

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



**Thomas Jefferson 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

**Thomas Jefferson Elementary School  
Vision Statement**

Jefferson Elementary School staff will provide a safe and positive learning environment, with the collaborative efforts of parents, staff and the school community, by delivering a 21st century education, and presenting intellectually challenging material to help all scholars become college and career ready, and prepare them to succeed in our complex and diverse global society while developing social skills and self-esteem.

**Thomas Jefferson Elementary School  
Mission Statement**

To implement our vision, the Jefferson staff will provide a quality Common Core standards-based instructional program that meets the needs of all scholars, fostering mutual respect and collaboration, and building self-esteem, integrity, and confidence in a rich, safe and supportive, academic environment.

**School Profile**

**Enrollment/Demographic Data**

**School Enrollment Trends**

Grades	2012-13	2013-14	2014-15
<b>K</b>	161	155	132
<b>1</b>	151	152	130
<b>2</b>	130	141	134
<b>3</b>	155	133	141
<b>4</b>	135	157	127
<b>5</b>	139	130	156

**Percent Actual Attendance**

2012-13	2013-14	2014-15
96.70	97.06	96.98

**Student Demographic  
by Ethnicity**

	2013-14	2014-15
<b>American Indian or Alaska Native</b>	2 (0.22%)	1 (0.1%)
<b>Asian</b>	36 (4.01%)	33 (4.0%)
<b>Pacific Islander</b>	1 (0.11%)	1 (0.1%)
<b>Filipino</b>	9 (1.00%)	7 (0.9%)
<b>Hispanic or Latino</b>	794 (88.52%)	742 (90.5%)
<b>African American</b>	12 (1.34%)	7 (0.9%)
<b>White (not Hispanic)</b>	38 (4.24%)	24 (2.9%)
<b>Multiple or No Response</b>	0 (0%)	0 (0.0%)
<b>Total Enrollment</b>	897	820

## 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.*

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### School Goal:

Jefferson Elementary School's students, staff, parents, and community will follow a clear school vision to include a welcoming and committed learning environment where all students will be motivated, enthusiastic about learning, and meeting grade level standards by June 2016. Our school vision will be reflected through a high quality instruction based on the Common Core State Standards and the implementation of the common core units of study. Jefferson Elementary School is committed to prepare its students for college, and career readiness, by demonstrating the knowledge, skills, and values necessary to become productive citizens in the 21st century. Jefferson Elementary will provide a positive school climate with high expectations encouraging Respect, Obedience, Attention and Responsibility. Parental involvement will be evident through parent's participation in SSC, ELAC, DAC/DELAC, and PTO meetings as well as volunteering in class and school-wide projects. There will be a mutual trust and respect between district, community, and school where all stakeholders' input will be valued and an integral part of decision making to increase student achievement in the 2015-16 school year, to achieve the District's LCAP goals.

### LCAP Goal I

Students will demonstrate the knowledge, skills and values necessary to become productive citizens in the 21st Century.

1a. All students will read fluently at grade level or higher each academic year, no later than grade 3, and all students will continue to progress at grade level or higher in fluency through grade 5, demonstrating 21st century knowledge, skills and values.

1b. All EL students will show continual and adequate annual growth towards English Language Proficiency, and redesignate no later than grade 5, affording EL students equitable access to high quality programs at school and home each academic year.

1c. All students will show continual and adequate annual growth towards Mathematics Proficiency in grade 4, with grade level competency in math fluency, number sense, and problem solving analysis.

1d/e. Grade 4-5 students will participate daily in AVID Elementary Foundations to acquire College and Career Readiness Academic Skills.

1f. All students will demonstrate persistent post-secondary enrollment.

### LCAP Goal 2

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

2a. Students will have routine access to Internet-enabled technology at home and school.

2b. Students will participate in the Interscholastic/Developmental Sports League. 5 teams will practice 2 times per week in soccer, volleyball, basketball, and kickball, and play against other school teams one time per week for 6 weeks.

2c/d. Teachers will participate in professional development to promote continued implementation of the new CA State Standards and methods to increase the number of recipients of the State Seal of Biliteracy, and effective technology integration as highly qualified teachers.

### LCAP Goal 3

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

3a. Students will report feeling very safe in the California Healthy Kids Survey.

3b. Efforts to engage students in school will result in a reduction in the number of lost instructional days due to suspension and/or expulsion.

The following metrics will be used to measure student achievement:

By the end of the 2015-16 school year there will be a 15 % growth in the number of students reaching proficiency in English Language Arts as measured by MAP and DIBELS scores. Current baseline is 28% in English and 53% in Spanish. All students will meet their RIT scale or DIBELS projected growth.

By the end of the 2015-16 school year there will be a 15 % growth in the number of students reaching proficiency in Math as measured by MAP scores. Current baseline is 30%. All students will meet their RIT scale projected growth.

