

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



James Russell Lowell Elementary

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

**James Russell Lowell Elementary
Vision Statement**

The staff, students, and parents of Lowell Elementary School are committed to ensuring our students are career and college ready creating a safe and nurturing Professional Learning Community. The staff is dedicated to providing all students with a rigorous, standards-based instructional program to prepare all students for success in career and college. With high expectations for all, support and guidance, we expect every student to take responsibility for their learning and achieve academic excellence.

Our highly trained and competent staff will ensure that our students achieve their optimum potential by using research-based, standards-driven, instructional practices. Staff will scaffold the learning by differentiating instruction, and utilizing student engagement strategies, in order to implement adopted standards. The staff will establish a positive learning environment that is conducive to learning and the achievement of high academic success for all students. As a developing Professional Learning Community, we will collaborate, reflect, and make innovative decisions to better meet our student's needs, to increase student achievement, and ensure our students are career and college ready.

At Lowell, students will be engaged in a meaningful, standards-based curriculum that integrates literacy across all curriculum areas and encourages 21st Century Skills including high-level critical thinking skills. Our students will gain a life-long love of reading and learning, and will attain the social and citizenship skills necessary to face a diverse and dynamic world. Students will learn to critically solve problems both individually and cooperatively.

Parent participation is essential to the success of every child. The school community will motivate parents to participate in comprehensive parent education programs, so that they will be empowered to assist their children to become contributing members of the community.

**James Russell Lowell Elementary
Mission Statement**

Lowell Elementary School, through a partnership involving the students, parents, staff, and community will provide a safe, positive learning environment that empowers students to reach their maximum potential in academic excellence, and develop respect for individual differences, as they become productive and contributing members of our community.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	151	161	150
1	156	160	157
2	157	154	153
3	145	156	162
4	120	140	163
5	135	129	130

Percent Actual Attendance

2012-13	2013-14	2014-15
97.31	97.51	97.94

**Student Demographic
by Ethnicity**

	2013-14	2014-15
American Indian or Alaska Native	1 (0.11%)	1 (0.1%)
Asian	2 (0.22%)	1 (0.1%)
Pacific Islander	0 (0%)	0 (0.0%)
Filipino	0 (0%)	0 (0.0%)
Hispanic or Latino	897 (99.67%)	913 (99.8%)
African American	0 (0%)	0 (0.0%)
White (not Hispanic)	0 (0%)	0 (0.0%)
Multiple or No Response	0 (0%)	0 (0.0%)

Total Enrollment	900	915
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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: Lowell Elementary is a school where all stakeholders emphasize respect, responsibility and rights as the pathway to high academic achievement, unlocking each individual's maximum potential and developing the leaders of the future. Lowell Elementary will prepare students to be career and college ready. We will establish a positive climate with high expectations in which we ensure the safety of students and staff, building trusting relationships. Through our PBIS efforts, we will establish a specific vision of what high quality personalized learning and instruction and learning look like in classrooms based on the Common Core State Standards. The vision of the school will promote school-wide student achievement goals as identified by LCAP and board priorities. We will develop, define and deepen understanding of the District's vision internally and with the community through the creation of a unified message, including avenues for communication. It will be data driven and focus on best first, standards based instruction. Technology will also be used to enhance instruction. This goal will be met by increasing the quality of its teachers and administrators, and engaging parents and members of the community. We will promote parent participation and increase by 20% the number of parents participating in school activities and parent education classes.

To achieve goals in both English Language Arts and Math, and work to reduce the number of students working below grade level, Lowell will continue to establish a culture of high expectations and implement and refine: school-wide reform strategies, PBIS, COST, Interventions, RtI/MTSS, and focus on standards based, best first instruction. Data will be utilized to drive instruction. We will strengthen our core instruction through scientifically researched based strategies and implement interventions to support students needing additional academic and emotional support based on data analysis. Student learning will be assessed in order to inform practice and monitor implementation of best practices. Student performance goals and analysis of student progress towards these goals will be the driving force for decision-making related to resources, staff development, program development and curriculum. Data analysis will drive instruction with additional focus on Common Core State Standards and California State Standards. We will utilize technology to enhance instruction in the classrooms, and with our Read Like a Detective, GOT Evidence? and Academic Language campaigns. We will continue to identify key indicators and measures to monitor student achievement toward college and career readiness.

