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

Heninger Elementary School

Superintendent
Rick Miller, Ph.D.

Board of Education
John Palacio – Board President • Rob Richardson–Vice President
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Heninger Elementary School
Vision Statement

It is the vision of Heninger Elementary School that every student be given an opportunity to achieve success and to maximize his or her individual potential while being students at Heninger and members of this community. We will emphasize the use of student data that is specific, measurable, attainable, and relevant as a foundation for this vision. Our students will further enhance their compassion, optimism and nurture their individual creative spirit by becoming independent learners.

Heninger Elementary School
Mission Statement

The staff, students and parents at Heninger Elementary School are committed to the following mission:

The students at Heninger will receive instruction based on the California Common Core Standards using research-based strategies. Their progress will be measured using classwork and district benchmarks with an understanding that a majority of our students need English Language Development to fully access the curriculum. The results will be communicated to the students and parents and decisions on future instruction will be based on this data.

There is a culture of collaboration, communication, accountability, and parent involvement in place to ensure that staff, students, and parents are aware of the students' progress.

Teach, learn, show, communicate, support, and build.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	158	161	146
1	182	177	161
2	155	154	142
3	157	158	147
4	138	168	161
5	116	142	168
6	0	105	105
7		0	101

Percent Actual Attendance

2012-13	2013-14	2014-15
96.57	97.05	97.14

Student Demographic by Ethnicity

	2013-14	2014-15
American Indian or Alaska Native	1 (0.09%)	1 (0.1%)
Asian	1 (0.09%)	1 (0.1%)
Pacific Islander	0 (0%)	0 (0.0%)
Filipino	0 (0%)	0 (0.0%)
Hispanic or Latino	1056 (99.15%)	1,119 (98.9%)
African American	2 (0.19%)	2 (0.2%)
White (not Hispanic)	3 (0.28%)	5 (0.4%)
Multiple or No Response	0 (0%)	1 (0.1%)

| Total Enrollment | 1065 | 1,131 |

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:
1.) All members of the Heninger Elementary School community, which include students, parents, teachers, staff and supporting businesses will continue to work together to ensure a clear and direct vision for all students to be successful. By doing so, Heninger's goal is for students to be aligned and grow within the District's LCAP goals.

The leadership team will meet with teachers in grade levels at least 4 times per year to analyze student achievement (MAP, CELDT, ADEPT, Writing, ELA/MATH Extended Response Benchmarks,) and make necessary changes to the instructional program to enhance the needs of the students. The Heninger staff will implement all necessary tasks, to include targeted instruction, use of interventions (Smarty Ants, Lexia, and Reading Plus) and monitor progress using data available in class on on Illuminate. In addition, all staff members will analyze reports from MAP testing and provide principal with a data plan to continue to address student needs. The students will also view their reports and goal set for the next assessment. Together, all sources of data will be analyzed and used as a vehicle to guide effective, comprehensive instruction for students to demonstrate knowledge, skills and values necessary to be College and Career Ready in order to be productive citizens in the 21st century.

In addition, each grade level will meet within their Grade Level Teams 2 times a month to focus on learning objectives and discuss successful implementation of grade-specific academic standards. The Leadership Teams along with classroom teacher support will establish a clear learning focus within each unit of study as well as providing necessary support for students to be successful. Furthermore, each grade level will work together to develop best practices in achieving the learning objective focusing on the College and Career Readiness (CCR) anchor standards.

Lastly, the Heninger Elementary Teaching Staff will determine goals that are aligned to reading for students to acquire early literacy and become proficient readers by Third Grade. This will be determined by an established baseline data from the Spring 2015 DIBELS Assessment for grades 1st - 3rd and then the Initial DIBELS Next Assessment for 2015-2016 for Kindergarten and new students to Heninger. Teachers will also collaborate together to work on units of study that best optimize instruction which leads to successful implementation of the California Common Core State Standards. Further support will be utilized by having all students have access to the curriculum and access to the internet with a one-to-one tablet for use of instructional practice and research. Heninger's goal is to be 12% above the baseline for 2016-2017.

