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

Heroes Elementary School

Superintendent
Rick Miller, Ph.D.

Heroes Elementary School
Vision Statement

Heroes Elementary School is in a collaborative partnership with students, parents and the community in order to provide a safe, positive educational environment that prepares students for college and careers in the 21st century.

Heroes Elementary School
Mission Statement

The Heroes Elementary community utilizes high expectations and positive innovative strategies that engage, inspire, and challenge students to be independent, productive citizens. All students use technology, collaboration, and critical thinking in order to be successful.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	119	120	87
1	122	122	107
2	122	117	117
3	118	119	105
4	133	111	114
5	106	128	106

Percent Actual Attendance

2012-13	2013-14	2014-15
96.58	97.06	97.59

Student Demographic
by Ethnicity

	2013-14	2014-15
American Indian or Alaska Native	3 (0.42%)	5 (0.8%)
Asian	0 (0%)	0 (0.0%)
Pacific Islander	0 (0%)	0 (0.0%)
Filipino	0 (0%)	0 (0.0%)
Hispanic or Latino	710 (99.02%)	624 (98.1%)
African American	0 (0%)	2 (0.3%)
White (not Hispanic)	3 (0.42%)	4 (0.6%)
Multiple or No Response	0 (0%)	0 (0.0%)
Total Enrollment	717	636

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: Heroes Elementary School will be a collaborative partner with students, parents and the community to provide a safe and positive educational environment. The Heroes' community will utilize high expectations and positive innovative strategies that will engage, inspire, and challenge students to meet their optimal learning abilities to become independent and productive citizens. All students will be able to articulate and apply 21st Century technology and higher level critical thinking skills in order to be successful in their future college and career paths. Stakeholders at a site and community level will promote positive values by embarrassing and exemplifying Heroes' positive culture and climate core values. Open and transparent communication will be used across all staff and parents to ensure student learning goals are being met by applying teacher differentiated learning and computerized interventions programs. At a site level, the administrator will provide all stakeholders an annual culture and climate and facility survey to ensure a positive, healthy and productive environment is accessible. All students will be provided additional quality and instruction intervention programs that are accessible both at the home and school setting.

Instruction will be supported by grade level collaboration that focus on how to increase Common Core State Standards. Illuminate and MAP are programs that allows teachers and administrator to monitor student data which helps them identify areas of student's needs, thus being able to provide an action plan to increase student achievement.

- Illuminate and MAP will be used to analyze state and district assessment data compare to student demographic information. Illuminate and MAP provides an accurate students data to identify student's area of growth and need.
- Differentiate core instruction and intervention for all levels to meet students' specific needs.
- There will be an increase of multiple informational texts to support CCSS, Science and Social Studies during the instructional day.

The Instructional Leadership Team and administrator will provide support in the areas of professional development, grade level collaboration and inform parents of academic achievement of students.
- ILT will meet during the day to collaborate on professional development. Substitutes will be needed. The ILT will have open communication with the staff, students and parents. ILT will support the grade levels in communicating the information discussed in the meetings and foster collaboration.
- ILT will meet regularly to talk and analyze data to drive instruction. Substitutes for ILT will be needed to cover the teachers. During the release days the ILT will be working on the School plan, Strategic Schooling, Safety Plan, and Intervention grouping including MTSS.

Technology will be made available to all teachers with the support of the Computer Instructional Assistant supporting students and teachers.
- To ensure that all support materials are maintained so that teachers can have access to all their teaching needs. Portable Lab will be available to the all grades to ensure more accessibility to students. The computers will be used for STAR Renaissance, ST Math, AR, Lexia, Research, Typing, and Technology Skills. Rental Contracts and Maintenance Contracts will be needed. Computers can be accessed from the front office as well.

Teachers will have the opportunity to attend district provided trainings as well as grade level collaboration.
- Teachers, TOSA, and administrator may attend trainings with a focus on MTSS, reading,writing,math, ELD, or any other subject matter.
- Training in PBIS and Social Skills will be done with the staff including activity supervisors.
- Ongoing effective students recreational strategies to support current site level PBIS provided by Playworks staff.