- A climate and culture of high expectations will be established with key performance indicators established for annual students goals, as well as trimester goals. We will establish a clear focus on learning and implementing high-quality Instruction and personalized learning based on the Common Core State Standards. Grade level expectancies will also be established and monitored. Grade levels will articulate and align goals to establish a clear focus and steps towards meeting indicated goals and meeting school vision. Students, parents, and staff will be recognized for having met goals. We will purchase incentives for PBIS related events, parent trainings, certificated personnel for support purposes in implementation, and licenses for software.
- Administration, TOSA, support staff and teachers will support the school's core goals and mission through in class support, staff development trainings, and program and service monitoring.
- Implement high quality best first instruction and personalized learning based on Common Core State Standards with the use of district approved curriculum, pacing guides, and provide for instructional supplies to support this instruction. Implementation and awareness training of the common core standards will continue in 2015-16. Teachers will backwards plan to establish consistency with the instruction and focus on standards. Teachers will submit weekly lesson plans specifically detailing instruction.
- Instructional Leadership Team (ILT) will meet monthly to discuss professional development needs and establish grade level meeting agenda priorities.
Grade level teams will meet twice a month to:
 - *Analyze data
 - *Create action plans to improve student achievement in ELA and Math
 - *Share instructional strategies
 - *Discuss grade level agreements, grading practices and review of student work
 - *Discuss progress and adjust implementation of the research based strategies and programs
 - *Provide input from ILT meetings
 - *Monitor Progress toward LCAP goals
- At least, two staff meetings and two grade level team meetings will be held monthly to provide collaboration and planning time to focus on standards based instruction and consistency in best first instruction.
- School Site Council (SSC) members will receive information regarding district and school goals, school and grade level data, academic

progress, budget/funding, and curriculum on a regular basis. Information will be utilized to establish the SPSA.

- Fully implement Positive Behavioral Intervention System (PBIS) in order to improve behavior and academic achievement and to establish a safe, positive climate driven by the core values of respect, results and responsibility. Each stakeholder will be involved in the implementation of the three Tier behavior and academic systems, including the school rules, action flow charts, and an Office Discipline Referral system.
- A Coordination of Services Team (COST), Multidisciplinary Assessment Team, SART and Student Success Team meetings will be held to monitor student progress and to coordinate programs and services for students needing academic, attendance, behavioral and socio-emotional support. Substitutes will be provided for meeting with teachers, parents and students, if needed.
- Establish a comprehensive accountability system. Student learning will be assessed in order to inform, practice, and monitor implementation of best practices. Additional funding will be provided for classified personnel monitoring of accountability system.

Extended learning opportunities will be provided for all students including afterschool program, before and afterschool tutoring and interventions for students needing additional support in meeting grade level proficiency.

- An after school enrichment program, Engage 360, will be provided in collaboration with the District. Enrichment activities, homework support, and physical education will be provided to students participating in the program.
- Substitutes will provide teachers the time and support to meet with their students for data chats, ILT, backwards planning and trainings throughout the year.
- Provide before and after school intervention and Dual Language Intervention to students at all proficiency levels, in order to improve and maintain student achievement.
- Provide hands on collaborative experiences for students including assemblies, field trips and projects connected to the content areas and implementation of the common core.

Technology will be utilized to improve student achievement through instruction, data analysis, parent education, and implementation of technological programs for students. Technology will be utilized in all curricular areas and will be key in establishing school goals and determine next steps for instruction. Technology will be utilized to enhance instruction, and to prepare for the administration of the SBAC.

