

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



Benjamin Franklin Elementary School

Superintendent
Rick Miller, Ph.D.

Board of Education

John Palacio – Board President • Rob Richardson–Vice President
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**Benjamin Franklin Elementary School
Vision Statement**

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 show the 3 R's (Respect, Responsibility and Ready to Learn).

**Benjamin Franklin Elementary School
Mission Statement**

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.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	92	101	73
1	91	75	98
2	98	91	72
3	61	93	78
4	68	68	90
5	69	61	62

Percent Actual Attendance

2012-13	2013-14	2014-15
96.88	97.81	97.80

**Student Demographic
by Ethnicity**

	2013-14	2014-15
American Indian or Alaska Native	0 (0%)	0 (0.0%)
Asian	0 (0%)	0 (0.0%)
Pacific Islander	0 (0%)	0 (0.0%)
Filipino	0 (0%)	0 (0.0%)
Hispanic or Latino	485 (99.18%)	471 (99.6%)
African American	1 (0.20%)	0 (0.0%)
White (not Hispanic)	2 (0.41%)	2 (0.4%)
Multiple or No Response	1 (0.20%)	0 (0.0%)
Total Enrollment	489	473

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: Franklin Elementary School will use 100% of its stakeholders which include, School Site Council, the English Language Advisory Committee and the Instructional Leadership Team to guide instruction practices focused on improving student's academic achievement in education. Franklin Elementary school will include a welcoming and committed learning environment where all students will be motivated, enthusiastic about learning and meeting or approaching grade level common core standards by June 2016. The staff and educational community will promote a caring and nurturing climate in a safe, clean and orderly environment by implementing the Positive Behavior Interventions and Supports Model (PBIS) along with our college bound perspective towards future success.

Staff and community members will be nominated and elected to participate in the School Site Council and English Language Advisory Committee to support students in a healthy, safe and secure environment that supports learning.

- • Staff and community members will be nominated and elected to participate on the School Site Council (SSC) and the English Language Advisory Committee (ELAC).
- Committees will meet regularly to analyze student achievement data and make recommendations to increase student achievement.
- The SSC council will participate in the develop the Parent Involvement Policy and the Parent compact.
- Maintain partnerships with institutions of higher education and community organizations that support desired student-learning outcomes, including support for A-G completion

- • All committee members will be trained.
- Provide professional development for teachers to promote the successful implementation of the new CA State Standards, effective technology integration, engagement of restorative justice strategies, and methods to increase the number of recipients of the State Seal of Biliteracy.
- Support learning opportunities for all stakeholders such as, but not limited to, providing family events, (e.g., Open House, Back to School Nights, and safe and sensitive schools workshop).

- Establish parenting programs that support student success by working with community partners and organizations and other family services (e.g. parent meetings, links to community social service resources, parenting workshops, and secondary bridge programs), expand the use of school-based Parent and Community Liaisons, expanding structured recess at elementary schools, offering health fairs on dental and vision screenings. Support these efforts with transportation and childcare.
- The PBIS committee will continue to develop the PBIS Model. PBIS Committee will be focused on implementation of strategies that will meet the needs of all stakeholders.
- Classified staff will be used for Day care during parent meetings and workshops to allow academic achievement growth.
- Technology, Reading, Writing, Math, Enrichment Materials and EL materials will be used to improve and supplement the programs offered to students to provide academic growth to the learning environment.
- In order to meet the expectations of a positive school culture and leadership Print Shop is used to make copies of academic resources for curriculum and charts and posters necessary for school wide use.

Grade level teams will meet regularly to analyze student's achievement performance and data to determine effective teaching practices that will allow students to demonstrate knowledge, skills and values necessary to become productive citizens in the 21st century.

- Collaboration meeting agendas will be created by the teachers, leadership team and the administrator to include analysis of individual and grade level data. Minutes will be collected for each meeting to revisit changes in practices.
- Teachers will administer the District Benchmark Assessments and analyze results using the MAP and Illuminate program to align classroom instruction.
- Teachers will use ELA and Math Standards Blueprints and District pacing guides to backward plan to ensure all key academic standards are covered.
- Teachers will administer DIBELS assessments at Kindergarten through third grade level. The MTSS Team will recommend students for small group intervention using district designated and research based Language Arts such as SIPPS, Touch Phonics, PALS, Six Minute Solution, and REWARDS.

- 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. Ensure access to the core instructional program by providing highly qualified teachers at each site and ongoing professional development for all staff to ensure full implementation of the new California State Standards and Assessments.
- 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.
- In order to meet the vision and standards Franklin Elementary will use transportation funds to field trip use for every grade level. Students will have the opportunity to visit programs and places that will offer a rich learning environment that will provide the skills necessary for the 21st century.
- In order to meet trainings and meetings for curriculum, testing and other District mandated meetings. Administration and TOSA have a mileage reimbursement fund that can be used in order to cover the mileage used from school to district. This helps with the training of staff for mandated district and state programs and for students to receive high quality education.
- In order to provide a healthy, safe and secure environment, maintenance contracts for computers, elmos, poster makers and xerox machines are provided to also give students a positive school culture.