By the end of the 2015-16 school year there will be a 5% growth in the redesignation rate of students who have been in the program for 5 years. Current baseline is 26.20%.

**With the implementation of Year 3 of PBIS, 95% of TK/K – grade 5 students will be able to verbalize that R.O.A.R. stands for Respectful, Obedient, Attentive and Responsible, the four Jefferson behavioral expectations, and be able to state at minimum one example of each rule.**

- Permanent ROAR posters will be posted in the hallways, the bathroom, the library, and the lunch area to initiate as well as enrich and enhance Year 2 of the school wide Positive Behavioral Interventions and Supports (PBIS)
- Jefferson students will be taught using Behavior Fairs, and classroom lessons to use the letters from “ROAR” to:  
Be Respectful – Use appropriate language.  
Be Obedient – Follow directions the first time.  
Be Attentive – Walk with purpose.  
Be Responsible – Treat people and property with respect.
- PBIS lessons will be further developed and planned around the ROAR Code and behavioral expectations matrix. They will be taught within the first few weeks of school with continued application, practice, and feedback. All teachers will include these expectations in their discipline plans at the beginning of each school year.
- Materials and handouts for Common Area PBIS Expectations and Procedures, the Student Discipline Form, and the Office Referral Form will be further developed and designed for common areas (i.e. cafeteria, hallways, assemblies, school activities). Expectations and procedures are taught at the beginning of the year in each classroom and at the grade level assemblies; they are then practiced with individual students/classes as needed.
- Supplementary materials and supplies to support the school wide PBIS Reinforcement Program will be purchased to recognize individuals, classrooms and student groups who meet and/or exceed behavioral expectations.
- Teachers will develop and implement a classroom expectations matrix and submit those expectations to his or her grade level administrator.

**Jefferson Elementary will provide students bellow grade level with extended learning opportunities in Language Arts and Math to support student in reaching proficiency. Staff will analyze student progress and apply best practices in the delivery of curriculum.**

- The Jefferson Teaching Staff will develop supplementary materials and handouts to implement Tier II interventions for behavior. The Check-In, Check-Out and the Check and Connect program will be piloted during 2014-2015, for full implementation in 2015-2016.
- Counselors and the school psychologist will conduct social skills groups, to implement Tier II and III interventions for students struggling with the behavior expectations.
- Implementation of Strategies to support Year 3 of the supplementary program: Playworks  
By June 2016, ALL students will increase their use of conflict resolution strategies, level of cooperation, engagement in healthy play, and intensity of student physical activity by 10%, By June 2016, ALL students will decrease their number of disciplinary incidents, conflicts (physical or verbal), and bullying incidents by 10%. ALL teachers will regain 25 hours of instruction time, recouped from decreased disruptive events in the classroom, decreased transition time from recess to classroom, and decreased amounts of class time spent resolving conflicts.
- Biweekly Class Game Time Lessons will be conducted by the Playworks coach offering 30-45 minute structured physical activity classes with the students and teachers. During these Class Game Times, students and teachers will be able to learn and practice the games and physical activities that will take place during recess periods.
- Daily Supervised Recesses will be conducted by the Playworks coach, trained activity supervisors and 15 junior coaches, who ensure that children are all involved in healthy, inclusive play.
- Junior Coach Leadership Training – 15 students will be trained once per week by the Playworks coach to encourage teams of students to work together to learn games, fair play and positive conflict resolution, and to teach these skills and lessons appropriately to their classmates.
- Interscholastic/Developmental Sports Leagues 5 teams practice 2 times per week in soccer, volleyball, basketball, and kickball, and play against other school teams one time per week for 6 weeks.
- Community Play Day will take place 2 times this year to involve the community in contributing to teaching students fair play and positive conflict resolution.
- Biennial Teacher Training will give teachers practice in the games and physical activities that will be provided during recess periods, and can be extended by teachers for their PE periods.  
Monthly Activity Supervisor Training will provide practice in the games and physical activities that will take place during recess periods.
- One supplementary fieldtrip per grade level will be provided, to ensure sensory experiences and extend Common Core learning

opportunities beyond the classroom.

**Jefferson will improve student achievement through the use of technology in the classroom and in the computer labs. All students will have access to computers to support English Language Arts, writing, and mathematics.**

- Jefferson Elementary will incorporate the digital technology, using one-to-one Chromebooks in grades 1-5 and 10 iPads in each Kindergarten classroom. This will allow the students to access the supplementary program LEXIA, SmartyAnnts, BrainPop, ST Math, Starfall, Accelerated Reader, and classroom research projects.
- TK/K- 5 students will have access to computers in the classroom and the computer lab to do educational research and interactive activities. With the assistance of the computer lab technician, kindergarten - fifth grade teachers will participate in the Mind Institute Program, and implement successful strategies to assist students in attaining mathematics proficiency.
- Printers, computer hardware, memory software along with new technology will be purchased or upgraded to effectively integrate and utilize technology in students' academic instruction.
- SmartyAnts lower