- Technology will be utilized for data analysis to determine next steps for instruction. Technology will be utilized by all stake holders and training in the use of technology will be offered to parents, teachers, and students. Computer Tech will provide support in the full implementation of technology.
- Technology will be utilized as a learning tool for the implementation of programs and services to students and parents. Programs to be utilized will include ST Math, Accelerated Reader, Myon Reading and SmartyAnts. Other programs will be identified for interventions as well for classroom instruction. Technology will be utilized in the classroom including Smartboards, elmos, projectors, chromebooks, computers, laptops, I-PODS, I-PADS and Apple T.V. We will continue to purchase additional technology items previously mentioned as we strive to have a 1 to 1 student to device ratio. Training will be provided in the use of hardware and in the use of programs.
- Parents will receive training in the use of the Aeries Parent Portal and computers. Our TOSA and Computer Instructional Assistant will offer trainings to parents in order to have them to access information about students and programs that can be utilized by students.
- Update Printers and Classroom PCs in order to supplement current student learning needs for those students who do not have access at home for such technologies per the data in our Healthy Kids survey that highlighted such need.

We will focus on commitment and capacity by ensuring that all employees feel valued and enact the instructional vision through professional training, implementation, support, and monitoring of performance to strengthen student achievement.

- Staff development will be differentiated based on data analysis and be provided with effective learning through Structured Teachings, Academy, Academic Language, Collaborative Conversations, Foundational Skills model, GLAD strategies, K-1 Literacy , Focused Approach, ST Math, Thinking Maps, CGI strategies, Extended Response, Common Core, MAP, grading practices, best first instruction and the Common Core State Standards. Support staff and District Curriculum Specialists will provide in-class support and demonstration lessons.
- Staff will participate in staff development and collaboration about effective Dual Language Program implementation. Staff will collaborate and receive training with staff from other Dual Immersion schools.
- We will continue to build, commitment and capacity through professional development, trainings, support, program implementation, and through monitoring of performance to improve student achievement. Fiscal, physical, and personnel resources will be effectively and efficiently aligned to support student achievement and build capacity.

Through our PBIS efforts, Lowell Elementary School will provide a well maintained, safe learning environment where students feel safe and are able to focus on their learning.

- Custodial staff will maintain a clean and orderly campus. Safety committee will conduct walk-throughs to inspect all classrooms and

facilities. All visitors and volunteers will enter through the front office. As of November 2015 the Raptor System has been implemented. All ID's will be verified and parents will receive a printed badge with their name and picture. These must be worn at all times. All teachers will implement a discipline plan that supports positive conduct and behavior.

- A Student Council and monthly Principal's advisory will be established to help provide students voice in programs and services provided in order to maintain a safe and positive learning environment.

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:

Lowell students will demonstrate the reading and language arts proficiency necessary to succeed in college and career through access to rigorous, technology-driven curriculum and instruction.

Lowell LCAP subgoals:

1.) Students will be proficient readers by the end of 3rd grade.

Students will show an 20% increase in the number of students achieving proficiency as identified by each specific assessment:

DIBELS (Gr. K-3)

BPST II

Kinder Results'

MAP Test (Gr. 3-5)

Star Renaissance Learn

District writing proficiency tests

SBAC

2.) Students will demonstrate college readiness (proficiency) on ELA MAP.

Baseline will be established in Fall of 2015. Students will increase by 10% the number of students improving RIT score by one year's growth.

3.) Graduates will meet UC A-G requirements. All students in grades 4-5 will be able to understand what A-G requirements are.

With our Read like a Detective, GOT Evidence? and Academic Language campaigns, we are placing a greater emphasis on requiring students to state claims, cite evidence, and justify and explain their claims, extended responses and the use of academic language. Students will cite evidence from text, from research, from media, and from discussions/interviews.

Teachers in grades K-5 will implement best first standards based instruction and integrate research-based strategies including Academic Language, Literacy, Common Core Standards, Collaborative Conversations Higher Order Thinking Skills, Questioning strategies, Thinking Maps, ELD proficiency levels and standards Frontloading strategies, backward planning, Common Core State Standards instruction, GLAD and literature response strategies in their daily instruction. Teachers will also use technology to enhance instruction.

