Interventions and Supports. We will create a college and career going culture that will provide students and equitable high curricular instructional program that is accessible from school and home. Wallace R. Davis Elementary is dedicated to ensure students receive instruction from highly-qualified teachers.

We will provide students with equitable access to a rigorous, standards-based instructional program in order for students to acquire the necessary knowledge and skills necessary to effectively compete as productive citizens in the 21st century.

- Instructional Leadership Team (ILT) will meet monthly to discuss professional development needs and establish grade level meeting agenda priorities.
- Grade level teams will meet twice a month to:
 - analyze data
 - create action plans to improve student achievement
 - share instructional strategies
 - discuss progress and adjust implementation based on formative assessments
 - share key strategies including Close Read, Collaborative Conversations, Text Dependent Questioning, Thinking Maps, QTEL Scaffolding strategies
 - integration of technology resources to accelerate and enhance student learning
- Modified days will provide opportunities for staff to receive professional learning opportunities during staff meetings two times per month.
- Substitute Release Days will be provided for Grade Level Teams in order to: analyze data, reflect on and share promising practices and create action plans based on data.
- Substitute Release Days will be provided for principal and teachers to engage in 1:1 conversations, analyze data, reflect on and create action plans based on data.
- Implement district approved curriculum in a manner that supports the new state standards and provide for instructional supplies to support the curriculum.
- Professional learning will be site driven and will support our vision for student learning and SPSA goals for literacy, writing, English language development and math.
- A college and career readiness school-wide culture has been established on campus, and is integrated throughout the school day. College symbolism is prevalent throughout the campus. Every classroom will adopt a college or university that will be reflected in each classroom via banners, chants, mascot, etc.
- Office supplies, Print Shop and materials that are essential to running a school and supporting the school's core goals and mission, will be purchased.

Teachers will increase student access to technology to enhance, accelerate and personalize teaching and learning. Davis Elementary will continue to provide additional learning opportunities for students beyond the instructional day.

- Provide 3rd to 5th grade classrooms with one-to-one devices to enhance, accelerate and personalize learning.
- Implementation of Learning Management Systems such as Google Classroom and Canvas in 4th and 5th grade.
- Increased use of technology for communication, i.e., school website, Facebook, will be utilized for communication between school and community.
- Computer Instructional Assistant will provide support to both students and staff as needed.

Students will receive instruction from highly-qualified staff. Professional development and collaboration will be used to address identified needs of students as revealed through comprehensive data analysis of multiple measures.

- A variety of data points including, internal/external academic achievement measures (ie. MAP, CELDT, District extended response, DIBELS, etc.), attendance, behavior data (SWIS), student performance grades, writing samples, and observations are utilized to drive instructional decision-making, planning, and professional development.
- ILT members work with the Principal to analyze data trends, share information with grade level teams, and gather input for a collaborative, data-driven, decision-making process.
- Teachers will participate in professional learning opportunities focused on effective District-approved methodologies.
- Administrator will participate in ongoing professional learning.

Staff, students, parents, and community members will work together to establish a safe, healthy environment that builds confidence and motivation to learn.

- With support from teachers, staff and students, we will maintain a clean and orderly campus.
- In order to provide an effective 21st century classroom environment, projectors will be mounted on the wall.
- All visitors and volunteers enter through the front office and wear a visitor's pass
- A variety of strategies and reinforcement programs will be utilized to encourage appropriate student conduct: PBIS program will be implemented to create a consistent, positive, safe learning environment based on respect, responsibility, safety, and effective problem solving. All teachers will implement a discipline plan that supports positive conduct and behavior.
- The Beat the Bell program will support good attendance and establish responsible habits that will ensure success for students throughout their educational career and beyond.
- Through the GRIP partnership, safety will be improved via:
 - The Greeter Program before school
 - Anti-gang curriculum for 5th grade students
 - Parent meetings focusing on GRIP topics
 - Case management services for high risk students
 - Turkey Incentive
 - GRIP Meet-ups
 - GRIP Teacher Mentors
- "Power and Leadership Lunch Club", a social skills club, will meet once a week to provide students additional social skills training as needed.
- "Student Leadership and Advisory Committee" will meet monthly. Two students from each 3rd-5th grade classroom will meet with principal to share input and plan school spirit events.
- Through the SST process, students in need of counseling services are identified and their families are supported in finding outside services through local providers or the GRIP referral and case management process.
- Parents will have opportunities to attend a variety of parent classes:
 - Parent to Parent Education Program
 - Raising Highly Capable Kids
 - Hands are not for Hitting
 - Guiding Good Choices
 - Parenting in Today's Society
 - Developing Healthy Children
 - Quality Time Counts

