

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



**Carl Harvey Elementary School**

**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

**Carl Harvey Elementary School  
Vision Statement**

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

**Carl Harvey Elementary School  
Mission Statement**

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

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

**School Profile**

**Enrollment/Demographic Data**

**School Enrollment Trends**

Grades	2012-13	2013-14	2014-15
<b>K</b>	89	86	92
<b>1</b>	91	84	80
<b>2</b>	72	87	84
<b>3</b>	79	67	81
<b>4</b>	59	70	62
<b>5</b>	71	66	69

**Percent Actual Attendance**

2012-13	2013-14	2014-15
96.71	97.03	96.97

**Student Demographic  
by Ethnicity**

	2013-14	2014-15
<b>American Indian or Alaska Native</b>	0 (0%)	0 (0.0%)
<b>Asian</b>	6 (1.30%)	5 (1.1%)
<b>Pacific Islander</b>	0 (0%)	0 (0.0%)
<b>Filipino</b>	1 (0.22%)	1 (0.2%)
<b>Hispanic or Latino</b>	450 (97.83%)	459 (98.1%)
<b>African American</b>	1 (0.22%)	2 (0.4%)

<b>White (not Hispanic)</b>	2 (0.43%)	1 (0.2%)
<b>Multiple or No Response</b>	0 (0%)	0 (0.0%)
<b>Total Enrollment</b>	460	468

## 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:** Decisions will be made based on student data and achievement needs with input from all stakeholders and clear direction from the administration. Common Core strategies will be implemented to improve student learning and ensure equitable access to a high quality curricular and instructional program that is accessible from school and home for all students. Analysis of data will help teachers to select "Target Students" to differentiate instruction for those working "Below Standard" and "At or Near Standard" on academic assessments. The implementation of student engagement strategies will enable all students to focus on the learning, which will lead them to greater acquisition of the lesson concepts demonstrating the knowledge, skills and values necessary to become productive citizens in the 21st century. Need based staff development and collaborative efforts will continue to guide the decision making process ensuring a healthy, safe and secure environment that supports learning for all students.

### **A. Support and facilitate efficient and effective classroom instruction and grade level collaboration with daily learning goals and clear agendas that meet Common Core State Standards for increased student success. Illuminate will facilitate in the secure access and interaction with student data so teachers and administrators can identify students' areas of need and develop a plan for improving achievement.**

- School wide and/or grade level meetings will encompass the review of data, standards, curriculum, and best practices to inform instruction. Modified day schedule every Wednesday ensures that staff will collaborate two times per month to plan instruction and strategies to support and enhance students' academic success. Also, two monthly staff meetings will be held for school wide business, announcements, updates, data analysis, collaboration, and professional development.
- Teachers will administer state and district assessments as directed and analyze results to align classroom instruction.
- The Teacher on Special Assignment (TOSA) will support the school's core goals and mission. The TOSA will provide ongoing support to students, teachers, administration, and parents. The TOSA will collaborate with the school principal in planning, organizing, and implementing school-wide goals, instructional programs, and intervention programs (before/during/after school). In addition, the TOSA will organize and distribute all district and state assessments. More specific TOSA responsibilities and duties include but are not limited to the following:

\*Testing Coordinator (CELDT, ALPI, ADEPT, MAP, District Benchmarks, Writing Proficiencies, PFT, CMA, CAA, STS, SBAC)

\*Organize and/or support site in core and supplementary instructional material distribution and implementation

\*Update the Executive Summary and SPSA

\*Attend district level meetings as assigned by the Principal

\*Organize, maintain, support, and/or oversee:

- initial/annual identification and placements of EL students
- assist in reclassifying EL's to Fluent English Proficient (FEP/ RFEP) and monitor progress
- K-5 intervention program schedules
- school wide incentive programs (attendance & behavior)
- Title I
- School Site Council (SSC)
- English Language Acquisition Committee (ELAC)
- K-5 Student Success Team (SST) Facilitator/Coordinator

\*Attend meetings and participate in the following site and/  
District committees:

- Instructional Leadership Team (ILT) representative
- PBIS team member
- Coordination of Services Team (COST)
- SSC, ELAC, DELAC (District Elem. [Parent] Advisory Committee)
- Site Homeless Designee (McKinney-Vento)
- ELD/ EL Chair Meetings

- Provide and maintain the availability of all school, grade level, teacher, and student instructional materials, print shop consumables,

and incentives/ rewards/ recognitions to meet all goals and objectives.