**Jefferson will implement schoolwide Staff Development and Collaboration in order to increase student achievement and help create a supportive and enthusiastic learning environment.**

- Jefferson's classroom teachers will meet on a regular basis during grade level collaboration meetings and group data chats to monitor, evaluate and support the implementation of the school's data driven Instruction, and review school-wide data, including assessment reports. Teachers and staff will analyze student progress in the Open Court assessments (grades TK/K - 5), DIBELS assessments (grades TK/K - 3), district writing assessments (TK/K-5), and district Language Arts and Math Extended Response assessments (grades TK/K-5). Teachers will meet to plan for students performing below Proficiency in English Language Arts to receive additional academic support in small groups and one-on-one instruction during workshop time.
- All certificated staff will continue developing skills and strategies on Common Core State Standards Unit of Study, such as Close Read, Collaborative Conversations, Collaborative Annotation Charts, Double-entry journals, Dyad Share, Gallery Walks, Linguistic Sentence Frames, Quick Writes, Save the Last Word for Me, Talking Stick, Text-Dependent Questions, Vocabulary Notebook/Charts, etc. Staff will implement Units of Studies throughout the year.
- Kindergarten through grade 5 certificated staff will participate in the Multi-Tier Support System (MTSS), a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each student to achieve high standards. MTSS leverages the principles of RTI and PBIS and integrates a continuum of systemwide resources, strategies, structures and practices.

MTSS, explicitly offers a multi-tier approach. Emphasis is on schoolwide, differentiated universal core instruction at Tier 1; Tiers 2 and 3 will provide intensive and increasingly individualized interventions. A structured problem-solving process and integrated data-collection system, based on the RTI and PBIS approaches, is utilized at each tier of the model.

- To increase student engagement and achievement, staff will continue acquiring knowledge in the State Standards for the implementation of MAP and SBAC assessments.

**Jefferson will maintain a safe, clean, and orderly environment, where students can focus on their learning.**

- Jefferson's personnel, parents, and students will help maintain a safe, clean, and orderly campus:
  - All visitors and volunteers enter through the front office and wear a visitor's pass - RAPTOR
  - School gates remain closed during instructional time.
  - Concerns may be brought directly to the administration and /or custodial staff as they arise.
  - Parental concerns may be brought up in parent meetings, ELAC, or School Site Council.
  - Custodial staff will maintain a clean and orderly campus.
- Jefferson Elementary will fully implement the Positive Behavioral Intervention System (PBIS) based on a Response to Intervention (RtI) model. By building on existing strengths, complementing and organizing current programming and strategies, Jefferson Elementary will improve behavior and academic achievement and will establish a safe, positive climate driven by the core values of respect, result and responsibility. Each stakeholder will be involved in the implementation of the three Tier behavior academic systems including the school rules, action flow charts, and Office referral system.
- Jefferson will continue implementing the program Playworks to provide students with a safe and inclusive opportunities to support leaning through healthy play and reduce bullying by increasing physical activity while reinforcing positive behavior.

## 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.*

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### School Goal:

By the end of the 2015-16 school year there will be a 15 % growth in the number of students reaching proficiency in English Language Arts as measured by MAP and DIBELS scores. Current DIBELS baseline is 28% in English and 53% in Spanish. All students will meet their RIT scale or DIBELS projected growth.

- o By June 2016, the overall number of proficient students on DIBELS Letter Name Fluency for TK/Kindergarten students will increase from 20% to 35%.
- o By June 2016, the overall number of proficient students on DIBELS Nonsense Word Fluency – Correct Letter Sounds for first grade students will increase from 28% to 43%.
- o By June 2016, the overall number of proficient students on DIBELS - Whole Word Read for first grade students will increase from 53% to 68%.
- o By June 2016, the overall number of proficient students on DIBELS – Oral Reading Fluency, Words Read Correctly for second grade students will increase from 31% to 46%
- o By June 2016, the overall number of proficient students on DIBELS – Oral Reading Fluency, Words Read Correctly for third grade students will increase from 26% to 41%.

ALL grade 4-5 students will increase their scores on the Measures of Academic Progress (MAP) Test, indicative of one year's growth 15% from baseline in September to the end of the year.