Students will have routine access to Internet-enabled technology at home and school.

- Support extended learning opportunities for low income pupils by providing early childhood education, before and after school programs and tutoring, academic summer school programs, and transportation services.
- Before and After school availability to the computer lab for students. Students work on Accelerated Reader and Jiji to provide support in student learning.

Leadership Team will participate in Strategic Schooling staff development and develop a Strategic School Plan in order to have equitable access to a high quality curricular and instructional program that is accessible from school and home.

- The leadership team will attend Strategic Schooling training. The Leadership Team and TOSA will meet with the principal to develop a Strategic School plan to improve student achievement.
- The Leadership Team will share Strategic School strategies with the staff during staff and grade level meetings.
- Ensure access for low income pupils to the core instructional program by including, but not limited to, Positive Behavior Interventions and Supports (PBIS) training, Implementation of restorative justice strategies, expanding drop-out prevention and retention efforts, mentoring, increasing nursing services, nutritious food, intramural sports, and other wellness programs. Expand School Climate Oversight Committees that include parents and students.

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: In order to continue to improve student learning and instruction, teachers, staff and parents will work together and analyze the Benchmark Data, writing proficiency data, CELDT data, DIBELS NEXT, (grades k-3) Renaissance Enterprise Data (Grades 4th and 5th), ADEPT data and MAP to provide ample opportunities to change instruction so that it benefits the students learning. Our goal is for students to increase 3% in their scores from the first ELA Benchmark to the last. Students who do not meet or exceed grade level proficiency in the ELA Benchmark will increase individual scores by a minimum of 5 points. Students' data will show an annual 10% growth over the 2015-2016 baseline. Intervention programs and or after school tutoring will be provided by classroom teachers. The instruction of Common Core will also aide in our goal toward academic achievement.

Grade level standards are being taught through the use of Open Court with an emphasis on the use of strategies to increase student achievement and engagement. Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.

- TOSA will meet with the principal and teachers to analyze student's performance on the MAP, Renaissance Enterprise, and DIBELS to identify key instructional strategies to increase students' performance in Fluency and Comprehension.
- TOSA will offer ongoing CCSS staff development as needed.
- Administration and TOSA will meet with teachers to analyze student's performance on the Benchmarks, and DIBELS to identify key instructional strategies to increase students' performance in Fluency and Comprehension. TOSA will coordinate and participate in small group interventions
- TOSA will offer on going training for DIBELS, CELDT, Interventions and Illuminate as needed. TOSA will coordinate CELDT,

MAP, ADEPT, Writing proficiency and SBAC assessments. TOSA will help coordinate parent involvement meetings.

Students will receive additional support through differentiated instruction at their grade level by the classroom teacher. Teachers will foster students with services targeted to specific needs of the subgroup that may be confidential in nature.

- Teachers will provide intervention using researched based materials to small groups identified by the teachers and TOSA.
- Teachers will team during workshop time to provide intervention to small groups.
- Teachers will use Illuminate to review Data to ensure students in need are being provided researched based intervention.
- Teachers will use researched based materials for small group intervention for students identified as working below basic or far below basic on district benchmarks, DIBELS, Renaissance Enterprise, MAP or Accelerated Reader assessments
- In addition to services provided to low income students, students receiving special education services will receive services such as, but not limited to, services and supports as listed in Individualized Educational Plans (IEP's) for additional students above current baseline numbers.

Teachers and students will have access to the computer lab and classroom computers to utilize technology to support instruction and student learning.

- Teachers will utilize technology to support instruction including the use of computers, projectors, ELMO, IPADS and other equipment and software to engage student learning.
- The instructional computer assistant and librarian will provide support for teachers and students to log on to Lexia and Accelerated reader in the computer lab.
- IPAD mobile lab is available to teachers (k-2) and Chromebooks (3-5) for support during instruction.

Ensure access to the core instructional program by providing highly qualified teachers at each site and ongoing professional development for all staff to ensure full implementation of the new California State Standards and assessments. Teachers will examine classroom instruction based on the analysis of student's performance on DIBELS,MAP and CELDT assessments.

- Teachers will meet in grade levels to discuss data analysis, instructional strategies and standards.
- Teachers will receive professional development on Academic Language and ELD teaching strategies.
- Teachers will attend Data Chats that allow them to interpret the information on Dibels, MAP, SBAC, Renaissance Learning, ADEPT and utilize the information for instruction.