Following Strategic Schooling Strategies and the district's Best Practices #5, we will recognize student's efforts and successes by purchasing incentives (i.e. awards/ recognition certificates, medals, recognition walls materials, etc.) and appropriate rewards (i.e. pencils, stickers, note pads, postcards, etc.) for progress and achievement on state assessments (i.e. SBAC, CMA, CAA, CELDT, etc.), district provided assessments (i.e. Benchmarks, Writing Proficiencies, etc.), school wide formal assessments, in the ST Math and Accelerated Reader programs, and school wide behavior expectations (PBIS). [4300] Instructional Supplies & [5711] District Print Shop Costs

- A substitute teacher(s) will be utilized for classroom teacher coverage during individual and/or grade level team data analysis chats and collaboration sessions. [1104] Substitutes
- 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.
- Additional classified and certificated staff members necessary to support and administer student and parent programs that aid in the accomplishment of the school's achievement goals and mission. [3101 - 3752] Employee Benefits

**B. Implement Multi-tiered Systems of Support (MTSS) and support the site MTSS team representatives. The MTSS team will focus on the needs of "at risk" kindergarten through fifth grade students within and including all subgroups on site (English Learner, Redesignated, English Only, Special Education, low income, homeless, Hispanic, Asian, African American, White/Caucasian, etc.)**

- Extra Duty (Tutoring)  
Targeted Kinder through 5th grade students will be offered and provided small group intervention/ tutoring before or after school by the/or a classroom teacher.  
Target student identification will be based on teacher recommendation and results from DIBELS and the Measured Academic Progress (MAP) assessment. The intervention will be additional Language Arts instruction for at least 30 minutes two to four days a week using research-based intervention programs that meet the instructional needs of the students. The following programs may be utilized: SIPPS, Literacy Leaders, Reading Success (D. Hagger), Six-Minute Solution, Peer Assisted Learning (PALS), REWARDS, and OCR resources.
- Support and promote the After School Learning Center (ASLC)/ Engage 360 program in order to continue to provide ELD, homework assistance, literacy, math, and school enrichment opportunities for approximately 30 students before school and 100 after school in first through fifth grades.
- [5800] Grade Level Field trips  
Provide all K-5 students an opportunity to participate in at least one standards and curriculum aligned field trip per year.
- [5865] Non-instructional Consultant  
Promote, establish and foster the Padres En Accion program, a parent involvement program that focuses on nutrition and physical activity. Parent volunteers will be educated on nutrition and trained to provide students with opportunities for structured play during lunch recess, three days a week.

\*See Parent & Community Goal III, Objective A, Action step 1 for funding amount.

- Intervention materials will be provided for research -based programs including the following: SIPPS, Literacy Leaders, Reading Success (D. Hagger), Six-Minute Solution, Peer Assisted Learning (PALS), REWARDS, and OCR resources.
- [5800] College and Career Ready Field trips  
Provide all K-5 students an opportunity to participate in at least one college and career promoting field trip. Grade level teams will research and organize a field trip to a college or university campus.

**C. Maintain and upgrade school wide technology, computer hardware and software to support the school's achievement goals.**

- [4300] Maintain and upgrade school wide technology and computer hardware and software to support the school's core goals and mission.
- Provide all 4th grade students with a Chromebook to have routine access to internet-enabled technology at home and school.

**D. Participate in and attend district approved and/or site provided staff development throughout the year as it becomes available in Language Arts, Math, English Language Development (ELD), Sheltered Instruction Observation Protocol (SIOP), Thinking Maps,**

**GLAD, Smartboard, Illuminate, Multi-tiered Systems of Support (MTSS), Positive Behavior Interventions and Support (PBIS), and Common Core State Standards (CCSS) in order to improve student engagement, student learning, and ensure maximum access to grade level content standards.**