2.) All Heninger Elementary School staff members will collaborate using Google+, Google Drive and the Heninger Continuous Improvement Form. The use of this technology format incorporates access for all materials in a shared environment while also monitoring the effectiveness of its use.
3). Students will improve their performance from Benchmark 1 to Benchmark 2 by increasing their % of students at the Proficiency level by an overall of 15% per grade level.
4). K - 8th grade teachers will emphasize delivering content areas to EL students in a comprehensible manner. The goal is for 55% of ELs to meet reclassification. They will teach structured ELD for at least 100 minutes every week. Specific focus will be given to our LTEL students.
5). Teachers will have their weekly lesson plans demonstrate that the units of study are implemented with grade-specific standards utilizing the following: a.) key ideas and details, b.) craft and structure; c.) integration of knowledge and ideas and d.) range of reading and level of text complexity.
6.) Instruction will be supported with implementation of the SAUSD framework for Teaching and Learning (Language and Culture Context, Academic Rigor, Collaboration, and Personalized Learning).
7). Incentives will be given to reward students for outstanding performance on progress to proficiency on standards.
8.) Implement School Social Program and Positive Behavioral Interventions and Support (PBIS), called Heninger Pride to provide positive support in school climate and culture for students in conjunction with Multi-Tiered Systems and Support (MTSS). Positive interaction amongst students is imperative for the success of Heninger, both academically and socially. By learning how to develop positive social skills, students will learn how to interact with one another when faced with challenging situations as well as celebrate positively amongst one another. The combination of these two systems places Heninger on the path of continually supporting the staff and the students with consistent measures used to evaluate and discuss levels of different means of support as well as working towards providing a healthy, safe and secure environment that supports learning.

By implementing the schoolwide strategies, Heninger students will work towards meeting the academic standards set forth by

California.

- ILLUMINATE is a district-wide data management system which provides teachers and administrators with tools needed to access state and local assessment data, teacher-created tests as well as important demographic information together in one location. Administrators and teachers analyze data accessed through Illuminate in regularly scheduled data charts to:
  - Identify trends in student grade-level academic achievement
  - Target specific areas in need of intervention
  - Determine and prioritze students in need of academic support
  - Analysis of data results to develop plans for improving student achievement

  MAP Reports will also be used to identify areas of need and assist in monitoring the academic development for students.

  In addition to Illuminate and MAP, Heninger will improve student achievement with achievement strategies that include:
  SST process improved
  Grade level minutes
  Teacher action plans (driven by student data)
  SAUSD Framework for Teaching and Learning
  PALS
  Learning Teams
  - Non-Fiction Reading
  - Improved Lesson design plan
  - Create a more useful school website for parents and students to use
  STAR Renaissance Learning
  Reading+
  Lexia
  DIBELS
  STAR Reading
  Smarty Ants
  JiJi
  Junior Brain Pop
  Science Fair
  Extra printing materials based on student needs
  Math Field Day Team
  After school program
  After school targeted intervention by teachers and other staff member
  Rewards given for outstanding performance
  Voice Enhancers for Teacher Use
  Playworks

  The combination of all these assessments and programs require the amount stated in order for software and technological support to run efficiently and effectively. In addition, funds are used to support student achievement gaps as determined by summarize assessments.

- Instructional materials and support as needed for student academic learning and support

  Funds are used to maintain the cost and support of the programs in order to provide students with the best educational strategies for effective learning.

- Technology support for students, teachers and administration throughout the school.

  The maintenance and use of Chromebooks for grades 5-8 allow students access to technology. The funds are also used to support classroom iPads and additional Chromebooks to access technology in all grades.

- Administrative support with all State and District required documents and programs
- Support current technology with site license fees and other costs including printing costs

By implementing objectives in teacher lesson plans throughout the year, the teachers will effectively deliver the content specific to meeting academic goals.