PBIS will meet regularly to develop school wide behavior expectations and attend trainings.
- PBIS Committee will meet monthly to develop school behavior goals. Support material, incentives, counselors and curriculum will be purchased to help with the implementation of PBIS.
- Heroes will implement PBIS strategies and develop school wide reform strategies in order to reduce behavior problems and

suspensions. Staff development will be provided by the district. Substitutes will be needed for training and planning.

- Students who need more guidance will be referred to the SST process for behavior.

Outside Learning Opportunities
- Teachers will be able to take students on educational field trips to enhance the educational program.& nbsp; If funds are available, the school will collaborate with PTA, and will pay for the buses and entrance fees.

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 students will make progress towards meeting state and district approved assessments using the Open Court 2002 series, intervention programs and the MTSS intervention process. Students will be proficient readers by the end of 3rd grade. We want to continue increasing the number of students scoring at CORE in all the Benchmark assessments. The baseline data for students at CORE is as follows: Kinder 11%,1st- 22%, 2nd-26%, 3rd - 27%. Heroes Elementary School will use a variety range of assessments to monitor and evaluate student achievement. We will use CCSS and Curriculum Maps to plan instruction.

Alignment of Instruction, Strategies and Materials with Content Standards:
- The Open Court language arts program will continue to be be fully implemented. Teachers will use state approved researched based strategies which includes Frontloading, GLAD, and Thinking Maps strategies in conjunction with the Open Court Program to support the English Learners. The Accelerated Reading Program will also be used. Teachers will do mini lessons on specific standards. Leveled Books and Read Aloud Books, white boards and markers may be purchased to enhance and support their writing opportunities. ILT will meet and analyze assessment data and identify a specific area of focus to be implemented at each grade level during grade level collaboration. Administrator will meet with teachers to talk about student achievement, Benchmark Results, ELD, and any other teacher assessment that might show evidence of student progress. Teachers and students in grades 2nd -5th will monitor progress for various tests and create goals. Substitutes will be necessary. Materials may be purchased to support Common Core instruction to help map out lessons and generate key questions using current curriculum.
- Rubrics will be used across the curriculum as well as Close Reads.
- More inquiry based instruction, small group instruction and collaborative conversation.
- The focus will be on a particular reading selection for a longer period of time to go deeper into the curriculum and standards.

Extended Learning Opportunities:
- Engage 360 After School Program offers enrichment in the area of reading and mathematics. Some teachers are tutoring before or after school to support the reading program which includes Accelerated Reader program. Some teachers may host a family reading night.

Increased Access to Technology:
- The computers, document camera, projector, and portable lab as well as the Computer Lab are available for instruction in order to engage students in instructional activities that promote literacy skills. Students will be given incentives based on growth in ELA. Structured technology time in order to be more efficient by in getting to the different areas such as SBAC, Typing, Research, AR, MAP, and Lexia. Teachers will receive technology training by the District office personnel for Aeries, Document camera, projector, Lexia, and Accelerated Reader. Computers, color printers, cables, ink and programs will be purchased to support the curriculum. Teachers will being doing practice SBAC and keyboarding skills to support test preparation.
- Group Learning will be used to provide teachers ready access to depositing of CCSS aligned resources and materials.

Staff Development and Professional Collaboration
- Grade level meetings are held in order to provide collaboration and discussion on data analysis with the emphasis in ELA.Teachers will be planning by grade level and vertically. Staff meetings will focus on supporting Accelerated Reader in ELA, MTSS, Student Engagement, Best Practices and TM. Teachers will be using Workshop for small group instruction and for intervention. Teachers will differentiate instruction throughout the day in all areas. Parents will be informed of student progress on an on-going basis through mid-trimester reports, AIPs, and the MTSS and SST process. GATE students are clustered and are provided differentiated instruction. GATE program planning will implemented using content standards, GATE standards, and tools including, but not limited to, Depth and Complexity Icons, Themes and Generalizations, Enrichment, and Independent Study Projects. Substitutes will be needed to achieve this.   Staff Development and supplemental support materials will be provided to teachers. Translators will be available to help teachers communicate with parents. Teachers will be able to order packets of instructional material through Print Shop.
- Teachers will be trained in the Common Core Units of Study throughout the year.