- Administrator, TOSA, teachers, and staff at a minimum of once every trimester will attend workshops and trainings with a focus on Language Arts (reading and/ writing) and student engagement provided by staff or District trainers.
- Teachers and Administrators have been trained and given the book, "Making Content Comprehensible for English Learners -- The SIOP Model" as a resource for increasing the effectiveness of instruction for English learners. The SIOP (Sheltered Instruction Observation Protocol) Model is a research-based, professional development model of sheltered instruction that can be used for lesson planning and implementation that provides English learners with access to grade-level content standards.
- Teachers and Administrators have been trained in Thinking Maps. "Thinking Maps is a research-based strategy using pictorial representations of "big" relationships among ideas, objects and events. Eight cognitive skills are used together by students across disciplines and with greater complexity as students move through each grade level."  
(Hyerle, 1996)
- All staff will begin the preparation and implementation of the district adopted school-wide Positive Behavior Interventions and Support (PBIS) "...framework or approach comprised of intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed to achieve academic and social success for all students."  
(PBIS Team Member Workbook/ binder, p.1)

**E. Ensure that all students (Homeless, migrant, special education, limited English proficient, etc.) have access to the academic curriculum, resources and services available at the school site, within the district, and through community partnerships.**

- Provide academic support by monitoring achievement and students' participation in district intervention programs in the areas of Language Arts, Reading and English Language Development. Migrant Community Workers will monitor academic progress of migrant students and conduct a Needs Assessment. Reports will be made to the parents of migrant students, communicated to teachers and records of meeting will be placed in the student migrant files in cums.
- Determine if there are more than 5 Migrant Education students (identified migrant) on site and enrolled, in order to provide parents of the student(s) with information regarding academic support and specific services and programs offered to migrant students and their families.
- Resources provided include, but are not limited to, medical referrals, Healthy Family, uniform vouchers, and SOS baskets.

**F. Maintain a K-5 Instructional Leadership Team (ILT), English Language Advisory Committee (ELAC), and School Site Council (SSC) that will effectively analyze student achievement data and comprehensive needs assessments.**

- ILT, ELAC, and SSC will meet monthly to discuss student achievement, assessment data/ results, and appropriate site items and/or concerns.

**G. Promote a safe, clean and friendly environment through the enforcement of clear and fair protocols.**

- Maintain a School Safety Plan.
- Hold Safety Committee meetings monthly.
- Inform and update staff on safety protocols and procedures at staff meetings and trainings.
- Execute regular monthly safety drills implementing and reinforcing safety protocols.

**H. Inform parents regarding their student's progress toward meeting grade level standards in all subjects through mid-trimester progress reports, Academic Improvement Plans (AIP), report cards, parent-teacher conferences, and award/recognition ceremonies.**

- Teachers will accommodate parent schedules for Parent-Teacher Conferences utilizing one student-free day provided by the district for scheduling conferences from 8:00 a.m. to 6:00 p.m.
- Maintain effective and regular communication between parents/ guardians, the school site, and the community.
- Expediently distribute and post announcements/ information regarding school/ district meetings and parent workshops.
- [2930] Activity Supervisor  
To promote parent involvement and/or attendance at any all parent meetings or parent education workshops such as Back-To-School-Night, Parent Conferences, Open House, IEP (Spec. Ed.) meetings, SST meetings, and parent meetings, childcare will be provided when appropriate.
- The Student Success Team(SST) will coordinate, facilitate, and schedule SST meetings with teachers, the appropriate staff, parents, and administration. The SST meetings will follow the MTSS problem-solving model in order to provide research-based school and home interventions to help all students reach their highest potential.

## **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:**

All Harvey students will demonstrate significant growth and/or achievement of grade level reading proficiency by the end of the school year. Reading growth and achievement will ensure that students are gaining equitable access to a high quality curricular and instructional program that is accessible from school and home as well as the knowledge, skills and values necessary to become productive citizens in the 21st century.

All K-5 student progress will be monitored regularly by teacher observation and analysis of core program tests, district benchmarks, and state assessments including but not exclusive to Open Court (OCR) unit tests, MAP reading adaptive tests, the Smarter Balanced Summative Assessments (SBAC/ CASSP), and the California English Language Development Test (CELDT). Students will be assessed on a weekly basis with core program tests, quarterly with district assessments, and yearly by the SBAC, CMA, and CAA respectively in grades 3-5. The CELDT will be administered annually to LEP students in K-5.