- Lowell Elementary School will implement various strategies including academic language, literacy strategies, and engagement strategies to provide best first, standards based instruction and align SAUSD Language Arts Program, Common Core state standards implementation. All teachers will adhere to the District's ELA pacing guides and Curriculum Maps, ELD proficiency levels, Extended Response, grading practices and monitor progress using District benchmarks and assessments.
- We will develop a literacy vision for the school and then have an additional focus on common core standards through unit of study. A plan will be developed for how standards will be addressed, strategies to be implemented, and assessed. Teachers in grades K - 5 will collaborate bi-monthly to discuss instructional strategies, analyze student data, plan instruction, and reflect on the effectiveness of current instructional practices and implementation of the Common Core Standards. Students not achieving proficiency will participate in small group instruction or in reteach instruction. Materials will be selected by grade level that will promote English Language Arts instruction and collaborative discourse.
- K-2 students will participate in Smarty Ants reading program. Students in grades 3-5 reading at least one year below grade level will utilize SmartyAnts as an intervention.

Lowell students will be provided with strategic, systematic, and targeted intervention in English Language Arts for intense instruction in Reading. Targeted students will participate in Lowell's intervention program during their instructional day, after school, before school and on Saturdays, if needed.

- Students not reading at grade level will attend intervention programs: PALS, SIPPS, Quick Reads and Rewards, Intervenciones, Estrellitas for students lacking fluency in grades 1-5. Additional materials will be utilized for vocabulary and phonological and phonemic awareness for primary students. Students in grades K-5 working below grade level on the assessments will be provided with

classroom interventions during the school day. Select students will be able to participate in the enrichment opportunities and before and after school tutoring.

- During the workshop/intervention/ differentiation/ block, teachers will work with small groups. Students will be grouped according to their individual needs. Interventions will also be provided by intervention substitutes.
- Rewards, 6 minute solution, Intervenciones, Language! intervention program will be used for students in 4th and 5th grade that are two years or more below grade level in ELA.
- Implementaton of an AR Reading Campaign that will promote reading of non-fiction and fiction texts. An incentive program will be implemented to promote daily reading at home.

All grade levels will have a common workshop/intervention block of time to address language arts skills and standards to differentiate instruction and to implement programs that will improve students achievement in all areas of our literacy program.

- AR reading will be implemented as well as SmartyANTS in order to provide additional support in English Language Arts, and increase access to technology.
- Technology will be provided through use of computers, Chromebooks, I-Pad programs and Apple TV, as well as through teacher use of technology for direct instruction to implement supplemental reading programs.

Lowell staff will participate in staff development, collaboration, and data analysis. Teachers will participate in training researched based practices in Reading. Lowell teachers will teach and track key Language Arts blueprint standards and common core standards to ensure that the implemented curriculum is aligned to the California Common Core State Standards.

- Lowell's Instructional Leadership Team will meet monthly to discuss Language Arts instructional practices, Academic Language Strategies, Extended Response, Early Literacy, collaborative conversations, SmartyAnts implementation of the Common Core State standards. Each trimester, staff will discuss ELA standards, research based instructional strategies in reading, Units of Study, pacing and determine individual class goals for reaching proficiency levels on the SBAC. Teachers will utilize technology and typing programs in order to prepare students for the SBAC assessment.
- Administrators, District personnel, Support Staff and TOSA will provide staff development in English Language Arts Common Core State Standards to all staff members. Teachers will attend district professional development to improve Language Arts instruction, Foundational Skills instruction, Comprehension strategies, Dual Language Program implementation, and Intervention support.

Goal IIb: Writing Across the Curriculum

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

School Goal: All students will improve their writing scores by one proficiency level or maintain at Proficient or Advanced level, as evidenced by on-going District writing assessments through Open Court, district writing prompts, the end-of-year writing proficiency assessment. Students will learn to WRITE like a reporter by stating claims and supporting it with evidence. Students will write for a variety of purposes and in all curricular areas. We will increase by 10%, the number of students achieving proficiency annually on the district writing assessments. Write from the Beginning, Fetzer strategies, Extended Response, Thinking Maps and GLAD strategies will be implemented to enhance the District Writing curriculum. Teachers will also use technology, like iPads and Chromebooks, to enhance writing instruction in the classroom. Teachers will be trained on the use of technology in the classrooms.

