

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



**John F. Kennedy 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

**John F. Kennedy Elementary School  
Vision Statement**

We at John F. Kennedy Elementary School envision a collaborative community which embraces the unlimited possibilities of our students to achieve their dreams.

**John F. Kennedy Elementary School  
Mission Statement**

Recognizing the unique needs and challenges facing our students, the mission of John F. Kennedy Elementary School is to help all children achieve their individual potential by providing them with research based, grade level instruction that aligns with the Common Core Standards. All students will be empowered by the parents, staff and the community to achieve excellence every single day. Furthermore, students will be provided a safe, inviting and nurturing learning environment. Our learning community is committed to literacy for all and developing a strong academic foundation for students. John F. Kennedy Elementary students will become responsible citizens, creative and critical thinkers who are life-long learners.

**School Profile**

**Enrollment/Demographic Data**

**School Enrollment Trends**

Grades	2012-13	2013-14	2014-15
<b>K</b>	152	157	164
<b>1</b>	145	140	135
<b>2</b>	137	139	136
<b>3</b>	143	135	130
<b>4</b>	123	134	129
<b>5</b>	119	128	123

**Percent Actual Attendance**

2012-13	2013-14	2014-15
97.00	97.37	96.89

**Student Demographic  
by Ethnicity**

	2013-14	2014-15
<b>American Indian or Alaska Native</b>	1 (0.12%)	1 (0.1%)
<b>Asian</b>	0 (0%)	0 (0.0%)
<b>Pacific Islander</b>	0 (0%)	0 (0.0%)
<b>Filipino</b>	0 (0%)	0 (0.0%)
<b>Hispanic or Latino</b>	831 (99.76%)	814 (99.6%)
<b>African American</b>	0 (0%)	1 (0.1%)
<b>White (not Hispanic)</b>	1 (0.12%)	1 (0.1%)
<b>Multiple or No Response</b>	0 (0%)	0 (0.0%)
<b>Total Enrollment</b>	833	817

## **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:** All students at Kennedy Elementary School will demonstrate the knowledge, skills and values necessary to become productive citizens in the 21st. century. Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home. Students and staff will work in a healthy, safe, and secure environment that supports learning. In order to support the district in reducing the number of dropouts, suspensions and expulsions and increasing the number of graduates, Kennedy will engage students in meaningful and rigorous instruction, continue to implement PBIS strategies, and target high risk students.

### **In order to ensure that all students progress toward college and career readiness, Kennedy will implement the following actions:**

- Teachers will analyze student progress monitoring growth data and performance data and will use this data as a basis for all instructional planning, grading practices, and decision making.
- To ensure that students are moving toward grade level proficiency and receiving college readiness skills, principal will conduct teacher 1:2 data chat meetings to analyze data, academic growth, and set instructional goals. Money will be allocated to provide substitutes for teachers as they conduct their data chats with the principal.
- Data Analysis: Teachers will meet collaboratively to establish common criteria, review data, adjust instruction and set goals based on growth model assessments.
- The TOSA implements and monitors school wide programs to increase student achievement and academic performance. TOSA also facilitates and monitors district benchmarks, CELDT, DIBELS, MAP, and AR assessments. The TOSA works with staff to analyze data to target the specific needs of students and ensure that all teachers and students have the state adopted curriculum.
- Through grade level collaboration, Common Core based trainings and data analysis, teachers will provide equitable student access to a rigorous, standards based, instructional program that includes high quality instruction, and standards aligned instructional materials.
- To ensure that all students are college and career ready, the district has rolled out a multi-year plan for the CCSS implementation. Through the district, classroom teachers will continue to receive training and support in the implementation of the CCSS with rigorous, research based instructional approaches.
- Inst. Asst. Computer Tech will support site's and students' technology needs and goals to ensure that students are acquiring technological skills needed to be college and career ready.
- Illuminate provides the tools needed to analyze state and local assessment data, teacher created tests, and demographic information together in one location. Illuminate tools allow sites the ability to analyze district, and classroom assessment data against demographic and administrative data to create effective instructional programs for students. Illuminate facilitates secure access and interaction with student data so one can identify students' areas of need and develop a plan for improving achievement.
- The principal will conduct walk-throughs and classroom observations in order to monitor implementation of grade core programs and instructional time.
- Based on student needs, instructional and supplemental materials will be purchased to support and enhance instruction in all curricula areas based on common core standards.