Teachers will consistently be given opportunities to individually and in grade levels analyze, discuss, and reflect on data, common core standards, instructional pacing and leveling, effective instructional strategies, and to develop school wide, grade level, and individual student action plans and instructional goals.

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

- Focus on reading fluency and comprehension in the OCR program, effective writing strategies, and the differentiation of instruction based on data analysis and brain research.
- Utilize weekly (district wide) modified days to arrange and participate in staff development by district trainers and/or resource staff.

**B. Provide all students in grades K-3 identified by DIBELS assessment with additional small group support in reading during the school day for at least 30 minutes two to four days per week. Provide small group intervention before, during, or after school to targeted/ "at risk" students in grades 1-5 for at least 30 minutes two to four days per week.**

- Maintain a leveled reading library in the Resource Room that provides sets of books from DRA level A through 44+. MTSS students (K - 3) identified as Intensive or Strategic by DIBELS assessment will receive additional small group support in reading before or during or after school by a certificated teacher.
- Support and maintain the Engage 360 program through the use of classrooms, the library, and computer lab.

**C. Use technology and software programs (Accelerated Reader, Lexia, MyOnReader, Smarty Ants) aligned to state standards and that support the core curriculum and enhance student learning on a weekly basis in reading and writing at school as well as at home.**

- Teachers and the Computer I.A. will monitor students in the computer lab and/ or classroom on a weekly basis.
- Teachers or Computer I.A. will print class and individual student AR or Lexia performance reports to analyze an/or discuss at a student-teacher conference at least once every trimester.
- Teachers will share AR or Lexia performance reports during parent conferences.
- [4300] The library will house an electronic book (e-book) based reading lab area consisting of tables, chairs, and a class set of Chromebooks set up to run the MyOnReader, Lexia, and Smarty Ants reading based programs.

[5800] Software Licenses

\*MyOnReader contains hundreds of leveled e-books for K-5 students to choose from based on interest and need.

\*Lexia is an early literacy program for K-5 students.

\*Smarty Ants is an early literacy and reading fluency program for K-2 students.

**D. Support and foster opportunities for teachers to plan individually and in grade level meetings in order to articulate concerns and successes as well as evaluate instructional strategies and coordinate services needed by their students.**

- Provide substitute release days and use weekly modified days to support grade level program planning including but not exclusive to analysis of student work and assessment data, the alignment of lessons, materials, and effective research-based instructional strategies to the content standards.

**E. Invite and encourage parents to participate in and attend parent education classes, school site and district sponsored meetings and workshops to strengthen their ability to support their children academically.**

- Provide a monthly calendar of school and/or district events to all parents and families.
- Expediently distribute and post information regarding school and district meetings and parent workshops.
- Invite and encourage parents to participate in and attend parent education classes, school site and district sponsored meetings/workshops to strengthen their ability to support their children academically. Food and childcare will be provided.

**F. Inform parents regarding their student's progress toward meeting grade level standards through mid-trimester progress reports, Academic Improvement Plans (AIP), report cards, parent-teacher conferences, and awards/recognition ceremonies.**

- Teachers will accommodate parent schedules for Parent-Teacher Conferences utilizing one student-free day provided by the district for scheduling conferences from 8:00 a.m. to 6:00 p.m.

**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:**

All Harvey students will demonstrate significant growth and/or achievement of grade level writing proficiency by the end of the school year. Writing growth and achievement will ensure that students are gaining equitable access to a high quality curricular and instructional program that is accessible from school and home as well as the knowledge, skills and values necessary to become productive citizens in the 21st century.

All K-5 student writing progress will be monitored regularly by teacher observation and analysis of core program writing assignments, district Extended Response Benchmarks, district Writing Proficiencies, SBAC performance tasks, and California English Language Development Test (CELDT) results. The CELDT will be administered annually to LEP students in K-5. Student writing will be assessed regularly with common core unit and core program tests, quarterly with district assessments, and yearly with the SBAC, CMA, and CAA respectively in grades 3-5.

Teachers will be consistently given opportunities to individually and in grade levels to analyze, discuss, and reflect on data, common core standards, instructional pacing and leveling, effective instructional strategies, and to develop school wide, grade level, and individual student action plans and instructional goals.