Strategies focused on opinion and argument writing will be utilized in order to have students state claims supported by text and evidence from various resources and media. Teachers will utilize standards based ,District approved writing strategies and best practices including Thinking Maps, Writing Process, Write-from-the-Beginning, District Writing Binder (Writing Curriculum), error analysis, revising and editing strategies and published students work as writing tools.

- Students will use a various strategies to write for a variety of purposes. We will implement our writing campaign focused on having students write like reporters including details and text evidence. Teachers will help students develop grade level writing genres through the use of various writing strategies including, Thinking Maps, rubrics, error analysis, Write from the Beginning, argument/opinion writing and GLAD. Teachers will utilize student engagement strategies to maximize learning.
- Analysis of grade level anchor papers to help guide instruction and set goals each trimester. Teacher will analyze their extended responses assessments twice a year. Teachers will identify students' writing on a monthly basis for our Principal's Award Winner assembly. Lowell teachers will continue working with District personnel, administrators, Support Staff, TOSA, and writing consultants, to enhance the quality of our writing program.

Teachers will use student engagement strategies, a focus on the writing process, writing for various purposes and audiences, small group instruction, and conferencing to maximize learning and engage all students, including the use of Thinking Maps. Teachers will also utilize technology to enhance instruction. Students will also participate in interventions for writing. Enrichment opportunities

such as interventions and writing contests will also be provided.

- Students not proficient in writing will receive additional academic support during Open Court Workshop or with small group instruction.
- Writing contests will promote and encourage extended learning opportunities and opportunities for writing with a purpose. Winners will be selected from each grade level.

Technology will be utilized for students' published writing samples, research and for analysis of District writing data, Strategies will be selected by grade level for implementation in order to improve student achievement in writing. Grade level teams will select grade level anchor papers in various genres to establish high expectation in writing.

- Students will utilize technology for publishing student work and for research, in order to write expository texts. Teachers will utilize technology for modeling, direct instruction, error analysis and revising, and analysis of writing samples.

All staff will participate in ongoing staff development in various writing techniques and strategies in the area of writing in order to improve student achievement including K-1 Literacy and Extended Response training..

- Teachers will receive training in the most effective writing strategies including, Argument/Opinion writing, Thinking Maps, error analysis, anchoring, writing in the different genres and revising, editing and evaluating. Teachers will also attend District offered Writing Workshops offered by Helen Tross.

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: A minimum of 60% of English Learners will increase by one proficiency level, evidenced by the district ADEPT and CELDT assessments given every school year. Lowell Elementary School will ensure that students meet or exceed proficiency in grade level ELD standards. Lowell will meet or exceed the AMAO I, II, and III targets. The district reclassification goal by 4th and 5th grade will also be a schoolwide goal. We will increase the percentage of students reclassified by 18%. Lowell Elementary School will implement the District adopted ELD program, Carousel of Ideas, and Systematic ELD Strategies. Staff will continue to receive training in implementation of Common Core Units of Study and EL Common Core Standards. Teachers also use technology, like iPads and Chromebooks, to enhance instruction in the classroom. Teachers will be trained on the use of technology in the classrooms, as well as getting our staff and students prepared to take the SBAC assessment.

Alignment of ELD Instruction, Strategies and Materials with Content Standards: A proper identification of all students' ELD levels will be performed at all grade levels in order to facilitate team teaching and collaboration. Implementation of English Learner strategies including GLAD, Focused Approach, Frontloading, and Results for English Learners. Technology (iPad/iPods) will be utilized to enhance instruction in ELD. Teachers will receive training in new EL proficiency levels and standards throughout the year.