- Teacher action plan
  ELD specific lessons and grouping

Recognition of student engagement as a priority in planning

By reflecting on student progress made, teachers will develop the action plan in order to have improvements in academic learning.
- Analysis of standards and extended response benchmark results throughout school year.Use of analysis for discussion in California Common Core State Standards within learning teams

By having parents actively involved in family oriented activities throughout the school year, students and parents will be held accountable for their progress and awareness on the key factors needed to be successful students.
- STAR Reading Awards Night-Celebrate the efforts families have made to participate in the Reading Club.
  SSC-to receive input from parents on the instructional design and capital outlay of the site.
  ELAC-provide parents with a vehicle to advise on the implementations of change at the site, as well as, educate them on the state accountability standards, district ELD programs, and their rights.
  Family Literacy Nights
  Jog-a-thon
  Kindergarten Parent Training Seminars
  Parent recognition
  Padres Unidos
  Madres Unidas
  Re-Establish our PTO @ Heninger

By providing effective communication and leadership, the administration will continually be in communication with the community in order to effectivey deliver the information necessary for students to be held accountable for their success.
- Time to reflect on student data provided.Weekly provided in a timely manner to ensure everyone on site is aware of happenings.
  Purchase School Social Program to promote positive support in the school.
  Student data is provided to the staff so that they can make informed decisions about their instructional lessons.
  Emphasis on Learning Teams development as we move towards common core instruction
  Parent meetings (ELAC, SSC, PTO) are held monthly.
  Training is provided on scientifically researched strategies on monitoring, planning, and providing interventions to targeted students.
  Progress toward district goals will be monitored through lesson plan observations and grade level discussions.
  Monthly meetings with the Instructional Leadership Team (ILT) to receive input from staff.

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:
Heninger Elementary School is committed to increase the percent of students scoring proficient and advanced in English/Language Arts by 18% per grade level as measured from MAP Reading Results (Grades 4-8), DIBELS Assessments (Grades K-3) and Extended Response Benchmark (Grades K-8) from the first assessment to the following in order for all students to be proficient in Literacy.

For the 2015-2016 DIBELS, Heninger will use the Initial Baseline for Kindergarten and new students to Heninger. The goal is for students to be proficient readers by 3rd grade. The metric will be established using baseline data from Spring 2015 DIBELS Assessment data.

Heninger will also provide the best academic and instructional program utilizing the Open Court Reading Program and Holt, in addition to instruction within common core units of study to best facilitate success toward College and Career Readiness anchor standards in 100% of the classes for K-8. The goal is for students to attain academic standards at increased levels as based on the Smarter Balanced Assessment Consortium (SBAC) within the CAASPP. Students will have equitable access to the curriculum. Heninger students school-wide and in all significant sub-groups will work towards meeting the proficient or above benchmark. Heninger students in grades 5-8 will utilize the one-to-one opportunities with technology using Chromebooks as an avenue for increased literary opportunities.The students will have the ability to access a more targeted and personalized learning experience. Students will have access to Reading Plus, Newsela, homework, and support at home, as well as in the school setting. Heninger staff will also work within grade levels in Learning Teams to assess, develop and deliver best lessons for all students with use within the California Common Core State Standards as well as having students become College and Career Ready by having equitable access both at school and at home. In addition, students will have information on accessing technology-based resources from school and home in order to further enhance their research opportunities to develop learning. Heninger will continue to utilize the OCR Program and Holt to access the California Common Core State Standards.

We will monitor student growth using DIBELS, Benchmarks, and teacher recommendations as well as other assessments from academic programs. Teachers will work together to review the instructional practices and establish the set criteria for students to be continually have access to the curriculum and be successful in learning. Heninger will provide extended learning opportunities in formats of tutoring students in need before school or after school. Students not attaining grade level proficiency will receive support provided by the intervention teachers and computer learning programs for six week intervals. Their progress will be reassessed and they will be supported accordingly.

Heninger is committed to stay on task within the Open Court pacing chart in order to effectively implement the ELA standards for students to best meet their academic goals.