### **Kennedy Elementary will continue to provide classroom instruction, teaching strategies and interventions to enhance and support learning for all students and to ensure that all students develop 21st century skills.**

- Provide before and after school technology availability for targeted students.
- Targeted students will have the opportunity to participate in extended learning opportunities through the academic summer enrichment program and before and after school tutoring.
- Students will receive intervention assistance through participation in the Engage 360 program. The school will offer support to this program by providing space and with referrals.
- GATE staff will participate in differentiated instructional strategies through implementation of Common Core standards that focus on the depth and complexity icons and inquiry based enrichment activities. Monitoring of GATE student progress will be done by review of student GATE plans, lesson plans, classroom observations and data analysis.
- Special Education: Kennedy staff will increase the number and percentage of time students are mainstreamed into general education classes.
- SST: For students who continue to struggle and work far below grade level standards, a referral for that student will be made to the

Student Study Team. These meetings provide instructional and/or behavior recommendations for students who are underperforming at their grade level. Teachers will be facilitating the SST process and will be paid for serving as an SST facilitators.

**In order to have the skills necessary to be college and career ready, Kennedy staff and students will continue to utilize technology to enhance instruction and learning in school and at home.**

- All classrooms and staff will have access to Internet-enabled technology tools, such as, smartboards, I pads, instructional software, student and teacher laptops.
- Teachers will have the opportunity to attend district and site workshops/trainings to enhance technology in the classroom. These trainings may involve instructional consults as needed.
- Parent workshops will be offered to increase parent knowledge of technology including email, computer based instructional software programs, accessing internet and keyboarding and word processing competency.
- Update technology and software, (e.g. computers, tablets, headphones, etc.) and software for classrooms as needed. Continue to monitor the results of current technology to ensure that it meets the needs of our students.

**Kennedy Elementary staff will continue to utilize schoolwide instructional programs and strategies by attending appropriate professional development workshop/trainings to strengthen instruction so that all students receive instruction from highly-qualified and well trained staff.**

- To ensure students receive access to the core instructional program, Kennedy staff participate in a school and district based California Common Core professional development trainings. Trainings will focus on California Common Core instructional strategies and units of study, collaborative conversations, Six Minute Solution, Renaissance and Rewards programs, DIBELS data and progress monitoring, MAP data, and other trainings the site designates as appropriate.
- All staff will participate in bi-monthly grade level collaboration meetings to review student work and adjust instruction.
- ILT Team will meet monthly to guide and monitor school wide academic focus in ELA and Math and grade level instructional concerns.

**To promote a healthy, safe, and secure environment that supports learning, Kennedy Elementary will implement a schoolwide plan and analyze data from a variety of surveys.**

- Staff, parents and students will learn schoolwide Crusader behavior expectations, and statement.
- PBIS school wide plan and policy will continue to be implemented and enhance to improve student behavior.

Staff will implement schoolwide and classroom behavioral matrix. More staff will report that Kennedy is a safe place for students as measured by the California School Climate survey.

- All student and staff will continue to participate in Monday Morning assemblies, student achievement assemblies, and perfect attendance assemblies.
- In order to reduce suspensions and office referrals and to make school wide adjustments as needed, PBIS Committee will meet bi-monthly to guide and monitor school wide PBIS plan, and review office referrals and suspensions.
- In order to provide extracurricular activities, the music teacher will provide music instruction after-school.
- Turning Point will improve parent, student and staff relationships through one to one counseling services.
- Playworks will improve student behavior, climate, and learning environment through teaching and organizing recess activities, providing Class Game Time, establishing student leadership with a Junior Coach program. Extra curricular activities will also be offered through Out-of School activities, community building, and physical activity support, and developmental sports leagues.

**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:** To ensure that students are mastering skills to become effective readers in the 21st century, Kennedy students will have the knowledge and skills needed to read a variety of complex text with understanding, are able to use reading as a tool to deepen their knowledge of challenging academic content across a variety of instructional areas, and read for a variety of purposes.