- A differentiated and comprehensive curriculum for all students in ELD using the Systematic Approach, ELD grade level teaming and Carousel of IDEAS provided by all K-5 teachers. Thinking Maps, Systematic ELD, and REL strategies (Grades 2-5) are implemented by teachers to meet the instructional needs of all students, and provide a balance between independent, collaborative, teacher-directed, and student-centered work. All teachers team for ELD in order to provide differentiated systematic ELD instruction for students at their specific proficiency level.
- Teachers in grade level teams will determine ELD focus for teaming. Teachers will identify linguistic forms and functions and strategies to ensure students' ELD progress. Support Staff, TOSA, administrators, lead teachers and district personnel will offer training in ELD strategies including, SDAIE, SIOP, GLAD, REL and the Focused Approach.

Extended Learning Opportunities including interventions, small group instruction and Newcomer support will be provided for students not making progress in ELD and to ensure all students make one level growth per year.

- Teachers, as well as the TOSA, will work with English Learners who are at the beginning level of proficiency. Newcomer students will receive an additional block of ELD instruction, reading and writing in a small group setting. We will provide tutoring for Long Term English Learners to support students reclassification in the Spring. This program was funded by the District during the Spring of 2015.

Increased Access to Technology across all grade levels with the assistance of our Computer Instructional Assistant, in order for teachers to enhance their instruction. Students will have access to programs that support English Language development, Reading, Writing, Listening and Speaking.

- Technology will be utilized for ELD instruction and to provide additional support for students. Technology to be utilized in the classrooms include:

- *ELMOs provide visuals for ELD lessons
- *Smart Boards will be utilized for student engagement, visual support and to enhance ELD lessons.
- *iPads
- *Laptops
- *Computers
- *Software and videos
- *Programs

Teachers will receive training in EL standards and Proficiency levels, research based ELD strategies including Focused approach, REL, ELD strategies to support proficiency in English Language arts and ELD proficiency in all areas including listening, speaking, reading, and writing.

- Staff members will participate in site-driven staff development, collaboration meetings, district-supported staff development, and seminars concentrating on research-based ELD strategies. A focus will be made on the EL strategies and Proficiency levels, Focused Approach and REL, ELD strategies in order to support both oral and written ELD proficiency.

Involvement of Parents and Community: Parents will help to support the schools with English Language Development. In collaboration with community organizations, Santa Ana College and the Boys and Girls' Club ESL classes will be offered to parents and community.

- ESL classes will continue to be offered to the community at the Boys & Girls' Club of Santa Ana. A monthly parent newsletter will be sent home to inform parents of school activities and other school news. Monthly parent and ELAC meetings will be held to inform parents on how they can help their child's language and literacy experiences at home. Students will participate in hands-on experiences and field trips in order to continue to develop language. School will offer workshops for parents with the skills necessary to help their children succeed in school. School Site Council meetings are to share information about student achievement and specific needs for EL's.

Goal III: Mathematics

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

School Goal: Lowell will strive to have an increase in the number of students achieving proficient or advanced, including subgroups. Students will show an increase on their RIT Measures of Academic Performance (MAP) Math score in order to reach grade level goals to show college readiness. Students will achieve proficiency level or higher in Math as evidenced on RIT score on the MAP (one year's growth for all students). Lowell students who do not meet or exceed grade level proficiency in Mathematics will increase by a minimum of one year's growth annually. Students will have expanded access to math and science programs and extended learning opportunities through additional learning experience including field trips, assemblies and access to a variety of mathematics programs. We will show an increase in the number of students reaching 75 % goal on ST math. Target students will also be selected for additional small group instruction. Teachers also use technology, like iPads and Chromebooks, to enhance instruction in the classroom. Teacher will be trained on the use of technology in the classrooms, as well as getting our staff and students prepared to take the SBAC assessment. Teachers were trained in CGI (Cognitively Guided Instruction) for math instruction. CGI asks students to explain their cognitive process in math by justifying an answer or explaining steps or a process.

All teachers will provide best first standards based instruction in mathematics by implementing the Mathematics curriculum and follow district pacing guides and aligning curriculum, instruction, assessment to ensure that all students meet proficiency in mathematics. Teachers will utilize Cognitively Guided Instruction strategies to help teach math concepts.