**A. Utilize and integrate the following identified "best practices" and writing programs to ensure improved student achievement including (but not exclusive to) Thinking Maps, Write From the Beginning, SIOP, Guided Language Acquisition Design (GLAD), and Focused Approach strategies into the core Language Arts (OCR), science, social studies, ELD, and math programs.**

- Use journals and model the writing process weekly in each classroom utilizing Thinking Maps, Write From the Beginning, GLAD, Focused Approach, and SIOP to support and enrich instruction for EL students; to enhance all student writing; to monitor the growth of each student.
- Teachers will actively involve students in the analysis of writing and of district writing rubrics that help to guide instruction and student writing.

**B. Actively involve students in the analysis of their writing using district writing rubrics to strengthen their writing strategies and application.**

- Students will be guided by the classroom teacher to self-assess using district writing rubrics on a monthly basis.
- Provide at least one standards and curriculum aligned field trip for every grade level.

**C. Provide all K-5 students the opportunity to journal, compose stories and reports using a word processing program in the computer lab on a computer and/or in the classroom with pen and paper.**

- Grades K-2 will complete at least one teacher guided standards based research project within the school year using reference books and the internet.
- Grades 3-5 will complete at least two standards based research projects within the school year using reference books and the internet.
- All students will have access to computers on a weekly basis to practice keyboarding, writing composition, and research skills aligned with grade level standards.

**D. Support and foster opportunities for teachers to plan individually and in grade level meetings in order to articulate concerns and successes as well as evaluate instructional strategies and coordinate services needed by their students.**



- Provide substitute release days and use weekly modified days to support grade level program planning including but not exclusive to: analysis of student work and assessment data, the alignment of lessons, materials, and effective researched-based instructional strategies to the standards.
- Student writing and self-analysis will be shared and discussed at grade level meetings at least three times a year.
- Use grade level anchor papers to evaluate writing strategies and conventions.

**E. Invite and encourage parents to participate in and attend parent education classes, school site and district sponsored meetings and workshops to strengthen their ability to support their children academically.**

- Provide a monthly calendar of school and/or district events to all parents and families.
- Expediently distribute and post information regarding school and district meetings and parent workshops.

**F. Inform parents regarding their student's progress toward meeting grade level standards through mid-trimester progress reports, Academic Improvement Plans (AIP), report cards, parent-teacher conferences, and awards/recognition ceremonies.**

- Teachers will accommodate parent schedules for Parent-Teacher Conferences including one student-free day provided by the district for scheduling conferences from 8:00 a.m. to 6:00 p.m.
- Provide a monthly calendar of school and/or district events to all parents and families.
- Expediently distribute and post information regarding school and district meetings and parent workshops.

**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:**

All Limited English Proficient (LEP) students at Harvey will demonstrate significant growth in and/or achievement of English Language Development (ELD) proficiency by the end of the school year. ELD growth and proficiency achievement will ensure that students are gaining equitable access to a high quality curricular and instructional program that is accessible from school and home as well as the knowledge, skills and values necessary to become productive citizens in the 21st century.

Harvey teachers and staff will continue to work towards moving students up at least one ELD proficiency level per school year. Teachers will continue to differentiate instruction by leveling groups, scaffolding, utilizing engagement, SDAIE, and GLAD strategies in conjunction with the district recommended ELD programs (i.e. OCR English Language Support Guide (ELSG), Thinking Maps, Write from the Beginning) and supplemental materials (i.e. Focused Approach, English to a Beat, Explorations, Vocabulary Builders).

**A. All English Learners will be provided with at least 30 minutes a day of systematic ELD Instruction that per day and is integrated across the core curriculum whenever appropriate.**

- Utilize and integrate a variety of strategies and programs including: SIOP, SDAIE, Focused Approach, GLAD, the OCR English Learner Support Guide (ELSG), Into English, and Explorations to provide EL students with meaningful and maximum access to the Common Core standards-based content curriculum.
- ELD instruction will be differentiated based on ELD levels that are determined by the most current CELDT level and/or ADEPT level.
- Students not making sufficient growth in ELD will (as funding permits) receive additional academic support and/or intervention at least 2 days a week for 30 minutes in small group either before, during or after the regular school day by a classroom teacher or within the Engage 360 program.