Involvement of Parents and Community
- Monthly general parent meetings have a focus on curriculum. Parents will be informed during the trimester of current progress of their child.Grade levels may be assigned a month to present at parent meetings in order to give ideas and suggestions on reading instruction.

Parents are informed of student progress through the mid-trimester reports, SSTs, AIP, report cards and parent/teacher conferences. Substitutes will be necessary to inform parents of student's progress. Family Reading Fridays is held monthly. Parents are invited to classrooms. Additional informal student progress correspondence with parents such as work samples and test folders will be provided..

Grade level meetings will be held to discuss grouping of students, intervention strategies, data, curriculum, pacing and differentiation of instruction.

- Teachers will use the data available to analyze student achievement, modify instruction and group students.
  Teachers will evaluate strategies and agree on "Best Practices" that will be used by grade level during grade level collaboration. Lesson plans will reflect pacing and teachers will adhere to the district assessment calendar.
  Teachers will monitor DIBELS and MAP results. TOSA will be available to print out reports.

Intervention groups will be created and progress will be monitored using DIBELS.

- Extra support will be given during intervention during the instructional day. Substitutes will be needed for intervention groups which will be monitored using DIBELS in kinder - third and MAP in 4th and 5th grades.

Data will be displayed be grade level and classroom to ensure communication with parents and community, as well as informing parents through report cards, AIPs, mid-trimester reports and SSTs.

- Teachers will display data in the classrooms. Students will be tracking their data. Data will be used to support the SST and MTSS process. Teachers will have data walls in their classrooms and post content objectives and standards. Printers, cables and ink will be purchased to display student data. Administrator will meet with teachers to talk about student achievement, MAP results, and any other assessment that might show evidence of student progress. Teachers and students in grades 2nd -5th will monitor progress for various tests and create goals. SSTs will be done with grade level facilitators during the day and after school to accommodate and inform parents of student progress. The SST facilitator needs a substitute to cover their class for the meeting. The teacher also will need a substitute so they can be at the meeting for their students. Members on committee will meet regularly during collaboration to talk about MTSS progress, student issues, and SST objectives. Substitutes will be needed to ensure a successful process.

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: Last year in grades 1st -5th (trimester 3) 46% of our students demonstrated a Thorough/Adequate understanding as measured bu the writing proficiency assessment. We want to continue to increase the number of students meeting proficiency in writing conventions and in writing strategies on the district writing proficiency. Strategies will be complimented through the use of Thinking Maps,Common Core Lessons and the Write from the Beginning Program as well as other material to differentiate instruction. All teachers are receiving a 4 part Making Meaning to Writing training this school year.

Alignment of Instruction, Strategies and Materials with Content Standards

- Grade levels will continue to use the Open Court Language Arts Program to support the writing process in addition to, GLAD, Thinking Maps, Common Core and/or Write From The Beginning. Teachers will meet to discuss Best Practices to use for the writing process, rubrics and writing data in order to modify lessons, engage students and differentiate instruction.
- Writing throughout the curriculum will be done to process information and express ideas, thoughts and understanding.

Extended Learning Opportunities:

- Engage 360 after School Program offers enrichment in the area of writing.

Increased Access to Technology:

- The computers, document camera and projector, as well as the Computer Lab, are utilized to enhance and support students' writing. Bulbs for projectors educational and other technology will be purchased.

Staff Development and Professional Collaboration:

- Thinking Maps and Write from the Beginning trainings will be offered at the beginning of the year. Grade level teachers will share ideas during grade level meetings. Teachers including SST Facilitators and ILT members can attend writing trainings provided by district personnel at staff meetings.