- By June 2016, the mean RIT for grade 4 students will increase on the Measures of Academic Progress (MAP) Reading Test, from 187 to 215.05 mean RTI.
- By June 2016, the mean RIT for grade 5 students will increase on the Measures of Academic Progress (MAP) Reading Test, from 198 to 227.7 mean RTI.
- By June 2016, all students at a reading level of 1.9 and above will achieve an average of 85% on all Accelerated Reader quizzes
- By June, 2016, the overall proficiency level for grades 2-4 on the Extended Response Test will increase from \_\_\_\_\_, and grade 5 from \_\_\_\_\_

**Jefferson Elementary will ensure that all students read fluently at grade level or higher each academic year, no later than grade 3, and that students continue to progress at grade level or higher in fluency through grade 5, demonstrating 21st century knowledge, skills and values. Full implementation of the new CA State Standards and assessments, expand efforts to support student attainment of the State Seal of Biliteracy. Jefferson will implement progress monitoring assessments for all academic programs and support the review of grading practices and establishing of common criteria.**

- By June 2016, 100% of TK/K - grade 2 teachers will utilize exit slips as a formative assessment strategy, to gauge student mastery of phonics and word recognition (from reading standards foundational skills), at a minimum of 3 times per week.
- By June 2016, 100% of grade 3 - 5 teachers will utilize exit slips at a minimum of 3 times per week, as a formative assessment strategy, to gauge student mastery of key ideas and details using informational text (from the state college and career anchor standards for reading).
- By June 2016 100% of Jefferson's students will complete at a minimum of 3 times per week guided practice lessons, and independent workstations to ensure mastery of phonics and word recognition (TK/K – 2 foundational skills), and mastery of key ideas and details using informational text (from grade 3-5 college and career anchor standards for reading).
- Grade 4-5 students will begin to use AVID Elementary Foundations and adopt Universities to address the foundational years of education when students are becoming independent learners. Students will be reading to learn, writing to learn and learning to reflect on their own learning through WICOR activities (Writing Inquiry, Collaboration, Organization, and Reading), throughout the academic day.
- TK/K-5 struggling readers (Tier II and III in reading) will spend 90 minutes per week on the Smarty Ants Online program to review and master phonics and word recognition skills (from the state reading standards foundational skills) at school, and at home.
- Materials and supplies for the school wide Accelerated Reader Program will be purchased to recognize individuals, classrooms and student groups who meet and/or exceed program expectations.
- Accelerated Reader books, software and other supplementary instructional materials will be purchased for schoolwide implementation to increase student performance in reading comprehension and independent reading skills.
- Students will complete 2 lessons each trimester practicing how to write an extended response across content areas.
- Daily Focused Walkthroughs (The Daily Ten) with immediate feedback to teachers about their implementation of exit tickets using the fidelity checklist - conducted September - June.
- 100% of grade 2-5 students (and K/1 students at a Reading level of 1.9 or higher) will complete independent reading activities using

close reading strategies, and Accelerated Reader quizzes, at a minimum of 30 minutes per day, or 150 minutes per week.

**Jefferson Elementary will provide extended learning opportunities to at-risk students according to their needs. Students performing below grade level proficiency will receive strategic interventions during their instructional day, before and after school to improve their performance in Language Arts**

- Underperforming students will receive first priority to participate in the tutoring services offered by teachers, before and after school.
- Newcomer students grades 2 - 5 will receive small group instruction by the TOSA four to five days a week.
- To enrich and enhance the core program, all students will attend hands-on fieldtrips to increase background knowledge and vocabulary, according to their grade level Language Arts standards, and IEP goals.
- Underperforming students will receive first priority to participate in the Engage 360 After School program. This enrichment include homework assistance and reading intervention, art, dance, character education, etc.

**Jefferson Elementary students will receive increased access to technology through differentiated instruction to improve student performance in English and Spanish Language Arts and writing.**

- Computer hardware, memory, software and technology will be purchased and updated (SmartBoards, iPads, laptops, etc.) to enrich and enhance the core program through providing students access to technology in their classroom to increase reading skills.
- TK/K – 3 students will attend the computer lab for 2 – 30 minute sessions each week, affording students 50% more computer usage over the previous year, to enrich and enhance the core curriculum.
- TK/K- 5 students will double their computer time with one-to-one Chromebooks to access LEXIA, Starfall, Accelerated Reader, and accomplish classroom research projects which will enrich and enhance the core curriculum.
- Teachers will use United Streaming, Brainpop and other web based sites to help build background and increase access to technology

**School wide Language Arts reform strategies will be provided utilizing a Site based Professional Development Plan to improve student performance in Language Arts. Jefferson Elementary Administration, TOSA, and classroom teachers will participate in ongoing staff development, collaboration, and data analysis. Staff development will include Exit Tickets as Formative Assessment, School wide implementation of Accelerated Reader, college and career readiness academic skills, trainings on the Smarty Ants intervention program, and technology training using laptop carts, and one-to-one devices.**

- Bi-Monthly Staff Meetings will provide quality professional development to all staff, to review the effective implementation of Thinking Maps, and provide training on Extended Responses.
- Each trimester, Grade Level Group Data Chats (half-day release time for staff development) will focus on quality and sustainability, present data, collaboratively create instructional plans, and discuss successful instructional changes
- Teachers have easy access to model instructional lessons through the use of Canvas.
- Bi- Monthly Grade Level Collaboration Meetings to analyze the phonics and word recognition performance of all TK/K – grade 2 students, and key ideas and details performance of all grade 3-5 students, including English learners and students with disabilities, to create instructional plans based on performance data, create differentiated Language Arts lessons emphasizing content and language objectives, and to include the use of previously implemented research-based strategies and techniques.
- Focused walk-throughs and formal classroom observations with immediate feedback to teachers about their implementation of exit tickets using the fidelity checklist.