- • Maintain direction in accordance with the Open Court Reading Program, Holt, and the California Common Core State Standards units of study to provide equitable student access to the curriculum.
  - Utilize Progress Monitoring for DIBELS Assessments in grades K-3 to assess growth.
  - Utilize partnership opportunities for students to become further knowledgeable about being College and Career Ready and inform students of opportunities that exist within their academic growth.
  - Explore how flexibility in the units of study can be further enhanced.
  - Grade level representatives of learning teams and leadership teams work together to develop and deliver best teaching practices and strategies for use within the common core.
  - Further development of Workshop portion of Open Court and support in Holt.
  - Develop a system w/ assessment that leads student to the proper intervention
  - Develop student engagement indicators
  - Use of substitute teachers to assess student or provide academic support
  - Examine common core standards
  - Use of Voice Enhancers
  - Technology support for students in reading programs
  - Use of classroom sets of iPads
  - Use of Chromebooks as one-to-one for grades 6-8
  - Use of classroom sets of Chromebooks from grades 5-8

  Funds are used to maintain and support all programs. In addition, funds are used to close the achievement as determined by teacher data analysis throughout the year.

  Funds are also being used to purchase new library books.

- Academic Support in Language Arts for California Common Core Units of Study

  Funds are used for supplies and materials to support academic instruction.

- Continued use and understanding of the SAUSD Framework for Teaching and Learning

  Funds are used to support academic instruction in Language Arts. Funds are also used for tutoring and teacher planning time.

Heninger will provide extended learning opportunities for students in order to attain and meet academic standards by providing intervention programs during the day and after school.

- Teachers across all grade levels will be provide intervention opportunities for academic development in an after-school study program. After-School Program. Engage 360 at the site has students supported as they complete their reading homework.
  Rewards given for independent work.
  Lexia
  Reading+
  Homework/Enrichment packets
  Purchase of state adopted intervention
  After school tutoring by teachers or other staff members, including long-term substitutes or weekly substitutes to provide interventions throughout the day and support for assessments such as DIBELS.
  California Common Core State Standards: Lesson Preparation and Building Components for effective Instruction with Learning Teams
  Develop sample units of study aligned with California Common Core State Standards.
  Intervention Teachers and Tutoring Teachers will provide short-term lessons for students who require additional support. These Intervention Teachers will work with students in the following programs both during the day and after school: Reading+, Lexia, Making Connections, and PALS.

Purchase and use of iPads for students to have access to a mobile lab to work on research projects.

Heninger will continue to implement and provide an increased access to technology by providing an appropriate computer lab setting, a MIND Institute lab and classroom computer work stations, as well as computer workstations in the primary grades.

- One-to-one Chromebooks for grades 6-8.
  Classroom sets of Chromebooks for grade 5
  Technology Expo (students display projects)
  Use district trainers
  Continue to modernize computer lab and classroom for technology demands
  Purchase additional laptops for usage
  iPads {classroom set(s)}

Heninger will seek appropriate staff development and professional collaboration opportunities for teachers to strengthen their skills as educators.

- MAP Training
  Thinking Maps
  District training for technology
  Write From the Beginning training
  Use of technology to improve reading
  Use of substitute teachers for staff development purposes
  Use of substitute teachers to provide teachers release time to asses their students in DIBELS, or other assessments needed to acquire student data.
  Grade level meetings to analyze data and guide instruction
  Use of District's professional incentives to have teachers collaborate.

Heninger will provide opportunities for parent and community involvement by hosting monthly meetings, informational seminars, parent/child workshop and other workshops necessary to continue to build the relationship between school, parents and the community.

- Parents are welcomed to participate in Family Reading Night to promote literacy in their family.
  Literacy Nights
  Kinder parents will attend "Make it, Take it" workshop
  OCR parent workshop
  Padres Unidos will provide parent workshops on literacy for pre-k and early adolescence.