Goal IIa: Reading Across the Curriculum

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

School Goal:

Students will be proficient readers by the end of third grade, will have routine access to Internet-enabled technology at school and will engage in literacy practices that will prepare them for college and careers. We will ensure all of our students have mastered the foundational literacy skills including phonological awareness, phonics and word recognition, and print concepts. We will provide all students with a rigorous literacy program that includes students reading complex text regularly and analyzing fiction and informational text to engage in meaningful discourse

in which they prove ideas with facts and negotiate meaning utilizing academic language.

Grade level collaboration meetings will be utilized to address student areas of need, and formulate specific plans that target classroom instruction, ensure differentiation, and provide small group instruction. The principal will monitor instruction through formal and informal classroom observations. District and State assessments at the end of the year will provide final evaluation of progress towards these goals.

Ensure that the instructional core is rigorous, standards-based, and responsive to the needs of all students in all sub-groups in order for students to be proficient readers by the end of third grade. While, 4th and 5th grade students will be able to read multiple texts/media strategically and apply their foundational knowledge.

- A rigorous, differentiated, comprehensive, standards-aligned curriculum is taught to all students (English Learners, Economically Disadvantaged students, Gifted and Talented students, and special education students) in Reading, using the 2002 version of Open Court provided by all K-5 teachers and Units of Study
 - Backwards CCSS planning supports effective incorporation of Units of Study, Write From the Beginning, Thinking Maps, and QTEL strategies. A variety of differentiated, standards-aligned, research-based methods, will be implemented by the instructional staff to meet the instructional needs of all students across a scope and sequence based on ELA grade level standards and corresponding ELD standards by proficiency level.
 - Small group instruction for struggling readers is provided using supplemental research-based reading intervention programs including:
 - Lexia
 - Smarty Ants
 - Imagine Learning
 - Language!
 - Leveled readers/guided reading
 - Accelerated Reader
 - PALS
 - REWARDS
 - Learning Dynamics
 - Six Minute Solution
 - Read Naturally
 - SIPPS
- Headphones will be purchased to support programs

- Universal access time is provided during ELA in all classrooms to reinforce ELA skills and provide immediate interventions as needed for students.
- Teacher teams analyze the new State Standards and Framework for ELA in order to prioritize instructional programs to ensure full access to the curriculum for all students.
- Progress monitoring data from DIBELS are utilized to provide MTSS services for identified students in grades K-3.
- K-5 teachers will administer MAP Reading and analyze the data 3xs a year.
- Comply and monitor implementation of instructional time for the adopted programs for reading/language arts, providing additional time for intervention. Protected instructional time free from interruptions with the following daily minimums: TK/K-90 minutes, 1st-3rd grade-2.5 hours, 4th-5th grade 2 hours.
- Proficient, Advanced, and GATE students will be challenged with differentiated instruction tailored to their needs. Identified GATE students will be clustered together with a certificated GATE teacher.
- Conduct TK/K orientation for parents prior to the school year starting. Parents will be provided with supplies and strategies for practice over the summer.

Opportunities for extended learning will be provided as needed to increase student literacy skills

- Intervention classes or tutoring opportunities are provided after-school
- Scholars will participate in a school wide reading incentive program called Accelerated Reader which allows them to take a quiz after each book read. Individual students and classes who demonstrate record number of books read will be rewarded throughout the year. Desktop computers will be purchased to support AR implementation in the library.
- Students will have the opportunity to attend educational field trips and assemblies where they will gain first hand experience with themes they are learning and exploring in class.