**Jefferson Elementary will significantly increase the involvement of parents and community members to improve student performance in Language Arts.**

- Teacher will send home Mid-trimester reports after the first 6 weeks of instruction, and 6 weeks after each report card, to update parents on reading performance with follow up additional conferences as needed.
- Teachers will prepare Academic Intervention Plans for all underperforming students each trimester.
- Teachers will review local and state assessments results during parent conferences.
- PTO and ELAC meetings, family learning activities, student incentive events and assemblies. Will take place for each grade level to discuss disaggregated student data and grade level standards.
- Jefferson will engage students, teachers and parents in the supplementary Read-a-thon, Read Across America, Family Reading Night programs and will promote student reaching achievement through student reading incentives during awards assemblies.

### **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.*

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#### **School Goal:**

All students will improve their writing scores by one proficiency level or maintain at Proficient or Advanced level, as evidenced by the District Writing Proficiency Test, and the Extended Response Test.

By the end of the 2015-16 school year students achieving proficiency annually on the district writing proficiency will increase by 15% across all of the grade levels, between the 1st and the 3rd administration of the District Writing Assessment.

**Jefferson staff will align writing instruction, strategies, and materials with the writing content standards.**

- Students will independently complete activities using all 7 Thinking Maps in pre-writing activities across content areas.
- Students will complete the CELDT Released Test Questions in Writing  
TK/K-1 students will complete 6 CELDT Released Test Questions  
Grade 2 – 5 students will complete 12 CELDT Released Test Questions
- Every grade level at Jefferson Elementary will establish grade level standards for writing (Name, Date, grade level, title, etc.)
- Teachers will develop an Academic Improvement Plan for students who are performing below proficiency in writing, implementing a plan designed to support and improve the student's writing.

**Jefferson students will be provided with extended learning opportunities to improve their writing proficiency. Jefferson teachers and staff will provide students performing below grade level the with additional academic support during the school day through RtI and District approved intervention programs.**

- Jefferson will provide students performing below proficiency additional academic support during the school day through small groups and one-on-one instruction through RtI and district approved intervention programs.
- Students who are performing below proficiency, Basic, Below Basic or Far Below Basic levels in English Language Arts on the Benchmarks will receive additional support in the after school program.

**Jefferson Elementary will extend learning opportunities for all students through the use of technology.**

- 8 classrooms, grades 2-5 will be piloting One-to-One Amplify Tablet Devices for 50% of daily instruction, including one special education classroom, to increase student access to formative assessment activities, Accelerated Reader and 21st Century academic skills.
- Computer hardware, memory, software and technology will be replaced, repaired and updated (SmartBoards, iPads, laptops, etc.) allowing students access to technology in their classroom to increase reading skills.
- TK/K – 3 students will attend the computer lab for 2 – 30 minute sessions each week, affording students 50% more computer usage over the previous year, and increasing access to the core curriculum.
- At Jefferson Elementary, classroom teachers will increase student engagement through the use of technology such as SMART boards in the classroom. Through the use of the SMART board, teachers will foster collaborative learning environments in their classrooms that nourish creativity and teamwork. Their lessons will include visual context, making the material easier for English language learners to understand, and therefore increasing student engagement.

**School wide Language Arts reform strategies will be provided utilizing a Site based Professional Development Plan to improve student performance in Language Arts. Jefferson Elementary Administration, TOSA, and classroom teachers will participate in ongoing staff development, collaboration, and data analysis. Staff development will include developing grade level standards, using the Thinking Maps, the CELDT Writing Released Test questions, and technology training using laptop carts, and one-to-one devices.**