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: Heninger Elementary School is committed to analyze student data following each SAUSD Trimester Writing Proficiency to meet the standards set forth by the California Common Core State Standards utilizing the College and Career Readiness anchor standards for grades K-8th as indicated on the Early Assessment Program (EAP). The standards in writing will provide students with the opportunity to develop the following: a.) use writing as a means of offering and supporting opinions, b.) demonstrate in writing their understanding of subjects learned and c.) ability to convey in writing imagined experiences or events. Teachers will provide all students with equitable access to the curriculum as well as lessons from Write From the Beginning program to provide high-quality instructional practices to students. District Trimester Writing Proficiency for grades K-8 to be used as a guide for improved academic performance as Heninger heads into Smarter Balanced Assessment Consortium (SBAC) within the CAASPP for the following year. Teachers will continue to emphasize ELD levels when supporting student writing. Teachers will work in learning teams to develop and implement best writing lessons for all students with standards aligned with the California Common Core State Standards. Staff will provide students with technology-based resources that support student writing. Use of iPads for increased writing using the technology platform. Use of Mobi Technology program to support Thinking Map software. Use of SMARTBOARDS to facilitate and promote positive interaction within instruction of all academic areas.

Heninger ES will work within the alignment of instruction, continue to develop strategies and materials with content standards in order to effectively develop writing.

- • Teachers will use Benchmark results to determine ability to succeed on state assessments.
- • Use of Thinking Maps Software in conjunction with Mobi Technology to further enhance the writing development process for

students. Instructional support in the four writing domains. These applications will provide students with tools needed to be successful on Free Response portion of all Benchmarks within the District and as well as District Writing Proficiencies and daily writing assignments.

- Teachers will also utilize the Focused Approach method to support student writing and also use performance goals strategies to attain success
- Grade Levels will develop and implement writing lessons aligned with common core standards as well as continue use of --- District developed writing lessons to meet the needs of writing success and writing proficiency.
- Assessment of student work on district created rubrics
- Use of Write From the Beginning and Growing Writers K-5 program, TOSA designed modeled writing lessons as well as District -- Writing Lessons from the Curriculum Department.
- Students who attend an event outside of school during a school day (Performing Arts) will write a Summary Essay reflecting on their experience

Funds are used to support instruction at all levels in writing.

- Use of computer programs for students to create reports, maps, etc. Additional technology-based resources for students
- Continued use and understanding of SAUSD Framework for Teaching and Learning

Heninger will provide extended learning opportunities to allow students time to develop and attain academic standards.
- After-School Program at the site has students work in different academic settings to meet their individual academic needs. Classes are set to have a minimum of 20 students in order to maximize instruction.
  PALS and Reading+ during and after school
  Tutoring programs before and after school that are designed based on student data from DIBELS, MAP, CELDT, etc...
  Making Connections or other teacher created opportunities during and after school

Heninger will continue to provide access to technology in order to effectively participate in active learning that will transfer knowledge to other academic areas.
- Classroom teachers have students participate in instructional activities that require technology usage.
  Use of Thinking Maps software with Mobi Technology.
  Students to have one-to-one equitable access to technology, purchase more laptops

Heninger ES will work towards implementing writing standards for students to meet the academic standards of writing.
- Grade level meetings to discuss district created rubrics and use them to evaluate instructional goals.
- Teachers will use data they obtain during from extended response and district writing proficiency to support instruction.

Heninger will effectively implement parent workshops and sponsored reading events to promote reading in the home and communtiiy which will assist students in their writing.
- Parents are welcomed to participate in Family Reading Night to promote literacy in their family and work towards development in writing
  Involve parents in after school reading program
  Tools for Teaching Workshops for Parents to effectively implement positive teaching at home

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: Heninger's goal is to reclassify 65% of its English Learner (ELs) students within 5 years of entering the program. By doing so, each year, Heninger's goal is for 60% of EL students to increase their individual proficiency and become English proficient as measured on the 2015-2016 California English Language Development Test (CELDT). Students will focus on the development of English Language Development at all levels in relation to student academic base of knowledge. Students will work on further development of their cognitive language skills in telegraphic stage and syntactic stage. This development will be taught utilizing the Carousel of IDEAS. Heninger students will achieve the federal governments guidelines established in AMAO 1 and AMAO 2. ELs will also demonstrate College and Career Readiness as indicated on the Language Arts portion of the Measures of Academic Performance (MAP) exams.