Technology will be utilized to support student learning as a tool to accelerate, enhance and personalize instruction.

- Students and teachers will utilize technology to improve reading instruction including the use of:
 - Classroom Computers, Laptops and Tablets
 - ELMOs/document camera

- LCD Projectors
- Computer Labs
- Smartboards
- Computer software for ELA

in order to engage all scholar in learning.

Printers will be purchased for classroom use

- Students in grades K-2 will participate in an online reading program, Smarty Ants while 3rd-5th grade students will have access to Lexia in order to help student improve and build foundational reading skills.

On-going collaboration and communication among teachers, ILT, and the principal will provide feedback to school improvement efforts and be the platform for data driven decision-making for continuous improvement in ELA. Wallace R. Davis Elementary School faculty will receive training to support their professional development and improve practices that will lead to increased student achievement.

- Teachers will attend professional development of their choosing provided by the district, share research-based professional articles and will collaborate through partner and/or grade level teaming.
- K-3 Teachers will attend SAUSD Core Elementary Reading Academy

Goal IIb: Writing Across the Curriculum

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

School Goal: To build the foundation for college and career readiness, students will learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the topics they are studying, and conveying real and imagined experiences and events. Students will have numerous opportunities to collaborate, write for a range of tasks, purposes and audiences as well as present published work. Students will have access to Internet-enabled technology at school and have full access to high quality, standards-aligned instructional materials.

For students to become proficient writers, teachers will implement a high quality, rigorous, standards aligned writing program. In addition, they will ensure students write daily for a variety of purposes across the curriculum.

- District-developed classroom writing lessons, aligned to state standards.
- Use Thinking Maps throughout the day to help support student writing and teach WFTB and Beyond lessons focused on expository/informative writing aligned to state standards.
- Analysis of student work samples in collaborative meetings.
- Teachers will ensure students write daily for a variety of purposes across the curriculum and provide a balance between independent, collaborative, and teacher-directed work.
- Grade levels will utilize grade specific writing rubrics and anchor papers aligned to grade level writing standards.

Students will utilize a variety of technology tools for diverse writing tasks.

- Technology tools and Learning Management Systems (Google Apps, Google Classroom, Canvas, PowerPoint) are used by students to generate writing samples, collaborate and reflect on the writing process including revision and editing.
- Student work is maintained in journals, writing folders/portfolios, LMS and classroom displays.
- ELMOs, Smartboards, and LCD projector are used to instruct students with clear visible examples and instructions.
- Students will use technology as a resource in order to conduct research in order to produce writing projects and presentations.

Wallace R. Davis Elementary School Faculty will participate in professional learning to ensure access to rigorous, standards-aligned, writing instruction for all students.

- Teachers will attend professional learning sessions on WFTB and Beyond as well as strategies for editing and revising (i.e. Red Light, Green Light, Co-Op paragraphs, QTEL strategies)
- Teachers will analyze the new Literacy and ELD standards to develop lessons
- Teachers will analyze student writing (formative assessment) to inform instruction and improve student outcomes.
- Teachers will receive professional learning opportunities on how best to use Smart Boards to improve students editing and revision skills.

Parents will have various opportunities to see evidence of their children' writing, understand how their child is progressing in writing and participate in parent learning sessions.

- Parent Conferences and Open House for parents to see student writing and discuss students' writing progress
- Writer's Corner: students read and present published writing to parents during our monthly parent meetings
- Principal Award Winner/Student of the Month Breakfast: students are recognized for their writing achievement every month. Students will have an opportunity to read their writing to parent or guest.

Goal IIc: English Language Development

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

School Goal: We believe English learners must have full access to high quality English language arts, math, science, and social studies content, as well as other subjects, at the same time that they are progressing through the English language development continuum. In order to develop language and cognition in academic contexts students will interact in meaningful ways, learn about how English works and use foundational literacy skills.

All English language learners 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 and instruction in the zone of proximal development.