**B. Extend learning and oral practice opportunities in workshop, small groups, and in the Engage 360 program.**

- Students not making sufficient growth in ELD will receive additional academic support and/or intervention at least 2 days a week for 30 minutes in small group either before, during or after the regular school day by a classroom teacher or within the Engage 360 program.
- Provide at least one standards based and/or curriculum aligned field trip for every grade level.

**C. Use computer technology to enhance EL student learning in listening, speaking, reading and writing on a weekly basis in the computer lab.**

- Lexia, a language arts tutorial software will support the core Language Arts and ELD curriculum for struggling, "at risk", EL students

in grades K-5.

- Listening centers and books on tape/CD will support the core Language Arts and ELD curriculum for struggling, "at risk", EL students in grades K-5.

**D. Support and foster opportunities for teachers to plan individually and collaborate in grade levels in order to articulate concerns and successes as well as evaluate instructional strategies and coordinate services needed by their students.**

- All teachers will be trained annually to administer the ADEPT and CELDT assessments.
- Encourage, facilitate, and support grade level ELD teaming and student leveled grouping.
- Teachers will collaborate twice monthly in grade level meetings to analyze ADEPT and CELDT results to adjust ELD groups and the instructional needs of the EL students.

**E. Inform the members of ELAC, SSC, and the parent group as a whole on the programs and services offered to EL students at monthly meetings.**

- Provide a monthly calendar of school and/or district events to all parents and families.
- Expediently distribute and post information regarding school and district meetings and parent workshops.
- Translation services for parents and teachers will be provided as needed for all parent-teacher-school communication.

**F. Inform parents regarding their student's progress toward meeting grade level standards through mid-trimester progress reports, Academic Improvement Plans (AIP), report cards, parent-teacher conferences, and awards/recognition ceremonies.**

- Teachers will accommodate parent schedules for Parent-Teacher Conferences including one student-free day provided by the district for scheduling conferences from 8:00 a.m. to 6:00 p.m.
- Provide a monthly calendar of school and/or district events to all parents and families.
- Expediently distribute and post information regarding school and district meetings and parent workshops.

**Goal III: Mathematics**

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

---

**School Goal:**

All Harvey students will demonstrate significant growth and/or achievement of grade level mathematics proficiency by the end of the school year. Growth and achievement in math will ensure that students are gaining equitable access to a high quality curricular and instructional program that is accessible from school and home as well as the knowledge, skills and values necessary to become productive citizens in the 21st century.

All K-5 student progress will be monitored regularly by teacher observation and analysis of core program tests, district benchmarks, and state assessments including but not exclusive to district common core unit tests, Saxon Math tests, MAP reading adaptive tests, district Extended Response Benchmarks, and the Smarter Balanced Summative Assessments (SBAC/ CASSP). Students will be assessed on a weekly basis with core program tests, quarterly with district assessments, and yearly with the SBAC, CMA, and CAA respectively in grades 3-5.

Teachers will be consistently given opportunities to individually and in grade levels analyze, discuss, and reflect on data, common core standards, instructional pacing and leveling, effective instructional strategies, and to develop school wide, grade level, and individual student action plans and instructional goals.

**A. Instruct all students daily for at least 70 minutes in Common Core standards based (CCSS) mathematics using the Saxon Math program along with a variety of effective grade level appropriate supplemental materials and strategies.**

- All K-5 classroom teachers will receive and use the district approved core math program, Saxon Math, and the district provided "Getting To the Core" math units to provide all students with standards-based math instruction.
- Encourage and support grade level math teaming and student leveled grouping.
- Teachers will collaborate twice monthly in grade level meetings to plan math instruction as needed.
- Teachers will utilize Engage New York as a supplement to the core mathematics program. Materials will be printed through the district print shop. [5711]

**B. Supplement and support math instruction with standards based enrichment, additional instruction along with guided and**

**independent practice.**

- As funds become available, students struggling in math will be provided additional small group instruction by a certificated teacher before or after school 2-4 days per week for at least 30 minutes each session.
- In the computer lab, during the regular school day, K-5 extended learning or reinforcement will be provided through the utilization of ST Math and other appropriately leveled math-based computer programs 2 days per week for 30-45 minutes each session. "Mind Institute ST Math software is a non-language-based method offering a visual understanding of difficult math concepts through a series of computer activities and lessons. The language-independent software lessons reduce the language barrier to learning math." - Mind Institute website