**To work toward the LCAP sub-goal of early literacy, students will be proficient readers by the end of third grade as evidenced through DIBELS assessment outcomes. Kennedy staff will maintain grade level collaboration meetings to align instruction, strategies, and**

**materials with California Common Core standards. Students will demonstrate College readiness as indicated by the Measures of Academic Performance (MAP).**

- During modified days, Kennedy staff will participate in grade level collaborative meetings at least bi-monthly to review curriculum, align instruction, strategies, and materials with California Common Core standards. Teachers will also review student assessment data, revise instruction, review grading practices, and establish common grade level criteria in order to meet the targeted needs of all students. Upon grade level review of data and instruction, teachers will order supplementary documents from district print shop to address students' needs.
- To provide equitable student access to a rigorous, standards-based, instructional program, Kennedy Elementary will provide high quality instruction, through implementation of the California Common Core standards through District Curriculum Map, Common Core units of study, and Common Core strategies.
- To support student outcomes, classroom teachers will plan extended learning opportunities with targeted students in K-5th grade using district approved research based intervention programs, such as, Rewards and Vocabulary Builders.
- To ensure all third graders are proficient readers, SIPPS-reading intervention program- will be piloted in K through 3rd. Subs will be provided for data analysis and to review instructional delivery.
- Students receiving special education services will receive services, such as, but not limited to, services and supports as listed in IEP.
- Teachers will work collaboratively to provide intervention support for students working below grade level standards. Teachers will implement workshop for at least 30 minutes daily to provide differentiated instruction for all students (SIPPS, PALS, 6-Minute Solution, front loading content, etc. may be used). Students will be identified using the DIBELS and MAP universal screenings, grade level assessments, and teacher recommendations. For students not achieving the standards, an AIP will be implemented, and if the student does not respond to the intervention, an SST may be started.
- The TOSA will serve as a resource for teachers and support staff needing further training, guidance, additional materials/resources, coordinate assessments, screening and monitoring, and support implementation of core and intervention programs.
- Students who are working near or below standards, will have the opportunity to participate in extended learning opportunities such as: Engage 360 After School Program, Saturday School, ELD Tutoring and After School Tutoring.
- GATE students will be challenged with differentiated instruction tailored to their needs. Identified GATE students will be clustered together with a certified GATE teacher and GATE students may have additional extended learning opportunities offered to them that are unique to their needs.

**Technology will be used to assist, support and enhance instruction in the classroom and at home.**

- All students will be scheduled to attend the computer lab to engage in computer activities designed to enhance and support classroom curriculum for Math and ELA.
- All students will have the opportunity to use internet based computer programs, Lexia(2nd-5th), Smarty Ants( K-1st), and Accelerated Reader (1st-5th) in the classroom, library, labs and from home to enhance and support ELA and EL instruction in classroom.
- Informational Parent workshops will be held to inform and support the use and access of technology in the home.
- Parent Computer trainings will be scheduled to instruct parents on keyboarding, word processing and Internet use to support the use of computers in the home.
- Teachers will continue to implement AR school wide, utilizing classroom, library, and media lab computers. The school computer tech will be in charge of maintaining the AR program, track and award progress, and to field questions. Teachers will monitor student progress on regular basis and student progress will be awarded by trimester.
- SmartBoards, document cameras, projectors, projector bulbs will be purchased and/or updated as necessary. Purchase of computers, tablets, and/or SmartBoards will be utilized to enhance reading and math instruction and provide additional student engagement opportunities.
- To provide additional and equitable opportunities for all students to access a variety of relevant technology; as funding permits, purchase classroom technology (site-licenses, software, and hardware) ; as necessary to aid in the integration of the CCSS.
- Teachers will utilize ELMOS, SMART Boards, iPads, and laptops to enhance instruction. Classroom computers will be utilized for research opportunities and to extend learning through internet based tools, such as, but not limited to, Google Docs, United Streaming, World Book, PowerPoints, etc. Attendance at district trainings will continue to be encouraged.

**Kennedy staff will attend workshop/trainings to enhance ELA instruction.**

- All staff will have the opportunity to participate in all district sponsored and site based professional development to enhance and support classroom instruction in ELA.
- Provide release time and/or substitute coverage, for the following: coaching support, observe demonstration lessons, visit successful like-schools, additional collaboration time, integration of technology, and SST coverage.
- Provide staff workshops on effective instructional techniques, approaches and support (e.g. PBIS, Thinking Maps, problem behaviors, MAP resources, etc.) at staff meetings and/or paid training opportunities.

**Student incentives and community participation will be provided and encouraged for student academic growth and success.**

- Students will be recognized for academic progress using assessment results such as DIBELS, ST Math, Lexia, MAP, and Accelerated Reader.

**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:** To ensure that students are mastering skills to become effective writers in the 21st century, Kennedy students will be able to compose an argumentative piece of writing that is supported by opinion and evidence. They will compose informational writing that examines a topic and conveys ideas and information clearly. Students will be able to write narratives using effective technique, descriptive details, and clear event sequences. Students will also use writing across the curriculum to demonstrate their understanding of content areas. Students will use technology effectively to enhance their writing skills and strategies.