- Bi-Monthly Staff Meetings will provide quality professional development and supplementary training materials to all staff, to review the effective implementation of Thinking Maps, and provide training on Extended Response.
- Grade Level Group Data Chats (half-day release time for staff development) will focus on quality and sustainability, present data, collaboratively create instructional plans, and discuss successful instructional changes and discuss the implementation of Exit Tickets as Formative Assessment, progress using the Accelerated Reader Reading Dashboard, and develop an Individual Study Plan for students performing below grade level.
- Grade K-5 Individual Teacher Data Chats will take place 3 times throughout the year, to review student data, discuss the implementation of Exit Tickets as Formative Assessment, progress using the Accelerated Reader Reading Dashboard, and develop an Individual Study Plan for students performing below grade level.
- Bi- Monthly Grade Level Collaboration Meetings to analyze the phonics and word recognition performance of all TK/K – grade 2 students, and key ideas and details performance of all grade 3-5 students, including English learners and students with disabilities, to create instructional plans based on performance data, create differentiated Language Arts lessons emphasizing content and language objectives, and to include the use of previously implemented research-based strategies and techniques.
- Focused Walkthroughs and formal classroom observation with immediate feedback to teachers about their implementation of exit



tickets using the fidelity checklist – conducted

### **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.*

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#### **School Goal:**

All EL students will show continual and adequate annual growth towards English Language Proficiency, and redesignate no later than grade 5, affording EL students equitable access to high quality programs at school and home each academic year.

By the end of the 2015-16 school year there will be a 5% growth in the re-designation rate of students who have been in the program for 5 years. 2014-15 baseline is 26.20%.

By the end of the 2015-16 school year 60% of English Learners will meet the No Child Left Behind English Proficiency Annual Growth of 60.5%. Baseline is 47.5%.

#### **Jefferson Staff will ensure the alignment of instruction to the Common Core Standards and ELD content standards to improve student performance in English Language Development. District adopted assessments, materials and intervention strategies will be provided by highly qualified teachers.**

- 100% of Jefferson teachers will complete District Professional Development Module of Academic Language.
- 100% of Jefferson teachers will complete site-based professional learning community work using the CORE Vocabulary Handbook to model the 3 critical components of effective vocabulary instruction, teaching specific words, teaching independent word-learning strategies, and promoting word consciousness.
- 100% of Jefferson teachers will implement at minimum 5 strategies to promote academic vocabulary and language.
- Students will complete the CELDT Released Test Questions in Listening, Speaking, Reading and Writing  
TK/K-1 students will complete 49 CELDT Released Test Questions  
Grade 2 – 5 students will complete 67 CELDT Released Test Questions
- Six grade 2-5 teachers will pilot 2 units from Engineering is Elementary, an inquiry-based STEM curriculum that teaches students critical thinking and reasoning skills using academic vocabulary in the Science content area.
- Teachers will strive for providing English Learner students with a literacy-rich environment where students are immersed in a variety of experiences; and instruction that develops foundational skills in English that enables EL's to participate fully in grade-level coursework, including field trips tied to their curriculum.
- Teachers will administer the ADEPT, which measures EL students' English levels twice during the year and analyze test results. Jefferson's teachers will also administer the annual CELDT test.

#### **Extended learning opportunities for ELD will be offered during workshop and after school.**

- Below Basic and Far Below Basic EL students will receive additional instruction using RtI intervention strategies from the Florida Center of Reading Research, SIPPS, Touchphonics, and PAL.
- Underperforming EL students will receive first priority to participate in the Engage 360 Afterschool program, including additional instruction using the MIND Institute and Accelerated Reader.
- Challenging and high-interest supplementary reading materials will be purchased for high-ability EL readers and at-risk EL readers, in order to ensure that sufficient materials and intervention strategies are available for all students at their appropriate levels.

#### **Students will have increased access to technology in order to improve English proficiency in Reading, Writing, Listening and Speaking and to enhance the learning of content standards.**

- Jefferson Elementary will purchase new media such as SmartBoards and iPads to provide teachers the opportunity to teach meaningful lessons. Laptops and AlphaSmarts will also be used to allow students access to technology in their classroom and in the media to help increase their level of English Language Development.
- Jefferson Elementary will update computer hardware, software, such as the Accelerated Reader to provide student access to technology in the classroom, library and media labs to promote students' English Language Development.

- All student subgroups will have access to technology throughout the day and extended access to the MIND Institute Math software and Accelerated Reader in the Engage 360 afterschool program to promote English proficiency in English Language Arts.

**Teachers will participate in grade level planning to analyze English Language Development performance data, and to plan lessons based on student needs.**

- Bi-Monthly Staff Meetings will provide quality professional development to all staff on the effective implementation of Academic Language and Academic Vocabulary.
- Grade Level Group Data Chats (half-day release time for staff development) will focus on quality and sustainability, present data, collaboratively create instructional plans, and discuss successful instructional changes.
- Grade K-5 Individual Teacher Data Chats to review student data, discuss the implementation of academic vocabulary lessons, and follow up lessons from the district module.
- Bi-Monthly Grade Level Collaboration Meetings to analyze the student use of academic language in writing, to create instructional plans based on performance data, create differentiated Language Arts lessons emphasizing content and language objectives, and to include the use of previously implemented research-based strategies and techniques

**Jefferson staff will significantly increase communication to inform parents about the performance levels of English Learners.**

- The parent events calendar will include ELD assessments dates. The Jefferson Jaguar Newsletter will be sent home monthly to highlight ELD activities.
- Teachers will provide mid-trimester reports after the first 6 weeks of instruction and 6 weeks after each report card, to update parents on students' ELD progress with additional conferences as needed. Teachers will review and clarify District ELD test results for parents during parent conferences, mid-trimester report conferences, and Student Study Team meetings. Teachers will provide Academic Intervention Plans for all underperforming students each trimester.
- Parents will be provided with family learning activities, student incentive events and assemblies, focused on helping parents support their children's learning in English.