- Lowell Elementary will adhere to the district-adopted Mathematics program. Teachers will collaborate by grade level and discuss instructional strategies, analyze student data, plan instruction, and reflect on the effectiveness of current instructional practices and interventions based on student academic needs.
- Teachers will collaborate by grade level and discuss instructional strategies, focus standards, analyze data, plan instruction, analyze extended response and reflect on the effectiveness of current instructional practices and interventions based on student academic needs.

Extended learning opportunities will be implemented in order to provide enrichment and intervention programs in order to improve student achievement in mathematics. Implement a schoolwide mathematics math facts program with progress monitoring system.

- Teachers and staff will analyze student progress using MAP, SBAC, Standards-Based assessments, and on-going Houghton-Mifflin

chapter and unit assessments. Based on assessment results, teachers will modify instruction for students who are performing below the proficient level. Students in grades 1 - 5 will have access to enrichment, before and afterschool activities.

- Students will participate in Math Club in order to participate in the districtwide math field day. Students will meet with teachers at lunch time in order to learn more about mental math, problem-solving, mathematical reasoning, algebra readiness, and measurement and geometry.
- We will identify a program for math facts fluency. Students will be assessed and rewarded for meeting grade level targets for memorization and recognition of math facts.
- Before and afterschool tutoring, in class small group instruction as well as Saturday school will be provided to students working below proficiency on state and on district benchmarks.

Students in Kinder through Fifth grade will participate in the Mind Institute, a standards based program, which uses technology to help improve students' math skills.

- Successful participation in the Mind Institute Math program in Lowell's three computer labs. Students will utilize computers in the classroom equipped with Internet access to assist them in learning standards-based mathematical concepts. Teachers will analyze Mind Institute reports to encourage students to maximize their learning potential. The ST Math program will be helped to reduce the barrier to learning math concepts.
- Teachers will participate in ST MATH Common Core training. They will learn how to incorporate ST math into classroom instruction.

Lowell teachers will be provided with training, in class support and grade level teams collaborate to support each other, to ensure their implemented curriculum is aligned to Common Core Math Standards and to prepare for the implementation and assessment of the Common Core State standards. Teachers use technology to enhance their instruction.

- Teachers will analyze ongoing student performance in the math assessments and collaboratively develop lessons and instructional strategies that will increase student achievement in mathematics.
- Training will be provided in the area of strategies for improving mathematics achievement. Training will include use of Math problem solving skills, EL strategies, Thinking Maps, CGI strategies, and Common Core State Standards. Teachers will collaborate to plan vertical alignment.

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:

The school community fosters a culture that regards parents and community members as significant partners in education. Parents are trained in school leadership roles, which will enable them to actively participate in the school-decision making process. Parents participate in a variety of trainings that will help them support their child's development and academic learning.

Lowell School will establish parents and community partnerships, and will establish processes for parents and community involvement. We will welcome parents and maintain open and ongoing communication with parents. Lowell Elementary will recruit and develop parents and community members as advocates and decision makers for parent associations, school site councils, and advisory committees that monitor school improvement.

Building on parenting strengths

Parents will take an active role in their child's education in reading through participation in parent meetings, trainings, and through programs promoting school home communication and parent child interaction. Lowell School will assist families with parenting classes, child development classes, and literacy training that will support children as students. Parents also volunteer for the Greeter Program, where parents greet students before and after school.

- Parents will be informed about grade level standards, pacing, grading criteria and expectations for students by grade level. Information will be provided through parent meetings, trainings, parent conferences, and informational packets and pamphlets. Translators will be provided for conferences, if needed.
- Lowell Elementary will offer parent trainings on Literacy, English Language Development, parenting skills, discipline and goal setting will be offered to parents. Parents will be encouraged to attend parent conferences, progress report conferences, meetings and workshops. Daycare and refreshments will be provided to all who attend.
- Trimester markers/ anchors will be established and shared with parents to ensure parents have common knowledge about student expectations.

- Parents will be provided with strategies and tools to help students' improve their reading and writing skills at home. ESL classes will continue to be offered to our parents and community. Parent monthly newsletter will be sent home to inform parents of school writing activities and other school news.