**In order to ensure early literacy, college readiness, and promote engagement, Kennedy staff will continue to align the writing curriculum, materials, instruction, strategies, and Common Core standards so that an effective writing program is established.**

- Staff will use Thinking Maps and the district writing binder to support classroom writing instruction. Teachers will administer the writing assessment and input results of assessment and extended writing responses into Illuminate in a timely manner. Teachers and administrator will analyze assessment results and adjust instruction to increase students' writing skills and abilities. All students will be provided with the opportunity to write daily through journal writing. Also, all students will generate a monthly computer based writing assignment.
- Proper materials will be provided to ensure implementation of writing standards through district print shop.
- All students will be provided with equitable access to a rigorous standard based instructional program that includes high quality instruction. Teacher will develop an AIP for students who are performing below proficient on writing in order to support and improve students writing.
- Teachers and the Library IA will support students in achieving the Common Core standards in writing by guiding students to gather resources for research/inquiry projects from the library and the internet.

**Targeted students will have extended learning opportunities, such as, the Engage 360 After School Program and/or Saturday school.**

- Engage 360 After School Program and/or Saturday School staff will attend professional development on Common Core writing strategies. Strategies to implement will be determined by student needs.
- Small group differentiated instruction will be provided as needed in the area of writing.
- Implement "real life" writing opportunities through field trips, interviews, summaries, journals, and student council newsletters, presentations during Monday Morning assemblies based on historical and cultural events/themes.

**All students will be exposed to grade level appropriate technology. Teachers will integrate technology whenever possible, including word processing and keyboarding skills, in their writing instruction.**

- Teachers will integrate computers, internet, and web based software to supplement the writing program embedded in the Common Core for Language Arts and other content areas. Teachers will also integrate word processing skills and keyboarding skills to support the writing process.
- The computer lab tech, library tech, and the classroom teacher will support students in using the internet to gather resources for research and classroom projects using word processing and or presentation software.
- All students will have the opportunity to contribute to the student council newsletter.
- Students will utilize classroom computers equipped with internet access to increase engagement and enhance student learning of the content standards.
- Technology devices, hardware, software, technology training will be provided/updated and/or purchased, in order to effectively integrate technology in instruction, support students acquisition of oral and written language skills, and to increase student access to technology in their classroom and computer labs.
- Accelerated Reader will continue to serve as a motivator to improve reading and English language fluency. Other supplemental web based software may be purchased.

**All teachers will receive professional development on standards based writing strategies.**

- Teachers will receive professional development on incorporating writing across the curriculum so that students can process information

and express ideas, thoughts and understanding through District provided professional development and/or staff meetings.

- Release time utilizing substitute teachers and/or TOSA will be available, so that teachers can observe other colleagues teaching writing, discuss student outcomes and work, collaborate on grading practices, and establish common criteria.
- During bi-monthly grade level meetings, teachers will review student writing samples across the curriculum, data, and plan instruction according to student levels and needs.

### **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:** Kennedy students will use language in meaningful and relevant ways appropriate to grade level content area, topic, purpose, audience, and text type in English Language Arts, mathematics, science, social studies, and the arts. They will use language to gain and exchange information and ideas.

#### **ELD instructional time will be established and monitored to insure ELD instruction. Students will be grouped by instructional need during ELD time.**

- All grade levels will set a daily ELD block of at least 30 minutes where students will receive systematic ELD instruction based on their their designated ELD level. Teachers will utilize Common Core strategies to enhance instruction and will differentiate instruction to meet the needs of EL learners. Initial placement will be formed based on the prior year's ADEPT and CELDT scores. As current data becomes available, student data and work samples will be analyzed to inform instruction and improve student achievement and growth. All students will incorporate writing in their ELD instruction. Supplementary materials and District print shop materials as needed.
- Teachers will incorporate and implement the new Common Core ELD standards during ELD and ELA instructional block.
- Teachers will incorporate GLAD, Thinking Maps, Frontloading, SDAIE, and other instructional strategies throughout their lessons. Teachers will address language levels within content by using the EL Core-support guides and Focused Approach guide.
- The TOSA and classroom teacher will monitor ELD and RFEP progress. The TOSA will implement and monitor all District and State assessments and support teachers and administration with access and analysis of this data. The TOSA will also notify teachers and administration of State policies affecting ELs and monitor newly reclassified English Learners. The TOSA and District Curriculum Specialists will provide instructional support as needed.