**Goal III: Mathematics**

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

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**School Goal:**

All students will show continual and adequate annual growth towards Mathematics Proficiency in grade 4, with grade level competency in math fluency, number sense, and problem solving analysis.

.By the end of the 2015-16 school year there will be a 15 % growth in the number of students reaching proficiency in Math as measured by MAP scores. Current baseline is 30%. All students will meet their RIT scale projected growth.

- By June 2016, the mean RIT for grade 4 students will increase on the Measures of Academic Progress (MAP) Math Test, from \_\_\_\_\_.
- By June 2016, the mean RIT for grade 5 students will increase on the Measures of Academic Progress (MAP) MathTest, from \_\_\_\_\_.

**Jefferson staff will provide best first standard based instruction following district pacing guidelines and will ensure alignment of instruction strategies and materials through the use of the District adopted Houghton Miffling curriculum and intervention programs.**

- All students will average 85% completion on the ST Math online Jiji program.
- TK/K – 3 students will attend the computer lab for 2 – 30 minute sessions each week, affording students 50% more computer usage over the previous year, and increasing access to the core curriculum to gain access to the ST Math online program.
- Grade 4-5 students (non-Amplify classrooms) will have increased access to the ST Math Online Jiji program by having access to a laptop cart, one time each week, for the entire teaching day.
- All students who achieve 25%, 50%, 75%, and 100% on the Jiji mathematics program will receive recognition.
- All students who achieve significant gains during each session on the Jiji program will be recognized.
- All students with computer access will have access to ST Math at home.
- Teachers and staff will analyze student progress through MAP/Benchmark, Extended Response Benchmarks.

**Student will receive extended learning opportunities to improve achievement in mathematics offered in small group setting.**

- Students who are performing below Proficient in Mathematics will receive additional academic support in small groups and one-on-one instruction during the math intervention time.
- Underperforming K - 5 students will receive first priority to participate in the Engage 360 Afterschool program, and have additional access to the MIND Institute Mathematics software program. Students will be able to access the ST Math program at home using the home school connection.
- Fourth, and fifth grade students will participate in the school Math Club to compete in the district wide contest, Math Field Day. Students will extend their learning on problem-solving, measurement and geometry, mathematical reasoning, and algebra readiness.
- Students will participate in Mind Institute ST Math, a software which uses 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.
- Challenging mathematics materials and high-interest, low-ability materials will be purchased to ensure that sufficient intervention materials are available for all students at their appropriate levels.
- Fourth, and fifth grade students will participate in the school Math Club to compete in the district wide contest, Math Field Day.

**Students will receive increased technology support to improve student performance in Mathematics.**

- Jefferson Elementary will purchase supplementary software to effectively integrate and utilize technology in mathematics instruction for high-ability and low-ability students in order to ensure that sufficient materials and intervention strategies at each grade level is available to attain math proficiency.
- Jefferson's computer lab Assistant will assist kindergarten through fifth grade teachers with the Mind Institute Program and other successful math instructional computer activities to assist students in attaining mathematics proficiency and develop temporal and spatial reasoning. Access to the Mind Institute software program will also be available to students at home through a home school connection link for additional practice.

**Jefferson staff will engage in staff development and professional collaboration as needed for support and to improve student performance in mathematics through the implementation and assessment of the Common Core State Standards.**

- Bi-Monthly Staff Meetings will provide quality professional development to all staff on the effective implementation of ST Math.
- Grade Level Group Data Chats (half-day release time for staff development) will focus on quality and sustainability, present data, collaboratively create instructional plans, and discuss successful instructional changes.
- Grade K-5 Individual Teacher Data Chats to review student data, discuss the implementation of ST Math lessons in the classroom, and follow up lessons from the district modules.
- Bi-monthly Grade Level Collaboration Meetings to analyze the student use of ST Math, to create instructional plans based on performance data, create differentiated mathematics lessons emphasizing content and language objectives, and to include the use of previously implemented research-based strategies and techniques – conducted September – June
- Release Days for Model Lessons to allow teachers to view the use of ST Math lessons

**Jefferson staff will increase communication with parents to improve student Mathematics performance.**

- Administrators will provide the Jefferson Jaguar Newsletter highlighting mathematics activities and a calendar of events for parents which includes Mathematics assessment dates.
- Jefferson teachers will review student's mathematics performance during parent conferences, mid-trimester report conferences, and Student Study Team meetings to update parents on Mathematics performance with additional conferences as needed.
- Teachers will provide Academic Intervention Plans for all underperforming students each trimester
- Family learning activities, student incentive events and assemblies, will be focused on helping parents know how they can support their children's learning in Mathematics.