Heninger ES Teachers and Support Staff will work towards implementing an EL program to effectively meet the needs of all students in order to assist students to reach the 78.4% target rate of proficiency in ELA as well as having ELs become proficient English speakers.

- • Teachers will have an opportunity to establish after-school programs working with Long-Term English Learner Students (LTELs) in in an effort for those students to make progress towards English proficiency.
  - • Work through the levels of the IDEA kit for Carousel of IDEAS
  - • Language! Program for students who require additional support to meet the academic standards in grades 4 and 5
  - • Consistent Newcomer group for all ELs less than 12 months at the site
  - • Weekly ELD Instructional Focus on Advanced, Early Advanced and Intermediate levels for all grade levels K - 5th. Strategies and skills taught, learned and executed. Students will have consistent practice time for oral language development and use of academic language.
  - • ELD Intervention Teacher after school to focus on specific needs set forth by teacher to a pre-qualified group of ELD students. (pre-qualification to include EL level, progress in accessing the State Standards, ability to retain knowledge)
  - • EL software program (Rosetta Stone; program provided by SAUSD Student Achievement) for newcomer ELs to practice English skills
  - • Chromebooks for Newcomers to use to practice English fluency.
  - • Use of Voice Enhancers
  - • Use of EL Computer Software Program, Into English, for at least 30 students work in language development in their class.

  Funds will be used facilitate the development of the English Language and for students at all levels of Limited English Proficiency to work towards becoming Fluent English Proficient students. Software programs and supplemental teaching units will be used.

Heninger ES will continue to work collaboratively and support the Think Together Program.

- • After-School Program at the site has students work in different academic settings to meet their individual academic needs. Classes are set to have a minimum of 20 students in order to maximize instruction.
  Discuss having specific grade level field trips

Heninger ES will focus on developing technology usage in the classroom as well as laboratories for students to interface with the internet community to assist ELs in becoming Fluent English Proficient.

- • Classroom teachers have students participate in instructional activities that require technology usage.
  Use of internet to access pictures that assist with vocabulary development and background knowledge.
  Use of Voice Enhancers

Teachers at Heninger ES will work together to effectively create an environment where all students will benefit form learning English. ELs will increase their English knowledge and non-ELs will improve their grammar and knowledge of English language usage. In addition, teachers will provide a weekly instructional ELD focus in grade levels K-5. Strategies and skills will be taught, learned and executed. Students will have consistent practice time for oral langauge development and use of academic language. Best instructional practices will be Learning Teams and SIOP Model implementation.

- • Focused Approach to frontloading English Language instruction training
  Systematic ELD training to provide teachers with strategies on improving academic instruction utilizing the Carousel of IDEAS.
  Content and Language Objectives utilizing the SIOP model will be outlined to maximize learning amongst students.
  ADEPT training
  Use of substitute teachers to provide teachers the opportunity to test students in the ADEPT
  Grade Level Meetings with Leadership Team members to view results and guide instruction for ELs to become proficient in English.

The Community Outreach Worker will work with the Heninger staff to promote effective implementation of teaching tools for students to attain English proficiency.

- • Community leaders are invited to specific classrooms and speak about their occupations. This topic addresses many levels and categories within the Carousel of IDEAS.
  Monthly meetings to provide parent support as needs arise

Heninger ES will work with ELAC to promote English awareness and present information to the public in reference to meeting the English needs of its students. By doing so, all students and the community will become aware of the active resources implemented for students to be successful.