#### **Supplemental programs will be used to extend and differentiate ELD instruction.**

- Scaffolding and small group instruction will take place for EL students based on their EL levels through out all curricular areas. Instructional software, such as, Smarty Ants (K-1) and Lexia (K-5th) will be used to enhance instruction.
- Teachers may provide before or after school supplemental ELD instruction as provided by the District.
- Teachers will incorporate field trips, holidays, special events, and other special programs to provide rich language experience for students as it pertains to Common Core Standards.

#### **ELL students will utilize computer software to enhance and support ELD instruction.**

- ALL EL learners will have the opportunity to enhance and support their ELD learning via technology either in the computer lab, the classroom or at home via software such as Lexia, AR Reading, Vocabulary Builders, and Smarty Ants.

#### **Staff will participate in school and district sponsored professional training to enhance ELD instruction**

- All staff will have the opportunity to attend site and district level workshops/ training to enhance ELD instruction.
- Grade level teams will use collaboration time to plan ELD curriculum and strategies that support growth and achievement of English Language Learners.

### **Goal IIId: 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:**

Kennedy students will be able to solve real world problems with precision through reasoning both abstract and quantitative, while using the appropriate tools strategically in order to form a viable argument to explain and express their understanding.

**All staff will use district approved curricular materials and assessments and will be provided with collaborative time for alignment of lessons and materials, review of weekly assessments, and alignment of instruction to student needs in order to increase student achievement in mathematics.**

- All teachers will use state approved curriculum and aligned instruction with Common Core standards, district curriculum map for progression of instruction and district benchmark assessments (MAP).
- All students will take district and site based assessments. Teachers will analyze results, discuss and share lesson plans, modify instruction, and incorporate effective math strategies, including use of manipulatives and connecting to real world experiences. Upon analysis of this data, supplementary materials may be ordered through print shop.
- Teachers will use Math MAP data to plan instruction during Standards review days designed to re-teach standards not mastered. Teachers will administer the SAXON assessments and Common Core pre- and post- and use this data to differentiate instruction. Teachers will meet with students to discuss goals and achievement in the area of mathematics.
- Teachers will develop an AIP plan for students who are performing at the strategic or intensive levels.
- Fourth and fifth grade students will pilot the GoMath program that incorporates the Common Core standards and technology. Students in 4th and 5th grade will have 1:1 Chromebooks to utilize this program at school and at home.

**Grade level intervention assistance will be provided to targeted students to strengthen students' math skills.**

- Targeted students may participate in grade level appropriate extended learning opportunities through small group differentiated instruction, before and after school opportunities, and or Saturday school.
- All 5th grade students will attend the STARBASE program to enhance math and science skills through real life experiences.
- All students will have equitable access to ST Math to support their Algebra readiness. 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.

**Technology programs will be used to assist, support and enhance instruction and student achievement.**

- Students will have the opportunity to access Math programs through computers in the classroom, computer labs and at home. Second through fifth grade students will participate in the Mind Math and Music program. Kinder and 1st grade students will participate in Mind Math.
- Software and hardware may be purchased to support mathematical understanding. Computers and software will be maintained, updated and purchased as necessary.
- Students may also have additional opportunities throughout the day to increase their basic math fact fluency by utilizing the ST math fluency program. Students have two 45 minute sessions per week in the computer/Ipad lab for this program.
- A computer lab technician will be available for additional assistance in the lab and for computer/Ipad troubleshooting.
- Students participating in the Engage 360 After School Program will have access to the computer labs to strengthen skills.

**Staff will participate in district and school sponsored professional development to increase instructional effectiveness.**

- Teachers will take part in site and district provided training opportunities related to Common Core Math standards and effective strategies. Ongoing collaboration opportunities, demo lessons, and coaching will be provided to teachers by District and on-site personnel. Kinder-5th grade teachers will participate in MIND Math training. Teachers will be given the opportunity to participate in CGI training ( 2nd and 3rd grade teachers).
- Grade level teams will analyze class assessments and student work, MAP assessment results, and Extended Response to inform their instructional planning and pacing. During grade level collaboration meetings, teachers will discuss lessons and instructional strategies that support student achievement, engagement, and algebra readiness. Teachers will also review grading policies and establish common criteria.
- Staff development on effective math strategies will be provided through the Irvine Math Project.

**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:**

Kennedy will promote, develop and nurture positive relationships with parents, business partners, and community members to increase student achievement and create a healthy, safe, and secure school environment.