**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.*

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**School Goal:**

Jefferson Elementary School's parents and the community are an integral part of our students' academic achievement. Parents and community members are encouraged to become advocates and decision makers for our School Site Council, English Language Advisory Committee, and

Parent Teacher Organization, who monitor our school improvement.

Student achievement will significantly improve in English Language Arts, Writing, English Language Development and Mathematics, by focusing the school culture and vision on parent involvement through parenting classes, home/school compact, parent volunteering activities, parent supporting learning at home, parents involved in decision making and collaborating with the community. All students and staff work in a healthy, safe, and secure environment that supports learning.

Jefferson will provide programs that promote a minimum of 50% parental involvement throughout the 2014-2015 school year. Programs such as Monthly Parent Meetings, Community Events, School Site Council, PTO, Nutrition Network, parent computer classes and English Learner Advisory Committee will be offered to parents. The school will seek partnerships with local agencies and businesses in order to support our students, parents and community.

### **Building on parenting strengths**

**Jefferson staff will significantly increase parent involvement through various means of communication to improve student performance in reading.**

- Jefferson Elementary Principal will send home the Jefferson Jaguar Newsletter presented in English and Spanish, and will highlight core subjects activities each month. The newsletter will also include a monthly parent events calendar which will include all assessment dates as well as student performance results.
- The Administrative Leadership Team will develop and distribute the Spanish Dual Immersion Program (SDIP) Report and Pamphlet. The purpose of these program guides is to present our 90-10 Dual Immersion program, the school site, and the most recent data from state and federal assessments.
- Parents will be provided with multiple opportunities to monitor their child's reading progress through the home school connection of Accelerated Reader.
- Jefferson Elementary provides Monthly Parent Workshops (computer workshops, and parent/student awareness topics) to improve parental involvement and increase student achievement.
- Padres Unidos Workshops will provide Jefferson Parents with resources on School Readiness, Parents as Teachers, and Child Care Structured Plan with Learning Purposes.
- 40 Developmental assets.

### **Communicating effectively**

**Jefferson staff will set clear expectations for students and family responsibilities and will promote parent's participation in their child's education in Mathematics through a strong school/home communication and parent meetings and workshops.**

- Parent workshops will be offered to parents to learn how to support students at home with mathematics. ST Math home school connection may be utilized by parents to enhance their child's progression toward proficiency in mathematics.
- Family learning activities, student incentive events and assemblies, will focus on helping parents learn how to help their children improve academically in mathematics.

### **Organizing opportunities for volunteering**

**Jefferson will communicate, in English as well as the student's home language, that all parents are welcomed. We will encourage parent involvement in the school and in the academic success of their children through various parent classes and programs that will focus on improving reading and mathematics.**

- Jefferson's English Language Advisory Committee (ELAC) will meet monthly to make decisions about EL programs, attendance, and analyze the results of the parent survey.
- Jefferson parent leadership groups will contribute in the development of the annual vision and mission statements, bilingual principal-teacher-parent-student compact, and schoolwide focus.
- Monthly parent workshops will include parent information on how to help students be successful in school. Parent computer classes will be offered weekly to parents to learn basic computer skills and monitor their children's safe use of the internet.

### **Learning at home**

**Jefferson staff will significantly increase parent involvement in school governance by encouraging and developing parent and community members as participants and decision makers for the school site council and advisory committees, as well as EIP's, SST's and Parent/Teacher meetings. Jefferson staff will significantly increase parent volunteerism in order to promote student achievement.**

- Parents will participate in parent committees and provide input for the SPSA, DELAC (District English Learner Advisory Committee), ELAC Meeting (English Learner Advisory Committee) and SSC Meetings (School Site Council)

### **Involving in decision making**

- Parents will participate in parent committees and provide input for the SPSA, DELAC (District English Learner Advisory Committee),

ELAC Meeting (English Learner Advisory Committee) and SSC Meetings (School Site Council)

**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
Data chats, DIBELS assessment, etc., SST facilitator, professional development	1000-1999: Certificated Personnel Salaries	Title I, Part A	14,000.00
Technology (Chromebooks, printers, headphones, etc) Common Core, PBIS, materials and handouts, Reading, Writing, Lexia, , LearningTogether	4000-4999: Books And Supplies	Title I, Part A	66,960.93
Staff development, fieldtrips,	5000-5999: Services And Other Operating Expenditures	Title I, Part A	30,034.00
Playworks	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	30,000.00
Newsletters, notifications, letters, flyers, parent bulletins	5900: Communications	Title I, Part A	2,000.00
<b>Total</b>			<b>142,994.93</b>