Support extended learning opportunities for low-income pupils by providing parent training on accessing the student information system (attendance, grades, progress reports and report cards).Parents will receive training in the understanding of grade level standards and student assessment reports.

- Parents will participate in weekly reading in the classroom, and receive training on the reading support strategies.
- Parents will receive training on how to read the report card and how to read the various assessment reports.
- Parents will understand the school behavior expectations for students.

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: In order to promote students with the knowledge, skills and values necessary to become productive citizens in the 21st century, Franklin Elementary School is working towards insuring that a minimum of 50% of the students will reach proficiency in grade level writing standards by Spring 2016 through implementation of the District adopted Open Court Reading Program, SAUSD Writing Program and Thinking Maps program. District Writing Assessments will be used to monitor progress and guide instruction. Franklin Students will increase performance levels by one level on the District Writing Proficiency Exam.

Grade level Standards are being taught with the support of District Writing Program, Thinking Maps and Open Court Writing instruction to increase student achievement.

- Teachers will meet in grade levels to engage in Collaborative Planning for the Open Court writing program and use the District Writing Program, Thinking Maps and research based materials in order to meet the writing expectation for student achievement district wide.
- Teachers will use intervention strategies to support students who are below grade level. They will provide small groups during class time in order to meet the needs and work on strategies and skill that will help these students.
- The use of Graphic organizers will help students to organize their thoughts in order to write sentences and paragraphs according to their grade level expectations.

Students will receive additional support through differentiated instruction at their grade level.

- Teacher will use district writing assessments to identify students needing additional instruction. Intervention will be provided during workshop.
- Students will have the opportunity to be exposed to other artistic and literary expression such as the opera by bringing the O.C. Opera and after performance students will be able to discuss the social times, the main conflict and the resolution"
- Students will increase background knowledge, vocabulary and hands on experiences through field trips, assemblies and special programs.

Increased Access to Technology: Students will have access of classroom computers, and the internet for class projects and academic support.

- Classroom teacher will provide lessons (All subject areas) on the internet research and writing process using the classroom computers, Elmo, projector, and other technology as needed .

Franklin Elementary will involve parents and students in data analysis through the use of individual and group achievement reports.

- Data from the CELDT, MAP, SBAC ADEPT and Benchmarks will be shared with parents in printed reports with meetings to help with the analysis of the reports.

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: Through the new implementation the new ELD standards, the number of English Language Learners who scored at the Beginning, Early Intermediate, and Intermediate levels of CELDT will decrease by 10%. 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 60% 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.

Grade level teachers will identify students' English proficiency level and provide instruction by grouping students according to students' proficiency level.

- Teachers will incorporate the Focus Approach in their Open Court instruction block to ensure that EL are receiving instruction to their level of proficiency. Teachers will team to provide daily ELD instruction by grouping students according to proficiency levels and using Carousel of Ideas and Susana Dutros Matrix.
- Teachers will provide intervention to small groups identified by the teachers and TOSA.
- Services provided to low-income students, parents of EL students will receive assistance including translation services, English and computer classes.

Students will receive additional support through differentiated instruction at their grade level.

- Students at the Beginning level of English Language will receive support in their leveled instruction groups.
- Maintain a uniform grade level ELD time. Group and team across grade level according to proficiency levels and using Carousel of Ideas and Susana Dutro's Matrix.
- An ELD schedule that is school wide will be designated throughout the day for students to receive ELD instruction during the day.

Students will use the classroom computers to increase academic language vocabulary and proficiency. Computer programs like google docs are used as visuals to instruct during the lesson.

- All teachers and students will have access to computers, elmos, projectors, printers and online programs to provide additional support and intervention for English Language development.

Teachers will collaborate and plan together for Language Arts and ELD instruction and identify students according to their English proficiency.

- Teachers will participate in grade level planning meetings to plan instructional strategies and to analyze student achievement based on the ADEPT, CELDT and Carousel of Ideas data.
- District will provide ELD lesson strategies during teacher training at the school site.

Franklin will involve parents and students in data analysis through the use of individual and group achievement reports.

- Data from the CELDT, and ADEPT Benchmarks will be shared with parents in individual student reports with meetings to help with the analysis of the reports

Goal II: Mathematics

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

School Goal: To support the district goals of algebra readiness by the beginning of 9th grade and college readiness by 11th grade as evidenced by Math Early Assessment Program and MAP results, students at Franklin will demonstrate a 10% gain from the baseline of students performing at or above the mean RIT score for their grade level as measured by the Measure of Academic Performance (MAP) assessment by spring of 2016 through the implementation of the District adopted Houghton Mifflin Math Program and the additional software program provided through the Mind Institute. District Benchmarks will be used to monitor progress and guide instruction. A baseline for monitoring progress will begin with the administration of the first District Benchmark MAP assessment. Instructionally, the continuing implementation of Common Core and the district units of study will also aid in our goal toward mathematics academic achievement. In order to continue to improve student learning and instruction, teachers, staff and parents will work together and analyze the writing proficiency data, CELDT data, ADEPT data and MAP data and SBAC data to provide ample opportunities to change instruction so that it benefits the students learning.