### **Building on parenting strengths**

- The TOSA, teachers, and outside agencies may provide parent workshops on how parents can help improve their children's literacy skills by increasing the time students read independently and on how to help them with homework at home. Parents will be encouraged to attend Family Literacy events. Childcare will be provided if needed and available.
- Parents will be encouraged to participate in the Crusader Book Club by increasing library access via increasing hours of operation.
- In order to assist parents and enhance student learning in the home and provide college and career awareness for their children, parents will be encouraged to attend parent workshops/trainings,

### **Communicating effectively**

- Parents are informed of their child's progress through progress reports, report cards, AIPs, SSTs, IEPs (if applicable).
- Conferences, Open House, Back to School will all be held in a timely manner to discuss student, class, and school expectations. Translation services will be provided by TOSA, instructional assistants, and other staff members if necessary in order to insure communication with parents.
- All assessment data, improvement plans and strategies, and surveys will be shared with parents and community leaders.
- SSC, ELAC, DAC/DELAC meetings will be held monthly.
- Coffee With The Principal Meetings will be held monthly.
- Office and school administration will notify parents and community in a timely manner of current programs and activities and upcoming events and activities.
- At the Title 1 Parent meeting, staff will present and review the Parent-Student-Teacher-Administration Compact and Involvement Policy, as well as, homework, discipline, and attendance policies that will be used school wide. Parents will be encouraged to participate in the revision process of these documents.

### **Organizing opportunities for volunteering**

- Student and parent participation in the GRIP program will improve attendance, truancy and student behavior.
- Parents will be encouraged to participate in the GRIP Greeter program before and after school to foster an inviting and school climate.
- Parents will be encouraged to volunteer in classrooms.
- Parents In Action program will be held 1-3 days per week. Money will be allocated in order to pay for the Parents In Action program.
- Parents will be encouraged to participate in various fundraisers.

### **Learning at home**

- Parent workshops will be offered to increase parent knowledge of technology including email, computer based instructional software programs, accessing internet and keyboarding and word processing competency.
- Teachers will inform parents about public libraries, their service programs, and resources.
- Book Fairs will be held 2 times a year.
- Kinder Roundup meetings held at beginning of school year.
- Coffee with principal meetings will include workshops on understanding reports cards, grade level expectations, and common core strategies.
- Extended learning opportunities (homework assistance, technology access to school based programs) will be enhanced by student participation at the Lighthouse Community Center's tutoring center.

### **Involving in decision making**

- School Site Council (SSC) members and ELAC members will discuss and be informed regarding district and school issues affecting school environment, academic progress, budget/funding, and curriculum on a regular basis.
- SSC, ELAC, DAC/DELAC meetings will be held monthly.
- PTA membership drive will be held yearly.
- PTA will conduct monthly council meetings and parent meetings.

## Collaborating with the community

- Adult ESL classes will be offered to strengthen English skills.
- Various parent and student workshop and trainings will be offered through Minnie Street Family Resource Center.
- Adults will have the opportunity to participate in technology skills to assist students at home.
- Parents will be encouraged to participate in computer classes.
- Minnie Street Family Resource Center, Big Brother, Big Sister, will participate with site personnel, targeted students and parents to foster academic and social growth.
- Collaboration with tutors and mentors from Lighthouse Community Center.
- Collaboration with Engage 360 Afterschool Program. The program includes homework assistance, enrichment activities, and monthly Family Nights.

## Building relationships

- In order to build engagement for students and relationships with the parents, student recognition assemblies will be held every trimester.
- In order to build engagement for students and relationships with the parents, there will be a yearly school-wide Winter performance.
- In order to build and strengthen relationships with parents, there will be a yearly volunteer recognition breakfast to recognize parents for their support and commitment.
- In order to build engagement for students and relationships with the parents, there will be a end of year Talent Show.

## 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, SST facilitator, professional development	1000-1999: Certificated Personnel Salaries	Title I, Part A	13,380.00
Certificated benefits	3000-3999: Employee Benefits	Title I, Part A	2,108.33
Technology, Reading, Writing, Math, and EL materials	4000-4999: Books And Supplies	Title I, Part A	89,152.25
Field trip admissions and transportation, Plaworks	5000-5999: Services And Other Operating Expenditures	Title I, Part A	15,000.00
Print shop orders of supplementary documents	5700-5799: Transfers Of Direct Costs	Title I, Part A	8,420.34
Counseling, PlayWorks, Parents In Action, Lexia	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	41,100.00
Notifications, letters, flyers, and handouts	5900: Communications	Title I, Part A	3,590.19
<b>Total</b>			<b>172,751.11</b>