- Carousel of IDEAS
  Monthly meetings to provide parent support as needs arise

Goal IId: 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 preparing students to have Algebra readiness upon entering 9th grade. Teachers at Heninger will work towards developing and placing students on the path for mathematics success in order for them to be College and Career Ready as measured on the Measures of Academic Performance (MAP) exams. Students will have their baseline and then will work towards increasing their RIT score by 12% in order to be at or above the mean as measured by the MAP exams. Students will work towards gaining academic success by utilizing the District adopted Houghton Mifflin Math Program in conjunction with the MIND Institute software program.
MIND Research Institute's ST Math is a scientifically research-based integrated and individualized instructional software system proven effective in

- Assisting in closing the achievement gap for struggling students in attaining math proficiency
- Providing engaging enrichment activities for student who are ready to move beyond mastery of grade

level concepts and delve deeper into higher levels of math and mathematical concepts

- This program is a self-paced, language independent instructional system aligned with California

Common Core State Standard and build conceptual understanding and problem solving skills
delivered in a variety of learning environments. Along with providing students with engaging,
individualized and differentiated instructional support,
teachers and administrators utilize the detailed reporting of student learning patterns provided through
ST Math learning program to identify trends in student achievement and provide instructional
interventions to improve academic achievement and close the achievement gap for students
struggling with grade level mathematics and mathematical concepts.

Students will also work within the Common Core units of study to monitor their academic achievement and use the results from MAP and the District Extended Response Benchmarks as a baseline. Students will work towards increasing their baseline score by 8%.

Heninger ES will teach math skills in accordance with the mathematics program in order to have students reach the mathematics standards with guidance of Learning Teams strategies and instruction utilizing the SAUSD Framework for Teaching and Learning.

- • Implement lessons as described in the mathematics series to ensure academic success.
  - Implement 5 core components of Learning Teams
  - Use content and language instruction described in the SAUSD Framework for Teaching and Learning to attain Common Core Standards
  - Use of California Common Core State Standards to guide instruction for students to be College and Career Ready
  - Use of the district units of study as a guide for instruction
  - Students continue to work with Mind Institute to continue mathematics development
  - Instructional materials as needed to improve technology
  - Attend Irvine Math Project training

  Funds will be used to purchase and maintain the development of students in mathematics as a means of closing the achievement gap based on results from summative assessments and programs.

Heninger ES will continue to provide support to the Engage 360 Program and after school tutoring to Heninger students in order to achieve academic success in targeted areas.

- 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.
- Engage 360 is an After-School Program at the site has students work in different academic settings to meet their individual academic

needs. Classes are set to have a minimum of 20 students in order to maximize instruction. The staff can provide small group tutoring.
- Tutoring provided for students that need assistance in math, with special attention focused on our 7th/8th grade students.

Heninger ES will continue to provide students access to technology in order to provide them the opportunity to practice their mathematical skills in the MIND Institute.
- • Classroom teachers have students participate in instructional activities that require technology usage.
- One-to-one use of Chromebooks for grades 5-8
- Classroom sets of Chromebooks for grade 4
- Use of iPad classroom sets
- Continue to modernize computer and technology at school
- Use of Mind Institute and purchase of more computers
- Relicensing fee for MIND Institute
- Use of Voice Enhancers

Heninger ES teachers will meet in grade levels to analyze data within their grade level and use the analysis to guide instruction in order to best meet the academic needs of Heninger students.
- Analysis of data used to guide instruction for increased performance on Benchmarks

  In-service on the use of Illuminate and MAP reports data.

  Grade Level Meetings to analyze data and guide instruction.

Heninger ES will work towards bringing students and parents together to promote mathematical awareness by having students compete in district math competitions and also having students participate in a Heninger Math Fair in order to promote mathematical concepts and skills needed to achieve success.
- Math Fair and math competitions to require active participation of parents

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:
To create an open and inviting environment where parents feel comfortable, safe and secure in expressing their views of the current educational trends or process of tasks completed at the site. This environment will further support opportunities that support learning at all levels. Clear and direct communication with all involved in the manner of notices home, extend-messages, bulletins and teachers using ParentLink will work together to further promote the goals of the school for students to be successful and become College and Career ready.

The school has partnered with the the following organizations to provide avenues for parents to have clear and direct opportunities to enhance student learning and facilitate the academic growth of their children.

Padres Unidos is an organization that works towards providing opportunities to develop positive parent support at home as well as parent support at school. In addition, an employee of Padres Unidos works at Heninger 2x a week assisting the office staff with student support as it relates to messages home, announcements of programs, etc. The goal of Padres Unidos is to establish a significant support base at Heninger for students, parents and the community.