All students will have access to standards-based grade level materials and Benchmark 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.
- Teachers will collaborate with MAP assessment results in grades tk-5th on a trimester basis in order to meet the needs of student performance in the Common Core Standards.
- Teachers will collaborate with the SBAC state assessment results in grades 4th and 5th in order to determine what the needs of student performance in the Common Core Standards are and what areas are needed for intervention.

Students will receive additional support through differentiated instruction at their grade level.

- Teachers will use core curriculum assessments, MAP assessment, Mind Institute and benchmark assessments to identify students needing additional intervention.
- Teacher will use research based materials to provide intervention to identified students.

All students will have access to computers in the computer lab. Grades 1st through 5th will have access to the Mind Institute Program (JiJi).

- Each classroom will have at least one working computer.
- The instructional computer assistant will provide support for teachers and students in the computer lab and in the classroom.
- First through fifth grade students will have access to the Mind Institute Program a minimum of two times per week in the computer lab and in the classroom.
- Teachers will have access to use iPads in their classrooms for small groups during math time.

Parents will receive regular individualized student reports and information related to Math standards at specific grade levels.

- A District developed benchmark assessment program will allow for regular ongoing assessments and individualized student reports to be sent home.
- Teachers will be trained to assess the MAP assessment in order to attain data for each student.

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 Franklin, 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 the new Common Core standards and academic growth in the 2015-2016 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 2015-2016 school year. Programs such

as Pre-School, Monthly Parent meetings, School Site Council, Padres Unidos, Parent Workshop Fridays, Family Reading Fridays and English Learner Advisory Committee will be offered to parents with child care to encourage participation. The school will seek partnerships with local agencies and businesses in order to support our students, parents and community.

Building on parenting strengths

The administration and resource personnel will assist parents in the interpretation of student grades and school achievement through meetings and conferences.

- Schedule and invite parents to meetings and provide incentives for parent participation.
- Data from the CELDT, MAP, DIBELS, ADEPT, and Benchmarks will be shared with parents in printed reports with meetings to help with the understanding of the reports.
- Monthly news bulletins and newsletters to keep parents involved and informed about the school culture and academic success of students.

Communicating effectively

Support extended learning opportunities for low-income pupils by providing parent training on accessing the student information system (attendance, grades, progress reports). Parenting classes through Engage 360, Padres Unidos and Raising Highly Capable Kids.

- Invite parents and provide incentives for parent participation as well as keep sign-in agendas. The school will additionally provide child care and translation services.
- Invite guest speakers to the parent meetings in order to receive information on current topics discussed.
- Community Outreach Counselor will provide meetings to parents once a week to provide resources needed.

Organizing opportunities for volunteering

The school will provide Friday Family Reading in the Classroom to support parent involvement and literacy.

- Invite parents and provide incentives for parent participation as well as keep sign-in agendas.

Learning at home

Establish parenting programs that support student success by working with community partners and organizations and other family services, expand the use of school based Parent and Community Liaisons, expending structured recess at school, offering health fairs like Healthy Smiles and Kids Vision programs.

- Communicate with parents with programs offered and follow through with students who qualify.
- Provide a Resource Counselor once a week who will assist parents with questions and resources needed.

Involving in decision making

Franklin will meet once a month to review the budget and any necessary changes for the school with the School Site Council Committee that is composed of all the stakeholders.

- Once a month meetings with SSC will meet to decide on school decisions related to budget, school academics and environment.

Collaborating with the community

School activities and fundraising will be open to the community to attend. Businesses and other agencies will participate in Franklin school activities and assemblies.

- Community partners will be invited to school events and they will also participate in their own programs annually.

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
Tutoring, professional development to support academic achievement	1000-1999: Certificated Personnel Salaries	Title I, Part A	2,701.20
Childcare to support parent meetings and workshops	2000-2999: Classified Personnel Salaries	Title I, Part A	1,000.00
Classified benefits to support academic achievement.	3000-3999: Employee Benefits	Title I, Part A	916.39
Technology, Reading, Writing, Math and EL materials to support academic achievement	4000-4999: Books And Supplies	Title I, Part A	71,461.10

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
Field trip admissions, transportation and Consultants	5000-5999: Services And Other Operating Expenditures	Title I, Part A	19,254.00
Notifications by phone, letters, flyers, and handouts	5900: Communications	Title I, Part A	300.15
Total			95,632.84