**C. All students in grades K-5 will have guaranteed access to a computer in the school computer lab for 30 - 45 minutes twice a week during the regular school day. All computers in the lab will contain an instructional/ tutorial math software program appropriate for K-5 students.**

- All students in grades 2-5 will participate in the Mind Institute and the use of ST Math ("JiJi"), an instructional-tutorial software that has computer-based assessments. Students work and progress at their own pace and mathematics level for 45 minutes twice a week during the regular school day.
- Through the before/after school Engage 360 program extended learning or reinforcement classes utilizing ST Math and other appropriately leveled math-based computer programs will be provided daily before and after school in the computer lab to students in need.

**D. Support and foster opportunities for teachers to plan individually and in grade level meetings in order to articulate concerns and successes as well as evaluate instructional strategies and coordinate services needed by their students.**

- Teachers will collaborate twice monthly in grade level meetings to plan math instruction.
- Teachers will analyze math assessments and District Math Benchmark data.
- Encourage and support teachers in grade level math teaming and student leveled grouping.
- Teachers will attend district and site provided mathematics staff development.
- Provide substitute release days and use weekly modified days to support grade level program planning including but not exclusive to analysis of student work and assessment data, the alignment of lessons, materials, and effective research-based instructional strategies to the content standards.

**E. Inform parents regarding their student's progress toward meeting grade level standards through mid-trimester progress reports, Academic Improvement Plans (AIP), report cards, parent-teacher conferences, and awards/recognition ceremonies.**

- Teachers will accommodate parent schedules for Parent-Teacher Conferences including one student-free day provided by the district for scheduling conferences from 8:00 a.m. to 6:00 p.m.
- Provide a monthly calendar of school and/or district events to all parents and families.
- Expediently distribute and post information regarding school and district meetings and parent workshops.

**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:** Harvey administration, teachers, and staff will continue to offer opportunities and encourage parent involvement and input in parent programs, student achievement, and all school-sponsored activities. These opportunities will promote teachers and parents coming together as equal partners to build trust and form a relationship, ensuring student success both socially and academically in a healthy, safe, and secure environment.

**Building on parenting strengths****A. Motivate and support families and parents to nurture children.**

- Provide parents with nutrition, health, and safety information on a monthly basis via Padres en Accion. Padres En Accion will be contracted to provide parents with a six week training and monthly maintenance workshops on nutrition, health, safety information, and structured student physical activities to be parent lead and supervised at recess.
- Provide parents with information and resources on a weekly basis via the Padres Unidos parent program and a parent needs survey . Padres Unidos will be contracted to provide parents with 24 weeks of training and/or workshops with topics directly drawn from the parent needs survey results such as the following:

- Respect in the family and school
- Learn and teach self-control and discipline
- The importance of education
- Child developmental stages and parental expectations
- How to benefit from conflict
- Family Time.

In conjunction with Padres Unidos, a community worker will work with parents via teacher referral or parent request to create a plan of action that will improve or remedy an academic, attendance, behavior, or social welfare issue.

### **Communicating effectively**

#### **B. Design and implement effective two-way communication practices with families.**

- Provide all school-to-home communication (i.e. notes, forms, invitations, flyers, announcements, phone calls, etc.) in the parent's primary language.
- Expediently distribute and post information regarding school and district meetings and parent workshops.
- Provide a monthly calendar of school and/or district events to all parents and families.

### **Organizing opportunities for volunteering**

#### **C. Recruit and organize parent and community volunteers.**

- Promote, establish and foster the Padres En Accion program, a parent involvement program that focuses on nutrition and physical activity. Parent volunteers will be educated on nutrition and trained to provide students with opportunities for structured play during lunch recess, three days a week.
- The parent driven organizations (ELAC, SSC, etc.) will meet monthly on a formal basis to discuss student achievement, needs and approve necessary expenditures. Officers are selected by parental vote every two years. The parent members participate in the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC) meetings, Special Education Community Advisory Council (SECAC) meetings and parent leadership workshops.
- [2930] Activity Supervisor  
Childcare will be provided when appropriate to promote parent involvement and attendance at any all parent meetings or parent education workshops such as Back-To-School-Night, Parent Conferences, Open House, IEP (Spec. Ed.) meetings, SST meetings, and parent meetings.