Involvement of Parents and Community:

- The SSC will make decisions and recommendations for expenditure of categorical funding to promote student progress and academic achievement. Parents are informed of students' writing progress through the mid-trimester reports, AIP, report cards and parent/teacher conferences and general parent meetings.

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: 65% of EL students will be reclassified within 5 years of entering school in 20015-2016. Each student will receive explicit ELD instruction using Carrousel of Ideas, at the appropriate level and will make adequate progress to meet proficiency in English Language Development. ADEPT and CELDT scores will be used for appropriate instruction.

Alignment of Instruction, Strategies and Materials with Content Standards:
- English Learners will participate in a 30 minute block of ELD instruction using the Carousel of Ideas program. Teachers will use Frontloading, GLAD, Vocabulary Builders, English to a Beat! Exploration and Thinking Maps strategies throughout the curriculum to support English Learners. Teaches will meet during collaboration to discuss the results of assessments including ADEPT to regroup students according to their needs.
- Extra support will be given during ELD during the instructional day. An extra Substitute will be needed during that time.

Extended Learning Opportunities:
- The THINK Together After School Program will offer enrichment in the area of English Language Development to students participating in the program.

Increased Access to Technology:
- Teachers will utilize computers, document cameras, Accelerated Reader, and projectors as well as the Computer Lab to support ELD during the weekly classroom times. Teachers will receive technology training by the Technology Assistant.

Staff Development and Professional Collaboration:

- Teachers will be trained in understanding the assessment data in ELD. Teachers may go to trainings for ADEPT, ELD or Focused Approach and CELDT. Teachers will work together during grade level collaborative meetings to adjust ELD groups and instruction. Substitutes will be needed.

Involvement of Parents and Community:
- Parent/teacher conferences will assist parents with understanding educational needs of English Learners. The SSC/ELAC will make decisions and recommendations for expenditures of categorical funding to promote student achievement. ELAC will receive information from the district concerning attendance, R-30 data and EL issues. Parents will be informed of student progress through the mid-trimester reports, AIP, SSTs, report cards and parent/teacher conferences. Translators will be provided.

English Learner Interventions
- Teachers will be using workshop for small group instruction. Teachers will differentiate instruction using the SIOP model. Students will be grouped by level for ELD instruction based on CELDT, ADEPT and Carousel of Ideas assessments. Grade levels will collaborate for ELD instruction and monitor growth.

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:
All students of students will work towards meeting the projected RIT growth target as measured by MAP. Houghton Mifflin Mathematics Program, ST Math, CCSS, Common Core units, Curricular Maps, and school-wide interventions will be to support student learning.

Alignment of Instruction, Strategies and Materials with Content Standards:
- The Houghton Mifflin Mathematics program will be fully implemented. Teachers will use the curriculum map provided by the district. Teachers will use differentiated instruction throughout the program when needed to support student achievement. Teachers will have math projects in the classroom, the use of math manipulatives and Problem of the Month will be done throughout the year.
- 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. Students in grades Kinder -5th will be using this math program. Students will receive incentives when showing growth in Jiji. The language-independent software lessons reduce the language barrier to learning math. Teachers will be doing Math Talks to develop Number Sense.
- Common Core will also be implemented. Materials and training to support the Common Core will be provided. Teachers will attend trainings. CCSS Math Units in 4th and 5th grades will be implemented. Common Core Mini-Units in Math will be done in grades kinder - third.

Extended Learning Opportunities:
- Engage 360 after School Program offers enrichment in the area of mathematics. Student Support Providers will assist students working below grade level. Students will participate in the district's Math Field Day and math club. Math tutoring will also be available after school if funds permit.

Increased Access to Technology:
- The computers, document camera, portable lab and projector as well as the Computer Lab are available for instruction in order to engage students in instructional activities that promote math skills. Computer programs may be purchased to support the curriculum. Computers, IPADS and/or other technology items many be purchased to help with instruction. ST Math through the Mind Institute will be implemented.