- A differentiated, comprehensive, standards-aligned curriculum for all students in English Language Development using the 4th Edition of Carousel of IDEAS, District supplemental materials, and core content area material is provided by all K-5 teachers.
- Teachers team for ELD for systematic ELD instruction at each student's specific proficiency level for 30 minutes daily.
- During Systematic ELD and throughout the days teachers use linguistic patterns and other scaffolds to support students interacting in meaningful ways, learning about how English works and applying foundational literacy skills.
- ELD will be taught throughout the day embedded in the content.
- Teachers utilize instructional strategies such as GLAD, QTEL strategies and Thinking Maps, to enable students to connect existing knowledge, construct meaning, elaborate beyond content, and modify their own learning.
- Teachers will administer and analyze the ADEPT 2xs during the school year to assess English language learners' progress.

Supplemental programs will be available in order to provide extended learning opportunities as needed

- A school wide CELDT campaign will motivate English learners to set goals and improve their English proficiency levels.
- ELD growth of LTELs will be monitored so that targeted support can be provided as needed.
- TOSA will work with Newcomers and other students requiring additional ELD support.

Technology will support English learners in acquiring English proficiency through individualized instruction, access to visuals, and increasing student motivation.

- Imagine Learning will be implemented for a select group of students who are struggling in their language acquisition.

Professional development opportunities increase the effectiveness of ELD, and scaffolding to increase equity of outcomes.

- Grade level teams use collaboration meetings to continue planning ELD curriculum, adjust ELD groupings, and analyze student work
- Teachers will analyze and understand the ELD standards in order to develop lessons
- Teachers will apply QTEL strategies and release of responsibility techniques

Goal IIId: Mathematics

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

School Goal: Students will demonstrate readiness for Algebra, through a balanced math program consisting of conceptual, procedural fluency

and application of math concepts.

Ensure that the instructional core is balanced between conceptual understanding, procedural fluency and problem solving as well as rigorous, standards-based, and responsive to the needs of all students in all sub-groups

- Scientifically research-based school-wide instructional strategies are implemented to improve student achievement and enable students to connect existing knowledge, construct meaning, elaborate beyond content, and modify their own learning. (i.e. manipulatives, visual cues, inductive reasoning lessons, CGI, and scaffolding techniques).
- A differentiated, comprehensive, standards-aligned curriculum is delivered to all students (English Learners, Economically Disadvantaged students, Gifted and Talented students, and special education students) in Mathematics, using the Houghton-Mifflin program and District created Units of Study.
- Staff will analyze student work to modify instruction to meet students' needs and accelerate learning.
- Procedural Fluency Campaign to motivate students to master their grade level math facts.
- Grades K-1 students will use MIND Institute ST Math, a minimum of two times per week 30 minutes a session and grade 2-5 students will use MIND Institute ST Math a minimum of two times a week 45 minute sessions.
- Teachers will connect the mathematical practices to mathematical content through Problem of the Month, Math Talks and other strategies.
- Teachers will develop mathematical language by providing meaningful opportunities for students to collaborate and construct meaning using the language of the discipline.
- Teachers will administer the Extended Response and MAP Math 3xs a year to measure student progress and inform instruction.

Technology will be used to provide visuals, individualized instruction, and increased motivation to learn and master mathematics concepts and skills.

- Grades K-1 students will use MIND Institute ST Math, a minimum of two times per week 30 minutes a session and grade 2-5 students will use MIND Institute ST Math a minimum of two times a week 45 minute sessions.

Professional development will be provided to improve the effectiveness of mathematics instruction in order to increase student proficiency levels in all sub-groups

- District mathematics training:
Irvine Math Project and Silicon Valley Math Initiative
- Analysis and understanding of math standards, and framework.
- Teachers will collaborate in grade levels to discuss best practices and instructional strategies to better improve scholar performance.

Goal III: Parent and Community: Partnerships for Student Learners

LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: At Davis Elementary we are committed to promote and develop positive relationships with all parents and community members, in order to foster open communication, accessibility, and pride in the school. Parents are regarded as partners in planning, decision making, and problem solving. We will actively seek the participation and involvement of parents and improve the rate of parent participation by 10% in school events and parent meetings. We will improve communication and interaction between school staff and students' families by utilizing weekly newsletters and social media.