### **Learning at home**

#### **D. Involve families with their children in activities and enrichment at home.**

- Provide parents regular access to the Harvey School library to check out additional books and resources for their child. This parent resource will promote family literacy and motivate students to read at home.
- A book fair will be held twice a year in the Winter and Spring. A book fair will promote family literacy and motivate students to read at home and outside of the classroom.
- Hold "Access for All" parent information meetings in the morning and evening to explain the technology implementation plan for 4th and 5th grade Chromebooks including distribution, use, and maintenance.

### **Involving in decision making**

#### **E. Recruit and empower parents and other community members as advocates, advisors, committee members, representatives, and decision makers on behalf of school improvement and student success.**

- The parent driven organizations (ELAC, SSC, etc.) will meet monthly on a formal basis to discuss student achievement, needs and approve necessary expenditures. Officers are selected by parental vote every two years. The parent members participate in the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC) meetings, Special Education Community Advisory Council (SECAC) meetings and parent leadership workshops.
- Inform parents regarding their student's progress toward meeting grade level standards through mid-trimester progress reports, Academic Improvement Plans (AIP), report cards, parent-teacher conferences, and awards/recognition ceremonies.

### **Collaborating with the community**

#### **F. Establish and maintain partnerships with individuals, businesses, and organizations to provide support services and resources for children and their families, and to strengthen school programs.**

- Maintain a partnership with the Kiwanis of Santa Ana. "Kiwanis of Santa Ana is an organization of volunteers who come together to make our community a better place. This is accomplished by developing programs to enhance the education, recreation and safety of children, young adults and their families."  
The Kiwanians provide:
  - Christmas gifts for children with "special needs"

- Instructional Resource Grants for teachers
- Annual Handicap Bowling Tournament
- Engage 360 Program partners with:
  - Boy Scouts
  - (Dance Program)
- Allow, the [Christian Leadership] program to work with students who have a parent permission form (filed in the office) during lunch recreation time.

**Building relationships**

**G. Recognize and celebrate events to build trust and rapport with parents, families, and the community.**

- Teachers will accommodate parent schedules for Parent-Teacher Conferences utilizing one student-free day provided by the district for scheduling conferences as well as time after school.
- Invite and encourage parents to participate in and attend parent education classes, school site and district sponsored meetings/workshops to strengthen their ability to support their children academically. All communication (notes, forms, invitations, fliers, announcements, phone calls, etc.) will be in the primary language of the parents. As appropriate, childcare and/ or food will be provided.
- Provide an end of year Parent Volunteer Luncheon to recognize and show appreciation for their support and involvement throughout the school year.
- Organize a Kiwanis Luncheon in December to recognize and show appreciation for their support and involvement throughout the school year.
- K-5 Trimester awards and recognition ceremonies where students receive certificates and special pencils for Attendance, Citizenship, Academic Improvement and Effort.
- End of year Music and Talent Festival where grade levels, classes, and individual students are invited to perform a song, dance, or inspirational talent of their choosing.

**Funding**

<b>State and Federal Funding</b>			
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Expenditure Type</b>	<b>Funding Source</b>	<b>2015-16 Budget</b>
SST facilitators & Substitutes for data chats, grade level collaboration & planning days	1000-1999: Certificated Personnel Salaries	Title I, Part A	6,900.00
Activity Supervisors: childcare	2000-2999: Classified Personnel Salaries	Title I, Part A	800.00
Benefits	3000-3999: Employee Benefits	Title I, Part A	969.27
Library Furniture, Intervention Materials, Reading, Writing, MATH, and EL materials, Technology	4000-4999: Books And Supplies	Title I, Part A	31,989.45
Field Trips, Software, Licenses, Technology	5000-5999: Services And Other Operating Expenditures	Title I, Part A	3,000.00
Print Shop - Engage NY	5700-5799: Transfers Of Direct Costs	Title I, Part A	12,500.00
Parent Involvement Programs (Padres En Accion, Padres Unidos)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	35,759.00
<b>Total</b>			<b>91,917.72</b>