Staff Development and Professional Collaboration:
- Monthly grade level meetings are held in order to provide collaboration and discussion on data analysis with the emphasis in math.

Involvement of Parents and Community:
- Parents are informed of student progress through the mid-trimester reports, AIPs, report cards, parent/teacher conferences and additional parent conferences held as needed. Translators will be available to help teachers communicate with parents. Teachers may hold workshops for 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: Parents and community members will be Heroes Elementary partners in the planning, and decision making as well as problem solving in order to provide opportunities for our students to achieve high academic success. All parents will participate in an annual school satisfaction survey.

Building on parenting strengths
Parents and community members actively participate in monthly scheduled parent, SSC and ELAC meetings.1,820
- Parents, SSC and ELAC members are trained and educated about the school programs and are familiarized with achievement data. To maximize attendance childcare, prizes and refreshments will be provided. All information is provided in the parents' primary language. In addition, parent workshops and family nights may be held. Food may be purchased for any parent activity.
- The school will be providing ESL classes from Santa Ana College,for parents in order to support the students at home.
- School will provide RHCK workshop classes.

Communicating effectively
The ILT, SSC, and ELAC will collaborate with parents to design and implement a comprehensive parent education program and school-wide decision making.
- SSC members may attend SSC training. SSC/ELAC members will attend the district DAC/DELAC meetings. Members share out information at the monthly parent meetings. Child care will be provided at meetings.

- The Computer Instructional Assistant provides technology lessons during parent meetings to show how to get on to ST Math at home and other websites that might be useful.

Organizing opportunities for volunteering
Increase parent participation at monthly meetings, Family Fun Reading, Classroom help and the District Annual Parent Conference.

- Parents created a PTA that is working towards fundraising for field trips. The parents are also participating monthly in the Family Fun Reading day, and may attend the district Parent Conference. Incentives and educational games may be purchased to motivate parents to attend the meetings. Participation fees, dues and Volunteer Fingerprinting costs will be paid for parents.

- Parents will also be able to participate in Raising Highly Capable Kids which embeds the 40 developmental assets.

- Assemblies and awards are given for attendance, citizenship and a bicycle give away is done at the end of the year for students who had Perfect Attendance all year.

- We have a parent on our Health and Wellness Committee to receive input to make the school better. We will be providing Health and Wellness Classes for parents if other funds are provided for a Parent Support Provider.

Learning at home
Involvement of Parents in parent meeting, AIP and parent-teacher conferences.

- Parents are informed of student progress through the mid-trimester reports, AIP, report cards, parent/teacher conferences and additional parent conferences held as needed. Classified staff will be available to translate during activities throughout the year.

- The PTA is trying to get more parents involved to support the students education and experiences.

Involving in decision making
SSTs will be held at the school to inform parents of thier child's progress.

- Parents will be informed of student progress on an on-going basis through mid-trimester reports, AIPs, and the MTSS, and SST process. Substitutes will be necessary so that parents can attend the meetings throughout the school day.

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**
Services provided by categorical funds to enable under performing students to meet standards	0001-0999: Unrestricted: Locally Defined	Title I, Part A	21,148.00
Services provided by categorical funds to enable under performing students to meet standards	1000-1999: Certificated Personnel Salaries	Title I, Part A	38,811.00
Services provided by categorical funds to enable under performing students to meet standards	2000-2999: Classified Personnel Salaries	Title I, Part A	7,136.00
Services provided by categorical funds to enable under performing students to meet standards	4000-4999: Books And Supplies	Title I, Part A	36,066.00
Services provided by categorical funds to enable under performing students to meet standards	5000-5999: Services And Other Operating Expenditures	Title I, Part A	3,648.00
Services provided by categorical funds to enable under performing students to meet standards	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	22,131.33
Services provided by categorical funds to enable under performing students to meet standards	5900: Communications	Title I, Part A	4,636.00
		Total	**133,576.33**