Building on parenting strengths

Parents are offered a variety of options for contributing to school and student success, and will participate as decision-makers at Davis Elementary.

- Parent meetings by grade level/class are conducted to share grade level ELA standards at the beginning of the school year.
- Parents receive activities/strategies to support their child's academic growth at home.
- Teachers review each student's reading performance with their parents during conferences.
- During Back to School Night teachers will share classroom, school, district, and state expectations with parents.
- Include links to academic resources for parents including school created DVDs and PowerPoints, and websites with recommended student programming such as ST Math and Smarty Ants.
- During Open House parents will be able to observe their students' work.

- Hallway bulletin boards display student writing.
- Teachers discuss writing samples with parents during conferences and other meetings.
- Writer's Corner: students read and present published writing to parents during our monthly parent meetings
- Principal Award Winner/Student of the Month Breakfast: students are recognized for their writing achievement every month and read their writing piece to parent/guest

Communicating effectively

Davis Elementary will offer multiple, varied and productive ways for our parents and community to become an integral part of the overall school plan for student success in math.

- Parent meetings by grade level/class are conducted to share grade level Mathematics standards at the beginning of the school year.
- Parents receive activities/strategies to support their child's academic growth at home.
- Teachers review each student's math performance with their parents during conferences.
- During Back to School Night teachers will share classroom, school, district, and state expectations.

Organizing opportunities for volunteering

Parents will work together with the teacher and other site staff to create a mutually agreed upon intervention plan to improve attendance, academics, and/or attitude of their student. These may be academic improvement (AIP) and/or Student Success Team plans

- Before the end of the 1st trimester, teachers will identify students who are at risk of retention and schedule an AIP meeting with the parents at conference time.
- Every six weeks, parents with students that have AIPs in place will receive a progress report.
- AIPs will be revised, with parent input, as needed every 12 weeks, usually at the end of each trimester.
- Students who make little or no improvement will be referred to the SST process.
- A formalized intervention plan will be created and monitored every 8 - 12 weeks to determine if the SST plan is effective.

Learning at home

To strengthen family and community involvement we will rekindle our business partnerships and create a Family Resource Center.

- Pilot teachers will collaborate with Kidseum/Bowers Museum to enhance classroom instruction and obtain instructional resources
- Parents will utilize Family Resource Center to obtain information, resources and as their personal space at Wallace R. Davis Elementary.
- Parent training on:
Parent to Parent
Raising Highly Capable Kids
- Provide Adult ESL Classes, Basic Computer Skills classes and other parent trainings with child care services.

Involving in decision making

Davis Elementary School will foster open communication with parents and the community to keep them updated regarding school activities, educational practices, finances and school needs.

- Monthly bilingual SSC Meetings and ELAC Meeting
- Bilingual Back to School Night/Open House
Bilingual Parent/Teacher Conference
- Teachers collaborate to provide training for parents by grade level
- Weekly Newsletter, Social Media, PeachJar, Flyers, Banners, and Reminders in English and Spanish
Resources for parents will be uploaded onto our website and available in the Parent Center
- Parent compact will delineate home and school responsibilities for improving the academic achievement of each student.
- Bilingual parent meetings will be provided monthly and address a variety of topics pertinent to parent interests and the needs of their students.

Collaborating with the community

Building relationships

Funding

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
professional development, student data analysis with grade level team and individual data chats, SST facilitator, ILT planning and school data review, PBIS committee data analysis and planning, GATE teacher collaboration and professional learning	1000-1999: Certificated Personnel Salaries	Title I, Part A	18,018.00
child care	2000-2999: Classified Personnel Salaries	Title I, Part A	3,000.00
technology, chromebooks, wall mounted projectors, headphones, Read Naturally, Student Recognition, math manipulatives	4000-4999: Books And Supplies	Title I, Part A	130,706.00
Lexia, Smarty Ants, AR, Print Shop, Field Trips, parent notification, weekly newsletters, parent letters, banners, Parenting classes	5000-5999: Services And Other Operating Expenditures	Title I, Part A	1,300.00
	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	1,200.00
		Total	154,224