Madres Unidas is an organization that focuses on Latino Heritage while having open forum discussions on protecting yourself, living a healthy lifestyle, communicating with children, sex education, and awareness of diseases. The group also provides mothers with an opportunity to have 10 counseling sessions and provides food to those in need one time a month at a local food bank.

Heninger will provide parents an opportunity to participate in the California Healthy Kids Survey. The survey will determine student safety in school. The goal is for increase in parent participation in the survey by 5% each year. Provide communication to parents so that they are aware of all the possibilities for involvement. Provide parental awareness of the information asked in the California Healthy Kids Survey. Surveys are given to families and students in the secondary grades.

Increase participation in Monthly Parent Meetings, Parent-Teacher Organization (PTO), School Site Council (SSC), and English Learner Advisory Council (ELAC) and the Annual Parent Conference. Develop more parent leaders at site and work to continually maintain

partnerships with community organizations for positive student-learning outcomes that result in supporting A-G completion of the required courses for students to be college and career ready.

Strengthening Families by the Phoenix House is an organization that provides weekly life- lessons to students in 6th grade.

Latino Health Access is an organization that promotes the positive physical well-being of its members.

Building on parenting strengths
Heninger ES will work at becoming responsive and receptive towards individual ideas on best practices for the academic advancement of students. Heninger ES will also encourage parents to participate as volunteers as described in the School Parent Compact in order for parents to view the school and understand the process of having students work towards achievement.

- • Individual parents who express ideas or opinions in a certain area are given full consideration of their specific ideas or opinions
  - General Parent Meetings to provide information and gather feedback.
  - Work together in a collaborative environment
  - Send out parent surveys to gain feedback on how Heninger is doing.
  - Parent Survey on home technology use as well as thoughts/ideas for future workshops/classes for parents with respect to LCAP and District priorities for 2015-2016
  - California Healthy Kids Survey
  - Work towards increasing parent participation in the Annual Parent Conference.
  - Padres Unidos will continue to provide opportunities for early childhood education to parents as an extended learning opportunity as well as student extended learning

  Funds are being used to establish a parent resource center (furniture, technology needs and incentives for parent participation).

Communicating effectively
Heninger will continue to correspond with outside agencies in order to best meet the needs of the parents and the community.

- Invitations to partnership groups. Appreciation notes and updates on programs at site.

Organizing opportunities for volunteering
PARENT COMMUNICATION:
Develop Parent/Community page on website in order to be able to:
Communicate effectively with parents on a monthly basis
Provide communication to parents that teachers would like to discuss student progress with parents and encourage parents to participate as volunteers at the school
Communicate important information through the extend system

- Page will be posted on website w/ photos, calendar, etc...
  Distribute monthly newsletter
  General Parent Meetings
  Annual Parent Breakfast
  Family Reading Night
  Parent conferences
  Recorded message distributed to parents through home phone numbers

Learning at home
Heninger ES will develop more leadership within parent groups in order to have a voice in the community in regards to the developments and opportunities Heningr has for its students to achieve academic success.

- Parents will attend district in-service on organizational procedures and involvement
  Parents will have the opportunity to attend Education Expo @ a Santa Ana High School
  Community leaders are invited to parent meetings to speak about their occupations focusing on the importance of school attendance.

Involving in decision making

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**
Tutoring before/after school, student clubs and enrichment activities.	1000-1999: Certificated Personnel Salaries	Title I, Part A	117,350.00
Software update & monitoring	2000-2999: Classified Personnel Salaries	Title I, Part A	3,000.00
Collaborative teaching, conferences, professional development	3000-3999: Employee Benefits	Title I, Part A	16,552.97
Playworks, Reading+, Lexia, and other computer programs to assist in closing the student achievement gap.	4000-4999: Books And Supplies	Title I, Part A	25,411.29
Parent support, workshops, field trips, printing	5000-5999: Services And Other Operating Expenditures	Title I, Part A	73,552.74
		Total	**235,867**