Communicating effectively

Parents will take an active role in their child's education in Mathematics through participation in parent meetings, trainings, and through programs promoting school home communication and parent child interaction. Lowell School will assist families with parenting classes, child development classes, and training that will support children as students.

- Parents will be informed about grade level standards, pacing, grading criteria and expectations for students by grade level for mathematics. Information will be provided through parent meetings, trainings, Parent Conferences and informational packets and pamphlets.
- Lowell School will provide workshops and trainings for families on how to support students at home with mathematics and learning their math facts. Parents will support students in learning math facts appropriate for their grade level.

Organizing opportunities for volunteering

School staff will work with parents to provide additional support for students, including counseling, socio-emotional support and family support.

- Services and programs will be provided for parents in order to support students socio-emotionally. Services will include counseling, family support, connections to community organizations, uniforms provided to students whose family can not afford them. Assistance League of Santa Ana, support of needy families, McKinney-Vento Homeless Program, Holiday SOS baskets, GRIP II, Nutrition classes, Conexiones, Community Health classes. Home visits will also be conducted, if needed, through our Counseling services, students/families receive support, and through our GRIP Mentor program.
- We will continue to establish community partnerships and maintain the existing partnerships with OCDE Conexiones, Tzu Chi, SmartyAnts, 7-Eleven, Cal State Fullerton, Los Niños de La Calle Con Wendy and Golden State Foods. We will work with community organizations and partnerships to provide additional services and support for students, families and the school including local businesses, the City of Santa Ana and local universities and colleges.

Learning at home

Lowell School will establish parents and community partnerships, as well as will establishing processes for parents and community involvement. We will welcome parents and maintain open and ongoing communication with parents. Lowell Elementary will recruit and develop parents and community members as advocates and decision makers for parent associations, school site councils and advisory committees that monitor school improvement.

- Parents will participate in parent committees and provide input for the SPSA.

*DELAC (District English Learner Advisory Committee)

*ELAC Meeting (English Learner Advisory Committee)

*SSC Meetings (School Site Council)

*Parent Cabinet

- A variety of Parenting classes will be held in order to improve parent involvement and to provide parents information on how to help support their child's education.

* Workshops for parents conducted by Padres Unidos

* Parenting classes

* Parent Math & Literacy Workshops

* Kinder Academy every Spring

* Project 2 Inspire parent classes through CAFE

* The Ten Commandments of Education

* Padres Unidos, Strengthening Families and Community Parenting classes

* ESL classes for parents at Boys and Girls Club

* 40 Developmental assets

* District parent literacy classes

* Early Literacy Classes

* Nutrition classes- Latino Health Access

* Annual District Parent Conference

Materials, childcare and refreshments will be provided to promote parent participation.

- Parent Communication will be enhanced through the following ways:

- * Monthly parent bulletin
- * Parent/Teacher Conferences
- * Use of EXTEND/Parent Link (Span./Eng.)
- * Electronic Marquee Messages
- * Parent volunteers
- * Monthly parent meetings

- Parent compact will delineate home and school responsibilities for improving the academic achievement of each student. Parent compact will be signed annually. Advocacy groups include School Site Council and English Learner Advisory Committee. Parents will be actively invited to participate in all of our committees.
- A Parent Volunteer System will be developed and established to promote parent involvement. Schedules and a systematic plan will be developed so all classes and teachers receive support in preparation of materials. A system for logging and monitoring time for students will be developed.

Involving in decision making

Collaborating with the community

Building relationships

Funding

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
TOSA	1000-1999: Certificated Personnel Salaries	Title I, Part A	42,269.00
Computer Instructional Assistant	2000-2999: Classified Personnel Salaries	Title I, Part A	16,399.00
TOSA	3000-3999: Employee Benefits	Title I, Part A	7,372.00
Classroom supplies & Library books	4000-4999: Books And Supplies	Title I, Part A	77,165.86
Illuminate, Mind Institute, Print Shop, Activity Supervisors	5000-5999: Services And Other Operating Expenditures	Title I, Part A	44,900.00
Total			188,105.86